# Success Gaps Rubric

**District/Charter:**

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**Date: Team Members**

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**Name Role Contact Email**

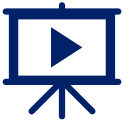
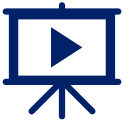
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## Directions for SSIP Teams completing the Success Gaps Rubric (SGR)

### First Activity Submission—Fall of SSIP Year 1

For each of the indicators:

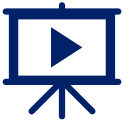
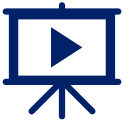
* EBPs—After reading the indicator description, the team discusses and documents how each Evidence-Based Practices (EBP) prompt currently applies to the learning community.
  + All EBP prompts should have documentation in either the EBP and/or Notes section of the indicator.
  + To support team conversations, EBPs include links to external resources and system groups are aligned to High Leverage Practice (HLP) Domains and Pillars.
* Level of Systemic Implementation—The SSIP Team compares the EBPs with system-level descriptions, has team conversations about which level of implementation currently applies to the learning community, and checks the box for the current level.

Activity Process Support: [First Activity Submission](https://www.azed.gov/sites/default/files/2023/07/SSIP%20SGRAP%20Support%20Doc%20-%20Initial%20Completion.docx) Team Lead[](https://youtu.be/4ONcM6XBvDs) Team [](https://youtu.be/vuoWrP5fXWk)

### Activity Submission Updates – Spring of SSIP Year 1 through Spring of SSIP Year 3

For each of the indicators:

* EBPs—Using the same activity form, the team discusses and documents updates to any of the EBPs.
* To ensure that updates are evident, precede text with a date or submission period in either Evidence text or Notes fields, where applicable.
* Documentation for each Rubic update submission should reflect two or more EBP developments amongst the 15 indicators.
* Levels of Implementation—The team discusses and documents the current level of implementation for that indicator.

Activity Process Support: [SC of the SGR with Examples](https://www.azed.gov/sites/default/files/2023/07/SSIP%20SGRAP%20Support%20Doc%20-%20Subsequent%20Completion.docx) Team Lead[](https://youtu.be/Us3RA_IuNrU) Team[](https://youtu.be/PbUnp24kRl0)

This document has been adapted from the IDEA Data Centers’ Success Gaps Rubric, found within their [Success Gaps Toolkit](https://ideadata.org/toolkits/)

## Indicator Group 1: Data-Based Decision Making [HLP Domain for Data-Driven Planning]

### Indicator 1a—System Description [HLP 1]

Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives; based on data.

### Indicator 1a—Evidence-Based Practices for Consideration

(Y/N)    The PEA’s [screener](https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p03/) and [benchmark assessments](https://iris.peabody.vanderbilt.edu/module/cnm/cresource/q1/p04/) have research to support effectiveness.

List programs or initiatives that use [subgroup data](https://nceo.umn.edu/docs/onlinepubs/briefs/brief04/NCEOBrief4.pdf) (SWD; ELL; Race/Ethnicity; Gender) to make decisions about implementation:

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(Y/N)    SpEd and GenEd teachers engage in [regular collaboration](https://highleveragepractices.org/sites/default/files/2020-10/Collaborationfinal.pdf?_gl=1*1dze6ql*_ga*MTk2MDk0MTUzMy4xNjg3NDU3ODc5*_ga_L4ZFTNESGT*MTY4NzQ1Nzg3OC4xLjEuMTY4NzQ1ODg4Ni42MC4wLjA.) with academic and behavior data to create and monitor student goals and for planning instruction.

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are rarely systematically based on data. | Some teachers and programs consistently use valid and reliable data systematically to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives. | The data used are valid and reliable. A schoolwide formalized and systematic process is in place to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, initiatives, and programs within the school. It is implemented by some but not all staff. | The data used are valid and reliable. The schoolwide process for data-based decision-making is implemented and evident for all children/students and subgroups of children/students, in all classrooms, and is used in decisions about school initiatives or programs as well. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**1a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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SSIP Activity Connection: [Literacy Screener Data](https://www.azed.gov/sites/default/files/2023/08/SSIP%20Literacy%20Screener%20Reporting%20Form_0.doc)

## Indicator Group 2: Cultural Responsiveness [HLPs for Culturally Inclusive Pedagogies and Practices, or CIPP]

### Indicator 2a—System Description

Culturally responsive instructional interventions and teaching strategies are used throughout the school or district.

### Indicator 2a—Evidence-Based Practices

### Example(s) of trainings that develop cultural responsiveness in academic planning and instruction:

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Example(s) of community diversity celebrations:

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(Y/N)    Evidence shows staff being [culturally responsive](https://iris.peabody.vanderbilt.edu/module/clde/cresource/q1/p03/) and effective regarding linguistic diversity.

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | Staff practices and attitudes about culture, race, and linguistic background prevent success gaps from being addressed. Many teachers are unable to effectively teach some groups of children/students in the school. | Some staff practices and attitudes about culture, race, and linguistic background are barriers to addressing success gaps. Many teachers are unable to effectively teach some groups of children/students in the school. Staff have received training in culturally responsive practices. | Staff receive ongoing training in culturally responsive practices. The practices and attitudes of most staff are responsive to cultural, racial, and linguistic diversity. Few teachers are unable to effectively teach some groups of children/ students in the school. | Staff receive ongoing training in culturally responsive practices. The practices and attitudes of all staff are responsive to cultural, racial, and linguistic diversity. The school recognizes and celebrates the diversity and richness of students’ and families’ backgrounds. All teachers can effectively teach all groups of children/students in the school. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**2a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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### Indicator 2b—System Description

Faculty and staff are prepared for linguistic diversity among students and families.

### Indicator 2b—Evidence-Based Practices

Administratively, each student’s linguistic needs [(IRIS Center resource on Linguistic Supports)](https://iris.peabody.vanderbilt.edu/module/clde/cresource/q2/p06/) are accounted for in the following ways:

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[Family language supports](https://www.edutopia.org/article/6-tips-engaging-families-english-language-learners) are offered at every: scheduled meeting  unscheduled office visit  family event  PTO/PTA meeting

(Y/N)    The PEA ensures that every correspondence that goes home is accessible to at least one parent/guardian in every household. [(USDOE resource on communicating with families that are non-native English speakers)](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf)

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | Most teachers are unprepared to meet the linguistic needs of many students in the school. | Some teachers are prepared to meet the linguistic needs of all children/students. Few staff are linguistically competent to communicate with our children/students and their families. Other supports are almost always provided when this is not the case. | Most teachers are prepared to meet the linguistic needs of all children/students. Other supports are always provided when this is not the case. Most staff are linguistically competent to communicate with our children/students and their families. | All teachers are prepared to meet the linguistic needs of all children/students. All staff are linguistically competent to communicate with our children/students and their families. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**2b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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### Indicator 2c—System Description [HLP 3]

### The school or district facilitates the participation of all the families that make up the diversity of the school.

### Indicator 2c—Evidence-Based Practices

(Y/N)    Learning community event data is collected and analyzed for such things as subgroup attendance, perspectives, and family engagement.

(Y/N)    Parent and family event data are used to make improvements and share data and feedback at stakeholder meetings.

Sustaining or improving event attendance by parent and family members of students that experience success gaps is targeted in the following ways:

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List the way(s) that administration has facilitated staff consideration of subgroup diversity in the learning community:

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | Parents and family members typically attending school activities, functions, or parent/teacher meetings do not represent the full diversity of the school, including the group(s) that experience success gaps. | Parents and family members typically attending school activities, functions, or parent/teacher meetings represent some of the diversity of the school but not all the groups that are experiencing success gaps. | Parents and family members of the groups that experience success gaps in the school feel welcomed and are engaged in school activities, meetings, or other functions. Some of the diversity of the school, but not all of the groups that are experiencing success gaps, are represented on stakeholder planning groups to reduce success gaps. School staff members are taking intentional measures to learn about the culture of these diverse groups. | Parents and family members of the groups that experience success gaps feel welcomed in the school and are frequently engaged in school activities, meetings, or other functions. All of the groups that are experiencing success gaps are represented on stakeholder planning groups to reduce success gaps. School staff members on an ongoing basis take intentional measures to learn about the culture of these diverse groups. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**2c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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## Indicator Group 3: Core Instructional Program [HLP Domain for Instruction in Behavior and Academics]

### Indicator 3a—System Description

A consistent, well-articulated curriculum is in place and implemented with fidelity.

### Indicator 3a—Evidence-Based Practices

Method(s) that administration accounts for [horizontal curriculum alignment](https://files.eric.ed.gov/fulltext/ED588503.pdf) within grade-level teams:

Professional Development  Team-meeting Agendas  Lesson Plans  Curriculum Maps  Pacing Calendars  Other

Method(s) that administration accounts for [vertical curriculum alignment](https://files.eric.ed.gov/fulltext/ED507587.pdf) within grade levels and between adjoining grade levels:

Professional Development  Team Meeting Agendas  Lesson Plans  Curriculum Maps  Pacing Calendars  Other

Method(s) that administration accounts for teachers delivering [curriculum with fidelity](https://iris.peabody.vanderbilt.edu/module/fid/cresource/q3/p10/):

Professional Development  Lesson Plans  Observations  Progress Monitoring  Student Outcomes  Other

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | Some children/students do not have access to a rigorous core curriculum taught by effective content teachers. | Inconsistent curriculum planning prevents most children/students from experiencing a rigorous curriculum that is horizontally and vertically aligned and that demands depth of understanding. All children/students experiencing success gaps are taught by effective teachers. | Most children/students participate in a curriculum that is rigorous, demands depth of understanding, and is also beginning to be horizontally and vertically aligned and implemented with fidelity. All children/students experiencing success gaps are taught by effective teachers. | All children/students participate in a curriculum that is rigorous and demands depth of understanding that has been horizontally and vertically aligned and implemented with fidelity. All children/students experiencing success gaps are taught by effective teachers. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**3a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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### Indictor 3b—System Description

The instructional program and strategies used in the school are [research-based practices](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf).

### Indicator 3b—Evidence-Based Practices

Example(s) of staff [professional development](https://www.azed.gov/standards-practices/k-12standards/professional-development-opportunities) (PD) for evidence-based practices (EBP):

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List any methods used to ensure staff are implementing PD and [EBPs in the classroom](https://www.azed.gov/sites/default/files/2020/10/EBP%20Diagnostic%20Tool%20-%20SSIP%20FINAL.pdf):

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(Y/N)    Lesson Plans and Observations verify that [flexible grouping](https://dpi.wi.gov/sites/default/files/imce/cal/pdf/flexible-grouping.pdf) is being used, based on student data and needs.

(Y/N)    Evidence shows instructional technology [(IRIS Center AT resource)](https://iris.peabody.vanderbilt.edu/module/at/cresource/q1/p01/) being used effectively in classrooms for engagement, depth of knowledge, and [accommodations](https://iris.peabody.vanderbilt.edu/module/at/cresource/q1/p01/).

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | Few children/students experience high quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. | Some children/students experience high quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. | Many children/students experience high quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. | All children/students experience high quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**3b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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### Indicator 3c—System Description [HLP 1]

Differentiated instruction is used to address the need of all learners in the school.

### Indicator 3c—Evidence-Based Practices

Administration collects evidence/observes that accommodations and modifications are being used [(Self- assessment on implementation of differentiation](https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/FIN-DI-Self-Assessment-Tool-ns.pdf)) in the General Education Classroom to support students that need these supports to learn effectively during:

Instruction  Assignments  Assessment

(Y/N)    Administration collects evidence/observes whether teachers in classrooms are regularly giving students choices to use learning styles and interests [(IRIS center UDL resource)](https://iris.peabody.vanderbilt.edu/module/udl/cresource/q1/p01/) toward leveraging the successful completion of assignments.

(Y/N)    Special Education Teachers and English Language Learning Leads/Coordinators [(Collaborative framework to support English Learners)](https://ies.ed.gov/ncee/rel/regions/southwest/publications/pdf/sw_main_031522.pdf) regularly consult with General Education/Special Area Teachers to plan for meeting the needs of unique student populations.

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | Very few teachers differentiate the core curriculum to address learning styles, effectively addressing their children’s/ students’ cultural and linguistic backgrounds. | Some teachers differentiate the core curriculum to address the needs of a few learners and learning styles, effectively addressing their children’s/students’ cultural and linguistic backgrounds. | Most teachers differentiate the core curriculum to address the needs of all learners and learning styles, effectively addressing their children’s/students’ cultural and linguistic backgrounds. | All teachers differentiate the core curriculum to address the needs of all learners and learning styles, effectively addressing their children’s/students’ cultural and linguistic backgrounds. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**3c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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### Indicator 3d—System Description [HLP 3]

Families are informed about the core instructional program and how the needs of their child are being met.

### Indicator 3d—Evidence-Based Practices

The PEA ensures that every family has the opportunity to learn about their student’s core instructional program by:

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The PEA ensures that every family is informed about how instruction is differentiated for their child by:

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | Families are rarely informed, in language they understand, about the school’s core instructional program or the ways in which it is differentiated for their child. | Families are sometimes informed, in language they understand, about the school’s core instructional program and the ways in which it is differentiated for their child. | Families are usually welcomed in the school and informed, in language they understand, about the school’s core instructional program and the ways in which it is differentiated for their child. | Families are always welcomed in the school and informed, in language they understand, about the school’s core instructional program and the ways in which it is differentiated for their child. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**3d. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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## Indicator Group 4: Assessment—Screening and Progress Monitoring [HLP Domain for Data-Driven Planning]

### Indicator 4a—System Description

Universal screening is used to identify needs for early intervention or targeted supports

### Indicator 4a—Evidence-Based Practices

Name of Reading Screener [(ADE approved literacy screeners)](https://www.azed.gov/sites/default/files/2022/03/Universal%20Literacy%20and%20Dyslexia%20Screener%20Guide.pdf) (with times/yr):

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Name of Math Screener [(Center on Instruction Resource for Math Screening)](https://files.eric.ed.gov/fulltext/ED524577.pdf) (with times/yr):

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Name of Behavior Screener [(WestEd Implementation Guide for Behavioral Screening)](https://smhcollaborative.org/wp-content/uploads/2019/11/universalscreening.pdf) (with times/yr):

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | The school does not use schoolwide screening for children/students to identify academic or behavioral risk factors that may require early intervention or other targeted supports. | The school screens some groups of children/ students each year with valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports. | The school screens all children/students at least once a year with valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports. | The school screens all children/students at multiple points during the school year using valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**4a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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### Indicator 4b—System Description

Progress monitoring is planned and implemented by the school to support the developmental, academic, or behavioral progress of each child/student.

### Indicator 4b—Evidence-Based Practices

Lesson Plans and/or observations provide evidence of teachers using [formative curricular assessments](https://www.azed.gov/sites/default/files/2017/01/56%20Different%20Examples%20of%20Formative%20Assessment.pdf?id=5887e207aadebe16205a25dd) in core subjects to:

Monitor skill development Make instructional adjustments  Plan and implement tier 2–3 interventions

Lesson Plans and/or observations provide evidence of teachers using [progress monitoring](https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p05/) tools connected to screeners at intervals to:

Monitor skill development  Plan and implement tier 2–3 interventions

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | There is no schoolwide plan for teachers to review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student progress. | The school has a plan so that all teachers review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student academic or behavioral progress. Some teachers are implementing this plan. | The school has a plan so that all teachers review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student academic or behavioral progress. Most teachers are implementing this plan. | All teachers review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student developmental, academic, or behavioral progress. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**4b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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### Indicator 4c—System Description [HLP 3]

Families are Informed about screening and progress monitoring results.

### Indicator 4c—Evidence-Based Practices

The PEA informs families about [academic screener](https://www.brookings.edu/articles/collaborating-to-transform-and-improve-education-systems-a-playbook-for-family-school-engagement/) and behavior screener results by:

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The PEA regularly [informs families of progress monitoring](http://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model) results by:

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | Families in the groups identified with success gaps are rarely informed, in language they can understand, of their child’s screening and progress monitoring results for academic and behavioral skills. | Families in the groups identified with success gaps are sometimes informed, in language they can understand, of their child’s screening and progress monitoring results for academic and behavioral skills. | Families in the groups identified with success gaps are usually informed, in language they can understand, of their child’s screening and progress monitoring results for academic and behavioral skills. | All families are always informed, in language they can understand, of their child’s screening and progress monitoring results for academic and behavioral skills. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**4c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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## Indicator Group 5: Interventions and Supports [HLP Domain for Intensify and Intervene as Needed]

### Indicator 5a—System Description

Evidence-based behavioral interventions and supports are embedded within a multi-tiered framework and implemented with fidelity.

### Indicator 5a—Evidence-Based Practices

Every teacher has received training in the use of data to structure and implement interventions for:

Behavior Reading  Math

Every teacher has received training for using [evidence-based resource(s)](https://basicfba.com/school-wide-training/) in the planning and implementation of interventions for:

Behavior Reading  Math

(Y/N)    The review of planning and observation data support the [implementation of intervention resources with fidelity](https://intensiveintervention.org/implementation-support/fidelity-resources).

(Y/N)    Teachers have received professional development pertaining to how [past experiences and culture affect bias and behavior](https://intensiveintervention.org/resource/why-it-important-ensure-instruction-and-interventions-are-culturally-responsive#:~:text=Teachers%20that%20provide%20culturally%20responsive,privileging%20one%20group%20over%20another.).

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | The school does not have a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. | The school has a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. Some teachers are already implementing this plan. | The school has a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. Most teachers are already implementing interventions with fidelity according to the plan. | The school has a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. All teachers identify children/students with behavioral or academic challenges and provide supplemental, evidence-based interventions with fidelity. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**5a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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### Indicator 5b—System Description [HLP 1]

School-level practices use tiered response methods (MTSS) that include academic and behavioral interventions and supports.

### Indicator 5b—Evidence-Based Practices

The behavior and academic [intervention process is discussed at meetings](https://intensiveintervention.org/implementation-support/tools-support-intensive-intervention-data-meetings) and within Professional Learning Communities, involving:

Data  Special Education  ELs  Continuous School Improvement  Grade-Level Planning  Other

(Y/N)    Based on assessment, General Education teachers provide tier 2–3 interventions multiple times each week to students in the classroom, regardless of whether they are also receiving other services such as special education. ([IRIS resources for integrated RTI](https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/))

(Y/N)    Based on assessment, reading specialists are available to support tier 2–3 intervention with students, regardless of whether students are also receiving other services such as special education.

(Y/N)    Teachers have collaboration and support with intervention plans and progress-monitoring data for [tier 2–3 instruction](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf).

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | The school has no schoolwide multi-tiered system of academic and behavioral supports or, if it has one, it is ineffective, disjointed, or inconsistently implemented. | The school has a plan to implement a schoolwide multi-tiered system of academic and behavioral supports and interventions in all classrooms. Some teachers and staff are already implementing elements of the support system in some classrooms. | A schoolwide multi-tiered academic and behavioral support system is implemented across all school environments and in all classrooms with high fidelity. | A schoolwide multi-tiered academic and behavioral support system that is culturally responsive to the school population is implemented across all school environments and in all classrooms with high fidelity. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**5b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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### Indicator 5c—System Description

A comprehensive, district-level, school discipline policy is in place and implemented.

### Indicator 5c—Evidence-Based Practices

The district/charter has a system of behavior supports that:

Is outlined within the family and teacher handbooks  Is culturally responsive

Includes cyclical staff training and resource guides  Includes Positive behavior reinforcements

Team leadership analyzes the following data to improve behavior systems:

Implementation with fidelity  Office referrals  Is continually informed by stakeholder feedback

Subgroup analysis such as students with disabilities and race/ethnicity

How is the discipline policy [proactive](https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf) and how is it [restorative](https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf)?

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | The district currently has a zero-tolerance policy or lacks a cohesive discipline policy altogether. | District leaders are drafting a formal school discipline policy informed by best practice. | The district has a formal school discipline policy in place. The policy is culturally sensitive to the diversity of this school and favors tiered responses to child/student misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children/students engaged and in school. Our school understands and implements the district policy with some degree of fidelity. | The district has a formal school discipline policy in place. The policy is culturally sensitive to the diversity of this school and favors tiered responses to child/student misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children/students engaged and in school. All schools in the district understand and implement the district policy with high fidelity. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**5c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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### Indicator 5d—System Description [HLP 3]

Families are regularly informed, in their native or home language, of interventions provided to their children and their children’s responses to those interventions for academic and behavioral skills.

### Indicator 5d—Evidence-Based Practices

[Families are informed about interventions](http://www.rtinetwork.org/essential/family/schools-familes-and-rti) when their student:

Begins an intervention program  Has newly available assessment data pertaining to interventions

Has a substantive change to intervention program or schedule  Concludes an intervention program

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | Families of children with more intensive academic or behavioral needs are rarely informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making. | Families of children with more intensive academic or behavioral needs are sometimes informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making. | Families of children with more intensive academic or behavioral needs are regularly informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making. | Families of children with more intensive academic or behavioral needs are always informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making. |
| **SY2024–2025 Fall** |  |  |  |  |
| **SY2024–2025 Spring** |  |  |  |  |
| **SY2025–2026 Fall** |  |  |  |  |
| **SY2025–2026 Spring** |  |  |  |  |
| **SY2026–2027 Fall** |  |  |  |  |
| **SY2026–2027 Spring** |  |  |  |  |

**5d. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

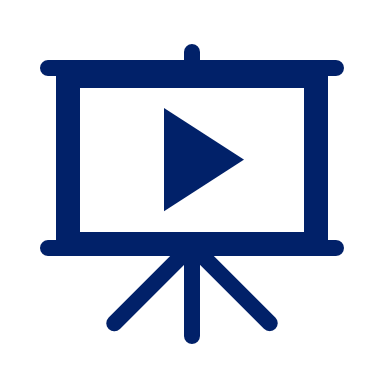
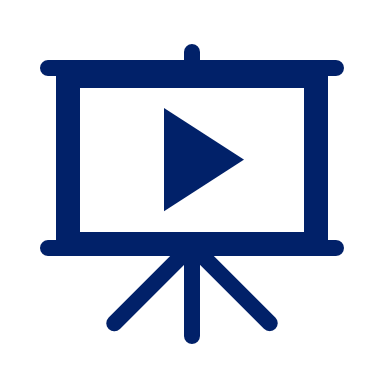
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# Action Plan

## Directions for SSIP Teams Completing the Action Plan (AP)

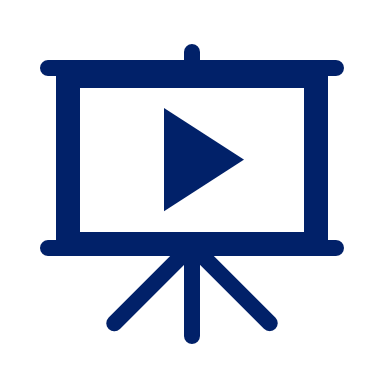
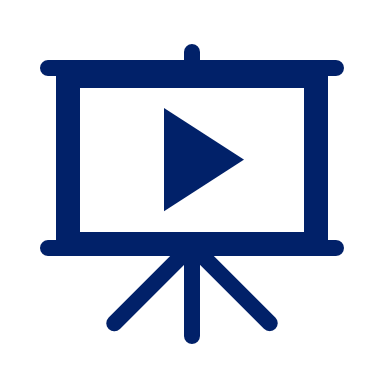
## Initial Documentation (Activity Submission 1)

1. With capacity and existing initiatives in mind, target no more than three of your lowest Levels of Implementation from your Success Gaps Rubric. If dropdown menus lack functionality due to program incompatibility, please type your responses beside the menu (ex: Progress Period—SY2022–2023 Fall), (ex: Indicator—3c. Differentiated Instruction), (ex: Current/Goal Level—Implemented).
2. With a focus on the development of the evidence-based practices from the Indicator Evidence section, and between the description of your Current Level and Goal Level, document as many action steps as necessary to move up Level(s) of Implementation. **Tip**: these contrasting elements appear in bold text in your Rubric Indicator descriptions.
3. Note any barriers to progress for consideration and the data and resources that will help facilitate your progress.

Activity Process Support: [Initial Documentation with Examples](https://www.azed.gov/sites/default/files/2023/07/SSIP%20SGRAP%20Support%20Doc%20-%20Initial%20Completion.docx) AP-IC Team Lead [](https://youtu.be/WacqLC4hxcw) AP-IC Team [](https://youtu.be/VN9GWqEnQSY)

## Updating Documentation (Activity Submissions 2-6)

1. Updated Documentation must reflect one or more initiatives that are in progress toward a goal of higher system implementation and each ongoing initiative must reflect one or more update(s). To indicate an updated submission, adjust the Progress period for that Action and begin narratives with either the current date or submission period (ex: “3/16/25 -…” or “Spr25: …”).
2. Starting documentation with the current date, provide an update that shows a variation in progress to one or more areas of each ongoing Action—Action Step(s), Update(s), Barrier(s), Data, and Resource(s), where applicable.
3. After reaching the goal of a higher Level of Implementation, you can indicate that it is no longer an ongoing initiative by checking the box in the lower-right corner of the Action Steps/Updates table and including the current date.
4. To ensure that there is at least one ongoing initiative for each submission, the SSIP Team may need to either reset baseline and goal levels for an existing initiative and continue to document updates or document a new initiative of greater need, in consideration of capacity.

Activity Process Support: [Updating Documentation with Examples](https://www.azed.gov/sites/default/files/2023/07/SSIP%20SGRAP%20Support%20Doc%20-%20Subsequent%20Completion.docx) AP-SC Team Lead [](https://youtu.be/TLk0p265AEw) AP-SC Team [](https://youtu.be/8brm0QiPYms)

## Action Plan: Initiative #1

**Action Plan—Progress Period:**

Success Gaps Rubric Hyperlinks:

**Indicator:**  [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

[3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:**  [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

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**Goal:**

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|  | Describe Action Steps; Include People Responsible; Add Updates throughout Implementation (please begin updates with a date) | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #    Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | Higher Level of Rubric Implementation Achieved: (date) |

**How data will be used to monitor progress:**

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**What might be some barriers to progress and resources needed to overcome those barriers:**

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|  |

We intend to enter an SSIP Contract for reimbursement of expenses incurred in pursuing this Action Plan initiative.\*

\*For reimbursement eligibility, please review the [SSIP Contract Eligibility and Allowable Expenses](#_SSIP_Contract_Eligibility) at the bottom of this document and provide a Planned Expenditures narrative in alignment with the Action Plan initiative.

## Action Plan: Initiative #2

**Action Plan—Progress Period:**

Success Gaps Rubric Hyperlink:

**Indicator:**  [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

[3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:** [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

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| (Copy/paste or type indicator level description here) |

**Goal:**

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| (Copy/paste or type indicator level description here) | | |
|  | Describe Action Steps; Include People Responsible; Add Updates throughout Implementation (please begin updates with a date) | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | Higher Level of Rubric Implementation Achieved: (date) |

**How data will be used to monitor progress:**

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**What might be some barriers to progress and resources needed to overcome those barriers:**

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We intend to enter an SSIP Contract for reimbursement of expenses incurred in pursuing this Action Plan initiative.\*

\*For reimbursement eligibility, please review the [SSIP Contract Eligibility and Allowable Expenses](#_SSIP_Contract_Eligibility) at the bottom of this document and provide a Planned Expenditures narrative in alignment with the Action Plan initiative.

## Action Plan: Initiative #3

**Action Plan—Progress Period:**

Success Gaps Rubric Hyperlink:

**Indicator:**  [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

[3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:** [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

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| (Copy/paste or type indicator level description here) |

**Goal:**

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| (Copy/paste or type indicator level description here) | | |
|  | Describe Action Steps; Include People Responsible; Add Updates throughout Implementation (please begin updates with a date) | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | Higher Level of Rubric Implementation Achieved: (date) |

**How data will be used to monitor progress:**

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**What might be some barriers to progress and resources needed to overcome those barriers:**

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|  |

We intend to enter an SSIP Contract for reimbursement of expenses incurred in pursuing this Action Plan initiative.\*

\*For reimbursement eligibility, please review the [SSIP Contract Eligibility and Allowable Expenses](#_SSIP_Contract_Eligibility) at the bottom of this document and provide a Planned Expenditures narrative in alignment with the Action Plan initiative.

## Action Plan: Initiative #4

**Action Plan—Progress Period:**

Success Gaps Rubric Hyperlink:

**Indicator:**  [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

[3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:** [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

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| (Copy/paste or type indicator level description here) |

**Goal:**

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| --- | --- | --- |
| (Copy/paste or type indicator level description here) | | |
|  | Describe Action Steps; Include People Responsible; Add Updates throughout Implementation (please begin updates with a date) | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | Higher Level of Rubric Implementation Achieved: (date) |

**How data will be used to monitor progress:**

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**What might be some barriers to progress and resources needed to overcome those barriers:**

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We intend to enter an SSIP Contract for reimbursement of expenses incurred in pursuing this Action Plan initiative.\*

\*For reimbursement eligibility, please review the [SSIP Contract Eligibility and Allowable Expenses](#_SSIP_Contract_Eligibility) at the bottom of this document and provide a Planned Expenditures narrative in alignment with the Action Plan initiative.

## Action Plan: Initiative #5

**Action Plan—Progress Period:**

Success Gaps Rubric Hyperlinks:

**Indicator:**  [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

[3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:** [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

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| (Copy/paste or type indicator level description here) |

**Goal:**

|  |  |  |
| --- | --- | --- |
| (Copy/paste or type indicator level description here) | | |
|  | Describe Action Steps; Include People Responsible; Add Updates throughout Implementation (please begin updates with a date) | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | Higher Level of Rubric Implementation Achieved: (date) |

**How data will be used to monitor progress:**

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**What might be some barriers to progress and resources needed to overcome those barriers:**

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We intend to enter an SSIP Contract for reimbursement of expenses incurred in pursuing this Action Plan initiative.\*

\*For reimbursement eligibility, please review the [SSIP Contract Eligibility and Allowable Expenses](#_SSIP_Contract_Eligibility) at the bottom of this document and provide a Planned Expenditures narrative in alignment with the Action Plan initiative.

## Action Plan: Initiative #6

**Action Plan—Progress Period:**

Success Gaps Rubric Hyperlinks:

**Indicator:**  [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

[3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:** [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

|  |
| --- |
| (Copy/paste or type indicator level description here) |

**Goal:**

|  |  |  |
| --- | --- | --- |
| (Copy/paste or type indicator level description here) | | |
|  | Describe Action Steps; Include People Responsible; Add Updates throughout Implementation (please begin updates with a date) | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | Higher Level of Rubric Implementation Achieved: (date) |

**How data will be used to monitor progress:**

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|  |

**What might be some barriers to progress and resources needed to overcome those barriers:**

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|  |

We intend to enter an SSIP Contract for reimbursement of expenses incurred in pursuing this Action Plan initiative.\*

\*For reimbursement eligibility, please review the [SSIP Contract Eligibility and Allowable Expenses](#_SSIP_Contract_Eligibility) at the bottom of this document and provide a Planned Expenditures narrative in alignment with the Action Plan initiative.

## Action Plan: Initiative #7

**Action Plan—Progress Period:**

Success Gaps Rubric Hyperlinks:

**Indicator:**  [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

[3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:** [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

|  |
| --- |
| (Copy/paste or type indicator level description here) |

**Goal:**

|  |  |  |
| --- | --- | --- |
| (Copy/paste or type indicator level description here) | | |
|  | Describe Action Steps; Include People Responsible; Add Updates throughout Implementation (please begin updates with a date) | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | Higher Level of Rubric Implementation Achieved: (date) |

**How data will be used to monitor progress:**

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**What might be some barriers to progress and resources needed to overcome those barriers:**

|  |
| --- |
|  |

We intend to enter an SSIP Contract for reimbursement of expenses incurred in pursuing this Action Plan initiative.\*

\*For reimbursement eligibility, please review the [SSIP Contract Eligibility and Allowable Expenses](#_SSIP_Contract_Eligibility) at the bottom of this document and provide a Planned Expenditures narrative in alignment with the Action Plan initiative.

## Action Plan: Initiative #8

**Action Plan—Progress Period:**

Success Gaps Rubric Hyperlinks:

**Indicator:**   [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

[3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:** [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

|  |
| --- |
| (Copy/paste or type indicator level description here) |

**Goal:**

|  |  |  |
| --- | --- | --- |
| (Copy/paste or type indicator level description here) | | |
|  | Describe Action Steps; Include People Responsible; Add Updates throughout Implementation (please begin updates with a date) | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | |
| Action Step #   Update: (date) |  | Higher Level of Rubric Implementation Achieved: (date) |

**How data will be used to monitor progress:**

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**What might be some barriers to progress and resources needed to overcome those barriers:**

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| --- |
|  |

We intend to enter an SSIP Contract for reimbursement of expenses incurred in pursuing this Action Plan initiative.\*

\*For reimbursement eligibility, please review the [SSIP Contract Eligibility and Allowable Expenses](#_SSIP_Contract_Eligibility) at the bottom of this document and provide a Planned Expenditures narrative in alignment with the Action Plan initiative.

# SSIP Contract Eligibility and Allowable Expenses Form

**PEA:**

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In the support of Arizona PEAs, ADE/ESS offers a contract for the reimbursement of up to $5,000 during each year of SSIP participation. This reimbursement is offered to build capacity and pursue systemic improvement initiatives toward positive student outcomes. In connection between SSIP Action Plan initiatives and reimbursement of funds, the SSIP Coordinator will review and ensure that each of the following eligibility criteria are met for approval:

Year 1 SSIP PEAs are under contract or have documentation of intent to enter contract for reimbursement with ESS Projects, by October 1 of Year 1 in SSIP. Year 2/3 SSIP PEAs are under contract or have documentation of intent to enter contract for reimbursement with ESS Projects by the end of the fiscal year for the subsequent fiscal year.

The invoices and supporting documentation submitted for reimbursement are aligned with initiative activities that are in progress toward their goal and aligned with Success Gaps Rubric needs, being defined by the PEA-SSIP Team as addressing one of the lower levels of implementation of the 15 Rubric indicators in the learning community.

The invoices and supporting documentation are submitted after contract start date and within 30 days of activity completion.

The invoices and supporting documentation are aligned with both SSIP Allowable Expenses and the Planned Expenditures.

**SSIP Allowable Expenses Include**:

* Substitutes and benefits to cover team members participating in activities related to the SSIP Action Plan during regular school hours.
* Substitutes and benefits to cover team members participating in the SSIP Evidence-Based Practices Walkthroughs and SSIP Evidence-Base Practices Walkthrough Process during regular school hours.
* Applicable off-contract pay and benefits for eligible team members attending trainings only related to the SSIP Action Plan outside of regular contracted school hours.
* Supplies to complete aligned activities included in SSIP Action Plan specific to students with disabilities, such as, but not limited to, training materials related to special education, curricular materials for students with disabilities, etc.
* Registration fees for trainings related to the SSIP Action Plan.
* Stipend for eligible PEAs traveling a minimum of 51 miles from the district office to a training site to cover mileage, hotel stay, and meals.

For an example on navigating the SSIP Contract Process: SSIP Contract Example

**Planned Expenditures**

In the space below, please briefly describe how you plan to align your Action Plan initiatives with SSIP Allowable Expenses:

|  |
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For additional information, please review the SSIP Contract or contact [ESS Projects](mailto:ESSProjects@azed.gov).

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**Administrative Use Only**

(Y/N)    Based on all criteria for contract eligibility, the PEA has alignment between Allowable Expenses, Planned Expenditures, and Action Plan initiatives.

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