



Completing the Success Gaps Rubric & Action Plan Activity: Subsequent Submission

Success Gaps Rubric (SGR)

Step #1:

After reassembling your SSIP Team, update your SSIP Team members, if necessary, and review the guidance for subsequent completion of the activity with fidelity. Beyond the directions, examples have been provided with screenshots and videos that can be used at the SSIP Team’s discretion.

Examples:

Name	Role	Contact Email
Charlotte Ayanna	Director – Special Education	charlotte.ayanna@tdpea.edu
Cliff Curtis	Principal	cliff.curtis@tdpea.edu
Antoine Fuqua	Teacher Mentor	antoine.fuqua@tdpea.edu
Samantha Esteban	Reading Coach	samantha.esteban@tdpea.edu
Eva Mendes	ESS Lead Teacher	eva.mendes@tdpea.edu

Subsequent Completion (SC) with Ongoing Form:

- Indicator Evidence—Using the activity form from all prior submissions, review each Indicator’s Evidence section and discuss whether practices may have evolved within the learning community. Update Evidence sections and Notes, where appropriate. To ensure submission updates are evident, precede text with a submission date in either Evidence text or Notes fields, where applicable. There should be minimum of two Rubric

Activity Process Support: [SC of the SGR with Examples](#) SGR-SC Team Lead  SGR-SC Team 

Step #2:

Review the Evidence for Consideration and any related notes that your SSIP Team has documented up to this point. Beginning with the submission date or period, document updates to evidence and related notes, where applicable. If the Rubric indicator is related to an Action Plan item, reference the Action Plan for discussion and Notes.

➤ Example:

1a. Gap Notes:	Action Plan Hyperlinks: A1-A2-A3-A4-A5-A6-A7-A8
Both lesson plans and observations show teachers using academic data to make instructional decisions, but behavior data is not currently being collected in this regard. Spr23; Lesson plans and observations show evidence of connecting behavior data to instructional decisions (grouping; proximity; accommodations; etc)	



Step #3:

Review each level of implementation and decide as a team which level would most appropriately fit the current level of implementation in your learning community. Document your learning community’s current level in the next line of the submission periods.

➤ Example:

	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.
SY2022–2023 Fall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY2022–2023 Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Step #4:

After the SSIP Team completes all 15 system indicators, review any changes in levels of system implementation and any implications on current and future initiatives.

The Action Plan (AP)

With your SSIP Team, transition to the documentation of initiative(s) on the AP.

Step #1

Begin by reviewing the guidance for subsequent completion of the activity with fidelity.



Updating Documentation (Activity Submissions 2-6)

1. The team updates all ongoing initiatives (one or more) at each submission period. Be sure to begin documentation by indicating the date or submission period (ex: "3/16/26 -..." or "Spr26: ...").
2. After reaching the goal of a higher Level of Implementation, the team can indicate that it is no longer an ongoing action by checking the box in the lower-right corner of the Action Steps/Updates table and including the current date.
3. 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](#)

Step #2

Making sure to document at least one update for each ongoing initiative, the team documents either additional Action Steps or Status Updates to existing Action Steps.

Action Step	HLP focus	Person(s) Responsible	Review Date	Evidence of Impact	Status Update (Not Started, Started, Complete)

In connection to Rubric Levels of Implementation, at which point an initiative that has reached its goal, the SSIP Team can either choose to either:

- When the initiative continues to be connected to one of the lower levels of systemic implementation, reset the Baseline and Goal to continue pursuit and documentation of the initiative.
- Indicate that a higher level of Rubric implementation has been achieved in the Status Update (w/ submission period) and cease documentation of that initiative.

Note: Every Action Plan must show documentation of one ongoing Action initiatives at each SSIP submission period.

Note: When updating initiatives that are connected to the SSIP Contract, make sure to maintain alignment between the SSIP Action Plan and the CEAE Planned Expenditures narrative at the bottom of the activity document.