



## Completing the Success Gaps Rubric & Action Plan Activity: Initial Submission

### Success Gaps Rubric (SGR)

#### Step #1:

After assembling your SSIP Team with members consisting of a variety of perspectives in the learning community, begin by documenting your team members and reviewing the guidance for the initial 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
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Eva Mendes	ESS <u>Lead</u> Teacher	eva.mendes@tdpea.edu

#### Directions for teams completing the Success Gaps Rubric (SGR)

- Indicator Evidence—After reading the Indicator description, complete the Evidence for Consideration by answering Yes/No (Y/N), checking boxes, and filling in blanks for evidence-based practices that currently apply to your learning community. Each strand of evidence contains an external hyperlink to help support the team’s common understanding of the practice. To document that every

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

#### Step #2:

Read the Description of the first system Indicator. Then, one at a time, discuss each strand of Evidence for Consideration. Discuss how each strand of evidence-based practices can be observed in your community, the extent to which the learning community currently implements each practice, and how you should document that strand in the Evidence section.

➤ Example:



**Indicator 1a—Current PEA Practice**

(Y/N)  The PEA's [screeener](#) and [benchmark assessments](#) have research to support effectiveness.

List programs or initiatives that use [subgroup data](#) (SWD; ELL; demographics) to make decisions about implementation:

**AASA includes all subgroups. Screeners include SWD; Benchmark assessments not currently analyzed based on subgroup.**

(Y/N)  SpEd and GenEd teachers engage in [regular collaboration](#) with academic and behavior data to create and monitor student goals and plan instruction.

If any of the strands of evidence fields were left blank and would benefit from clarification, especially concerning fidelity, use the Gap Notes section at the bottom of each indicator to reference that evidence strand for consideration.

➤ Example:

**1a. Gap Notes:**

Action Plan Hyperlinks: A1-A2-A3

**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.**

**Step #3:**

After the SSIP team has discussed each strand of Evidence for Consideration, 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 first line of the submission periods.

➤ Example:

**Indicator 1a-Level of Implementation**

	<b>Planning</b>	<b>Partially Implemented</b>	<b>Implemented</b>	<b>Exemplary</b>
	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 implemented by most staff to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, initiatives, and programs within the school.	The data used are valid and reliable. A schoolwide formalized and systematic process is implemented by all staff to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, initiatives, and programs within the school.
<b>SY2025–2026 Fall</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Step #4:

After the SSIP Team completes all 15 system indicators, talk about the systems that currently have the highest and lowest levels of implementation in the learning community. For the indicators with the lowest levels, make sure that the discussions include the current practices that support the level, the capacity for change, the connection to any current initiatives, and which indicators may be targeted with an initiative toward a higher level of implementation.

## 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 initial completion of the activity with fidelity:

### Initial Documentation (Activity Submission 1)

1. The team chooses 1-3 of the lowest Rubric indicators, to document with an Action Plan. Discussions may include documenting existing initiatives or the capacity to conduct new initiatives. Clearly document which Rubric indicator the team is choosing for an Action Plan.
2. With a focus on developing the current practices from the Rubric, document as many Action Steps as necessary to move up Level(s) of Implementation.
3. Notate any possible barriers, data for monitoring progress, and resources that will help facilitate progress.

## Step #2

For Action #1, begin documentation of an indicator from the SGR that has one of the lowest levels of implementation:

- Goal: Aligns to required PEA action to move to the next level of implementation from the Rubric
- Focus: Aligns with the practices the PEA will focus on that leverage the next level of implementation



- Indicator Focus/HLP: Aligns with the chosen indicator group and from the Rubric

<b>Goal 1:</b>					
How will you know this goal has been achieved?					
What will the team focus on to increase the indicator level of implementation?					
<b>Indicator Focus/HLP Pillar Alignment</b>	<b>Data-based Decision Making</b>	<b>Cultural Responsiveness</b>	<b>Core Instruction</b>	<b>Assessment (Universal Screeners &amp; Progress Monitoring)</b>	<b>Intervention</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Step #3

In collaboration amongst SSIP Team members, document the Action Steps table:

- Action Step: As many as needed to leverage the next level of implementation
- HLP Focus: HLP Pillar alignment appears at the beginning of the Indicator Group and each indicator, between the Indicator Description and the Current PEA Practice. Actions steps should identify the HLP focus, if applicable.

Ex:

**Indicator 5d—Indicator Description**

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.

- HLP Pillar 1: Collaborate with professionals to increase student success
- HLP Pillar 3: Collaborate with families to support student learning and secure needed services

**Indicator 5d—Current PEA Practice**

- Person(s) Responsible: Aligns with each Action Step
- Review Date: PEA should set a date to review the specific action items to determine if they have been met, need updates, etc.
- Evidence of Impact: Data for evidence includes such things as observed practices, performance indicators, and participant surveys
- Status Update: This will be completed during subsequent submissions.



## Step #4

As capacity and documentation allow, repeat Steps #1-3 for additional Action Plan initiatives.