



Completing the Success Gaps Rubric & Action Plan Drilldown Activity

Success Gaps Rubric (SGR)

Step #1:

After assembling your SGR Team, with members consisting of a variety of perspectives in the learning community, begin by documenting your team members and by reviewing the guidance for completing the activity with fidelity.

➤ Example:

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

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 to support the team’s common understanding of the practice. To document that every strand of evidence was considered before

[Support Document – Example for Completing the Success Gaps Rubric Drill-Down Activity](#)

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 Group 1: Data-Based Decision Making

Indicator 1a—Description

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

Indicator 1a—Evidence for Consideration

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

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

RB-Assessment Suite: include all student data, AZELLA, AASA, AZSCI, MSA

(Y/N) Observations and/or Lesson Plans provide evidence to show teachers are using academic and behavior data to make [instructional decisions](#).



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If any of the strands of evidence would benefit from clarification, and especially concerning fidelity if any strand fields were left blank, use the 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 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.

➤ 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.
Current Level of Implementation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step #4:

After the SGR 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 evidence-based practices that support the level, the capacity for change, the connection to any current initiatives, and which may be targeted with an initiative toward a higher level of implementation.



The Action Plan (AP)

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

Step #1

Begin by reviewing the guidance for completing the activity with fidelity.

➤ Example:

Directions for completing the Action Plan (AP)

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.

[Support Document – Example for Completing the Action Plan Drill-Down Activity](#)

Step #2

For Action #1, target a system indicator from the SGR that has one of the lowest levels of implementation from the SGR (reference: SGR—Step #4). Including the language for level of implementation, document the current level and goal level from the SGR.

➤ Example:

Indicator: **3c - Differentiated Instruction**

Current Level of Implementation: **Partially Implemented**

Most teachers differentiate the core curriculum to address the needs of all learners and learning styles, effectively addressing the linguistic backgrounds.

Goal: **Implemented**

All teachers differentiate the core curriculum to address the needs of all learners and learning styles, effectively addressing their own and linguistic backgrounds.



Step #3

While considering the evidence-based practices that support the system, people responsible, progress monitoring data collection, potential barriers, and necessary resources in mind, the team can discuss and document the initiatives steps and other considerations that will take the learning community from the current level to goal level.

➤ Example:

	Describe Action Steps; Include People Responsible; Add Updates throughout Implementation (please begin updates with a date)
Action Step #1	The SpEd Lead and Teacher Mentor will develop an electronic organizer document for SpEd and GenEd teachers to complete for each student during collaborative instructional planning. It will include instructional goals from pacing calendars, student goals, and techniques for differentiated content and process, including accommodations and modifications.
Action Step #2	Lead/Mentor will present organizer to site principals and coordinate time to be set-aside for planning each month
	Principals will discuss implementation at September SIT meeting, and will present to staff at ERD meeting with staff. Teachers will begin

<p>How will data be used to monitor progress: Review of electronic folders; ERD survey; Student Goals; Literacy Screeners; Benchmarks; AASA. Spr23: Classroom</p>
<p>What might be some barriers to progress and resources needed to overcome those barriers: Barriers: Higher teacher turnover; Maintaining time w/ other initiatives. Resources: Tools for differentiated instruction</p>

Step #4

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