Systemic Improvement:
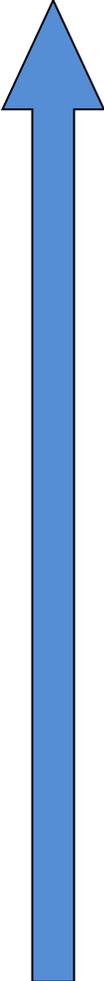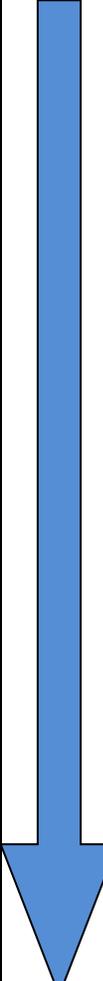# Student Success Implementation Guide

2020-2021

Office of Special Education Programs
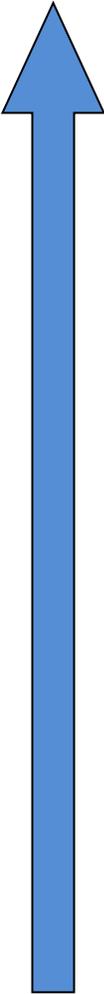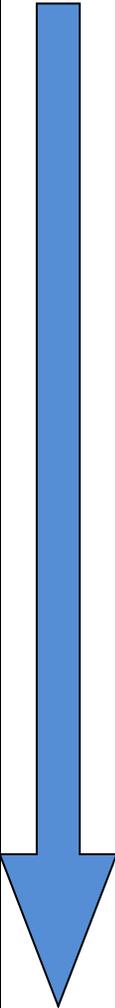U.S. Department of Education

DISCLAIMER:

The contents of the SSIP Implementation Guide Attachments were developed under a grant from the US Department of Education, #H323A120020.   However, those contents do no not necessarily represent the policy of the US Department of Education and should not assume endorsement by the Federal Government.

State Leadership Collaborative Team

Practice Informs Policy		Policy Informs Practice
Communication Role: Promote visibility for SSIP-related activities and celebrate successes. Promote alignment of state initiatives to reduce duplication and leverage resources. Review process and outcome data on SSIP program measures as provided by the State Implementation Team. Create new and revise existing policy and guidance as needed to support effective implementation. Propose options to address implementation barriers including action items and timelines. Allocate/recommend changes in allocation of resources (e.g. personnel, funding, etc.) that need to be made to support effective implementation.		**Communication Role:** Recommend strategies for increasing alignment of SSIP and other state improvement activities to the State Implementation Team. Communicate options for addressing identified barriers to State Implementation Team for dissemination to other areas of system as needed. Recommend changes in SSIP activities based on process and outcome data. Communicate changes in policy and guidance to State Implementation Team for dissemination to other areas of system as needed. Share proposed or actual changes in the allocation of resources with State Implementation Team.

State Implementation Team

	Practice Informs Policy		Policy Informs Practice
	Communication Role: Report implementation process and outcome data to the State Leadership Team. Identify barriers across SSIP activities that impact statewide implementation and make recommendations to State Leadership Team for addressing the barriers. Identify changes in resources (e.g. personnel, funding, etc.) that need to be made to support effective implementation and make recommendations to State Leadership Team for addressing the change in resources. Identify issues that might require policy or infrastructure changes and make recommendations to State Leadership Team for proposed changes.		**Communication Role:** Communicate program updates and changes as well as timelines to Regional Implementation Teams. Communicate progress, implementation status, and successes in the field across all locations to Regional Implementation Teams. Communicate potential solutions to identified barriers to implementation to Regional Implementation Teams. Communicate changes in resources (e.g. personnel, funding, etc.) that need to be made to support effective implementation to Regional Implementation Teams. Communicate policy and infrastructure changes to Regional Implementation Teams.

<h1 style="text-align:center">SSIP/SDE Collaboration</h1>

Purpose

Both the school improvement work outlined in School and District Effectiveness (SDE) and the State Systemic Improvement Plan (SSIP) focus on the implementation of the Georgia's Systems of Continuous Improvement problem solving process to lead to the selection of evidence-based practices based on district data and the development of a comprehensive improvement plan that supports implementation of the selected practices. For the 2020-2021 school year SSIP Program Specialists and SDE District Effectiveness Specialists (DES) will collaborate in their support of those districts with schools identified as Targeted Support and Improvement as outlined by Every Student Succeeds Act (ESSA).

Staff

District	SDE /SSIP Staff
APS	Susan Patrick – Program Manager
	Jeffrey Castle – DES
	Susan Brozovic – SSIP Program Specialist
Bibb County	Martha Jo Johnson – Program Manager
	Barry Williams - DES
	Trace Vaughn -SSIP Program Specialist
Clarke County	Martha Jo Johnson -Program Manager
	Michelle King - DES
	Trace Vaughn –SSIP Program Specialist
Clayton County	Susan Patrick-Program Manager
	OPEN- DES
	Trace Vaughn- SSIP Program Specialist
DeKalb County	Susan Patrick- Program Manager
	Jeffrey Castle - DES
	Susan Brozovic- SSIP Program Specialist
Newton County	Martha Jo Johnson- Program Manager
	Michelle King -DES
	Susan Brozovic-SSIP Program Specialists
Meriwether County	Martha Jo Johnson-Program Manager
	Barry Williams -DES
	Susan Brozovic-SSIP Program Manager
Richmond County	Martha Jo Johnson- Program Manager
	Michelle King- DES
	Trace Vaughn- SSIP Program Manager
Seminole County	Janie Fields – Program Manager
	Darrel May - DES
	Trace Vaughn- SSIP Program Specialist
Treutlen County	Janie Fields -Program Manager
	Darrel May -DES
	Susan Brozovic- SSIP Program Specialist
All Districts	Leigh Ann Cross- Program Manager GLRS/SSIP

Support

Collective Supports:

- Guiding the LEA through the problem-solving cycle of the continuous improvement framework.
- Collaborating on a district plan of support for identified schools, focused on subgroup performance
- Assisting with the selection of evidence-based actions, strategies, and interventions for the district plan of support.
- Coordinating state, regional, and LEA-level services and supports for professional learning, technical assistance, and coaching to the District to support the goals/priorities of their improvement plan.
- Providing regular communication to and check-ins with the LEA.
- Providing technical support and on-going coaching to support Special Education Directors/Designees to improve general supervision, inclusive leadership, effective instruction, engaging school climate, and student outcomes that yield increased graduation rates and increased achievement for students with disabilities.
- Conducting monitoring of the evidence-based practices to ensure implementation fidelity.
- Providing Support in budgeting Title I, Part A, 1003 School Improvement funds.
- Conducting monitoring of LEA's plan of support.

Process:

State Systemic Improvement Plan (SSIP) Program Specialists and SDE District Effectiveness Specialists (DES) and will **provide collaborative technical assistance** to the following districts with schools identified for Targeted Support and Improvement (TSI) through Georgia's ESSA Plan: **APS, Bibb, Clarke, Clayton, DeKalb, Newton, Meriwether, Richmond, Seminole, Treutlen**.
 Support will be provided at the district level, with additional school-level support provided only at the request of the district. District level staff will be expected to report out on documented professional learning, technical assistance, coaching and progress of identified schools in meeting goals at district team meetings.

The SSIP Program Specialist and DES will engage in the following collaborative work:

District Plan of Support	- Support districts in developing a district plan of support that includes action steps directed toward improving student achievement and graduation rates for SWD subgroups in identified schools. - Support district leadership in ensuring that key personnel from general and special education are involved in the district team and writing the plan.

	• Support district personnel in including action steps for improvement strategies that address improved outcomes for all students including students with disabilities for achievement and graduation rates.
District Meetings	• Participate in monthly district meetings to address progress in completing the action steps in the district plan of support. • Support district leadership in ensuring that key personnel from general education and special education are included in district meetings.
Additional Technical Assistance	• Provide technical assistance to district and school personnel in addition to the district meetings to support districts in implementing their district plan of support. These technical assistance visits may include school level reviews, coaching, and walkthroughs as requested. • Technical assistance visits may be conducted jointly or in isolation, but the purpose and outcomes of the visits should be communicated to the joint technical assistance provider in a timely manner.
Professional Learning	• Support districts in identifying professional learning needed to support implementation of the identified improvement strategies. • Provide statewide and district professional learning as requested, including collaborative quarterly Leadership Launch professional learning and/or webinar sessions. • Assist in identifying professional learning resources as requested.
Communication	• Maintain ongoing communication to plan, deliver and monitor technical assistance. • Ensure that technical assistance providers are informed of communication with the district including email, text, phone calls, and virtual meetings. • Complete coaching logs to document work in a timely manner • Report common collaborative outcomes in monthly virtual team meetings – provide schedule of report outs
Joint Accountability	• Review evidence and outcomes of the district plan of support as a Continuous Improvement Team on a quarterly basis. • Review outcome data on a quarterly basis with districts.
Documentation of Common Supports	• Document planned technical assistance, coaching and professional learning in the district monitoring documents. • Document completed common district and school supports (e.g. technical assistance, coaching, and professional learning) in the provided service logs.

Measures of Success

Districts receiving collaborative intensive support from SSIP Program Specialists and School District Effectiveness District Effectiveness Specialists will be evaluated by SDE based on their CCRPI score, specifically subgroup performance for SWD, graduation rate for SWD (as applicable) and exiting the TSI list.

Additional Measures of Success for SSIP/SDE Identified Districts: Under the guidance of the SSIP Program Specialist, selected districts will complete a self-assessment district implementation fidelity rubric, an annual district survey, provide two benchmark data reports on the selected evidence-base practice, attend at least three statewide professional learning events, and complete an Evidence-Based Practices Implementation Rubric at each school in addition to the above Measures of Success.

Contact Information

	Title	Contact Information
Ann Cross	Program Manager GLRS/SSIP	LeighAnn.Cross@doe.k12.ga.us
Trace Vaughn	Program Specialist	Trace.Vaughn@doe.k12.ga.us
Barry Williams	North DES	bwilliams@doe.k12.ga.us
Jeffrey Castle	Metro DES	jcastle@doe.k12.ga.us
Darrel May	South DES	dmay@doe.k12.ga.us
Janie Fields	South Program Manager	jfields@doe.k12.ga.us
OPEN	Metro DES	@doe.k12.ga.us
Martha Jo Johnson	North Program Manager	mjjohnson@doe.k12.ga.us
Michelle King	North DES	mking@doe.k12.ga.us
Susan Brozovic	Program Specialist	SBrozovic@doe.k12.ga.us
Susan Patrick	Metro Program Manager	spatrick@doe.k12.ga.us

Additional Supports

While the collaborative work of the SSIP Program Specialists and SDE DES is outlined above, there may be additional needs identified. Here are some of the supports available:

- If there is a need in another district (professional learning, technical assistance, walkthroughs/feedback) the SSIP/GLRS team is available.
- GLRS staff provide universal supports to districts through Collaborative Communities and State Priority Professional Learning. They are also specialized in providing professional learning, technical assistance, and coaching for school systems on a variety of topics related to students with disabilities including:
    - Providing Least Restrictive Environment (LRE) support to school systems.
    - Supporting the State Systemic Improvement Plan (SSIP) - Student Success: Imagine the Possibilities
    - Analyzing data.
    - Facilitating math and reading projects.
    - Implementing drop-out prevention initiatives.
    - Instructional Coaching
    - Implementing High Quality Co-Teaching
    - Implementing Check and Connect and other evidence-based intervention

GLRS Region	GLRS Director	Contact Information
State Level	Leigh Ann Cross, Program Manager	**Leighann.cross@doe.k12.ga.us**
Northwest	DeAnna Williams	dwilliams@nwgaresa.com

North Central	Kelly Skinner	kellyskinner@pickenscountyschools.org
North GA	Charity Roberts	croberts@pioneerresa.org
Metro East	Terri Jenkins	terri_L_jenkins@dekalbschoolsga.org
Metro West	Kim Simmons	kimberly.simmons@mresa.org
Northeast	Jennifer Brendle	jennifer.brendle@negaresa.org
West Central	Maria Yuran	myuran@garesa.org
Metro South	Chanda Harris	charris@griffinresa.net
Middle GA	Damita James	djames@mgresa.us
Oconee	Dawn Howell	dawn.howell@oconeeresa.org
East GA	Lisa Hill	hillli@boe.richmond.k12.ga.us
West GA	Sean Cooper	scooper@chattflint.org>
East Central	Terrie Young	terrie@hgresa.org
Southeast	Kathleen Tootle	ktootle@southeastglrs.org
Coastal	Kim Bennett	kimbennett@coastalglrs.org
Southwest	Melissa Hammock	melissa.hammock@docoschools.org
South GA	Dane Heard	daneheard@cpresa.org
South Central	Dana Robbins	danarobbins@scglrs.org

District Team and Point of Contact for the District

Purpose: Ensure effective implementation and district capacity for the Student Success process.

Responsibilities	Tasks
• Analyze data (i.e., stakeholder engagement, capacity, resources, infrastructure, general supervision, equity gaps, strengths/weaknesses, & barriers and leverage points) • Ensure goals, strategies and activities are embedded in the District's Improvement Plan or District Plan of Support to address students with disabilities • Identify a District Designee for coordination of the improvement work. • Provide leadership for improvement practices and organizational change • Provide guidance on selecting, implementing, and monitoring evidence-based practices in Targeted Support and Improvement Schools to improve outcomes for students with disabilities • Provide district implementation supports including professional learning, technical assistance for Targeted Support and Improvement Schools, and provide needed resources around evidence-based practices for students with disabilities • Monitor the implementation of the District Plan of Support goals/actions, fidelity of implementation and outcomes • Establish formalized feedback loops between the State Team, District Team, and School Team • Analyze data regularly and adjust the process as needed using a problem-solving model to improve student outcomes • Understand current fiscal, personnel, and material resources needed to support implementation and secure needed resources for efforts • Convene stakeholders for opportunities for action planning, sharing information/progress, and celebrating success at established checkpoints • Monitor and report implementation progress of selected evidence-based practices at district team meetings .	• Establish regularly scheduled meetings with executive leadership participation • Document monthly meetings with agenda, sign-in, next steps • Participate in SDE/SSIP trainings, technical assistance, and coaching • Support School Teams in implementing evidence-based practices to improve outcomes for students with disabilities • Attend training, complete, and submit District Implementation Fidelity Rubric with SSIP Program Specialist • Collect and keep evidence of ratings for the District Implementation Fidelity Rubric • Assess and report the impact of actions in district plan of support on student outcomes • Share assessment results from fidelity measures with the District Team and other stakeholders • Ensure each Targeted Support and Improvement School completes the Evidence-Based Practices Fidelity Rubric and has data to support the implementation of the evidence-based practice(s)

Special Education District Designee or Special Education Director

Purpose: *Provide district coordination for the Student Success process and report progress to the SSIP Program Specialist and DES*

Responsibilities	Tasks
• Collaborate with the State Team, SSIP Program Specialist, District Team, and School Teams to implement to district plan of support • Provide technical assistance including coaching for the District Team and the School Teams around action steps related to SWD • Understand the current infrastructure and available resources to support student improvement for graduation and achievement, focused on students with disabilities • Assist with the data analysis • Assist in determining needed professional learning, technical assistance including coaching, for the implementation of the District Plan of Support • Support the District Team in alleviating barriers that impede student success • Sustain fluid feedback loops that foster effective communication to the state, district, and school levels • Provide technical assistance around implementing and monitoring evidence-based practices with fidelity • Report implementation fidelity and progress to the State Team • Support District and Schools in completing required rubrics and surveys .	• Meet at least monthly with the assigned SSIP Program Specialist and/or State Team • Meet monthly with the District Team • Meet monthly with School Team designee to discuss implementation of evidence-based practice, progress monitoring, school team meeting agendas, next steps and sign-in sheets related to school improvement for TSI. • Provide technical assistance including coaching as needed for School Teams • Complete required record keeping including District Team meeting schedule, minutes, agendas and follow up on next steps • Submit the District Self- Assessment Implementation Fidelity Rubric annually with evidence to the SSIP Program Specialist • Support schools in completing the Evidence-based Implementation Fidelity Rubric annually and submitting to the SSIP Program Specialist • Support the schools in submitting summary progress monitoring data of the evidence-based practice to the SSIP Program Specialists quarterly • Participate in required trainings, fidelity assessments, rubrics, surveys, and submit requested student outcome data or information • Participate in state, regional, and district trainings and/or meetings to support increased graduation rates and student achievement rates for students with disabilities.

School Team

Purpose: Ensure school implementation capacity for the Student Success process

Responsibilities	Tasks
• Support school implementation of the plan of support to increase graduation rates and student achievement for students with disabilities. • Analyze data (i.e., stakeholder engagement, capacity, resources, infrastructure, general supervision, equity gaps strengths/weaknesses, & barriers and leverage points) • Ensure goals and actions are included in the School Improvement Plan to improve achievement/graduation rates for students with disabilities around evidence-based practices • Select, implement, and monitor an evidence-based practice with fidelity based upon the implementation fidelity rubric for a group of students with and without disabilities who are at-risk for not graduating • Provide leadership for improvement practices and organizational change • Analyze data regularly of the evidence-based practices and adjust as needed using a problem-solving model to improve student outcomes • Establish formalized feedback loops between the District Team and School Team • Convene stakeholders for opportunities for action planning, sharing information/progress, and celebrating success at established checkpoints • Provide professional learning and coaching to build and sustain evidence-based practices, specially designed instruction, and high leverage practices • Monitor and report fidelity of implementation of evidence-based practices and student outcomes to District Designee and other stakeholders	• Establish regularly scheduled meetings with district designee to discuss the implementation of evidence-based practices and review of actions toward meeting goals related to students with disabilities • Document regularly scheduled team meetings with agenda, minutes, and sign-in sheets • Participate in trainings and technical assistance including coaching related to improving student success • Select and implement an evidence-based practice with a group of selected students to increase graduation rates or increase student achievement for students with disabilities • Use the Implementation Fidelity guides to implement the practice with fidelity and monitor results. • Complete the Implementation Fidelity Evidence-Based Practices Rubric with district designee and provide progress data

SSIP Program Specialist

Purpose: Support district implementation capacity for Student Success within designated regions of Georgia

Responsibilities	Tasks
- Engage in ongoing collaboration with various support personnel and partners (SDE, GLRS, RESA, MTSS) to coordinate professional learning, technical assistance, including coaching to align support and leverage resources. - Attend District Team meetings ensuring key personnel from general education and special education are included in district meetings. - Support districts in developing/amending a district plan of support that includes action steps directed toward improving student achievement and graduation rates for SWD in TSI schools - Provide technical assistance, professional learning with coaching to support districts in implementing the plan of support and identified improvement strategies - Guide districts through the problem-solving cycle of the continuous improvement framework and district team implementation fidelity rubric guidance document - Assist districts in selecting evidence-based practices and implementing them with fidelity. - Assist districts in monitoring implementation fidelity of evidenced-based practices. - Conduct monitoring of evidence-based practices to ensure implementation fidelity through collaboration with district designee - Provide direct technical support and on-going coaching to the Special Education Director or designee to improve graduation rates/achievement of SWD and improve IDEA General Supervision.	- Analyze district and school data - Explain district/school data challenges and factors for under achievement - Review and assist in the selection of evidence-based practices - Document tasks in service logs by the 30th of each month and discuss with Program Manager - Participate in at least four State Implementation Team Meetings with MTSS - Meet biweekly, at minimum with the Program Manager - Collaborate at least monthly with your assigned state partners from School and District Effectiveness - Collaborate monthly with GLRS director in your area - Participate in monthly DES/SSIP team meetings - Participate in monthly District Team meetings with assigned districts - Meet at least monthly with district Special Education Director or designee based upon needs assessment and provide technical assistance and coaching around SSIP and IDEA. - Collect, verify, and submit evidence as needed for systemic improvement reporting such as rubrics, surveys, etc. - Create and provide statewide, regional, and district trainings to support increasing graduation rates and SWD achievement. - Plan and Implement quarterly Leadership Launches with SDE partners - Meet all timelines for reporting. - Update and communicate changes in the School Completion Toolkit

• Sustain frequent, fluid feedback loops that foster effective communication at the state, regional, district and school levels.
• Coordinate, plan, develop and deliver state, regional, district trainings, technical assistance and coaching to address needs/barriers to student success
• Create and disseminate digital and print resources to support leaders, teachers, students, and families to improve effective instruction, engaging school climate, and increased student outcomes and increased graduation rates.
• Stay informed about national research and evidence-based practices to support improving graduation rates and increasing student achievement for all students including students with disabilities
• Complete all other assigned duties to support improved graduation rates and achievement of SWD.

State Systemic Improvement Plan: A central component of Georgia's State Systemic Improvement Plan is the Student Success Process, a broad framework that guides local districts through a six-step problem solving process that leads to the selection of evidence-based practices based on district data and the development of a comprehensive improvement plan that supports implementation of the selected practices. The steps are:

- Identify Needs, Planning and Preparation; Engage stakeholders.
- Identify Needs, Data Analysis and examine local capacity and infrastructure.
- Review strengths and weaknesses of the General Supervision system.
- Analyze salient data trends.
- Use the data to identify local barriers; and
- Develop short-term and long-term actionable steps that will support local implementation of evidence-based practices.
- Select Evidence-Based Practices to Implement and Implement to Plan.
- Monitor and adjust the plan if needed.

Both the Student Success Process and the Georgia's System of Continuous Improvement are built upon similar problem-solving processes.

The next sections of this guide provide a step by step process for identifying professional learning and technical assistance needs; developing a technical assistance plan; and monitoring implementation of outcomes of the plan. The process is organized according to the steps of Georgia's Systems for Continuous Improvement.

1.Identify district and school needs; 2. Select Interventions; 3. Plan Implementation; 4. Implement the Plan and 5. Examine Progress

Identify District and School Needs

Plan and Prepare:
Prior to contacting the district, it will be beneficial to identify the data sources that can be used to gather information about the district and its schools. With this information in hand, you will be able to successfully work with the district to identify professional learning and technical assistance needs.

Sources of information to include:

Student Success Improvement Plans	District Improvement Plan or Plan of Support
	District Implementation Fidelity Rubric
	Graduation Rate Data for Districts and Schools
	Georgia Milestones Data for Districts and Schools
	Absenteeism, Course Completion, and Discipline Data for Targeted Students
	STAR Climate Ratings
General Supervision	Cross-functional Monitoring Reports
	District Determinations
	SPP-APR Indicator Data
	Other Compliance Data
Needs Assessments	District-level Needs Assessment (CNA)
	School-level Needs Assessment (CAN)
Report Cards	Georgia Office of Student Achievement District Report Card
	Georgia Office of Student Achievement District Report Card

Guiding Questions Planning and Preparation

Collect and Analyze Relevant Data:

After you have collected all the available data, you will want to spend time reviewing and analyzing the data before you reach out to the district. You will find summaries of the data for each district in the School Improvement Dashboard in the State Longitudinal Data System (SLDS) and in the Special Education Annual Reports.

Guiding Data Collection and Analysis- Records Review

Guiding Questions	Notes
1. Based on your review, has the district and its schools conducted a comprehensive data analysis?	
2. What **trends and patterns** did you observe in the data? Were they documented in the District and School Needs Assessments?	
3. Based on your review of the data, what are the district's and school's overarching **areas of need**? What data or other evidence do you have to prove these strengths?	
4. What do see as **strengths** of the school district? Why do you think these strengths exist? What data or other evidence do you have to prove these strengths?	
5. Using your documented areas of need and areas of strength begin to create a **plus/delta chart** in collaboration with your SDE partner. You will later present this chart to the district team or special education director to gain deeper knowledge of possible root causes.	
6. After completing steps 1-5, what appears to be the **root cause** of low performance in the district and its schools?	
7. What **work of adults** in the district/identified schools impacts the outcomes and results that need to improve?	
8. What is impacting the effectiveness, quality, and value of the **work of adults** in the district/identified schools that is **within the control** of the district/schools?	
9. What is impacting the effectiveness, quality, and value of the work of adults in the district/identified schools that is **outside of the control** of the district/schools?	

10. What **within the workplace** of the district/identified schools is impacting the results? What factors are **within the control** and **outside the control** of the workplace?	
11. Do **all personnel** have the knowledge and skills required to achieve the needed results? What knowledge and skills **need** to be enhanced? What **evidence** proves this?	
12. What are the **school climate** ratings? What is the climate of the adult personnel in the district/school? What needs to be done to increase motivation and worker job satisfaction?	
13. What additional questions do you have for the district about the data that you reviewed?	

Now you are ready to schedule your visit with the district. During this visit, you make introductions, go over your role and the collaboration with SDE. You will be able to gather additional data, if needed, and ask any questions that you may have about the data that you have reviewed. It will also be an opportunity for you to learn about the status of the district's and school's improvement plan or plan of support. At this meeting you will also introduce the District Implementation Fidelity Rubric. You will go over each section with them and ask them to self-rate themselves before the next meeting.

You will then schedule your next meeting to review the self -rating for infrastructure improvement and implementation of evidence-based practices. It will be important for the district and school staff to understand that you are sincerely trying to gather this information for you to better help them.

The following guiding questions should be used to develop a professional learning, technical assistance plan for your work with the district. Should be completed by September.

Guiding Questions for Planning and Preparation- On-site Interviews

Guiding Questions	Notes
1. Stakeholder Engagement: How does the district ensure that stakeholders are **engaged** in the continued implementation of the SSIP? How are stakeholders engaged beyond formal stakeholder meetings? Who is the district's **circle of influence** stakeholders? How does the district **define "Stakeholder"**?	
2. **District Team:** Who makes up the team? Are the **right people** on the District Team? Is there a separate team in place for Student Success? Does the team **meet on a regular basis**? What supports, if any, does your district need related to the district team implementation? Does the district team need technical assistance in **Inclusive leadership?** Does the district team have **roles and responsibilities** assigned?	
3. What **successes** has the district had in aligning improvement initiatives? What technical assistance does the district need in **Inclusive leadership** practices and supports?	
4. How does the district **leverage resources** across programs? Does the district know all the resources available to address **tiered supports** for attendance, behavior, and course completion?	
5. Are there any **policies, practices, or procedures** that need to be amended or created to achieve desired improvements in academic achievement and graduation rates? What technical assistance does the district team need with general supervision to achieve desired improvements?	
6. Are there any **gaps in infrastructure** that need to be addressed? If so, what are they? What technical assistance does the district need to address gaps?	

7. How has your district been able to align **compliant practices** with improving outcomes for students with disabilities? What **technical assistance and coaching** does your district need to address areas of **noncompliance**?	
8. How does your district provide **professional learning and technical assistance** related to general supervision? What supports, if any, does your district need to address professional learning and technical assistance related to general supervision?	
9. What **barriers to graduating with a general education diploma** were identified through your comprehensive data analysis? What appears to be the root cause of low graduation rates for students with disabilities? Are there any additional data sources that you want to explore? What supports, if any, do you need related to data analysis?	

10. What **universal** evidence-based practices do the district have in place for **all** students in the district? How does the district ensure that these practices are **implemented with fidelity**? What **evidence** does the district have to prove they are implemented with fidelity? How does the district **progress monitor**? Does the district employ a **district-wide progress monitoring tool or do individual schools select methods for monitoring progress**? What PL/TA/Coaching does your district need related to universal practices?	
11. What **evidence-based practices** do the district have in place for **targeted TSI** schools? How does the district ensure that these practices are **implemented with fidelity**? What **evidence** does the district have to support implementation	

fidelity? How does the district **progress monitor?** What PL/TA/Coaching does your district need related to targeted EBP implementation?	
12. What **outcomes** have been noted because of implementation of these evidence-based practices? Does the district or targets TSI/SSIP Schools need technical assistance to ensure evidence-based practices are implemented with fidelity?	
13. How does your district provide **professional learning and technical assistance** related to the implementation of **evidence-based practices**? What supports, if any, does your district need to address professional learning and technical assistance related to the implementation of evidence-based practices?	

Identify and Prioritize Needs for Professional Learning and Technical Assistance:

Based on all the information collected and analyzed, specify the district's professional learning needs in rank order:

Professional Learning Topic and Format for Delivery	Target Audience	Success Criteria	Responsible Individual(s)
Specify additional individuals or agencies that should be involved in the design, delivery and evaluation of this professional learning:			

Based on all the information collected and analyzed, specify the district's technical assistance needs in rank order:

Technical Assistance Topic	Target Audience	Format for Delivery	Responsible Individual(s)
Specify additional individuals or agencies that should be involved in the design, delivery and evaluation of this technical assistance:			

Plan Implementation of Professional Learning and Technical Assistance:

It is now time to develop a professional learning plan and technical assistance plan. The plan should be developed by the district team in collaboration with DES Staff, District Point of Contact, Special

Education Director and/or designee, and the SSIP Program Specialist. Other professional learning and technical assistance providers should be included when appropriate.

The plan includes the goals to be accomplished, the success criteria, and the specific professional learning and technical assistance activities that are being implemented. The persons responsible for implementing the activities should be clearly identified, and the timeline for achieving the specified activities should be identified. In addition, it will be important to specify the resources and supports that are needed for implementation of the professional learning and technical assistance activities.

Implement the Plan:

Once the plan has been completed, you are ready to begin providing the professional learning and technical assistance activities outlined in the plan. It will be important to track the status of implementation of each of the activities in order to determine if the plan is being implemented as intended and if the desired outcomes are being achieved.

Implementation Fidelity of the Plan:

How will you measure the implementation fidelity of the PL or TA you provided? What is the success criteria for your PL or TA that is provided? What evidence will you provide that demonstrates what you are doing is working? How will you ensure it is implemented and monitored? Discussion of how the district will ensure fidelity should be had as well as what evidence the district will provide.

Examine Progress:

Once PL/TA has been provided, as a district team, with all required participants a review of progress should be analyzed and discussed. What supports does the district need, if any?

How will you evaluate the professional learning and technical assistance you have provided has change practitioner practice, knowledge, and skills? How will measure this? What is your evidence? What is your success criteria?

Professional Learning and Technical Assistance Plan		
District Name:	Persons Participating in the Development of this Plan (District Team)	
SSIP Program Specialist:	Name	Position/Affiliation
DES Program Specialist:		
Date Plan Developed:		

Professional Development Component					
Goals	Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation Method Success Criteria

Technical Assistance Component					
Goals	Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation Method Success Criteria