



# Graduation Rate Improvement Plan (GRIP)

## GRIP: Rating Scale

Predictor Self-Assessment Implementation and Evaluation Rating Scale			
Scale	Ratings indicates the degree to which your district, school, building or individual classroom is implementing these practices, which are likely to lead to more positive post school outcomes for students with disabilities.	% of students with disabilities	Evaluation Rating of Activity
<b>0</b>	<b>Not</b> being implemented at this time. No students or families benefit from this practice or activity.	<b>0% or unknown</b>	<b>0 - No progress</b> Not started
<b>1</b>	<b>Beginning.</b> Just beginning to discuss this practice, strategy or activity. There is a definite interest and organizational activities have begun. <b>Few</b> students and families are involved or benefit.	<b>1% - 24%</b>	<b>1 = Little Progress</b> Did not progress as anticipated or planned
<b>2</b>	<b>Intermittent or Inconsistent.</b> This practice, strategy or activity is in the earliest implementation stages; progress is being made and plans are moving forward. The practice, strategy or activity may be implemented in some classrooms or schools but not frequently or with consistency. <b>Some</b> students and families are involved or benefit.	<b>25% - 49%</b>	<b>2 = Some Progress</b> Started but is not yet completed.
<b>3</b>	<b>Emerging.</b> Concerted efforts are being made to fully implement this practice, strategy or activity. <b>Many</b> students and families benefit or participate.	<b>50% - 74%</b>	<b>3 = Significant Progress</b> Extensive work but not yet completed
<b>4</b>	<b>Consistent.</b> Implementation is district-wide and available. This is practice, strategy or activity is consistently implemented. <b>Most or all</b> students and families benefit or participate.	<b>75% - 100%</b>	<b>4 = Goal Met</b> Evidence shows this activity has been met
<b>5</b>	<b>Consistent and Data Driven.</b> <u>Once a level 4 is obtained</u> , the team should discuss if data from this practice, strategy or activity is used to make decisions about needed services, changes in programs, plans and strategies, and is utilized in the district’s emerging, short-term and long-range planning efforts, changes to board policy, procedures, practices or professional development.	<b>50% or more of the time</b>	

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My Toolbox

- Use the **“My Toolbox”** link to return to your plan.
- Click **“Learn More and Resources”** to view evidence-based practices (EVP) and the research behind the EBPs.
- Click **“Add Comments”** to capture the conversation in the room.

**Learn More and Resources**

**Add Comments**

Save in Progress

Finalize and Submit Ratings

use this option to return to your ratings and plan
this will archive and save your work and you will not be able to access your plan to make entries or edits

- Use the **“Save in Progress”** link while working on the plan. Use the **“Finalize and Submit”** link at the end of the planning period to lock-down initial Ratings and get a blank Ratings form to compare ratings over time.



## GRIP: Next Steps Planning

Ratings	Ratings Summary Report	<b>Next Steps Planning</b>	Evaluation	Reports			
<h3 style="margin: 0;">Next Steps Planning</h3> <p><input checked="" type="checkbox"/> <b>See Comments</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Team or Individual Report Comments</td> </tr> <tr> <td style="padding: 2px;"> <b>School Leadership and Districtwide Diagnostics</b>  <i>none</i> </td> </tr> <tr> <td style="padding: 2px;"> <b>Family and Community Relationships</b>  <i>none</i> </td> </tr> </table>					Team or Individual Report Comments	<b>School Leadership and Districtwide Diagnostics</b> <i>none</i>	<b>Family and Community Relationships</b> <i>none</i>
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**Directions:** The table below shows all 7 Predictors, separated into the 4 Predictor groups. The Predictor Activities "selected for planning" during the ratings activity on the preceding page are auto-filled into the planning form below. Consider insights gained from the review of state and district post school outcomes, including those leavers who were not engaged, to identify Activity Planning/Action Steps that will be implemented to increase the number of youth in your school or district participating in that predictor or implement a predictor activity or practice not currently available in your school or district. Include the Person(s) Responsible and the anticipated GOAL Completion date for each of the selected Predictors.

School Leadership and Districtwide Diagnostics - Activity Planning				
1.1 Shared Vision and School Leadership				
Predictor	Activity Planning/Action Steps	Person(s) Responsible	GOAL: Anticipated Completion Date	GOAL: Actual Completion Date
1.1 Shared Vision and School Leadership	Review our Shared Vision and Mission as a team and determine if updates are needed.  <span style="color: red; font-size: small;">Predictor revised</span>	GRIP team plus all district Administration  <span style="color: red; font-size: small;">Activity revised</span>	02/28/2017 <span style="color: red; font-size: small;">Date revised</span>	<input style="width: 100%; height: 20px;" type="text"/>
1.1 Shared Vision and School Leadership				
Activities	Activity Planning/Action Steps	Person(s) Responsible	GOAL: Anticipated Completion Date	GOAL: Actual Completion Date
2) The district vision is a <b>written</b> document that clearly states its values and is readily available and <b>visible</b> to staff and the public.	While we have a district vision, the team needs to determine how "visible" it is in each of our buildings.  <span style="color: red; font-size: small;">Activity revised</span>	DSE will communicate this to the lead administrator at each building.  <span style="color: red; font-size: small;">Activity revised</span>	03/31/2017 <span style="color: red; font-size: small;">Date revised</span>	<input style="width: 100%; height: 20px;" type="text"/>
7) The district <b>encourages staff</b> to collect, analyze, and determine appropriate actions based upon data results. When staff members assume an active role in the data analysis process, it promotes solutions and actions for improving results.	Not all staff are involved in data analysis. The team needs to make a list of what types of data the district uses, who is included in the data analysis, and who should be invited  <span style="color: red; font-size: small;">Activity revised</span>	<input style="width: 100%; height: 100px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>

**Based on the Activity Planning/Action Steps, respond to the following questions**

1. Are other additional data needed to answer the unanswered questions?
2. Who is missing?
3. When will we meet again?
4. What resources do we need to gather before we meet again?

