

The Strategic Support Plan (SSP) Impact Protocol is a tool to provide local education agencies (LEAs) with a structured opportunity to evaluate the progress made towards implementation of their annual goal(s) prior to school closure due to the COVID 19 pandemic, reflect on the effectiveness of LEA selected activities, and engage with the Department of Review and Support to sustain continuous improvement and identify needed supports.

## Instructions:

Review and Support staff should utilize the Impact Protocol to support LEAs in evaluating progress toward continuous improvement goals and identifying needed supports to mitigate barriers. The Review and Support staff will support LEA district leadership teams (i.e. District Coordinator of School Improvement, Special Education Director, etc.) to complete the Impact Protocol to obtain a high-level overview of how the LEA plans to move forward with current activities defined in the continuous improvement plan during the 2020-2021 academic year.

Annual Goal:	Area of Improvement 1	Area of Improvement 2	Area of Improvement 3	Area of Improvement 4
Does the LEA anticipate reduced capacity (i.e. budgetary, operational, limited access to supports) in the areas of improvement defined in the 2019-2020 continuous improvement plan?	Yes  No	Yes  No	Yes  No	Yes  No
If so, what are the contributing factors to the reduced capacity (i.e. staffing, budget, technology, access, etc.)?				
How will the LEA adapt, continue, or adjust continuous improvement goals, in given areas of reduced capacity, identified in last year’s continuous improvement plan to the upcoming academic year?				

**Annual Goal:**

**Area of Improvement 1**

**Area of Improvement 2**

**Area of Improvement 3**

**Area of Improvement 4**

<p>What data sources did the LEA use to determine the strategies to mitigate reduced capacity concerns?</p>				
<p>If the LEA is making adjustments to prioritized area(s) of improvement identified in last year’s continuous improvement plan, is their alignment to new high priority areas identified during the 2020-2021 academic year due to adjusted systems as a result of the COVID-19 pandemic? (i.e. what strategies were the LEA able to continue or will continue such as staff professional development or parent communication).</p>				
<p>How will the LEA effectively communicate prioritized area(s) of improvement with stakeholders (i.e. teachers, principals, etc.)?</p>				
<p>What barriers does the LEA anticipate will need to be addressed throughout the 2020-2021 school year?</p>				

Annual Goal:	Area of Improvement 1	Area of Improvement 2	Area of Improvement 3	Area of Improvement 4
What strategies will the LEA implement to mitigate barriers during the 2020-21 academic year?				
What supports does the LEA anticipate will be needed during the 2020-2021 school year to implement prioritized area(s) of improvement?				
What external strategies will the LEA use to implement prioritized area(s) of improvement (i.e. engage external stakeholders through focus groups, community forums, engage with ESCs, surveys, etc.)?				
What internal strategies will the LEA use to implement prioritized area(s) of improvement (i.e. needs assessment, form internal team to support and reinforce implementation of priority areas, differentiate priority area launch to meet LEA needs, etc.)?				

During the 2019-2020 academic year, local education agencies (LEAs) with a determination level (DL) 2, 3, or 4 were able to select one of the following templates to document continuous improvement activities: a) Strategic Support Plan (SSP) b) Targeted Improvement Plan (TIP) or c) Preexisting planning document developed within the LEA.