

New York State (NYS), State Systematic Improvement Plan (SSIP)

NYS, State Identified Measurable Result (SiMR): For students classified as students with learning disabilities (LD) in SSIP Pilot Schools (grades three through five), increase the percent of students scoring at proficiency levels 2 and above on NYS grades three through eight English Language Arts (ELA) assessment.

Strategy I: Organizational Capacity Building

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
<p>Staff/Human Resources</p> <ul style="list-style-type: none"> ■ NYS Department of Education (NYSED)/Office of Special Education (OSE) ■ District Leadership Teams (DLTs) and School Leadership Teams (SLTs) ■ Parent Training and Information Center (PTIC) ■ Educational Partnership Specialists ■ Federal Technical Assistance Centers (e.g., National Center on Improving Literacy) ■ NYS Institutions of Higher Education (IHEs) <p>Stakeholder Groups</p> <ul style="list-style-type: none"> ■ Board of Regents ■ Educational Organizations (EOs) ■ DLTs ■ SLTs ■ Parents ■ Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) ■ Community Members ■ Multi-Tiered System of Supports-Integrated (MTSS-I) Center ■ Other NYSED Offices (Accountability, Office of 	<ul style="list-style-type: none"> ■ Reorganize and maintain the MTSS-I Workgroup to promote communication and alignment of goals related to MTSS-I among NYSED offices ■ Establish specialized workgroups: MTSS-I Workgroup, MTSS-I Implementation Workgroup, MTSS-I/Cornell University Subgroup, MTSS-I/University of Albany subgroup, and University of Albany/PTIC subgroup to help inform the development of a finalized MTSS-I Framework ■ Develop and sustain a virtual MTSS-I Workspace such as Google Drive for use by MTSS-I teams ■ Develop and implement a communication system with bi-directional communication pathways for all stakeholders ■ Establish and sustain the MTSS-I State Leadership Team to review results and learning from the SSIP and to guide State Educational Agency (SEA) policy alignment ■ Establish and support DLTs to facilitate implementation at the school district and building level ■ Establish and support SLTs to implement effective 	<ul style="list-style-type: none"> ■ The MTSS-I Center is established, uses effective team practices, and builds infrastructure and implementation capacity to support MTSS-I ■ Workgroups are established, use effective team practices, and identify critical components of an effective innovation, data system, training, and coaching model for the State Implementation Design Team (SIDT) ■ MTSS-I Workspace is developed and used by MTSS-I teams to collaborate and co-create documents and other materials ■ Communication system is developed, and bi-directional pathways are used with fidelity ■ SLTs are established, use effective team practices, and build capacity for scaling up MTSS-I ■ DLTs are established, use effective team practices, and help School Implementation Teams build capacity to support the implementation of MTSS-I ■ Continuous Improvement Plans (i.e., support plans, strategic goals) are 	<ul style="list-style-type: none"> ■ There is improved collaboration and communication across NYSED offices and among State, regional, and school district-level implementation teams ■ There is increased collective understanding and shared ownership of the MTSS-I Pilot Framework and Evidenced Based Practices (EBPs) as measured by a capacity assessment ■ There is increased coordination and reduced duplication of effort in the planning and provision of services to cohort schools ■ There is increased satisfaction among leaders, stakeholder representatives, and team members with the organizational structures and processes providing SSIP governance ■ There is increased communication between the MTSS-I Center and IHEs 	<ul style="list-style-type: none"> ■ Adaptive, facilitative policies and plans are in place at the State and school district levels to support sustainability and scale-up of the MTSS-I Pilot Framework ■ There is increased alignment and collective reinforcement of NYSED's priorities and initiatives as measured by the State Fidelity Assessment 	<ul style="list-style-type: none"> ■ There is increased organizational capacity (high functioning teams) and improved infrastructure (facilitative support systems) at the State, regional, and local levels to support and sustain implementation of MTSS-I ■ NYS formally adopts the MTSS-I Pilot Framework as the statewide model ■ SSIP districts increase the number of schools implementing the MTSS-I Pilot Framework ■ SSIP schools increase fidelity implementation of the MTSS-I Pilot Framework

Bilingual Education and World Languages (OBEWL), Student Support Services, Early Learning)

Funding

- Federal State Personnel Development Grant (SPDG)

innovation at the building level

- Develop Continuous Improvement Plans (i.e., support plans, strategic goals) to identify support for SSIP schools and to help MTSS-I coaches
- Monitor performance and build team capacity
- Disseminate information about the MTSS-I Pilot Framework to the IHEs.

developed by MTSS-I Center coaches using fidelity data

Strategy II: Program and Resource Development

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	Long Term Outcomes
<p>Materials, Tools, Guidance</p> <ul style="list-style-type: none"> ■ Blueprint for Improved Results for Students with Disabilities ■ Evidence-based literacy instruction, fidelity guides, and information (including quality indicators on MTSS-I and EBPs, Office of Special Education Programs (OSEP) web-based resources, etc.) ■ Valid, reliable benchmark and progress monitoring tools ■ Culturally Responsive Education (CRE) Guidance ■ Positive Behavior Interventions and Support (PBIS) ■ MTSS-I Pilot Framework <p>PTIC Resources</p> <ul style="list-style-type: none"> ■ SEA-School District Partnership Agreements - Memoranda of Understanding (MOUs) ■ Technology ■ Student-level Data Systems (School District, Regional Information Centers [RICs], Information and Reporting Services [IRS], etc.) ■ Other data warehouses 	<ul style="list-style-type: none"> ■ Define EBPs to support Literacy and PBIS within the MTSS-I Pilot Framework ■ Create a web-based MTSS-I resource library to store and share resources developed for the SSIP schools and other various stakeholders ■ Develop a comprehensive set of implementation tools and guidance materials 	<ul style="list-style-type: none"> ■ MTSS-I and EBPs to support literacy and PBIS within the MTSS-I Pilot Framework are clearly defined (knowable, doable, assessable) and operationalized ■ A comprehensive set of aligned implementation tools and guidance materials are shared on the MTSS-I resource library and accessed by MTSS-I Implementation teams and stakeholders 	<ul style="list-style-type: none"> ■ The MTSS-I Pilot Framework and implementation tools are compatible with other State/local models, and with improvement processes currently in use ■ SSIP schools have improved access to up-to-date implementation resources and contextualized guidance ■ SSIP schools have increased their utilization of implementation tools developed by the MTSS-I Center and are satisfied with practicality and ease of use 	<ul style="list-style-type: none"> ■ Tiered Fidelity Implementation Checklists have been refined and validated for use in scale up 	<p>Student Level Outcomes at SSIP schools</p> <ul style="list-style-type: none"> ■ Grades 3-5 students with disabilities increase their performance level on specified benchmark assessments ■ Grades 3-5 students with disabilities demonstrate improved behavior ■ Grades 3-5 students with disabilities in cultural sub-groups demonstrate improved behavior <p>Practice Level Outcome at Cohort 1 SSIP schools</p> <ul style="list-style-type: none"> ■ Practitioners increase implementation integrity as measured by fidelity measures (e.g., Reading-Fidelity Inventory [R-TFI]).

Strategy III: Professional Development, Technical Assistance, and Coaching-MTSS-I Center and the Educational Partnership

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOMES
<p>Materials, Tools, Guidance</p> <ul style="list-style-type: none"> Blueprint for Improved Results for Students with Disabilities Evidence-based literacy instruction, Fidelity Guides, and information (including quality indicators on MTSS-I and EBPs, OSEP web-based resources, etc.) Valid, reliable benchmark and progress monitoring tools CRE Guidance Guidance and Materials developed by the Educational Partnership Technical Assistance Partners (TAPs) PBIS <p>PTIC Resources</p> <ul style="list-style-type: none"> SEA-school district Partnership Agreements (MOUs) Technology Student-level Data Systems (school districts, RICs, IRS, etc.) Other data warehouses 	<ul style="list-style-type: none"> Define the professional development and coaching delivery models to use to support implementation of the MTSS-I Pilot Framework Develop a Comprehensive Training Plan as informed by the results of the tiered fidelity measures (District Capacity Assessment [DCA], R-TFI, TFI) Develop a Comprehensive Coaching Plan to support and improve the implementation fidelity of the DLT and SLT Provide foundational training in Initial Implementation of MTSS-I for teams in the SSIP schools Provide continuous, targeted technical assistance and coaching for teams in the SSIP schools Build collaboration between the MTSS-I Center and the Educational Partnership through on-site coaching, training, and professional development Provide professional development related to MTSS-I at the Virtual 	<ul style="list-style-type: none"> The professional development plans used to support the implementation of MTSS-I and EBPs are aligned with SSIP schools fidelity scores. During implementation, the MTSS-I Center also follows the Plan, Do, Study, Act (PDSA) Cycle to ensure continuous improvement MTSS-I Center coaches are trained in facilitation and coaching skills (i.e., PDSA) to support effective implementation of the MTSS-I Pilot Framework and EBPs MTSS-I Center coaches receive ongoing technical assistance and coaching to support their facilitation of fidelity implementation of the MTSS-I and EBPs Staff and leaders at SSIP schools are trained in effective implementation of the MTSS-I Pilot Framework and EBPs Staff and leaders at SSIP schools receive ongoing technical assistance and coaching to support their fidelity implementation of MTSS-I and EBPs 	<ul style="list-style-type: none"> Staff and leaders at SSIP schools increase their understanding, self-efficacy to implement, and use of MTSS-I and EBPs Districts and schools intentionally integrate the professional development, coaching, and technical assistance designed to support fidelity implementation of the MTSS-I Pilot Framework School district leaders participating in the MTSS-I Pilot Framework increase their use of leadership practices aligned with MTSS-I Implementation 	<ul style="list-style-type: none"> There is increased quality of on-site professional development, technical assistance, and coaching support services provided to SSIP schools by MTSS-I Center coaches Staff and leaders at MTSS-I cohort schools increase their use of fidelity MTSS-I data to inform decisions Staff and leaders at the SSIP schools have increased implementation fidelity of EBPs related to literacy and PBIS within MTSS-I 	<p>Student Level Outcomes at SSIP schools</p> <ul style="list-style-type: none"> Grades 3-5 students with disabilities increase their performance level on specified benchmark assessments Grades 3-5 students with disabilities demonstrate improved behavior Grades 3-5 students with disabilities in cultural sub-groups demonstrate improved behavior <p>Practice Level Outcome at SSIP schools</p> <ul style="list-style-type: none"> Practitioners increase fidelity implementation of additional identified academic and behavior EBPs in Tier 1, Tier 2 and Tier 3 instructional settings

Learning Summit (VLS)
and bootcamps

- Provide ongoing professional development on MTSS-I through webinars and hangouts

Strategy IV: Needs Assessment, Improvement Planning, and Monitoring

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOMES
<p>Materials, Tools, Guidance</p> <ul style="list-style-type: none"> ■ Blueprint for Improved Results for Students with Disabilities ■ Evidence-based literacy instruction, Fidelity Guides, and information (including quality indicators on MTSS-I and EBPs, OSEP web-based resources, etc.) ■ Valid, reliable benchmark and progress monitoring tools ■ CRE Guidance ■ PBIS <p>PTIC Resources</p> <ul style="list-style-type: none"> ■ Commitment and Participation Agreements ■ Technology ■ Student-level data systems (districts, RICs, IRS, etc.) ■ Other data warehouses 	<ul style="list-style-type: none"> ■ Establish Fidelity Measures and Evaluation Plan for collecting, analyzing and reporting actionable MTSS-I data ■ Administer implementation of Capacity Assessments (e.g., DCA, TFI, R-TFI) to MTSS-I system-level teams (District Implementation Teams [DITs], DLT, SLT) ■ Collect Comprehensive Baseline Data and update Improvement/Implementation Plans (i.e., support plans, strategic goals) using fidelity data ■ Develop MTSS-I Data Dashboards to communicate performance and progress 	<ul style="list-style-type: none"> ■ The MTSS-I data system and evaluation plan are implemented and coordinated across all teams within SSIP schools ■ Fidelity measures are reviewed by MTSS-I Center coaches and used to develop/update Implementation Plans (i.e., support plans, strategic goals) using treatment integrity data ■ Data Dashboards display implementation progress and performance metrics which are frequently updated and accessible to all stakeholders 	<ul style="list-style-type: none"> ■ Staff, leaders, and stakeholders at SSIP schools increase access and use of the MTSS-I data system for continuous improvement ■ Support Plans for SSIP districts and schools show increased alignment with the goals of MTSS-I implementation ■ Staff, leaders and stakeholders at SSIP schools experience increased satisfaction with the communication and use of progress monitoring data 	<ul style="list-style-type: none"> ■ SSIP schools increase their capacity to systematically collect, analyze, and communicate to stakeholders, MTSS-I progress and outcome data (student, practitioner, school, school district) ■ Teams increase their capacity to systematically collect, analyze, and communicate to stakeholders MTSS-I progress and outcome data ■ SSIP schools demonstrate progress toward achieving benchmark targets for students with disabilities, including students in specified sub-groups, identified in their Support Plans 	<p>Student Level Outcomes at SSIP schools</p> <ul style="list-style-type: none"> ■ Grades 3-5 students with disabilities increase their performance level on specified benchmark assessments ■ Grades 3-5 students with disabilities demonstrate improved behavior ■ Grades 3-5 students with disabilities in cultural sub-groups demonstrate increased engagement and improved behavior <p>Practice Level Outcome at SSIP schools</p> <ul style="list-style-type: none"> ■ Practitioners increase fidelity implementation of additional identified academic and behavior EBPs in Tier 1, Tier 2 and Tier 3 instructional settings

Strategy V: SEA-School District Partnership and Community Engagement

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOMES
<p>Materials, Tools, Guidance</p> <ul style="list-style-type: none"> ■ Blueprint for Improved Results for Students with Disabilities ■ Evidence-based Programs, Fidelity Guides, and information (including quality indicators on MTSS-I and EBPs, OSEP web-based resources, etc.) ■ Valid, reliable benchmark and progress monitoring tools ■ CRE Guidance ■ PBIS Guidance <p>PTIC Resources</p> <ul style="list-style-type: none"> ■ Commitment and Participation Agreements ■ Technology ■ Student-level Data Systems school districts, RICs, IRS, etc.) ■ Other Data Warehouses 	<ul style="list-style-type: none"> ■ Engage in ongoing communication with SSIP schools to help create readiness for implementation ■ Create a Commitment and Participation Agreement between the MTSS-I Center and each SSIP school that establishes mutual understanding and commitments ■ Create a public website for communicating MTSS-I project information ■ Develop a MTSS-I VLS ■ Support the organization of district-driven activities to engage families and members from the local communities in learning about, and contributing to, the MTSS-I movement 	<ul style="list-style-type: none"> ■ SSIP schools receive information and assistance from the MTSS-I Center to ready staff and stakeholders to participate in the SSIP ■ NYSED and SSIP schools, 3-year partnership. ■ .A public website is launched with clear guidance for stakeholders about how to use the site and how to submit feedback ■ MTSS-I Stakeholders receive guidance on the importance of and how to participate in the VLS ■ SSIP schools receive support and assistance designing and offering engagement events/opportunities to local families and community members 	<ul style="list-style-type: none"> ■ Among district and school leaders from SSIP schools, there is increased satisfaction, as measured by surveys, with NYSED in their efforts to improve systems and outcomes for students with disabilities ■ There is increased activity on the MTSS-I public website ■ Among families and community members from SSIP schools, there is increased involvement in MTSS-I via multiple presentations with various stakeholders, MTSS-I VLS, and collaboration with the Educational Partnership 	<ul style="list-style-type: none"> ■ Among families and community members from SSIP schools, there is increased awareness and understanding of MTSS-I, and how it supports outcomes for all students and students with disabilities ■ Among families and community members from SSIP schools, there is increased involvement of families of all cultural and linguistic backgrounds in the special education process and school decision-making about MTSS-I 	<p>Student Level Outcomes at SSIP schools</p> <ul style="list-style-type: none"> ■ Grades 3-5 students with disabilities increase their performance level on specified benchmark assessments ■ Grades 3-5 students with disabilities demonstrate improved behavior ■ Grades 3-5 students with disabilities in cultural sub-groups demonstrate improved behavior <p>Practice Level Outcome at SSIP schools</p> <ul style="list-style-type: none"> ■ Practitioners increase fidelity implementation of additional identified academic and behavior EBPs in Tier 1, Tier 2 and Tier 3 instructional settings

SSIP – Theory of Action

<i>Strands of Action</i>	<i>If NYSED...</i>	<i>Then partnering school districts will...</i>	<i>For partnering schools to...</i>	<i>Which will lead to long-term outcomes for students, including:</i>
Collaboration and Governance	<ul style="list-style-type: none"> ● Engages stakeholders ● Collaborates with other NYSED offices ● Aligns technical assistance resources ● Establishes State and Regional MTSS-I collaboration teams, governance structure 	<ul style="list-style-type: none"> ● Engage families and community members ● Receive consistently aligned messages and support in improving outcomes for students with learning disabilities ● Establish MTSS-I district and school-level implementation teams 	<p><i>Systems</i></p> <ul style="list-style-type: none"> ● Implement with increasing fidelity, multi-tiered systems of support to improve academic, social-emotional, and behavioral outcomes <p><i>Practices</i></p> <ul style="list-style-type: none"> ● Implement with increasing fidelity, universal, targeted, and intensive interventions/EBPs to support improved academics, social-emotional, and behavioral outcomes ● Understand unique learning characteristics, culturally and linguistically relevant, and specially designed instructional practices to support students with learning disabilities <p><i>Data</i></p> <ul style="list-style-type: none"> ● Utilize data systems to identify and inform (1) classroom instructional and eligibility decisions and monitor student progress; (2) professional learning needs of staff and school leaders; (3) resources and system policies to facilitate implementation and scale-up 	<p><i>SiMR:</i></p> <p>For students classified as students with learning disabilities (LD) in SSIP Schools (grades 3-5), increase the percentage of students scoring at proficiency levels 2 and above on the Grades 3-8 English Language Arts State Assessments</p>
Training and Technical Assistance	<ul style="list-style-type: none"> ● Funds Technical Assistance Centers that deliver high quality professional development and coaching to effectively prepare personnel to support school improvement 	<ul style="list-style-type: none"> ● Participate in professional development and technical assistance designed to improve equitable student outcomes ● Receive coaching to increase fidelity and extend impact 		
Leadership	<ul style="list-style-type: none"> ● Communicates vision effectively and provides guidance and support in a timely and responsive manner 	<ul style="list-style-type: none"> ● Model and provide information to staff about change strategies to improve instruction in schools 		
Support for struggling schools	<ul style="list-style-type: none"> ● Selects SSIP schools and provides integrated professional development and technical assistance in the implementation of the MTSS-I Pilot Framework and EBPs 	<ul style="list-style-type: none"> ● Receive and utilize information and resources to support implementing an integrated, culturally and linguistically responsive MTSS-I Pilot Framework, and implementing EBPs in literacy, Social Emotional Development and Learning and Explicit Instruction 		
Evaluation	<ul style="list-style-type: none"> ● Develops an evaluation system that measures: <ul style="list-style-type: none"> ↳ Student progress and outcomes in behavior and academics, including sub-groups of students ↳ Practice change and fidelity use of EBPs ↳ Building-level fidelity implementation of MTSS-I and EBPs ↳ School District, regional, and State-level capacity to support and sustain implementation 	<ul style="list-style-type: none"> ● Adjust systems and practices as informed by fidelity measures and student outcomes 		