

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

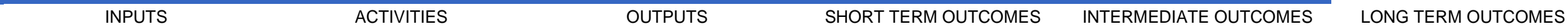
INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
<p>Staff/Human Resources</p> <ul style="list-style-type: none"> v Board of Regents v Educational Organizations (EOs) v DLTs v SLTs v Parents v Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) v Community Members v Multi-Tiered System of Supports-Integrated (MTSS-I) Center v Other NYSED Offices (Accountability, Office of 	<ul style="list-style-type: none"> v Reorganize and maintain the MTSS-I Workgroup to promote communication and alignment of goals related to MTSS-I among NYSED offices v 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 v Develop and sustain a virtual MTSS-I Workspace such as Google Drive for use by MTSS-I teams v Develop and implement a communication system with bi-directional communication pathways for all stakeholders v 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 v Establish and support DLTs to facilitate implementation at the school district and building level v Establish and support SLTs to implement effective 	<ul style="list-style-type: none"> v The MTSS-I Center is established, uses effective team practices, and builds infrastructure and implementation capacity to support MTSS-I v 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) v MTSS-I Workspace is developed and used by MTSS-I teams to collaborate and co-create documents and other materials v Communication system is developed, and bi-directional pathways are used with fidelity v SLTs are established, use effective team practices, and build capacity for scaling up MTSS-I v DLTs are established, use effective team practices, and help School Implementation Teams build capacity to support the implementation of MTSS-I v Continuous Improvement Plans (i.e., support plans, strategic goals) are 	<ul style="list-style-type: none"> v There is improved collaboration and communication across NYSED offices and among State, regional, and school district-level implementation teams v 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 v There is increased coordination and reduced duplication of effort in the planning and provision of 		

<p>Bilingual Education and World Languages (OBEWL), Student Support Services, Early Learning)</p> <p>Funding</p> <ul style="list-style-type: none"> ▾ Federal State Personnel Development Grant (SPDG) 	<p>innovation at the building level</p> <ul style="list-style-type: none"> ▾ 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. 	<p>developed by MTSS-I Center coaches using fidelity data</p>	
---	---	---	--

Strategy II:

Strategy III: Professional Development, Technical Assistance, and Coaching

-MTSS-I Center and the Educational Partnership





Learning Summit (VLS)
and bootcamps

- v 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 					

Strategy V: SEA -

SSIP