New York State Systematic Improvement Plan (SSIP)

New York's 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 the New York 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
Staff/Human Resources ■ New York State Department of Education (NYSED)/Office of Special Education ■ District Level Teams (DLTs) and School Level Teams (SLTs) ■ Parent Training and Information Center (PTIC) ■ Educational Partnership Specialists ■ Federal Technical Assistance Centers (e.g., National Center on Improving Literacy) ■ New York State Institutions of Higher Education (IHEs) **Stakeholder Groups** ■ Board of Regents ■ Educational Organizations ■ DLTs ■ SLTs ■ Parents ■ Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) ■ Community Members ■ Multi-Tiered System of Supports (MTSS-I) Center ■ Other NYSED Offices (Accountability, Office of Bilingual Education and World Languages (OBEWL), Student Support Services, Early Learning)	■ 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 innovation at the building level ■ Develop Continuous	■ 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 developed by MTSS-I Center	■ There is improved collaboration and communication across NYSED offices and between 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	■ Adaptive, facilitative policies and plans are in place at the State and school district levels to support sustainability and scale-up of the NYSED MTSS-I Pilot Framework ■ There is increased alignment and collective reinforcement of NYSED's priorities and initiatives as measured by the States Fidelity Assessment	■ 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 ■ New York formally adopts the NYSED 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

Funding	Improvement Plans (i.e., support plans, strategic goals) to identify support for SSIP schools and to help MTSS-I coaches	coaches using fidelity data	
■ Federal State Personnel Development Grant	■ monitor performance and build team capacity		
	■ Disseminate information about the MTSS-I Framework to the IHEs.		

Strategy II: Program and Resource Development

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	Long Term Outcomes
Materials, Tools, Guidance ■ Blueprint for Improved Results for Students with Disabilities ■ Evidenced-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) ■ NYSED Pilot Framework PTIC Resources ■ 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	■ 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	■ The 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-Implementation teams and stakeholders	■ The MTSS-I 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	■ Tiered Fidelity Implementation Checklists have been refined and validated for use in scale up	Student Level Outcomes at SSIP schools ▪ 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 Practice Level Outcome at Cohort 1 SSIP schools ▪ Practitioners increase implementation integrity as measured by the fidelity measures (e.g., Tiered Fidelity Inventory (TFI), Reading- Tiered Fidelity Inventory (RTFI)).

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
Materials, Tools, Guidance - Blueprint for Improved Results for Students with Disabilities - Evidenced-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 **PTIC Resources** - SEA-school district Partnership Agreements (MOUs) - Technology - Student-level Data Systems (school districts, RICs, IRS, etc.) - Other data warehouses	- 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	- 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 and EBPs - Staff and leaders at SSIP schools receive ongoing technical assistance and coaching to support their fidelity implementation of MTSS-I and EBPs	- 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 NYSED MTSS-I Pilot Framework increase their use of leadership practices aligned with MTSS-I Implementation	- 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	**Student Level Outcomes at SSIP schools** - 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 **Practice Level Outcome at SSIP schools** - 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
Materials, Tools, Guidance - 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 **PTIC Resources** - Commitment and Participation Agreements - Technology - Student-level Data Systems (districts, RICs, IRS, etc.) - Other Data Warehouses	- Establish Fidelity Measures and Evaluation Plan for collecting, analyzing and reporting actionable MTSS-I data - Administer Implementation Capacity Assessments (e.g., DCA, TFI, RTFI) 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	- 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	- 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	- 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	**Student Level Outcomes at SSIP schools** - 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 **Practice Level Outcome at SSIP schools** - 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
Materials, Tools, Guidance - 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 **PTIC Resources** - Commitment and Participation Agreements - Technology - Student-level Data Systems school districts, RICs, IRS, etc.) - Other Data Warehouses	- 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 the SSIP schools establishing mutual understanding and commitments - Create a public website for communicating MTSS-I project information - Develop an MTSS-I Virtual Learning Summit (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	- 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	- 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 the education of MTSS-I via multiple presentations with various stakeholders, MTSS-I VLS, and collaboration with the Educational Partnership	- 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	**Student Level Outcomes at SSIP schools** - 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 **Practice Level Outcome at SSIP schools** - Practitioners increase fidelity implementation of additional identified academic and behavior EBPs in Tier 1, Tier 2 and Tier 3 instructional settings

Strands of Action	If NYSED…	Then partnering school districts will…	In order for partnering schools to…	Which will lead to long-term outcomes for students, including:
Collaboration and Governance	- Engages stakeholders - Collaborates with other NYSED offices - Aligns technical assistance resources - Establishes State and Regional MTSS-I collaboration teams, governance structure	- 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	**Systems** - Implement with increasing fidelity, multi-tiered systems of support to improve academic, social-emotional, and behavioral outcomes **Practices** - 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 **Data** - 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	**SIMR:** 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
Training and Technical Assistance	Funds Technical Assistance Centers that deliver high quality professional development and coaching to effectively prepare personnel to support school improvement	- Participate in professional development and technical assistance designed to improve equitable student outcomes - Receive coaching to increase fidelity and extend impact		
Leadership	Communicates vision effectively and provides guidance and support in a timely and responsive manner	Model and provide information to staff about change strategies to improve instruction in schools		
Support for struggling schools	Selects SSIP schools and provides integrated professional development and technical assistance in the implementation of the MTSS-I and EBPs	Receive and utilize information and resources to support them in 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	- Develops an evaluation system that measures: ↧ 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	Adjust systems and practices as informed by fidelity measures and student outcomes		