



VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR)

To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5.

Vermont SSIP Theory of Action

September 2017

We believe that if:

VT AOE in partnership with SUs/SDs developed highly functioning MTSS Leadership Teams, which in turn supported the development and implementation of school based MTSS Leadership Teams...

Then:

Schools would:

- Ensure design and use, with fidelity, of a multi- tiered system of support for academics and behavior with a focus on math.
- Ensure that students with an emotional disturbance would be accessing, participating, and showing progress in the universal math program.
- Ensure the universal math program would be designed and delivered by the highly skilled mathematics teacher who uses the 8 Math Teaching Practices and Universal Design for Learning (UDL).



Teachers would:

- Support the needs of students with ED by implementing knowledge and skills regarding the unique learning characteristics of these students, including:
- Highly effective mathematics instruction and intervention practices,
- Effective classroom management techniques,
- Strategies to develop resiliency,
- Implementing trauma informed practices.



Parents would:

- Be partners in the education process for their child.
- Be supported in their understanding of their child's needs.
- Work closely with the school in the development and implementation of their child's IEP.

Conditions Created:

Schools would:

- Have a well-functioning MTSS which includes:
 - Leadership commitment to foster equitable learning environments which build resiliency,
 - A culture of learning and high expectations for each and every child,
 - High quality math instruction and intervention across all tiers of instruction.
- Coordinate services with the local mental health agency.

Teachers would:

- Have the knowledge, skill, and confidence to:
 - Provide high quality math instruction,
 - Plan and deliver instruction for students with diverse needs,
 - Establish and maintain productive and safe learning environments,
 - Address challenging behaviors.

Parents would:

- Have the knowledge, skill, and confidence to:
 - Engage more fully in the educational process,
 - Support their child's individual needs,
 - Participate in the development and implementation of their child's IEP.

So that:

Students with an emotional disturbance in grades 3, 4, and 5 will have a higher probability of being proficient in math as measured by a statewide comprehensive assessment system.