



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 Logic Model

9/15/2017

STRATEGIES

Effective Collaboration

High Quality Instruction & Intervention

Balanced and Comprehensive Assessment

Well-designed Professional Learning

Systemic and Comprehensive Approach

ACTIVITIES

Collaborate with, and engage, stakeholder groups.

Partner with leadership teams to support implementation of evidenced-based practices as part of MTSS.

Provide professional learning and support for *8 Math Teaching Practices* and teaching approaches that allow successful participation for all students.

OUTPUTS

Stakeholder communication resources

AOE Agreement of Responsibility with SU/SD SSIP

Implementation Teams

SSIP school MTSS planning documentation

Contracts for professional learning provider(s)

Training/Prof Learning events

Master Calendar of Events

Webinar(s)

OUTCOMES

Short Term

- Stakeholders are engaged in SSIP implementation.
- School personnel who are responsible for providing math instruction are knowledgeable about *8 Math Teaching Practices*.
- School personnel are knowledgeable about evidence based practices (EBP) and a culture of learning and high expectations for each and every student.
- Parents are aware of the IEP process and their role in their student's education.

Intermediate

- School personnel who are responsible for providing math instruction implement *8 Math Teaching Practices* with fidelity as part of multi-tiered system of supports (MTSS).
- Students with emotional disturbance (ED) in Grades 3-5 have increased access to universal instruction in math with effective behavior supports.
- School personnel implement effective EBPs for academics and social/emotional learning as part of MTSS.
- Parents and schools communicate effectively regarding their students' math proficiency, successful participation in universal instruction, and the IEP process.
- AOE SSIP activities outlined in the implementation plan are completed in a timely manner.

Long Term

- Students with ED in grades 3-5 will increase proficiency in mathematics.
- AOE has a system in place to support improved math proficiency within MTSS.
- Parents would have the knowledge, skills, and confidence to engage more fully as partners in the educational process for their child.