| | Table D |
| | VIDE/SOSE SSIP Evaluation Plan |

	Activities	Evaluation Questions	Data Collection Method	Data Source	Timeline	Status
1.	Provide job-embedded professional development, to elementary, junior, senior high schools teams on existing research and "best practices" to improve outcomes for all students including students with disabilities within in a contextual fit to support and sustain evidenced-based behavioral practices within a multi-tiered system of behavioral support.	To what extent have teacher implemented PBIS with fidelity in the selected pilot schools?	Surveys Progress Monitoring Data Systems School-wide Evaluation Tool	Teachers, administrators, and PBIS school teams	*March 2014-December 2018* *September 2015–December 2018* *Ongoing*	*Completed in year 1 of Implementation and is ongoing*
2.	Quarterly communication with VIDE Curriculum & Instruction Office, district leadership teams and the VIDE's Office of Public Relations on implementation of PBIS to improve school culture and climate.	Do stakeholders report increased communication and collaboration across entities on the improvement of school culture and climate?	Meeting Agendas Parent Satisfaction survey	General Education Partners SOSE	*August 2013 - December 2018* *Ongoing*	*Completed in year 1 of Implementation and is ongoing*
3.	Quarterly communication with VIDE Curriculum & Instruction Office, district leadership teams and the VIDE's Office of Public Relations on the implementation of PBIS and RtI	Do stakeholders report increased communication and collaboration across cross-departmental divisions?	Meeting Agendas Align PBIS strategies with VIDE PLC's strategies in reading literacy Communication Plan	General Education Partners SOSE	<u>PBIS</u> January 2014 – (December 2018) **Ongoing** *<u>RtI</u>* *Quarterly district leadership team and VIDE onsite* *Ongoing scheduled calls*	*Completed in year 1 of Implementation and is ongoing*

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4.	Provide parents/guardians and other stakeholders with information relative to state initiatives and activities geared towards improving student outcomes.	What percentage parent's survey reports knowledge of state initiatives relative to the MTSS geared towards improving student outcomes?	Agendas Parent Guide and Resources Public relations campaign Public Service Announcements Parent Teacher Associations (PTAs)	Vendor SOSE VIDE Public Relations VIDE Community Relations Division	December 2016 *Ongoing*	*Completed in year 1 of Implementation and is ongoing results will be reported in April 2018 SSIP*
5.	Include a subscale of question on the annual parental satisfaction survey relative to PBIS and RtI to gather data on the progress and relationship of PBIS and RtI in the development and increase of students reading skills	To what extent did parents report that there is a positive relationship between PBIS and RtI on student achievement? (e.g. reading skills)	Parental Satisfaction Survey SOSE RDA protocol		December 2016 October 2016 *Ongoing*	*Completed in year 1 of Implementation and is ongoing results will be reported in April 2018*
6.	Provide job-embedded professional development, including data literacy, to elementary teachers in both districts to support the implementation of evidence-based reading practices for SWD.	To what extent do teachers report that screening /formative assessment data is being utilized consistently to evaluate reading instruction?	Student Progress Monitoring Data Progress Data System Student Portfolio of Pre, Mid and End of Year Screening RtI Fidelity Rubric	School Administrators, School Improvement Team members, Teachers	*District 2 Quarterly; February 2013-December 2015* *District 1 Quarterly; January 2016- December 2016 (and in option years)*	*Completed in year 1 of Implementation and is ongoing*
7.	Provide job-embedded professional development on inclusive practices to support the participation and progress of SWD in the general education classroom, including SWD who are ELLs	To what extent are schools utilizing the MTSS to guide effective instruction for improving reading skills?	RtI Fidelity Rubric Student Progress Monitoring Data ELL Progress Data System	School Administrators, School Improvement Teams, Teachers	*District 1 and District 2 Quarterly; February 2013 – December 2016 onsite* *Ongoing; Webinars and conference calls based on site schedule*	*Completed in year 1 of Implementation and is ongoing*
8.	Provide coaching and job-embedded professional development related to CCSS-aligned evidence-based early literacy and language practices in core instruction and	To what extent is core instruction guided by the reading curriculum?	Lesson Plans	School Administrators, School Improvement Team members, Teachers	*Quarterly; February 2013 – December 2016 onsite* *5 - 6 times additional annually through*	*Completed in year 1 of Implementation and is ongoing*

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	interventions, with different populations such as English language learners (ELLs).	To what extent reading resources support the VISA standards.			*webinars, Skype, and conference calls*	
9.	Provide professional development workshops to school teams in reading instruction within Response to Intervention (RTI), framework while building on existing initiatives.	To what extent do school improvement teams report increase levels of understanding of reading interventions within the RtI framework?	RtI Fidelity Rubric Agendas Sign-in-Sheets PD Evaluation Forms	School Administrators, School Improvement Team members, Teachers	*SOSE's Annual Summer Institutes; 2013, 2014, 2015, 2016* *Quarterly onsite & quarterly webinars*	*Completed in year 1 of Implementation and is ongoing*
10..	Conduct walk-through/observations of classroom teachers who have been trained and implementing RtI framework (Tier I instruction and Tier II-Intervention and III Intensive interventions)	To what extent are trained classroom teachers knowledgeable of the reading intervention strategies aligned with the RtI framework (Tier I-Instruction and Tier II-Intervention and III Intensive interventions)	Student Portfolios Student Progress Monitoring Data Results of Screening Tools VIDE/SOESE Results Driven Accountability Protocols RtI Classroom Observation Forms (Developed by AIR)	School Administrators, School Improvement Team members, Teachers	Fall 2016 (baseline)	*Completed in year 1 of Implementation and is ongoing*
11.	Provide job-embedded professional development, to elementary, junior, senior high schools teams on existing research and "best practices" to improve outcomes for all students, including students with disabilities to support and sustain evidenced-based practices within a multi-tiered system of RTI	To what extent have teachers implemented RtI with fidelity in the selected pilot schools (data RtI fidelity rubric	Surveys RtI Fidelity Rubric Progress Monitoring Data Systems RtI Classroom Observation Forms (Developed by AIR)	Teachers, administrators, and PBIS and RtI school teams	Quarterly onsite for elementary and middle schools 5 -6 times annually through webinars, Skype, and conference calls	*Completed in year 1 of Implementation and is ongoing*