

Vermont State Systemic Improvement Plan (SSIP) Theory of Action

If, educators, strategic leaders at school, district and state levels and stakeholders - using a continuous improvement cycle:

- **commit** to systemic improvement;
- **use** data to drive decisions around high-quality instruction aligned to critical standards that are accessible to all students;
- **share** expertise; and
- **allocate** resources;

then, we can expect improved outcomes in mathematics proficiency levels for all students with disabilities.

Contact Information:

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