

SSIP Theory of Action

State-identified Measureable Results (SIMR): Students with specific learning disabilities will increase reading proficiency entering fourth grade from 33.16% to 41.83% by 2018 as measured by statewide assessments.

Standards of Action	If...	Then...	Near Result(s)	Far Result(s)
Data Analysis	General and Special Education teachers understand and apply evaluation data knowledge for instructional decision making...	Instructional practices will improve.	Students with Learning Disabilities will receive evidence based foundational instruction. Family will become a stronger participant in the IEP process and support learning at home.	Increased Reading Proficiency Rates of Students with Learning Disabilities.
Instructional Practices and Strategies	The state supports LEAs (i.e., PD, coaching) in the Implementation of evidence based foundation reading instruction...	Teachers will implement effective reading instructions for all students		
Family and Community Engagement	Schools share and explain information on a child's progress related to foundational reading and discuss how family can be involved in development of those skills...	Families will be engaged with school and be able to assist their child with learning disabilities.		
Collaboration	Strong general education and special education collaboration exists...	Students with learning disabilities will receive consistent support, accommodations and learning across settings (i.e., support the SLO goal).		