

SSIP Theory of Action

State-identified Measurable Results (SiMR): Students with a Specific Learning Disability, Other Health Impairment, or Speech Language Impairment will increase 3rd grade reading proficiency rates by 5 percentage points for each group from spring 2021 to spring 2026 as measured by the statewide assessment.

Standards of Action	If...	Then...
Team-Based Leadership	School building leadership teams implement and monitor the essential components of the MTSS framework.	Grade-level teams will implement effective and appropriate instructional practices with fidelity. Intervention providers will implement effective and appropriate evidence-based interventions with fidelity.
Tiered Continuum of Supports	Schools develop and deliver a tiered continuum of general education and intervention to all students based on data-identified need. Staff receive instructional coaching and professional development on identifying and delivering evidence-based instruction and intervention.	Instruction and intervention will be provided, monitored, and adjusted based on data-identified need and growth.
Comprehensive Data Collection System	Staff are trained to apply data-driven decision-making processes to inform instructional decisions. Schools develop a procedure for collecting and analyzing data (i.e., screening, benchmark, progress monitoring, system fidelity, and intervention fidelity data).	Grade level teams will collect and analyze data to inform student-level instruction and intervention decisions. School teams will collect and analyze data to inform systems level decisions.
Communication and Collaboration	Schools actively engage in communication with families around literacy, instruction, and intervention planning. Schools equip stakeholders and community partners to support literacy growth.	Schools and families will have a shared understanding of literacy and supporting literacy growth at school and at home. Schools, families, and community partners will develop common goals and support strategies.

Near Result(s):

1. Students will receive high quality instruction in the general education classroom.
2. Students with skill deficits will receive evidence-based interventions.
3. Family and community stakeholders will engage in and promote student literacy at home and in the community.

Far Result(s):

- 1) All students (including students with disabilities) will experience improved reading benchmark scores.
- 2) Students in the targeted subgroups will experience higher reading proficiency rates on the state test.

Indicator 17: State Systemic Improvement Plan (SSIP) is a multi-year plan for improving outcomes for students with disabilities. Each state develops an SSIP based on stakeholder input and state-level data. South Dakota's SSIP is focused on improving reading outcomes for students with disabilities.

State-identified Measurable Results (SiMR) is the state's goal for the SSIP.

South Dakota Multi-Tiered System of Supports Response to Intervention (SD MTSS RTI) is a component of the state MTSS initiative to support schools in developing a tiered academic framework that supports all students with high quality general education instruction and targeted intervention supports for students with data-indicated skill deficits.

SD MTSS 4 Key Components in RTI identifies the four key components for successful MTSS RTI implementation.



Team-Based Leadership - Leaders proactively support the essential components of the MTSS framework across all schools in the district and their decisions and actions work toward making the MTSS framework more effective, including keeping the focus on instructional improvement to improve learning outcomes for all students.
Tiered Continuum of Supports - Increasingly intensive layers of support that include an articulated curriculum and evidence-based instruction to support students with academic and behavioral learning.
Comprehensive Data Collection System - A comprehensive data system that allows for the measurement of student learning and outcomes through a variety of valid and reliable evaluation methods, as well as the use of that data in a systematic process at the student, classroom, and school level.
Communication and Collaboration - The use of clear systems and processes to engage and collaborate with families, key stakeholders, the school board, and other relevant parties.

Alignment Efforts: Because the SSIP and SD MTSS RTI have common goals and data collection plans, SDDOE decided to align these efforts under one common Theory of Action, evaluation plan, and supports for districts. Stakeholders met in October 2023 to develop this shared Theory of Action that describes the common goals and outcomes of the work across the SSIP and SD MTSS RTI.