**SSIP Theory of Action**

State-identified Measurable Results (SiMR): All students with disabilities and a subset of students with disabilities (i.e., Specific Learning Disability,
Other Health Impairment, or Speech Language Impairment) will increase their 3rd-5th grade reading proficiency rates by 5 percentage points from
Spring 2021 to spring 2026 as measured by the regular statewide assessment.

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| **Standards of Action** | **If…** | **Then…**  |
| Data Analysis | General and Special Education teachers understand and apply evaluation data knowledge for instructional decision making… | Instructional practices will improve. |
| Instructional Practices & Strategies | The state supports LEAs (i.e., PD, coaching) in the Implementation of evidence-based foundational reading instruction… | Teachers will implement effective reading instruction for all students. |
| 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). |
| Family & Community Involvement | Schools share and explain information on a child’s progress related to foundational reading and discuss how family can be involved in the development of those skills… | Families will be engaged with the school and be able to assist the child with specific learning disabilities. |

**Near Result(s)**

1. Students with disabilities will receive evidence-based foundational reading instruction.
2. Students with disabilities will receive core instruction.
3. The family will become a stronger participant in the IEP process and support learning at home.

**Far Result(s)**

1. Increased Reading Proficiency Rates of Students with Disabilities.