



INDIANA STATE SYSTEMATIC IMPROVEMENT PLAN

THEORY OF ACTION

Indiana's State Systemic Improvement Plan (SSIP) uses the State Identified Measurable Result (SiMR), and Theory of Action to monitor SSIP progress. SiMR is the percent of preschool children ages three through five with Individualized Education Programs (IEPs) who demonstrate improved positive social-emotional skills (Indicator 7A).

	If IDOE...	Then the LEA...	Then Teachers/Support Staff...
Collaboration	Partners with First Steps to streamline effective practices through a shared STN	Will have access to supports and services the child received to support their wellbeing	Can continue effective interventions which were successful for the child or create effective interventions based on those that were not successful
	Partners with early childhood systems to work with programs already implementing social emotional curriculum	Will increase their capacity to implement social emotional programming with fidelity	Will implement culturally-responsive, social-emotional programming with responsiveness using similar language across sectors
	Partners with existing early childhood coalitions/round tables to expand demographics of stakeholders to be reflective of the population served within the state	Will have representatives from their regions that represent the demographics of the populations being served	Will have internal and external supports from their region to support the work being done
Technical Assistance	Provides a mentor from the National Center for Pyramid Model Innovations to provide technical assistance to local educational agencies (LEAs) wanting to implement the program	Will have a professional to guide/coach the leadership team to effective implementation	Will have training and coaching/support needed to effectively implement the Pyramid practices
	Provides universal and targeted technical assistance to LEAs related to positive social emotional skills in preschool special education	Will have access to a variety of resources and tools	Can create individualized supports as needed for each student using a variety of resources and tools

Outcome: Preschoolers with IEPs can demonstrate improved positive social-emotional skills.



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Data Collection	Develops meaningful, streamlined data collection systems	Will have access to valuable, functional data	Can make data-driven decisions in a timely matter
	Provides professional development on data collection systems	Will know how to accurately collect data	Will accurately report necessary data
Accountability	Adds Indicator 6 (preschool LRE) and Indicator 7 (preschool outcomes) to LEA's results driven accountability scores	Will put an emphasis on improving preschool inclusion and preschool outcomes	Will improve their classroom systems—including programming, evaluation, and data
	Reviews special education preschool discipline data as part of the monitoring cycle	Will adequately collect data on preschool discipline	Will explore better alternatives to removal, time-out or other exclusionary practices
Personnel	Works with state colleges/universities on early childhood special education programs, student teaching placements etc.	Will have a larger pool of ready teachers to employ	Can have manageable caseloads and peers to offer more opportunities for collaboration
	Works with high schools and apprenticeship programs on special education paraprofessional development	Will have a larger pool of ready paraprofessionals to employ	Can have support in the classroom to implement more comprehensive programming

Outcome: Preschoolers with IEPs can demonstrate improved positive social-emotional skills.