



Pennsylvania SSIP Theory of Action

Vision: All students with disabilities will be academically, behaviorally, and socially-emotionally engaged in order to stay in school, graduate, and become contributing members of society.



Strands of Action	If PDE	Then	Then	Then
Leadership	Communicates its vision effectively and provides guidance and general supervision in a timely and responsive manner.	LEAs will have the information, support, and resources necessary to align their efforts to PDE's vision. LEAs will have uniformly high expectations for all students with disabilities.	<p>Local Educational Agencies in Pennsylvania will:</p> <ol style="list-style-type: none"> 1. Utilize data systems to identify, inform, monitor and increase the graduation rate of students with disabilities. <i>Early Warning System Data Tools. Diagnostic intervention.</i> 2. Implement increasingly intensive evidence-based methodologies toward improved academic outcomes. <i>MTSS academic support, culturally responsive instruction. Schoolwide and targeted interventions.</i> 3. Implement increasingly intensive evidence-based methodologies toward improved social, emotional, and behavioral outcomes. <i>MTSS behavior support and social skills, school climate, assignment of adult advocates, culturally responsive practices, behavioral health, mentors, Check and Connect. Schoolwide and targeted interventions.</i> 4. Promote the implementation of attendance strategies and alternative programming that will increase the likelihood of graduation. <i>Credit recovery, after school/night school, online learning, school re-entry. Schoolwide and targeted interventions.</i> 5. Ensure culturally responsive learning environments and instructional practices. <i>Culturally responsive instructional practices. Schoolwide and targeted interventions.</i> 6. Embrace a philosophy of partnership that empowers families and communities to become more meaningfully involved. <i>Family engagement, mentoring, partnering with federally funded centers - PTIs and CPRCs. Schoolwide, targeted, and community interventions.</i> 7. Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and have positive post school outcomes. <i>Transition, college prep courses, career and technical training, life skills training, socially related employment skills. Schoolwide and targeted interventions.</i> 	<p>Pennsylvania will increase the graduation rate of students with disabilities.</p> <p>Pennsylvania will reduce the number of students with risk factors that impact the likelihood of school completion.</p>
Collaboration	Partners with LEAs, federally funded TA providers, PTIs/CPRCs and other state and local agencies that serve students with disabilities and their families.	PDE will leverage resources to improve services for students with disabilities.		
Technical Assistance	Promotes professional learning opportunities to effectively prepare and empower stakeholders to support students with disabilities.	LEAs will facilitate shared leadership toward enhanced collaboration and implementation of evidenced-based practices. CPRC will develop materials and resources to be shared with other community organizations.		
Accountability	Holds LEAs accountable for effectively implementing assessment and evaluation practices to measure outcomes.	LEAs will have systems that lead to improved results for students with disabilities and protect the rights of students and families.		



Evaluation: Data Collection – Data Analysis – Data Interpretation – Reporting