

Alabama SSIP Theory of Action

<i>Key Strands of Action</i>	If the SEA...	Then the LEA (teachers, administrators)...	Then Teachers/ Families...	...So that
<p><i>Provide high-quality, engaging instruction and co-teaching in the middle school general education classroom.</i></p>	<p>...identifies 12 SSIP middle school demonstration sites to address improvement in reading and math proficiency that will serve as a site of best practices for schools within the region</p> <p>...offers professional development and coaching to regional middle school demonstration sites regarding co-teaching/co-planning</p> <p>...collaborates with the Alabama Math, Science, and Technology Initiative (AMSTI) and the Alabama Reading Initiative (ARI) to provide professional development on reading and math instruction</p>	<p>...has the leadership, staff, and policies in place to support the implementation of co-teaching/co-planning in identified classrooms</p> <p>...will increase their capacity to co-teach students with disabilities in the general education setting</p> <p>...will have greater awareness of the SWD student achievement data</p> <p>...will develop protocols and resources for schools within the region who visit the co-teaching/co-planning demonstration site</p>	<p>...will show more collaboration between general and special education</p> <p>...will co-plan to develop specialized instruction and implement accommodations for SWD</p> <p>...will offer individualized reading and math instruction for SWD in the general education setting through co-teaching</p> <p>...will regularly assess students to ensure gaps in performance are addressed in instruction</p> <p>...will model and share ideas with other teachers within the region regarding co-teaching/co-planning practices</p>	<p>SWD demonstrate higher reading and math achievement levels over time.</p> <p>The gap between SWD and students without disabilities decreases over time.</p> <p>SWD persist and graduate from high school.</p> <p>SWD have the needed reading and math skills to enroll in post-secondary education or find competitive employment after graduation.</p> <p>Other schools within the region have the opportunity to see best practices in co-teaching/co-planning implemented in school and classroom settings.</p>

<p><i>Offer safe and supportive learning environments to middle schools through the CHAMPS and Foundations Safe and Civil Schools programs.</i></p>	<p>...identifies 12 SSIP middle school demonstration sites to address improvement in behavior outcomes that will serve as a site of best practices for schools within the region</p> <p>...offers professional development and coaching to regional middle school demonstration sites regarding CHAMPS and Foundations positive behavioral intervention and support programs</p>	<p>...has the leadership, staff, and policies in place to support the implementation of Safe and Civil Schools practices in classes and schoolwide</p> <p>...will set expectations for behavior as a school</p> <p>...will have greater awareness of the teacher/parent/student survey data regarding effective behavioral supports</p> <p>...will develop protocols and resources for schools within the region who visit the Safe and Civil Schools demonstration site</p>	<p>...will set expectations for behavior in the classroom and communicate those expectations with students</p> <p>...will embed the Safe and Civil Schools practices consistently in the classroom and school</p> <p>...will give fewer Office Discipline Referrals (ODRs) over time</p> <p>...will increase the time spent on instruction</p> <p>...will model and share ideas with other teachers within the region regarding positive behavioral intervention and support programs</p>	<p>SWD will have fewer ODRs, suspensions, and expulsions compared to pre-program data.</p> <p>SWD will have more reading and math instructional time.</p> <p>SWD have greater satisfaction with their learning environment.</p> <p>SWD persist and graduate from high school.</p> <p>SWD have the needed reading and math skills to enroll in post-secondary education or find competitive employment after graduation.</p> <p>Other schools within the region have the opportunity to see best practices in Safe and Civil Schools programs implemented in school and classroom settings.</p>
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<p><i>Create a system and culture for supporting students with disabilities, teachers, and administrators through implementation science practices.</i></p>	<p>...selects schools for each region consistent with the Exploration Stage of implementation to serve as SSIP demonstration sites</p> <p>...offers professional development on implementation science to middle school and high school demonstration sites</p> <p>...offers professional development and coaching on instructional coaching to administrators and coaches in middle and high school demonstration sites</p> <p>...offers professional development on mapping the schedule for SWD for middle school demonstration sites</p> <p>...provides districts with coaches to work with district and building administrators regarding implementing the SSIP initiatives</p>	<p>...will create school-based Implementation Teams for leadership, professional development, and coaching</p> <p>...will create a schedule for meeting the needs of SWD based on mapping the schedule, and will implement the schedule in the SSIP sites</p> <p>...will have greater awareness and skills regarding instructional coaching and implementation science</p> <p>...will collaborate with SSIP coaches to implement the SSIP initiatives</p> <p>...will develop protocols and resources for schools within the region who visit the demonstration sites</p>	<p>...will have greater awareness and understanding of how the various SSIP components complement each other to create better outcomes for SWD</p> <p>...will work with administrators to implement mapping the schedule</p> <p>...will collect student-level and teacher-level data, and make adjustments based on the results</p> <p>...will model and share ideas with other teachers within the region regarding SSIP programs and practices</p>	<p>SWD receive comprehensive services to address their academic, behavior, and secondary transition needs.</p> <p>SWD are placed in the appropriate general education setting, with the supports they need to meet their IEP goals.</p> <p>Teachers, administrators, district administrators, and parents communicate and collaborate to better serve SWD.</p> <p>Other schools within the region have the opportunity to see best practices in co-teaching/co-planning, Safe and Civil Schools, and transition implemented in school and classroom settings.</p>
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<p><i>Create and publicize a model of comprehensive, research-based transition services for high school students with disabilities through the development of transition demonstration sites.</i></p>	<p>...identifies three SSIP high school demonstration sites, with at least one site added per year, to address improvement in secondary transition and preparation for post-school outcomes to serve as a site of best practices for schools within the region</p> <p>...offers professional development, coaching, and resources to high school demonstration sites regarding implementing a transition class for SWD</p> <p>...provides high school demonstration sites The Transitions Curriculum for implementing in transition classes</p> <p>...offers professional development and coaching to high school demonstration sites regarding community-based vocational instruction (CBVI) and establishing job site connections for SWD</p> <p>...partners with the Alabama SPDG and the Alabama PTI to provide secondary transition resources for parents</p>	<p>...has the leadership, staff, and policies in place to support the implementation of secondary transition programs</p> <p>...will offer a credit-bearing transition class for SWD and design student schedules for students in the Life Skills Pathway to attend the class</p> <p>...will ensure all special education teachers receive professional development regarding transition and preparing for post-school outcomes</p> <p>...will establish and foster new community partnerships for vocational instruction</p> <p>...will develop protocols and resources for schools within the region who visit the transition demonstration site</p> <p>...will work with families of SWD regarding transition in a collaborative relationship</p>	<p>...will develop a transition course, including The Transitions Curriculum, that addresses the areas of students' IEP goals</p> <p>...will identify and use appropriate vocational and interest assessments for SWD that guide IEP planning</p> <p>...will work with families of SWD regarding transition in a collaborative relationship</p> <p>...will assist in the placement of SWD in appropriate in-school and community-based vocational settings, and provide support</p> <p>...will model and share ideas with other teachers within the region regarding transition practices</p>	<p>Students with disabilities have the knowledge and skills to assist with post-secondary planning.</p> <p>A greater percentage of high school SWD participate in their IEP meetings.</p> <p>SWD gain competitive employment skills through vocational instruction.</p> <p>SWD graduate from high school.</p> <p>SWD enroll in post-secondary education or find competitive employment after graduation.</p> <p>Teachers, administrators, district administrators, and parents communicate and collaborate to better serve SWD transitioning from high school.</p> <p>Other schools within the region have the opportunity to see best practices in transition implemented in classroom, school, and district settings.</p>
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<p><i>Collaborate with transition groups to coordinate the statewide transition infrastructure and strengthen the delivery of transition services from state to student.</i></p>	<p>...revises the Alabama Post-School Outcomes Survey administration schedule to ensure that LEAs collect data biannually</p> <p>...provides technical assistance and information dissemination to teachers and parents regarding transition best practices and strategies that lead to improved student post-school outcomes</p> <p>...collaborates with national TA&D Centers to develop and implement a statewide transition infrastructure and coordinate transition services among the ALSDE-SES and other transition state teams</p>	<p>...will administer the Alabama Post-School Outcomes Survey biannually</p> <p>...will review the transition modules and information, and have a greater awareness about transition best practices</p> <p>...will compare transition best practices with existing district practices and create a plan to addresses needed policies, programming, and resources</p> <p>...will receive consistent and coordinated information from the ALSDE regarding secondary transition policies, the transition information on the IEP, and best practices regarding transition, and share that information with teachers and building administrators</p>	<p>...will engage with parents in discussions regarding secondary transition practices and assessments for SWD</p> <p>...will implement new district transition plans to demonstrate best practices in secondary transition</p> <p>...will communicate with students and parents regarding district transition plans and the effect on students</p> <p>...will have a greater awareness of the state policies and practices regarding secondary transition and will use that information for IEP development and transition planning with students</p>	<p>The ALSDE and LEAs have access to more accurate post-school outcomes (Indicator 14) data.</p> <p>The ALSDE and LEAs use the Alabama Post-School Outcomes Survey results to modify or create new transition programming and practices.</p> <p>Students, parents, teachers, and district administrators report greater communication and collaboration regarding secondary transition practices and planning.</p> <p>Parents involvement rates will increase.</p> <p>IEPs for SWD reflect the skills, assessments, and goals of the student</p> <p>SWD enroll in post-secondary education or find competitive employment after graduation.</p> <p>Transition partners at the state level report greater collaboration for transition discussions and planning</p>
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<p><i>Manage project activities based on the implementation science practices of selection, training, coaching, data/evaluation, and systemic improvement.</i></p>	<p>...select, interview, hire, and train instructional coaches for each SSIP demonstration site, and identify a supervisor for the SSIP coaches</p> <p>...provides districts with financial resources to schools and districts in order to implement SSIP initiatives, and oversees fiscal management</p> <p>...oversees the collection of evaluation data, including progress monitoring data, to determine school, teacher, and student performance and make mid-course corrections</p> <p>...leads school and district implementation teams through an analysis of local infrastructure needs and weaknesses, and identifies needed priorities within the feeder patterns</p> <p>...establishes a Professional Learning Community to reflect on demonstration site implementation</p>	<p>...has the leadership, staff, and policies in place to support the implementation of co-teaching/co-planning and Safe and Civil Schools practices</p> <p>...has the leadership, staff, and policies in place to support the implementation of secondary transition programs</p> <p>...has protocols and resources for schools within the region who visit the demonstration sites</p> <p>...uses financial resources from the ALSDE to procure staff time, consultants, and materials, and incorporates the expenditures into school and district programming</p> <p>...collects and reviews data for the SSIP sites and reviews data, observations, and evaluation findings to make mid-course corrections</p> <p>...creates a plan to address infrastructure weaknesses and needed priorities</p> <p>...presents at meetings and/or state conferences on the implementation of evidence-based practices</p>	<p>...will implement the evidenced-based co-teaching/co-planning, behavior, and evidenced-based transition practices</p> <p>...will host visitors from other districts within the region to view the implementation of the SSIP practices</p> <p>...will utilize materials purchased to implement the SSIP initiatives in the classroom</p> <p>...will collect, review, and utilize student-level and teacher-level data</p> <p>...will implement the LEA's plan for addressing infrastructure weaknesses</p> <p>...will present at meetings and/or state conferences on the implementation of evidence-based practices</p>	<p>Teachers, administrators, district administrators, and parents are satisfied with the AL SSIP implementation.</p> <p>SWD demonstrate higher reading and math achievement levels over time.</p> <p>SWD persist and graduate from high school.</p> <p>SWD have the needed academic and behavioral skills to enroll in post-secondary education or find competitive employment after graduation.</p> <p>Other schools within the region have the opportunity to see best practices in co-teaching/co-planning, Safe and Civil Schools, and transition implemented in school and classroom settings.</p>
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<p><i>Engage parents and stakeholders in training, information sharing, and feedback for program improvement.</i></p>	<p>...convenes multiple stakeholder meetings across groups, including SEAP members, parent groups, and community and professional settings to solicit contributions and feedback for SSIP program improvement</p> <p>...collaborate with the AL PTI around development and dissemination of relevant resources for parents and other stakeholders related to evidence-based practices, including transition services</p> <p>...with the AL PTI, convene parent focus groups and/or interviews to solicit feedback and perceptions about progress of the SSIIP related to parent concerns, including transition information and resources</p>	<p>...will have participation among district and community stakeholders in SSIP planning and feedback</p> <p>...will assist the ALSDE and AL PTI with the dissemination of resources and information for parents and other stakeholders related to evidence-based practices</p>	<p>...will have increased awareness among parents of SWD of SSIP practices, including transition, and evaluation data for those sites</p> <p>...will offer parent feedback regarding the SSIP implementation</p> <p>...will participate in AL PTI training and receive resources for parents that will assist parents in helping their children make successful secondary transitions</p> <p>...will participate in parent focus groups and offer ideas and feedback regarding program improvement at the state and district levels, materials developed for parents of SWD, and needed resources and training related to transition</p>	<p>A higher percentage of parents report having increased awareness and skills related to helping their child make a successful secondary transition.</p> <p>There is a higher rate of parent involvement.</p> <p>More parents at SSIP sites are satisfied with the programs and services related to transition at the school, district, and the ALSDE-SES.</p> <p>There is a greater collaboration among community partners, parents, and the ALSDE-SES.</p> <p>The ALSDE has the data to guide the implementation of policies and practices of the state related to the SSIP.</p>
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