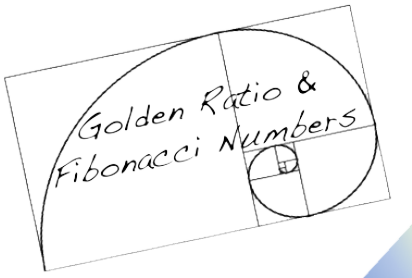
2015 2019

THEORY OF ACTION

IF

Utah implements broad coherent improvement strategies



High Expectations and Beliefs

Inclusion in grade level core content, assessment, graduation requirements, and CCR plans

Leadership
IEP Team Decisions
Evidence-Based Practices
Data-Driven Decision-Making
Partnerships and Collaboration
Active Engagement of All School Personnel
Preservice and Inservice Professional Learning
Fiscal Support

THEN

Utah's State-identified Measureable Result, SiMR

Utah will increase the percentage of students with Specific Learning Disabilities (SLD) or Speech/Language Impairment (SLI) in grades 6-8 who are proficient on the SAGE mathematics assessment by 11.11% over a 5-year period.

Content Knowledge and Effective Instruction

Math content and pedagogy to provide effective instruction through UDL and evidence-based practices

Multi-Tiered System of Supports in Secondary Settings

Infrastructure, Scale, Fidelity

ADA Compliant: November 2021