NH State Systemic Improvement Plan Theory of Action

*EL&L = Early Language and Literacy
*SWDs = Students with disabilities
*Instruction includes intervention

IF the State…

Develops a leadership team to establish policies and procedures aligned with ESSA & IDEA to support effective EL&L instruction…

Establishes a professional learning model to support LEAs in building internal capacity to implement effective EL&L instruction for all students, including SWDs…

Involves families in the development of EL&L supports & resources…

Identifies an effective screener & develops data use procedures to inform EL&L instructional decisions & student progress…

Then the LEAs…

Will develop a leadership team that models established policies & procedures to develop and sustain effective EL&L instruction.

Will build internal capacity to implement & sustain professional learning that ensures effective EL&L instruction for all students, including SWDs.

Will share family involvement resources to help families better understand their child's EL&L skill development & progress.

LEAs will effectively screen students & use data to inform EL&L instructional decisions & student progress.

And, Then…

The State & LEAs will sustain collaborative efforts to support effective EL&L instruction.

SWDs will receive effective EL&L instruction that meets their individualized needs in the least restrictive environment.

Families will be more equipped, empowered, & engaged partners in the EL&L skill development of their children.

LEAs will sustain effective screening & data use procedures to improve all students' EL&L performance & progress.

Then…

State-identified measurable result (SiMR)

Increase the reading proficiency of all 4th grade students with disabilities in participating schools as measured by NH's State Assessment System (SAS) by at least 10 percentage points by FFY 2026.

STRANDS

Collaboration for Capacity-Building

Evidence-Based Instruction & Intervention

Family Partnerships

Data-Based Decision-Making