

Washington's State Systemic Improvement Plan (SSIP) Theory of Action

Figure 1. Washington's State Systemic Improvement Plan (SSIP) Theory of Action

| <i>If</i> – Statements – OSPI and AESDs... | <i>Then</i> - Statements | <i>So that</i> - Statements |
|--|--|--|
| Actions | Outputs | Outcomes |
| Build capacity to deliver TA for effective selection and implementation of evidence-based practices (WAPM, MTSS, Implementation Science); | Families will become active participants in co-creating and shaping program visions, as seen in increased engagement levels and improved B8 Parent Survey results. | Increase and sustainment of SEL performance rates for children with disabilities enrolled in early learning programs across WA state. |
| Increased implementation of inclusionary practices for Tiers 1 and 2 of MTSS and/or WAPM, race and equity practices, and trauma-informed practices | Educators and administrators will adopt and sustain inclusionary practices across tiers 1 and 2 of MTSS, informed by culturally responsive, trauma-informed, and equity-driven frameworks | Increase in social emotional skills for PreK, TK and K students with disabilities as measured by Teaching Strategies GOLD™ and WaKIDS Fall Assessments |
| Conduct needs assessments to identify strengths, growth areas, and opportunities, offering individualized support to local program-wide leadership teams (PWLTs) | Local districts will strengthen infrastructure for effective implementation of education innovations; including an increase of continuum of placement options and improved B6 PreK Environments data. | Decrease suspension and expulsion rates and increase overall academic success for all children, PreK-3 rd grade, with a focus on those student groups who continue to be excluded the most from choice and opportunity. |
| Foster collaboration with community partners to align inclusionary practices with equity and trauma-informed approaches. | Community partners, educators, and families will work together to implement equitable and trauma-informed strategies, creating supportive environments that enhance access, engagement, and learning opportunities for children with disabilities. | Inclusionary practices are more widespread, reducing barriers and supporting meaningful participation for children with disabilities in inclusive early childhood programs and general education settings. |
| Ensure robust family engagement by co-creating program visions with families, integrating their voices into leadership teams and local practices. | Families will be active participants in co-creating and shaping program visions, as seen in increased engagement levels and improved B8 Parent Survey results. | Early childhood programs demonstrate flexibility and responsiveness to the needs and priorities of families, fostering trust, collaboration, and shared accountability for improving outcomes for children with disabilities |

Updated January 22, 2025