




Texas State Systemic Improvement Plan Theory of Action

Key Strands of Action	If TEA	Then the ESC Will	Then the LEA Will	Then the Campus Will	Then Stakeholders Will	So That
Allocate resources to support efforts toward positive student outcomes	Provides resources to promote capacity building	Provide access to professional development and technical assistance (TA) to improve reading achievement	Use resources to promote capacity building and establish policies to implement LEA wide procedures specific to reading achievement	Implement LEA policies and procedures with fidelity to support teacher-student reading instruction-learning	Have higher expectations, access resources to increase capacity and provide effective interventions and quality services for children with disabilities in the area of reading achievement measured at grades 4, 8, and HS	All children and youth with disabilities receive access to quality, evidence-based reading practices, and appropriate educational services to increase reading proficiency
Expand reading initiatives and opportunities	Expands reading initiatives	Provide resources and evidence-based information aligned to reading initiatives	Implement policies and procedures with fidelity to support reading instruction	Encourage staff to increase reading instruction knowledge and implement EBP	Have higher expectations, access resources to increase capacity and provide effective interventions and quality services for children with disabilities in the area of reading achievement measured at grades 4, 8, and HS	All children and youth with disabilities receive access to quality, evidence-based reading practices, and appropriate educational services to increase reading proficiency

Key Strands of Action	If TEA	Then the ESC Will	Then the LEA Will	Then the Campus Will	Then Stakeholders Will	So That
Communicate expectations, standards, and reading achievement results	Communicate expectations, standards, and reading achievement results	Provide TA to low performing LEA/ campuses in reading achievement	Utilize data to conduct self-analysis and monitoring reading activities	Utilize data to conduct self-analysis, monitor teacher and student progress through progress monitoring	Have higher expectations, access resources to increase capacity and provide effective interventions and quality services for children with disabilities in the area of reading achievement measured at grades 4, 8, and HS	All children and youth with disabilities receive access to quality, evidence-based reading practices, and appropriate educational services to increase reading proficiency
						
Collaborate with higher education institutions, statewide agencies, and organizations to improve teacher reading initiatives, and ensure consistency across programs and polices	Engages and collaborates with other educational programs, statewide agencies, and organizations about reading achievement progress	Engage stakeholders and conduct analysis to improve and tailor service aimed at reading achievement	Clearly communicate expectations, standards, and reading achievement results to stakeholders	Engage with stakeholders to communicate expectations, create partnerships, and obtain community support for reading achievement	Have higher expectations, access resources to increase capacity and provide effective interventions and quality services for children with disabilities in the area of reading achievement measured at grades 4, 8, and HS	All children and youth with disabilities receive access to quality, evidence-based reading practices, and appropriate educational services to increase reading proficiency
