Utah Middle School Mathematics SSIP Theory of Action
(January 2022)

Utah’s SIMR is to increase the number of students with SLI or SLD in grades 6–8 who are proficient on the Readiness Improvement Success Empowerment (RISE) statewide end-of-level (mathematics) assessment by 0.25 standard deviations over ten years (or a target proficiency rate of 11.50% in seven years [by 2024-2025]).

Theory of Action

IF Utah implements Coherent Improvement Strategies

High Expectations and Beliefs

Inclusion in grade level core content, assessment, graduation requirements, and College and Career Ready Plans

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

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

Content Knowledge and Effective Instruction

Infrastructure, Scale, Fidelity

Multi-Tiered System of Supports in Secondary Settings

THEN Utah’s State-Identified Measurable Result (SIMR)

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<tbody>
<tr>
<td>Target</td>
<td>9.90%</td>
<td>10.13%</td>
<td>10.40%</td>
<td>10.68%</td>
<td>10.95%</td>
<td>11.22%</td>
<td>11.50%</td>
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<tr>
<td>Actual</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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