**Theory of Action**

**If**
- Utah implements broad coherent improvement strategies

**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.

**2015**
- High Expectations and Beliefs
  - Inclusion in grade level core content, assessment, graduation requirements, and CCR plans

**2019**
- 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

**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