

## Illinois Part B State Systemic Improvement Plan and Evaluation Plan

**State-Identified Measurable Result:** The percentage of fourth-grade students with disabilities who are proficient or above the grade level standard on the state English language arts assessment will increase.

### A. SSIP Improvement Plan

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation and completion dates)
<i>Improvement Strategy: Provide educators with differentiated professional learning activities (training, technical assistance, mentoring, coaching) focused on literacy, social-emotional learning, and systems development and improvement.</i>				
<p>1. <i>Deliver research-based professional learning activities (training, technical assistance, mentoring, coaching) to enhance the effectiveness of staff who support students with disabilities.</i></p>	<p>a) Build a statewide network of tiered professional learning supports for districts.                      b) Implement professional learning activities related to literacy based on district need.                      c) Implement professional learning activities related to social-emotional learning based on district need.</p>	<p>Topical Resources:</p> <ul style="list-style-type: none"> <li>• Literacy Standards</li> <li>• High-Leverage Practices</li> <li>• Differentiation</li> <li>• Inclusive Practices</li> <li>• Progress Monitoring</li> <li>• Student Engagement</li> <li>• Multi-Tiered System of Support/Response to Intervention Reviews</li> <li>• Co-Teaching</li> <li>• Social-Emotional Learning</li> </ul>	<p>IESE Network Personnel</p>	<p>a) Life of the Illinois Elevating Special Educators (IESE) State Personnel Development Grant (SPDG)</p>
<p>2. <i>Deliver professional learning activities (training, technical assistance, mentoring, coaching) to build seamless and sustainable delivery systems for specialized populations of learners.</i></p>	<p>a) Build a statewide network of tiered professional learning supports for districts.                      b) Implement professional learning activities related to systems development and improvement based on district need.</p>	<p>Topical Resources:</p> <ul style="list-style-type: none"> <li>• Systems Development</li> <li>• Systems Improvement</li> </ul>	<p>IESE Network Personnel</p>	<p>a) Life of the IESE/SPDG</p>

## SSIP Evaluation Plan

### 1. Evaluation of Improvement Strategy Implementation (Changes in infrastructure, Coherent Improvement Strategies)

Activities/Outputs	How Will We Know the Activity Happened As Planned?	Data Collection Source/Method	Evaluation Report (if applicable)
<i>Coherent Improvement Strategy: Provide educators with differentiated professional learning activities (training, technical assistance, mentoring, coaching) focused on literacy, social-emotional learning, and systems development and improvement.</i>			
1. Deliver research-based professional learning activities (training, technical assistance, mentoring, coaching) to enhance the effectiveness of staff who support students with disabilities.	a) A statewide network of tiered professional learning supports for districts exists. b) Professional learning activities related to literacy based on district need have been implemented. c) Professional learning activities related to social-emotional learning based on district need have been implemented.	<ul style="list-style-type: none"> <li>Post Surveys</li> <li>Evidence-Based Professional Development Worksheet</li> <li>Illinois Implementation Fidelity Instrument (IL IFI)</li> <li>Illinois Coaching Observation Instrument (IL COI)</li> <li>State Capacity Assessment</li> <li>Regional Capacity Assessment</li> <li>Illinois Assessment of Readiness (IAR)</li> </ul>	<ul style="list-style-type: none"> <li>SPDG Annual Performance Report (APR)</li> </ul>
2. Deliver professional learning activities (training, technical assistance, mentoring, coaching) to build seamless and sustainable delivery systems for specialized populations of learners.	a) A statewide network of tiered professional learning supports for districts exists. b) Professional learning activities related to systems development and improvement based on district need have been implemented.	<ul style="list-style-type: none"> <li>Post Surveys</li> <li>Evidence-Based Professional Development Worksheet</li> <li>IL IFI</li> <li>IL COI</li> <li>State Capacity Assessment</li> <li>Regional Capacity Assessment</li> <li>IAR</li> </ul>	<ul style="list-style-type: none"> <li>SPDG APR</li> </ul>

### 2. Evaluation of Intended Outcomes (Changes in educational practice [adult behavior], student results, infrastructure)

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/ Data Collection Method	Timeline (initiation and completion)
Short term	Increased knowledge re: literacy	Did Local Education Agency (LEA) staff increase their knowledge re: literacy?	Immediate change in knowledge as a result of professional learning	<ul style="list-style-type: none"> <li>Post Surveys</li> <li>Evidence-Based Professional Development Worksheet</li> </ul>	Initial report in May 2022 for SPDG APR

<b>Short term</b>	Increased knowledge re: social-emotional learning	Did LEA staff increase their knowledge re: social-emotional learning?	Immediate change in knowledge as a result of professional learning	<ul style="list-style-type: none"> <li>• Post Surveys</li> <li>• Evidence-Based Professional Development Worksheet</li> </ul>	Initial report in May 2022 for SPDG APR
<b>Short term</b>	Increased knowledge re: systems development and improvement	Did LEA staff increase their knowledge re: systems development and implementation?	Immediate change in knowledge as a result of professional learning	<ul style="list-style-type: none"> <li>• Post Surveys</li> <li>• Evidence-Based Professional Development Worksheet</li> </ul>	Initial report in May 2022 for SPDG APR
<b>Intermediate</b>	Enhanced effectiveness of educators who support students with disabilities	Do LEA staff demonstrate enhanced effectiveness in supporting students with disabilities?	Illinois Coaching Observation Instrument (IL COI)	<ul style="list-style-type: none"> <li>• IL IFI</li> <li>• IL COI</li> </ul>	<ul style="list-style-type: none"> <li>• Twice per year</li> <li>• February 2023</li> </ul>
<b>Intermediate</b>	Development and implementation of seamless and sustainable delivery systems for specialized populations of learners	Do LEA staff demonstrate implementation of seamless and sustainable delivery systems for specialized populations of learners with fidelity?	Illinois Coaching Observation Instrument (IL COI)	<ul style="list-style-type: none"> <li>• Post Surveys</li> <li>• Systems screening tool</li> <li>• IL COI</li> </ul>	<ul style="list-style-type: none"> <li>• Initial report in May 2022 for SPDG APR</li> <li>• Twice per year</li> </ul>
<b>Intermediate</b>	Improved outcomes for students with disabilities from implemented academic and environmental evidence-based practices (EBPs)	Do students demonstrate improved outcomes from implemented EBPs?	<p>Scores on the State and Regional Capacity Assessments</p> <p>The percentage of students meeting/exceeding on the IAR</p>	<ul style="list-style-type: none"> <li>• State Capacity Assessment</li> <li>• Regional Capacity Assessment</li> <li>• IAR</li> </ul>	<ul style="list-style-type: none"> <li>• February 2022</li> <li>• February 2022</li> <li>• February 2023</li> <li>• Annually</li> </ul>
<b>Long term</b>	The percentage of fourth-grade students with disabilities who are proficient or above the grade level standard on the state English language arts assessment will increase	Did the percentage of fourth-grade students with disabilities who are proficient or above the grade level standard on the state English language arts assessment increase?	Current statewide assessment scores on the IAR compared to the current federal fiscal year target for fourth-grade students with disabilities	<ul style="list-style-type: none"> <li>• IAR</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> </ul>