

# Appendix A

## Wyoming Part B Detailed Theory of Action

**SiMR: The percentage of third grade students with disabilities will increase their state test reading proficiency from 23.63% in 2017-18\* to 29.63% in 2019-20.**

*\*Note: Baseline year is 2017-18 -- when the WYTOPP was first administered*

<b>STRANDS OF ACTION</b>	<b>IF THE WDE...</b>	<b>Then Short-Term Outcomes will be:</b>
<b>1. Intensive Technical Assistance</b>	Provides targeted TA to teachers of students with disabilities in select districts on Data-Based Individualization (DBI) through on-site and WebEx trainings	<ul style="list-style-type: none"> <li>Teachers of students with disabilities will have increased knowledge of DBI processes.</li> <li>Teachers of students with disabilities will write high quality IEP goals.</li> </ul>
<b>2. Targeted Technical Assistance</b>	Provides TA to select districts on best practices through PLCs, module trainings, and other methods	<ul style="list-style-type: none"> <li>Elementary teachers of students with disabilities will have increased knowledge of DBI processes and/or other evidence-based practices.</li> <li>Teachers will write high quality IEP goals.</li> </ul>
<b>3. Universal Technical Assistance</b>	Offers universal TA to all districts and to families surrounding best practices through statewide initiatives and conferences	<ul style="list-style-type: none"> <li>Teachers of students with disabilities and general education teachers will have increased knowledge of best practices for students in grades K-12.</li> <li>Families will have increased knowledge surrounding their child's literacy development.</li> </ul>
<b>4. State Infrastructure/Capacity</b>	Aligns all initiatives and provides training to state staff and regional coaches	<ul style="list-style-type: none"> <li>State staff members and regional coaches will be better able to assist districts in terms of increasing their capacity to support schools in implementing evidence-based practices.</li> </ul>

**Then Medium-Term Outcomes will be:**

- Teachers will implement new skills surrounding DBI and other evidence-based practices.
- Students will achieve their IEP goals.
- Teachers will provide appropriate, data-based interventions to students.
- Students with disabilities will have increased access to the general curriculum.
- Student reading achievement will increase.
- Families will implement new skills surrounding literacy instruction with their children.
- The DBI process and other evidence-based practices will be sustainable.

**Then Long-Term Outcome will be:**

- ...Grade K-3 students with disabilities will have increased reading achievement

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Amy Jo Lance

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