

State Systemic Improvement Plan Year 1 PEA Overview

Purpose:

Year 1 focuses on building a shared understanding of current systems, practices, and student outcome data in order to identify meaningful priorities for improvement.

During this phase, district teams engage in collaborative reflection to examine strengths, barriers, and opportunities connected to inclusive practices and student outcomes. Support may include sharing professional learning opportunities, coaching conversations, implementation planning, and identification of High-Leverage Practices aligned to district goals.

The goal of Year 1 is to create clarity, focus, and a strong foundation for implementation.

Focus Areas for PEA to develop:

- Understand district systems and student population
- Identify root causes and priority focus areas through data reflection
- Draft Initial action plan aligning professional learning and supports

Roles and Responsibilities

PEA

Analyze systems, teacher level data, and student level data to generate a data driven action plan. Implement an action plan to improve outcomes for students.

State Education Agency (SEA)/Exceptional Student Services (ESS)/Program Support and Monitoring (PSM)

Guide the PEA through their programmatic monitoring activities. Collect SSIP data submissions and communicate within ESS to ensure access for all units working with the PEA.

SEA/ESS/Academic Achievement and Inclusive Practices (AAIP)

Guide PEA through reflective conversations on data alignment to action plan and implementation support by identifying priority focus areas, reflecting on root causes, and developing actionable plans that strengthen inclusive systems and instructional practices.

SEA/Results Driven Accountability (RDA)/ SSIP Coordinator

Analyze and provide PEA data to the SEA team internally. Compile data to ensure accuracy in reporting annually to the Office for Special Education Programs (OSEP).

Data Tool Summary

The table below outlines the data collection tools, timelines, roles, and intended outputs to support a cohesive, data-informed improvement process. The information gathered through these tools helps PEAs identify strengths and barriers, prioritize focus areas, and align technical assistance, coaching, and professional learning to improve systems, instructional practices, and outcomes for students with disabilities.

Tool	Purpose	Submission Date	Who Completes the Data	Tool Format	Key PEA Output
Educational Landscape	PEA Team defines student population and compelling reason(s) for the work.	8/24	PEA Level; Optional School Level	Word-Email to PSM Specialist	Assist in determining focus area from the Success Gaps Rubric, supports reflection on outcomes and implementation
Success Gaps Rubric/Action Plan & Priority Setting Tool	PEA Team identify systemic barriers impacting SWDs	8/24, 4/27	PEA Team	EMAC	Priority indicator(s)/focus selected, and Action Plan developed
Walk-through Survey	Site administrators identify current systems	12/1	Site Administrator(s)	JotForm Survey Link	Guides targeted professional learning and coaching support aligned to focus areas; provides insight for support in subsequent activities

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HLP Self-Assessment	Teachers reflect on the use of HLPs in instruction, data, collaboration, and intervention based on the focus identified in the Success Gaps Rubric Additional focus areas may be completed of the PEA chooses	9/15, 4/27	Minimum (3) K-3 teachers; at least one general education teacher, one special education teacher The PEA can also have additional teachers complete the self-assessment as they deem appropriate to gain the insights needed	JotForm Survey Link	Further focus the direction of the Success Gaps Rubric/Action Plan Guides targeted professional learning and coaching support; Assist PEA in further adjusting action plan activities and focus
Data Literacy Screener	Aligned to MOWR Requirements- provides benchmark data to PEA and SEA	10/1, 6/1	PEA Level; Optional School Level	Excel-Email to PSM Specialist	Identifies literacy achievement trends and movement across risk levels for students with disabilities, informing targeted technical assistance, professional learning, and improvement planning aligned to focus areas. Assists PEA in further adjusting Action Plan activities and alignment.