

**American Samoa State Systemic Improvement Plan (SSIP)
Theory of Action**

Activity Strands	If ASDOE does...	Then participating schools will...	Then teachers will...	Then
IEP Goals and Objectives	<p>Evaluate IEP Implementation by applying IEP rubric and ensuring Student Portfolio is used in participating schools</p> <p>Provide training to teachers and parents on IEP implementation and on Student Portfolio</p>	<p>Have the knowledge and capacity to implement IEPs, the tools to measure the quality of their IEPs and have instructions and materials to measure student progress in the dual language program through the student portfolios</p>	<p>Be able to use the appropriate dual language materials and resources to assess students, deliver content and implement instruction (and related accommodations) for students with disabilities.</p>	
Professional Development	<p>Provide program directors and teachers training in dual language instruction and program implementation</p> <p>Provide training for program directors and teachers in writing IEP goals (SMART) and objectives</p>	<p>Have the capacity to implement the dual language program (trained teachers and management skills to implement the dual language program). Schools will build capacity to ensure IEP SMART goals are developed to align with the instruction of the dual language program</p> <p>Schools will build capacity to ensure IEP SMART goals are developed to align with the instruction of the dual language program</p> <p>Utilize multiple instructional strategies to suit the learning needs of students with disabilities.</p> <p>Write SMART IEP goals that will benefit the students in the dual language program. Page</p>	<p>Utilize multiple instructional strategies to suit the learning needs of students with disabilities.</p> <p>Write SMART IEP goals that will benefit the students in the dual language program.</p>	<p>American Samoa's</p>

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		<p>34 Prioritize time and resources for training teachers who will be gradually joining the dual language program. Build local capacity for the development of programs to improve the number of teachers who are highly qualified, especially for teachers implementing the dual language program within the CSBIP and be able to scale up the development program to all special education teachers.</p>		<p>SIMR will improve: There will be an increase the percent (%) of students</p>
Collaboration	<p>Ensure special education is an intrinsic part of the ASDOE Five Year Strategic Plan in involving special education with decision making.</p>	<p>General education teachers and special education teachers will work collaboratively in utilizing coteaching model as a way to improve communication amongst all professionals in General education teachers and special education teachers will work collaboratively to utilize evidence-based teaching practices in implementing dual language program and also improving IEP team Page 35 implementing dual language program.</p>	<p>General education teachers and special education teachers will work collaboratively to utilize evidence-based teaching practices in implementing dual language program and also improving IEP team Page 35 implementing dual language program. collaboration /participation so team members can successfully discuss and make decisions in implementing dual language program for students with disabilities.</p>	<p>with disabilities who will be proficient in reading as measured by statewide assessment (SBA) on third grade on the five schools that are implementing the</p>

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Parent Support/ Involvement	Ensure parents are part of the education process of their children...	<p>Special education will continue to work with parents on a one-to-one basis in involving them with their child/children’s IEP planning.</p> <p>Special education staff will continue to work collaboratively with private and public agencies and parent organizations in providing information, training, and support regarding issues and concerns they face which includes working collaboratively with schools and how to network with parents of children with disabilities in implementing dual language program.</p>	Empower parents in building strong positive relationships to support dual language program for students with disabilities so that parents will be able to educate their children using both English and Samoan language in their home environment. Page 36 disabilities in implementing dual language program.	Dual Language Program for students with disabilities .
Accountability and Quality Standards	Develop and implements accountability mechanism (as part of American Samoa’s General Supervision System) that will manage the scaling up and ensure and support schools implementation of the improvement strategies in the recommended level.	Be accountable and responsible in providing continuous support to ensure teachers implement the dual language program for students with disabilities in agreed timelines.	Be effective to instruct all students, as well as students with special needs to increase learning in all content areas using dual language program Teachers will be able to measure and report student achievement in relation to the territory’s academic and performance standards to hold all stakeholders accountable in implementing dual	

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			language program for students with disabilities.	

Changes to the Theory of Action (In FFY 2015)

In the Theory of Action component of phase 1, the division identified and described its improvement strategies and their intended outputs and outcomes with five activity strands. The activity strands are: Materials, Professional Development, Collaboration, Parent Support/Involvement and Accountability & Quality Standards. In phase II (FFY 2015), the division changed the ‘Materials’ strand to ‘IEP Goals and Objectives.’

The dual language program provided the materials and resources needed by SPED teachers to implement the program in the schools. The dual language program has also included SPED to be part of the development of future materials. The information on the former “materials” strand are now part of the Professional Development strand of the revised Theory of Action.

The division felt that it is important to include IEP Goals and Objectives as a separate strand in the revised Theory of Action because this can impact the SIMR through aligning goals and objectives to the dual language curriculum. The SSIP core team were involved in multiple activities in different levels to not only learn about the scope of work on Phase II but to also connect the work to stakeholders and their valuable involvement in the process. The table below describes meetings that have taken place, the participants involved, activities that occurred as well as dates of when it occurred.