|  | **2013** | **2014** | | | | | | | | | | | | **2015** |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sept** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** |
| 1. Form State Team to guide development of SSIP. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Develop plan of activities and timelines. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Inform broad stakeholder group about SSIP. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Select and invite small group of stakeholders to participate in broad data and infrastructure analysis. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Orient selected stakeholders to data and infrastructure analysis process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Initiate *broad data analysis* (Identify and analyze key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable. Consider comparisons of results data at the state and national level, across local programs/districts, state trends over time, etc. Prepare data for stakeholder review. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Conduct *broad infrastructure analysis* with stakeholders include identifying system strengths, obstacles or gaps needing improvement, and existing initiatives to determine the capacity of current state infrastructure to support improvement and build capacity in local programs/districts to implement, scale up, and sustain use of evidence-based practices. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Through *broad data and infrastructure analyses* determine potential State-identified Measurable Results (SiMRs). Use stakeholder input to select one SiMR. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Conduct *in-depth data analysis* (i.e., root cause) *and infrastructure analysis*. For example, identify questions/hypotheses from broad data analysis related to root cause, clarify expectations, determine data elements for analysis (think about looking at other data sources and examine local/district practices and infrastructure), run analysis (disaggregate data), test inferences (interpret data) via subgroup analysis. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. From *in-depth data and infrastructure analyses*, Identify root causes (e.g. leverage points and barriers, including compliance issues and data quality issues). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. With stakeholder input, confirm or refine SiMR. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Keep broad stakeholder group informed. Modify existing stakeholder group as needed to include stakeholders with content expertise in the SiMR for remaining SSIP activities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Using information from in-depth data and infrastructure analyses, select coherent *improvement strategies* that will improve infrastructure and practice and lead to improved result(s). These should be evidence-based solutions that address barriers and build on leverage points. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Develop *Theory of Action* (including action steps) reflecting how improvement strategies will improve the measurable result(s). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Draft APR including SSIP. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Review APR and SSIP including broad stakeholders (using OSEP’s criteria for the SSIP). |  |  |  |  |  |  |  |  |  |  |  |  | APR |  | SSIP |  |  |
| 1. Submit APR and SSIP. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | APR |  | SSIP |

\*This chart is based on one state’s approach to planning completion of Phase I SSIP activities and reflects SSIP activities outlined in the final FFY 2013 SPP/APR package disseminated by the Office of Special Education Programs, U.S. Department of Education in May 2014. If states wish to use this as planning tool, they should adapt the activities and timelines to reflect their own process and needs, especially reflecting their state’s APR submission process and timelines. States should also keep in mind that SSIP activities are not linear and often it is necessary to loop back to previous activities.

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