



COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

Low-Performing Student Group Schools Implementation Plan, Section II

School Year 2023-2024

School Name

Submission Date

Principal Name

LEA Name

Principal Email

LEA Supervisor

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Sections I and III-V, listed below, are each broken out into separate fillable files within school-level folders. For a school-based plan to be considered for approval, all 5 sections must be complete.

Section I: Resource Allocation Review and Goal Identification Complete in Section 1 document, located within school folder.

Section III: Math 3-year Goal and Supporting Strategies Complete in Section 3 document, located within school folder.

Section IV: Wholeness 3-year Goal and Supporting Strategies..... Complete in Section 4 document, located within school folder.

Section V: Budget and Attestations..... Complete in Section 5 document, located within school folder.

Section II: Literacy 3-year Goal and Supporting Strategies

LITERACY GOAL

Insert Literacy Goal previously identified in the [Goal Identification section](#) in the box below.

ROOT CAUSES

List below the Root Cause that was identified, as part of the Root Cause Analysis work, to be the key driver of the school’s performance issues in wholeness. A Root Cause:

- is limited to what’s within the school’s locus of control;
- surfaces through the analysis of multiple and diverse data sources;
- will be targeted by evidence-based strategies determined to support this goal.

IDENTIFIED NEED

What need was identified by the Needs Assessment associated with this root cause, in the area of literacy? Briefly outline which specific data point(s) provided evidence for identification of this need. The identified need should be the driver of the strategy selected.

INSTRUCTIONAL OVERVIEW: LITERACY

Complete the table below identifying the Tier 1 instructional program, progress monitoring tool, Tier 2 Intervention plan and approach to identifying Tier 3 supports. *Please note: data used for monitoring must be uploaded and shared with MSDE at Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) intervals.*

Literacy Area	Grade Band	Tier 1 Identify the core curriculum program.	Progress Monitoring Identify the progress monitoring tool and how you use it to monitor the core curriculum.	Tier 2 Identify the program and the process used to determine which students should receive Tier 2 instruction.	Tier 3 Identify the program and the process used to determine which students should receive Tier 3 instruction.
Phonemic Awareness	PreK - 3	(Ex. Heggerty)	(Ex. Phoneme Segmentation Monitoring will be used to track students' ability to segment words as part of the Heggerty Program)		
Phonics	PreK-3				
High-Frequency Words	PreK-3				
Fluency	PreK-3				

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Vocabulary	PreK-12				
Comprehension: Informational Text	K - 12				
Comprehension: Literary Text	K - 12	<i>(Ex. Wit and Wisdom)</i>	<i>(Ex. Using Focusing Questions throughout modules, determine if students were able to show mastery of the grade-level Reading Literary Text standards.)</i>	<i>(Ex. Students unable to show mastery of grade level standards, will continue to develop their ability to do so through Tier 2 intervention and will be monitored by giving quick-check writing responses after each small group session.)</i>	
Writing	PreK - 12	<i>(Ex. CKLA)</i>	<i>(Ex. Using the student activity pages of units, use the Tens Recording Chart to progress monitor students' ability to write informatively.)</i>	<i>(Ex. Students consistently scoring below 5 in the progress monitoring of writing informatively will be given small-group instruction to be retaught and will be progress monitored by using additional writing journal prompts.)</i>	

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Language Acquisition (schools with high-EL population)	PreK - 12				
Other school specific:					

STAKEHOLDER INVOLVEMENT

Identify the key stakeholder groups—including students, parents and families, community members, staff representatives, and partners—that the school has collaborated with to develop and support implementation planning in Literacy, particularly in addressing the identified root cause.

Stakeholder group	How were they engaged?	Ongoing plan?
<i>(Ex. Parent Village)</i>	<i>(Ex. The Parent Village members participated in a series of collaborative workshops where they were engaged in data analysis and planning for the upcoming year.)</i>	<i>(Ex. Members of the Parent Village will take part in quarterly reviews of student data and be engaged in monitoring school progress.)</i>

PARTNER COLLABORATION AND DATA MONITORING

What partners will collaborate in support of meeting this goal? For each supporting partner, list partner name, goal and how progress will be measured.

Partner	Goal	Progress Monitoring Tool	Frequency of Monitoring
<i>(Ex. Reading Partners)</i>	<i>(Ex. Increase student Oral Reading Fluency)</i>	<i>(Ex. DIBELS Oral Reading Fluency Assessment)</i>	<i>(Ex. Quarterly)</i>

CENTRAL OFFICE SUPPORT

How will the school leverage support from the district content offices (i.e. Literacy, Special Education, English for Speakers of Other Languages, College and Career Readiness, etc.) to meet this goal?

Central Office Team	Point of contact	Support	Frequency of Support
<i>(Ex. Literacy Specialist)</i>	<i>(Ex. Person Y)</i>	<i>(Ex. Facilitate training on Science of Reading through a series of Professional Development workshops.)</i>	<i>(Ex. This will occur monthly during collaborative planning.)</i>

Literacy Strategy and Implementation Plan

All CSI school plans will be rooted in the evidence-based strategies of:

- **Data-Driven Instructional (DDI) Cycles and**
- **Intervention or tutoring during the school day.**

These strategies recur across each of their three goal areas (Math, Literacy, and Wholeness). CSI school plans create the **roadmap for implementation**—based on the findings of the Needs Assessment, Root Cause Analysis, and Resource Inequities Analysis—that schools will use to achieve their overarching goals.

These three strategies interweave to create a school culture that is driven by growth and impact, responsive to need, and rooted in collaboration around what works for students.

Strategy Alignment to Blueprint Goals and Implementation Plans

The rationale for these strategies as applied to literacy is spelled out in [MSDE Strategic Plan Priority 2: Ready to Read](#).

- **Professional Learning:** Training and Coaching on evidence-based and highly-effective reading pedagogy provided to Pre-K through 3rd grade teachers, including special education teachers, principals, and other relevant staff aligned to the Science of Reading;
- **High-Quality Instructional Materials (HQIM)** that are content-rich and culturally responsive, as well as assessment tools aligned to the Science of Reading;
- **Systems for progress monitoring** to ensure all students are reading by the end of third grade and have the **appropriate support if still struggling with reading beyond third grade.**

HIGH-LEVERAGE STRATEGY 1: LITERACY-FOCUSED DATA-DRIVEN INSTRUCTIONAL CYCLES

How will your school utilize data-driven instructional cycles to advance student learning toward your goal in Literacy?

(Ex. To support the growth of students in literacy, we will engage literacy teachers in data-driven cycles around NWEA progress monitoring for grade-level target subdomains during weekly collaborative planning time. Peer observations and coaching will support replication of effective practices. We will also conduct quarterly writing tasks where we will measure student growth in writing as we plan writing prompts, analyze student work, implement targeted re-teaching to support development of writing conventions, and establish a culture where students see themselves as writers.)

STRATEGY COMPONENTS: LITERACY DATA-DRIVEN INSTRUCTION (DDI) CYCLES

Utilizing the key indicators identified in your Root Cause Analysis, state how a Data Driven Instructional Cycle of assessment, analysis, and action will be leveraged? Clarify how Data-Driven Instructional Cycles for key interim data indicators will occur (frequency, by whom, adjustments made) and your plan for both monitoring and implementing action steps.

Assessment		Analysis & Action		Culture & Systems
Indicator	How will data be collected?	When and how will data be analyzed with the team? When will teachers develop action plans?	Frequency of data collection and review?	Person Responsible
<i>(Ex. MCAP ELA Writing Rubric)</i>	<i>(Ex. In-class, text-aligned cold-writes in which students respond to an MCAP-style writing prompt)</i>	<i>(Ex. We will conduct quarterly cold writes with students in grades 3 - 5 during class as a tool for measuring progress. Teachers will conduct peer reviews and establish targeted reteaching plans based on student needs.)</i>	<i>(Ex. Quarterly)</i>	<i>(Ex. Literacy Coach and Instructional Leadership Team)</i>

HIGH-LEVERAGE STRATEGY 2: INTENSIVE TARGETED INTERVENTION AND TUTORING IN LITERACY

How will your school utilize intensive, targeted literacy intervention and tutoring during the school day to advance student learning toward your Literacy goal?

(Ex. To support the strategic growth of students in literacy, we will leverage a daily intervention and tutoring block to target student needs. During this time students will be grouped based on needs and work with targeted interventions facilitated by staff and tutors to support their literacy growth. Student groupings will be revisited on a 6 week cycle basis to ensure students are grouped according to their current needs.)

STRATEGY COMPONENTS: INTENSIVE TARGETED INTERVENTION AND TUTORING IN LITERACY

Complete the table below outlining how your team will provide targeted interventions and tutoring during the school day. Include current plan for who will provide intervention and/or tutoring, what materials will be used, and plan for monitoring implementation as well as student outcomes.

Literacy Target Need	Material or Intervention Program	Who Provides?	Frequency	How is progress monitored?
<i>(Ex. Phonics for students in grades 2 - 5)</i>	<i>(Ex. Just Words Intervention Program)</i>	<i>(Ex. Classroom Teacher, and Tutors)</i>	<i>(Ex. 3 times per week for 30 minutes)</i>	<i>(Ex. Student skills are assessed weekly with larger progress monitoring occurring every 4 weeks.)</i>

STRATEGY-LEVEL ACTION STEPS: INTENSIVE INTERVENTIONS AND TUTORING IN LITERACY

List key action steps needed to implement the strategy, including timeline. Consider the need for **ongoing, job-embedded professional development, stakeholder engagement, and systems for monitoring progress** and making adjustments based on data. Keep in mind the need to build a culture of collaboration, and celebration of small wins.

Literacy Interventions Strategy - Action Steps	Person or Team Responsible	Dates
<i>(Ex. Determine literacy intervention materials and model--small group in-class, intervention teacher, etc.)</i>	<i>(Ex. Literacy Coach and Administrators)</i>	<i>(Ex. Aug 7)</i>

GOAL-LEVEL MONITORING: LITERACY STRATEGY IMPLEMENTATION AND PROGRESS

Complete the table below sharing how the Literacy Goal will be monitored. Specify the monitoring task, persons involved, and frequency of monitoring.

Literacy Strategy Monitoring Task	Person Responsible & Role	Frequency of monitoring
<i>(Ex. Student progress monitoring on DIBELS will be reviewed.)</i>	<i>(Ex. Our Instructional Leadership Team will participate in a data review protocol facilitated by our Literacy Coach)</i>	<i>(Ex. 6 Week Cycle)</i>

BUDGETED FUNDS TO SUPPORT LITERACY GOAL

What general operating, and grants funds have been identified to support literacy strategies? Review school budgets and consider personnel and the percentage of time spent on this strategy. What funding source (e.g., Title I, Part A; Concentration of Poverty Grant) will be used to implement the strategy?

Literacy Strategy Description	Funding Source	Allocation (in dollars)
<i>(Ex. Intervention Literacy Teacher)</i>	<i>(Ex. School-based General Funds)</i>	<i>(Ex. \$103,00 cost of teaching position)</i>

SUPPLEMENTAL PARTNERSHIP FUNDS

Identify supplemental partnership funding (both funds and in-kind resources) that will be used to further these literacy strategies. Note for in-kind supports, the dollar amount/value will need to be verified with LEA.

Description	Funding Source	Allocation (in dollars)
<i>(Ex. Johns Hopkins Lighting Squad grade 3 - 5 SFA tutoring)</i>	<i>(Ex. in-kind service)</i>	<i>(Ex. \$100,000 value of in-kind support)</i>