



COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

# Low-Performing Student Group Schools Implementation Plan, Section IV

School Year 2023-2024

School Name \_\_\_\_\_

Submission Date \_\_\_\_\_

Principal Name \_\_\_\_\_

LEA Name \_\_\_\_\_

Principal Email \_\_\_\_\_

LEA Supervisor \_\_\_\_\_

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*Sections I, II, III, and 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 II: Literacy 3-year Goal and Supporting Strategies ..... Complete in Section 2 document, located within school folder.**

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

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

## Section IV: Wholeness 3-year Goal and Supporting Strategies

### WHOLENESS GOAL

Insert Wholeness 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 NEEDS

What need was identified by the Needs Assessment associated with this root cause, in the area of Wholeness? 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.

### INTEGRATED OVERVIEW: WHOLENESS

Complete the table below identifying the core areas of your school’s Wholeness plan, the Tier 1 (schoolwide) supports, progress monitoring tool, Tier 2 Intervention plan, and approach to identifying Tier 3 supports.

Focus Area	Tier 1 Identify the core Tier 1 supports that will be in place for all students as it relates to your wholeness goal.	Progress Monitoring Identify the progress monitoring tool and how you use it to monitor weekly, monthly, and/or quarterly? How do you follow up on data findings?	Tier 2 Identify the Tier 2 intervention supports for your wholeness goal. What process determines which students receive Tier 2 interventions?	Tier 3 Identify Tier 3 interventions and how they are implemented. What process is used to determine which students should receive Tier 3 supports..
Attendance				
Behavior and Climate				
Family Engagement				

### 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 identify the root cause. What challenge surfaced through the engagement process?

Wholeness Stakeholder group	How were they engaged?	Challenge identified
<i>(Ex. Middle School Parent Group)</i>	<i>(Ex. Parent Town hall meeting and phone calls)</i>	<i>(Ex. Parents expressed a lack of awareness of resources available to their families that could alleviate absences.)</i>

## WHOLENESS: STRATEGY IDENTIFICATION

**Describe your Wholeness Strategy and the Rationale for your strategy.** If your school has developed or is in the process of developing a Concentration of Poverty Community School Implementation Plan, ensure that these strategies mirror strategies in your Community Schools Implementation Plan to support your Wholeness Goal.

**Describe Strategy: What evidence-based strategy will you execute to move toward your Wholeness Goal?**

**Rationale for Strategy: How does this strategy target root cause and identified needs?**

\* Reference for ESSA-aligned strategies for [Attendance](#)

### BUILDING THE WHOLENESS TEAM

An integrated Wholeness Team is essential in supporting the work of school improvement. In the section below define the core team that will focus on achieving your goal.

Wholeness Team Member	Role	Specific Tasks and Indicators
<i>(Ex. Community Schools Coordinator)</i>	<i>(Ex. Committee Lead)</i>	<i>(Ex. Facilitate team meetings; support in connecting families to resources in response to identified needs)</i>

### WHOLENESS TEAM: DATA CALENDAR

How often will the team meet to review data, make action plans, and adjust course when necessary? How will the team divide up the work and disseminate key learning to staff and/or community? How and when will they report out to leadership, students, and/or community?

Type of meeting	Data sources to be analyzed	Frequency	Point Person
<i>(Ex. Wholeness Team)</i>	<i>(Ex. discipline, attendance, family-engagement data; family resource requests)</i>	<i>(Ex. 1x/week)</i>	<i>(Ex. Community Schools Coordinator)</i>

### IMPLEMENTATION PLAN: WHOLENESS

Provide key action steps needed to implement the strategy identified above, including timeline. Consider professional learning needs, stakeholder engagement, and systems for monitoring progress and making adjustments based on data.

Wholeness: Key Actions or Activities	Person or Team Responsible	Dates

### How will the implementation of the strategy be monitored?

Name what staff will monitor the implementation on a daily/weekly/monthly basis and how they will monitor the strategy.

Wholeness: Monitoring Task	Staff Person Monitoring	Frequency
<i>(Ex. Administrators monitoring the schoolwide call log and monitoring fidelity of attendance-check portion of team meetings will reflect if phone calls and outreach are being made)</i>	<i>(Ex. Assistant Principal)</i>	<i>(Ex. 1x/week)</i>

### BUDGETED STRATEGY FUNDS

What general operating and grants funds have been identified to support this strategy? Complete the table below to identify which components of your strategies need funding, how they will be funded and the projected cost.

Wholeness Strategy Component	Funding Source	Allocation (in dollars)
<i>(Ex. Attendance Coach Stipends)</i>	<i>(Ex. General School Funds)</i>	<i>(Ex. \$500/coach; \$200 recognition items)</i>

### SUPPLEMENTAL PARTNERSHIP FUNDS

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

Description	Funding Source	Allocation (in dollars)
<i>(Ex. YMCA monthly attendance day at the Y trips)</i>	<i>(Ex. In-kind service)</i>	<i>(Ex. \$1000 - CS Funding)</i>

### SUPPORTING COMMUNITY SCHOOL OR PARTNERSHIP FUNDS

Identify supplemental partnership funding (both funds and in-kind resources) that will be used to further these wholeness 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. YMCA monthly attendance day at the Y trips)</i>	<i>(Ex. Concentration of Poverty Grant)</i>	<i>(Ex. \$1000)</i>