

### Theory of Action

**Vision:** To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

**Mission:** To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global Community

Leadership	<p>... Utilizes the MDE mission, vision, and strategic plan to guide the development and implementation of programs, initiatives, and services</p> <p>... Provides information, guidance, programs, and fiscal resources to support LEAs in aligning their policies and programs with the focus on improving reading proficiency for SWD</p> <p>... Promotes advanced expectations in reading for SWD</p>	<p>... LEAs will include families and community groups in educational decision making.</p> <p>... LEAs will create and maintain a culture of high expectations for improving reading proficiency for SWD.</p>	<p>... Improve reading proficiency on the statewide reading assessment for 3<sup>rd</sup> grade SWD in targeted districts with SLD and L/S to 21.8% by FFY 2025</p>
Collaboration	<p>... Engages strategically with other MDE programs, State agencies, LEAs, and external organizations/ programs/groups including family and community groups to leverage literacy resources and expertise across MDE offices</p> <p>... Aligns literacy initiatives in order to more effectively leverage resources to improve services for SWD</p>	<p>... LEAs will increase the number of effective personnel to provide reading instruction and services to SWD.</p> <p>... LEAs will hire qualified literacy coaches to support the implementation of evidence-based practices with fidelity.</p>	
Professional Development and Technical Assistance	<p>... Increases its capacity to support LEAs in delivering effective intervention</p> <p>... Develops and provides high quality professional learning directed toward improving reading instruction and individualized services for SWD</p> <p>... Develops and implements a differentiated system of technical assistance including coaching to support LEAs in improving reading proficiency</p>	<p>... LEAs will access and use resources (e.g. funding, technical assistance, and professional development) needed to provide high quality, evidence-based reading and related instruction for SWD.</p> <p>... LEAs will provide high quality core reading instruction and individualized services in the least restrictive environment for SWD.</p>	
Accountability	<p>... Develops and implements accountability systems that are aligned and lead to improved reading proficiency for SWD</p> <p>... Uses information from accountability systems to differentiate technical assistance and professional development for LEAs</p>		

## SSIP Logic Model

### Project: State Systemic Improvement Plan

**Goal: If teachers are provided with high-quality coaching and professional learning in literacy and provide data-driven literacy instruction, then pass rates will improve on the Statewide reading assessment for grade three students with disabilities identified as having a Specific Learning Disability, Other Health Impairment, and/or Language Speech only in targeted districts to 28.1% by FFY 2025.**

INPUTS		ACTIVITIES		OUTCOMES (Why this project?)	
What we invest	What we do	Who we reach	Short-term results	Intermediate results	Long-term results
<ul style="list-style-type: none"> <li>Employ SSIP Literacy Coaches</li> <li>Collaborate with internal/ external stakeholders</li> <li>Implement the MS College- and Career-Readiness Standards</li> <li>Align supports with current efforts to implement the Literacy-Based Promotion Act (e.g., professional development, literacy coaches, toolkits, and other resources)</li> <li>Implement Aligned Accountability Systems</li> <li>Offer multisensory, evidence-based phonics instruction courses for teachers</li> </ul>	<ul style="list-style-type: none"> <li>Increase professional development opportunities to help faculty apply best practices in literacy instruction</li> <li>Conduct Results-Driven Accountability Review</li> <li>Provide targeted, data-driven technical assistance to LEAs</li> <li>Align state initiatives across offices at MDE to leverage resources</li> <li>Provide additional funding to build instructional capacity in literacy</li> <li>Provide PD to SLPs and other educators to link language development to literacy development</li> </ul>	<ul style="list-style-type: none"> <li>Superintendents</li> <li>Special Education Directors</li> <li>Administrators</li> <li>Literacy Coaches</li> <li>General Education Teachers</li> <li>Special Education Teachers</li> <li>Speech Language Pathologists</li> <li>Parents</li> <li>Students</li> <li>Internal/External Stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of teachers attending PD focused on literacy</li> <li>Improve LEA data-driven decision-making process</li> <li>Identify and address barriers to student success</li> <li>Increase student engagement in the learning process</li> </ul>	<ul style="list-style-type: none"> <li>Increased teacher knowledge in providing highly effective literacy instruction</li> <li>Improved implementation of effective instructional practices</li> <li>Increased student literacy scores</li> </ul>	<p>Increase the percentage of third grade students with Specific Learning Disability, Other Health Impairment, and Language/Speech rulings in targeted districts who score proficient or higher on the regular statewide reading assessment to 21.8% percent by FFY 2025.</p>

