

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 3rd grade SWD in targeted districts with SLD and L/S to 32% 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: The State Systemic Improvement Plan (SSIP), a multi-year plan, is based on high expectations for students with disabilities and is focused on building the capacity of local districts to implement and scale-up evidence-based practices in reading with a focus on improving third grade reading proficiency.					
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"> • Fund half the salary (plus benefits) of a literacy coach, up to \$35,000 • Collaborate with internal/ external stakeholders • Implement the MS College- and Career-Readiness Standards • Align supports with current efforts to implement the Literacy-Based Promotion Act (e.g., professional development, literacy coaches, toolkits, and other resources) • Implement Aligned Accountability Systems • Offer multisensory, evidence-based phonics instruction courses for teachers <p>*NEW INPUT</p>	<ul style="list-style-type: none"> • Increase professional development opportunities to help faculty apply best practices in literacy instruction • Conduct Results-Driven Accountability Review • Provide targeted, data-driven technical assistance to LEAs • Align state initiatives across offices at MDE to leverage resources • Provide additional funding to build instructional capacity in literacy • Provide PD to SLPs and other educators to link language development to literacy development 	<ul style="list-style-type: none"> • Superintendents • Special Education Directors • Administrators • Literacy Coaches • General Education Teachers • Special Education Teachers • Speech Language Pathologists • Parents • Students • Internal/External Stakeholders 	<ul style="list-style-type: none"> • Increase number of teachers attending PD focused on literacy • Improve LEA data-driven decision-making process • Identify and address barriers to student success • Increase student engagement in the learning process 	<ul style="list-style-type: none"> • Increased teacher knowledge in providing highly effective literacy instruction • Improved implementation of effective instructional practices • Increased student literacy scores 	<p>Increase the percentage of third grade students with Specific Learning Disability and Language/Speech rulings in targeted districts who score proficient or higher on the regular statewide reading assessment to 32 percent by FFY 2025.</p>

New Input: Beginning in the 2017-2018 school year, the MDE Office of Special Education began offering Brainspring’s Phonics First® course, a multisensory, evidence-based course using an Orton-Gillingham approach to teach teachers how to explicitly and systematically teach phonics to meet the needs of all learners.