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 | ... Utilizes the MDE mission, vision, and strategic plan to guide the development and implementation of programs, initiatives, and services  
|            | ... 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  
|            | ... Promotes advanced expectations in reading for SWD  
| Collaboration | ... 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  
|            | ... Aligns literacy initiatives in order to more effectively leverage resources to improve services for SWD  
| Professional Development and Technical Assistance | ... Increases its capacity to support LEAs in delivering effective intervention  
|            | ... Develops and provides high quality professional learning directed toward improving reading instruction and individualized services for SWD  
|            | ... Develops and implements a differentiated system of technical assistance including coaching to support LEAs in improving reading proficiency  
| Accountability | ... Develops and implements accountability systems that are aligned and lead to improved reading proficiency for SWD  
|            | ... Uses information from accountability systems to differentiate technical assistance and professional development for LEAs  

| LEAs will include families and community groups in educational decision making.  
| LEAs will create and maintain a culture of high expectations for improving reading proficiency for SWD.  
| LEAs will increase the number of effective personnel to provide reading instruction and services to SWD.  
| LEAs will hire qualified literacy coaches to support the implementation of evidence-based practices with fidelity.  
| 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.  
| LEAs will provide high quality core reading instruction and individualized services in the least restrictive environment for SWD.  
| ... 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 |
**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.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTCOMES (Why this project?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What we invest</strong></td>
<td><strong>What we do</strong></td>
<td><strong>Who we reach</strong></td>
</tr>
<tr>
<td>• Fund half the salary (plus benefits) of a literacy coach, up to $35,000</td>
<td>• Increase professional development opportunities to help faculty apply best practices in literacy instruction</td>
<td>• Superintendents&lt;br&gt;• Special Education Directors&lt;br&gt;• Administrators&lt;br&gt;• Literacy Coaches&lt;br&gt;• General Education Teachers&lt;br&gt;• Special Education Teachers&lt;br&gt;• Speech Language Pathologists&lt;br&gt;• Parents&lt;br&gt;• Students&lt;br&gt;• Internal/External Stakeholders</td>
</tr>
<tr>
<td>• Collaborate with internal/external stakeholders</td>
<td>• Conduct Results-Driven Accountability Review</td>
<td>• Increase number of teachers attending PD focused on literacy&lt;br&gt;• Improve LEA data-driven decision-making process&lt;br&gt;• Identify and address barriers to student success&lt;br&gt;• Increase student engagement in the learning process</td>
</tr>
<tr>
<td>• Implement the MS College- and Career-Readiness Standards</td>
<td>• Provide targeted, data-driven technical assistance to LEAs</td>
<td>• Increased teacher knowledge in providing highly effective literacy instruction&lt;br&gt;• Improved implementation of effective instructional practices&lt;br&gt;• Increased student literacy scores</td>
</tr>
<tr>
<td>• Align supports with current efforts to implement the Literacy-Based Promotion Act (e.g., professional development, literacy coaches, toolkits, and other resources)</td>
<td>• Align state initiatives across offices at MDE to leverage resources</td>
<td>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.</td>
</tr>
<tr>
<td>• Implement Aligned Accountability Systems</td>
<td>• Provide additional funding to build instructional capacity in literacy</td>
<td></td>
</tr>
<tr>
<td>• Offer multisensory, evidence-based phonics instruction courses for teachers</td>
<td>• Provide PD to SLPs and other educators to link language development to literacy development</td>
<td></td>
</tr>
</tbody>
</table>

*NEW INPUT*

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.