



COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

Low-Performing Student Group Schools Implementation Plan, Section I

School Year 2023-2024

School Name

Submission Date

Principal Name

LEA Name

Principal Email

Principal Supervisor

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Sections II-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 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 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 I: Resource Allocation Review and Goal Identification

Reimagining the use of **talent, time, resources**, and a combination thereof is an essential part of the Blueprint for Maryland's Future, and a necessary component in supporting school improvement. The Every Student Succeeds Act also obligates us to **critically evaluate where resource inequities**—the misalignment of resources to the real areas of need—have caused gaps in school performance and left critical needs unaddressed or under-addressed.

These CSI plans are the mechanism for detailing how we will **recognize, address, and rectify those inequities**—with support and collective effort from Central Offices, from MSDE, from Community Members and Partners—in order for students and schools to be successful. These foundational elements are core components in the CSI Implementation Plan and all schools are required to consider, respond, and expand on opportunities at the school level for reimagining and **accurately realigning** the use of talent, time and resources. you work through the guidance and questions in this plan, stay focused on how these structures can be more equitably aligned to advance the achievement of students in your identified low-performing Student Group.

Inequity Analysis: Talent

PERSONNEL STRUCTURE

Ensuring that students are provided with the best possible option for instruction, identify areas where prior-year data outcomes informed a staffing decision, and name any additional supports or monitoring associated with those data-driven moves. Give your rationale for core staffing positions. Clarify targeted blocks where coteaching can be observed.

Upload: *Organizational chart (identify grade band structure and supports, leadership supporting committees and teams, in addition to leadership model), Staffing Roster (all full-time, part time, and contractual staff)*

STAFFING DISPARITIES

Access to a well-rounded curriculum and credit for completion of a well-rounded curriculum are two areas evaluated on the Maryland State Report Card. When considering staffing for the upcoming school year, identify any vacancies by grade level and subject. Share your plan to ensure that state assessed content is taught by a certified teacher or conditionally-certified teacher, or a qualified long-term substitute. Clarify the number of out-of-classroom positions and the plan to leverage them for Math, ELA, Science, and Social Studies.

CORE PARTNERS IN THE WORK

Identify core partnerships that support your school community based on the school’s identified needs. Share how partners can support school goals including the number of individuals directly connecting to your school because of the partnership.

Name of Partnership	Area of Support	Goal	Describe Support	Persons Directly Involved
<i>(Ex. Northrop Grumman)</i>	<i>(Ex. STEAM and Family Support)</i>	<i>(Ex. Support STEAM programming and involvement)</i>	<i>(Ex. STEAM Family nights, STEAM Fest, and funding for extended day learning opportunities)</i>	<i>(Ex. Person Y from Northrop with our Science Coach)</i>

Inequity Analysis: Time

EFFECTIVE SCHEDULING

Where has your team previously missed opportunities to maximize instructional time, and how will you shift your use of time in future daily activities? Share key components in your master schedule and grade level schedule. Clarify how the master schedule was designed to reflect these needs.

Upload: *Master Schedule, Grade-Level Instructional Schedule (clear expectations for time blocks and identification of small group and intervention learning opportunities should be evident).*

TIME SUPPORTING INSTRUCTION

How are the schedules of all out-of-classroom personnel focused on student achievement? Describe how and when leadership observes, gives feedback, co-plans, and co-teaches with teachers. Ensure your school year calendar shows any events or activities that alter the instructional day.

Upload: *School Calendar (reflecting any events or activities altering the instructional day), Professional Development Plan (integrating action steps and professional development across this plan's 3 goals).*

FAMILY ENGAGEMENT SUPPORTING INSTRUCTIONAL TIME

Describe your strategy for engaging families around the critical resource of students' time in school (attendance, tardies, early dismissals, etc.) Who will lead engagement efforts, and how will they be ongoing? How will you track success?

TIME AND STRATEGIES FOR SUPPORTING A SAFE AND LEARNING-FOCUSED SCHOOL CULTURE

Share an overview of how a safe, learning-focused school culture will be supported at key transition points in the day: Morning Entry, Lunch, and Dismissal. Clarify how non-teaching staff will be leveraged. Consider leveraging staff with formal authority in key areas, transition times, and for lunch coverage as needed to ensure a positive school culture.

Upload: *Entry/Exit Post Plan*

ACCESS TO WELL-ROUNDED CURRICULUM

If your school did not receive 100% of points possible in the Access to Well-Rounded Curriculum component of the Maryland Report Card, describe below your plan to ensure that all required courses are offered.

Inequity Analysis: Resources

MONEY

After analyzing possible inequities in how school-based resources were previously allocated, what changes have you made to how funds will be spent so that they align better to core identified needs? Give the rationale for any funding allocations that will remain in place.

TEACHER SUPPORT

How are resources being leveraged to support teacher retention and development?

OPPORTUNITIES FOR UNIQUE PROGRAMS

Share information on any unique programs being developed to support your students. What resources will be available to support the development of this program?

Leveraging Concentration of Poverty Grant Funding

CONCENTRATION OF POVERTY GRANT (CPG) COMMUNITY SCHOOLS

<p>Is your school the recipient of a CPG Personnel Grant this school year? (if you answer “No,” skip to page 12)?</p>	
<p>Does your school currently have a Community School Coordinator and a professional Health Care Practitioner?</p>	
<p>Is your school the recipient of a Concentration of Poverty Per-Pupil Grant this school year? If yes, which year of eligibility?</p>	

COMMUNITY SCHOOL COORDINATOR

Summarize how your Community School Coordinator contributes to the overall school improvement effort at your school.

USE OF PER-PUPIL CONCENTRATION OF POVERTY GRANT FUNDS (YEAR 1 OR 2)

Based on your Community School Needs Assessment and Implementation Plan (if applicable), what wraparound services or other supports will assist in helping students, families, and the community thrive? Share how resources including partnerships, CPG funds, and other community resources will be leveraged in support of your CSI School Implementation Plan Goals.

USE OF PER-PUPIL CPG FUNDS (YEAR 3 OR MORE)

If you have received CSI Per-Pupil Grant Funds for **three or more years**, please provide details around your continuous improvement efforts when utilizing these funds.

ATTENDANCE AND CULTURE SUPPORTS

Describe any investment your team has made to cultivate a welcoming environment that promotes a sense of belonging amongst all stakeholders. Are there staffing considerations that can support this effort? Are there any specific programs or community partners that can support this effort? How will CPG funds be used to support these two areas?

Goal Identification: 3-year SMART Goals

DIRECTIONS: Based on CSI identification, each school shall develop goals that are specific, measurable, achievable, realistic and time-bound.

- **Specific:** Goals must be clearly delineated
- **Measurable:** Ensure the goal is measurable, and progress toward attainment of the goal can be tracked
- **Achievable:** MSDE ESSA Growth Goals were designed as achievable goals on an annual basis. These goals are required and specific to each school.
- **Realistic:** The goal must relate to the school's CSI status and the assessment for measuring progress
- **Time-bound:** Ensure the timeframe is appropriate and tied to the ESSA growth target expectation in SY 2025-26

Low-performing CSI schools shall develop goals for Literacy, Math, and Wholeness

All goals will remain consistent for the 3-year timeframe of Comprehensive Support and Improvement, with intervention strategies reviewed for adjustments annually. Goals should align to [ESSA annual targets](#) (see page 6, section 4) specific to each school.

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

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

These core evidence-based strategies were selected in alignment with [LEA Blueprint Implementation Plans](#) (see Pillar 3 sections 3.1.3 and 3.2.1). They will be leveraged to support adult actions and student outcomes across each of the 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—in order to achieve their overarching school improvement goals.

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

GOAL 1 - LITERACY

The Literacy Goal must anchor in the baseline **percentage of all students** that scored **proficient or above** on the Spring 2022 MCAP English Language Arts (ELA) assessment.

(Ex. The percentage of students scoring proficient or above on the MCAP ELA assessment will increase by 10 points over the next 3 years, from a baseline of 15% to a target of 25% in SY 2025-26 which aligns to our ESSA annual target for SY 2025-26.)

GOAL 2 - MATH

The Math Goal must anchor in the baseline **percentage of all students** that scored **proficient or above** on the Spring 2022 MCAP Math assessment.

(Ex. The percentage of students scoring proficient or above on the MCAP Math assessment will increase by 10 points over the next 3 years, from a baseline of 15% in SY 2021 -22 to a target of 25% in SY 2025-26 which aligns to our ESSA annual target for SY 2025-26.)

GOAL 3 – WHOLENESS (E.G., ATTENDANCE, SCHOOL CULTURE AND CLIMATE)

The Wholeness Goal must anchor in **one** of the following baseline data points:

- Attendance,
- Maryland School Survey results (Educator and/or Student Survey),
- Students not chronically absent (attending at a rate of 90% or better),
- Teacher retention, or
- Unique school need (pending MSDE approval)

If your school has developed or is in the process of developing a Concentration of Poverty Community School Implementation Plan, this Wholeness goal should mirror a goal in that plan.

(Ex. The schoolwide student attendance rate will increase by 8 points over the next 3 years, from a baseline of 85% in SY 2021-22 to a target of 93% in SY 2025-26)

(Ex. Teacher Retention for SY 2021-22 was at 85% for our school; we will increase this by 8% to reach 93% by SY 2025-26.)

(Ex. For SY 2021-22 our Maryland School Survey identified a student safety rating result of less than 60%; for SY 2025-26 we are targeting a rate of 80% or higher)



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

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.
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>	

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.
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
(Ex. MCAP ELA Writing Rubric)	(Ex. In-class, text-aligned cold-writes in which students respond to an MCAP-style writing prompt)	(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.)	(Ex. Quarterly)	(Ex. Literacy Coach and Instructional Leadership Team)

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>



COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

Low-Performing Student Group Schools Implementation Plan, Section III

School Year 2023-2024

School Name

Submission Date

Principal Name

LEA Name

Principal Email

LEA Supervisor

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Section III: Math 3-year Goal and Supporting Strategies3
Math Strategy and Implementation Plan 10

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Section III: Math 3-year Goal and Supporting Strategies

MATH GOAL

Insert Math goal, previously identified in the [Goals 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 Math. 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 in support of achieving this goal.

(Ex. 75% of our teachers have less than 3 years of experience. As a result, there has been a need for support in both understanding of the content and classroom culture. These two areas presented a barrier to effective instruction for students, and resulted in missed learning opportunities.)

IDENTIFIED NEED

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

(Ex. Data in our Needs Assessment and Root Cause Analysis showed our students underperforming in Math, and identified that Math Teachers do not have the tools to identify gaps in student understanding and plan targeted Math small-group or intervention instruction. A Math Coach or Math Mentor Teacher is needed to support teachers' depth of understanding of math curriculum and content, and a classroom culture plan is needed to target time on task for learning and ensuring that student needs are met.)

INSTRUCTIONAL OVERVIEW: MATH

Complete the table below for each instructional domain, identifying the instructional program, progress monitoring tool and Tier 2 and Tier 3 Intervention programs that correlate to the grades you serve. Please note: data used for monitoring must be uploaded and shared with MSDE at the BOY, MOY, and EOY intervals.

Math 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 is used to determine which students should receive Tier 2 instruction.	Tier 3 Identify the program and the process is used to determine which students should receive Tier 3 instruction.
Counting & Cardinality	PreK- K				
Operations & Algebraic Thinking	PreK- 5				
Number & Operations in Base Ten	K-5				
Number & Operations - Fractions	3-5				
Measurement and Data	PreK-5				

Math 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 is used to determine which students should receive Tier 2 instruction.	Tier 3 Identify the program and the process is used to determine which students should receive Tier 3 instruction.
Geometry	PreK-8				
Reasoning	3- Alg 1				
Modeling	3- Alg 1				
Ratios & Proportional Relationships	6-8				
Expressions & Equation	6-8				
The Number System	6-8				

Math 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 is used to determine which students should receive Tier 2 instruction.	Tier 3 Identify the program and the process is used to determine which students should receive Tier 3 instruction.
Statistics & Probability	6-Alg 1				
Functions	Algebra 1				
Algebra	Algebra 1				
Number & Quality	Algebra 1				

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 its implementation plans in Math, particularly in addressing the identified root cause and needs. Describe the anticipated contributions of each group and how frequently the team will engage with them in an ongoing way.

Stakeholder group	How were they engaged?	Ongoing plan?
<i>(Ex. Math Teachers)</i>	<i>(Ex. beginning of year survey and initial math data team review)</i>	<i>(Ex. collaborative planning to address gaps in content knowledge and reflect on 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. UMBC Reach Together Tutoring Partnership math tutors)</i>	<i>(Ex. improve math scores on iReady math diagnostic assessment.)</i>	<i>(Ex. iReady Math Diagnostic, Rocket Math)</i>	<i>(Ex. Rocket Math assessed weekly, iReady at BOY, MOY, and EOY)</i>

CENTRAL OFFICE SUPPORT

How will the school leverage support from the district content offices (i.e. Math, Special Education, English Learners, College and Career Readiness, etc.) to meet this goal?

Central Office Team	Point of contact	Support	Frequency of Support
<i>(Ex. Math Academic Content Liaison)</i>	<i>(Ex. Person X)</i>	<i>(Ex. Coaching work with Assistant Principal, and content support for Instructional Coach; co-lead math professional learning)</i>	<i>(Ex. 1x/week)</i>

Math 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 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.

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

How will your school utilize Data-Driven Instructional Cycles to advance student learning toward your goal in Mathematics?

(Ex. The strategy we will use to support the growth of our students in Math will be to implement a data-driven cycle around our End of Module Assessments. Each Eureka Module represents core content students are expected to demonstrate mastery on for the year-end MCAP assessment. We will leverage the Beginning of Module Assessments to help us identify student needs and help shape our planning. At the conclusion of the module after analyzing data we will develop an action plan that includes both whole-class and small-group reteaching prior to a reassessment for any standards where less than 70% of students demonstrated mastery.)

STRATEGY COMPONENTS: MATH 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 for Math. 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. End of Module Assessments)</i>	<i>(Ex. Students will complete the Beginning and End of Module Assessments on the Affirm platform.)</i>	<i>(Ex. Data will be analyzed during collaborative planning within 3 days of schoolwide assessment completion; student groups and areas of need will be identified and a reteach plan will be developed within 72 hours of the assessment.)</i>	<i>(Ex. Data collected at the end of each module; typical modules last 4 - 6 weeks, with data review 48 hours after the completion of the assessment.)</i>	<i>(Ex. Math lead, Site Testing Coordinator)</i>

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

How will your school utilize intensive, targeted math intervention and tutoring during the school day to advance student learning toward your Math Goal?

STRATEGY COMPONENTS: INTENSIVE TARGETED INTERVENTION AND TUTORING IN MATH

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.

Math Target Need	Material or Intervention Program	Who Provides?	Frequency / Dosage	How is progress monitored?
<i>(Ex. Multiplication fact fluency)</i>	<i>(Ex. Rocket Math providing explicit timed drills, supported by manipulatives as needed)</i>	<i>(Ex. Trained Paraprofessionals)</i>	<i>(Ex. 20 minutes, 3x/week)</i>	<i>(Ex. Mastery tracker listing targeted skills, attempts, and score per attempt; Teacher created assessments)</i>

GOAL-LEVEL MONITORING: MATH STRATEGY IMPLEMENTATION AND PROGRESS

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

Math Strategy Monitoring Task	Person Responsible	Frequency of monitoring
<i>(Ex. informal observation and feedback to monitor that targeted small group instruction is happening as designed)</i>	<i>(Ex. Admin Team, Math Coach)</i>	<i>(Ex. Weekly intervention-focused learning walk)</i>

BUDGETED MATH STRATEGY FUNDS

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

Math Strategy Component Requiring Funding	Funding Source	Allocation (in dollars)
<i>(Ex. Math Intervention Teacher)</i>	<i>(Ex. General school-based funds)</i>	<i>(Ex. \$103,000, 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 math strategies if applicable. Note for in-kind support, the dollar amount/value will need to be verified with LEA.

Description	Funding Source	Allocation (in dollars)
<i>(Ex. UMBC Reach Together Tutoring Program)</i>	<i>(Ex. In-kind service)</i>	<i>(Ex. \$100,000 value)</i>



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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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>



COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

Low-Performing Student Group Schools Implementation Plan, Section V

School Year 2023-2024

School Name

Submission Date

Principal Name

LEA Name

Principal Email

LEA Supervisor

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Section V: Budget and Attestations

BUDGET SUMMARY

Leveraging multiple funding sources is critical to support School Improvement. In the section below, state how funds from different efforts will support school goals. In the table below share details of total budget spending for the Goal of Improving Student Graduation Rate. Provide the total amount of funds allocated to programs and activities in service of accomplishing each respective goal. Break the funds out by fund source; for example: CPG Funds, Title III funds, CSI funds, LEA general funds, and/or other grant or partnership funding resources if applicable.

List any additional Federal programs that the school is including in their Implementation Plan and cite any related grant plans or approved applications.

Resource/ Effort	Line Item	Description	Calculation	Total Budget	Justification (identify goal & strategy alignment)	Spending Monitoring Timeline (Indicate the planned spend percentage in each quarter of the State fiscal year, e.g., 25%/30%/30%/15%)	Narrative of Link Between Line Item Spending Plan and Root Cause Analysis Recommendation(s)
General	Salaries & Wages						
	Contract Services						
	Supplies & Materials						

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	Other Charges						
	Equipment						
Title I A, C, D	Salaries & Wages						
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Title III or Title IV Part B	Other Charges						
	Equipment						
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Special Education	Salaries & Wages						
	Contract Services						
	Supplies & Materials	<i>(Ex. Do the Math Intervention prog.)</i>	<i>(Ex. 5 Teacher kits, \$1000/kit)</i>	<i>(Ex. \$5000)</i>	<i>(Ex. Math Goal targeting small group intervention)</i>	<i>(Ex. Purchase in August with 100% complete)</i>	<i>(Ex. Aligns to our need for targeted student intervention)</i>

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Attestation

School improvement is governed by both federal and State law. The Every Student Succeeds Act (ESSA) requires each State educational agency receiving funds to notify each local educational agency in the State of any school that is identified for comprehensive support and improvement under the State’s accountability system. 20 U.S.C. § 6311(d). Accordingly, Maryland established requirements to implement this aspect of ESSA under the direction of the Maryland State Department of Education (MSDE). Schools in Maryland identified for Comprehensive School Improvement will work alongside MSDE to conduct a resource inequity analysis, devise a plan for improvement, and receive hands-on coaching and support requiring partnered collaboration in the work with MSDE’s team.

For each identified public school, the county board is required to develop and implement a Comprehensive Support and Improvement Plan that includes specified elements. Md. Code Ann., Educ. § 7-203.4.(a). The above implementation plan asks schools identified for Comprehensive School Improvement to outline how they will implement strategies aligned to LEA Blueprint Implementation Plans at the school level in order to drive school improvement.

After a 2-year period from the date of a plan’s implementation, if a county board determines that student outcomes have not improved at a public school, the county board shall consult with the school to develop additional strategies and interventions including funding, community supports, and grants provided in the Public School Opportunities Enhancement Program. Md. Code Ann., Educ. § 7-203.4.(e).

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I certify the Implementation Plan and Budget were collaboratively developed in partnership with stakeholders*. I acknowledge and confirm that the Implementation Plan has been approved by the school.		
Principal Name:	Principal Signature:	Date:

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1 st Submission Received:	2 nd Submission Received:	3 rd Submission Received:
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MSDE Rep Name:	MSDE Rep Signature:	Date:



COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

Low-Performing Student Group Schools Implementation Plan, Section V

School Year 2023-2024

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Submission Date

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