



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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Sections I, II, IV, 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 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 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				

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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				

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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>