

COMMONWEALTH of the Northern Mariana Islands – SSIP Theory of Action, February 1, 2022

Key Strands of Action	If PSS	Then	Then	Then
<p>Leadership</p> <p>Universal Screening and Assessment in K to 3rd Grade</p> <p>Early Reading and Literacy Curricula</p> <p>Early Warning System</p> <p>High Dosage Tutoring</p>	<p>...implements systemic universal screening and assessment in grades K to 3rd</p> <p>...implements researched based early literacy program based on common core state standards that incorporate the essential components of reading (Fluency, Vocabulary, Comprehension, Phonemic Awareness and Phonics)</p> <p>...establishes an Early Warning System (EWS) in grades K-3rd</p> <p>...implements High-Dosage Tutoring to supplement core instruction</p>	<p>... teachers in target schools will screen and assess students' early literacy development</p> <p>...teachers in target schools will report screening and assessment results to school leadership to incorporate in the Data Dialogues and SWP's</p> <p>... teachers in target schools will provide literacy instruction with fidelity in K to 3rd grade</p> <p>...teachers will identify students at risk for not meeting benchmarks</p> <p>...core instruction will be supplemented because of COVID-19</p>	<p>... students entering Kindergarten and the subsequent grades thereafter in the will be screened and assessed to determine the student's literacy level in the essential components of reading</p> <p>...K to 3rd assessment data will be reported in SWP and used to support the allocation of resources</p> <p>... students in the targeted schools will be provided with evidenced based literacy instruction in K to 3rd grade that</p> <p>...each child will have a literacy profile of their growth and progress in essential reading components</p> <p>...students will be provided academic and behavioral supports to meet their needs</p> <p>...students will "accelerate their learning in an individualized manner (CNMI High-Dosage Manual)"</p>	<p>By June 30, 2026, at least 39% of 3rd grade students with an IEP in the elementary schools will perform at or above reading proficiency against grade level and alternate academic achievement.</p> <p>CNMI will have the infrastructure capacity to scale-up implementation with fidelity.</p>
<p>Professional Development</p> <p>Professional Development: Data Collection, Reporting and Use for Screening and Assessments</p> <p>Early Literacy Curricula</p>	<p>...provides professional development on how to collect, report and maintain early literacy Screening and Assessment Data in the targeted schools</p> <p>...provides professional development in the essential components of reading and early literacy</p> <p>...provides Literacy Coaches in target schools</p> <p>...PSS provides professional development in social-emotional learning</p> <p>...provides professional development in the implementation of the Early Warning System (EWS)</p> <p>...provides professional development in the delivery of High-Dosage Tutoring</p>	<p>...the general education and special education teachers can accurately and systematically screen and assess the children's literacy knowledge and skills in the essential reading components</p> <p>... teachers will be knowledgeable in literacy instruction for early grades</p> <p>...teachers will increase their competence in teaching early literacy to students with disabilities</p> <p>... teachers can provide systematic evidence-based literacy instruction on the essential components of reading</p> <p>...teachers and other school personnel will meet the social and emotional needs students experience due to COVID-19 and other trauma</p> <p>...teachers and other school personnel will identify students in need of supplemental supports in literacy</p> <p>...teachers and other support personnel will meet the literacy needs of the students</p>	<p>... teachers will be able to systemically use the data to report growth and progress and plan differentiated instruction based on individual needs of the student</p> <p>...children will be meaningfully engaged in appropriate literacy instruction in K to 3rd grade</p> <p>...all students in the target schools will demonstrate growth in their early literacy profiles</p> <p>...students will increase engagement and performance in school</p> <p>...students will increase achievement in literacy</p> <p>...there will be an increase in the number of students passing their classes</p>	
<p>Collaboration</p> <p>General Education and Special Education Teachers</p> <p>Family Supports/Partnerships with Parent</p>	<p>...implements the use of an evidence-based Step Wise Process to ensure access to literacy instruction in the early grades</p> <p>...allows for collaborative planning time</p> <p>...provides increased family supports and increases partnerships with parents in literacy</p> <p>...IF SSS and OCI increases collaboration and alignment to support the literacy program</p>	<p>...Gen Education and Special Education Teachers will plan together using a systematic process to identify instructional barriers that prevent students with disabilities from accessing and benefiting from literacy instruction</p> <p>...parents will increase engagement in activities critical to improving students' performance in literacy and support their child's literacy program</p> <p>...resources will be provided to support the needs of school personnel and families</p>	<p>...students will access and benefit from differentiated literacy instruction</p> <p>...students will be provided appropriate accommodations</p> <p>...students with disabilities in K to 3rd grade will receive appropriate literacy instruction in the least restrictive environment</p> <p>...students will increase growth in literacy</p> <p>...students with IEPs will be provided supports in the home and in the schools</p>	
<p>Technical Assistance</p>	<p>...provides technical assistance that is based on the data and need in the target schools</p> <p>...incorporates coaching and modeling strategies in K to 3rd grade in target schools</p>	<p>...schools can increase their capacity to support the teachers to deliver effective literacy instruction</p> <p>...teachers can increase their knowledge of effective literacy instruction</p> <p>...the number of effective literacy coaches will increase</p>	<p>...K to 3rd teachers will provide literacy instruction on the essential components of reading</p> <p>...teachers will use effective instructional strategies based on evidence-based modeling</p> <p>...schools will leverage resources of teachers trained in effective coaching and modeling strategies</p> <p>... students in the targeted schools will demonstrate improved reading proficiency by the end of 3rd grade</p>	
<p>Accountability</p>	<p>...holds school leadership accountable for clearly identified, prioritized, and measurable goals in SWP's specific to literacy and reading in K to 3rd grade</p> <p>...schools systematically engage all stakeholders in the development of SWPs</p> <p>...holds schools accountable for continuous improvement using school data</p>	<p>...schools will develop procedures to systematically report data on K to 3rd programs</p> <p>... teachers will be accountable for student learning and progress monitoring</p>	<p>...teachers will personalize professional growth through the Teacher Evaluation System</p>	
<p>Monitoring</p>	<p>...implements an Instructional Review Process using and Effective Learning Environment Observation Tool (ELEOT) in K to 3rd grade to measure the teaching and learning process and meaningful student engagement</p>	<p>...teachers will have immediate feedback and information specific to their instructional process that identifies strengths and areas that need improvement</p> <p>...teachers will adjust the teaching and instructional process to focus on areas that need improvement</p> <p>...the teaching and learning process will differentiate instruction to meet the needs of students with disabilities</p>	<p>...Students will be engaged in meaningful and purposeful literacy instruction based on progress data that will lead to improved results</p>	