



# Implementation Framework

**If the State creates an interconnected network at the state and regional levels to provide continuous support in literacy and positive behavioral supports**

**Then,  
(Short Outcomes)**

**The school leadership will implement an integrated school-wide systems model that promotes the district reading plan and incorporates social-emotional learning**

**Then  
(Short/Mid-term Outcomes)**

**Special education teachers will collaborate with general education teachers to promote inclusive learning environments by facilitating explicit small group instruction**

**Students will receive universal, targeted, intensive and/or specialized supports**

**Then  
(Long-Term Outcome)**

**For students with disabilities in grade 3, South Carolina will increase the percentage of students deemed proficient or higher on the statewide reading accountability assessment in select districts with the largest average achievement gaps as determined by the ESEA waiver (i.e. those districts with “focus” or “priority” schools)\*\*\***



**State of South Carolina**  
**DEPARTMENT OF EDUCATION**  
**Office of Special Education Services (OSES) --- Theory of Action**

<b>Strand 1: Assessment</b>		
<p><b>If</b></p> <p>The State implements a data-based problem solving model that supports students in their reading and behavioral development through tiered instruction and interventions, with universal screenings and a comprehensive progress monitoring system</p>	<p><b>Then, (Short-Term Outcomes)</b></p> <p>Implementation coaches will support teachers through the analysis of progress monitoring data from multiple data sources in reading and social-emotional development</p>	<p><b>Then, (Short/Mid-term Outcomes)</b></p> <p>Students entering Kindergarten and the subsequent grades thereafter, will be screened and assessed to determine the progress of reading and social-emotional skills</p>
<b>Strand 2: Professional Learning</b>		
<p><b>If</b></p> <p>The State creates a network of district staff, school administrators and implementation coaches who will support the implementation of MTSS</p> <p>The State provides guidance on writing and implementing standards-based individualized education programs (IEPs)</p>	<p><b>Then, (Short-Term Outcomes)</b></p> <p>Implementation coaches will provide embedded professional learning and differentiated support to teachers in the areas of Data Literacy, Reading, Inclusive Practices within the Universal Design for Learning Framework, Positive Behavioral Supports and Speech-Language.</p> <p>Teachers will increase the use of standards-based instruction, as reflected within the goals of the student's individualized education program</p>	<p><b>Then, (Short/Mid-term Outcomes)</b></p> <p>Teachers will implement evidence-based practices that promote active student engagement to support literacy and social-emotional learning</p> <p>Students will be provided appropriate academic and behavioral accommodations within their individualized education program</p>



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<b>Strand 3: Family and Community Engagement</b>		
<b>If</b>  The State supports an engagement model that builds capabilities, relationships, self-efficacy and learning of parents and families  The State assumes shared responsibility with other state and community agencies and organizations to engage parents and families by implementing evidence-based parenting interventions	<b>Then, (Short-Term Outcomes)</b>  Schools will create and sustain cultures/beliefs that welcome, invite and promote family engagement and development  Districts and schools will provide opportunities for parents and families to participate in learning activities that are linked to school improvement.	<b>Then, (Short/Mid-term Outcomes)</b>  Parents and families will have equitable roles in their student's learning  School, family and community will have sustainable yet effective partnerships.