

# State Systemic Improvement Plan (SiMR)

Increase the Literacy performance of 3rd grade students with disabilities in South Carolina as measured by South Carolina's ELA performance assessment (SC READY).

## Evaluation Plan – Logic Model



### Input Agents

- Office of Special Education Services (OSES) Staff
  - Academic Team
  - Data Team
- Office of Early Learning and Literacy (OELL) Staff
- Office of Assessment and Standards (OAS)
- Academic Alliance of South Carolina (AASC) (TA Center for Academics)
- Family Connections of South Carolina (Parent Training and Resource Center)

### Strategies/Activities

- Reorganization of OSES – New SSIP team
- Increase internal and external collaboration by:
  - establishing an SSIP partner team with pilot schools
  - establish a permanent external stakeholder team
- Increase collaboration between OSES and OELL.
- Provide LETRS training to all K-3 teachers and special education teachers
- Develop and provide training and supports to special education teachers in literacy interventions and standards-based literacy IEP goals
  - OSES provides training to special educators to develop IEP goals aligned with the new SC ELA standards and student needs
  - OSES provides training to special educators on providing systematic, explicit, evidence-based literacy instruction in intervention settings
- Family Connections of SC provides literacy resources to parents
- Develop and engage in parent training to parents of SWD in our pilot schools in multiple formats (e.g., brochures, online resources, open office hours, parent nights, etc.)
- OELL provides access to literacy and MTSS resources
- Tiered improvement plans related to LEA determinations
- Create implementation fidelity tool

## Outputs

- SSIP team meeting agendas and notes
- SSIP partner meeting agendas and notes
- Effective communication with stakeholders
- Increased collaboration with OELL and OAS
- Analyze data from fidelity tools
- On-line resources to include evidence-based tiered instructional practices and resources in reading following the science of reading
  
- Guidance/training materials for writing reading goals

## Short-Term

- SSIP team meets regularly to monitor SSIP progress
- SSIP partner team provides OSES regular feedback on the SSIP implementation through quarterly meetings
- OELL & OSES increase collaboration to improve literacy instruction
- All K-3 teachers (general education and special education) understand how to apply LETRS (science of reading) principals with all students
- All K-3 teachers have access to evidence based tiered instructional practices and intervention resources in reading
- Special education teachers understand how to develop individualized IEP goals in literacy aligned to SC ELA standards
- Special education teachers understand how to provide systematic, explicit, evidence-based literacy instruction during supplementary instruction
- Parents understand the importance of supporting literacy skills at home
  
- Parents have access to literacy resources to use at home

## Intermediate

- SSIP team meets regularly to monitor SSIP progress and adjust as needed. SSIP partner team provides regular feedback on the SSIP implementation.
- OELL and OSES collaborate regularly to improve literacy instruction.
- All K-3 teachers implement LETRS with fidelity in their classrooms.
- All K-3 teachers instruct all students in South Carolina through evidence-based, systematic, explicit literacy instruction in general education and special education settings.
- IEP Teams develop individualized IEP goals in literacy aligned to SC ELA standards
- Special education teachers provide systematic, explicit, evidence-based literacy instruction during supplementary instruction
  
- Parents of children with disabilities regularly engage in activities relating to literacy skills at home

## Long-Term

- OSES routinely engages/collaborates with internal and external partners in improvement efforts for children with disabilities.
- Increase in literacy skills for children with IEPs and all students in South Carolina.
- Parents of children with disabilities are actively collaborating with schools to improve literacy outcomes for their children with IEPs.