Abner Creek Academy Literacy Plan

2026-2027

Section A - Five Pillars of Reading Instruction

Abner Creek Academy provides a comprehensive literacy framework grounded in evidence-based reading instruction and aligned with the South Carolina College- and Career-Ready ELA Standards. HMH Into Reading is the district-adopted core curriculum. Instruction is supported by district curriculum maps, common assessments, structured literacy practices, and multiple sources of screening, diagnostic, classroom, and progress-monitoring data. The district maintains common expectations while allowing schools to use additional approved measures when they are appropriate to grade level or student need.

1. Oral Language

Oral language is developed through purposeful discussion, storytelling, listening comprehension, academic conversation, and explicit vocabulary instruction. Teachers model and prompt complete oral responses and provide opportunities for students to explain thinking and use new language in context. In the early grades, oral language is closely connected to phonological awareness, vocabulary, and comprehension. Teacher observation, classroom tasks, HMH assessments, and developmentally appropriate screeners provide evidence of student performance. When screening or classroom data indicate a concern, additional diagnostic measures are used to identify the specific need.

2. Phonological and Phonemic Awareness

In the primary grades, phonological and phonemic awareness are taught explicitly and systematically. Schools use either the Structured Literacy pathway within HMH Into Reading or Heggerty for foundational-skills instruction. Instruction includes developmentally appropriate work with rhyme and syllables and progresses to phoneme-level blending, segmenting, deletion, and substitution. Schools use district-approved screeners and classroom measures to monitor performance. LETRS/Adapted LETRS measures, Acadience, AMIRA, and other approved measures are used in various schools according to grade level and local assessment plans. PAST is used as needed as a diagnostic measure to pinpoint specific phonological/phonemic-awareness deficits; it is not treated as a universal screener.

3. Phonics and Word Recognition

Systematic, explicit phonics instruction develops sound-symbol relationships, decoding, encoding, and automatic word recognition. Abner Creek Academy uses the Structured Literacy pathway within HMH Into Reading as part of our foundational-skills approach, with HMH Into Reading serving as the district core ELA curriculum. Primary classrooms use sound walls to

reinforce phoneme-grapheme connections. In upper elementary grades, instruction expands to multisyllabic word reading and morphology, including roots, prefixes, suffixes, and morphemes. Student performance is monitored through classroom checks, spelling/encoding work, HMH assessments, district-approved literacy screeners, and diagnostic measures when indicated. Students with identified foundational reading deficits may receive UFLI as supplemental intervention in addition to Tier 1 instruction.

4. Fluency

Fluency instruction includes teacher modeling, repeated reading, supported oral reading, paired reading, and opportunities to develop accuracy, automaticity, appropriate rate, and expression. Fluency is monitored through classroom reading performance and approved measures selected by schools for the grade level and student need, including AMIRA, Acadience, oral reading assessments, QSI components, HMH reading assessments, and other approved tools. When fluency concerns persist, teams examine underlying word-recognition and language-comprehension data so that intervention addresses the source of the difficulty rather than fluency in isolation.

5. Vocabulary

Vocabulary instruction is explicit and embedded throughout HMH Into Reading and content-area instruction. Teachers address Tier 1 words when clarification is needed, explicitly teach high-utility Tier 2 academic vocabulary, and teach Tier 3 content-specific vocabulary. Students also study word relationships and morphology, including roots, prefixes, suffixes, and morphemes. Vocabulary walls, morpheme walls, student vocabulary resources, discussion, writing, and repeated encounters with words support transfer. Vocabulary knowledge is monitored through HMH lesson/module assessments, classroom formative checks, written and oral responses, and content-area assessments rather than relying on a single universal vocabulary screener.

6. Comprehension

Comprehension instruction develops students' ability to construct meaning from increasingly complex text. Teachers model and provide guided practice with questioning, summarizing, making inferences, identifying central ideas and supporting details, analyzing text structure, and using evidence from text. In early grades, comprehension is assessed orally as students develop decoding skills; written responses become increasingly important as students progress. HMH assessments, common module assessments, teacher-created formative assessments, student work, QSI and other approved benchmark measures, and i-Ready data are considered together to determine whether students are mastering grade-level expectations and where reteaching or additional support is needed.

Section B - Foundational Literacy Skills

Abner Creek Academy aligns foundational literacy instruction with the science of reading, structured literacy, and the district-adopted HMH Into Reading curriculum. All K5-5 classrooms provide a minimum 90-minute uninterrupted literacy block and follow district curriculum maps and scope-and-sequence expectations. We maintain consistent district outcomes and expectations while using approved instructional pathways and assessment tools that fit our students and schedules.

Grades K-2

Foundational instruction emphasizes oral language, phonological and phonemic awareness, phonics, decoding and encoding, automatic word recognition, fluency, vocabulary, and comprehension. Abner Creek Academy uses the Structured Literacy pathway within HMH Into Reading for foundational-skills instruction. Instruction is explicit, systematic, cumulative, and responsive to student performance. Screening and benchmark information is considered with HMH assessments, classroom formative data, teacher observation, and student work. When a student does not meet expected benchmarks, diagnostic measures such as PAST may be used as needed to pinpoint a specific skill deficit. UFLI is used for supplemental foundational-skills intervention when data indicate that additional explicit instruction is needed beyond Tier 1.

Grades 3-5

Students in grades 3-5 continue to receive explicit word-recognition and language-comprehension instruction within grade-level HMH Into Reading lessons. Instruction includes multisyllabic decoding, morphology, fluency, Tier 2 academic vocabulary, content-specific vocabulary, comprehension of complex text, and written response. Students who continue to demonstrate foundational-skill deficits receive additional diagnostic assessment and targeted support rather than being removed from grade-level literacy instruction. UFLI may be used as an intervention for identified foundational reading needs. Schools use benchmark and screening tools such as QSI and, depending on the school and student need, AMIRA, Acadience, Adapted LETRS measures, oral reading assessments, HMH reading assessments, and other approved tools.

Data-Driven Decision Making

Teachers use multiple data sources to make instructional decisions. PLCs meet weekly and analyze common formative, common summative, benchmark, HMH, classroom, and student-work data. Literacy coaches support teachers in planning, interpreting data, differentiating Tier 1 instruction, and implementing evidence-based literacy practices. District and school leaders also review benchmark data to identify patterns and determine needed instructional supports.

Section C - Intervention and MTSS

Abner Creek Academy uses its MTSS Framework to create a consistent process for identifying students, selecting supports, monitoring response, and moving students between tiers. The

process begins with high-quality Tier 1 instruction and uses screening, classroom/PLC data, diagnostic information when indicated, and MTSS team problem solving. We are allowed to personalize staffing, schedules, and approved tools, but the decision-making process and expectations for progress monitoring are districtwide.

Student identification: Universal screening and benchmark data are considered with classroom performance, common assessments, teacher observation, and PLC analysis. A student who is consistently below benchmark or demonstrates risk through classroom/PLC data may be referred for additional problem solving.

Diagnostic clarification: When data indicate a reading concern, teams select diagnostic measures aligned to the suspected area of need. PAST and other diagnostic tools are used as needed to pinpoint skill deficits; they are not universal screeners. The purpose is to determine whether the primary need is in foundational word recognition, fluency, language comprehension, or another area.

Tier 1 response: PLCs determine Tier 1 supports. Tier 1 consists of rigorous, evidence-based core instruction for all students, with frequent checks for understanding, differentiation, reteaching, small-group support, scaffolds, and extension planned within the core program.

Tier 2 targeted support: MTSS teams determine Tier 2 support with teacher/PLC input. Tier 2 is supplemental small-group instruction delivered in addition to Tier 1 for students not meeting grade-level expectations. Intervention plans are documented and aligned to identified skill deficits. For foundational reading needs, UFLI is an intervention resource used across the district. Other approved strategies/materials may be selected when the identified need is fluency or comprehension.

Tier 3 intensive support: Students demonstrating limited progress despite Tier 2 support may receive Tier 3 intervention. Tier 3 is more individualized and intensive, is layered on top of Tier 1 and Tier 2, and may use specialized curriculum or approaches aligned to the student's specific need.

Review and movement between tiers: Tier 2 progress is monitored at least twice monthly and Tier 3 progress is monitored weekly. PLCs and MTSS teams review progress to determine whether support should continue, increase in intensity, change, or fade. MTSS teams make final decisions regarding Tier 2/Tier 3 placement and movement. Students exit supplemental intervention when they demonstrate grade-level proficiency and sustained progress.

School-level MTSS teams meet at least once per quarter to review schoolwide screening and intervention data, discuss student progress and movement between tiers, and identify resource or staffing needs. PLCs meet at least monthly and serve as the ongoing collaborative structure for analyzing instructional and assessment data and planning Tier 1 responses. This distinction ensures that frequent classroom-level problem solving occurs through PLCs while broader tier-placement and resource decisions are addressed through the MTSS team.

Section D - Supporting Literacy at Home

Abner Creek Academy uses written, electronic, and face-to-face communication to help families understand literacy expectations, student progress, and ways to support reading at home. The district will continue the strong practices identified in the prior plan:

- Abner Creek Academy provides at least one family literacy night annually; some schools provide additional events.
- Families of students receiving intervention receive information about identified needs, the support being provided, and ways to reinforce literacy development at home.
- Abner Creek Academy communicates through conferences, letters, newsletters, email, websites/social media, progress reports, and digital platforms.
- Families receive access to reading resources, book lists, digital and physical texts, library partnerships, summer literacy support, and reading-engagement opportunities such as Beanstack.
- Written communication is translated as needed, and interpreters are provided for conferences when language access is needed.
- Parents are provided practical strategies such as asking open-ended questions, discussing and summarizing text, and supporting appropriate decoding strategies.

District and Abner Creek literacy goals are communicated to stakeholders through school and district communication channels, family literacy events, conferences, and school-based improvement/achievement communications. Individual student progress toward literacy expectations is communicated regularly so families understand both the goal and the support being provided.

Section E - Progress Monitoring and Assessment System

Abner Creek Academy uses a coordinated assessment system that combines district expectations with school-level flexibility. The goal is a unified process rather than an identical list of tools at every school. All schools operate within common expectations for universal screening, use of multiple data sources, diagnostic assessment when indicated, PLC data review, intervention decision making, and Tier 2/Tier 3 progress-monitoring frequency. Schools in District five may use additional district-approved tools based on grade level, intervention program, staffing, and student need.

K-2 Assessment and Monitoring

In grades K-2, our school uses developmentally appropriate screening, benchmark, classroom, and diagnostic measures to monitor foundational literacy development. Across schools, tools include QSI, LETRS/Adapted LETRS Survey measures, AMIRA, Acadience, PAST as needed, writing benchmarks, letter/sound assessments, HMH assessments, and other approved literacy measures. Administration varies by grade and school; many benchmark/screener measures are administered three times annually. KRA is administered in kindergarten at the beginning of the year within the state-established administration window and is not treated as a three-times-per-year progress-monitoring tool. PAST is used diagnostically as needed rather than universally.

Grades 3-5 Assessment and Monitoring

In grades 3-5, our school uses benchmark and classroom data to monitor progress toward grade-level standards and to identify students requiring additional support. QSI is widely used in grades 1-5, and schools may also use AMIRA, Acadience, Adapted LETRS measures, oral reading assessments, HMH reading/guided-reading assessments, writing benchmarks, reading benchmarks, common module assessments, and other approved tools according to grade level and student need. These data are considered alongside HMH assessments, classroom formative checks, common assessments, student work, and i-Ready data.

Districtwide Monitoring Expectations

- Tier 1: frequent checks for understanding embedded in lessons and PLC assessment/unit plans; benchmark/universal screening occurs at least three times annually using district-approved assessments.
- Tier 2: progress monitoring at least bi-weekly (twice per month) using a measure aligned to the skill being remediated.
- Tier 3: progress monitoring weekly using a measure aligned to the intensive intervention target.
- PLCs: meet at least monthly to analyze common formative, summative, benchmark, progress-monitoring, and student-work data and plan instructional responses.
- MTSS teams: meet at least once per quarter to review schoolwide screening/intervention data, student movement between tiers, and resource/staffing needs.

Assessment Framework by Grade Band

Grade band	Assessment type	Examples in current use	Typical frequency	Primary use
K-2	Universal/benchmark	QSI; AMIRA; Acadience; LETRS/Adapted LETRS measures; school-approved literacy screeners	Generally 3x/year; varies developmentally by tool/grade	Identify risk; monitor grade-level/foundational progress
K-2	Diagnostic / as needed	PAST; letter/sound measures; other approved diagnostic tools	As needed	Pinpoint specific foundational skill deficits and guide grouping/intervention

K-2	Classroom/common	HMH assessments; writing benchmarks; common/module assessments; teacher formative checks	Ongoing / according to curriculum plan	Guide Tier 1 instruction, reteaching, differentiation, and PLC decisions
3-5	Universal/benchmark	QSI; i-Ready; school-approved benchmark measures; AMIRA/Acadience where used	Generally 3x/year	Identify students at risk and monitor progress toward grade-level expectations
3-5	Diagnostic / as needed	Adapted LETRS measures; PAST when appropriate; oral reading/HMH reading assessments; other approved diagnostics	As needed	Identify the specific source of reading difficulty and select targeted support
3-5	Classroom/common	HMH assessments; writing benchmarks; reading benchmarks; common/module assessments; teacher formative checks	Ongoing / according to curriculum plan	Monitor standards mastery and guide Tier 1 response
Tier 2	Progress monitoring	Skill-aligned measure connected to intervention target	At least twice monthly	Determine response; continue, adjust, intensify, or fade support
Tier 3	Progress monitoring	Skill-aligned measure connected to intensive intervention target	Weekly	Guide rapid instructional adjustments and tier decisions

Section F - Teacher Training and Coaching

Abner Creek Academy recognizes that consistent implementation of evidence-based literacy practices depends on ongoing professional learning and job-embedded support. Professional development includes the South Carolina ELA standards, science of reading, structured literacy, foundational skills, HMH Into Reading, assessment/data use, and MTSS practices.

- LETRS remains a major professional-learning pathway for elementary educators and other literacy personnel. Currently, all certified K – 3rd grade teachers have either completed or are working towards completion of the LETRS course.
- District curriculum maps and scope-and-sequence documents support consistent implementation of HMH Into Reading and alignment to South Carolina standards.
- The Literacy coach supports transfer of professional learning into classroom practice through collaborative planning, PLC participation, modeling, observation and feedback, coaching cycles, and analysis of student data.

· The Literacy coach collaborates with administrators and grade-level teams to strengthen Tier 1 implementation and to help teachers connect assessment results to reteaching, differentiation, and intervention decisions.
· PLCs meet at least monthly and provide an ongoing structure for teachers to apply professional learning to common planning, assessment analysis, and instructional response.

LETRS Questions:

· How many teachers in your school have completed Volume 1 ONLY of LETRS? **9**
· How many teachers in your school have completed Volumes 1 and 2 of LETRS? **23**
· How many teachers in your school are beginning Volume 1 of LETRS this year? **2**
· How many teachers in your school are beginning Volume 2 of LETRS this year? **7**
· How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **0**
· How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **0**

Section H - Previous School Year SMART Goals and Progress

Abner Creek Academy will report progress toward each 2025-2026 SMART goal using both quantitative results and qualitative evidence. Final 2025-2026 results should be inserted before submission so that the district can identify whether each goal was met and what the data indicate for next steps.

Previous Goal 1 - Third Grade SC READY ELA

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 10.7% to 5% in the spring of 2026.

Progress: We reduced the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 10.7% to 9.2%.

Qualitative evidence and next step:

During the 2025–2026 school year, Abner Creek Academy continued implementing HMH Into Reading across K–3 classrooms to strengthen Tier 1 literacy instruction and support alignment with the Science of Reading. Teachers utilized structured literacy practices that addressed phonological awareness, phonics, fluency, vocabulary, and comprehension. Classroom walkthroughs, lesson plan reviews, and coaching conversations provided opportunities to monitor implementation, support instructional consistency, and identify areas for continued growth.

Teachers used diagnostic assessments, including the PAST, LETRS Screener, and Indicator-Aligned Inventories, to identify student needs in foundational literacy skills. Assessment data informed small-group instruction and targeted interventions using research-based resources such as UFLI and Orton-Gillingham. Continued LETRS training supported teachers in strengthening their knowledge of evidence-based literacy practices.

Ongoing progress monitoring helped teams evaluate student growth, adjust instruction, and identify students needing additional support.

NEXT STEP:

Abner Creek Academy will continue strengthening the implementation of HMH Into Reading across K–3 classrooms to ensure consistent, high-quality Tier 1 literacy instruction. Classroom walkthroughs, lesson plan reviews, and coaching feedback will be used to monitor implementation and identify professional learning needs. Teachers will continue using diagnostic assessment data to plan targeted small-group instruction and provide additional support for students who demonstrate gaps in foundational literacy skills.

Grade-level teams, interventionists, special education teachers, and multilingual learner teachers will continue collaborating to review student data, align instructional practices, and coordinate interventions. Professional learning will focus on strengthening structured literacy practices and ensuring teachers can effectively address individual student needs. Student progress will be reviewed regularly to evaluate the effectiveness of interventions, adjust instructional groups, and ensure students are developing the foundational reading skills necessary for continued success.

Previous Goal 2 - Typical Growth Goal

By the end of the 2025-2026 school year, we will improve our students who meet their typical growth goal from 59% to 80% as measured by the iReady Reading Diagnostic.

Progress: Student growth outcomes improved, with 65% of students meeting their typical growth goals compared to 59% in the previous year.

Qualitative evidence and next step:

Qualitative evidence: During the 2025–2026 school year, Abner Creek Academy focused on improving student reading growth through consistent, data-driven instruction aligned with the Science of Reading. Teachers utilized i-Ready Reading Diagnostic data to identify student strengths, determine areas of need, and guide instructional planning. Data discussions and collaborative planning supported the use of targeted small-group instruction to address specific reading skill deficits in phonological awareness, phonics, fluency, vocabulary, and comprehension.

Teachers used a variety of instructional strategies, classroom assessments, and formative measures to monitor student progress and adjust instruction as needed. The instructional coach supported teachers in analyzing student data and identifying instructional strategies to address learning gaps. Intervention and enrichment opportunities were used to provide additional support and extend learning based on student needs. Continued collaboration among teachers helped maintain a focus on student growth and progress toward individual i-Ready goals.

Next step: Abner Creek Academy will continue using i-Ready Reading Diagnostic data to guide instructional decisions and support student growth. Following each diagnostic window, teachers

will analyze student performance and growth data to identify students who are meeting expectations, students who need additional support, and students who would benefit from enrichment opportunities.

Grade-level teams will continue using collaborative PLC meetings to review student data, focus on the essential standard for each module, and determine next instructional steps based on student performance. Teachers will collect data on student mastery of essential standards and use this information to plan targeted small-group instruction aligned with students' specific reading needs. The instructional coach will provide ongoing support through professional development, data analysis, and coaching focused on effective literacy practices and the use of assessment data to drive instruction.

Teachers will regularly monitor student progress through i-Ready growth checks, classroom assessments, and formative measures to determine the effectiveness of instructional strategies and make adjustments as needed. The school will also continue strengthening intervention and enrichment opportunities to ensure all students receive instruction that meets their needs. Family communication will remain a priority, with teachers sharing student progress and practical strategies families can use to support reading development at home. Progress toward the schoolwide i-Ready growth goal will be reviewed throughout the year to determine the effectiveness of these efforts and identify areas for continued improvement.

Previous Goal 3 - Informational Text

By the end of the 2025-2026 school year, we will improve our overall informational text comprehension from 35% to 60% as measured by the iReady Reading Diagnostic.

Progress: 65% of students are reading on grade level in informational text based on i-Ready Inform Assessment results, meeting the established goal of 60%.

Qualitative evidence and next step:

During the 2025–2026 school year, Abner Creek Academy focused on improving students' informational text comprehension through explicit instruction and consistent use of research-based reading strategies. During core reading instruction using *HMH Into Reading*, teachers emphasized identifying main ideas and key details, understanding text structure, using text features, and summarizing informational texts. Students engaged in close reading, text-dependent questioning, and informational texts across content areas to strengthen comprehension, background knowledge, and academic vocabulary.

Teachers used i-Ready data, classroom assessments, and student work samples to identify areas of need and guide instructional planning. Collaborative PLC discussions provided opportunities for teachers to review student performance, share instructional strategies, and determine next steps to support student learning. Targeted small-group instruction was used to address specific comprehension needs and provide additional support for students who needed it.

Next Steps: Abner Creek Academy will continue strengthening informational text comprehension through explicit instruction and consistent implementation of effective reading

strategies. Teachers will use i-Ready Reading Diagnostic data and classroom assessments to identify student strengths, determine areas for growth, and guide instructional decisions.

Grade-level teams will continue using collaborative PLC meetings to review student data, focus on the essential standard for each module, and determine next instructional steps based on student performance. Teachers will collect data on student mastery of essential standards related to informational text comprehension and use this information to plan targeted small-group instruction. Instruction will continue to emphasize identifying main ideas and key details, analyzing text structure and text features, summarizing informational passages, and developing academic vocabulary through *HMH Into Reading* and content-area texts.

The instructional coach will support teachers through professional development, data analysis, and PLC discussions focused on effective strategies for teaching informational text comprehension. Teachers will regularly monitor progress through i-Ready growth data, classroom assessments, formative measures, and student work samples to evaluate instructional effectiveness and adjust teaching as needed. Intervention and enrichment opportunities will continue to be provided based on student performance to ensure all learners receive appropriate support and opportunities for growth.

Section I - 2026-2027 SMART Goals and Action Steps

Goal 1 - Third Grade ELA

By Spring 2027, the percentage of third-grade students scoring Meets or Exceeds on SC READY ELA will increase from **70.6%** to **73%**

- Strengthen Tier 1 literacy instruction through consistent implementation of HMH Into Reading, district curriculum maps, explicit instruction aligned to SC ELA standards, and evidence-based structured literacy practices.
- Use HMH, common/module, classroom formative, benchmark, and student-work data during PLCs to identify standards and skills requiring reteaching, differentiation, or additional support.
- Literacy coaches support grade-level teams through planning, modeling, observation/feedback, coaching cycles, and data analysis to strengthen Tier 1 implementation.
- Use screening and diagnostic assessment to identify the specific source of persistent reading difficulty before assigning supplemental intervention.
- Provide Tier 2/Tier 3 intervention aligned to identified needs; use UFLI for foundational reading intervention when appropriate. Monitor Tier 2 at least twice monthly and Tier 3 weekly.
- Communicate identified needs, intervention supports, progress, and home strategies to families. Students meeting district criteria for summer literacy support are invited and encouraged to participate.

- Dive deeply into essential standards to clarify learning expectations, identify prerequisite skills, and plan targeted instruction that prepares students to demonstrate mastery on grade-level SC ELA standards.
- Provide extension groups for students who demonstrate mastery of grade-level standards, offering opportunities for deeper thinking, complex text analysis, and application of reading and writing skills.
- Use Solution Tree training to guide PLCs in establishing clear learning goals, analyzing student data, identifying students who have not yet mastered essential standards, and planning responsive instruction and enrichment.

Goal 2 - ELA/Writing

By Spring 2027, the average score of 3rd grade students on the TDW portion of the SCReady test will increase from **1.88%** to **2.5%**. The range is 0 - 4.

- Coaches will provide explicit instruction in the components of a strong TDW response, including analyzing the prompt, developing a clear response, selecting relevant text evidence, explaining evidence, and organizing ideas.
- Teachers are directed to use the SC READY TDW rubric regularly with students so they understand the characteristics of responses at each performance level.
- Incorporate frequent opportunities for students to respond in writing to grade-level texts across the school year, gradually increasing from shorter constructed responses to full TDW responses.
- Coaches will lead teachers in analyzing student writing during PLCs to identify common areas of need and determine instructional next steps, as well as using student exemplars and teacher modeling to demonstrate how writers move from a developing response to a stronger response.
- Teachers will provide targeted small-group instruction based on students' specific writing needs, such as organization, elaboration, use of text evidence, or conventions.
- Provide literacy coach support through developing common language for writing. We will study the book, “The Art and Science of Writing Instruction” from Solution Tree and implement practices from the book within individual PLCs at the school level.

Goal 3 - ATSI

Increase the percentage of students with disabilities scoring Meets expectations in the spring of 2026 as determined by SC READY from **19.3%** to **24%** in the spring of 2027.

- Strengthen collaborative planning between general education and SPED teachers by ensuring SPED teachers are actively involved in grade-level planning, lesson design, and the development of accommodations and instructional supports aligned to SC READY standards.
- Utilize the Continuous Improvement Coach to support the SPED department through regular collaboration, instructional coaching, data analysis, and identification of strategies to address specific student learning gaps.
- Establish a consistent data-monitoring process for students with disabilities and multilingual learners using classroom assessments, i-Ready data, common formative

assessments, and other progress-monitoring data to identify areas of need and track student growth.

- Use student data to provide targeted small-group instruction and intervention focused on priority standards and identified skill gaps, with adjustments made based on ongoing progress-monitoring results.