Directions: Please provide a narrative response for Sections A-I.

LETRS Questions:

  • How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?: **6**
  • How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: **3**
  • How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: **15**

Section A: Describe how reading assessment and instruction for all PreK-5th grade students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

Response: At HCS, reading assessments and instruction for all scholars include explicit instruction for both whole group and small group instruction. Lesson plans and PLC meetings highlight an emphasis on including the consistent use of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension of text that address the grade level ELA standards. Providing multiple strategic and data informed opportunities for scholars to practice and engage in literary text to build the essential skills that lead to fluency and rich comprehension.

Section B: Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Response: Teachers in grades K-2 are trained in LETRS and accompanying assessments. Classroom teachers use the schools curriculum, which aligns with SC State Reading standards to ensure mastery.

Section C: Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

Response: Our school assesses students three times a year using iReady as a benchmark assessment. We have also implemented DIBELS screeners in all grades for diagnostic data to target those in need of additional support in areas of phonological awareness and phonics. The reading interventionist is pulling from the data small groups of students to scaffold these skills and support the students to become more proficient readers. From the diagnostic assessments, we look at trends in the data and strands, then target classroom and small group instruction to those deficits.

Section D: Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.

Response: At HCS we host family engagement nights, in which teachers collaborate with families to support students' academic growth. During family engagement nights classroom teachers provide families with resources that can be used at home. In addition, teachers stay in constant communication with families via ClassDojo and provide necessary resources for at home learning. At HCS we also have book fairs, in which scholars can purchase books to read at school and at home.

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

Response: At HCS, all classroom teachers routinely assess their students on learning targets and proficiency levels. We have implemented a data tracker that is available to all instructional staff so we can see the impact of the direct, explicit instruction. Weekly progress monitoring is conducted in intervention groups, and in process to monitor biweekly oral reading fluency in classrooms.

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

Response: At HCS, we utilize several touchpoints and collaborative interactions with teachers that provide one on one, small group, and whole staff development on the science of reading, structured literacy, and foundational literacy skills to support all scholars. On a weekly basis, during designated planning time, whole staff professional development, one-on-one coaching conversations and during classroom walkthroughs with real time coaching, our school's instructional coaches provide data driven, differentiated support to teachers in the above noted domains.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• By the EOY, there was a 13% increase of scholars performing on or above grade level in ELA. • 67% of students met the typical growth target.	• Additional data points to track progress and growth. • More detailed reports to address domains or standard based skills.

Section H: **Previous** School Year SMART Goals and Progress Toward Those Goals

  • Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and
      qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

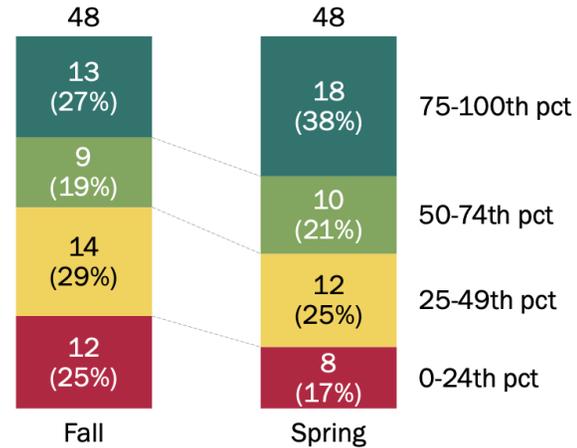| Goals	Progress
Goal #1 50% of students in grade K & 1 will meet their reading growth stretch goals as measured by growth from the Fall to Spring iReady reading diagnostic.	 **40% of students met the stretch target for 2023-2024 school year.** **44% of the students that returned to HCS met their stretch target.**

Goal #2:	
75% of students in grade K & 1 who score below the 25th percentile will meet their reading growth stretch goals as measured by growth from the Fall to Spring iReady reading diagnostic.	**No. of students in each quartile of proficiency** **English Language Arts** Mat 48 48 Fall: 13 (27%), 9 (19%), 14 (29%), 12 (25%) Spring: 18 (38%), 10 (21%), 12 (25%), 8 (17%) 75-100th pct 50-74th pct 25-49th pct 0-24th pct Fall Spring Data as of May 8, 2024 Including Kinder and 1st grade Excludes students that completed iReady testing in Fall or Winter but not Spring (i.e., students that withdrew during the school year) ==Unsure of which 12 students were in the 25 percentile to know whether or not they met their stretch growth in ELA. That percentile decreased by 4 students for the end of the year which proves a few students were moved out to a higher percentile.==
Goal #3:	

Section I: Current SMART Goals and Action Steps Based on Analysis of Data
- All schools serving students in third grade MUST respond to the third-grade reading proficiency goal. Schools that do not serve third grade

students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool

Goals	Action Step
Goal #1: Kindergarten By the End of the School Year 2024-2025, 80% of our Kindergarten scholars will meet grade level standards in Vocabulary based on EOY iReady assessment.	Focus on small groups and explicit instruction by utilizing research based vocabulary routines.
Goal #2: First Grade By the End of the School Year 2024-2025, 80% of our First Grade scholars will meet grade level standards in High Frequency Words based on EOY iReady assessment.	Focus on small groups and explicit instruction by applying research based decoding and fluency strategies that include the implementation of High Frequency Words.
Goal #3: Second Grade By the End of the School Year 2024-2025, scholars currently performing 2 grade levels below in Phonics will reduce to 14% based on EOY iReady assessment.	Focus on small groups and explicit instruction by applying research based phonics strategies and skills to increase decoding skills during application.