

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

Hampton County School District

October 12, 2023

Section A: Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts

Assessment

- Summative Assessment
 - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
 - MAP
 - Star Reading
 - iReady
 - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
 - Identify Problem; Explore Why It Is Occurring; Develop Action Plan; Monitor and Evaluate the Plan
- Documentation of Data

Possible Sources of Evidence:

Universal Screening Data, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, PAST (Phonological Assessment Screening Test)

Reflections	Rarely	Sometimes	Routinely	HCS D NOTES Target Schools for Improvement
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A2. Assessments include screening, diagnostic, and progress monitoring to identify students’ instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES FES HCHS
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BHP HES

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Section B: Schools in this district provide Tier 1 reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Research-Based and Evidence-Based Instructional Practices

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Explicit and Systematic Phonics, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferencing, and Systematic Data Collection
- Read Aloud, Shared Reading, Explicit Reading Instruction, Small Group Reading Instruction, Conferencing and Systematic Data Collection
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

Possible Sources of Evidence:

Teacher Observations, Schedules, Lesson Plans

Reflections	Rarely	Sometimes	Routinely	HCSD Target Schools for Improvement
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BHP HES NDMS HCHS
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HES
B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HES
B4. Teachers monitor student engagement in reading and writing and use this data to build stamina.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES VES HCHS
B5. Teachers make instructional decisions and program choices aligned with scientific research, strategic use of assessments and observations of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES NDMS
B6. Teachers model reading using literary texts and informational texts to build accuracy and fluency in reading.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES NDMS

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Reflections	Rarely	Sometimes	Routinely	HCSD Target Schools for Improvement
B7. Teachers model through interactive writing experiences to build accuracy and fluency in writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES NDMS EMS HCHS
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, and speaking.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BHP HES HCHS
B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES BES
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HCHS

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Section C: Schools in this district provide Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Supplemental Instruction

- Foundational Reading Skills
 - Listening Comprehension
 - Print Concepts
 - Decoding and Encoding
 - Phonological Awareness and Phonics
 - Fluency
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)
- Small Group and Individual Instruction to Target and Intensify Instruction

Possible Sources of Evidence:

Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors

Reflections	Rarely	Sometimes	Routinely	HCSD Target Schools for Improvement
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES HCHS
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students’ reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EES BES HES
C3. Teachers provide targeted, effective in-class intervention which: <ul style="list-style-type: none"> • must provide individual and small-group instruction; and • must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES VES BHP HCHS

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Section D: Schools in this district embed practices reflective of exemplary literacy-rich environments.

Literacy-Rich Environmental Components

- Immersion in literacy and language experiences
- Classroom libraries across disciplines
- Materials meet the needs of all children including students with disabilities and multi-language learners
- Appropriate academic language including student led conversations
- Atmosphere of room conducive to learning

Possible Sources of Evidence:

Schedules reflecting an appropriate number of minutes for foundational skills instruction, independent reading, intervention, and writing independently for a sustained period of time during writing instruction, environments displaying a variety of print materials, authentic student work, co-created anchor charts, and sound walls.

Reflections	Rarely	Sometimes	Routinely	HCSD Target Schools for Improvement
D1. Teachers use predictable structures so that students construct knowledge by reading and writing authentic texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BHP HES HCHS
D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EES BES HES EMS
D3. Teachers provide instruction and practice time in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HES
D4. Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES NDMS HCHS
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BHP BES HES EMS NDMS
D7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES

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Reflections	Rarely	Sometimes	Routinely	HCSD Target Schools for Improvement
				NDMS HCHS

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Section E: Schools in this district ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels.

Reading Engagement

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous grade-level appropriate books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genres.

Possible Sources of Evidence:

Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries

Reflections	Rarely	Sometimes	Routinely	HCSD Target Schools for Improvement
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EES HES EMS NDMS
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EES VES HES NDMS HCHS
E3. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HES
E4. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms. Texts should include decodable texts and culturally diverse, authentic texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EES HES NDMS

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Section F: Schools in this district provide teacher and administrator training in evidence-based reading and writing strategies.

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on What Works Clearinghouse
- Foundational Reading Skills

Possible Sources of Evidence:

Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans, LETRS Progress Reports

Reflections	Rarely	Sometimes	Routinely	HCSD Target Schools for Improvement
<p>F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:</p> <ul style="list-style-type: none"> • Study groups • Collaboration through coaching cycles with school coach • Professional book clubs • Teacher action research • Collaborative planning • Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<p>F2. Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:</p> <ul style="list-style-type: none"> • Study groups • Collaboration with school coach • Professional book clubs 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HES

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Section G: Schools in this district develop strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Literacy Partnerships

Possible Sources of Evidence:

Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer

Reflections	Rarely	Sometimes	Routinely	HCSD Target Schools for Improvement
<p>G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing.</p> <ul style="list-style-type: none"> • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EES HES EMS
<p>G2. Specific actions are taken to foster partnerships.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EES HES EMS

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Section H: Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.

Family Support of Literacy Development

Possible Sources of Evidence:

Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

Reflections	Rarely	Sometimes	Routinely	HCSD Target Schools for Improvement
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HES BES HCHS

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Section I: Analysis of Data

Strengths	Possibilities for Growth
<p><i>Annual Growth for All Students, Catch-Up Growth for Those Who Are Behind: A Map for Success (SCDE College & Career Readiness)</i></p> <p>*Complete Data System (iReady)- This assessment tool serves as our diagnostic, formative assessment; universal screener; personalized learning software for MTSS (enrichment/intervention); and provides a teacher toolbox of specific target areas and lessons for intervention with specific students with on-going district-wide professional development support</p> <p>*Excellent Core Instruction (Fountas & Pinnell Classroom)- We have adopted a supplemental core curriculum to assist teachers in providing a research-based, rigorous instruction for our students based on the Five Essential Components of Reading. We also adopted the Green Band of Open Court for our Palmetto Literacy Project schools to use to assist in providing systematic instruction in Phonological Awareness & Phonics to our most "at-risk" schools.</p> <p>*Targeted Intervention (MTSS Plan)- In addition to supplemental software to assist with our Tier 2, Tier 3 students (iReady, DreamBox, Read 180, etc.), we have built into the master schedules in grades K-6 an additional 30 min. of FLEX time to provide targeted intervention, enrichment, etc. beyond the typical instructional block. All classroom teachers serve as interventionist along with additional support personnel. Our Tier 3 students also receive specialized support by a Reading Recovery trained teacher/interventionist using LLI kits as a supplement (K-3rd grade).</p> <p>*District Key Supports- We have moved to a modified school calendar which includes "Intersession Days" by invitation only for students at the end of each quarterly break. These days serve as additional</p>	<p><i>Annual Growth for All Students, Catch-Up Growth for Those Who Are Behind: A Map for Success (SCDE College & Career Readiness)</i></p> <p>*Targeted Intervention at the Middle/Secondary Level- We need to strengthen our MTSS support at the middle/ secondary level not only through instructional materials, but also in training and support for personnel and time built into the instructional day.</p> <p>*Targeted Intervention- Ongoing progress monitoring with probes and tracking data to determine if the intervention is working and if not, additional strategies to try. Developing short term personalized goals <i>with</i> students.</p> <p>*District Key Supports- Phase 1: Continue to provide support in expectations outlined in our MTSS plan- evidence-based strategies, progress monitoring, & documentation. Phase 2: We have purchased the MTSS piece through Enrich but we need to provide more assistance to our teachers in how to utilize this database in tracking progress and support for individual students beyond our LAP folders in grades K-6.</p> <p>*Excellent Core Instruction- Continuous focus on high-quality classroom instruction for Tier 1 students. Provide in-depth coaching support and feedback.</p> <ul style="list-style-type: none"> • All teachers provide targeted, effective in-class intervention • Increase conferring with students to set individual reading and writing goals • Teachers monitor reading & writing engagement

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<p>intervention, enrichment, and/or seat recovery time for identified students. We also are participating district-wide in LETRS training for all K-3 grade teachers, interventionist, principals, coaches, & SPED which will be a 2-year commitment to improve our knowledge of the foundation of reading.</p> <ul style="list-style-type: none"> • Utilizing a variety of text including leveled texts and decodable texts (F&P Classroom Curriculum) • Using data to drive instruction and plans for intervention (iReady-Tools for Instruction small group intervention lessons/ Fountas & Pinnell LLI kits/ RISE intervention kits) • Providing Coaching Cycles and feedback to staff along with weekly embedded PLC • Constructing schedules to allow for additional time for intervention and instruction outside of instructional block by classroom teacher and other support personnel (MTSS/Advisory Block) • District-wide LETRS professional development for all certified staff in grades PK-3 • On-going professional development in iReady for supplemental support for all Tiers of students • All teachers working toward R2S Endorsement/in-house Early Literacy training (Reading Recovery/EL with support of Clemson University) 	<ul style="list-style-type: none"> • Implement the UFLI curriculum- A explicit and systematic phonics program in grades K-2 • Implement Heggerty Phonological Awareness program in K-1 • Unpacking/understanding State Standards (create new pacing guides) • Increase shared writing experiences and displays of writing and other student artifacts • Professional development in the TDW (vs TDA) process • Provide additional support in vocabulary
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NEW Question for District-level Survey:

1. Please provide the total number of **first** graders from the 2022-23 school year who were projected to score Does Not Meet on SCReady ELA by third grade: **6** (3% of 191 students as measured by EOY
2. **iReady Diagnostic)**
3. Please provide the total number of **second** graders from the 2022-23 school year who were projected to score Does Not Meet on SCReady ELA by third grade: **27** (15% of 180 students as measured by EOY iReady Diagnostic)

Note: This number is also submitted for the annual state report card; our recommendation is to pull your district's information for the report card for this section so all data aligns.

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Section J: Previous School Year SMART Goals and Progress Toward Those Goals


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

Goals	Progress
<p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from ___26___ % to ___23___ % in the spring of [previous school year].</p>	<p>We met our goal- 23% of HCSD 3 grade students scored “Does Not Meet” on the ELA portion of SC READY in the Spring of 2023.</p>
<p><u>Goal #2:</u></p> <p>By Spring 2023, HCSD will increase the percentage of students in grades 3-5 scoring “meets and exceeds” in ELA on SC READY by 3% points from 42% to 45%.</p>	<p>We exceeded our goal- 48% of HCSD students in grades 3-5 scored “meets or exceeds” in ELA on SC READY in the Spring of 2023.</p>
<p><u>Goal #3:</u></p> <p>By Spring 2023, HCSD will increase the percentage of students scoring “meets or exceeds” in ELA on SC READY in grades 3-8 at or above the state’s improvement rate to continue to close the achievement gap between HCSD and the state’s average.</p>	<p>We exceeded our goal- HCSD students in grades 3-8 showed a 9%-point increase in number of students scoring “meets or exceeds” in ELA on SC READY in Spring of 2023 as compared to SC showing a 7%-point increase.</p>

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Section K: Current SMART Goals and Action Steps Based on Analysis of Data



All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts 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. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<p><u>Goal #1 (Third Grade Goal):</u></p> <p>Reduce the percentage of third graders scoring “Does Not Meet” in the spring of 2023 as determined by SC READY from 23 % to 20% in the spring of 2024.</p> 	<p><i>"Rowing harder doesn't help if the boat is headed in the wrong direction." - Kenichi Ohmae</i></p> <p><i>Annual Growth, Catch-Up Growth Maxim #15 "All students need to make annual growth. Annual growth is a year's worth of progress for each year of instruction."</i></p> <p><i>Maxim # 21 "Students who are behind need to make catch-up growth. Catch-up growth is annual growth plus some additional part of a year's growth."</i></p> <p>Goal 3: Strategy 1: Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag.</p> <p>1.1 Define the interventions to be utilized at each tier within the MTSS framework and provide teachers with professional development on the implementation of research-based instructional practices. Provide focused PD on MTSS for all schools.</p> <p>1.2 Analyze data from <i>iReady & Rally Tool</i> to identify individual student needs and performance projections. Utilize the ongoing diagnostic reports from <i>iReady</i> and personalized learning paths identified for each student within the program from the <i>Tools for Instruction</i> lessons for each student.</p> <p>1.3 Embedded weekly PLC/Data meetings in each of our schools led by Instructional Coaches and administrators. Each meeting is focused on data analysis, both qualitative and quantitative data, to set improvement goals and areas of support.</p> <p>1.4 District personnel, principals, teachers, reading coaches, instructional coaches, and interventionists will work in accordance with the MTSS Framework to ensure students receive the interventions needed based on specific needs.</p> <p>1.5 Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions through the multi-tiered support system (MTSS) process. (See HCS D Implementation Flowchart, MTSS Referral Form, & MTSS Implementation Plan)</p> <p>1.6 Provide effective interventions for students through tiered instruction as designed by the district's MTSS Framework</p> <ul style="list-style-type: none"> ■ Decrease the number of students needing Tier 2 (F & P/ <i>iReady</i>) interventions by providing effective Tier 1 instruction

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	<ul style="list-style-type: none"> ■ Decrease the number of students needing Tier 3 (LLI/ <i>Reading Recovery</i>, <i>iReady</i>) interventions by providing effective Tier 1 and Tier 2 instruction, as a result, meeting the needs of all students ■ Use and understand comprehensive formative assessments, collect, and analyze data, make instructional decisions based on data, establish, and implement instructional action plans to provide effective interventions for all students as designed by the MTSS Framework. <p>1.7 Revisit annually the <i>MTSS Self-Assessment (SAM)</i> rubric to monitor effectiveness and establish action steps for improvement.</p> <p>1.8 Use the MTSS Database in Enrich for all Tier3 students and identify Tier 2 students receiving targeted support with ongoing MTSS SIT meetings.</p> <p>Strategy 2: Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "at-risk" students (Time, Focus, Type). The focus is on personalized learning for students.</p> <p>2.1 Add additional learning opportunities such as Reading Plus classes to double-dip identified students with significant leaning lag. (Grades 7-12) (Grades 9-12) Local Board Approved Courses- <i>Support Instructional Area</i></p> <p>2.2 Provide interventionists at each elementary school to serve students in ELA. Classroom teachers will serve as the first level of intervention during a designated “intervention time” with additional support from school level interventionists and other staff members.</p> <p>2.3 Build intervention service times into the school-wide schedule so students are receiving services outside their instructional blocks. (Teacher as Interventionist)</p> <p>2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support. District SELCurriculum(K-12)</p> <p>2.5 Invest in additional intervention curriculums for ELA to address specific learning tiers. (ie. LLI-Tier 2, Phonics/Phonemic Awareness- Tier 2 & Tier 3, Reading Recovery- Tier 3, EL services-Tier 2) <i>iReady Learning is a supplemental support that provides personalized learning for ALL students (Tier 1, Tier 2, Tier 3) with additional intervention & classroom-based lessons for whole group, small group, and individual student lessons.</i></p>
<p><u>Goal #2:</u></p> <p>By Spring 2024, HCS D will increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3% points in order to be on-track to meet/exceed state target goal in 2026= 56%.</p> <p>2023=47%</p> <p>2024=50%</p> <p>2025=53%</p> <p>2026=56%</p>	<p><i>"We need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in." - Desmond Tutu</i></p> <p><u>Prevention & Intervention</u></p> <p>Annual Growth, Catch-Up Growth Maxim: #16 "Excellent initial teaching creates annual growth."</p> <p>GOAL 1:</p> <p>Strategy 1: Collect and respond to assessment data on an ongoing basis.</p> <p>1.1 Developed a plan for collecting, analyzing, and interpreting longitudinal data to identify gaps and areas of weakness. Universal screeners for Grades PK-2 at the beginning of year, ongoing formative</p>

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	<p>assessments, three times a year (Fall, Winter, Spring), and ongoing progress monitoring using identified approved assessments.</p> <p>1.2 Implement ongoing data team meetings to identify targeted areas for improvement including curricular needs, coaching cycles, & professional development. Data profiles are created into Enrich along with Assessment Portfolios for each child.</p> <p>1.3 Embedded weekly PLC/Data meetings in each of our schools led by Instructional Coaches and administrators.</p> <p>1.4 Conducted a district curriculum audit, (Spring 2021) to determine fiscally responsible use of funds and identify & purchase supplemental resources as needed. (Phase 1: ELA Grades K-2/ Phase 2: Grades 3-5/Phase 3: Middle/HS),</p> <p>Implementation Timeline:</p> <ul style="list-style-type: none"> ❖ New Tier 1 Curriculum for ELA in grades K-5, <i>Fountas & Pinnell Classroom (2021-2022 SY)</i> ❖ New Tier 1 Supplemental Curriculum for Palmetto Literacy Project Schools to support Phonics, <i>Open Court- Green Band (2022-2023 SY)</i> ❖ New Supplemental Personalized Learning Software (MTSS- Tier 1, Tier2, Tier3) for ELA-, <i>iReady Personalized Learning (2022-2023 SY)</i> ❖ New Supplemental MTSS <i>Tools for Instruction (iReady)</i> lessons & resources for whole group/small group instruction (2022-2023 SY)
<p>Goal #3:</p> <p>By Spring 2024, HCS D will increase the percentage of students scoring “meets or exceeds” in ELA on SC READY in grades 3-8 at or above the state’s improvement rate to continue to close the achievement gap between HCS D and the state’s average.</p> 	<p>Strategy 2: Increase the knowledge of district teachers and leaders in curriculum, accountability, and instruction.</p> <p>2.1 Provide in-depth professional learning opportunities for all PK- 3rd grade teachers to increase their foundational knowledge of reading. Learning opportunities include: LETRS training and in-house Early Literacy coursework through Clemson University. Weekly ongoing support is provided at the school level by Reading Coaches.</p> <p>2.2 Increase the number of teachers receiving R2S endorsement by providing PD opportunities & monitoring progress toward completion. (Goal 25 additional teachers by 2026)</p> <p>2.3 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1, Tier 2, Tier 3 Instruction (<i>Fountas & Pinnell Classroom, iReady Personalized Learning, Open Court</i>)</p> <p>2.4 Provide additional support with <i>High Progress Literacy</i> targeting specifically the “New Norms” in Content Area Reading & Writing strategies.</p> <p>2.5 Conduct monthly <i>Instructional Leaders Meetings</i> led by Director of Curriculum & Instruction for all administrators & instructional coaches. Each meeting is rotated among the schools and begins with walkthrough observations in the classrooms followed by coaching feedback & reflection. Two meetings are held a month: one for elementary and one for middle/high. Once each semester- joint meetings are held for Elem, Middle, & High. The focus of the meetings is not only focused on instructional practices, but also on data analysis, professional development needs, improvement goal setting, etc.</p> <p>2.6 Host monthly <i>HCS D Curriculum Committee</i> meetings led by Director of Curriculum & Instruction that include the district superintendent, two school board members, CTE director, SPED director, and cohort of principals that focuses on curriculum, accountability, and instruction for the district. It is a space to discuss data, policies & procedures, curriculum programs, budgetary needs, improvement goals, and creates a common vision and language among the group.</p>

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Section L: NEW Literacy Reflection Questions

The 2023–24 annual budget provisos require districts to complete the following three reflection questions on literacy instruction, intervention, and professional development. Please note that these questions appear on only the district-level reading plan survey, not the school-level plans.

1. Please describe how the reading and writing curriculum, instruction, and assessment for all PK-5 students are aligned with the science of reading, structured literacy, and foundational skills.

Our two Palmetto Literacy Project schools have adopted Open Court which is one of the curriculums on the approved list from the SDE. Both of those schools are primarily focusing on the Green Band which is aligned to the science of reading.

District-wide we utilize Fountas & Pinnell Classroom, which was selected through a curriculum audit supported by the SDE in which is scored a rating of 4 out of 5 using the REL Southeast (at Florida State University) Instructional Material rubric. The one area we wanted to supplement was the structured literacy portion, so we also adopted UFLI Foundations of Literacy for all K-2 classrooms and purchased additional decodable texts. We also purchased Heggerty Phonological Awareness for our K-1 classrooms.

2. Please describe how scientifically-based, supplemental interventions are provided to struggling readers who fail to demonstrate grade-level proficiency.

South Carolina MTSS Universal Screening Requirements

Districts and charter schools in South Carolina are required to screen all Grades K–1 students three times a year for potential reading difficulties and as needed in Grade 2. The South Carolina Department of Education has approved i-Ready Assessment as an MTSS Universal Screener for this purpose. Screening can help educators identify students at risk for poor learning outcomes who may benefit from additional assessment and/or instruction. The i-Ready Diagnostic is an adaptive test that is specifically designed to identify student strengths and weaknesses in reading and mathematics. The i-Ready Diagnostic for Reading can be used to screen and identify students with significant reading difficulties as well as specific challenges with phonological awareness, phonics, and reading comprehension.

HCSD primarily uses this data to identify student strengths & next steps for learning. The Tools for Instruction lessons in iReady are targeted to the identified missing skills of the student. Teachers provide supplemental intervention support, one-on-one & small group, to identified students based on the data provided.

In addition to the targeted intervention lessons from iReady, HCSD also provides intervention support for Tier 2 and Tier 3 students through Reading Recovery, EL literacy lessons, Fountas & Pinnell Leveled Literacy Lessons, READ 180, and RISE intervention support.

3. Please explain how the district will provide teacher training in the science of reading, structured literacy, and foundational skills.

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

We are providing LETRS professional development for all certified staff members in grades PK-3rd, district-wide. We are in year 2 of implementation of this intensive PD.

We also have a district led cohort for any teacher who wants to be Reading Recovery and/or Early Literacy trained. We have a district teacher leader and provide weekly professional development for the cohort with the support of Clemson University.

For two of our target schools, we are also providing on-going support with READ 180.