

Report to Parents

HUNTER STREET ELEMENTARY 2023-2024

Mission

Our mission is to cultivate a service-oriented community of learners who strive for personal growth and excellence as communicators, collaborators, and critical thinkers.



A Message From the School Improvement Council

Hunter Street's School Improvement Council plays a crucial role in shaping the direction and vision of our school. By prioritizing community involvement, we ensure that the voices and needs of our community members are heard and incorporated into decision-making processes. Emphasizing service to our community fosters a sense of responsibility and civic duty among students, encouraging them to give back and make a positive impact. By providing opportunities for family engagement, we create a supportive network that strengthens the bond between the school, families, and the wider community. Together, through collaboration and shared values, we can create a learning environment that is truly inclusive, supportive, and enriching for all involved.

2023-2024 School Improvement Council Members

Parents:

Jennifer Shortridge
Birgit Taylor
Christine Wilkerson

Teachers:

Samantha McCall
Mariah McCarter (Chair)
Beth Mitchell

Community Members:

Latanya Duru
Wanda Reid

Ex-Officio:

Jane Wallace, Principal
Brooke Brown, PTO President

Principal: Jane Wallace
Assistant Principal: Lindsey Lawson
On the web:
www.facebook.com/york1HSE
www.york.k12.sc.us/hss



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HUNTER STREET ELEMENTARY

2023-2024



School Renewal Plan Goals

- By 2027, 70% of students will demonstrate proficiency by scoring meet/exceeds on ELA portion of SCREADY.
- By 2027, 65% of students will demonstrate proficiency by scoring meets/exceeds on the math portion of SCREADY.
- By 2027, 100% of students and will be satisfied with the social and physical environment.
- By 2027, 100% of core certified staff will receive at least 3 observations per semester with timely, specific feedback related to quality Tier 1 instruction, implementation of learning progressions, and use of exemplars to enhance student understanding of content.

2023 SC READY Scores

Percent "Meets" and "Exceeds"

	ELA	Math	Science
3rd grade	60.3	66.7	Not Tested
4th grade	61.6	60.3	68.3

Report Card Rating

See Full Report Card

This report is issued by the Hunter Street Elementary School Improvement Council in accordance with South Carolina law to share information on the school's progress in meeting various goals and objectives, the work of the SIC, and other accomplishments during the school year.

1100 Hunter Street
York, SC 29745
803-684-1926



2022-2023 Overall Rating

Excellent
62

School performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate



It's Not Just Talkin'!




A YEAR-LONG FOCUS ON COLLABORATION



Overview


We have discovered that true collaboration is so much more than just talking! Collaboration is about processing ideas and information together. Very early in our journey, we realized that our students did not have some of the skills needed to effectively collaborate. Skills such as expressing ideas, disagreeing with grace, and sharing of responsibility needed to be explicitly taught as students learned to work together. Through a tool we call The Collaboration Continuum, essential skills were broken down into levels so that lessons could be intentionally designed with those skills built in.



A natural off-shoot of our work has been an increase in our reflective practices. As students helped to create class norms for collaborating, they were asked to periodically reflect upon how well they met the set norms. After students rate themselves, teachers discuss with students the why behind their ratings, and talk about how they could improve for next time. Once this becomes part of the classroom routine, the reflective process is moved to academic tasks and leads to discussion around goal setting and the role students must play in their own learning.



Impact on School

- Increased student motivation
 - Increased student voice and choice
 - Stronger problem-solving skills
 - Deeper, more meaningful discussion among students and staff
 - Increased student ownership in learning
 - Making our thinking visible
- 

Collaboration in the Classroom

Kindergarten: Samantha McCall and Melanie Westmoreland



In kindergarten, we are setting up essential foundational skills for our students to be effective collaborators. We begin with naming and understanding our emotions; we have adopted the use of Diane Alber's Scribble Spot which has allowed us to introduce students to the seven emotions our body experiences. We learn that our body needs to be in "peaceful" to be at its best and to learn. Students practice daily, naming the emotion that they are feeling as well as talking through strategies to help them come back to peaceful when our other emotions take over. Alongside this curriculum we have been focusing on what it means to collaborate. Students discuss what collaboration looks like and sounds like in the classroom, and then have to put those things into practice. They have been able to verbalize, and follow through, that collaboration means to share materials, to be helpful (not let one person do all the work), and be kind (including the way that our voice sounds). Students practice self-reflection after activities, having to discuss what went well while they were collaborating and what they can work on next time. We focus on how understanding our emotions and keeping our body in peaceful allows us to be effective collaborators. With these essential skills our students are growing in their academics, but also in becoming stronger human beings. We believe in the importance of teaching these skills so that as they move through the grade levels and past their education career, they can take these things with them.

First Grade: Tiffany Farley and Allison Nestlehutt

In first grade, we strive to focus on classroom environment and student-centered learning. At the start of the school year, we noticed that our students needed a voice. With the many personalities and the new structures in 1st grade, we wanted students to be a part of their transition as much as possible. Therefore, we start each day with a morning meeting, which allows for opportunities for us to hear from each student and allow their voices to be heard and used. This also provides a way for us to begin the day on the same page and on a positive note. When students learn to use their voice correctly, they can begin to collaborate more effectively. As students have learned to collaborate, we have added in more student choice. Through a student-centered learning approach, we have observed that students are self-motivated and take ownership of their learning. They are learning to set goals for themselves and strive to meet and exceed the expectations they have for themselves and the ones we have for them.



Second Grade: Jacquelyn White



The emphasis on collaboration this year in the classroom has been extremely beneficial with building a positive classroom environment and student communication. The biggest obstacle, at first, was with students being able to talk with each other in order to reach a common goal and avoid conflict. The work that we put in to build a class vocabulary centered around respecting others' opinions and asking our peers for help has helped us build essential life skills like collaboration, communication, and accountability. Students enjoy working together in groups during projects, engaging in debates, and learning from each other with discussions. This journey has also been a great opportunity to find ways to include parents and families in the classroom using sources like Microsoft Teams in order to showcase student work! They loved being able to see their work! I have loved growing with my kiddos this year, there were many challenges along the way, but we worked together to overcome them!

Fourth Grade: Rachel Cranford, Abi Elliott, Jennifer Maurer, and Jamie O'Neill

Fourth grade has used collaboration in a variety of ways across the curriculum this year. The 4th grade math team has been focusing on collaboration, the process of solving word problems, and how these two mesh to benefit the students. Solving word problems at the 4th grade level involves all four operations, and both single step and multi-step scenarios. Our fourth graders have been collaborating by conducting think alouds with one another to solve these problems. With a heavier focus on multiplication, especially multiplicative comparisons, and division, students discuss the why behind their choice of operations and sequencing of steps. As students carry out these discussions, they follow collaboration norms they created themselves, and use stems they have practiced to guide conversations. This is followed by completion of calculations and then collaboration continues as students check each others' calculations and solutions. As we approach the end of this school year, our journey has led to collaboration being used in most other areas of our learning, in whole group instruction and in small group instruction. Our thinking has deepened and our conversations have a richer quality as we grow in confidence as mathematicians.

In English/Language Arts, we began the year with various team-building activities for the students to examine how they worked best together. Those activities led to discussions about building our "norms" and what good collaboration looks like. We have applied those best practices throughout the year as we have completed group projects and debates or formed collaborative answer groups to discuss and reason through possible assessment answer options. Our collaborative norms and practices are integrated even as simply as rotating reading partners for students to hear the different perspectives of their peers or showing text evidence to convince classmates of their answer choices. We focus on using academic language to explain thinking and offer conversation stems to spur deeper thinking while students are still growing these communication skills.

