

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



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

**Section A:** Describe how reading assessment and instruction for all students in the district 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.

*Horry County Schools uses a comprehensive approach to teaching oral language development, phonological awareness activities, phonics instruction, fluency practice, vocabulary building, and comprehension strategies to effectively assess and instruct reading comprehension for all students. Building oral language skills like listening comprehension, vocabulary use, and sentence structure provides a strong foundation for reading comprehension as students can connect spoken language to written text. Phonological Awareness activities focused on manipulating sounds in words, like identifying initial sounds, blending sounds, or segmenting words help students develop the ability to decode unfamiliar words, a crucial aspect of word recognition and fluency. Explicit teaching of letter-sound correspondences and phonics generalizations enables students to decode words by connecting sounds to letters thus, improving word recognition. Repeated readings of text, at an appropriate pace, and with proper expression enhances automatic word recognition, allowing students to focus on constructing meaning during reading. Deliberate vocabulary instruction, including teaching new words through context clues, definitions, and rich discussions, deepens comprehension by expanding students' language comprehension.*

*In the HCS Child Development (CD) program, myIGDIs measures students' early literacy skills in a one-on-one setting. The subtests measure oral language through students naming objects in pictures, phonological awareness skills by assessing rhyming and alliteration, alphabet knowledge by measuring sound identification, and comprehension. This data is analyzed to determine whether each child is meeting benchmarks and aids in determining the additional supports and small groups needed to help the child close gaps indicated by the assessment. Daily instruction and interventions are targeted for each student to meet the child's specific learning needs. The Pre-K On My Way curriculum is used daily in all HCS Child Development classrooms. This program addresses the components of oral language development, fluency, vocabulary, and phonemic awareness.*

*The Houghton Mifflin Harcourt (HMH) Into Reading curriculum, structured literacy lessons (K-2), and foundational skills lessons (grades 3-4) offer daily explicit, systematic instruction to build strong word recognition skills, including oral language development, phonological awareness, and phonics. High-quality decodable texts further support developing readers as students apply phonetic understandings and newly acquired high-frequency words in context to build fluency. More specifically, kindergarten instruction focuses on phonemic awareness and phonics. First and second-grade teaching and learning shifts to securing spelling patterns to assist with comprehension. Third and fourth-grade students are engaged in word work strategy lessons to help readers learn how to strategically look at new words and analyze word pronunciation and meaning.*

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*In addition to the HMH Into Reading structured literacy lessons, students in grades K-2 are taught comprehension strategies and skills, communication, vocabulary, and fluency. Similarly in grades 3-5, comprehension strategies and skills, communication, and vocabulary are taught in addition to the foundational skills lessons. Strategies and skills, such as making predictions, asking questions, visualizing, summarizing, and connecting ideas within the text, are used to engage students in high-interest texts and to monitor their understanding. In grades K-5, Students apply and practice skills across domains in literacy workstations. HCS provides various digital content opportunities, such as Lexia and Achieve3000. These digital programs target individualized student needs and provide activities that support personalized literacy pathways.*

*Data to track growth over time is a critical component of ongoing assessment. Our state-adopted curriculum, Houghton Mifflin Harcourt's (HMH) Into Reading offers a spiraling curriculum, thus placing importance on tracking student performance over time to determine the degree to which students have attained grade-level mastery of standards. The following assessment methods are used to inform whole group, small group, and individualized differentiated instruction for students:*

- *Informal observations to help monitor students' oral language skills during discussions, retelling stories, and answering questions.*
- *Phonological awareness assessments use tasks like rhyming word identification, sound isolation, and blending sounds to gauge students' phonemic awareness.*
- *Phonics assessments evaluate students' ability to decode words with different phonetic patterns.*
- *Fluency checks assess reading rates, accuracy, and expression through timed oral reading passages.*
- *Vocabulary assessments check students' understanding of key vocabulary words from a text.*
- *Open-ended comprehension questions and discussions assess the ability to identify main ideas and story details. It also checks students' ability to make inferences from a text.*
- *Weekly and curriculum module-based assessments provide the opportunity to apply their growing bank of word and comprehension strategies to a "cold read" providing a window into skills and strategies readers have secured and those needing additional review.*

*Horry County Schools' teachers differentiate instruction based on student needs to promote student growth. HCS uses a variety of approved assessments and screeners such as the CORE Phonics survey, the Language Essentials for Teachers of Reading and Spelling (LETRS) screener, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS 8), and Measures of Academic Performance (MAP) to assess students' growth and determine need-based instructional groups. The Multi-Tiered Systems of Support (MTSS) process provides the framework for intervention support. Tiered small group instruction and intervention offer targeted support to students struggling with specific reading skills and allow readers to apply developing skills and strategies to texts with varying complexity. Additionally, digital content accessed through one-to-one devices provides adaptive and differentiated practice which targets skills students are ready to develop. By incorporating all these elements into reading assessment and instruction, Horry County Schools addresses the diverse needs of students. This enables them to develop strong reading comprehension skills and achieve grade-level English/Language Arts standards.*

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**Section B:** Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy, and foundational literacy skills.

*To align word recognition assessment and instruction for PreK-5th grade students with the science of reading, structured literacy, and foundational literacy skills, Horry County Schools' teachers prioritize explicit, systematic instruction focused on phonemic awareness, phonics, morphology, and orthographic patterns, using a progression of skills that build upon previously learned concepts, allowing students to decode words efficiently and accurately, ultimately leading to fluent readers. Currently, over one thousand-one hundred HCS K-3 educators are engaged in LETRS Phase 3 Professional Development. (PD) This PD aligns the science of reading strategies learned through the training with the Houghton Mifflin Harcourt (HMH) Into Reading curriculum to implement effective reading strategies. Teachers use explicit phonics instruction to teach letter-sound correspondences systematically, introducing sounds and their corresponding letters in a logical sequence, emphasizing regular patterns, and addressing irregular words explicitly. Teachers use phonemic awareness development to prioritize activities that build awareness of individual sounds within words such as segmentation, blending, and manipulation to prepare students for phonics instruction. Horry County Schools uses a systematic progression to introduce new skills based on previously learned concepts, gradually increasing complexity as students progress through the grades. Our teachers provide ample opportunities for repeated reading to build fluency and automaticity with word recognition. District specialists support all schools to ensure a cohesive understanding and an alignment between the ELA curriculum and the S.C ELA Standards.*

*Horry County Schools' formative assessments are aligned with the science of reading. Student progress is regularly monitored through quick checks such as word lists, running records, and phonics probes to identify areas needing additional support. We use diagnostic assessments, which utilize standardized assessment data to pinpoint specific areas of difficulty in word recognition skills, such as phonemic awareness, letter-sound correspondence, or decoding strategies. Additionally, individualized instruction is provided by our educators as a result of this data analysis to differentiate instruction and provide targeted interventions for students with specific needs. By incorporating these practices, teachers can effectively assess and build students' word recognition skills, aligning their instruction with the science of reading and structured literacy principles, ensuring a strong foundation for reading comprehension.*

**Section C:** Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

*Horry County Schools administers DIBELS 8, the state-approved universal screener three times per year. The diagnostic assessment data is reviewed and disaggregated to determine targeted individual learning plans for students. School teams develop specific pathways of intervention for students in PreK-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency. All students are screened three times per year to monitor growth towards reading proficiency using universal screeners such as Dynamic Indicator of Basic Early Literacy Skills (DIBELS) 8, the Core Phonics Survey, the Language Essentials for Teachers of Reading and Spelling (LETRS) Screener, and the Measure of Academic Progress (MAP) assessment. Horry County Schools uses a multi-tiered system of support (MTSS) to help determine the needs of our students and the results of these screenings can support our teams so that they can quickly identify students who are struggling with reading compared to their peers, thus indicating a potential*

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*need for further evaluation and more strategic instruction beyond our core ELA curriculum to fill gaps and build proficiency. These tools help the MTSS teams determine the level of intervention a student may need in reading. Students may receive Tier I, II (strategic), or III (intensive) based on how they respond to current interventions. Our MTSS team uses data to determine if there is a decoding/word recognition, fluency, or language comprehension deficit before determining the level and specific instruction required to support each student reading below grade level. By analyzing the overall data, teachers can assess if core classroom instruction is sufficient for most students or if adjustments need to be made to better support struggling readers. HCS specialists support schools in the MTSS process*

*All students identified as "at-risk" through these universal screenings are then given a more comprehensive diagnostic assessment to pinpoint specific areas of difficulty within reading, such as word recognition (phonological awareness, decoding, and sight recognition) and/or language comprehension (vocabulary, language structures, verbal reasoning, and literacy knowledge). The use of universal and diagnostic screeners help us determine the level of intervention a student may need, and specific entry points along the phonetic growth continuum for targeted, systematic instruction in word recognition and/or language comprehension. Amplify mCLASS, University of Florida Institute (UFLI), Passport, Reading Mastery, and Specialized Program Individualizing Reading Excellence (SPRIE) are examples of the intervention programs used by Horry County Schools to help students develop these identified needs. In between universal screener administrations, regular progress monitoring takes place. These progress monitoring data points help determine the underlying cause of a student's reading struggles, allowing teachers and interventionists to make data-informed decisions to guide continued instructional decisions such as reteaching and/or pace adjustment.*

**Section D:** Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

*Horry County Schools has a multifaceted system to help parents understand how to support readers and writers at home. Schools conduct parent-teacher conferences and provide parenting programs such as Family Reading Nights, Literacy Nights, and Multilingual Learner Events. Parents are also provided reports from assessments that specify areas needing improvement and strengths of the student. Parent-teacher conferences are held throughout the year to discuss data reports and provide suggestions for parents to use as they assist their children with literacy growth. Teachers also use digital communication platforms through Seesaw, Bloomz, and Dojo to share clear guidelines on reading strategies, share book lists based on grade level, and assist parents with suggestions on how to support reading and writing at home. Parents are invited to each school's Scholastic Book Fairs where a range of literature can be purchased for their children, helping to build at-home libraries. Additionally, each school sends home parent newsletters that update families on school happenings, celebrations, and provide suggestions and tips for how parents can support literacy at home. The HCS district webpage and social media pages are also used to share information with parents and other stakeholders.*

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

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*HCS supports schools as they monitor reading achievement and growth at every school. Weekly principal meetings often include updates and data reviews provided by the HCS Office of Assessment. This information is also reviewed and shared at coaches' meetings. Horry County utilizes the Multi-tiered Systems of Support (MTSS) guidance provided by the S.C Department of Education. Some of the recommendations include employing frequent, standardized progress monitoring assessments, including Curriculum-Based Measurement (CBM) probes, to identify students at risk for reading difficulties and guide targeted interventions based on individual student data. Regular review and adjustments are made to ensure all students are progressing towards grade level. All students are screened at the beginning of the year using a reliable, valid, and efficient reading assessment, such as Dynamic Indicator or Basic Early Literacy Skills (DIBELS) 8 and Measure of Academic Progress (MAP), to identify potential areas of need. Students are then placed on the appropriate tier of support. Screening data is analyzed to identify students requiring additional monitoring through Tier II or III interventions. HCS specialists and MTSS points of contact also provide support and classroom observation feedback in the areas of small group instruction, intervention lesson delivery, intervention protocols, and program effectiveness.*

*HCS works with schools to ensure that Tier I core instruction includes high-quality, evidence-based reading instruction delivered to all students in the regular classroom through our state-adopted Houghton Mifflin Harcourt (HMH) Into Reading curriculum and through targeted small-group instruction. Teachers consistently use formative assessments like exit slips and observation notes to monitor student progress within the classroom. Data from tier I assessments informs instructional planning and differentiates instruction to meet individual needs. Tier II strategic interventions identify students as at-risk through screening that provides targeted small-group interventions delivered by classroom teachers or reading interventionists. Interventions are based on specific student needs and focused on targeted reading skills, such as phonics, fluency, or comprehension. Regular progress monitoring using CBM probes to measure student growth and adjust interventions as needed. Tier III intensive interventions are used for students demonstrating significant reading difficulties. These students receive individualized, intensive interventions taught by a special education teacher or reading interventionist. Interventions include frequent progress monitoring, specialized instructional materials, and tailored strategies based on individual needs. Progress is also closely monitored through frequent data collection to ensure rapid progress and determine if further interventions are necessary. School data teams review students' data, and classroom strategies/interventions. MTSS guidance and HCS District Intervention Protocols provide the framework for these data meetings and decisions. HCS district specialists provide support with MTSS, conduct classroom lesson observations, and offer feedback for celebrations and growth opportunities.*

**Section F:** Explain how the district will provide teacher training based on the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

*Horry County Schools provide comprehensive professional development for all faculty members at both the district and school levels in the areas of student engagement, the science of reading, and the implementation of South Carolina's new ELA standards. By developing the knowledge base of our teachers, we are supporting the reading achievement of all students. Teachers meet weekly in Professional Learning Communities (PLC) with each school's instructional coach to engage in professional study that is deeply rooted in the science of reading, structured literacy principles, and foundational literacy skills, focusing on explicit instruction, systematic progression, and ongoing assessment to ensure teachers can effectively differentiate instruction for diverse learners, including those with specific learning disabilities or other learning difficulties. All teachers in grades K-3, reading interventionists, special education teachers, and leadership teams are currently completing an in-depth study of the neurological*

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*processes involved in reading, including phonemic awareness, phonics, morphology, syntax, and vocabulary development by engaging in Language Essentials for Teachers of Reading and Spelling (LETRS) study. Common planning work between teachers and the instructional coach focuses on standards-based implementation of our newly adopted Houghton Mifflin Harcourt (HMH) Into Reading curriculum. These collaborative conversations allow time for teams to discuss and plan many instructional delivery methods. These include modeling and explicit instruction with clear explanations, visual aids, guided practice opportunities to reinforce new skills with targeted feedback, and independent practice activities that allow students to apply learned concepts. Teachers also have access to high-quality literacy materials and curriculum aligned with the science of reading. Our district supports onsite work with district learning specialists and program consultants throughout the year. These specialists ensure the effective implementation of research-based practices, provide individualized support to teachers, support the implementation of structured literacy practices, and address specific student needs.*

**Section G: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<ul style="list-style-type: none"> <li>● The number of 3rd-8th graders scoring meets and exceeds on SC Ready ELA each year.</li> <li>● Support provided to teachers by building-level coaches and district learning specialist teams</li> <li>● Teachers use a comprehensive formative assessment system.</li> <li>● Teachers make instructional decisions for students based on data.</li> <li>● Certified teachers provide Tier 2 and Tier 3 reading interventions based on assessment data and district-wide intervention protocols.</li> <li>● Teachers use the South Carolina College and Career Ready Standards when planning instruction.</li> <li>● Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data. District-level specialists assist and participate in these opportunities at the school level.</li> <li>● District Learning Specialists provide support to schools as they complete the LETRS training.</li> <li>● Instructional coaches support literacy in every K-12 building in Horry County Schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Decrease the number of students with disabilities scoring does not meet on ELA SC Ready from 56%.</li> <li>● Continued teacher and administrator training in reading/writing instruction</li> <li>● Develop a more cohesive alignment between Houghton Mifflin Harcourt <i>Into Reading</i> curriculum and 2025 South Carolina ELA Standards</li> <li>● Strengthen MTSS protocols and procedures to reflect and support the updated portion of the Read to Succeed ACT 114.</li> </ul>

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Strengths	Possibilities for Growth
<ul style="list-style-type: none"> <li>Elementary literacy coaches meet monthly with our SDE Literacy Specialists to complete the R2S Literacy Coach Endorsement and support in meeting the goals of the Read to Succeed School and District Plans.</li> </ul>	

**Questions for District-level Survey:**

- Please provide the total number of **first** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 1137
- Please provide the total number of **second** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 1535

**Section H: 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 <u>19.4</u> % to 17.4% in the spring of [previous school year].</p>	<p><b>HCS will continue to work on attaining this goal as identified in Section I</b></p> <ul style="list-style-type: none"> <li>20.9% of our third graders scored an overall Does Not Meet on SC READY in June of 2024.</li> <li>7.4% of this group scored in the Not Met 1 Reading category. <u>177</u> students qualified for a Good Cause Exemption(GCE) even before the SC READY administration.</li> <li><u>43</u> students qualified for a GCE after the administration of Measure of Academic Progress (MAP) and/or the successful completion of Summer Reading Camp.</li> </ul>

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Goals	Progress
<p><u>Goal #2:</u> The percentage of students in grades 6-8 scoring Meets or Exceeds on the 2022-2023 SC Ready Assessment will increase from 59.68 to 62% by June 2024.</p>	<p><b>HCS will continue the work towards attaining this goal.</b></p> <ul style="list-style-type: none"> <li>● 50.2% of students in grades 6-8 scored Meets or Exceeds on the SC Ready Assessment in June 2024.</li> </ul>
<p><u>Goal #3:</u></p>	

**Section I: 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 help determine action steps to reach an academic goal. Districts are strongly encouraged to incorporate goals from the strategic plan. 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> Reduce the percentage of third graders scoring Does Not Meet in the spring of [previous school year] as determined by SC READY from <u>20.9</u> % to <u>18.9%</u> in the spring of 2025.</p>	<p>Horry County Schools' District Learning Specialists will support elementary schools through:</p> <ul style="list-style-type: none"> <li>● participation in school site visits and classroom observations</li> <li>● attend data review meetings with school administrative teams and classroom teachers and provide specific data feedback</li> <li>● provide support to schools during site visits with outside consultants</li> </ul>



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<b>Goals</b>	<b>Action Steps</b>
	<ul style="list-style-type: none"> <li>● Provide additional assistance to the strategic support schools and schools formerly identified as Palmetto Literacy Project Schools.</li> </ul> <p>Teachers and literacy coaches will:</p> <ul style="list-style-type: none"> <li>● Utilize digital content data to monitor and support lexile growth monthly to ensure every student is progressing towards proficiency with reading grade-level texts independently.</li> </ul> <p>HCS District Learning Services Executive Directors, Directors, Coordinators, and Learning Specialists will:</p> <ul style="list-style-type: none"> <li>● Routinely visit schools to observe instruction, provide feedback, and support instructional needs. Examples of feedback and support provided would be centered around formative assessments (such as MAP) to drive small group instruction appropriate alignment of instruction, planned student tasks, and expectations of the standards as outlined in the Assessment Boundaries Document.</li> </ul> <p>Literacy/Instructional coaches will:</p> <ul style="list-style-type: none"> <li>● Participate in monthly district-wide staff development meetings which will focus on: analyzing current student data and work samples developing individualized action plans to address areas of needed growth collaborative discussions around the latest research regarding best practices in reading instruction learning specialist and consultant support to develop a deeper understanding of expectations in student performance with the ELA standards the interconnectedness of reading and writing to ensure all students can clearly articulate an analytical written response to a text.</li> <li>● Host weekly building-level PLCs and planning sessions to support teachers with the topics covered during district meetings.</li> </ul> <p>Learning specialists and building-level coaches will:</p> <ul style="list-style-type: none"> <li>● Provide support to teachers as they strive to effectively use the following resources to plan ELA instruction: District-wide lesson study planning and observations Priority and Support</li> </ul>

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Goals	Action Steps
<p><u>Goal #2:</u> Increase the percentage of kindergarteners and 1st graders scoring Benchmark or Above Benchmark on DIBELS 8 from a baseline of <u>84 %</u> and <u>77 %</u> (respectively) to <u>88%</u> and <u>80%</u> (respectively) in the spring of 2025.</p>	<p style="text-align: center;">Standards Document Assessment Boundaries Document SCReady Blueprint SCReady Sample Release Items</p> <p>Horry County Schools' District Learning Specialists will support elementary schools through:</p> <ul style="list-style-type: none"> <li>● participation in school site visits and classroom observations</li> <li>● attend data review meetings with school administrative teams and classroom teachers and provide specific data feedback</li> <li>● provide support to schools during site visits with outside consultants</li> <li>● Provide additional assistance to the strategic support schools f and schools formerly identified as Palmetto Literacy Project Schools.</li> </ul> <p>Teachers and coaches will:</p> <ul style="list-style-type: none"> <li>● Utilize digital content data to monitor and support lexile growth monthly to ensure every student is progressing towards proficiency with reading grade-level texts independently.</li> </ul> <p>HCS District Learning Services Executive Directors, Directors, Coordinators, and Learning Specialists will :</p> <ul style="list-style-type: none"> <li>● Visit schools to routinely observe instruction, provide feedback, and support instructional needs. Examples of feedback and support provided would be centered around formative assessments (such as MAP) to drive small group instruction appropriate alignment of instruction, planned student tasks, and expectations of the standards as outlined in the Assessment Boundaries Document.</li> </ul> <p>Building-level Reading/Instructional coaches will:</p> <ul style="list-style-type: none"> <li>● Participate in monthly district-wide staff development meetings which will focus on: analyzing current student data and work samples developing individualized action plans to address areas of needed growth collaborative discussions around the latest research regarding best practices in reading instruction learning specialist and consultant support to develop a deeper understanding of expectations in student performance with the</li> </ul>

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Goals	Action Steps
	<p>ELA standards the interconnectedness of reading and writing to ensure all students can clearly articulate an analytical written response to a text. I</p> <ul style="list-style-type: none"> <li>● host weekly building-level PLCs and planning sessions to support teachers with the topics covered during district meetings.</li> <li>● provide support to teachers as they strive to effectively use the following resources to plan ELA instruction: District-wide lesson study planning and observations Priority and Support Standards Document Assessment Boundaries Document SCReady Blueprint SCReady Sample Release Items</li> </ul>
<p><u>Goal #3:</u> 90% of eligible HCS educators will successfully complete Phase 3 (Volume 1 Units 1-4) of the Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development by June 30, 2025.</p>	<p>District-level administrators, the HCS Read to Succeed point of contact, school-level administrative teams and building-level literacy coaches will:</p> <ul style="list-style-type: none"> <li>● Partner with the S.C Department of Education and the Lexia Learning group to provide time and opportunity for educators to complete the LETRS requirements for the endorsement.</li> <li>● Offer LETRS Implementation sessions at the monthly district coach meetings to include pacing guides and best practice tips</li> <li>● provide time during some of the school-level Professional Learning Community sessions and/or grade-level planning meetings for LETRS participants to learn and grow in the components of the Science of Reading and the theories and practices outlined and embedded in the LETRS Professional Development model.</li> <li>● Review educator progress in the LETRS Portal with principals and/or LETRS Building Level Content Managers</li> <li>● to provide support for educators having difficulty staying on pace.</li> <li>● Utilize the district’s online platform (TrueNorthLogic) to communicate with participants and provide pertinent session schedules and links to learning virtual sessions.</li> </ul>

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<b>Goals</b>	<b>Action Steps</b>
	<ul style="list-style-type: none"><li>● Review the end-of-unit checks and the LETRS End of Volume 1 Post Assessments to determine an 80% or higher pass rate for participants.</li></ul>