HORRY COUNTY SCHOOLS
MONITORING REPORT – OE-10

I certify that the information in this report is true.

Signed: Rick Maxey Date: 10/7/19
Rick Maxey, Superintendent

Disposition of the Board:
_____ In compliance
_____ Not in compliance
_____ Compliance with exception

Signed: _____ Date:
Ken Richardson, Board Chair

Comments: _____
_____
_____
_____

	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
OE-10 Instructional Program	✓			

Interpretation: I interpret this policy to mean that Horry County Schools will develop and implement curriculum and instructional practices that will offer challenging and relevant opportunities for all students to achieve at levels defined in the board's ***Results*** policies. I further interpret this to mean that the staff will regularly monitor and evaluate the instructional program as part of the ongoing efforts to improve student learning. District staff will provide

ongoing support through curriculum development and revision, professional development opportunities, and alignment of district assessments.

Evidence of Status of Compliance:

We are in full compliance of this policy. Evidence is listed below:

Academic Standards

- Utilization of state-adopted standards as the foundation for curriculum
- Utilization of all documents that support the state academic standards and assessments (SAT, ACT, SC PASS, SC READY, WIN)
- Utilization of the SC PASS and SC READY Blueprints for all core content and documents that provide guidance for preparing students for the state-adopted assessments
- Utilization of SAT writing rubrics at the high school level
- Implementation of ACT writing rubrics at the high school level
- Utilization of NWEA's *The Learning Continuum* documents
- Participation of HCS staff in state committees in developing and revising state standards and companion documents
- Utilization of WIDA's English Language Development (ELD) standards for English Learners (ELs)
- Participation in professional development on academic standards

Curriculum Development

- Utilization of state-adopted standards
- Development and annual review of district consensus maps (curricular documents) aligned with state academic standards by district staff and teacher teams
- Utilization of a comprehensive reading program for elementary grades that includes explicit phonics and grammar instruction
- Utilization of a comprehensive ELA curriculum for middle school grades
- Utilization of a comprehensive elementary writing program that includes social emotional competency components at every grade
- Development of standards-based units in core content areas
- Utilization of comprehensive mathematics curriculum for elementary grades
- Utilization of core replacement curricula for ELA and math for students needing remediation or enrichment
- Utilization of comprehensive curriculum for students with moderate/severe intellectual abilities, ages preschool – 21
- Utilization of gifted and talented ELA and math curricula for grades 3-5 for high achieving and state-identified gifted academic students
- Utilization of digital curriculum for unit and credit recovery

- Utilization of honors and accelerated ELA and math courses in grades 6-8
- Utilization of honors social studies and science courses in grade 8 for high achieving and gifted and talented students
- Utilization of enrollment opportunities for high-achieving gifted students in honors, Advanced Placement, International Baccalaureate, and dual-enrollment courses at the high school level
- Utilization of SC Honors Framework for all honors high school credit-bearing courses at the middle school level
- Implementation of SC Honors Framework for all new honors courses at the high school level to ensure rigor and comparability across the state
- Utilization of a comprehensive early childhood special education curriculum
- Utilization of a social skills curricula for students preschool-12
- Utilization of digital citizenship curriculum in grades K-12
- Utilization of a K-12 newcomer curriculum for English Learners (ELs)
- Implementation of a K-12 core curriculum for English Learners (ELs)
- Implementation of a comprehensive child development curriculum
- Implementation of the K-8 SC Computer Science and Digital Literacy Standards
- Development of exemplar performance tasks throughout curricular documents to continue to equip students with the skills and knowledge identified in the Profile of a South Carolina Graduate
- Participation in professional development on curriculum development

Data Tools and Systems

- Utilization of NWEA's Measures of Academic Progress (MAP) to analyze growth and proficiency in the areas of English language arts and mathematics
- Utilization of Multi-Tiered Systems and Supports (MTSS) models for differentiating curriculum and instruction for elementary, middle, and high school students
- Utilization of common assessments in ELA, social studies, science, and mathematics
- Utilization of Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT) for kindergarten, first, and second grades
- Administration of PALS in pre-K4 and KRA (Kindergarten Readiness Assessment) in K5 to meet state readiness assessment requirement
- Administration of state end-of-course assessments for English, Algebra I/Intermediate Algebra, U.S. History, and Biology
- Utilization of the Kindergarten W-APT as an English language proficiency assessment given to incoming students in pre-K, Kindergarten and first-semester first-grade students as part of the identification process for English learners
- Utilization of the WIDA Screener Online as an English language proficiency assessment given to incoming students in grades 1-12 as part of the identification process for English learners

- Administration of ACCESS for ELs 2.0 as an annual English language proficiency assessment for students who have been identified as English learners
- Administration of Alternate ACCESS for ELs as an annual English language proficiency assessment for students who have been identified as English learners with disabilities and are unable to participate meaningfully in ACCESS for ELs 2.0
- Utilization of PSAT Summary of Answers and Skills (SOAS) reports in grades 8, 10, and 11 to monitor college readiness
- Utilization of census aptitude testing for state identification in gifted-and-talented program in grades 2 and 5 with a referral process for grades 3-4 and 6-12
- Utilization of a data warehouse for student assessment data, as well as IEP, 504, and ESOL plans
- Utilization of PowerSchool Parent Portal to allow parents to monitor their children's academic performance and grades
- Utilization of district and school data team meetings throughout the year to analyze results and adjust instructional programs and interventions
- Utilization of Child Outcome Summary Form (COSF) for students with disabilities transitioning from preschool programs to school-age programs
- Utilization of school renewal plans as a continuous improvement model for student achievement
- Utilization of Truenorthlogic for tracking and evaluating professional development and certification
- Utilization of data systems to monitor student progress in interventions and core replacement curriculum
- Utilization of College Board online Advanced Placement reporting system which includes longitudinal data, as well as class-level instructional planning reports
- Utilization of adaptive digital content to provide personalized pathways for learning PK4-12
- Utilization of a student information system (SIS) and learning management system (LMS) to support the district's online learning program
- Participation in professional development on data tools and systems

Instructional Strategies

- Utilization of strategic and intensive intervention reading and mathematics programs to support at-risk learners
- Utilization of document-based questions (DBQs) and literacy-based questions (LBQs)
- Utilization of digital content to personalize learning
- Continuation of Consortium of Reading Excellence (CORE) partnership to improve reading instruction
- Utilization of district writing prompts for grades 3-12, with emphasis on text dependent analysis

- Utilization of science kits in grades K-8 to support and enhance science instruction
- Continuation of partnership with experts in the field to improve instructional strategies in all schools
- Continuation of implementation of cooperative learning structures
- Utilization of Virtual SC professional development for professional staff
- Utilization of Read to Succeed Reading Camps to provide additional instructional support for second and third graders identified as at risk for reading failure
- Continued implementation of iTeams Xtreme summer camp through a partnership with the SC Governor's School for Science and Mathematics
- Implementation of Sheltered Content Instruction training for core content teachers to improve instructional practices for supporting English learners
- Participation in professional development on instructional strategies

Additional Programs and Opportunities

- Connect
- Early College High School
- Scholars Academy
- Online Pre-Algebra offered in 5th grade
- Summer Scholars program
- Technical Advanced Placement Program (TAP) agreements with Horry-Georgetown Technical College
- Dual-enrollment course offerings in partnership with HGTC and CCU
- Clinical Medical Assistant Program (LHS), Emergency and Fire Management Services (ATA), Project Lead the Way (PLTW) (Engineering, Biomedical, Science, and Computer Science), PLTW Gateway, Computer Programming, Esthetics, Pharmacy Technology, and Veterinary Science
- CTE Completer Credentialing
- HCS Virtual
- Achievement via Individual Determination (AVID) at CHS and ECHS
- Work-based learning
- Therapeutic Learning Center (TLC) for Grades K-12
- Project-Based Learning (PBL) and New Tech High School model at MBHS
- STEM programs and opportunities
- Robotics programs in elementary, middle and high schools
- Occupational certificate program
- Learners-at-Work program utilized to assist students with disabilities in developing employment skills
- Personalized Learning Initiative (PL) district-wide in grades K-12
- Badging program for HCS teachers to support technology innovation and professional growth for teachers