I certify that the information in this report is true.

Signed: _Rick Maxey_____ Date: 3-4-21
　　　　　Rick Maxey, Superintendent

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

Signed: _____ Date: 3/22/21
　　　　　Ken Richardson, Board Chair

Comments: _____
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Other Academic Majors-- Career and Occupational Majors	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards in Career and Occupational Majors.	✔			

Interpretation: I interpret this policy to mean that Horry County Schools will implement courses of study that are aligned with the South Carolina Department of Education Career and Technology Standards. These majors fall within the sixteen career clusters as outlined by the State Department of Education (SDE). The district will conduct interest inventories to determine program/major needs for the changing job market and will submit innovative course plans for courses, which are not currently part of the SDE approved programs.

I further interpret this to mean that the staff will regularly monitor and evaluate the instructional programs at each school offering career and technology courses as part of the ongoing efforts to improve student learning and preparation for college and career readiness. Staff will also provide ongoing support by providing professional development opportunities and supplemental financing for needed equipment, facilitating development of curriculum and assessments, and implementing new programs. The district will monitor career-and technology-program performance on state proficiency standards.

The district will monitor and support nationally recognized student organizations in order to afford students the opportunity to demonstrate skills learned through competitive and leadership activities on the local, state, and national levels.

Indicators of Evidence and Compliance: The District is in full compliance of this policy. Evidence is listed below:

1. Horry County Schools curricula and course offerings are aligned with the SDE approved Career-and Technology-Education standards.

2. The Perkins V accountability system evaluates the extent to which a state's CTE concentrators meet state-determined levels of performance across several secondary and postsecondary indicators of performance. These indicators include the following:

Perkins V Indicator	HCS %	SC Perf Goal (Perkins V)
1S1: Four-Year Graduation Rate	98.87	91.0
2S1: Academic Proficiency in Reading/Language Arts	85.86	68.0
2S2: Academic Proficiency in Mathematics	95.25	61.5
2S3: Academic Proficiency in Science	90.00	N/A
3S1: Postsecondary Placement	99.61	95.5
4S1: Non-traditional Program Enrollment	13.77	14.8
5S1: Attained Recognized Postsecondary Credential	37.15	N/A

- Horry County Schools Career and Technology (CTE) programs met state performance standards within four of the state performance indicators for the 2018 as aligned with the implementation of Perkins V federal legislation. (1S1; 2S1; 2S2; 3S1) *(Latest data available through state department.)*
- Measurement data is not yet available for Indicators 2S3: Academic Proficiency in Science and 5S1: Attained Recognized Postsecondary Credential but will be made available in future yearly reports.
- The indicator not met was
  - 4S1 - Nontraditional Program Enrollment (females and males enrolling in nontraditional career roles as outlined by the SCDE.). The State Performance Goal was 14.8% and HCS was 13.77%.

3. Rigorous and challenging career and technology courses are available to all HCS students in order to equip students with necessary skills to be successful within the 21st Century job market.
4. Equipment and supply needs for CTE programs are reviewed annually by local and district CTE advisory committees in order to ensure students are exposed to equipment relevant to current industry utilization. Funding allocations for schools are determined through a formula incorporating total number of CTE students enrolled in courses at the school and the number of CTE program completers.

5. Horry County Schools CTE Majors: *(Majors in blue were introduced to schools for the 2020-2021 school year.)*

<u>Academy for the Arts, Science & Technology (AAST)</u>
- Media Technology
- Computer Science *(Programming and Software Development)*
- Web and Digital Communications
- Pre-Engineering *(Core)*
- Environmental Engineering *(Clean Energy)*
- Aerospace Engineering
- Innovations of STEM
- Health Science-Introduction to Pre-medicine
- PLTW Biomedical Sciences
- Networking Systems
- Informatics
- Global Logistics

<u>Academy for Technology and Academics (ATA)</u>
- Automotive Technology
- Building Construction Technology
- Paralegal System Technology
- Cosmetology
- Culinary Arts
- Digital Arts and Design
- Emergency and Fire Management Services
- Esthetics
- Nursing (CNA)
- Pre-medicine
- Health Science (CMAA)
- Project Lead the Way - Pre-engineering

<u>High School CTE Offerings</u>
- Administrative Services (SJH)
- Accounting (MBH)
- Architectural and Mechanical Design (SJH)
- Building Construction (SH)
- Business Finance (SJH)
- Business Information Management (AH, CFH, CH, GSFH, SH, SJH)
- Carpentry (SJH)
- Environmental & Natural Resources Management (AH, CFH, LH)
- Emergency Medical Services (SJH)
- FCS-Behavioral and Social Science Option 1 (AH, SH, SJH)
- FCS-Culinary Arts Management (NMBH)
- General Management (CFH, MBH, SH, SJH)
- Health Science (CH, LH, MBH, NMBH, SJH)
- Horticulture (CFH, CH, GSFH, LH, SH)
- Information Support & Services (SH)
- Marketing Communications (AH, CFH, LH, NMBH, SJH)
- Marketing Management (NMBH, SH, SJH)
- Merchandising (SH)
- Operations Management (CFH, LH, SJH)
- Programming & Software Development (CFH, SH, SJH)
- Plant and Animal Science (AH, CH)
- Project Lead the Way-Biomedical Science (CFH, CH, GSFH, LH, NMBH, SH)
- Project Lead the Way-Engineering (CFH, CH, GSFH, LH, MBH, NMBH, SH, SJH)
- Project Lead the Way-Computer Science (AH, CFH, CH, MBH, NMBH, SJH)
- Sports Medicine (MBH, SH, SJH)
- Web and Digital Communications (CH, CFH, MBH, SJH)

6. PLTW (high school), Gateway (middle school), and Launch (elementary) programs are in all of our schools with the beginning of the 2020-21 school year. The three levels of the Project Lead the Way curriculum each have courses of study in engineering, health science, and computer science.

7. AAST has also introduced Southern Regional Education Board (SREB) engineering programs in Environmental Engineering, Aerospace Engineering, and Innovations of STEM.

8. HCS CTE program operations, along with state and federal funding utilization, is reviewed annually with school and district CTE program advisory committees, students, school staff, and administration from school and district levels. Horry County Schools worked with Horry Georgetown Tech, Georgetown School District, Williamsburg County School District, and Williamsburg Tech and over 25 community leaders in development of the Perkins Comprehensive Local Needs Assessment (CLNA) as part of the Perkins expenditure plans for the Waccamaw Region.

9. HCS CTE Initiatives:
    - Five of our high school health science programs donated PPE supplies from their inventories (with SCSDE approval) to our local hospitals. SCSDE has since given these programs funds to replenish their supplies.
    - Teachers presented at state and national level conferences and served on various state and national committees, focused on Career and Technology Support Organization (CTSO), curriculum, assessments, and textbook adoption.
    - HCS is in the 7th year with the Technical Scholars program in conjunction with HGTC. Seventeen senior students attend HGTC to earn technical-skill training in welding certification.
    - National-and state-approved credentialing with our CTE completers is emphasized within all CTE programs as a major component of career readiness.
    - ATA presented and received approval for an innovative course application to the state department in aviation related to drone-pilot certification, which began in the spring of 2020-21 school year.
        - Nine ATA CTE majors' teachers have been trained virtually on the utilization of Crossflight curriculum within their majors in preparing interested senior in gaining Drone Pilot Certification.
        - Senior students who are in line to be program completers are eligible to take this elective course during the spring semester using Crossflight aviation curriculum. Currently 27 students are enrolled in the class.
        - Students will be able to take part in FAA licensing after successfully completing the course.

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10. HCS CTE completers received state and national certifications within the areas of National Health Science Assessment, Certified Nursing Assistant (CNA), Cosmetology, Esthetics, First Aid/CPR/AED, NCCER (Building Construction), Prostart, SERV Safe Manager, Firefighter I & II Certification, First Responder, ASE (Automotive Technology), Online CTE Curriculum and Instructional Materials (iCEV), OSHA, Microburst, Pre-pharmacy, Pre-veterinary Medicine, and Plant Materials. The number of credentials students earned during the spring was less due to testing conflicts with COVID-19 and school closures.

11. For school year 2019-20 even with the COVID-19 epidemic, HCS CTE student organizations had students earn the right to advance to the national level of competition within their competitive events.

12. Work-Based Learning (Middle School and High School)

    Work-based learning (WBL) is an educational strategy that provides students with real-life work experiences to apply academic and technical skills and develop employability skills. Individual schools enter their WBL experiences into PowerSchool.

    - HCS CTE WBL activities were placed on hold due to the COVID-19 pandemic and school closures during the spring of 2020.
    - HCS CTE WBL face-to-face activities were placed on hold due to the COVID pandemic during the fall of 2020.
    - During the current school year, middle and high school students have participated in virtual job-shadowing opportunities, such as the following:
        o KUDER Navigator (career assessments and job-shadowing program).
        o Santee Cooper's virtual job-shadowing day.
        o Individual business and industry virtual interviews and presentations. provided on a district level, as well as those developed by CTE teachers.
        o Boeing Team presentations for CTE majors about career occupations.
    - Spring CTE internships resumed in February based upon willingness of participation with business and industry, students, and parents. We are working with our teachers in the development of these experiences with students in some of the different CTE majors:
        o Participating with local industry in face-to-face internship activities
        o Participating in school-based enterprise internships
        o Performing virtual school based clinicals with a healthcare sponsor

I certify that the information in this report is true.

Signed: _____ Date: 3-4-21
Rick Maxey, Superintendent

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

Signed: _____ Date: 3/22/21
Ken Richardson, Board Chair

Comments: _____
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R-5– World Language	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards in foreign language.	✔			

Interpretation: I interpret this policy to mean that Horry County Schools will implement a course of study that is aligned with the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019.* The content of the *South Carolina Standard for World Language Proficiency 2019* is organized according to national standards, blending the two focus goal areas of communication and cultures into one standard. The remaining goals of connections, comparisons, and communities are embedded within communication and cultures.

I further interpret this to mean that the staff will regularly monitor and evaluate the instructional programs at each school offering world languages as part of the ongoing efforts to improve student learning and language fluency. Staff will also provide ongoing support by providing professional development opportunities, and facilitating development of curriculum and assessments.

Indicators of Evidence and Compliance:

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

- Horry County Schools curricula and course offerings provide learners with a sequential comprehensive education in standards for world language through the study of the five C's:

- o Communication: Communicate in languages other than English
  - o Cultures: Gain knowledge and understanding of other cultures
  - o Connections: Connect with other disciplines and acquire information
  - o Comparisons: Develop insight into the nature of language and culture
  - o Communities: Participate in multilingual communities at home and around the world
- The content of the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019* is organized according to the national standards.
- Pacing guides, lesson plans, and common assessments support teaching and learning.
- Instructional materials adoption processes comply with state requirements.
- Technology is used to provide access to authentic materials for instruction and performance assessments.
- Students participate in performance assessment tasks to evaluate their progress.
- Advanced Placement®, IB, and dual-enrollment world language courses are offered.
- Exploratory Spanish is currently offered in three middle schools.
- French, German, and Spanish are currently offered in the district.
- Many high schools sponsor chapters of Spanish National Honor Society.
- World language teachers collaborate to share ideas, lesson plans, thematic units, authentic texts, and resources.
- Professional development opportunities and training on best practices are provided for world language teachers.
- World language teachers are active in professional organizations, and many serve as officers, committee members, and presenters.
- Sixteen students were awarded with a **Seal of Biliteracy** – four gold, three bronze and eight silver.

I certify that the information in this report is true.

Signed: _~~Rick Maxey~~_____ Date: 3/4/21
.   Rick Maxey, Superintendent

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

Signed: _____ Date: 3/22/21
    Ken Richardson, Board Chair

Comments: _____
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R-5 – Fine Arts	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards or state competencies in Fine Arts.	✔			

<u>**Interpretation:**</u> I interpret this policy to mean that Horry County Schools will implement a course of study that is aligned with the South Carolina Standards for Visual and Performing Arts Proficiency which outline what our students should know and be able to do in the arts.

I further interpret this to mean that the staff will regularly monitor and evaluate the instructional programs at each school offering arts course work as part of the ongoing efforts to improve student learning in the areas of fine arts. Staff will also provide ongoing support through professional development opportunities designed to support fine arts teachers in developing curricula and assessments, developing content knowledge, and promoting exceptional end products and performances in the arts programs in the schools.
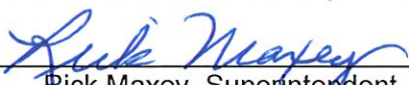
<u>**Indicators of Evidence and Compliance:**</u>

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

- Horry County Schools' fine arts curricula are aligned with the South Carolina College and Career Ready Standards for Visual and Performing Arts Proficiency and the National Standards for Arts Education.
- Instructional materials adoption processes comply with state requirements.
- K-5 music teachers use *Quaver*, the state-approved interactive, technology-based music program.
- Participation and rank of middle and high school music students in all-county groups are analyzed to document student achievement in fine arts.
- Visual arts, theatre, dance and music students receive awards and recognitions annually as individuals and as part of ensembles.
- Music ensembles across the district are frequently invited to perform for conferences and community events.
- Expanded opportunities, such as elementary guitar, percussion, and keyboard instruction have been implemented.
- Students in grades 3 through 11 identified as artistically gifted and talented in compliance with the South Carolina Department of Education's Best Practices are provided enrichment learning opportunities through summer programs.
- Schools work to ensure music ensembles in grades 6-12 are accessible to the largest number of students possible.
- K-12 students annually participate in the "Waves of the Future" performance sponsored by the Chicora Rotary Club.
- All nine high school marching bands joined together to form HCS All-Star Marching Band, which represents the school system at various events.
- Fine arts teachers are active in their respective professional organizations, and many serve as officers, committee members, and presenters.
- Useful links and fine arts program information are accessible through the fine arts page on the district website.

I certify that the information in this report is true.

Signed: _Ruck Maxey_ Date: 3/4/21
Rick Maxey, Superintendent

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

Signed: _____ Date: 3/22/21
Ken Richardson, Board Chair

Comments: _____
_____
_____
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R-5 – Technology Applications	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards in Technology Applications.	✔			

Interpretation: I interpret this policy to mean that Horry County Schools will implement standards for technology that are aligned with those from the International Society for Technology in Education (ISTE). I further interpret this to mean that the staff will regularly monitor and evaluate technology application district-wide as part of the ongoing efforts to improve student learning. District staff will also provide ongoing support through professional development opportunities designed to build capacity for technology leadership among teachers and administrators.

<u>Indicators of Evidence and Compliance:</u>

We are in full compliance of this policy. Evidence is listed below:
- Curricular documents and resources are aligned with the latest International Society for Technology in Education standards for students.

- Ongoing professional development and resources are being provided to support the district's 1:1 and personalized-learning initiative.
- The device refresh cycle supports the refresh of devices every four years.
- District digital integration specialists and content-area learning specialists provide job-embedded professional development in schools to support personalized digital learning.
- The Tech Innovator of the Month program recognizes teachers in the area of technology integration to help promote technology leadership among teachers.
- District digital integration specialists identify tech-savvy educators throughout the district (HCS Influencers) who explore new advances in educational technology and share their knowledge with others through district-approved professional development. The HCS Influencers is an extension of the district's digital-integration team and is used to model and promote the effective use of technology, facilitate and inspire student learning and creativity, design and develop digital-age learning experiences and assessments, and help promote and model digital citizenship and responsibility. This initiative is building teacher leaders in every school.
- District digital integration specialists launched the HCS Coding Academy in summer 2018 and continue to promote and support coding and STEM education as outlined in the SC Computer Science and Digital Literacy Standards.
- Online collaboration opportunities are provided for students, as well as administration and staff.
- Kindergarten through twelfth-grade students are using supplemental digital curriculum and tools to support instruction in all content areas: *Khan Academy, ALEKS, Achieve 3000, Discovery Education Science Techbook, Discovery Education Experience, Common Lit, etc.*
- Students are provided electronic textbooks and accompanying electronic resources, as available.
- GeoGebra, an interactive geometry software program, is available to all students for exploring geometry, algebra, calculus, and other areas of mathematics.
- Students use interactive websites and software for virtual labs for science and math.
- Graphing calculators are provided for middle and high school math classes.
- Students in grades 9-12 are using specialized software to connect science sensors/probes to their personalized-learning device.
- Digital math tools are available for grades 4-12 through interactive whiteboard features.
- Web conferencing tools are used for connecting HCS classrooms with classrooms around the world.
- District- and school-level communication is enhanced through the use of social media outlets.
- Expanded cloud storage options are available for staff and students.
- Online curriculum is provided through HCS Virtual for credit recovery coursework, content recovery, and enrichment. Initial credit courses are offered through HCS Virtual for high school courses.
- Hour of Code is promoted annually to celebrate the coding of computational thinking skills students are using throughout the year. Hour of Code ensures students are provided coding opportunities beginning at an early age to increase interest in computer science careers.

- K-12 HCS Virtual, a full-time, online virtual program, provides choice to families who prefer a virtual learning environment for their students.
- Learning management and student information systems are being used to support student learning through K-12 HCS Virtual.
- Technology applications are utilized to support career and technical education. Applications include *CADD Design, Autodesk Design Academy, Adobe Licensing CS6 and K-12, Health Center 21, and Solid Works.*
- Various extracurricular activities promote technology and critical thinking skills. These activities include First Lego League, Girls Who Code, and First Robotics Challenge.
- All child development, kindergarten, first-grade, and second-grade teachers receive digital devices to assess student reading progress throughout the year on Dynamic Indicators of Basic Literacy Skills (DIBELS) and Phonological Awareness Literacy Screening (PALS).
- Measures of Academic Progress (MAP) adaptive assessment is administered for progress monitoring reading, math, and language.
- Horry County Schools Technology Fair is a district-wide event where students compete in a variety of technology categories. The goal of the event is to challenge students to become leaders in a digital age.
- Classroom learning walks are utilized to encourage sharing of ideas and practices that promote the use of technology.
- District digital integration specialists launched a new K-12 professional development model in the summer of 2019 to allow more teacher choice and differentiated sessions on various topics related to the effective use of technology in instruction.
- District digital integration specialists developed and implemented an online course (Best Practices for Distance Learning 101 and 201). School leadership teams completed the course and were required to use the course and lessons with their teachers. This work resulted in district-wide consistency in platforms, teaching practices, expectations, etc. for all distance learning teachers for 2021-22 and beyond.
- Social media is used to support a district-wide professional learning community designed to showcase exemplar technology use in classrooms (#HCSPDL #hcsbadges).
- The laptop initiative continues to provide a laptop computer for instructional staff.