HORRY COUNTY SCHOOLS
MONITORING REPORT – <u>R-1 Literacy</u>

I certify that the information in this report is true.

Signed: _____*Rick Maxey*_____   Date: <u>November 7, 2016</u>
Rick Maxey, Superintendent

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

Signed: _____   Date: <u>November 21, 2016</u>
Joe DeFeo, Board Chair

Comments: _____
_____
_____
_____

R-1 – Literacy	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards in ELA.	✔			

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 Standards for K – 12 English Language Arts (SCCCR) that will prepare students to be proficient readers and writers.

I further interpret this to mean that the staff will regularly monitor and evaluate the instructional programs at each school as part of the ongoing efforts to improve student learning in the area of English language arts. Staff will also provide ongoing support through professional development opportunities designed to build capacity by establishing exemplary English language arts curriculum and assessments and developing process knowledge in language and reading acquisition.

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

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

Curriculum

- Horry County Schools curriculum and course offerings are aligned with the South Carolina College-and-Career-Ready Standards for English Language Arts (SCCCR) expectations.
- Instructional materials adoption processes comply with state requirements.
- Implementation of the South Carolina support documents has been emphasized since their release as a means of further ensuring student mastery of standards.
- Consensus maps (pacing guides), lesson plans, and assessments have been aligned to South Carolina College-and-Career-Ready Standards (SCCCR).
- To increase students' college-and-career readiness, opportunities are available for students to take dual-enrollment, Advanced Placement, and International Baccalaureate courses.
- Research-based curriculum for all students, ages 3 – 21, has been implemented PK – 12.
- Document-based questioning process (DBQ) is utilized to promote evidence-based writing in grades 3 – 8, Global Studies, U.S. History and Government.
- Literature-based questioning process (LBQ) is utilized to promote evidence-based writing in grades 6 – 8 ELA and English I – IV.
- Interactive notebooking is implemented in elementary and middle school science and social studies.
- Development of written scientific explanations using claims, evidence, and reasoning is emphasized in K – 12 science.
- Writing prompts aligned to SC READY have been implemented in grades 3 – 8. The SC READY writing rubric is used to score writing outcomes.

Assessment

- The Circle assessment is administered to all child development students at the beginning, middle, and end of the school year. This assessment is aligned with Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments for K-2 students.
- PALS and DRA2 are administered to all pre-K and kindergarten students, respectively, as a state required readiness assessment.
- DIBELS, MAP, AIMSWEB, and Oral Reading Fluency assessments are utilized to monitor progress and plan instruction.
- DIBELS is used in grades K – 5 to assess fluency.
- The District participates in an early childhood collaborative with community agencies, higher education representatives, and school-based services to facilitate the development of a comprehensive intervention program for children who are at risk for school readiness.
- Core and intervention reading programs' assessments are used to monitor student progress and guide instruction.
- High school English teachers and 8th grade English I Honors teachers have been provided professional development on the ACT Holistic Scoring Guide to be able to

align instruction and assessments to the expectations of the ACT Writing assessment.

- School data teams compile, monitor, and review data to analyze students' progress towards meeting state accountability goals. These data provide context for instructional planning.
- SC READY Text-Dependent Analysis writing prompts have been developed and embedded in the English language arts curriculum to match the expectations of the South Carolina College-and-Career-Ready Standards for English Language Arts (SCCCR) and provide formative assessment data.

Instruction

Reading and Language Instructional Strategies

- Lexia, a supplemental adaptive digital content resource that supports the six areas of reading, is being implemented in grades K-2.
- *Imagine It!* is being used as a core reading program in grades PK-5.
- Students in grades 2-12 have the opportunity to participate in the District's summer reading initiatives.
- Spelling is a part of the *Imagine It!* core reading program.
- The district is implementing a blended learning instructional model in grades 3 – 12 to support personalized learning.
- All middle and high school English teachers receive professional development on critical reading strategies, writing and research.

Interventions and Strategies for Struggling Students Question:

- *Unique Learning Systems (ULS)*, a research-based curriculum for students with special needs, has been implemented in all classrooms for students with moderate to severe disabilities.
- District protocols exist to ensure students needing intervention receive services through similar interventions district-wide. This is a monitoring strategy to track individual student progress and to reduce the achievement gap between sub-groups.
- *Reading Recovery* is an individualized instructional intervention for first-time first graders who are having difficulty learning to read and write and is offered in six high poverty schools.
- Reading intervention materials are being used for levels K-12 to provide additional support and remediation for students who are struggling with reading.
- Tier 3A intervention and Tier 3B core replacement intervention programs have been implemented for students who need more intensive instructional support.
- A digital college-and-career readiness program to prepare students for the ACT and SAT tests is available to students.
- Special education learning strategies curriculum has been implemented to support students and improve literacy in all content areas.
- HCS Virtual provides online opportunities for students to earn initial credits and recover credits through online curriculum.
- Teachers and paraprofessionals are provided professional development opportunities in reading intervention curriculum and instructional strategies.

Interventions and Strategies for High-Achieving Students

- HCS Virtual (HCSV) provides opportunities for students to enroll in Advanced Placement courses and other higher-level courses.
- Elementary G/T ELA curriculum materials include research-based units of study developed by the Center for Gifted Education as well as district-developed research, word part study, and integrated units. The units address SC gifted goals and objectives, extend beyond the grade-level standards, and incorporate instructional strategies appropriate to the needs of gifted learners.
- English language arts curriculum for honors and accelerated courses is based on the integrated curriculum model and includes thematic study, advanced content, writing, research and word part study. Support structures include consensus maps posted online and training in the use of pre-Advanced Placement instructional strategies.
- Teachers use *Jacob's Ladder*, a gifted education curriculum for reading, and shared inquiry to facilitate use of more complex texts and higher ordering thinking.
- Teachers are provided professional development opportunities in gifted curriculum and best practices.
- Advanced Placement English teachers have participated in professional development with College Board trainers and AP teacher collaboration sessions, sharing instructional strategies, materials, and techniques for student success.
- In grades 3 – 5, English language arts curriculum and instruction is differentiated to accommodate the level and pace of gifted and talented learners.
- Digital content is utilized to help students prepare for AP exams.

Other Strategies

- Print and digital resources, including fiction, non-fiction books and access to informational databases are available for students and teachers.
- Identified elementary schools receive additional support through the Consortium on Reaching Excellence in Education (CORE).
- Teachers' expertise is recognized, and they are asked to share their knowledge with others at the state and national levels.
- Teachers and district staff serve on various state committees that include standards setting, curriculum and assessment, development of assessments, textbook adoption and South Carolina College-and-Career-Ready Standards (SCCCR) implementation.
- Literacy workstations provide opportunities for targeted small-group instruction.
- Professional development for the social studies literacy model has been provided to middle and high school ELA and social studies vertical teams in order to meet the expectations of the South Carolina College-and-Career-Ready (SCCCR) literacy standards for history, science, and the technical subjects.
- "Reading Like a Historian" lessons are part of middle and high school social studies curriculum maps.
- A rubric developed by a committee of teachers, principals and district staff is used for English language arts digital content assessment.
- All schools developed a site-based reading plan following the guidelines required by the State Read to Succeed Act.

- Certificated professionals in grades pre-K-12 are required to earn the Read to Succeed endorsement through professional development or coursework.