Horry County Schools

STRATEGIC PLAN

2016-21

OUR VISION:

Horry County Schools' vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

OUR BELIEFS:

Our vision is guided by a set of Beliefs that serve as the foundation for all our efforts. Foremost, we believe that...
Our purpose is to develop the potential of each student and ensure that all graduates become productive members of their community, able to adapt to a diverse, ever-changing world.

We also believe that...
We have the obligation to challenge every student to meet higher academic standards *than his/her current level.*

In order to accomplish this, we believe that...
Our students deserve exceptional and passionate staff who share our CORE VALUES. *Our core values are stated as expectations for staff members:*
- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with students.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

We must also provide support for continuous improvement for students and staff.

We believe...

Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.

And...

All who share our schools deserve a safe, respectful and nurturing environment.

Finally, acknowledging that we all have a role in reaching our vision, we believe that...

Partnerships among family, community and school are imperative to students' social and academic success.

Horry County Schools

PERFORMANCE GOALS

2016-21

Horry County Schools Strategic Plan

Performance Goal: KINDERGARTEN READING

All kindergarten students will reach benchmark in reading on the end-of-year assessment by 2021.

Measurement: Spring DIBELS Next assessment; percentage of students "on track"

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			*95.0*	*96.0*	*97.0*	*98.0*	*99.0*	*100.0*
STATUS:	94.0	94.0						

Performance Goal: FIRST GRADE READING

At least 95% of first grade students will reach benchmark in reading on the end-of-year assessment by 2021.

Measurement: Spring DIBELS Next assessment; percentage of students "on track"

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			*87.0*	*88.5*	*90.0*	*91.5*	*93.0*	*95.0*
STATUS:	85.0	85.0						

Performance Goal: ELA 3-8   WILL BE DEVELOPED WITH 2016 SC READY RESULTS

Performance Goal: MATH 3-8   WILL BE DEVELOPED WITH 2016 SC READY RESULTS

Performance Goal: SUBGROUPS 3-HS   WILL BE DEVELOPED WITH NEW ACCOUNTABILITY MEASURES

Performance Goal: PASS SCIENCE

At least 90% of students in grades 3-8 will score "met" or above in Science by 2021.

Measurement: PASS Science (% "met" and above)

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
Grade 4 GOAL:			80.0	82.0	84.0	86.0	88.0	90.0
STATUS:	74.3	77.9						
Grade 5 GOAL:			77.0	80.0	83.0	86.0	88.0	90.0
STATUS:	74.3	74.2						
Grade 6 GOAL:			73.0	77.0	81.0	85.0	88.0	90.0
STATUS:	71.5	68.8						
Grade 7 GOAL:			76.0	79.0	82.0	85.0	88.0	90.0
STATUS:	78.0	72.7						
Grade 8 GOAL:			76.0	79.0	82.0	85.0	88.0	90.0
STATUS:	74.4	72.8						

Performance Goal: PASS SOCIAL STUDIES

At least 90% of students in grades 3-8 will score "met" or above in Social Studies by 2021.

Measurement: PASS Social Studies (% "met" and above)

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
Grade 4 **GOAL:**			91.0	92.0	93.0	94.0	95.0	96.0
STATUS:	87.5	90.0						
Grade 5 **GOAL:**			81.0	83.0	85.0	87.0	89.0	90.0
STATUS:	78.4	79.1						
Grade 6 **GOAL:**			81.0	83.0	85.0	87.0	89.0	90.0
STATUS:	81.6	79.1						
Grade 7 **GOAL:**			76.0	79.0	82.0	85.0	88.0	90.0
STATUS:	68.5	72.6						
Grade 8 **GOAL:**			80.0	82.0	84.0	86.0	88.0	90.0
STATUS:	77.0	77.4						

Performance Goal: EOC ALGEBRA

All students will pass the State's Algebra end-of-course test by 2021.

Measurement: State end-of-course test for Algebra I and Math for Technologies II, percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			*92.0*	*94.0*	*96.0*	*98.0*	*99.0*	*100.0*
STATUS:	94.5	90.9						

Performance Goal: EOC ENGLISH

At least 92% of students will pass the State's English end-of-course test by 2021.

Measurement: State English I end-of-course test percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			*82.0*	*84.0*	*86.0*	*88.0*	*90.0*	*92.0*
STATUS:	84.2	78.5						

Performance Goal: EOC BIOLOGY

At least 98% of students will pass the State's Biology end-of-course test by 2021.

Measurement: State Physical Science end-of-course test percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			*88.0*	*90.0*	*92.0*	*94.0*	*96.0*	*98.0*
STATUS:	84.5	86.6						

Performance Goal: EOC US HISTORY

At least 89% of students will pass the State's U.S. History end-of-course test by 2021.

Measurement: State Physical Science end-of-course test percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			*79.0*	*81.0*	*83.0*	*85.0*	*87.0*	*89*
STATUS:	73.6	76.9						

Performance Goal: The ACT ENGLISH

At least 55% of students will meet the college/career readiness standard on The ACT English by 2021.

Measurement: The ACT Spring census-test for third year high school students, percent scoring "Ready" in English

Interim Goals and Status:

DISTRICT	2015	2016	2017	2018	2019	2020	2021
GOAL:		45%	47%	49%	51%	53%	55%
STATUS:	42.7%						

Performance Goal: The ACT READING

At least 40% of students will meet the college/career readiness standard on The ACT Math Composite by 2021.

Measurement: The ACT Spring census-test for third year high school students, percent scoring "Ready" in Reading

Interim Goals and Status:

DISTRICT	2015	2016	2017	2018	2019	2020	2021
GOAL:		29%	31%	33%	35%	37%	40%
STATUS:	26.6%						

Performance Goal: The ACT MATHEMATICS

At least 35% of students will meet the college/career readiness standard on The ACT Math by 2021.

Measurement: The ACT Spring census-test for third year high school students, percent scoring "Ready" in Math

Interim Goals and Status:

DISTRICT	2015	2016	2017	2018	2019	2020	2021
GOAL:		25%	27%	29%	31%	33%	35%
STATUS:	23.3%						

Performance Goal: The ACT SCIENCE

At least 30% of students will meet the college/career readiness standard on The ACT Science test by 2021.

Measurement: The ACT Spring census-test for third year high school students, percent scoring "Ready" in Science

Interim Goals and Status:

DISTRICT	2015	2016	2017	2018	2019	2020	2021
GOAL:		20%	22%	24%	26%	28%	30%
STATUS:	18.2						

Performance Goal: AP/IB

At least 30% of high school students will take an Advanced Placement or International Baccalaureate course by 2021.

Measurement: % of high school students (non-duplicated) who were enrolled in an AP or IB credit course during the most recent school year

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			20.0	22.0	24.0	26.0	28.0	30.0
STATUS:	20.5	17.8						

Performance Goal: SAT

The average SAT score (composite) for high school seniors will be at or above the national average every year.

Measurement: SAT composite average (Critical reading + math + writing)

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:		*1490*	*US Avg*	*US Avg*	*US Avg*	*US Avg*	*US Avg*	*US Avg*
STATUS:	1481	1489						

Performance Goal: ACT

The average ACT score (combined) for high school seniors will be equal to the national average every year.

Measurement: ACT combined average

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:		*21.0*	*US Avg*	*US Avg*	*US Avg*	*US Avg*	*US Avg*	*US Avg*
STATUS:	20.7	21.1						

Performance Goal: ACT WORKKEYS

At least 98% of students will receive a National Career Readiness Certificate (NCRC) by 2021.

Measurement: The ACT Spring WorkKeys assessment for third-year high school students, percent who receive National Career Readiness Certificate

Interim Goals and Status:

DISTRICT	2015	2016	2017	2018	2019	2020	2021
GOAL:		92%	94%	95%	96%	97%	98%
STATUS:	89.9%						

Performance Goal: GRADUATION RATE (4 Year)

At least 90% of high school students will earn standard high school diplomas within four years or less after entering the ninth grade (i.e., on time) by 2021.

Measurement: 4-Year Graduation Rate by State Accountability formula

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			*83.0*	*84.5*	*86.0*	*87.5*	*89.0*	*90.0*
STATUS:	79.4	81.5						

Performance Goal: GRADUATION RATE (5 Year)

At least 92% of high school students will earn standard high school diplomas within five years or less after entering the ninth grade by 2021.

Measurement: 5-Year Graduation Rate by State Accountability formula

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			*83.0*	*85.0*	*87.0*	*89.0*	*90.5*	*92.0*
STATUS:	79.0	81.2						

Performance Goal: CONFERENCES

At least 100% of parents/guardians will participate in a conference about their child's academic performance every year.

Measurement: State Report Card "Parents attending conferences" percentage

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*
STATUS:	100.0	100.0						

Performance Goal: ATTENDANCE

The attendance rate for students and teachers will be at least 96% each year.

Measurement: Attendance records (Using 135-day ADA as basis for students, end-of-year for teachers)

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
Students GOAL:			*96.0*	*96.0*	*96.0*	*96.0*	*96.0*	*96.0*
STATUS:	96.7	95.5						
Teachers GOAL:			*96.0*	*96.0*	*96.0*	*96.0*	*96.0*	*96.0*
STATUS:	94.9	94.7						

Performance Goal: ADVANCED DEGREES

The percentage of teachers with an advanced degree will increase to 70% by 2021.

Measurement: Percentage of teachers with advanced degrees, as reported on annual State Report Card

Interim Goals and Status:

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:			*64.5*	*66.0*	*67.0*	*68.0*	*69.0*	*70.0*
STATUS:	61.7	62.9						

Performance Goal: MAP GROWTH GOALS

At least 75% of students in grades 2-8 will meet fall-to-spring growth goals on MAP Reading, Language and Math.

Measurement: MAP (Measures of Academic Progress) Fall-to-Spring Growth Goals report

Interim Goals and Status:

	2014	2015	2016	2017	2018	2019	2020	2021
GOAL:	*75%*	*75%*	*75%*	*75%*	*75%*	*75%*	*75%*	*75%*
STATUS: Gr. 2								
Reading	60.6	63.0						
Language	60.4	63.4						
Math	79.1	77.1						
STATUS: Gr. 3								
Reading	57.1	64.0						
Language	60.8	63.9						
Math	70.1	71.4						
STATUS: Gr. 4								
Reading	61.5	58.3						
Language	63.8	61.2						
Math	69.2	74.3						
STATUS: Gr. 5								
Reading	63.8	63.6						
Language	65.9	62.1						
Math	72.2	72.0						
STATUS: Gr. 6								
Reading	50.9	54.7						
Language	52.5	52.0						
Math	53.4	56.2						
STATUS: Gr. 7								
Reading	53.2	62.6						
Language	60.5	60.2						
Math	53.7	67.4						
STATUS: Gr. 8								
Reading	54.1	62.4						
Language	59.6	57.8						
Math	59.9	66.3						

Performance Goal: PERCEPTUAL SURVEY

The satisfaction level among parents, students, and teachers about the Learning Environment, Social and Physical Environment, and Home-School Relations will increase each year.

Measurement: Spring State Survey of Parents, Teachers and Students; percent who "agree" or "strongly agree" satisfaction with the statements related to the three broad survey areas.

Interim Goals and Status

PARENTS	2014	2015	2016	2017	2018	2019	2020	2021
Learning Environment *GOAL:*			*88.0*	*89.0*	*90.0*	*91.0*	*92.0*	*93.0*
STATUS:	89.5	87.5						
Social and Physical Environment *GOAL:*			*86.0*	*87.0*	*88.0*	*89.0*	*90.0*	*91.0*
STATUS:	86.9	85.0						
Home-School Relations *GOAL:*			*73.0*	*74.0*	*75.0*	*76.0*	*77.0*	*78.0*
STATUS:	72.2	72.1						
TEACHERS	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Learning Environment *GOAL:*			*91.0*	*92.0*	*93.0*	*94.0*	*95.0*	*96.0*
STATUS:	91.9	89.7						
Social and Physical Environment *GOAL:*			*93.0*	*94.0*	*95.0*	*96.0*	*97.0*	*98.0*
STATUS:	95.3	92.9						
Home-School Relations *GOAL:*			*87.5*	*88.0*	*89.0*	*90.0*	*91.0*	*92.0*
STATUS:	88.0	86.9						

Horry County Schools Strategic Plan

STUDENTS	2014	2015	2016	2017	2018	2019	2020	2021
Learning Environment *GOAL:*			*83.0*	*84.0*	*85.0*	*86.0*	*87.0*	*88.0*
STATUS:	83.8	81.8						
Social and Physical Environment *GOAL:*			*79.0*	*80.0*	*81.0*	*82.0*	*83.0*	*84.0*
STATUS:	84.4	78.1						
Home-School Relations *GOAL:*			*88.0*	*89.0*	*90.0*	*91.0*	*92.0*	*93.0*
STATUS:	88.3	87.1						

AREAS OF FOCUS
STRATEGIES/ACTION PLANS

QUALITY INDICATORS

AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS
Purpose and Direction	**Governance And Leadership**	**Teaching And Learning**	**Resources and Support Systems**	**Using Results for Continuous Improvement**
We will maintain and communicate at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.	We operate under governance and leadership that promote and support student performance and school/system effectiveness.	We have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses.	We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.	We will provide a comprehensive assessment system that generates a range of data about student learning and system effectiveness, and we will use results to guide continuous improvement.

AREA OF FOCUS:

PURPOSE AND DIRECTION

Quality Indicators

1. **The system engages in systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.**
2. **The system ensures that each school engages in systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.**
3. **The leadership and staff at all levels commit to a culture based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.**
4. **Leadership at all levels implement a continuous improvement process that provides clear direction for improving conditions that support student learning.**

ACTIONS TO BE TAKEN:

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
PD-1: Engage in an ongoing process to develop and implement a district strategic plan and aligned school-level plans that includes a stated purpose and direction, core values, key work process, and performance goals. • Five-year district strategic plan in accordance with state requirements, updated annually. The five-year plan will be finalized in 2016 to run through 2021. • Five-year school-level plans aligned with the district's strategic plan and meeting state requirements for school renewal. • Involvement of stakeholders at all levels of the planning process. • Ensure the continuous improvement of the entire system through annual reviews of the performance, with adjustments as necessary to the plan as part of an annual review. • Schools will develop annual Plan, Do, Study, Act (PDSA) plans with target goals aligned with the district and school-level strategic plan.	2016-17 and ongoing	General Fund	Accountability	Approved district strategic plan and school-level renewal plans

PD-2: Align Board of Education's annual goals through their Board Governance monitoring process with the performance goals identified in the district's strategic plan.	2016-17 and ongoing		Accountability	Board Governance monitoring reports
PD-3: Conduct periodic communications needs analyses with stakeholders by using website survey tools, written surveys and feedback from various strategic groups to ensure that the most effective tools and methods are being used	2016-17	General Fund	Accountability: Communications	Completion of needs analysis and follow-up action taken as needed
PD-4: Enhance communication with internal and external stakeholders to improve understanding of the district's purpose, direction, and performance with strategies, including: • Periodic e-newsletters or other electronic methods to employees and external audiences • Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups • Awareness of the mobile app for Horry County Schools • Board meetings televised via cable access channel and through HCS website with electronic searchable agendas and documents • Expanded programs on cable access channel • Videos for television and website to help stakeholders understand the various programs of the District and schools • Sharing the District's message through external venues such as civic clubs, chambers of commerce, faith-based organizations, colleges, etc. • Posters of vision and core values posted in all schools and offices.	2016-17	General Fund	Accountability: Communications	Effective communications utilized; mobile app; Board meeting online and televised; social media reports; ParentLink reports
PD-5: Provide a variety of opportunities for all stakeholders to access and understand the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.	2016-17	General Fund	Accountability: Communications	Vision understood and supported by more stakeholders through survey results; documented examples of tools used to communicate
PD-6: Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools purpose and performance.	2016-17	General Fund	Accountability: Communications	Expanded methods of communication documented

PD-7: Implement communication techniques from certified agencies or personnel to ensure that critical information can be provided to parents of students who do not speak English (ex., website translation of all web pages and forms)	2016-17	General Fund	Accountability, Instructional Support Services	Successful communication techniques implemented

AREA OF FOCUS:

GOVERNANCE AND LEADERSHIP

Quality Indicators

1. The governing body establishes policies and supports practices that ensure effective administration of the system and schools.
2. The governing body operates responsibility and functions effectively.
3. The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
4. Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.
5. Leadership engages stakeholders effectively in support of the system's purpose and direction.
6. Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.

ACTIONS TO BE TAKEN:

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
GL-1: Establish a monitoring system to ensure compliance by the District and all schools with the AdvancED Accreditation Standards	2016-17	General Fund	Accountability	Continuous improvement monitoring system operational
GL-2: Annually review School Board Governance Policies and make any necessary changes to ensure that they are aligned with the system's purpose and direction and performance goals	2016-17		Board of Education	Effective Board governance model adopted and adhered to
GL-3: Utilize the evaluation instrument for effective Board meetings	2016 and ongoing		Board of Education	Evaluation tool analyses and needed actions taken
GL-4: Maintain an annual record of Board members attendance at conferences and professional development opportunities on their roles and responsibilities	2016 and ongoing		Board of Education	Record of conferences and training
GL-5: Establish benchmarks indicating good management for instructional and non-instructional programs in order to conduct program evaluation	2016-17		All Chief Officers	Program effectiveness model operational
GL-6: Provide a Leadership Development Program for aspiring administrators.	2016-17	General Fund	Learning Services;	Pool of high-quality administrative candidates

			Human Resources	
GL-7: Determine instructional and organizational effectiveness as a basis for improving the District by developing return-on-investment analyses on existing and new programs based upon data which correlate student achievement to financial and human capital resources, including:	2016-17	General Fund	All Chief Officers	Program effectiveness model determined and appropriate actions taken
GL-8: Continue use of Superintendent's Advisory Cabinets (Teacher, Business, Support Staff, Students and Parents) and expand to include Faith-Based representatives to improve communication and relationships with various stakeholders groups	2016-17	General Fund	Various Cabinet liaisons	Quarterly meeting schedule; improved communication and understanding

AREA OF FOCUS:

TEACHING AND LEARNING

Quality Indicators

1. The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life shills that lead to success at the next level.
2. Curriculum, instruction and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
3. Teachers throughout the system engage students in their learning through instructional strategies that ensure achievement of learning expectations.
4. System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
5. The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.
6. Teachers implement the system's instructional process in support of student learning.
7. Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.
8. The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning process.
9. The system design and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.
10. Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade level areas.
11. All staff members participate in a continuous program of professional learning.
12. The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.

ACTIONS TO BE TAKEN:

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
TL-1: Implement SC College and Career-Ready Standards for English language arts and math • Follow implementation timelines	2016-17	Special Revenue & General Funds	Learning Services	Curriculum implementation

• Review and update curriculum documents for SC College and Career-Ready Standards to ensure equitable and challenging learning experiences for students • Develop exemplars to guide and inform students • Provide continuous professional development for staff • Continue to develop instructional leaders at each school through collaborative learning communities • Implement course progressions for middle school and high school mathematics • Provide professional development for integrating world class skills (creativity and innovation; critical thinking and problem solving; collaboration and teamwork; communication information, media and technology; and knowing how to learn) into classroom instruction in all subject areas • Continue to monitor and promote effective and consistent grading practices				
TL-2: Develop and implement standards and curriculum guides for courses lacking state standards • Identify courses lacking state standards • Consult national standards and best practices • Develop standards and curriculum guides for core courses • Develop standards and curriculum guides for current elective courses that demonstrate alignment with SC College and Career-Ready Standards • Provide continuous professional development for administrators, teachers and other district staff in standards and curriculum guides • Collaborate with other districts to share strategies for implementation of SC College and Career-Ready Standards	2016-17	Special Revenue & General Funds	Learning Services	Completed curriculum guides
TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity. • Identify intervention programs for all Tiers for ELA and math K-12 as needed to meet the unique learning needs of students • Provide professional development for staff in identified programs to support the improvement of instructional practices of teachers	2016-17	Special Revenue (Academic Assistance & IDEA) & General Funds	Learning Services	Program evaluation data

• Share information that keeps families informed of their children's learning progress and provides opportunities for meaningful participation • Monitor intervention implementation and provide support to ensure equitable and challenging learning experiences for students • Collect intervention data from multiple assessments to monitor student learning and systematically adjust curriculum and instruction to accelerate student learning				
TL-4: Refine special education curricula to ensure challenging and appropriate learning experiences for all students leading to the development of academic and functional skills leading to achievement of post-secondary goals. • Implement the occupational credential requirements • Provide professional development for teachers and administrators on special education best practices and models • Monitor implementation of programs and provide support as needed • Monitor and support co-teaching model • Monitor the implementation of core replacement curriculum for special education • Implement model learning strategies class • Provide technical assistance to ensure compliance of IDEA • Monitor and support curricula (PK – 12) for students with moderate to severe intellectual disabilities. • Provide professional development for staff to ensure teacher effectiveness • Provide technical resources for classrooms • Refine protocols for students with specific learning disabilities	2016-17	Special Revenue & General Funds	Learning Services	Updated curricula & classroom observation data
TL-5: Provide opportunities to expand students' global perspective through support and refinement of International Baccalaureate (IB) programs across the District. • Provide program advertisement, application process, and admittance process to provide equitable opportunities for participation for all students • Provide opportunities for all staff members to participate in a	2016-17	General Funds & Special Revenue	Learning Services, Accountability Services, Human Resources & Finance	Scholarship opportunities, post-secondary opportunities, student achievement data

continuous program of professional learning • Analyze student achievement results to determine teacher and program effectiveness				
TL-6: Support and refine the curricular offerings at the Scholars Academy • Provide program advertisement, application process, and admittance process to provide equitable opportunities for participation for all students • Analyze student achievement results to determine teacher and program effectiveness • Adjust program in response to data to ensure the unique learning needs of students are being met • Review and revise scope and sequence for HCS course offerings • Review all college course offerings available to program students	2016-17	General Funds & Special Revenue	Learning Services, Accountability Services, , Human Resources & Finance	Scholarship opportunities, post-secondary opportunities, student achievement data
TL-7: Support and refine the curricular offerings at Early College High School • Provide program advertisement, application process, and admittance process at Early College High School to maintain the integrity of the program • Analyze student achievement results to teacher and program effectiveness • Provide professional development to support district initiatives as well as AVID implementation • Communicate information about student learning, school performance, and achievement of the school improvement goals to stakeholders including BE[2]	2016-17	General Funds & Special Revenue	Learning Services, Accountability Services, Human Resources & Finance	Scholarship opportunities, post-secondary opportunities, student achievement data
TL-8: Provide the curricular offerings at the Academy for Technology and Academics (ATA) and Academy for Arts, Science and Technology (AAST). • Monitor program offerings and adjust based on community and business input along with students' interest and needs • Refine program advertisement, application process, and admittance process at both ATA and AAST, including online options	2016-17	General Funds & Special Revenue	Learning Services, Accountability Services, Instructional Support Services, Human Resources & Finance	State certification received, secondary opportunities, student achievement data; highly qualified teacher candidates

• Analyze student achievement results to determine teacher and program effectiveness • Monitor national certification programs and adjust program offerings with testing fields • Provide opportunities for all staff members to participate in a continuous program of professional development • Add additional career majors based upon surveys of student interests and community needs				
TL-9: Monitor and support the Connect program • Review and support the admittance process • Explore curricular options in meeting students' needs • Increase awareness of the Connect program, as well as involvement in selection and acceptance process • Analyze student achievement results to determine teacher and program effectiveness	2016-17	General Funds & Special Revenue	Learning Services, Accountability Services, Instructional Support Services, Human Resources & Finance	On-time or early graduation data, student achievement data
TL-10: Provide dual-enrollment options to ensure challenging learning experiences and opportunities for students • Refine procedures and guidelines involving dual-enrollment options • Provide opportunities for families to meaningfully participate in their child's educational decisions • Expand Technical Scholars Academy in collaboration with Horry Georgetown Technical College	2016-17		Learning Services, Instructional Support Services	Dual credits earned
TL-11: Support and refine the STEM (Science, Technology, Engineering, and Mathematics) program for students who are interested and excel in mathematics and science. • Refine program advertisement, application process, and admittance process to provide equitable opportunities for participation for all students • Provide opportunities for all staff members to participate in a continuous program of professional learning • Implement a guaranteed and viable curriculum that includes multiple languages, science, technology, engineering, mathematics, arts and social sciences • Adjust program in response to data to ensure the unique learning needs of students are being met	2016-17	General Funds & Special Revenue	Learning Services	Student achievement data in science and math

• Partner with the SC Governor's School for Science and Math to implement the Accelerate Program • *Expand STEM opportunities at for students in inland high schools, starting a program at Conway High School.*				
TL-12: Offer a variety of online course options to meet the individual needs of students and provide opportunities for collaboration, communication, critical thinking and problem solving. • Evaluate and align high school curriculum with on-line options • Explore additional online course opportunities (both initial and credit recovery credit) for students • Monitor the full-time online virtual high school program • Monitor students' progress with online courses taken through the Virtual SC and Horry County Virtual School (HCVS) • Expand the use of online content in medical homebound and home-based instruction as appropriate • Continue to offer online pre-algebra to eligible fifth-grade students	2016-17	General Funds & Special Revenue	Learning Services	Number of students with successful performance in online courses
TL-13: Support and monitor unique concept schools and programs around which school clusters have organized their instructional offerings • Foster collaboration with outside agencies and institutions • Provide professional development for instructional delivery • Support ongoing communication with and involvement of home and community stakeholders	2016-17	General Funds & Special Revenue	Learning Services	Schools and programs successfully operating around theme/concept; survey data
TL-14: Annually update an online Secondary Program Guide which will be available to all students and parents as a part of the IGP meetings, and will contain an overview of all secondary programs including Career and Technology Education programs offered within HCS. • Implement an online application process for all secondary programs • Conduct parent-student transitional meetings strategically located throughout the district to explore secondary options to prepare for college and careers	2016-Ongoing	General Fund	Learning Services	Secondary program guide
TL-15: Implement comprehensive character development	2016-	General Funds	Learning Services	Principals' job

initiatives in all schools • Promote, emphasize and support school-level initiatives for character development, student voice, and life and career characteristics (integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills) • Provide professional development for integrating lessons of character into classroom instruction in all subject areas • Monitor school-level implementation of character education initiatives • Promote and initiate character-related community partnerships • Provide ongoing support for the Covey Leadership model in Myrtle Beach cluster schools • Integrate lessons on character education and social skills within elementary guidance sessions (individual, small group, and classroom) and promote character education activities in the community	Ongoing		and Instructional Support Services	accountabilities, guidance calendars and plans, staff development agenda, School Report Cards
TL-16: Develop a comprehensive PK-12 ESOL model • Provide ongoing professional development to administrators, curriculum coaches, mainstream teachers, and ESOL teachers to ensure appropriate ESOL services for students • Ensure effective teaching strategies are utilized in classrooms serving ESOL students • Conduct ESOL parent nights to discuss school and community resources • Analyze program and student achievement results to determine Return on Investment (ROI) • Explore options for elementary, middle, and high school ESOL services • Provide additional qualified ESOL staff to meet the growing numbers and demands of our English Language Learners • Provide ongoing professional development to ESOL teachers in the areas of the recently adopted WIDA standards and accompanying assessments • Conduct school/district program evaluations of the LEP program	2016-17	General Fund Special Revenue	Instructional Support Services	Agendas, sign-in sheets, professional development evaluations, repository for online resources, student achievement results, State feedback on district's ESOL Program, ESOL population, classroom observations, individual school program evaluations and district evaluations

TL-17: Develop a comprehensive plan for foreign language • Research best practices in foreign language • Explore options for foreign language expansion	2016-17	General Fund	Learning Services	Expanded foreign language options
TL-18: Refine the gifted education programs • Refine protocols for high-achieving students not identified gifted • Refine criteria for Honors and Accelerated course placement • Continue to implement Mentoring Mathematical Minds in grades 3-5 to develop students' critical thinking and problem solving skills • Monitor implementation and provide support to ensure equitable and challenging learning experiences for students • Continue to refine policies and procedures for alternate grade placement • Continue to develop and refine curricula to meet the expectations of SC College-and-Career-Ready Standards • Implement protocols for twice -exceptional students qualifying for special education and gifted education services • Increase AP course offerings and pass rates • Promote and advertise the AP Diploma • Review annually the District Gifted Program Plan • Continue to refine the District Artistically Gifted and Talented Identification and Services Plan • Review and refine Summer Scholars Program to provide equitable and challenging opportunities for gifted and talented and high-achieving students • Provide opportunities for highly mathematical gifted sixth grade students to enroll in Algebra I (high school credit) and abide by conditions of approved State Waiver for SBE R. 43-232	2016-Ongoing	General & Special Revenue Funds	Learning Services,	Updated gifted curriculum implemented
TL-19: Refine and calibrate classroom expectations across the system with an emphasis on student engagement and levels of questioning • Provide professional development for teachers, coaches, principals, and district administrators on high-yield strategies, engagement, and levels of questioning	2016-17	Special Revenue (Academic Assistance) & General Funds	Learning Services	CWT data & Principal Conferences

• Implement collaborative learning communities at each school • Conduct classroom walk-throughs and use observation data for continuous improvement strategies • Monitor, analyze, and utilize CWT reports for trends • Plan additional professional development based on classroom observation data • Collaborate with consultants to assist targeted priority schools • Use classroom observation data to align with SC College and Career-Ready State Standards instructional expectations				
TL-20: Increase student achievement in science and social studies. • Use data from state and district assessments for science and social studies to adjust curriculum, instruction, and assessment in grades 3-8 • Utilize and adhere to State support documents • Implement curriculum maps for grades 3-12 science and social studies. • Implement instructional models for science and social studies. • Provide professional development for teachers and monitor use of science kits in grades K-8 • Monitor instruction in US History according to HCS curriculum map and make adjustments based on data. • Administer and monitor results of benchmark assessments for science and social studies in grade 3-12 • Integrate performance tasks that require reading and writing within content areas • Utilize the DBQ process to enhance student collaboration, critical thinking, and student self-reflection	2016-17	Special Revenue (Academic Assistance) & General Funds	Learning Services	Improved state assessment scores
TL-21: Take appropriate steps to increase the on-time graduation rate. • Analyze and monitor student achievement and attendance to determine and deliver intervention strategies • Provide curricular resources in direct response to intervention data • Monitor intervention data	2016-Ongoing	Special Revenue and (Academic Assistance) General Funds	Learning Services, Instructional Support Services & Accountability Services	Improved graduation rate

- Monitor and refine the District's credit-recovery program to include proficiency-based online learning opportunities
- Refine and expand choices for students needing a nontraditional setting
- Conduct IGP conferences with all students (Grades 8-12)
- Develop programs to increase academic achievement of 9th graders, including a transition plan from middle to high school.
- Utilize data from District, state and national assessments including ACT and MAP
- Refine documentation processes to track students from grade 9-12 using technology applications
- Refine secondary program options to meet students' needs
- Utilize the PDSA process to focus on increasing the number of on-time graduates

TL-22: Improve the effectiveness of guidance counseling and advocacy programs to meet the physical, social and emotional needs of all students. • Provide ongoing professional development for counselors to ensure effective advisement and guidance of students and parents in the selection of appropriate coursework for the preparation of students toward college and work readiness. • Conduct staff development sessions with counselors by grade level based on identified needs • Collaborate with local institutions of higher education to prepare students for readiness and success at the next level • Conduct professional development around the components identified by the Profile of the SC Graduate • Encourage counselor participation within specialty, regional, and state sponsored counselor meetings • Conduct district specialty training sessions for counselors based on valid and reliable measures of program effectiveness • Monitor effective guidance strategies through visitation of district guidance programs • Refine an online HCS Student Information Guide to be available to parents and students grades 8-12 as a way to keep families informed	2016-17	General Fund	Learning Services and Instructional Support Services	Survey results; feedback on staff development; completed information guides; website

• Improve communication and collaboration between guidance counselors, administrators, and district guidance liaisons to ensure an effective program, including electronic communication tools • Implement a mentoring program for new counselors				
TL-23: Provide opportunities for service learning within the curriculum and through extracurricular activities. • Collaborate with our external stakeholders to enhance the service learning possibilities for staff and students. • Monitor and recognize student and staff participation in service learning programs.	2016-17	General Fund, Grants, and Foundation Funds	Learning Services and Instructional Support Services	Superintendent's Service Learning Award, Student Recognitions
TL-24: Ensure that persistent gaps between student achievement in subgroups are consistently and continually diminished • Develop parent and community partnerships to work collaboratively to close gaps • Provide early intervention/identification/intervention for all students • Provide parent/community education around early childhood – communication of research, need, statistics, best practices. • Use literacy (language development, writing, vocabulary, phonemic awareness and phonics) as a vehicle for closing the achievement gap • Use the PDSA process to target effective practices for continuous improvement that close achievement gaps • Utilize school and district data teams to identify areas and subgroups where persistent gaps occur • Provide technical, financial and instructional support to schools whose gaps are largest and most persistent • Provide culturally relevant professional development • Ensure appropriate intervention for all students whose achievement is below grade level • Review and analyze disciplinary data for patterns and root causes and develop strategies to decrease out-of-class/out-of-school removals • Provide curricular resources to address appropriate social skills • Implement targeted-assistance plans to monitor continuous	2016-17	General Fund & Special Revenue (Academic Assistance)	Learning Services, Instructional Support Services, Accountability Services, Human Resources, Support Services,	Improved academic performance for minority students with diminishing achievement gap

improvement processes and results related to achievement gap subgroups in priority schools • Monitor grading practices to ensure effectiveness and consistency				
TL-25: Develop digital course guides for all secondary schools career and technology education (CATE) programs that align with potential career goals, including career exploration, job shadowing, internships, and mentoring experiences with IGP process grades 8-12. • Develop ways to communicate the highlights of CATE majors of study offered at each school • Maintain industry level technology/equipment needs for programs to ensure work readiness level within CATE programs. Develop processes that allow for input from schools and advisory committees as part of the selection process. • Monitor and report students' participation in CATE opportunities, including shadowing, service learning, and completer status in Power Schools and to the State Department. • Conduct annual review of programs to determine the effectiveness of each program and the need for additional programs based on students' interests and needs • Provide students the opportunity through CATE Student Organizations to participate in skills training competitive activities affording the opportunity to put learning into action	2016-17	CATE Funds	Instructional Support Services	Completed secondary program Guide, eIGP, curriculum mapping guide, placement rate for graduates, participation rates in CATE opportunities
TL-26: Promote collaboration among all school levels to ensure a seamless transition for students and readiness for the next level • Refine and consistently implement identified strategies such as transition meetings (Transition Plans) between early childhood and elementary school, elementary and middle schools, and middle and high schools. • Enhance articulation between high school and post-secondary institutions. • Provide regular and consistent opportunities to communicate/collaborate between high schools and the workforce employers	2015-Ongoing		Learning Services	School transition plans, individualized education plans

• Complete annual reviews of all individualized education plans in the spring in preparation for transition to the next grade level/school • Monitor the effectiveness and consistency of grading practices • Partner with Horry-Georgetown Technical College and Coastal Carolina University through periodic meetings with a focus on articulation regarding opportunities for collaboration.				
TL-27: Align the District professional development plan with the system's goals, objectives, and direction. • Collect and utilize data to determine the professional development needs of professionals and support staff • Collect and utilize data to evaluate the effectiveness of professional development in improving instruction, student learning, and the conditions that support learning • Utilize an electronic management system for scheduling and posting professional development offerings • Provide professional development and collaborative learning opportunities for support staff that includes customer service, technology, and other identified opportunities	2016-17	General & Special Revenue Funds	Learning Services, Accountability & Human Resources	Evaluations used to determine impact on system effectiveness
TL-28: Develop and implement an instructional technology plan to: • Create and sustain a culture that supports digital-age teaching and learning • Ensure effective utilization of hardware and software • Provide teachers with tools to share lesson plans, resources and methodologies • Implement criteria/procedure for all software purchases/implementation that must be followed for all schools/departments. • Utilize district specialists to work at the school level to facilitate the intentional use of technology and digital content in teaching and learning • Adopt the ISTE National Education Technology Standards for students, teachers, and administrators • Support implementation of the SC College and Career-Ready Standards • Identify digital resources that align with curriculum and	2016-17	General Fund, Erate funds, E2T2 technology funds	Learning Services; Accountability: Technology;	Updated plan implemented; improved teacher proficiency

instructional practices • Ensure instructional technology is incorporated into school and District professional development plans • Incorporate online courses as an option in the computerized student management system for homebound or home-based student instructional programs. • Incorporate assistive technology in classrooms to provide identified students with individualized instructional strategies and access to telecommunications, sensory aids and other devices • Promote student achievement by providing media collections and informational resources to enhance delivery of instruction and effectively integrate informational literacy and technology within the curriculum				
TL 31: Develop, implement, and update annually a comprehensive research-based reading plan for the district and each school that includes tiered interventions provided to students and identifies resources to ensure sustainability (Section 59-155-110, South Carolina Read to Succeed Act)	2016-17	General fund and special revenue (R2S)	Learning Services	District plan (Attachment 1 to District Strategic Plan); School plans to be submitted to SCSDE by September 1, 2016

AREA OF FOCUS:

RESOURCES AND SUPPORT SYSTEMS

Quality Indicators

1. **The system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support purpose and direction of the system, schools, and programs.**
2. **Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the system, schools, programs, and operations.**
3. **The system maintains facilities, services and equipment to provide a sale, clean and healthy environment for all students and staff.**
4. **The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.**
5. **The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.**
6. **The system provides a technology, infrastructure and equipment to support the system's teaching, learning and operational needs.**
7. **The system provides, coordinates and evaluates the effectiveness of support systems to meet the physical, social and emotional needs of the student population being served.**
8. **The system provides, coordinates and evaluates the effectiveness of services that support the counseling, assessment, referral, educational and career planning needs of all students.**

HUMAN RESOURCES / Teacher and Administrator Quality

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
RS/HR-1: Evaluate all staff annually to improve performance. • Develop a timeline for completing evaluations on all staff. • Provide continued training and support to administrators on the utilization of the evaluation instruments. • Ensure all support, non-teaching professional and professional staff receive at their sites training on the evaluation instruments. • Develop a procedural plan for intake and review by the Human Resources Department.	2016-17	General Fund	Human Resources	All employees evaluated annually

RS/HR-2: Implement new web-based applicant tracking program to broadly recruit qualified employees. • Increase communications with applicants throughout all steps of the process. • Continue building the system to better utilize its screening and advertise capabilities.	2016-17	General Fund	Human Resources	AppliTrack software program successfully implemented
RS/HR-3: Develop a comprehensive training manual for all hiring managers, and provide training to all district hiring managers.	2016-17	General Fund	Human Resources	Training manual developed
RS/HR-4: Provide outstanding customer service for all applicants by: • Streamlining HCS Career Site • Easy to access helpline • Customer service kiosks	2016-17	General Fund	Human Resources	Continual assessment and improvement of customer service to all stakeholders
RS/HR-5: Develop a plan for employee recruitment and retention of high-quality work force. • Develop strategies to recruit and retain a diverse staff.	Annually by January	Local and federal (Title II) funds	Human Resources	High caliber recruitment with diverse representation in all areas
RS/HR-6: Implement plan to increase the number of teachers with advanced degrees, including: • Working with Coastal Carolina University to tailor a two-year master of education program that aligns with the needs and programs of Horry County Schools • Continue market studies to keep salaries competitive	2016-17	Local and federal (Title I) funds	Learning Services; Human Resources	Percentage of teachers with advanced degrees continue to increase
RS/HR-7: Monitor HCS evaluation system for professional and classified employees.	2016-17	General Fund	Human Resources; Learning Services	Annual monitoring
RS/HR-8: Implement the new SC Mentors program	2016-17	General Fund	Human Resources	New mentoring program implemented
RS/HR-9: Use student achievement data to design and evaluate the effectiveness of professional development programs and to allocate resources	2016-17	K-5 Enhancement funds (MAP), local & federal (Title II) funds	Learning Services	Program effectiveness model in place
RS/HR-10: Implement a system to monitor implementation of professional development programs designed to recruit, employ, and retain quality	2016-17	General Fund	Learning Services	Feedback from participants show improved benefits

staff at the school and classroom level.				and satisfaction levels
RS/HR-11: Provide a comprehensive staff development program for staff members at all levels. • Offer courses and workshops in content and research-based strategies. • Implement an effective induction and mentoring program for new teachers. • Design a professional development program for aspiring administrators. • Continue to expand the professional development program for aspiring administrators. • Develop long-range plans for professional development programs to meet certification requirements of professional and classified employees. • Offer courses and workshops in the integration of technology into the curriculum.	2016-17	K-5 Enhancement funds, state and federal Title II funds	Learning Services, Human Resources	Published plan for district and all schools

FINANCIAL RESOURCES

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
RS/FR-1: Research new technologies to provide efficiencies in document handling/storage, attendance and time recording, and employee self-service.	2016-17	Capital Funds	Fiscal Services	Results of study utilized to meet needs of District
RS/FR-2: Align budget request and approval process with strategies to improve student performance	2016-17	All Funds	Fiscal Services: Budget	Continuous improvement model
RS/FR-3: Continue to align budget requests and the approval process with strategies designed to improve student performance	2016-17	All Funds	Fiscal Services	Effective budget process
FR-4: Utilize modified zero-based budgeting process	2016-17	All Funds	Fiscal Services	Process implemented
RS/FR-5: Develop user-friendly financial reports which are correlated to budget decision packages and which will enable budget center managers to more effectively manage their resources	2016-17	General Fund	Fiscal Services	Improved financial reports and quarterly financial reports

Horry County Schools Strategic Plan

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
RS/PR-1: Implement system to ensure there are no unwanted or unidentified visitors on any campus through the implementation of visitor screening software programs at school entrance doors	2016-17	General Fund	Support Services: Student Affairs	School safety reports and security drills; physical changes to school entrances to comply with security check-in system
RS/PR-2: Install state-of-the-art monitoring systems in facilities	2016-17	General Fund	Support Services: Student Affairs; Technology	Systems installed
RS/PR-3: Review and revise as needed planning parameters for new schools and athletic facilities	2016-17		Support Services: Facilities	Approved parameters
RS/PR-4: Conduct needs assessment ratings for each school using approved educational specifications	2016-17	General Fund	Support Services: Facilities	Completed needs assessment ratings
RS/PR-5: Develop and maintain a 10-year plan for managing and developing facilities for growth	2016-17		Support Services: Facilities	Approved 10-year plan
RS/PR-6: Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments	2016-17	General Fund	Support Services: Facilities	Approved adjustments as needed
RS/PR-7: Use an acceptable and reliable model to predict direct and indirect impacts of major residential developments on school capacity and the need for new schools	2016-17		Support Services: Facilities	Accepted model with impact predictions
RS/PR-8: Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations	2016-17		Support Services: Facilities	Approved green designs; technical specifications
RS/PR-9: Implement energy reduction systems using school energy conversation modules. Utilize high performance energy design in new schools according to Board-approved model.	2016-17		Support Services: Facilities	Annual energy usage savings; improved monitoring of energy usage controls
RS/R-10: Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using an automated work order system	2016-17		Support Services: Facilities	Improved efficiency of work order completion by established targets
RS/PR-11: Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns	2016-17		Support Services: Student Affairs	Hotline functional and effective
RS/PR-12: Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include: ♦ Use of the facility; Emergency procedures; Maintenance work orders,	2016-17		Support Services: Facilities	Functioning team in each school with central facilities support

insurance claims and other facility needs				
RS/PR-13: Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity	2016-17		District Staff and School Teams	Building capacity ratings maximized
RS/PR-14: Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district	2016-17	Capital Funds	Technology	Completion of project
RS/PR-15: Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	2016-17	Capital Funds	Support Services: Facilities	Completion of project
RS/PR-16: Ensure that all facilities meet all applicable safety and security standards, as defined in the planning and construction parameters	2016-17		Support Services: Facilities and Student Affairs	All safety and security standards in compliance
RS/PR-17 Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester.	2016-17		Support Services: Student Affairs	School reports of drill completions
RS/PR-18: Ensure all facilities are safe, clean, and properly maintained.	2016-17		Support Services: Facilities	Establish expectations and maintain
RS/PR-19: Update annually the District's Technology Plan to ensure the most effective hardware, software and infrastructure solutions are in place to maximize the use of technology in the classroom to improve student learning: • Implement personalized learning program with laptop/device for all students in grades 3-12 to be completed over a phase-in period utilizing the most effective devices to meet the educational needs of students in the classroom. Develop an effective model to handle the breakage and damage costs for repairs to student devices, including an annual technology fee. • Continue the laptop computer initiative for classroom teachers to encourage interactive technology in daily teaching and learning • Establish a refresh cycle for all technology hardware and equipment to include: printers, servers, security cameras, wireless access points, computers, projectors, and network infrastructure • Phase-out of stand-alone desktop computer stations as the personalized learning device program for students is being phased in • Identify the hardware and software required to provide that best instruction; • Develop a relevant instructional technology training program for all teachers who deliver that content area/standard	2016-17	General Fund, Erate funds, E2T2 technology funds	Accountability: Technology; Learning Services	Updated plan implemented; refreshed inventory; survey results and appropriate data on technology

• Provide a small number of mobile wireless labs and hard-wired computer labs in schools in order to facilitate student access to resources and large group instruction for programs that need functionality beyond the personalized learning computer model selected for students • Develop and provide teachers with technical applications to share lesson plans, resources and methodologies • Establish criteria/procedure for all software purchases/implementation that must be followed for all schools/departments. • Ensure that wireless overlays in all schools are sufficient to allow for implementation of a personalized learning computer program for students • Explore new technology solutions for interactive projectors/boards in classrooms, utilizing the most effective method to quality learning experiences • Provide media collections and information resources for students in order to integrate informational literacy and technology within the curriculum				

SUPPORT SYSTEMS / School Climate

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
RS/SS-1: Maintain a truancy intervention program at each school to improve student attendance	2016-17		Support Services: Student Affairs	Program in place at all schools
RS/SS-2: Designate a school leadership team member in every school whose is responsible for school safety, to include: ♦ Student management policies, regulations and procedures ♦ Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable. ♦ Alternatives to ISS, OSS and homebound ♦ Effective and efficient investigations and preparation for hearings	2016-17		Principals	Functioning team in all schools
RS/SS-3: Review and make needed alterations to each school's efforts and	2016-17		Support Services:	Reduction in instances of

			Student Affairs; Human Resources	bullying
programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.				
RS/SS-4: Establish health care plans and emergency action plans at each school for children with identified health care needs	2016-17	Medicaid funds, IDEA	Instructional Support Services: Health and Safety	Health care plans and emergency action plans implemented
RS/SS-5: Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: ♦ Regular nutritional analyses for all school cafeteria meals ♦ Goals for nutrition education, physical activity, and other school-based activities ♦ Nutrition guidelines established for all foods sold to students during the course of the school day.	2016-17	General Fund	Support Services: Food Services; Instructional Support Services: Health and Safety; JROTC	Plan implemented in all schools; annual review of well plan and nutritional guidelines
RS/SS-6: Train staff on safety in the workplace	2016-17	General Fund	Human Resources	Compliance reports
RS/SS-7: Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2016-17		Support Services: Student Affairs; Technology	Protocols established and practiced
RS/SS-8: Establish protocols for each nurse in the District to provide to students with allergies and their families evidence-based practices of care • Implement a written emergency action plan for each student with documented allergies. • Develop a specific training protocol for all staff to recognize anaphylaxis	2016-17	General Fund	Director of Health and Safety Services	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program
RS/SS-9: Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. • Respond and take appropriate action in timely manner • Monitor number of calls and follow-up needed	2016-17 and ongoing		Support Services: Student Affairs	Telephone log and reports of action taken
RS/SS-10: Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs	2016-17	Medicaid and General Fund	Instructional Support Services	Services in place
RS/SS-11: Provide safety and health guidelines and training to school staff and students in: • Personal health practices	2016-17	General Fund	Support Services: Health and Safety Services,	Reduction in safety issues

• School bus safety • PE and playground procedures • Classroom and laboratory procedures • Indoor air quality			Student Affairs	
RS/SS-12: Implement protocols to record and maintain student school bus ridership data in PowerSchool and to track student attendance on individual buses via electronic device	2016-17	General Fund	Support Services: Transportation	PowerSchool Data
RS/SS-13: Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.	2016-17		Support Services: Student Affairs	Protocols established and practiced.

AREA OF FOCUS:

USING RESULTS FOR CONTINUOUS IMPROVEMENT

Quality Indicators

1. **The system establishes and maintains a clearly defined and comprehensive student assessment system.**
2. **Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning.**
3. **Throughout the system professional and support staff are trained in the interpretation of data.**
4. **The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.**
5. **System and school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders.**

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
UR-1: Develop School and District Plan, Do, Study, Act (PDSA) continuous improvement model plans for student learning • Provide professional development on the PDSA cycle and the appropriate use of data each level to evaluate continuous improvement • Assist schools in developing PDSA plans through comparison and trend data targeting 3-4 goals as a priority • Assist schools in the development of school-based professional development aligned with the goals • Digitize school PDSA plans and make available to district administrators • Link the teacher evaluation process to PDSAs • Monitor and provide support for implementation • Monitor the electronic weekly reports from specialists • Utilize Next Steps Plans for identifying tasks after visits from specialists • Provide stakeholders opportunities in the PDSA development process	2016-Ongoing		Learning Services	Schools PDSA plans for student learning

UR-2: Review data analysis tools provided through the SC Department of Education, NWEA, and other assessment venues and determine ways to make those tools and reports a part of ensuring continuous improvement of district programs and initiatives	2016-17	State grant	Assessment; Technology	Successful implementation of data analysis tools
UR -3: Provide training to district and school staff (instructional and non-instructional) on analyzing and utilizing student performance data; align training with data team processes	2016-17	General Fund	Learning Services; Accountability	Staff proficiency in data appropriate to their level
UR -4: Design common district practices to evaluate the operational effectiveness of continuous improvement processes and the impact and effectiveness of various instructional and non-instructional program initiatives. • Identify programs and practices for program evaluation • Determine the most effective means of program evaluation, considering in-house expertise and available consultant services	2016-17	General Fund	Accountability; Learning Services	Program evaluation documents showing effectiveness
UR -5: Use comparison and trend data from comparable schools and school systems to help evaluate student performance and system effectiveness.	2016-17		Accountability	System and school rankings improve
UR -6: Ensure that the district and all schools have teams to continuously review student performance data, make decisions to improve teaching and learning, and evaluate program effectiveness for instructional and non-instructional areas • Review and revise protocols and guiding documents for school and district data teams, as well as work with district priority schools and Title I Focus Schools	2016-17		Learning Services; Accountability	PDSA reviews, protocol documents
UR -7: Refine implementation of district and school-level data teams for continuous improvement • Ensure active implementation of a district data team • Ensure active implementation of school data teams • Provide professional development on data analysis tools • Identify priority schools and high-achieving schools • Align PDSA goals with District Performance Goals	2016-17		Learning Services & Accountability	Functioning team in all schools
UR -8: Use student achievement data to plan instructional programs, refine curriculum, and align resources at district and school levels. • Use student achievement data to adjust instructional groups as well as curriculum, instruction, and assessment in all content areas	2016-17	Local funds and Lottery funds	Learning Services	Improved state assessment and MAP scores
UR -9: Monitor annual growth (Fall to Spring and Spring to Spring) during	2016-17		Accountability;	State assessment scores

			Learning Services	improved, higher percentage of students meeting growth goals
the school year as measured by assessments (including MAP and DIBELS) • Identify students who need assistance prior to state assessment administrations based on progress monitoring data				
UR -10: Develop user-friendly online student achievement data reports for use by teachers and administrators	2016-17		Accountability: Assessment and Technology	
UR -11: Administer state and district assessments in grades PK-2 to progress monitor early literacy	2016-17	Local funds	Accountability: Assessment; Learning Services	Improved primary literacy performance
UR -12: Review the District's performance measures annually to ensure that all relevant state and federal accountability indicators and Board priorities are included	2016-17	General Fund	Accountability	Annual Performance Goals
UR -13: Refine the use of formative and summative assessments • Conduct information sessions designed for specific stakeholder groups • Develop implementation plan for assessments that accompany the SC College and Career-Ready Standards • Provide professional development for staff on benchmarks, common assessments, grading practices • Ensure the infrastructure is in place for electronic assessment	2016-17		Learning Services; Accountability Assessment	Implementation of assessments that accompany the SC College and Career-Ready Standards
UR-14: Train school and district staff on the transition to SC College and Career-Ready Standards as it relates to assessment	2016-17	General Fund	Accountability: Assessment; Learning Services	Successful testing program in place with staff trained
UR-15: Continue the transition to SC College and Career-Ready Standards by administering MAP SC Standards version	2016-17	General Fund; State Formative Assessment Funds	Accountability: Assessment;	Successful testing program in place with staff trained
UR-16: Identify world class skills and life and career characteristics as identified on the Profile of the SC Graduate (discipline, attendance, critical thinking, self-direction, etc.) that could become part of district performance measures	2016-17		Accountability: Assessment; Learning Services	Skills and characteristics identified with possible measures

ATTACHMENT 1

Horry County Schools
Read to Succeed District Literacy Plan

2016-17 School Year

Horry County Schools Strategic Plan
Read to Succeed District Literacy Plan Template
2016-17 School Year

This template is an all-inclusive list of the information which will be included in the Read to Succeed section of District Strategic Plan submitted to the State Department of Education on or before April 25, 2016. The narrative information (Appendix A) will be uploaded and the quantitative information (Appendix B) will be entered into an Excel spreadsheet.

CONTACT INFORMATION	
District	Horry County Schools
District Literacy Leadership Team Leader Name	Beverly Holt-Pilkey
Mailing Address	335 Four Mile Road, Conway, SC 29526
Email Address	bholtpilkey@horrycountyschools.net
Preferred Telephone	(843) 488-6564

Please provide a brief narrative describing the process the District Literacy Leadership Team (DLLT) used to develop the district reading plan, focusing on the guiding questions below.

Literacy Vision and Culture   *Why is it important to focus on improving literacy in our district? What will literacy and learning look like in our district if comprehensive reading reform policy is successful?*

Context   *How does this plan connect to other plans and district initiatives? Which ones?*

Communication   *How will the components of the plan be communicated to stakeholders?*

Implementation   *How will implementation be monitored over the next year?*

Horry County Schools is a county-wide school system and is the third largest among the state's 85 school districts, serving a diverse population of more than 42,000 students. The school district has nine attendance areas: Myrtle Beach, Carolina Forest, Conway, Socastee, North Myrtle Beach, Loris, Aynor, Green Sea Floyds, and St. James.

The overall vision of Horry County Schools is to be a *premier, world-class school system in which every student acquires an excellent education*. Our schools will be welcoming centers organized around high-quality teaching and learning. Our vision is guided by a set of beliefs that serve as the foundation for all our efforts.

Foremost, we believe that our purpose is to develop the potential of each student and ensure that all graduates become

productive members of their community, able to adapt to a diverse, ever-changing world. We also believe that we have the obligation to challenge every student to meet higher academic standards than his/her current level.

In order to accomplish this, we believe that our students deserve exceptional and passionate staff who share our core values. Our core values are stated as expectations for staff members:

- We put service to students above all else.

- We take responsibility for the success of all students.

- We care passionately about our work with children.

- We build strong positive relationships with students, staff, parents, and community.

- We model and promote civility and integrity.

The HCS District Literacy Leadership Team (DLLT) is comprised of various district-office staff representing general and special education, professional development, and library-media, principals, reading coaches, and instructional coaches. The collective HCS DLLT met four times between December and March to analyze and reflect upon district data and to development goals and strategies regarding the seven components of the Read to Succeed District Literacy Plan. The HCS DLLT collaborated and reached consensus regarding the vision of literacy and learning within the school district. The following literacy vision statement is a result of those efforts.

It is the vision of Horry County Schools District Literacy Leadership Team that all students develop as independent and literate learners through a systematic and shared approach, which accounts for individual learning profiles and actively engages all stakeholders.

Literate learners who are college- and career-ready are able to
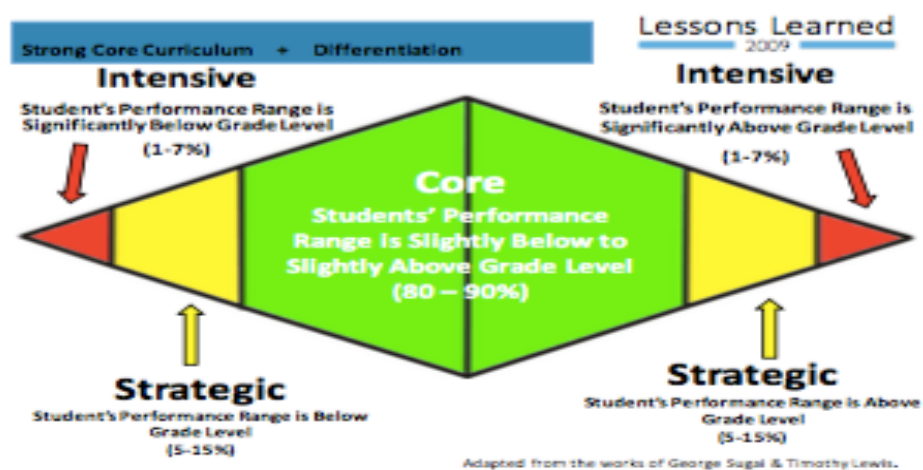- *read, comprehend, and write independently;*
- *reason effectively;*
- *think and respond critically and creatively;*
- *access and evaluate information across all media; and*
- *Organize, design, and communicate information for a variety of purposes and audiences.*

In keeping with the HCS overall vision of being *a premier, world-class school system in which every student acquires an excellent education*, HCS has long established performance goals in the area of literacy for grades Kindergarten through grade 12 based on various local, state, and national assessments. The HCS District Literacy Leadership Team understands that literacy is at the center of all that we do to prepare students not only to meet the profile of a South Carolina graduate but also to be college-, career- and life-ready. Based on our most recent performance goal data, we recognize the continued need for a focus on literacy across all grade levels. HCS uses Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) to assess students in Kindergarten through grade 2 in the big five areas of reading. The 2015 DIBELS Next end-of-year performance data indicates that 94 percent of Kindergarten students and 85 percent of grade 1 students met or exceeded the

composite benchmark score. In addition, 79 percent of grade 2 students met or exceeded the DIBELS Next Oral Reading Fluency end-of-year benchmark. In addition, HCS administers the South Carolina required assessments of PALS in 4K and DRA2 Plus in Kindergarten. Based on the fall 2015 data, 3.93% and 14.5% of students scored ready within the first 45 days of school. The HCS MAP reading spring median RIT scores have remained consistent between 2007 and 2015, while English I EOC scores have shown improvement over the same time period and have consistently exceeded the state performance. Although we only have one year of data for ACT Aspire, the percentage of students demonstrating readiness in grades 3 through 8 ranged from 36.6% to 51.1%.

The HCS Read to Succeed District Literacy Plan connects with a number of district initiatives and plans. HCS implements a tiered system of interventions in Kindergarten through grade 12, and our HCS Board of Education has committed resources to our schools for the addition of certified reading interventionists. Our HCS intervention protocols provide our schools with guidelines for placement, movement among the tiers, and exit. In alignment with our core values, we take responsibility for the success of all students. The figure below represents our focus on supporting those students not yet demonstrating mastery as well as those who need acceleration. Beginning with a solid core instructional program, HCS then provides supports for students at both ends of the continuum.

Through our Personalized Digital Learning (PDL) initiative, HCS has also provided digital tools for students in grades 5 through 12. During the 2015-2016 school year, HCS has also focused on the importance of targeted, teacher-directed small group instruction as a component of our PDL initiative. Teachers are expected to meet with small groups of students daily to target instruction based on student needs not only during the English Language Arts blocks but throughout the day in core content areas.

Evidence of further alignment between the HCS Read to Succeed District Literacy Plan is found in our HCS continuous improvement strategies and support for schools and teachers in literacy instructional strategies. HCS focuses on continuous improvement in the area of literacy through Board of Education literacy monitoring reports, cross-functional district data team quarterly analysis of literacy data, and annual development of school-level Plan, Do, Study, Act (PDSA) Plans with school goals aligned to District performance goals. In addition, HCS demonstrates a commitment to providing schools and resources

to enhance literacy instructional strategies through school-based instructional coaches at elementary through high schools, elementary reading coaches, numerous professional development offerings outside of the instructional day, and outside consultants to provide job-embedded professional learning for teachers to include modeling and coaching.

The HCS District Literacy Leadership Team will communicate components of the Read to Succeed District Literacy Plan to our stakeholders through a variety of methods, including but not limited to presentations and updates to the HCS A-Team, presentations to various Superintendent's Cabinets, and through the HCS website and printed materials.

Throughout the 2016-2017, the HCS District Literacy Leadership Team will meet quarterly to monitor and assist with the progress of our District Literacy Plan goals and action steps. The HCS District Literacy Leadership Team will revise and update the plan as needed through an annual review process.

*The district will enter measurable goals for each component in the **Performance Goals** section of the **District Strategic Plan.** Each goal will be supported by specific **Action Steps or Strategies.***

Please provide a belief statement in support of each reading plan component.

Component 1: Leadership

The Horry County Schools District Literacy Leadership Team is committed to developing all students as independent and literate learners through the development, implementation, and monitoring of the HCS District Literacy Plan. Horry County Schools will prepare literate learners who are college- and career-ready and are able to
- read, comprehend, and write independently;
- reason effectively;
- think and respond critically and creatively;
- access and evaluate information across all media; and
- Organize, design, and communicate information for a variety of purposes and audiences.

Component 2: Student Outcomes

Horry County Schools is committed to continuous improvement and to being *a premier, world-class school system in which every student acquires an excellent education*. The Horry County Schools Board of Education and the school district have established performance goals in the area of literacy which span across grade levels. The District continuously monitors and regularly reports on the progress toward attainment of these literacy performance goals, with the intent of ensuring all students graduate college- and career-ready.

Component 3: Professional Learning Opportunities

Horry County Schools recognizes that the most important resource that the school district has to ensure great teaching and instruction for every child is a high-quality professional learning program for its educators. Therefore, HCS is committed to professional development and ongoing support in the area of literacy for administration, faculty and staff. An organized, consistent, and targeted professional development plan created based on instructional data and feedback from stakeholders is in place, consistently reviewed and adjusted based on need, and implemented. Professional learning in the Horry County School District encompasses a wide range of professional growth experiences to meet district-wide improvement objectives. Various formats are used to deliver professional learning opportunities, including job embedded structures, webinars and online graduate- and professional development-credit courses.

Component 4: Assessment Plan

Horry County Schools has a clearly defined and comprehensive student assessment system established in grades pre-Kindergarten through 12 that includes local, state, and national measures. This assessment system includes formative and summative assessments which drive curriculum development, classroom instruction, and personalization of student literacy support. District and school-based data teams have been established for the ongoing analysis of student data to ensure effective collaboration and continuous improvement towards district literacy initiatives and performance goals.

Component 5: Instructional Plan

Horry County Schools is committed to establishing exemplary literacy classrooms in grades pre-Kindergarten through 12. The school district has established curriculum frameworks to ensure all students are provided challenging and equitable opportunities for learning aligned with the South Carolina College- and Career-Ready ELA standards as well as support and intervention. With re-evaluation and revision of curriculum maps occurring each summer, curriculum teams composed of teachers under the direct guidance of district content area learning specialists, a systematic process is in place to monitor and adjust curriculum in response to student achievement data.

Component 6: Parent and Family Involvement

Horry County Schools is committed to building strong positive relationships with parents. To that end, programs are developed and implemented in Horry County Schools to engage families in meaningful ways in their students' learning. The District and schools use a variety of communications outlets to keep families informed including social media, updated and consistent district and school websites, newsletters, Parent Link, roadmaps outlining what students should be learning, and student conferences with parents/guardians.

Component 7: School-Community Partnerships

Horry County Schools is committed to establishing partnerships among family, community, and school and believes those partnerships are imperative to ensure students' social and academic success.   Through these partnerships we strive to bring together diverse individuals and groups to draw from a broad range of perspectives and expertise in order to leverage resources to support and continue our district literacy goals and initiatives.

COMPONENT 1: LEADERSHIP

Horry County Schools has a District Literacy Leadership Team comprised of district staff, school principals, instructional coaches, and elementary reading coaches. Since December 2015, the District Literacy Leadership Team has met monthly for the development of the District Literacy Plan. During the upcoming 2016-2017 school year, the District Literacy Leadership Team will meet quarterly to monitor the implementation of the District Literacy Team, analyze progress towards goal attainment, and revise the District Literacy Plan as needed.

COMPONENT 2: STUDENT OUTCOMES

Prekindergarten: Please *upload* a copy of your district assessment results from the assessment you chose to administer to 4K students.

	Number of students served in 4K	Name of the assessment administered to 4K students		
	1,220	PALS		

Kindergarten: Please provide the assessment data requested for the students enrolled in Kindergarten.

	Number of students enrolled in 5K	Number of students to whom assessment was administered	% scoring "ready" first 45 days	% scoring "ready" last 45 days
DRA2 Plus	3.021	3,021	14.5%	TBD

Please reflect on the questions below and provide a brief narrative response to support the inclusion of data literacy as part of the District Reading Plan.

Who administers assessments? What system is used to manage the assessment data including data entry and management? What plan is in place to support the analysis of the data and who will be responsible for this? How are data displayed and accessed? What is the plan for reviewing student data with instructional staff in order to prioritize needs and set goals?

Horry County Schools Strategic Plan

Classroom teachers administer national, state, and local assessments. Classroom teachers as well as reading interventionists may administer progress monitoring assessments. Horry County Schools uses Enrich to house student assessment data. Our district's assessment office uploads student assessment data to Enrich for administrators and teachers to access. Through our district, we continuously collect and analyze data from a range of sources. Horry County Schools has a district-level data team that meets quarterly. Additionally, all schools have data team that analyze their student academic data on an ongoing basis. Each year, Learning Services provides schools with data team calendars that provide month-by-month guides of the types of data to be analyzed. District-level Learning Specialists and Program Specialists meet with administrators and instructional/reading coaches to provide and analyze data to assist with instruction, scheduling, and intervention needs. Most schools have established working data rooms with various ways of charting student performance through visual wall displays. All schools have Plan-Do-Study-Act (PDSA) plans with annual S.M.A.R.T. goals focused on prioritized areas of need based on performance data. The District looks for longitudinal trends in all student performance data. The HCS Chief Accountability Officer includes district comparisons for all performance goal measures are included in presentations to the Board of Education, principals, and instructional staff and review HCS performance in relation to the state's highest performing districts, the state's largest districts, and the state's districts that are most like Horry County Schools by student poverty. Additionally, principals meet three times per year with individual teachers about SLOs, and principals conference with the Superintendent and a district team at least twice each year focusing on PDSA goals and student data. Annually, the Chief Academic Officer provides monitoring reports to the Horry County Schools Board of Education as required by policy.

Please list or upload a list of the names of any elementary, middle, or high schools which do not fall into the traditional organizational structure (K-5, 6-8, 9-12) and the grade levels they serve.

School Name	Grade Level(s) Served
Myrtle Beach Primary	CD, K, 1
Myrtle Beach Elementary	2, 3
Myrtle Beach Intermediate	4,5
Academy of Hope Charter School	CD-8
Bridgewater Academy Charter School	K-8
Palmetto Academy of Learning and Success Charter School	K-8

Please list or upload the name(s) of any career centers or alternative schools in the district and their feeder school(s).

Career Center or Alternative School Name	Feeder School(s)
Horry County Education Center	HCS elementary, middle, and high schools
Academy for Technology and Academics	HCS high schools
Academy for Arts, Science, and Technology	HCS high schools

COMPONENT 3: DISTRICT-WIDE PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED MAY 2016 THROUGH JUNE 2017 (This information may be uploaded.)			
Professional Learning Opportunities for Administrators			
Topic	*Level (PK, E, M, H)*	*Date*	*Please provide the name and type (state personnel, district personnel, vendor or consultant, other) of provider.*
R2S Content Area Reading and Writing for Administrators and Non-Instructional Staff	All	Summer 2016 ongoing	elearningSC
Data Analysis	All	ongoing	District Personnel & District Vendor
Look-for Training for Intervention Programs	All	ongoing	District Personnel & District Vendor
Rigor & Engagement Best Practices for Writing Instruction	PK, E	ongoing	Colleagues on Call
Professional Learning Opportunities for Classroom Teachers			
R2S Content Area Reading and Writing for Middle and High School Teachers	M, H	January 2016 ongoing	elearningSC
R2S Foundations in Reading	PK, E	March 2016 ongoing	elearningSC
R2S Instructional Practices	E	Summer 2016 ongoing	eLearningSC
R2S Assessment of Reading	E	Winter 2016 ongoing	eLearningSC
R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	E	Fall 2016 ongoing	eLearningSC
Literacy Digital Content	ALL	ongoing	District Vendor
Instructional Strategies and Materials for Coaches	E Coaches	July 2016	Coastal Carolina University

R2S Assessment of Reading EDLL 604	E Coaches	June 2016	Coastal Carolina University
R2S Instructional Practices EDLL 608	E Coaches	July 2016	Coastal Carolina University
R2S Content Area Reading and Writing for Early Childhood and Elementary School Teachers EDLL 618	PK, E, E Coaches	August 2016 ongoing	elearningSC
Strategies for Differentiation	All	August 2016 ongoing	District Personnel & District Vendor
Student Engagement	All	August 2016 ongoing	District Personnel & District Vendor
Understanding the State Education Standards	All	August 2016 ongoing	District Personnel
Understanding and Preparing for State Mandated Literacy Assessments	All	August 2016 ongoing	District Personnel
R2S Foundations in Reading EDLL 600	E Coaches	March 2016 ongoing	Coastal Carolina University
Literacy Assessments and Instruction for Diverse Populations EDLL 620	E Coaches	January 2016	Coastal Carolina University
Developing Literacy Teacher-Leaders with School Communities EDLL 621	E Coaches	June 2016	Coastal Carolina University
Action Research in Literacy Coaching EDLL 622	E Coaches	July 2016	Coastal Carolina University
CORE Reading Academy	PK, E	August 2016 ongoing	Consortium on Reading Excellence
Rigor & Engagement Best Practices for Writing Instruction	PK, E	ongoing	Colleagues on Call

Document Based Questioning	E	August 2016 ongoing	District Personnel
Demonstration Teaching Academy: Best Practices	PK, E	June 2016	District Personnel & District Vendor
Professional Learning Opportunities for those providing Interventions			
Program Training: Routines, Strategies, Instructional Tips	All	August 2016 ongoing	District Personnel & District Vendor
Best Practices for Direct Instruction	All	August 2016 ongoing	District Personnel & District Vendor
How to Differentiate in an Intervention Program	All	August 2016 ongoing	District Personnel & District Vendor
Data Analysis	All	August 2016 ongoing	District Personnel
Quarterly Lead intervention Contact Meetings	E	August 2016 ongoing	District Personnel
Professional Learning Opportunities for Special Educators, ELL, Speech Language Pathologists, Library Media Specialists and others who support special populations			
R2S Foundations of Reading	Special Ed, ELL, Speech	March 2016 ongoing	elearningSC
R2S Content Area Reading and Writing for Media Specialists	Media Specialists	August 2016 ongoing	elearningSC
Program Training - Routines, Strategies, Instructional Tips	All	August 2016 ongoing	District Personnel & District Vendor
Strategies for Differentiation	All	August 2016 ongoing	District Personnel & District Vendor

Co-Teaching	M, H	August 2015 ongoing	District Personnel & District Vendor
IEP: Present Levels of Performance and Goal Writing	All	August 2015 ongoing	District Personnel
Practical Ideas for Improving Critical Thinking and Writing	All	August 2015 ongoing	District Personnel
Higher Order Thinking and Questioning	All	August 2015 ongoing	District Personnel
Understanding and Educating Highly-Able Adolescents	M, H	August 2015 ongoing	District Personnel & District Vendor
Social Emotional Skills	All	August 2016 ongoing	District Personnel & District Vendor
Professional Learning Opportunities for Paraprofessionals			
Program Specific Curriculum	All	August 2016 ongoing	District Personnel & District Vendor
Social Emotional Skills	PK	August 2016 ongoing	District Personnel & District Vendor
Strategies for Differentiation	All	August 2016 ongoing	District Personnel & District Vendor
Student Engagement	All	August 2016 ongoing	District Personnel & District Vendor
Instructional Strategies	All	August 2016 ongoing	District Personnel & District Vendor
Program Training - Routines, Strategies, Instructional Tips	All	August 2016 ongoing	District Personnel & District Vendor
Professional Learning Opportunities for Summer Reading Camp Personnel			
Administering and Using	E	May-	District Personnel

DRA2+ to guide instruction		June 2016	
Implementing AchieveSummer to promote independent reading and Lexile growth	E	May-June 2016	District Personnel & District Vendor

COMPONENT 4: ASSESSMENT PLAN
Please indicate the Screening and Progress Monitoring tools the district uses for Prekindergarten through grade eight and how the data collected from these tools are used to inform instruction.
Prekindergarten
Screening Assessment Tool(s) • DIAL4 • CIRCLE • PALS
Use of Data Collected • to develop and plan for small group, differentiated instruction • to diagnose individual student needs • to determine possible additional individual student support (special education services, etc.) • RTI Process • to determine professional development needs • to design the master schedule
Progress Monitoring Tool(s) • Teacher-made checklists • formative assessment • informal assessment
Use of Data Collected • to develop and plan for small group, differentiated instruction • to diagnose individual student needs • to determine possible additional individual student support (special education services, etc.) • RTI Process • to determine professional development needs • to design master schedule

Horry County Schools Strategic Plan

Kindergarten

Screening Assessment Tool(s)
- DIBELS Next Benchmark
- Imagine It Benchmark Assessments
- DRA2+

Use of Data Collected
- to identify possible student intervention needs
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs

- to design master schedule

Progress Monitoring Tool(s)
- DIBELS Next Progress Monitoring
- Burst Progress Monitoring
- Imagine It Benchmark Assessment
- Formative Assessment
- Informal Assessments

- SPED Program Specific Assessment (Reading Mastery)

Use of Data Collected
- to monitor the success of intervention and to determine the next level of services/intervention
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs

Grade 1

Screening Assessment Tool(s)
- DIBELS Next Benchmark
- Imagine It Benchmark Assessments

Use of Data Collected
- to identify possible student intervention needs
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs

- to design master schedule

Progress Monitoring Tool(s)
- DIBELS Next Progress Monitoring
- Burst Progress Monitoring
- Imagine It Benchmark Assessments
- Formative Assessment
- Informal Assessment
- SPED Program Specific Assessments

Use of Data Collected
- to monitor the success of intervention and to determine the next level of services/intervention
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs

-

Grade 2

Screening Assessment Tool(s)
- DIBELS Next Benchmark
- Imagine it Benchmark Assessments
- MAP - Reading/Language Percentile Norms
- Intervention Program Placements Tests (Passport, Kaleidoscope)

Use of Data Collected

- to monitor the success of intervention and to determine the next level of services/intervention
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs
- to design master schedule

Progress Monitoring Tool(s)
- DIBELS Next Progress Monitoring
- BURST Progress Monitoring
- Imagine It Benchmark Assessments
- Voyager Passport Adventure Checkpoints
- MAP
- Formative Assessment
- Informal Assessment
- AIMSweb Probes
- SPED Program-Specific Assessments

Use of Data Collected
- to monitor the success of intervention and to determine the next level of services/intervention
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs

Grade 3

Screening Assessment Tool(s)
- EOY - State Testing for Reading and Writing
- MAP - Reading/Language Percentile Norms
- DORF
- Imagine It Benchmark Assessments
- Intervention Program Placements Tests (Passport, Kaleidoscope)

Use of Data Collected

- to monitor the success of intervention and to determine the next level of services/intervention
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs
- to design master schedule

Progress Monitoring Tool(s)
- DORF for At-Risk Students
- MAP
- Imagine It Benchmark Assessments
- Voyager Passport Adventure Checkpoints
- Achieve 3000 Monthly Lexile Adjustments & LevelSet Assessments
- Formal Assessments
- Informal Assessments
- AIMSweb Probes
- SPED Program-Specific Assessments

Use of Data Collected
- to monitor the success of intervention and to determine the next level of services/intervention
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs

Grade 4

Screening Assessment Tool(s)
- EOY - State Testing for Reading and Writing
- MAP - Reading/Language Percentile Norms
- DORF
- Imagine It Benchmark Assessments
- Intervention Program Placements Tests (Passport, Kaleidoscope, Language!)

Use of Data Collected

- to monitor the success of intervention and to determine the next level of services/intervention
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs

- to design master schedule

Progress Monitoring Tool(s) Used
- DORF for At-Risk Students
- MAP
- Imagine It Benchmark Assessments
- Voyager Passport Adventure Checkpoints
- Language! Content Mastery Assessments
- Language! Benchmark Assessments
- Achieve 3000 Monthly Lexile Adjustments & LevelSet Assessments
- Formal Assessments
- Informal Assessments
- AIMSweb Probes
- SPED Program-Specific Assessments

Use of Data Collected
- to monitor the success of intervention and to determine the next level of services/intervention
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs

Grade 5

Screening Assessment Tool(s)
- EOY - State Testing for Reading and Writing
- MAP - Reading/Language Percentile Norms
- DORF
- Imagine It Benchmark Assessments
- Intervention Program Placements Tests (Passport, Language!)

Use of Data Collected
- to monitor the success of intervention and to determine the next level of services/intervention
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs

- to design master schedule

Progress Monitoring Tool(s)
- DORF for At-Risk Students
- Imagine It Benchmark Assessments
- Voyager Passport Adventure Checkpoints
- Language! Content Mastery Assessments
- Language! Benchmark Assessments
- Achieve 3000 Monthly Lexile Adjustments & LevelSet Assessments
- Formal Assessments
- Informal Assessments
- AIMSweb Probes
- SPED Program Specific Assessments

Use of Data Collected
- to monitor the success of intervention and to determine the next level of services/intervention
- to develop and plan for small group, differentiated instruction
- to diagnose individual student needs
- to determine possible additional individual student support (special education services, etc.)
- RTI Process
- to determine professional development needs

Grade 6

Screening Assessment Tool(s)
- EOY - State testing for reading and writing
- MAP - Reading/Language Percentile Norms
- Language! Live - Placement test

- USA Test Prep

Use of Data Collected
- EOY-State testing universal screener for placement
- MAP- percentile norms for placement in core, strategic or intensive interventions.
- Language! Live-placement in core replacement program

Progress Monitoring Tool(s)
- Digital Content--Achieve3000 and NoRedInk
- MAP-fall, winter and spring
- Read 180 SRI/rSkills/software data
- Language! Live--PAR, TOSCRF, TWS-4
- AIMSweb Probes

Use of Data Collected
- Achieve3000--Monthly Lexile adjustment and Pre/post LevelSet
- NoRedInk--Planning Diagnostic and Unit Diagnostic (Formative) Measure Growth quiz (Summative)
- MAP--Used for targeted instruction and to measure progress for meeting the SC college and career readiness standards
- Read 180--Used for targeted instruction and to measure Lexile growth
- Language! Live--Used for targeted instruction and to measure Lexile growth, comprehension, and spelling.
- USA TestPrep- Used for targeted instruction to measure performance by skill and by standard

Grade 7

Screening Assessment Tool(s)
- EOY - State testing for reading and writing
- MAP - Reading/Language Percentile Norms
- Language! Live - Placement test
- USA Test Prep

Use of Data Collected
- EOY-State testing universal screener for placement
- MAP- percentile norms for placement in core, strategic or intensive interventions.
- Language! Live-placement in core replacement program

Progress Monitoring Tool(s)

- Digital Content--Achieve3000 and NoRedInk
- MAP-fall, winter and spring
- Read 180 SRI/rSkills/software data
- Language! Live--PAR, TOSCRF, TWS-4
- AIMSweb Probes

Use of Data Collected
- Achieve3000--Monthly Lexile adjustment and Pre/post LevelSet
- NoRedInk--Planning Diagnostic and Unit Diagnostic (Formative) Measure Growth quiz (Summative)
- MAP--Used for targeted instruction and to measure progress for meeting the SC college and career readiness standards
- Read 180--Used for targeted instruction and to measure Lexile growth
- Language! Live--Used for targeted instruction and to measure Lexile growth, comprehension, and spelling.
- USA TestPrep- Used for targeted instruction to measure performance by skill and by standard

Grade 8

Screening Assessment Tool(s)
- EOY - State testing for reading and writing
- MAP - Reading/Language Percentile Norms
- Language! Live - Placement test
- USA Test Prep

Use of Data Collected
- EOY-State testing universal screener for placement
- MAP- percentile norms for placement in core, strategic or intensive interventions.
- Language! Live-placement in core replacement program

Progress Monitoring Tool(s)
- Digital Content--Achieve3000 and NoRedInk
- MAP-fall, winter and spring
- Read 180 SRI/rSkills/software data
- Language! Live--PAR, TOSCRF, TWS-4
- AIMSweb Probes

Use of Data Collected
- Achieve3000--Monthly Lexile adjustment and Pre/post LevelSet
- NoRedInk--Planning Diagnostic and Unit Diagnostic (Formative) Measure Growth quiz (Summative)
- MAP--Used for targeted instruction and to measure progress for meeting the SC college and career readiness standards
- Read 180--Used for targeted instruction and to measure Lexile growth
- Language! Live--Used for targeted instruction and to measure Lexile growth, comprehension, and spelling.
- USA TestPrep- Used for targeted instruction to measure performance by skill and by standard

High School

Screening Assessment Tool(s)
- MAP – percentile norms for placement in core, strategic, or intensive interventions
- SRI and SPI screening based on Lexile scores

Use of Data Collected
- MAP-universal screen for placement in ELA courses
- SRI and SPI- secondary placement indicators as universal screeners
- Read 180/SRI- used to target instruction and to measure Lexile growth
- SPI- used to target instruction and measure phonemic awareness and fluency

Progress Monitoring Tool(s)
- MAP
- NoRedInk
- Achieve3000
- USAT TestPrep
- SRI/SPI
- AIMSWeb probes

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Use of Data Collected
- Achieve3000- Monthly Lexile adjustment and pre-/post-LevelSet college- and career-readiness standards
- NoRedInk- planning diagnostic and unit diagnostic (formative), Measure Growth quiz (summative)
- MAP- used to target instruction and to measure progress for meeting the SC College- and Career-Ready Standards
- Read180/SRI- used to target instruction and to measure Lexile growth
- USATestPrep- used to target instruction to measure performance by skill and standard

Based on your analysis of state and local assessment data, please respond to the following:

	Indicate at least one area for growth	**Indicate the action needed to support increased student achievement.**	**Indicate a timeline for action and who will be responsible.**
Prekindergarten	Vocabulary Phonological Awareness	1. Plan, develop, and implement professional development for teachers in read alouds and structured language 2. Provide ongoing, job embedded professional development for teachers focused on designing intensive small group instruction.	1. District Early Childhood Coordinator District Elementary Learning Specialists Instructional/Reading Coaches Ongoing throughout the 2016-2017 school year 2. District Early Childhood Coordinator District Elementary Learning Specialists Instructional/Reading Coaches Ongoing throughout the 2016-2017 school year
Kindergarten	Phoneme Segmentation	1.Provide ongoing staff	1. District Learning Specialists and

	Fluency Nonsense Word Fluency	development focusing on phoneme segmentation fluency and nonsense word fluency and the designing of small group instruction based on data. 2. Provide ongoing staff development to support the phonics instruction in the core reading program.	Instructional/Reading Coaches ongoing throughout the 2016-2017 school-year 2. District Elementary Learning Specialists, Program Consultants, and Instructional/Reading Coaches ongoing throughout the 2016-2017 school-year 3. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration ongoing throughout the 2016-2017 school year
		3. Analyze data regularly/use data to drive differentiated small group instruction.	4. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration ongoing throughout the 2016-2017 school year
		4. Monitor interventions closely focusing on student placement, progress monitoring and differentiated targeted instruction.	

Grade 1	DORF (words/minute and accuracy)	1.Provide ongoing staff development focusing on increasing DORF and designing small group instruction based on data.	1. District Elementary Learning Specialists and Instructional/Reading Coaches ongoing throughout the 2016-2017 school year
			2. District Elementary Learning Specialists, Program Consultants, and Instructional/Reading Coaches ongoing throughout the 2016-2017 school year
		2. Provide ongoing staff development to support the phonics instruction in the core reading program.	3. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration ongoing throughout the 2016-2017 school year
		3. Analyze data regularly/use data to drive differentiated small group instruction.	4. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration ongoing throughout the 2016-2017 school year
		4. Monitor interventions closely focusing on student placement, progress monitoring and differentiated targeted	

		instruction.	
Grade 2	Increase the percentage of students meeting benchmark on DORF (words/minute and accuracy) Increase the percentage of students meeting their growth targets on MAP in reading and language	1.Provide ongoing staff development focusing on increasing DORF and designing small group instruction based on data.	1. District Elementary Learning Specialists and Instructional/Reading Coaches ongoing throughout the 2016-2017 school year
			2. District Elementary Learning Specialists, program consultants, and Instructional/Reading Coaches ongoing throughout the 2016-2017 school year
		2. Provide ongoing staff development to support the phonics instruction in the core reading program	3. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration ongoing throughout the 2016-2017 school year
		3. Analyze data regularly/use data to drive differentiated small group instruction.	4. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration ongoing throughout the 2016-2017 school year
		4. Monitor interventions closely focusing on student placement,	

		progress monitoring and differentiated targeted instruction.	
Grade 3	Increase the percentage of students meeting their growth targets on MAP in reading and language	1.Provide ongoing staff development focusing on increasing DORF and designing small group instruction based on data. 2. Analyze data regularly/use data to drive differentiated small group instruction. 3.Set expectations for and monitor student progress on literacy-based digital content and use the results to guide differentiated instruction.	1. District Elementary Learning Specialists and Instructional/Reading Coaches ongoing throughout the 2016-2017 school year 2. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration ongoing throughout the 2016-2017 school year 3. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration ongoing throughout the 2016-2017 school year 4. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration ongoing throughout the 2016-2017 schoolyear

		4. Monitor interventions closely focusing on student placement, progress monitoring and differentiated targeted instruction.	
Grade 4	Increase the percentage of students meeting their growth targets on MAP in reading and language	1.Provide ongoing staff development focusing on increasing DORF and designing small group instruction based on data.	1. District Elementary Learning Specialists and Instructional/Reading Coaches on-going throughout the 2016-17 school year
		2. Analyze data regularly/use data to drive differentiated small group instruction.	2. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration on-going throughout the 2016-17 school year
			3. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration on-going throughout the 2016-17 school year
		3.Set expectations for and monitor student progress on literacy-based digital content and use the results to guide differentiated instruction.	4. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration on-going throughout the 2016-17 school year

		4. Monitor interventions closely focusing on student placement, progress monitoring and differentiated targeted instruction.	
Grade 5	Increase the percentage of students meeting their growth targets on MAP in reading and language	1.Provide ongoing staff development focusing on increasing DORF and designing small group instruction based on data.	1. District Elementary Learning Specialists and Instructional/Reading Coaches on-going throughout the 2016-17 school year
		2. Analyze data regularly/use data to drive differentiated small group instruction.	2. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration on-going throughout the 2016-17 school year
			3. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration on-going throughout the 2016-17 school year
		3.Set expectations for and monitor student progress on literacy-based digital content	4. Elementary Executive Director, Elementary Education Director, District Elementary Learning Specialists, Instructional/Reading Coaches, and Administration on-going throughout the 2016-17 school

		and use the results to guide differentiated instruction.	year
		4. Monitor interventions closely focusing on student placement, progress monitoring and differentiated targeted instruction.	
Grade 6	Increase the percentage of students meeting their growth targets on MAP in reading and language	1.Revise the middle school ELA curriculum with feedback from teachers and instructional coaches as well as student achievement data.	1. District MS ELA Learning Specialist and MS curriculum team June – July 2016
		2. Conduct initial meetings to plan for the year for support to meet the school's instructional goals and alignment of PDSA plan.	2. District MS ELA Learning Specialist August 2016
		3.Support ELA teachers and instructional coaches by modeling engagement strategies,	3. District MS ELA Learning Specialist ongoing throughout the 2016-2017 school year

		securing resources, analyzing data, and providing feedback.	
		4. Provide school-based and job-embedded support for implementation of standards and curriculum for instructional coaches and teachers.	
		5.Provide support with implementation and monitoring of literacy-based digital content.	4. District MS ELA Learning Specialist ongoing throughout the 2016-2017 school year
		6. Provide support for reading interventions utilizing formative data from Read 180 and Language! Live.	
		7. Plan, develop, and provide professional development for instructional coaches and teachers on instructional and engagement best practices.	5. District MS ELA Learning Specialist District consultants ongoing throughout the 2016-2017 school year

			6. District MS ELA Learning Specialist District MS Intervention Specialist District Program Specialists District consultants ongoing throughout the 2016-2017 school year
			7. District MS ELA Learning Specialist District consultants ongoing throughout the 2016-2017 school year
Grade 7	Increase the percentage of students meeting their growth targets on MAP in reading and language	1.Revise the middle school ELA curriculum with feedback from teachers and instructional coaches as well as student achievement data. 2. Conduct initial meetings to plan for the year for support to meet	1. District MS ELA Learning Specialist and MS curriculum team June – July 2016 2. District MS ELA Learning Specialist August 2016

		the school's instructional goals and alignment of PDSA plan.	
		3.Support ELA teachers and instructional coaches by modeling engagement strategies, securing resources, analyzing data, and providing feedback.	3. District MS ELA Learning Specialist ongoing throughout the 2016-2017 school year
		4. Provide school-based and job-embedded support for implementation of standards and curriculum for instructional coaches and teachers.	4. District MS ELA Learning Specialist ongoing throughout the 2016-2017 school year
		5.Provide support with implementation and monitoring of literacy-based digital content.	
		6. Provide support for reading interventions utilizing formative data from Read 180 and Language! Live.	
			5. District MS ELA Learning Specialist District consultants

ongoing throughout the 2016-2017 school |
| | | 7. Plan, develop, and | |

		provide professional development for instructional coaches and teachers on instructional and engagement best practices.	year
			6. District MS ELA Learning Specialist District MS Intervention Specialist District Program Specialists District consultants ongoing throughout the 2016-2017 school year
			7. District MS ELA Learning Specialist District consultants ongoing throughout the 2016-2017 school year
Grade 8	Increase the percentage of students meeting their growth targets on MAP in reading and language	Revise the middle school ELA curriculum with feedback from teachers and instructional coaches as well as student achievement data. 2. Conduct initial meetings to plan for the year for support to meet the school's	1. District MS ELA Learning Specialist and MS curriculum team June – July 2016 2. District MS ELA Learning Specialist August 2016

		instructional goals and alignment of PDSA plan.	
		3. Support ELA teachers and instructional coaches by modeling engagement strategies, securing resources, analyzing data, and providing feedback.	3. District MS ELA Learning Specialist 2016-2017 school year
		4. Provide school-based and job-embedded support for implementation of standards and curriculum for instructional coaches and teachers.	4. District MS ELA Learning Specialist ongoing throughout the 2016-2017 school year
		5. Provide support with implementation and monitoring of literacy-based digital content.	
		6. Provide support for reading interventions utilizing formative data from Read 180 and Language! Live.	
		7. Plan, develop, and	5. District MS ELA Learning Specialist

		provide professional development for instructional coaches and teachers on instructional and engagement best practices.	District consultants ongoing throughout the 2016-2017 school year
			6.　　District MS ELA Learning Specialist District MS Intervention Specialist District Program Specialists District consultants ongoing throughout the 2016-2017 school year
			7.　　District MS ELA Learning Specialist District consultants ongoing throughout the 2016-2017 school year
High School	Increase overall % pass rate for English I EOC	1. Review district data and determine levels of support, strategies, and action steps needed 2. Revise and refine	1.　District Data Team District HS ELA Learning Specialist 　　June-July 2016 and ongoing 2. District HS ELA Learning Specialist HS ELA Curriculum Team June-July 2016

		curriculum based on student performance data	
		3. Determine, plan, and implement district staff development for English I teachers and co-teachers	3.District HS ELA Learning Specialist June 2016-July 2017
		4. Conduct initial meetings with school administrative teams to plan for the year to meet school instructional goals and alignment of PDSA plans.	4. District HS ELA Learning Specialist August 2016
		5. Provide school-based and job-embedded support for implementation of standards and curriculum for instructional coaches and teachers	5.District HS ELA Learning Specialist ongoing throughout the 2016-2017 school year
		6. Support ELA teachers and instructional coaches by	6. District HS ELA Learning Specialist ongoing throughout the 2016-2017 school year

		modeling engagement strategies, providing resources, data analysis, ongoing feedback and support 7. Provide support with implementation and monitoring of literacy-based digital content 8. Provide support for reading interventions utilizing formative data from SRI and SPI	7. District HS ELA Learning Specialist ongoing throughout the 2016-2017 school year 8. District HS ELA Learning Specialist District HS Intervention Specialist ongoing throughout the 2016-2017

COMPONENT 5: INSTRUCTIONAL PLAN

Please indicate the number of daily uninterrupted instructional minutes the district requires as part of the Core Instructional Literacy Block (Tier I) for each grade level.

Grade Level	2014-15 (Historical)	2016-17 (Current)	2016-17 (Projected)
Prekindergarten	120 minutes	120 minutes	120 minutes
Kindergarten	90 minutes	90 minutes	90 minutes
Grade 1	90 minutes	90 minutes	90 minutes
Grade 2	90 minutes	90 minutes	90 minutes
Grade 3	90 minutes	90 minutes	90 minutes
Grade 4	90 minutes	90 minutes	90 minutes
Grade 5	90 minutes	90 minutes	90 minutes

The Read to Succeed legislation does not require a specified number of uninterrupted instructional minutes for grades 6-12, however, research supports moving toward a 90-minute instructional block at the middle and high school levels. More time spent actually reading and writing leads to increased proficiency in reading and writing.

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Grade Level/Course	2014-15 (Historical)	2016-17 (Current)	90 m
Grade 6	*55-110 minutes*	*55-110 minutes*	*55-110 minutes*
Grade 7	*55-110 minutes*	*55-110 minutes*	*55-110 minutes*
Grade 8	*55-110 minutes*	*55-110 minutes*	*55-110 minutes*
High School	90 minutes	90 minutes	90 minutes

If you selected less than 90 minutes for the 2016-17 school year, please indicate what actions your district is taking to move toward a 90-minute instructional block at the secondary level.

Develop a committee for exploring opportunities for moving towards a 90-minute literacy block for middle school

What action is the district taking to maximize and protect instructional time at all levels?

- In elementary schools, there are explicitly stated district guidelines for number of field trips allowed, and those that are taken must be standards-aligned.
- In middle school, all field trips have to be approved by the principal and executive director for middle schools, and those that are taken must be standards-aligned.
- In the elementary, middle and high schools, there is a concerted effort to reduce classroom interruptions and enforce bell-to-bell instruction.
- In high schools, a master schedule that conforms to state law for number of minutes required to issue Carnegie units per the SC Uniform Grading Policy and graduation requirements.

Please *upload* a sample master schedule from a school at each level (elementary, middle, and high) that you would use a model for other schools at this level in your district.

What instructional and other accommodations are made for special populations, those who need acceleration and those who need additional support?

- Elementary GT students receive a specialized, accelerated curriculum for ELA
- Additional support is provided for struggling elementary readers using the Imagine It! pre-teach/re-teach materials
- All levels have RTI tiered interventions in place K-12.
- Instructional decisions for students with IEPs are made by IEP teams. According to IEP team decisions, students may be served in a Core Replacement, and may receive accommodations within the parameters of the programs. Through consultants, recommendations may be made regarding classroom accommodations through modification of assignments

or pacing.
- Middle school ELA students have the opportunity to take accelerated ELA classes, so students can take English I honors in 8th grade.
- High school accelerated ELA students have the opportunity to take honors-level courses, Advanced Placement courses, and courses in the International Baccalaureate program.
- High school students needing additional support have the opportunity to take yearlong English 1 and Read 180 courses.

Please select the State Adopted Instructional Materials used as part of your Core Instruction (Tier I).		
Kindergarten	Choose an item.	Imagine It!, McGraw-Hill Education, LLC
Grade 1	Choose an item.	Imagine It!, McGraw-Hill Education, LLC
Grade 2	Choose an item.	Imagine It!, McGraw-Hill Education, LLC
Grade 3	Choose an item.	Imagine It!, McGraw-Hill Education, LLC
Grade 4	Choose an item.	Imagine It!, McGraw-Hill Education, LLC
Grade 5	Choose an item.	Imagine It!, McGraw-Hill Education, LLC
Grade 6	Choose an item.	Houghton Mifflin Harcourt Collections
Grade 7	Choose an item.	Houghton Mifflin Harcourt Collections
Grade 8	Choose an item.	Houghton Mifflin Harcourt Collections
High School	Choose an item.	Houghton Mifflin Harcourt Collections

What instructional supports are you providing in addition to state adopted instructional materials?	
Kindergarten	Data-driven Teacher Directed Small-Group Instruction, adaptive digital content (Compass Odyssey)
Grade 1	Data-driven Teacher Directed Small-Group Instruction, adaptive digital content (Compass Odyssey)
Grade 2	Data-driven Teacher Directed Small-Group Instruction, adaptive digital content (Compass Odyssey)
Grade 3	Data-driven Teacher Directed Small-Group Instruction, adaptive digital content (Compass Odyssey, Achieve3000)
Grade 4	Data-driven Teacher Directed Small-Group Instruction, adaptive digital content (Compass Odyssey, Achieve3000)
Grade 5	Data-driven Teacher Directed Small-Group Instruction, adaptive digital content (Compass Odyssey, Achieve3000)
Grade 6	Data-driven Teacher Directed Small-Group Instruction, Individually-adaptive digital content (Achieve3000,

	NoRedInk, and USA TestPrep)
Grade 7	Data-driven Teacher Directed Small-Group Instruction, Individually-adaptive digital content (Achieve3000, NoRedInk, and USA TestPrep)
Grade 8	Data-driven Teacher Directed Small-Group Instruction, Individually-adaptive digital content (Achieve3000, NoRedInk, and USA TestPrep)
High School	Data-driven Teacher Directed Small-Group Instruction, Individually-adaptive digital content (Achieve3000), No Red Ink

What is the average number of books (texts), print and digital, representing a wide range of reading levels, genres and interests, the district expects to see as part of classroom libraries? What is the average number of books (texts) the district expects to see in school library media centers? What support is the district providing to increase the number of books in classroom libraries and library media centers?

	Classroom Libraries	Library Media Centers	Support for Increasing Numbers of Books	Average Age of Collections
Prekindergarten	250-300	3,000	Available funding will be allocated per school for the purchase of eBooks. The HCS Library	**2001**

Kindergarten-Grade 2	245 print 209 additional unlimited access eBooks	3,000 363 eBooks, unlimited and single-user access	Coordinator will work with a committee of media specialists to select digital titles with acceptable copyright dates, high interest, 90% non-fiction, Lexile availability, engaging pictures or illustrations, interactive content at the elementary level, and 90% 24/7 unlimited access. MARC records will be uploaded into Destiny Library Management catalog under the category "classroom library."	**2001**
Grades 3-5	245 print 348 additional unlimited access eBooks	3,000 608 eBooks unlimited and single-user access		**2001**
Grades 6-8	125 300 additional unlimited access eBooks	4,000 400 eBooks, unlimited and single-user access		**2003**
High School	50 300 additional unlimited access eBooks	11,000 400 eBooks, unlimited and single-user access		**2002**

INTERVENTION

The Read to Succeed legislation requires that additional intervention be provided for those students not successfully demonstrating grade –level proficiency. Please provide the information below

Elementary Level

	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	*Additional number of minutes provided*	*Frequency of intervention(s) (daily, weekly, other)*
Prekindergarten	**Tier II – Circle/PALS***	Up to 30 minutes	2-3 times weekly
	Tier III- Circle/PALS*	Up to 30 minutes	2-3 times weekly

Kindergarten	**Tier II-** DIBELS Next	30 minutes	Daily
	Tier III- DIBELS Next	30 minutes	Daily
Grade 1	**Tier II-** DIBELS Next	30 minutes	Daily
	Tier III- DIBELS Next	30 minutes	Daily
Grade 2	**Tier II -** DIBELS Next, MAP	30 minutes	Daily
	Tier III - DIBELS Next, MAP	90 minutes *(as core replacement)*	Daily
Grade 3	**Tier II –** EOY State assessment, DIBELS Next DORF, MAP, intervention program placement assessments	30 minutes	Daily
	Tier III - EOY State assessment**,** DIBELS Next DORF, MAP, intervention program placement assessments	90 minutes *(as core replacement)*	Daily
Grade 4	**Tier II -** EOY State Assessment**,** DIBELS Next DORF, MAP, intervention program placement assessments	30 minutes	Daily
	Tier III - EOY State Assessment, DIBELS Next DORF, MAP, intervention program placement assessments	90 minutes *(as core replacement)*	Daily
Grade 5	**Tier II -** EOY State Assessment**,** DIBELS Next DORF, MAP, intervention program placement assessments	30 minutes	Daily
	Tier III - EOY State Assessment**,** DIBELS Next DORF, MAP, intervention program placement assessments	90 minutes *(as core replacement)*	Daily

If Tier II or Tier III interventions are not being provided, please explain why.

*Pre-K does not utilize a specific intervention program. Differentiated small group instruction is built in to the daily Pre-K schedule where intentional skill based lessons are planned and delivered based on the Circle Assessment Grouping Tool and the PALS Assessment. The Preschool Assessment Office also works closely with the Pre-K Team to identify and monitor students who appear "at-risk" for academic failure and/or behavioral concerns. The Dial 4 Screening Tool provides specific scoring guidelines to identify these students initially.

Middle Level

	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	Additional number of minutes provided	Frequency of intervention(s) (daily, weekly, other)
Grade 6	**Tier II** EOY State assessment, MAP	45 minutes	Daily
	Tier III EOY State assessment, MAP, PAR	Varied ranging from 60 to 110 minutes	Daily
Grade 7	**Tier II** EOY State assessment, MAP	45 minutes	Daily
	Tier III EOY State assessment, MAP, PAR	Varied ranging from 60 to 110 minutes	Daily
Grade 8	**Tier II** EOY State assessment, MAP	45 minutes	Daily
	Tier III EOY State assessment, MAP, PAR	Varied ranging from 60 to 110 minutes	Daily

If Tier II or Tier III interventions are not being provided, please explain why.

N/A

High School

	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	*Additional number of minutes provided*	*Frequency of intervention (daily, weekly, other)*
Tier II	State EOY assessment, MAP, SRI, SPI	90 minutes	Daily
Tier III	State EOY assessment, MAP, SRI, SPI	90 minutes	Daily

If Tier II or Tier III interventions are not being provided, please explain why.

N/A

If you are using a program to provide **Tier II intervention,** please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person's name, their role, qualifications, and specialized training. **(This information may be uploaded.)**	
Kindergarten	BURST
Grade 1	BURST
Grade 2	BURST, VoyagerSopris Passport
Grade 3	VoyagerSopris Passport, Imagine It! Pre/Re-Teach
Grade 4	VoyagerSopris Passport, Imagine It! Pre/Re-Teach
Grade 5	VoyagerSopris Passport, Imagine It! Pre/Re-Teach
Grade 6	HMH Scholastic READ 180 NG
Grade 7	HMH Scholastic READ 180 NG
Grade 8	HMH Scholastic READ 180 NG
High School	HMH Scholastic READ 180 NG
If you are using a program to provide **Tier III intervention,** please list the program name. If you are using highly–effective, specially trained educators to provide interventions, please indicate the person's name, their role, qualifications, and specialized training.**(This information may be uploaded.)**	
Kindergarten	BURST, SRA Reading Mastery
Grade 1	BURST, SRA Reading Mastery
Grade 2	SRA, Kaleidoscope, SRA Reading Mastery
Grade 3	SRA Kaleidoscope, SRA Reading Mastery, Corrective Reading
Grade 4	VoyagerSopris Language! 4th ed, SRA Corrective Reading
Grade 5	VoyagerSopris Language! 4th ed, SRA Corrective Reading
Grade 6	VoyagerSopris LANGUAGE! Live

Grade 7	VoyagerSopris LANGUAGE! Live
Grade 8	VoyagerSopris LANGUAGE! Live
High School	HMH Scholastic System 44 NG

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT
What is the district's mission regarding parent and family involvement in their student's educational program?
We foster effective communication while building strong, positive relationships with students, staff, parents, and community. Parents and family members are considered an integral part of the total school program. Families are encouraged to be active partners in the education of their children.
How is this mission fulfilled?
The district participates in the Parent Child Home Program, which serves at-risk/low income families in an effort to provide parents with the strategies necessary to help their children prior to entering child development and/or kindergarten. However, parent and family involvement in the educational programs of students is handled primarily at the local school level. Some schools have their own parent involvement policies in place, while others incorporate school-wide activities that keep parents and families informed and involved. Some activities might include parent conferences, special informational meetings home visits, and literacy/reading nights.
How does the district communicate the third grade retention policy, as required by Read to Succeed, with parents and families? Please *upload* a sample letter.
Horry County Schools has narratives, which provide parents with explanations of standards as well as literacy goals by grade level, on the backs of the primary and elementary report cards. The report card backs will be revised for the 2016-2017 school year to include the following statement: "Act 284 (Read to Succeed) requires that, beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade."
Does the district require regular and frequent communication with parents and families specifically related to literacy? ☒Yes ☐No
If yes, what communication methods are used?
Horry County Schools communicates with parents regularly regarding student academic progress in all areas, including literacy. Interim reports and report cards as well as parent access through PowerSchool keep parents informed of student classroom progress. Additionally, schools share results of local and state assessments with parents during Parent-Teacher conferences. With the support of their teachers, students set individual goals in reading to ensure that they get the support needed to realize success. Frequent informal and formal assessments allow teachers to monitor growth and share results with students and parents. Specific to literacy, some schools have Home School Coordinators who work directly with families of students who have shown academic deficiencies.

If no, what plans are in place to strengthen parent and family communication, specifically related to literacy?

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

How does the district create partnerships with business and community organizations to raise awareness of the importance of literacy?

The District raises awareness of the importance of literacy by sharing information through the existing Superintendent's cabinets (parent, student, business, faith-based) and also presentations to community groups and civic organizations.

List community partnerships that currently exist within the district. What services and/or supports are provided?

Organizations	Services and Supports
Horry County Library System	Horry County Public Library has ten branches throughout the county. In addition, Myrtle Beach has a public library that serves students from the Myrtle Beach school cluster group. The public libraries provide children and young adult books in print, digital and audio format and online access to resources. Public librarians and school librarians in various branch areas, have developed collaborative relationships to support student literacy initiatives.
Coastal Carolina University	Horry County Schools partners with Coastal Carolina University to provide Read to Succeed endorsement graduate courses for elementary reading coaches. Horry County Schools collaborates with Coastal Carolina University to implement the Dalton and Linda Floyd Family Mentoring Program. Coastal Carolina University provides students to serve as mentors and /or tutors through experiential learning courses or volunteers. Mentors and tutors are placed with selected children in kindergarten through eighth based on the needs and requests of each participating school. Horry County Schools and Coastal Carolina University collaborate to implement a tutoring program as required by the U. S. Department of Education. Coastal Carolina University recruits, trains, places and monitors Coastal students who serve as tutors in elementary and middle schools in Horry County.

Parent Child Home Program	The Parent Child Home Program of Horry County serves families with children age 16 months to four years old. The families are visited twice a week by a trained teacher who introduces books and increases verbalization between the parent and child. This is program designed to improve school readiness and and early literacy development. Currently, 151 families are being served.

What plans does the district have to increase community partnerships?

Horry County Schools continues to seek venues to engage a wide variety of stakeholders in dialogue about education and schools. The District will continue to encourage local schools to increase their community partnerships and share with them specific information concerning literacy and its importance to student success.

Horry County Schools District Literacy Plan
Interim Performance Goals, Strategies, and Action Steps

Read to Succeed District Literacy Plan Component #1: Leadership

Interim Performance Goal	By spring 2017, Horry County Schools will develop, implement, and monitor District and School Literacy Plans as required by Read to Succeed, Act 284 legislation.				
Strategy	Support the development of School Literacy Plans.				
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Communicate to principals the expectations of School Literacy Plans as required by Read to Succeed	February 2016 and ongoing	District Read to Succeed Liaison Executive Directors	none	none	Agendas Copies of correspondence
Provide technical assistance	June -	District Read to	none	none	Agendas

sessions for School Literacy Leadership Teams	August 2016	Succeed Liaison HCS District Literacy Leadership Team Executive Directors			Technical assistance session materials School Literacy Plans
Strategy	Communicate the HCS District Literacy Plan with stakeholders				
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Present the HCS District Literacy Plan to principals	spring 2016	District Read to Succeed Liaison HCS District Literacy Leadership Team Executive Directors	none	none	Agenda
Develop a web presence for Read to Succeed	Summer 2016 and ongoing	District Read to Succeed Liaison Learning Services staff Department Accountability and Information staff	none	none	Website
Present District Literacy Plan to various Superintendent's Cabinets	2016-2017 school year	District Read to Succeed Liaison HCS District Literacy Leadership Team	none	none	Agendas

Horry County Schools Strategic Plan

Strategy	Monitor the implementation of HCS District and School Literacy Plans				
Meet at least quarterly to monitor the implementation of the District Literacy Plan and the attainment of performance goals	2016-2017 school year	HCS District Literacy Leadership Team District Data Team (comprised of Learning Services and Accountability and Information staff)	none	none	Agendas and minutes of DLLT meetings District Data Team agendas
Conduct principal conferences to monitor the implementation of School Literacy Plans	2016-2017 school year	Executive Directors	none	none	Principal conferences protocols Written feedback from level Executive Directors

Horry County Schools Strategic Plan

Interim Performance Goal	Given state and local accountability measures, students across all grade levels will increase ELA readiness levels by the end of the 2016-2017 school year.				
Strategy	High School - Increase the percentage of students passing the English 1 End-of-Course examination district-wide to 82% by the end of the 2016-2017 school year.				
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Assist schools in utilizing district intervention protocols for students below grade level in reading entering the ninth grade	Spring 2016 - ongoing	District Learning Specialists SPED Program Specialists	none	none	Learning and Program Specialist school reports SRI, SPI, Benchmark data District-wide universal screeners
Analyze formative data from digital content and local benchmark assessments to support personalized instruction	Spring 2016 - ongoing	District Learning Specialists SPED Program Specialists	none	none	Achieve3000 LevelSet results USA TestPrep benchmarks District-wide universal screeners Data Calendars
Refine HCS curricula to ensure alignment to the SC College and Career Readiness Standards	Spring 2016 - ongoing	District Learning Specialists SPED Program	$232,000 (inclusive PK-12)	General Fund State funds	Consensus Documents

	Specialists Lead Teachers District Curriculum Teams				
Strategy	Grades 3-8 - Based on baseline data from the initial administration in spring 2016, HCS will increase the percentage of students scoring "ready" on SC Ready by the end of 2016-2017 school year.				
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Assist schools in utilizing district intervention protocols for students below grade level in reading	Spring 2016 and ongoing	District Learning Specialists SPED Program Specialists	none	none	Spreadsheets using district rubric Data in intervention management systems
Provide job-embedded professional development and coaching to schools regarding utilization of formative assessment data to support targeted small group instruction	August 2016 and ongoing	District Learning Specialists SPED Program Specialists	none	none	Learning and Program Specialist school reports sample lesson plans Classroom walk- through observations Agendas from PLCs for analysis of data and coaching
Refine HCS curricula to ensure alignment to the SC College and Career Readiness Standards	Spring 2016 and ongoing	District Learning Specialists	$232,000 (inclusive	General Fund	Consensus Documents

		PK-12)	State funds	
	SPED Program Specialists Lead Teachers District Curriculum Teams			

Strategy	Grade 1 - Increase the percentage of students scoring benchmark on DIBELS Next Assessment to 93% by the end of the 2016-2017 school year. Grade 2 - Increase the percentage of students scoring benchmark on DIBELS Next Assessment to 90% by the end of the 2016-2017 school year.

Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Assist schools in utilizing district intervention protocols for students below grade level in reading	Spring 2016 and ongoing	District Learning Specialists SPED Program Specialists	none	none	DIBELS Next Benchmark Data HCS RtI protocols Data from intervention management systems
Provide job-embedded professional development and coaching to schools regarding utilization of formative assessment data to support targeted small group instruction	August 2016 and ongoing	District Learning Specialists SPED Program Specialists	none	none	Learning and Program Specialist school reports Sample lesson plans Classroom walk-through observations Agendas from PLCs for analysis of data and coaching

Refine HCS curricula to ensure alignment to the SC College and Career Readiness Standards	Spring 2016 and ongoing	District Learning Specialists SPED Program Specialists Lead Teachers District Curriculum Teams	$232,000 (inclusive PK-12)	General Fund State funds	Consensus Documents
Strategy		5K - Increase the percentage of students scoring ready on DRA2 by the end of the 2016-2017 school year.			
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Assist schools in utilizing district intervention protocols for students below grade level in reading	Spring 2016 - ongoing	District Learning Specialists SPED Program Specialists	none	none	DIBELS Next Assessment Data HCS RtI protocols Data from intervention management systems
Provide job-embedded professional development and coaching to schools regarding utilization of formative assessment data to support targeted small group instruction	August 2016 - ongoing	District Learning Specialists SPED Program Specialists Lead Teachers	none	none	Learning and Program Specialist school reports Sample lesson plans Classroom walk-through observations

		District Curriculum Teams			Agendas from PLCs for analysis of data and coaching
Refine HCS curricula to ensure alignment to the SC College and Career Readiness Standards	Spring 2016 - ongoing	District Learning Specialists SPED Program Specialists Lead Teachers District Curriculum Teams	$232,000 (inclusive PK-12)	General Fund State funds	Consensus Documents
Strategy	4K - Increase the percentage of students scoring ready on PALS by the end of the 2016-2017 school year.				
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Conduct professional development for child development teachers in the proper administration and use of the PALS assessment	August 2016 - ongoing	Assessment Office staff Early Childhood Coordinator	none	none	District Truenorthlogic Sign-In Sheets PD Surveys PLC Agendas
Provide job-embedded professional development and coaching to schools regarding utilization of formative assessment data to support targeted small group instruction	August 2016 -ongoing	Assessment Office staff Early Childhood Coordinator	none	none	District Truenorthlogic Sign-In Sheets PD Surveys

Horry County Schools Strategic Plan

Read to Succeed District Literacy Plan Component #3: Professional Development

Interim Performance Goal	By spring 2017, Horry County Schools will utilize data to refine and align the district professional development plan to the literacy needs of educators, monitoring and assessing professional development's overall effect on student achievement.				
Strategy	Ensure professional certificated staff will be in compliance with the Read to Succeed endorsement requirements specific to the state of South Carolina.				
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Collaborate with Human Resources and the State Department of Education to identify course requirement needs of district employees	December 2015 and ongoing	Human Resources Certification Specialists District Read to Succeed Liaison	none	none	Reports from Human Resources related to certificated staff endorsement information
Offer district-sponsored R2S courses in partnership with the South Carolina Department of Education Office of Virtual Education and Coastal Carolina University	January 2016 and ongoing	District Read to Succeed Liaison Professional Development Director	$393,540	General Fund	Schedule of Course Offerings Cohort Enrollment Data (Google Form) Participant Course Completion Data (Google Form)
Solicit additional literacy professional development needs and requests from	2016 ongoing	Professional Development Director Principals & Supervisors	none	none	Needs Assessment Survey Data

principals, supervisors, and staff					Professional Development Offerings-flyers and course catalog in Truenorthlogic Rosters from Truenorthlogic
Strategy	Monitor student literacy achievement to determine impact of educator professional development.				
Action Step	**Timeline**	**People Responsible**	**Estimated Costs**	**Funding Source**	**Indicators of Implementation**
Collect and analyze student literacy achievement data	Spring 2016 and ongoing	Director of Assessment Learning Services Professional Development Director Principals & Supervisors	none	none	Student Achievement Data District Data Team Agendas and Documents
Develop a new cycle of professional development based on data	Spring 2016 ongoing	Director of Assessment Learning Services Professional Development Director Principals & Supervisors	$705,573.00	Title II PDSI General Fund	Revised Annual Professional Development Plan Course Catalog in Truenorthlogic School PDSA plans Professional Develop allocations to schools

Horry County Schools Strategic Plan

Interim Performance Goal	All Horry County schools will implement literacy assessments and progress monitoring tools in prekindergarten through grade 12 and use these tools to inform instruction.				
Strategy	Fully implement and use literacy assessment tools for grades pre-k through 12.				
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Provide staff development for all teachers in the administration of identified literacy assessment tools in grades pre-K through 12	August 2016 and ongoing	District Learning Specialists SPED Program Specialists District Assessment office staff	none	none	True North Logic Rosters and Surveys Next Steps Plans Completion and Progress Monitoring reports PLC Agendas
Provide staff development for all teachers use of identified literacy assessment tools in grades pre-K through 12 to inform instruction	August 2016 and ongoing	District Learning Specialists SPED Program Specialists	none	none	True North Logic Rosters and Surveys Next Steps Plans Completion and Progress Monitoring reports PLC Agendas
Monitor the administration of literacy assessments to all students in pre-K through 12 to ensure they are	2016-2017 school year	District Learning Specialists	none	none	Data Reports

administered based on the fidelity guidelines as established by each assessment tool chosen by grade and support the use of the assessment results to inform individual student needs, planning and instruction	and ongoing	SPED Program Specialists

Instructional and Elementary Reading Coaches

Administrators | | | Student Achievement Results

Classroom Observations

PLC Agendas

District Assessment Calendar |
Provide literacy assessment information to schools that is shared with parents regarding their child's progress	2016-2017 school year and on-going	District Assessment office staff	none	none	Literacy Assessment Data Reports
Strategy		Implement the use of universal screeners to determine placement in reading intervention programs for all grades in grades K through 12.			
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Provide training for school administrators, instructional coaches, and lead interventionists regarding universal screeners and district RtI placement protocols	Spring 2016 and ongoing	District Learning Specialists

SPED Program Specialists

Elementary Education Director

Early Childhood Coordinator | none | none | Agendas

RtI Placement Protocols

True North Logic Rosters / Surveys |
| Provide training for teachers and reading interventionists in the effective use of selected literacy intervention programs | Summer 2016 and ongoing | District Learning Specialists | $424, 470 | Title II IDEA State | True North Logic Rosters / Surveys |

| | | SPED Program Specialists

District Consultants

Instructional and Elementary Reading Coaches | | funds | Professional development agendas |
|---|---|---|---|---|---|
| Provide coaching and support to monitor the effective implementation of identified literacy intervention programs for students in grades K through 12 | August 2016 and ongoing | District Directors and Coordinators

District Learning Specialists

SPED Program Specialists

District Consultants

Instructional and Elementary Reading Coaches | $424, 470 (inclusive of action step above) | Title II IDEA | Program data analysis reports

Student achievement data

Next Steps Plans

Feedback from district consultants

Agendas/sign-in documentation from quarterly district meetings with elementary lead interventionists |

Read to Succeed District Literacy Plan Component #5: Instructional Plan

Interim Performance Goal	By June 2017, Horry County Schools will implement grade-level appropriate literacy strategies based on data-driven instructional practices, as measured by district and state literacy assessments.

Horry County Schools Strategic Plan

Strategy	Provide significant time for literacy instruction that supports and challenges students to become proficient, advanced readers and writers.				
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Develop a committee for exploring opportunities for moving towards a 90 minute literacy block for middle school	Summer 2016 and ongoing	Middle School Executive Director Learning Services staff Principals Instructional Coaches	None	None	Committee agendas School master schedules
Encourage an expectation for reading beyond direct instructional time	Ongoing	Executive Directors District Learning Specialists Special Education Program Specialists Library Media Specialists Instructional Coaches Classroom	None	None	Observation of students reading print or digital/audio format Student reading logs/lists Summer reading initiative guidelines and documentation

		teachers			
Strategy	Ensure access to literacy-rich school/classroom libraries in print, digital and audio formats by selecting materials based on high interest, curriculum content support, and /or reading levels if available.				
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Select school library materials following Horry County Schools *Procedures for Selection of Materials* with the expectation that 10% of elementary library collections and 15% M/H library collections will be digital eBooks	August 2016 and ongoing	Coordinator of Library Media Programs Library media specialists Collaboration with teachers, instructional coaches, students	District funding per school library based on $9.75 per pupil allocation.	District funding for school libraries	Destiny Library Management Titlewise Collection Analysis

Select and purchase selected digital titles with acceptable copyright dates, high interest, 90% non-fiction, Lexile levels, engaging pictures or illustrations, interactive content (Elem) and 90% 24/7, unlimited access.	Spring 2016	Library Media Coordinator Committee comprised of school media specialists	$50,000	General Fund	MARC records uploaded into Destiny Library Management catalog under the category "classroom library"

Provide instruction on access and utilization of print, eBooks, and audio books to all members of the school community	Ongoing	Coordinator of Library Media Programs Library media specialists	none	none	Destiny Library Management circulation and search statistics Observation of students reading print or digital/audio format Evidence of training including, but not limited to face-to-face instruction, staff development, and parent/family nights
Strategy	Provide continual support and staff development for the delivery of research-based instructional strategies, materials, and/or curriculum				
Action Step	**Timeline**	**People Responsible**	**Estimated Costs**	**Funding Source**	**Indicators of Implementation**
Provide staff development focusing on literacy strategies for teachers and reading coaches	Prior to the start of the 2016-17 school year; other times as needed based on new teacher	District Read to Succeed liaison in collaboration with eLearningSC and Coastal Carolina University District learning	$394,000 - Read to Succeed endorsement courses $9,200- Imagine It! and CORE trainers	General Fund Title II	PLC agendas/logs Truenorthlogic rosters Read to Succeed course completion data

	hiring's	specialists Program consultants			
Provide staff development for delivery of state-adopted core reading programs	August 2016 and ongoing	District learning specialists Program consultants	$63,000	Title II	PLC agendas/logs School Next Steps Plans Truenorthlogic rosters
Provide continual staff development for delivery/use of digital literacy components	August 2016 and ongoing	District learning specialists Digital Program consultants	$1,365,000 (includes professional development and student licenses)	General Fund	PLC agendas/logs School Next Steps Plans Truenorthlogic rosters Customized planning forms

Plan and implement Demonstration Teaching week	Summer 2016	Elementary Executive Director Learning services staff	$50,000	K-5 Enhancement funds	Truenorthlogic roster Agendas

Strategy	Implement small group and individualized literacy instruction based on data analysis to meet the needs of all students

Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Provide continual staff development for delivery of small group instruction to include progress monitoring for determining next steps.	August 2016 and ongoing	District Learning Specialists District Program Specialists Core, Intervention, and DI program consultants		Title II IDEA State funds	Consultant schedule for school visits (Google calendar and forms) Truenorthlogic Rosters Agendas from A-Team and Instructional Coaches' PLC meetings

Strategy	Provide focused and intensive literacy support based on student need

Refine current RtI Placement and Exit Protocols to support implementation of a tiered approach for identifying struggling readers and providing the intensity of instructional support needed	Spring 2016	District Learning Services staff	None	None	PowerSchool rosters RtI Placement and Exit Protocols
Develop a standardized notification at the district level for all grades that would inform parents of criteria for identification for placement and interventions to be delivered.	Summer 2016	District Literacy Leadership Team sub-committee	None	None	District-developed templates
Provide a summer reading camp for identified 3rd grade students	Summer 2016 and 2017	District Read to Succeed Liaison District Summer	$256,950.07	State funds	SCDE summer reading camp pre- and post- reporting student rosters

		Reading Camp coordinator Coordinator for Library Media Programs Summer Reading Camp site administrators			
Provide training, coaching, and support for teachers and reading interventionists in the effective use of selected literacy intervention programs	Summer 2016 and ongoing	District Learning Specialists SPED Program Specialists District Consultants Instructional and Elementary Reading Coaches	$424, 470 (inclusive of action step above)	Title II IDEA State funds	True North Logic Rosters / Surveys Professional development agendas

Horry County Schools Strategic Plan

Read to Succeed District Literacy Plan Component #6: Parent and Family Involvement

Interim Performance Goal	By June 2017, Horry County Schools will implement a communication plan to keep parents/guardians informed of Read to Succeed legislation and to provide strategies and resources for parents to support literacy development of children at home.				
Strategy	Inform parents and families of the Read to Succeed legislation requirements				
Action Step	Timeline	People Responsible	Estimated Costs	Funding	Indicators of Implementation
Develop a web presence dedicated to the Read to Succeed legislation	2016-2017 school year	Learning Services staff Accountability and Information staff	none	none	Web page
Revise the primary and elementary report cards to include statements regarding the Read to Succeed third grade retention requirements	2016-2017 school year	Elementary Executive Director Elementary Director	none	none	Report card backs
Strategy	Provide parents with training and resources to support literacy outside of school				
Action Step	Timeline	People Responsible	Estimated Costs	Funding	Indicators of Implementation
Provide support for family literacy activities in local schools and communities	2016-2017 school year	Title I Directors Executive Directors Early Childhood & Parenting Coordinator	Varied based on school activities	Title I	Documentation of school level activities Documentation of Parent Child Home and Family Learning Center activities and agendas from family literacy meetings
Provide support to the Horry County	Spring 2016	Early Childhood and	none	none	Head Start Parent Meeting Agendas

Head Start Programs in preparing their students for transition to public school kindergarten	and ongoing	Parenting Coordinator			Documentation of materials shared with parents
Inform and support faith-based communities in incorporating reading and writing strategies into their ministries	2016-2017 school year	District Personnel Superintendent's Faith-based Cabinet	none	none	Agenda and documents from meetings
Develop print /digital materials containing strategies that parents can use with their children to support literacy in the home	2016-2017 school year	Learning Services staff Accountability and Information staff	Materials cost	General Fund	District-developed materials
Inform parents of elementary students about library books available in print, digital & interactive formats	2016- 2017 school year	HCS Library Media Coordinator School library media specialists	None	None	Communication from HCS Library Media Coordinator Documentation of opportunities determined at the school level

Horry County Schools Strategic Plan

Read to Succeed District Literacy Plan Component #7: School-Community Partnerships

Interim Performance Goal	Horry County Schools will raise awareness of the importance of literacy and promote reading and writing outside of school through business and community partnerships.				
Strategy	Inform businesses and community organizations of the District's literacy efforts as outlined in the HCS District Literacy Plan.				
Action Step	Timeline	People Responsible	Estimated Costs	Funding Source	Indicators of Implementation
Create informative presentations for the Superintendent's cabinets and local organizations	August 2016 and ongoing	District Literacy Leadership Team	none	none	Presentation materials agendas sign-in documents
Develop and provide literacy-related materials to business partners	Spring 2016 and ongoing	District Literacy Leadership Team Learning Services staff Accountability and Information staff	none	none	Sample materials List of business partners contacted