HORRY COUNTY SCHOOLS
MONITORING REPORT – R-1 Literacy

I certify that the information in this report is true.

Signed: _____ Date: November 23, 2015
Rick Maxey, Superintendent

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

Signed: _____ Date: _____
Joe DeFeo, Board Chair

Comments: _____

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

Interpretation: I interpret this policy to mean that Horry County Schools will implement a course of study that is aligned with the South Carolina College-and-Career-Ready Standards for K – 12 English Language Arts (SCCCR) that will prepare students to be proficient readers and writers.

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

Indicators of Evidence and Compliance:

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

Curriculum

- Horry County Schools curriculum and course offerings are aligned with the South Carolina College-and-Career-Ready Standards for English Language Arts (SCCCR) expectations.
- Instructional materials adoption processes comply with state requirements.
- Implementation of the South Carolina support documents has been emphasized since their release as a means of further ensuring student mastery of standards.
- Consensus maps (pacing guides), lesson plans, and assessments have been aligned to South Carolina College-and-Career-Ready Standards (SCCCR) and are available online for teachers' use.
- South Carolina College-and-Career-Ready Standards for English Language Arts (SCCCR) are being fully implemented during the 2015-2016 school year.
- To increase students' college and career readiness, opportunities are available for students to take dual-enrollment courses and Advanced Placement courses.
- Research-based curriculum for all students, ages 3 – 21, has been implemented PK – 12.
- Document-based questioning process (DBQ) is utilized to promote evidence-based writing in grades 3 – 8, Global Studies, U.S. History and Government.
- Literature-based questioning process (LBQ) is utilized to promote evidence-based writing in grades 6 – 8 ELA and English I – IV.
- Interactive notebooking is implemented in elementary and middle school science and social studies.
- Development of written scientific explanations using claims, evidence, and reasoning is emphasized in K – 12 science.
- Writing prompts aligned to ACT and ACT Aspire have been implemented in grades 3 – 12. The ACT and ACT Aspire Writing Rubrics are used to score writing outcomes.

Assessment

- The Circle assessment is administered to all child development students at the beginning, middle, and end of the school year. This assessment is aligned with Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments for K-2 students.
- The DRA2 is administered to all kindergarten students as a South Carolina State Department of Education readiness assessment. PALS is administered to 4K.
- DIBELS, MAP, AIMSWEB, and Oral Reading Fluency assessments are utilized to monitor progress and plan instruction.
- DIBELS is used in grades K – 2 to assess fluency.
- The District participates in an early childhood collaborative with community agencies, higher education representatives, and school-based services to facilitate the development of a comprehensive intervention program for children who are at risk for school readiness.
- Core and intervention reading programs' assessments are used to monitor progress and plan instruction.

- High school English teachers (and 8th grade English I Honors teachers) have been provided professional development on the ACT Holistic Scoring Guide to be able to align instruction and assessments to the expectations of the ACT Writing assessment.
- School data teams compile, monitor, and review data walls to reflect students' performance on MAP and progress toward state accountability goals. These data walls provide context for data analysis and instructional planning.
- ACT and ACT Aspire writing prompts have been developed and embedded in the English language arts curriculum to match the expectations of the South Carolina College-and-Career-Ready Standards for English Language Arts (SCCCR) and provide formative assessment data.

Instruction

Reading and Language Instructional Strategies

- *Achieve3000*, a supplemental digital content resource that differentiates instruction to support Lexile growth, is being implemented in grades 3 – 12. *NoRedInk*, a supplemental digital content resource for grammar instruction, is being implemented in grades 6 – 12.
- *Imagine It!* is being used as a core reading program in grades PK-5.
- Students in grades 2-12 have the opportunity to participate in the District's summer reading initiatives.
- Spelling is a part of the *Imagine It!* core reading program.
- The district is implementing a blended learning instructional model in grades 5 – 12 to support more personalized small-group instruction.
- All middle and high school English teachers have received professional development on critical reading strategies, writing and research.

Interventions and Strategies for Struggling Students

- *Unique Learning Systems (ULS)*, a research-based curriculum for students with special needs, has been implemented in all classrooms for students with moderate to severe disabilities.
- Child development teachers are utilizing the same instructional approaches to support literacy at the preschool level through collaborative training, use of instructional program, *Imagine It!*, and co-planning efforts.
- District protocols for planning instruction were developed to ensure students needing intervention receive services through similar interventions district-wide. This is a monitoring strategy to track individual student progress and to reduce the achievement gap between sub-groups.
- *Reading Recovery* is an individualized instructional intervention for first-time first graders who are having difficulty learning to read and write and is offered in nine high poverty schools.
- Reading intervention materials (*Read 180, Language!, Language! Live, Voyager Passport, Burst, System 44, Corrective Reading, Reading Mastery, and Kaleidoscope*) are being used for levels K-12 to provide additional support and remediation for students who are struggling with reading.

- Tier 3A intervention and Tier 3B core replacement intervention programs have been implemented for students who need more intensive instructional support.
- A new digital college-and-career readiness system is being piloted on a small scale at the high school level to prepare students for the ACT Compass, ACT, and SAT tests during the second semester. Results will be analyzed to determine the impact and the next steps for possible implementation.
- Special education learning strategies curriculum has been implemented to support students and improve literacy in all content areas.
- *Compass Learning*, a computer software program that personalizes instruction based on MAP scores, is utilized in grades K-2 and in select middle schools.
- Horry County Virtual School (HCVS) Program provides opportunities for students to recover credits through online credit recovery curriculum.
- Teachers and assistants are provided professional development opportunities in reading intervention curriculum and instructional strategies.

Interventions and Strategies for High-Achieving Students

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

Other Strategies

- Print and digital resources, including fiction, non-fiction books and access to informational databases are available for students and teachers.
- Identified elementary schools received additional support through the Consortium on Reaching Excellence in Education (CORE).

- Teachers' expertise is recognized, and they are asked to share their knowledge with others at the state and national levels.
- Teachers and district staff serve on various state committees that include standards setting, curriculum and assessment, development of assessments, textbook adoption and South Carolina College-and-Career-Ready Standards (SCCCR) implementation.
- Literacy workstations provide opportunities for targeted small-group instruction.
- Social studies literacy model professional development has been provided to middle and high school ELA and social studies vertical teams to meet the expectations of the South Carolina College-and-Career-Ready (SCCCR) literacy standards for history, science, and the technical subjects.
- Document-based questioning (DBQ) is required in grades 3-12.
- "Reading Like a Historian" lessons are part of middle and high school social studies curriculum maps.
- A committee of teachers, principals and district staff developed rubrics for use for English language arts digital content assessment.