



Horry County Schools

Strategic Plan

2011-16

2015 Update

April 2015

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 children.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

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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.

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AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS
Teaching And Learning STUDENT ACHIEVEMENT	Documenting And Using Results	Resources and Support Systems TEACHER AND ADMINISTRATOR QUALITY SCHOOL CLIMATE	Stakeholder Communication and Relationships	Governance And Leadership
STRATEGIES				
We will provide research-based curriculum and instructional methods that facilitate achievement for all students.	We will provide a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.	We will provide the human, financial, and physical resources and services necessary to support our vision and purpose of achievement for all students.	We will foster effective communications and relationships with and among our stakeholders.	We will provide governance and leadership that promote student performance and school/system effectiveness.

AREAS OF FOCUS
STRATEGIES/ACTION PLANS
QUALITY INDICATORS

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AREA OF FOCUS:

TEACHING AND LEARNING

STUDENT ACHIEVEMENT

Quality Indicators

- Develops and implements curriculum based on clearly-defined expectations for student learning
- Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- Gathers, analyzes, and uses data and research in making curricular and instructional choices
- Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- Allocates and protects instructional time to support student learning
- Provides for articulation and alignment between and among all levels of schools
- Implements interventions to help students meet expectations for student learning
- Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
- Provides comprehensive information and media services that support the curricular and instructional programs
- Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program

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 <ul style="list-style-type: none">• Follow implementation timelines• Review and update curriculum documents for SC College and Career-Ready Standards to ensure equitable and challenging learning experiences for students• Provide continuous professional development for staff• Continue to develop instructional leaders at each school• 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)	2015-16	Special Revenue & General Funds	Learning Services	Curriculum implementation

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information, media and technology; and knowing how to learn) into classroom instruction in all subject areas				
TL-2: Develop and implement standards and curriculum guides for courses lacking state standards <ul style="list-style-type: none"> 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 	2015-16	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. <ul style="list-style-type: none"> 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 Share information that keeps families informed of their children's learning progress and provides opportunities for meaningful participation Monitor 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 	2015-16	Special Revenue (Academic Assistance & IDEA) & General Funds	Learning Services	Program evaluation data
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. <ul style="list-style-type: none"> Restructure special education classrooms in response to data Monitor the occupational credential requirements Provide professional development for teachers and administrators on learning strategies model Utilize specific look-fors to use during classroom observations Monitor implementation and provide support as needed Implement co-teaching model 	2015-16	Special Revenue & General Funds	Learning Services	Updated curricula & classroom observation data

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<ul style="list-style-type: none"> Research and select additional math core replacement curriculum for special education Develop model learning strategies class through a pilot program Provide technical assistance to ensure compliance of IDEA Monitor and support improvement a curriculum (PK – 12) for students with moderate to severe intellectual disabilities. Provide professional development for staff to ensure teacher effectiveness Provide technical resources for classrooms Continue to refine protocols for students with specific learning disabilities Revise district evaluation procedures to be consistent with new state eligibility standards for all categories of disabilities 				
TL-5: Provide opportunities to expand students' global perspective through support and refinement of International Baccalaureate (IB) programs across the District. <ul style="list-style-type: none"> 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 Analyze student achievement results to determine teacher and program effectiveness 	2015-16	General Funds & Special Revenue	Learning Services, Accountability Services, Human Resources & Finance	Scholarship opportunities, post-secondary opportunities, student achievement data
TL-6: Support and refine the curricular offerings at the Scholar's Academy <ul style="list-style-type: none"> Refine 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 	2015-16	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 <ul style="list-style-type: none"> Refine program advertisement, application process, and admittance process at Early College High School to maintain 	2015-16	General Funds & Special Revenue	Learning Services, Accountability Services, Human Resources &	Scholarship opportunities, post-secondary opportunities, student achievement data

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<p>the integrity of the program</p> <ul style="list-style-type: none"> 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 BE² 			Finance	
<p>TL-8: Refine the curricular offerings at the Academy for Technology and Academics (ATA) and Academy for Arts, Science and Technology (AAST).</p> <ul style="list-style-type: none"> 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 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 	2015-16	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
<p>TL-9: Monitor, support, and refine the Connect program</p> <ul style="list-style-type: none"> Identify flexible schedule options for at-risk students 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 	2015-16	General Funds & Special Revenue	Learning Services, Accountability Services, Instructional Support Services, Human Resources & Finance	On-time or early graduation data, student achievement data
<p>TL-10: Provide dual-enrollment options to ensure challenging learning experiences and opportunities for students</p> <ul style="list-style-type: none"> 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 	2015-16		Learning Services, Instructional Support Services	Dual credits earned

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TL-11: Support and refine the STEM (Science, Technology, Engineering, and Mathematics) program for students who are interested and excel in mathematics and science. <ul style="list-style-type: none"> • 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 • Partner with the SC Governor's School for Science and Math to implement the Accelerate Program 	2015-16	General Funds & Special Revenue	Learning Services	Student achievement data in science and math
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. <ul style="list-style-type: none"> • 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 SC Virtual School 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 	2015-16	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 <ul style="list-style-type: none"> • Foster collaboration with outside agencies and institutions • Provide professional development for instructional delivery • Promote collaboration among all schools in the cluster for continuous, consistent implementation of theme • Support ongoing communication with and involvement of home and community stakeholders • Support implementation and integration of theme/concept 	2015-16	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	2015-Ongoing	General Fund	Learning Services	Secondary program guide

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<p>including Career and Technology Education programs offered within HCS.</p> <ul style="list-style-type: none"> • 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 				
<p>TL-15: Implement comprehensive character development initiatives in all schools</p> <ul style="list-style-type: none"> • 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 • Provide ongoing support for schools partnering with Qualia in the Conway cluster for student aspirations and student voice • 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 	2015-Ongoing	General Funds	Learning Services and Instructional Support Services	Principals' job accountabilities, guidance calendars and plans, staff development agenda, School Report Cards
<p>TL-16: Develop a comprehensive PK-12 ESOL model</p> <ul style="list-style-type: none"> • 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 teachers to meet the growing numbers and demands of our English Language Learners • Provide ongoing professional development to ESOL teachers in 	2015-16	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

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<p>the areas of the recently adopted WIDA standards and accompanying assessments</p> <ul style="list-style-type: none"> • Provide ongoing professional development to mainstream teachers • Conduct school/district program evaluations of the LEP program 				
<p>TL-17: Develop a comprehensive plan for foreign language</p> <ul style="list-style-type: none"> • Research best practices in foreign language • Explore options for elementary, middle, and high school foreign language expansion 	2015-16	General Fund	Learning Services	Expanded foreign language options
<p>TL-18: Refine the gifted education programs</p> <ul style="list-style-type: none"> • 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 Common Core State 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 	2014-Ongoing	General & Special Revenue Funds	Learning Services,	Updated gifted curriculum implemented
<p>TL-19: Refine and calibrate classroom expectations across the system with an emphasis on student engagement and levels of questioning</p> <ul style="list-style-type: none"> • Provide professional development for teachers, coaches, principals, and district administrators on high-yield strategies, engagement, and levels of questioning • Conduct classroom walk-throughs using classroom walk-through (CWT) tools • Monitor, analyze, and utilize CWT reports for trends 	2015-16	Special Revenue (Academic Assistance) & General Funds	Learning Services	CWT data & Principal Conferences

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<ul style="list-style-type: none"> Plan additional professional development based on CWT results Collaborate with consultants to assist targeted priority schools Integrate CWT tools to align with SC College and Career-Ready State Standards instructional expectations Create and implement use of CWT tools specific to special education classrooms 				
TL-20: Increase student achievement in science and social studies. <ul style="list-style-type: none"> 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 after reviewing baseline 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 Revise the amount of time allocated for instruction in grades four and five in science and social studies Utilize the DBQ process to enhance student collaboration, critical thinking, and student self-reflection 	2015-16	Special Revenue (Academic Assistance) & General Funds	Learning Services	Improved state assessment scores
TL-21: Take appropriate steps to increase the on-time graduation rate. <ul style="list-style-type: none"> 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 Monitor and refine the District's credit-recovery program 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. 	2014-Ongoing	Special Revenue and (Academic Assistance) General Funds	Learning Services, Instructional Support Services & Accountability Services	Improved graduation rate

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<ul style="list-style-type: none"> 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 choice programs and offerings to meet students' needs Utilize the PDSA process to focus on increasing the number of on-time graduates Implement district targeted assistance plans to monitor progress of priority schools 				
<p>TL-22: Improve the effectiveness of guidance counseling programs to meet the physical, social and emotional needs of all students.</p> <ul style="list-style-type: none"> 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 Improve communication between guidance counselors and administrators to ensure an effective program, including electronic communication tools Explore options for developing a mentoring program for new counselors 	2015-16	General Fund	Learning Services and Instructional Support Services	Survey results; feedback on staff development; completed information guides; website
<p>TL-23: Provide opportunities for service learning within the curriculum and through extracurricular activities.</p> <ul style="list-style-type: none"> 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. 	2015-16	General Fund, Grants, and Foundation Funds	Learning Services and Instructional Support Services	Superintendent's Service Learning Award, Student Recognitions
<p>TL-24: Ensure that persistent gaps between student achievement</p>	2015-16	General Fund &	Learning Services,	Improved academic

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<p>in subgroups are consistently and continually diminished</p> <ul style="list-style-type: none"> • 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 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 to all schools • 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 practices and results related to achievement gap subgroups in priority schools 		Special Revenue (Academic Assistance)	Instructional Support Services, Accountability Services, Human Resources, Support Services,	performance for minority students with diminishing achievement gap
<p>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.</p> <ul style="list-style-type: none"> • Develop ways to communicate (including posters) 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. 	2015-16	CATE Funds	Instructional Support Services	Completed secondary program Guide, eIGP, curriculum mapping guide, placement rate for graduates, participation rates in CATE opportunities

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<ul style="list-style-type: none"> • 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 				
TL-26: Partner with Horry Georgetown Technical College and Coastal Carolina University through periodic meetings with a focus on articulation regarding opportunities for collaboration.	2015-ongoing		Learning Services	Aligned programs for students
TL-27: Promote collaboration among all school levels to ensure a seamless transition for students and readiness for the next level <ul style="list-style-type: none"> • 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 • Complete annual reviews of all individualized education plans in the spring in preparation for transition to the next grade level/school 	2015-Ongoing		Learning Services	School transition plans, individualized education plans
TL-28: Align the District professional development plan with the system's goals, objectives, and direction. <ul style="list-style-type: none"> • 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 for support staff that includes customer service, technology, and other identified opportunities 	2015-16	General & Special Revenue Funds	Learning Services, Accountability & Human Resources	Evaluations used to determine impact on system effectiveness
TL-29: Develop and implement an instructional technology plan to: <ul style="list-style-type: none"> • 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 	2015-16	General Fund, Erate funds, E2T2 technology funds	Learning Services; Accountability: Technology;	Updated plan implemented; improved teacher proficiency

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<ul style="list-style-type: none"> • Implement criteria/procedure for all software purchases/implementation that must be followed for all schools/departments. • Utilize district learning specialists to work at the school level to facilitate the intentional use of technology and digital content in teaching and learning • Adopt the 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 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 				
<p>TL-30: 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:</p> <ul style="list-style-type: none"> • Implement personalized learning program with laptop/device for all students in grades 3-12 to be completed over a phase-in period (middle school in Spring 2014, high school in Fall 2014, and elementary school grade 5 in Fall 2015), 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, desktop and laptop computers, projectors, and network infrastructure • Begin phase-out of stand-alone desktop computer stations as 	2015-16	General Fund, Erate funds, E2T2 technology funds	Accountability: Technology; Learning Services	Updated plan implemented; refreshed inventory; survey results and appropriate data on technology

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<p>the personalized learning laptop program for students is being phased in; convert labs and office computers to thin client solution as refresh becomes necessary</p> <ul style="list-style-type: none"> • Identify the hardware and software required to provide that best instruction; • Develop a relevant technology training program for all teachers who deliver that content area/standard • Revise HCS Teacher Technology Assessment and require all teachers to exhibit proficiency in accordance with State and Federal laws. • 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. • Complete wireless overlays in all schools to have all wireless schools 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 				
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AREA OF FOCUS:

DOCUMENTING AND USING RESULTS

Quality Indicators

- Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
- Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
- Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
- Communicates the results of student performance and school effectiveness to all stakeholders
- Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
- Demonstrates verifiable growth in student performance
- Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
DR-1: Develop School and District Plan, Do, Study, Act (PDSA) continuous improvement model plans for student learning <ul style="list-style-type: none">• Provide professional development on the PDSA cycle• Assist schools in developing PDSA plans 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 Goals Based 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	2015-Ongoing		Learning Services	Schools PDSA plans for student learning
DR-2: Review data analysis tools provided through SC Department of Education (SDE) longitudinal data system and EVAAS	2015-16	State grant	Assessment; Technology	Successful implementation of data analysis tools
DR-3: Provide training to district and school staff on utilizing statewide	2015-16	General	Learning	Staff proficiency in data

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data analysis program; align training with data team processes		Fund	Services; Accountability	appropriate to their level
DR-4: Design common district practices to evaluate the operational effectiveness of continuous improvement processes and the impact and effectiveness of various program initiatives. <ul style="list-style-type: none"> Identify programs and practices for program evaluation Determine the most effective means of program evaluation, considering in-house expertise and available consultant services (i.e., Hanover Research) 	2015-16	General Fund	Accountability; Learning Services	Program evaluation documents showing effectiveness
DR-5: Use comparison and trend data from comparable schools and school systems to help evaluate student performance and system effectiveness.	2015-16		Accountability	System and school rankings improve
DR-6: Ensure that the district and all schools have teams to continuously review student performance data and make decisions to improve teaching and learning. <ul style="list-style-type: none"> Develop 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 	2015-16		Learning Services; Accountability	PDSA reviews, protocol documents
DR-7: Refine implementation of District and school level data teams <ul style="list-style-type: none"> Ensure implementation of a District data team Ensure implementation of school data teams Provide professional development on data analysis tools Identify priority schools and high achieving schools Merge the RtI process with the school-level data team work Align SMART goals with District Performance Goals Utilize Aimsweb to progress monitor and set target goals for students with disabilities 	2015-16		Learning Services & Accountability	Functioning team in all schools
DR-8: Use student achievement data to plan instructional programs, refine curriculum, and align resources at the district and school levels. <ul style="list-style-type: none"> Use student achievement data to adjust instructional groups. Use State assessment data, Benchmark data, MAP, and program and digital content data to adjust curriculum, instruction, and assessment in English language arts, math, science and social studies 	2015-16	Local funds and Lottery funds	Learning Services	Improved PASS and MAP scores; AYP met
DR-9: Monitor annual growth (Fall to Spring and Spring to Spring) during the school year as measured by assessments (including MAP and DIBELS) <ul style="list-style-type: none"> Identify students who need assistance prior to state assessment administrations based on progress monitoring data 	2015-16		Accountability; Learning Services	State assessment and AYP performance improved, higher percentage of students meeting growth goals
DR-10: Develop user-friendly online student achievement data reports for use by teachers and administrators	2015-16		Accountability: Assessment and Technology	
DR-11: Administer state and district assessments in grades PK-2 to	2015-16	Local funds	Accountability:	Improved primary literacy

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progress monitor early literacy			Assessment; Learning Services	performance
DR-12: Review the District's performance measures annually to ensure that all relevant state and federal accountability indicators and Board priorities are included	2015-16	General Fund	Accountability	Annual Performance Goals
DR-13: Refine the Use of Formative and Summative Assessments <ul style="list-style-type: none"> • Conduct information sessions for 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 	2015-16		Learning Services; Accountability Assessment	Implementation of assessments that accompany the SC College and Career-Ready Standards
DR-14: Pilot/field test the new State assessment according to State testing guidelines; and assist with training school and District staff on the transition to SC College and Career-Ready Standards as it relates to assessment	2015-16	General Fund	Accountability: Assessment; Learning Services	Successful testing program in place with staff trained
DR-15: Continue the transition to SC College and Career-Ready Standards by administering MAP Common Core	2015-16	General Fund; State Formative Assessment Funds	Accountability: Assessment;	Successful testing program in place with staff trained
DR-16: Identify world class skills and live 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	2015-16		Accountability: Assessment; Learning Services	Skills and characteristics identified with possible measures

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AREA OF FOCUS:

HUMAN, FINANCIAL AND PHYSICAL

RESOURCES AND SUPPORT SYSTEMS

TEACHER/ADMINISTRATOR QUALITY

SCHOOL CLIMATE

Quality Indicators

- Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities
- Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
- Ensures that all staff participate in a continuous program of professional development
- Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school
- Budgets sufficient resources to support its educational programs and to implement its plans for improvement
- Monitors all financial transactions through a recognized, regularly audited accounting system
- Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
- Possesses a written security and crisis management plan with appropriate training for stakeholders
- Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
- Provides appropriate support for students with special needs

HUMAN RESOURCES / Teacher and Administrator Quality

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
HR-1: Evaluate all staff annually to improve performance. <ul style="list-style-type: none">• 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.	2015-16	General Fund	Human Resources	All employee evaluated annually
HR-2: Implement new web-based applicant tracking program to broadly recruit qualified employees.	2015-16	General Fund	Human Resources	AppliTrack software program successfully

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<ul style="list-style-type: none"> • Increase communications with applicants throughout all steps of the process. • Continue building the system to better utilize its screening and advertise capabilities. 				implemented
HR-3: Develop a comprehensive training manual for all hiring managers, and provide training to all district hiring managers.	2015-16	General Fund	Human Resources	Training manual developed
HR-4: Provide outstanding customer service for all applicants by: <ul style="list-style-type: none"> • Streamlining HCS Career Site • Easy to access helpline • Customer service kiosks 	2015-16	General Fund	Human Resources	Continual assessment and improvement of customer service to all stakeholders
HR-5: Develop a plan for employee recruitment and retention of high-quality work force. <ul style="list-style-type: none"> • 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
HR-6: Implement plan to increase the number of teachers with advanced degrees, including: <ul style="list-style-type: none"> • 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 	2015-16	Local and federal (Title I) funds	Learning Services; Human Resources	Percentage of teachers with advanced degrees continue to increase
HR-7: Review and revise HCS evaluation system for professional and classified employees.	2015-16	General Fund	Human Resources; Learning Services	Revisions completed
HR-8: Study the effectiveness of the current teacher mentoring program and redesign as appropriate	2015-16	General Fund	Human Resources	Mentoring program refined
HR-9: Use student achievement data to design and evaluate the effectiveness of professional development programs.	2015-16	K-5 Enhancement funds (MAP), local & federal (Title II) funds	Learning Services	Program effectiveness model in place
HR-10: Implement a system to monitor implementation of professional development programs at the school and classroom level.	2015-16	General Fund	Learning Services	Feedback from participants show improved benefits and satisfaction levels
HR-11: Provide a comprehensive staff development program for staff members at all levels. <ul style="list-style-type: none"> • 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 	2015-16	K-5 Enhancement funds, state and federal Title II funds	Learning Services, Human Resources	Published plan for district and all schools

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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.				
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FINANCIAL RESOURCES

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
FR-1: Conduct a feasibility study weighing the upgrade of current PeopleSoft system versus new technologies to determine which approach would better meet the needs of the District	2015-16	Capital Funds	Fiscal Services	Results of study utilized to meet needs of District
FR-2: Align budget request and approval process with strategies to improve student performance	2015-16	All Funds	Fiscal Services: Budget	Continuous improvement model
FR-3: Continue to align budget requests and the approval process with strategies designed to improve student performance	2015-16	All Funds	Fiscal Services	Effective budget process
FR-4: Utilize modified zero-based budgeting process	2015-16	All Funds	Fiscal Services	Process implemented
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	2015-16	General Fund	Fiscal Services	Improved financial reports and quarterly financial reports

PHYSICAL RESOURCES

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
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	2015-16	General Fund	Support Services: Student Affairs	School safety reports and security drills; physical changes to school entrances to comply with security check-in system
PR-2: Install state-of-the-art monitoring systems in facilities	2015-16	General Fund	Support Services: Student Affairs; Technology	Systems installed
PR-3: Review and revise as needed planning parameters for new schools and athletic facilities	2015-16		Support Services: Facilities	Approved parameters
PR-4: Conduct needs assessment ratings for each school using approved	2015-16	General	Support Services:	Completed needs

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educational specifications		Fund	Facilities	assessment ratings
PR-5: Develop and maintain a 10-year plan for managing and developing facilities for growth	2015-16		Support Services: Facilities	Approved 10-year plan
PR-6: Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments	2015-16	General Fund	Support Services: Facilities	Approved adjustments as needed
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	2015-16		Support Services: Facilities	Accepted model with impact predictions
PR-8: Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations	2015-16		Support Services: Facilities	Approved green designs
PR-9: Implement energy reduction systems using school energy conversation modules. Utilize high performance energy design in new schools according to Board-approved model.	2015-16		Support Services: Facilities	Annual energy usage savings; improved monitoring of energy usage controls
PR-10: Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using an automated work order system	2015-16		Support Services: Facilities	Improved efficiency of work order completion by established targets
PR-11: Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns	2015-16		Support Services: Student Affairs	Hotline functional and effective
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; Cleanliness of the facility; Maintenance work orders, insurance claims and other facility needs	2015-16		Support Services: Facilities	Functioning team in each school with central facilities support
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	2015-16		District Staff and School Teams	Building capacity ratings maximized
PR-14: Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district	2015-16	Capital Funds	Technology	Completion of project
PR-15: Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	2015-16	Capital Funds	Support Services: Facilities	Completion of project
PR-16: Ensure that all facilities meet all applicable safety and security standards, as defined in the Administrator's Handbook and crisis management plans	2015-16		Support Services: Facilities and Student Affairs	All safety and security standards in compliance
PR-17: Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester.	2015-16		Support Services: Student Affairs	School reports of drill completions
PR-18: Ensure all facilities are safe, clean, and properly maintained.	2015-16		Support Services: Facilities	Establish expectations and maintain

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SUPPORT SYSTEMS / School Climate

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
SS-1: Maintain a truancy intervention program at each school to improve student attendance	2015-16		Support Services: Student Affairs	Program in place at all schools
SS-2: Designate a school leadership team member in every school whose is responsible for school safety, to include: <ul style="list-style-type: none"> ◆ 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 	2015-16		Support Services: Student Affairs and Facilities; Principals	Functioning team in all schools
SS-3: Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.	2015-16		Support Services: Student Affairs; Human Resources	Reduction in instances of bullying
SS-4: Establish health care plans and emergency action plans at each school for children with identified health care needs	2015-16	Medicaid funds, IDEA	Instructional Support Services: Health and Safety	Health care plans and emergency action plans implemented
SS-5: Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: <ul style="list-style-type: none"> ◆ 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. 	2015-16	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
SS-6: Train staff on safety in the workplace	2015-16	General Fund	Human Resources	Compliance reports
SS-7: Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2015-16		Support Services: Student Affairs; Technology	Protocols established and practiced
SS-8: Establish protocols for each nurse in the District to provide to students with allergies and their families evidence-based practices of care, education, and resources to manage their allergic condition effectively.	2015-16	General Fund	Director of Health and Safety Services	Individual Health Care Plan (IHP) for students identified with life-threatening

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<ul style="list-style-type: none"> Implement a written emergency action plan for each student with documented allergies. Develop a specific training protocol for all staff to recognize anaphylaxis 				allergies; staff training program
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. <ul style="list-style-type: none"> Respond and take appropriate action in timely manner Monitor number of calls and follow-up needed 	2015-16 and ongoing		Support Services: Student Affairs	Telephone log and reports of action taken
SS-10: Provide Rehabilitative Behavioral Health Services (RBHS), school-based, goals-directed, family-supportive counseling service to students who have emotional or behavioral needs behavior	2015-16	Medicaid and General Fund	Instructional Support Services	Services in place
SS-11: Provide safety and health guidelines and training to school staff and students in: <ul style="list-style-type: none"> Personal health practices School bus safety PE and playground procedures Classroom and laboratory procedures Indoor air quality 	2015-16	General Fund	Support Services: Health and Safety Services, Student Affairs	Reduction in safety issues
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	2015-16	General Fund	Support Services: Transportation	PowerSchool Data
SS-13: Draft and implement a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.	2015-16		Support Services: Student Affairs	Protocols established and practiced.

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AREA OF FOCUS:

STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS

Quality Indicators

- Fosters collaboration with community stakeholders to support student learning
- Uses system-wide strategies to listen to and communicate with stakeholders
- Solicits the knowledge and skills of stakeholders to enhance the work of the system
- Communicates the expectations for student learning and goals for improvement to all stakeholders
- Provides information that is meaningful and useful to stakeholders

ACTIONS TO BE TAKEN:

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
SCR-1: Conduct ongoing 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	2015-16	General Fund	Accountability: Communications	Completion of needs analysis and follow-up action taken as needed
SCR-2: Implement a district marketing/communications plans for external and internal audiences: <ul style="list-style-type: none">• Develop strategic marketing plans for programs and initiatives• Expand awareness of achievements, progress and important educational issues in non-traditional media outlets as well as traditional news media• Promote a new district logo and slogan/branding statement• Utilize marketing tools that model the use of the logo and slogan• Provide a style guide for the appropriate use of the district logo and brand• Develop guidelines for electronic and print use of logo/brand to ensure consistency of message and design	2015-16	General Fund	Accountability: Communications	Marketing plan developed; new branding slogan developed; guidelines published
SCR-3: Expand the school system's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including increased use of social media (e.g., Facebook, Twitter, etc.) <ul style="list-style-type: none">• Provide training on the acceptable use of social media	2015-16	General Fund	Accountability: Communications	Increased communication through social media; policies in place
SCR-4: Enhance communication with internal and external stakeholders with electronic communication strategies, including:	2015-16	General Fund	Accountability: Communications	Effective communications utilized; mobile app

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<ul style="list-style-type: none"> • 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 • "How to" 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. 				developed and functional; Board meeting online and televised
SCR-5: Provide support to schools in the development and enhancement of school business partnerships, volunteers, and parent and family involvement programs. <ul style="list-style-type: none"> • Provide support to schools for ongoing programs • Assist in the recognition of partners for their contributions to schools 	2015-16	General Fund	Accountability: Communications	Increased number of effective partnerships
SCR-6: Provide training to schools on how to design and maintain webpages to include contact information and progress to interactive ways to share information with parents and the public	2015-16	General Fund	Accountability: Communications and Technology	Increased number of teachers with webpages
SCR-7: Improve customer service to those whom we serve: <ul style="list-style-type: none"> • Develop customer service expectations and guidelines for the district and its schools • Provide professional development training for customer service 	2015-16	General Fund	Human Resources	Improved customer service feedback through surveys and other determined methods
SCR-8: Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools.	2015-16	General Fund	Accountability: Communications	Expanded methods of communication
SCR-9: 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.	2015-16	General Fund	Accountability: Communications	Vision understood and supported by more stakeholders
SCR-10: Help identify capable persons to serve as webmasters for all departments at the district level as well as the school level <ul style="list-style-type: none"> • Provide ongoing professional development for webmasters at each school and district-level departments • Implement guidelines and procedures to ensure web pages are consistent, easily accessible, user friendly, and current for all users. 	2015-16	General Fund	Accountability: Communications and Technology	Effective webmaster in all schools; high quality district and school websites
SCR-11: Explore and implement additional communication techniques to ensure that critical information can be provided to parents of students who do not speak English.	2015-16	General Fund	Accountability, Instructional Support Services	Successful communication techniques implemented
SCR-12: Continue use of Superintendent's Advisory Cabinets (Teacher, Business, Support Staff, Students and Parents) and expand to include	2015-16	General Fund	Various Cabinet liaisons	Quarterly meeting schedule; improved

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Faith-Based representatives to improve communication and relationships with various stakeholders groups				communication and understanding
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AREA OF FOCUS:

GOVERNANCE AND LEADERSHIP

Quality Indicators

- Establishes policies and procedures that provide for the effective operation of the school
- Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school
- Ensures compliance with applicable local, state, and federal laws, standards, and regulations
- Employs a system that provides for analysis and review of student performance and school effectiveness
- Fosters a learning community
- Provides teachers and students opportunities to lead
- Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- Controls curricular and extracurricular activities that are sponsored by the school
- Responds to community expectations and stakeholder satisfaction
- Implements an evaluation system that provides for the professional growth of all personnel

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 SACS/CASI Accreditation Standards for Quality Systems	2015-16	General Fund	Accountability	Continuous improvement monitoring system operational
GL-2: Establish benchmarks indicating good management for instructional programs, facilities and overhead, foodservice, technology, and special funds based on data driven models or industry standards	2015-16		All Chief Officers	Program effectiveness model operational
GL-3: Establish acceptable turnaround times for all district-level services provided to internal and external constituents	2015-16		All Chief Officers	Quality standards applied to district services
GL-4: Implement Leadership Development Program for aspiring administrators. <ul style="list-style-type: none"> • New principal mentoring program • Assistant principal development program 	2015-16	General Fund	Learning Services; Human Resources	Pool of high-quality administrative candidates
GL-5: Review School Board governance and make any necessary changes to the current model	2015-16		Board of Education	Effective Board governance model adopted and adhered to
GL-6: Determine instructional and organizational effectiveness as a basis for improving the District by developing return-on-investment analyses on	2015-16	General Fund	All Chief Officers	Program effectiveness model determined and

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existing and new programs based upon data which correlate student achievement to financial and human capital resources, including: <ul style="list-style-type: none">• Truancy and discipline referrals• Transiency rates for students and staff formulae impacts• Intervention programs• Teacher attendance• Facility usage costs• FOIA requests				appropriate actions taken
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PERFORMANCE GOALS

2011-16

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Performance Goal: KINDERGARTEN READING

At least 97% of kindergarten students will reach benchmark in reading on the end-of-year assessment by 2016.

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

Interim Goals and Status:

DISTRICT	2012	2013	2014	2015	2016
GOAL:		95.0	95.5	96.0	97.0
STATUS:	94.0	95.0	94.0		

Performance Goal: FIRST GRADE READING

At least 93% of first grade students will reach benchmark in reading on the end-of-year assessment by 2016.

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

Interim Goals and Status:

DISTRICT	2012	2013	2014	2015	2016
GOAL:		88.0	89.0	90.0	93.0
STATUS:	85.0	86.0	85.0		

Performance Goal: PASS ELA THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENT

Performance Goal: PASS MATH THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENT

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Performance Goal: PASS SCIENCE

At least 90% of students in grades 3-8 will score "met" or above in Science by 2016.

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

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
<i>Grade 4</i> GOAL: STATUS:			<i>81.5</i> 78.3	<i>81.0</i> 80.4	<i>84.0</i> 74.3	<i>82.0</i>	<i>90.0</i>
<i>Grade 5</i> GOAL: STATUS:			<i>75.0</i> 74.1	<i>78.0</i> 79.2	<i>83.0</i> 74.3	<i>82.0</i>	<i>90.0</i>
<i>Grade 6</i> GOAL: STATUS:			<i>74.0</i> 71.7	<i>77.0</i> 72.5	<i>78.0</i> 71.5	<i>81.0</i>	<i>90.0</i>
<i>Grade 7</i> GOAL: STATUS:			<i>79.0</i> 81.7	<i>84.0</i> 79.9	<i>84.0</i> 78.0	<i>84.0</i>	<i>90.0</i>
<i>Grade 8</i> GOAL: STATUS:			<i>78.0</i> 79.8	<i>82.5</i> 79.4	<i>83.0</i> 74.4	<i>82.0</i>	<i>90.0</i>

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Performance Goal: PASS SOCIAL STUDIES

At least 90% of students in grades 3-8 will score "met" or above in Social Studies by 2016.

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

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
<i>Grade 4</i> GOAL: STATUS:			<i>86.0</i> 86.5	<i>88.0</i> 87.5	<i>89.0</i> 87.5	<i>89.0</i>	<i>90.0</i>
<i>Grade 5</i> GOAL: STATUS:			<i>78.5</i> 75.7	<i>80.0</i> 77.6	<i>82.0</i> 78.4	<i>84.0</i>	<i>90.0</i>
<i>Grade 6</i> GOAL: STATUS:			<i>81.5</i> 80.2	<i>82.5</i> 81.4	<i>84.0</i> 81.6	<i>85.5</i>	<i>90.0</i>
<i>Grade 7</i> GOAL: STATUS:			<i>72.5</i> 72.5	<i>77.5</i> 70.1	<i>77.0</i> 68.5	<i>80.0</i>	<i>90.0</i>
<i>Grade 8</i> GOAL: STATUS:			<i>76.5</i> 75.4	<i>80.0</i> 76.8	<i>82.0</i> 77.0	<i>83.5</i>	<i>90.0</i>

Performance Goal: MIDDLE SCHOOL ALGEBRA

At least 40% of the total eighth grade enrollment will pass the state end-of-course Algebra 1 test by the time they exit middle school.

Measurement: Middle school students who have passed state end-of-course Algebra I test in middle school as a percentage of the total grade 8 enrollment

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL: STATUS:			<i>40.0</i> 38.0	<i>40.0</i> 36.8	<i>40.0</i> 42.9	<i>40.0</i>	<i>40.0</i>

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Performance Goal: EOC ALGEBRA

At least 95% of students will pass the State's Algebra end-of-course test by 2016.

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	2010	2011	2012	2013	2014	2015	2016
GOAL:			91.0	90.0	92.0	95.0	95.0
STATUS:	85.5	88.6	88.0	89.4	94.5		

Performance Goal: EOC ENGLISH

At least 90% of students will pass the State's English end-of-course test by 2016.

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

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			80.0	82.5	85.5	87.0	90.0
STATUS:	80.4	77.2	79.4	83.2	84.2		

Performance Goal: EOC BIOLOGY

At least 90% of students will pass the State's Biology end-of-course test by 2016.

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

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			79.0	82.5	87.0	87.5	90.0
STATUS:	n/a	76.0	80.1	85.3	84.5		

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Performance Goal: EOC US HISTORY

At least 80% of students will pass the State's U.S. History end-of-course test by 2016.

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

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			64.0	70.0	75.0	77.0	80.0
STATUS:	54.8	59.2	65.7	72.8	73.6		

Performance Goal: AP/IB

At least 30% of 11th and 12th grade students will take at least one Advanced Placement or International Baccalaureate course by 2016.

Measurement: % of students in grades 11 and 12 (non-duplicated) who were enrolled in an AP or IB credit course during the most recent school year

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			22.0	24.0	26.0	25.0	30.0
STATUS:	20.9	19.8	23.1	22.7	20.5		

Performance Goal: SAT

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

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

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:		1500	1498	1498	1497	US Avg	US Avg
STATUS:	1482	1487	1484	1512	1481		

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Performance Goal: ACT

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

Measurement: ACT combined average

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:		21.0	21.1	20.9	21.0	US Avg	US Avg
STATUS:	20.3	20.3	20.2	20.8	20.7		

Performance Goal: CONFERENCES

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

Measurement: State Report Card "Parents attending conferences" percentage

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			100.0	100.0	100.0	100.0	100.0
STATUS:	95.7	97.8	98.9	98.3	100.0		

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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 2016.

Measurement: 4-Year Graduation Rate by State Accountability formula

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			78.0	80.0	82.0	85.0	90.0
STATUS:	68.6	75.0	77.3	77.7	79.4		

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 2016.

Measurement: 5-Year Graduation Rate by State Accountability formula

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			77.0	81.0	84.0	88.0	92.0
STATUS:	n/a	69.7	77.1	79.8	79.0		

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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	2010	2011	2012	2013	2014	2015	2016
Students							
GOAL:			96.0	96.0	96.0	96.0	96.0
STATUS:	95.6	95.5	96.2	96.0	96.7		
Teachers							
GOAL:			96.0	96.0	96.0	96.0	96.0
STATUS:	94.1	94.8	94.7	94.7	94.9		

Performance Goal: ADVANCED DEGREES

The percentage of teachers with an advanced degree will increase to 65% by 2016.

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

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			60.5	62.0	62.0	63.5	65.0
STATUS:	57.3	58.9	59.9	59.7	61.7		

Horry County Schools Strategic Plan

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:

	2011	2012	2013	2014	2015	2016
GOAL:		75%	75%	75%	75%	75%
STATUS: Gr. 2						
Reading	69.3	65.1	66.4	60.6	63.0	
Language	69.9	66.7	70.4	60.4	63.4	
Math	79.0	78.3	79.7	79.1	77.1	
STATUS: Gr. 3						
Reading	69.2	65.0	65.2	57.1	64.0	
Language	67.3	64.1	65.8	60.8	63.9	
Math	74.5	71.7	71.0	70.1	71.4	
STATUS: Gr. 4						
Reading	67.3	59.4	58.5	61.5	58.3	
Language	68.2	65.4	67.2	63.8	61.2	
Math	75.6	64.9	67.2	69.2	74.3	
STATUS: Gr. 5						
Reading	63.6	59.7	58.8	63.8	63.6	
Language	70.4	66.7	65.9	65.9	62.1	
Math	80.0	73.1	72.2	72.2	72.0	
STATUS: Gr. 6						
Reading	60.2	59.3	54.6	50.9	54.7	
Language	63.5	60.8	61.0	52.5	52.0	
Math	61.3	61.9	63.0	53.4	56.2	
STATUS: Gr. 7						
Reading	60.8	60.5	56.8	53.2	62.6	
Language	66.3	65.4	64.1	60.5	60.2	
Math	59.1	61.8	60.8	53.7	67.4	
STATUS: Gr. 8						
Reading	59.3	57.8	56.3	54.1	62.4	
Language	68.5	61.7	61.0	59.6	57.8	
Math	67.8	65.7	64.4	59.9	66.3	

Horry County Schools Strategic Plan

Performance Goal: REPORT CARD ABSOLUTE THIS GOAL WILL BE SUSPENDED UNTIL NEW STATE RATING SYSTEM IS DEVELOPED

Performance Goal: REPORT CARD GROWTH THIS GOAL WILL BE SUSPENDED UNTIL NEW STATE RATING SYSTEM IS DEVELOPED

Performance Goal: ESEA WAIVER RATINGS THIS GOAL WILL BE SUSPENDED UNTIL NEW STATE RATING SYSTEM IS DEVELOPED

Performance Goal: ESEA WAIVER SUBGROUPS THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENTS

Horry County Schools Strategic Plan
ADDITIONAL BOARD POWER GOALS TO MEASURE SYSTEM EFFECTIVENESS

BOARD POWER GOAL: Primary Reading/ELA

The percentage of students reading on grade level by the end of second grade will increase each year.

Measurement: MAP Reading (Spring) Lexile range for grade 2; percentage of students reading within expected Lexile range

Interim Goals and Status

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		<i>77.0</i>	<i>77.0</i>	<i>77.0</i>	<i>77.0</i>	
STATUS:	76.5	76.5	76.3	73.9		

BOARD POWER GOAL: Reading/ELA

THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENTS

BOARD POWER GOAL: Mathematics

THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENTS

BOARD POWER GOAL: Science

The percentage of students in grades 3-HS who score at the proficiency/passing level will increase each year.

Measurement: Aggregated percentage scoring Met or higher on PASS Science in grades 3-8; and passing Biology EOC test.

Interim Goals and Status

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		<i>75.0</i>	<i>78.0</i>	<i>80.1</i>	<i>80.1</i>	
STATUS:	74.5	77.6	79.6	76.3		

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BOARD POWER GOAL: Social Studies

The percentage of students in grades 3-HS who score at the proficiency/passing level will increase each year.

Measurement: Aggregated percentage scoring Met or higher on PASS Social Studies in grades 3-8; and passing US History EOC test.

Interim Goals and Status

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		75.0	77.0	78.7	78.7	
STATUS:	74.0	76.4	78.2	77.7		

BOARD POWER 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

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		87.0	88.0	87.0	87.0	
STATUS:	86.2	87.4	86.5	86.1		