

**HORRY COUNTY SCHOOLS  
MONITORING REPORT – OE-10**

I certify that the information in this report is true.

Signed: \_\_\_\_\_ Date: October 13, 2014  
Cindy Elsberry, Superintendent

Disposition of the Board:

\_\_\_\_\_ In compliance  
\_\_\_\_\_ Not in compliance  
\_\_\_\_\_ Compliance with exception

Signed: \_\_\_\_\_ Date: October 13, 2014  
Joe DeFeo, Board Chair

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

	Supt	Supt	Bd	Bd
	In compliance	Not in compliance	In compliance	Not in compliance
OE-10 Instructional Program	✓			

**Interpretation:** I interpret this policy to mean that Horry County Schools will develop and implement curriculum and instructional practices that will offer challenging and relevant opportunities for all students to achieve at levels defined in the board's **Results** policies. I further interpret this to mean that the staff will regularly monitor and evaluate the instructional program as part of the ongoing efforts to improve student learning. District staff will provide

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ongoing support through curriculum development and revision, professional development opportunities, and alignment of district assessments.

**Evidence of Status of Compliance:**

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

**Academic Standards**

- Implementation of State adopted standards as the foundation for curriculum
- Utilization of all documents that support the State academic standards
- Utilization of the PASS Blueprint for social studies and science and documents that provide guidance for preparing students for the State adopted assessments
- Implementation of State writing rubrics
- Implementation of SAT writing rubrics at the high school level
- Utilization of NWEA's *The Learning Continuum* documents
- Participation of HCS staff in State committees in developing and revising State standards and companion documents

**Curriculum Development**

- Implementation of State adopted standards
  - Development of District consensus maps(curriculum documents) aligned with and exceeding State academic standards by District staff and teacher teams
  - Implementation of a comprehensive reading program (*Imagine It!*, *SRA Publishing*) for elementary grades that includes explicit phonics and grammar instruction
  - Implementation of a comprehensive reading program (*Collections*, Houghton Mifflin Harcourt) for middle school grades
  - Development of teacher-created units in core content areas
  - Implementation of expectations for mastery of mathematics fact fluency
  - Revision of curriculum documents conducted each year by teams of teachers
  - Implementation of core replacement curricula for ELA and math for students needing remediation or enrichment
  - Implementation of comprehensive curriculum for the moderate/severe students ages preschool – 21. (Unique Learning Systems, n2y)
  - Implementation of Mentoring Mathematical Minds (M<sup>3</sup>, Kendall Hunt)) elementary GT mathematics curriculum
  - Implementation of the Learners at Work program at all high schools
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- Implementation of an accelerated program of study for both ELA and math in grades six through eight as well as an honors program of study in English language arts, mathematics and science in grades six through eight
- Implementation of a comprehensive early childhood special education curriculum, *Read It Once Again*
- Implementation of a social skills curricula for students preschool – 21
- Development of online state-required comprehensive health curriculum units
- Implementation of standard keyboarding program

### **Data Tools and Systems**

- Utilization of NWEA's Measures of Academic Progress (MAP) to benchmark and gauge success in the areas of English language arts and mathematics
  - Implementation of Response to Intervention (RtI) models for differentiating curriculum and instruction for elementary, middle, and high school students
  - Implementation of benchmarks in social studies, science, and mathematics
  - Utilization of Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT) for kindergarten, first and second grade
  - Implementation of the CIRCLE assessment for the child development program and kindergarten (Utilized at the beginning of the year in kindergarten.)
  - Implementation of State end-of-course assessments for English I, Algebra I, U. S History, and Biology
  - Utilization of PSAT Summary of Answers and Skills (SOAS) reports in grades 8, 10, and 11 to monitor college readiness
  - Utilization of oral reading fluency screening assessments for students performing below benchmarks in grades K-8
  - Utilization of census aptitude testing for identification in State gifted and talented program in grades 2 and 5 with a referral process for grades 3-4 & 6-12
  - Utilization of Enrich data warehouse and Enrich Individualized Education Plan (IEP) software
  - Utilization of PowerSchool Parent Portal to allow parents to monitor their children's academic performance and grades
  - Utilization of District and school data team meetings throughout the year to analyze results and adjust instructional programs and interventions
  - Utilization of Assessment Evaluation Program System (AEPS) for Early Childhood Special Education Classes
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- Utilization of Child Outcome Summary Form (COSF) for students with disabilities transitioning from preschool programs to school-age programs
- Implementation of Plan, Do, Study, Act (PDSA) utilized as a continuous improvement model for student achievement
- Utilization of Truenorthlogic, a comprehensive human capital management system used to track and evaluate professional development and certification
- Utilization of data systems such as vPORT, SAM and Amplify to monitor student progress in interventions
- Implementation of a student/teacher dashboard for single sign-on and digital content analysis as a component of the Personalized Digital Learning (PDL) initiative at the middle school level
- Utilization of District developed College Readiness Individual Academic Profile reports at middle and high school
- Utilization of College Board online Advanced Placement reporting system which includes longitudinal data as well as class-level instructional planning reports

### **Instructional Strategies**

- Utilization of strategic and intensive intervention reading and mathematics programs to support struggling students
- Implementation of Document-Based Questions (DBQs) in elementary through high schools
- Implementation of digital content to personalize learning
- Continuation of Consortium of Reading Excellence (CORE) partnership to improve reading
- Utilization of expository writing prompts for grades 3-5 have been implemented
- Utilization of Aimsweb and data collection training provided for special education teachers
- Utilization of science kits in grades K-8 to support and enhance science instruction
- Continuation of a partnership with 2Teach to refine the co-teaching model to serve special education students
- Continuation of a partnership with Colleagues on Call to improve instructional strategies in identified schools

### **Innovative Programs**

- Connect
- Early College High School



- Scholars Academy
  - Online Pre-Algebra offered in 5<sup>th</sup> grade
  - Summer Scholars program
  - Technical Advanced Placement Program (TAP) agreements with Horry-Georgetown Technical College
  - Dual-enrollment course offerings in partnership with HGTC
  - Implementation of two additional CATE programs: Clinical Medical Assistant Program (LHS) and Emergency and Fire Management Services (ATA)
  - Horry County Virtual School
  - Achievement via Individual Determination (AVID) at CHS and ECHS
  - Therapeutic Learning Center (TLC) for Grades K-12
  - Covey Leadership initiative in the Myrtle Beach Cluster
  - Project-Based Learning (PBL) and New Tech High School model at MBHS
  - STEM Program at AAST is in its third year
  - Robotics programs expansion in elementary, middle and high schools
  - Unique concept schools and programs around which school clusters can organize their instructional offerings are being developed and implemented
  - Occupational certificate program offered
  - Whittemore Park Middle School (WPM) is the recipient of the Next Generation Learning Challenges Grant to pilot blended learning opportunities to scale to other schools in the future. Through this grant, Horry County Schools is the state's first recipient of Bill and Melinda Gates Foundation monies.
  - Learners at Work program utilized to assist students with disabilities in developing employment skills
  - Personalized Digital Learning Initiative (PDL) to be implemented district-wide over 3 years
  - Connected Educator Month activities to support online collaboration and connect and build global professional learning communities
  - Quaglia Student Aspirations model is being implemented in the Conway Cluster
  - Project Accelerate, an Engineering partnership with the Governor's School for Science and Math is being implemented at The Academy for Arts, Science, and Technology
  - Whittemore Park Middle is one of 35 schools selected in South Carolina to participate in TransformSC.
  - Development of the Technical Scholars program at Horry Georgetown Technical College to enable students to participate in college courses such as welding
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**Instructional Time & Calendar**

- Yearly input by stakeholders as the calendar is being developed
- District-approval process for meetings and staff development activities for teachers
- Utilization of web conferencing tools to enable the use of technology to hold virtual meetings

**Acceptable Use of Technology**

- The District has an acceptable use policy that is monitored and enforced



