HORRY COUNTY SCHOOLS
MONITORING REPORT – R-6: Personal Success and Citizenship

I certify that the information in this report is true.

Signed: _____ Date: _____
          Cindy Elsberry, Superintendent

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

Signed: _____ Date: _____
          Joe DeFeo, Board Chair

Comments:
_____
_____
_____
_____

R-5: Personal Success and Citizenship	Supt In compliance	Supt Not in compliance	Bd In compliance	Bd Not in compliance
Each student will demonstrate characteristics and values that contribute to personal and societal success.	✔			

Interpretation: *I interpret this policy to mean…*

All schools will have comprehensive programs teaching character development and citizenship to help students gain lifelong skills to make them better members of society at large.

Evidence of Status of Compliance:

We are in full compliance of this policy as demonstrated below.

The District's schools, students, and staff have had many accomplishments during the last year related to the characteristics and values that contribute to citizenship and personal student success. They include:

- **Mock Trial** – North Myrtle Beach High School, state champion and second-place nationally; Forestbrook Middle School, state champion and winner of NC/SC Battle; Ocean Bay Middle, runner-up in state competition and NC/SC Battle; Early College High School, Law Related Education State High School of Year; Scholars Academy's Norman McQueen, LRE Citizen of the Year.

- **We The People** – Carolina Forest High School, state champion for "The Citizen and the Constitution"; Early College High School, state champion for "Project Citizen."

- **Spirit of Community Awards** – State winner in youth volunteer winner and two teacher of the year winners in the SC Prudential Spirit of Community Award.

- **National History Day** – 31 students won either first or second place in state competition and will advance to national competition.

- **After-School Ethics and Leadership Academy (ASEA)** –Each spring, the Jackson Family Center for Ethics & Values at Coastal Carolina University sponsors an ethics program for Horry County middle school students. ASEA takes place in the Kline Hospitality Suite which overlooks Brooks Football Stadium. The program is designed to offer and environment where talented 6th grade students have the opportunity to become aware of the importance of character for their success in school as well as life. Students discuss and explore questions about character and ethics with professors, CCU students, and with each other.

- **The Covey Initiative –** implemented for over 3 years in the Myrtle Beach Cluster. Activities include: Light House Teams consisting of 6-10 staff members who guide the initiative at the school. At the middle and high levels, students also serve on these teams; Leadership Days to enable students to refine their leadership skills with visitors, including Leadership Grand Strand and other special guests; and Covey Clubs have been developed to encourage students to grow in their self-confidence while developing responsibility, creativity, problem solving and communication skills to name just a few.

- **Quaglia Institute for Student Aspirations Initiative -** implemented in Conway Cluster Schools. In partnership with Dr. Quaglia and QISA, team members have undertaken a number of steps to improve school culture, develop strong school-community relationships, and enhance 21st century skills such as collaboration, communication, creative problem-solving, and others. Included in these steps are the following: monthly professional development for staff teams at each school around student voice, systems thinking, and elements leading to improved school culture and increased student achievement (leadership and responsibility, sense of belonging, intellectual curiosity, etc.); monthly student meetings and learning experiences for student teams at each school; school wide assemblies at each school to define, explain, and discuss elements of school culture; and four community meetings to build community support, to enhance community perception of schools, and to involve parents and community members in discussions of the relationship between achievement and

engagement and the QISA guiding principles of student self-worth, purpose, and engagement.

Year Two focus will include implementation of the long-range plan at CHS, CMS, and WPMS, the addition of all elementary schools, continued collection of data to analyze program effectiveness, continued development of community partnerships and support, and continued monthly professional development and student team meetings in all eight Conway Cluster schools as well as leadership opportunities for staff and students including the Stand Up! Speak Out! middle school conference.

- **Elementary School Level Character Education Activity Included:**
  - Various reward and incentive programs for reinforcing positive behavior. Examples being PBIS, Bucket Fill, Life skill leaders, etc.
  - Classroom guidance and teacher lessons dealing with character education, career, and anti-bullying related. (Respect, responsibility, Leadership, Organization, Perseverance, Effort, Friendship, Problem Solving, Integrity, Caring, Patience, Initiative, Team Player, Honesty, Sense of humor, flexibility, Fairness, Trustworthiness, Responsibility, Perseverance, Kindness, Manners, Peer Pressure, Bullying, Citizenship, Safety, and Pride.)
  - Small group counseling dealing with specific guidance development needs of students, school, and community.
  - Individual counseling dealing with specific students needs.
  - Utilization of specific curriculum for character development. Examples being Covey, Second Step, High 5's, Junior Achievement, Howard B. Wigglesbottom, NED, Yellow Dyno, etc.
  - Student lead community service projects.
  - Parent and Community as an active team member program and programs such as "Buzzy Goes To Work"
  - Behavioral Reading Programs. Examples being "Seven Habits of Happy Kids", "Bucket Fill", etc.

- **Middle School Level Character Education Activity Included:**
  - Student involvement in various school groups and organizations that promote strong character development such as The BFF (Be a Friend First) Club, The Boys to Men Club, FCA (Fellowship of Christian Athletes), FCA, etc.
  - School programs for character development such as The 3Rs Program, The Choices Program, CCU Mentor Program, The Builders Club, Red Ribbon Week, Second Step,
  - School group and classroom guidance programs such as Anti-Bullying Program In collaborations with Kiwanis Club, DARE,
  - Student participation in community service projects such as National Junior Honor Society, Arbor Day, St. Jude's, Relay for Life, etc.
  - Various school reward and incentive programs for reinforcing positive behavior. Examples being PBIS, small communities, Caught Doing Something Good, etc.

- **High School Level Character Education Activity Included:**
  - Freshman Seminar course.
  - Readings The 7 Habits of Highly Effective Teens and The 6 Most Important Decisions You'll Ever Make
  - Advisory class guidance covering topics on 10 Key Positive Character Traits and Handling Conflict curriculum provided by guidance office and administration.
  - Classroom and Small group counseling dealing with specific guidance development needs of students, school, and community.
  - Training in character development is presented through the CATE course curriculum.
  - Training in character development is presented through the JROTC course curriculum.
  - Training in character development is presented through school athletic programs.
  - Teen debate sessions on topics of character lead by teachers.
  - Student organization involvement in such groups as FBLA, FFA, HOSA, FCCLA, DECA, VE, TSA, Skills USA, National Honor Society, Beta Club, Envision Program, FCA, Jr. Civitans, Red Bow Ladies, etc.

The annual School Report Card, issued by the S.C. Department of Education for all schools as part of the State's accountability system, includes a rating for each school's character education program. The Character Development Measure looks at five dimensions of character development and uses a rubric to determine the schools' rating. The annual School Report Card, issued by the S.C. Department of Education for all schools as part of the State's accountability system, includes a rating for each school's character education program. The Character Development Measure looks at five dimensions of character development and uses a rubric to determine the schools' rating. The most recent Report Cards released in November 2013 had the following Character Education Program ratings for 51 schools in Horry County, showing 79% of schools were rated either "Excellent" or "Good.":

Excellent:	31 schools	(61%)
Good:	9 schools	(18%)
Average:	4 schools	(8%)
Below Average:	1 school	(2%)
At-Risk:	0 school	(0%)
Not Reporting:	6 schools	(12%)

Excellent	Good	Average	Below Average	At-Risk	No Rating
Carolina Forest ES Daisy ES Forestbrook ES Gr. Sea Floyds ES Homewood ES Kingston ES Lakewood ES Loris ES Midland ES Myrtle Beach ES Myrtle Beach PS NMB ES NMB IS NMB PS Ocean Bay ES Palmetto Bays ES Pee Dee ES Seaside ES Socastee ES So Conway ES St. James ES Conway MS Forestbrook MS Loris MS Myrtle Beach MS Ocean Bay MS St. James MS Whit. Park MS Loris HS Myrtle Beach HS St. James HS	Burgess ES River Oaks ES Waccamaw ES Aynor MS NMB MS Aynor HS Conway HS Early College HS NMB HS	Aynor ES Black Water MS Carolina Forest HS Socastee HS	Gr. Sea Floyds HS		Conway ES Myrtle Beach IS PALS Charter Bridgewater Ch. PALM Charter Acad of Hope Ch.

Character Development Measure on State Report Cards

The school report card measures five dimensions of character development: schoolwide character integration, schoolwide planning, schoolwide professional development, assessment and evaluation, and school-community partnership.

Dimensions of Character Development	0 Points	1 Point	2 Points	3 Points	4 Points
Schoolwide Character Integration	We do not embed lessons of character in classroom instruction.	We embed lessons of character in classroom instruction in one subject area.	We embed lessons of character in classroom instruction in two subject areas.	We embed lessons of character in classroom instruction in three or four subject areas and in some extracurricular settings.	We embed lessons of character in classroom instruction in all subject areas and throughout school life.
Schoolwide Planning	There is no annual or on-going planning for character education in the school.	We are in the process of developing a plan for character education in the school.	Our plan for character education focuses solely on students.	Our plan for character education focuses on students and staff.*	Our plan for character education focuses on students, staff, parents, and the broader community.
Schoolwide Professional Development**	None of our staff have participated in character-related professional development this year.	From 1 to 25 percent of our staff have participated in or facilitated character-related professional development this year.	From 26 to 50 percent of our staff have participated in or facilitated character- related professional development this year.	From 51 to 75 percent of our staff have participated in or facilitated character-related professional development this year.	From 76 to 100 percent of our staff have participated in or facilitated character- related professional development this year.
Assessment and Evaluation	We have not conducted a character-related assessment in our school.	We have conducted a character-related needs assessment.	We have assessed implementation of our character development initiative and have used the results to improve the initiative.	We have assessed the benefits of our character development initiative for students, staff, and/or parents and have used the results to improve the initiative.	We have used the results of our character-related assessments to effect change in school and/or district policies and procedures.
School-Community Partnership***	We do not have a school-community partnership.	We have a school-community partnership, but it does not address character development issues.	We have a school-community partnership that discusses character development issues.	We have a school-community partnership that implements school-based character development activities.	We have a school-community partnership that implements both school- and community-based character development activities.

* The term "staff" includes administrators, teachers, support staff, and special services personnel.
** In addition to character development training that includes the word "character" in the title, schoolwide character-related professional development also includes, but is not limited to, training in violence prevention, crisis intervention, conflict resolution, and proactive classroom/school management.
*** A formal agreement with business and/or community organizations.