

HORRY COUNTY SCHOOLS MONITORING REPORT – R-2 Math

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-2 – Math	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards or state competencies in Math.	✓			

Interpretation: I interpret this policy to mean that Horry County Schools will implement a course of study that is aligned with the South Carolina academic standards for K-12 mathematics that will prepare students to be proficient in numerical concepts and skills.

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

Indicators of Evidence and Compliance:

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

Curriculum

- Horry County Schools curriculum and course offerings are aligned with the South Carolina adopted mathematics standards (Common Core State Standards – CCSS).

- HCS has developed curriculum maps and pacing guides to ensure an effective transition to the SC adopted standards in mathematics.
- Instructional materials adoption processes comply with state requirements.
- Implementation of the South Carolina support documents has been emphasized since their release as a means of further ensuring student mastery of standards.
- All HCS mathematics curricular resources and assessments are available online for teachers' use.
- Everyday Mathematics was readopted as the mathematics text materials for elementary schools during the adoption process in spring 2013 and are currently being used.
- Glencoe mathematics materials were adopted as the mathematics middle school text materials during the adoption process in spring 2013 and are currently being used.
- Emphasis has been placed on fluency and accuracy of basic math facts in elementary school, and additional resources and curriculum have been developed for this mathematical concept.

Assessment

- The Circle assessment is administered to all Child Development students at the beginning, middle, and end of the school year.
- Benchmark assessments for Algebra I are used in the middle and high school courses to plan instruction.
- Teachers and administrators continue to design common assessments that can be used to evaluate mastery of standards and plan enrichment or remediation.
- USA Testprep, a computer software program that allows students to complete diagnostic tests by grade level and by standard, has been implemented at the middle and high school levels and can be utilized both at school and at home. Teachers have the ability to create mini-assessments using this program that can be used to help students prepare for the Algebra 1 end-of-course test.
- District-developed math fact assessments and kindergarten math benchmark assessments are implemented to progress monitor.
- District developed performance tasks are being implemented.
- Online assessments for Everyday Math are available and are aligned to the SC adopted standards in mathematics for grades K-5.

Instruction

- Compass Learning, a computer software program that personalizes instruction based on MAP scores, has been implemented and can be utilized both at school and at home.
- Professional development and coaching have been offered extensively in the elementary schools. These coaching sessions focus on the implementation of the program as well as effective teaching strategies for SC adopted standard implementation.
- An online Algebra I course is available to all students through Horry County Virtual School (HCVS).

- One school is using the online Algebra I content as a resource in a blended learning environment.
- An online Discrete Mathematics course is being developed and should be available in the Fall 2014.
- ALEKS math, a web-based assessment and learning system which uses adaptive questions to determine what a student knows and does not know, has been implemented at the middle school level and is being piloted at the high school level.
- Everyday Mathematics offers online instructional activities that can be used to differentiate instruction in elementary mathematics.

Interventions and Strategies for Struggling Students

- District protocols for screening students for intervention have been developed and intervention materials have been selected for mathematics.
- Transmath has been implemented in middle schools as an intensive intervention program.
- VMath, a results driven, research-based intervention for Tier II students who require intervention in addition to core instruction, has been implemented in grades 6-8.
- Connecting Math Concepts has been implemented in elementary schools as a core replacement and is also being utilized as a supplement for strategic students in Tier II and Tier III B.
- Algebra Ready has been implemented at the high school level for students in the occupational diploma pathway.
- Inside Algebra is being piloted at three high schools for students in strategic intervention.
- Co-teaching support continues to be provided through a cohort collaboration with 2teach, LLC. We extended the cohort to include four schools at the elementary level.

Interventions and Strategies for High-Achieving Students

- The Horry County Virtual School program provides opportunities for students to enroll in Advanced Placement courses and other higher-level courses.
- Mentoring Mathematical Minds (M^3), a mathematics curriculum for gifted elementary students that is both enriched and accelerated with a focus on developing conceptual understanding and mathematical thinking, is currently being implemented in all elementary schools in grades 3-5. In addition, the Everyday Math curriculum is compacted for gifted and high achieving elementary students.
- Instructors are provided professional development opportunities in gifted curriculum and best practices.
- An online pre-algebra course is utilized for identified students during spring semester of the fifth-grade year.
- Mathematics curriculum for honors and accelerated courses at the middle school level is based on research from the field of gifted education about the academic effects of acceleration. Content may be accelerated by one or more grade levels.
- Time is allocated daily at the elementary level to differentiate instruction and meet individual student needs.

- Enrichment exploratory classes have been implemented at the middle school level to assist students who need additional support in math content.

Other Strategies

- Teachers serve on various state committees that include, but are not limited to, standards setting, curriculum teams, development of assessments, and textbook adoption.
- Teachers' expertise is recognized, and they are asked to share their knowledge with others at the state and national level.
- Lead teachers in grades K-12 are participating in the Common Core Black Belt course to support the implementation in mathematics.
- Teachers participated in curriculum selection for Connecting Math Concepts and Algebra Ready.
- Online resources are available through USA Test Prep to assist students with ACT and SAT preparation.