HORRY COUNTY SCHOOLS
MONITORING REPORT – OE-10

I certify that the information in this report is true.

Signed: _____ Date: <u>October 28, 2013</u>
　　　　　　Cindy Elsberry, Superintendent

Disposition of the Board:

_____ In compliance

_____ Not in compliance

_____ Compliance with exception

Signed: _____ Date: <u>October 28, 2013</u>
　　　　　　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 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 and Common Core State Standards (CCSS) as the foundation for curriculum
- Utilization of all documents that support the State academic standards
- Utilization of the PASS Blueprint and Smarter Balanced assessment documents
- Implementation of State and Common Core State Standards (CCSS) writing rubrics
- Implementation of SAT writing rubrics at the high school level
- Utilization of NWEA's DesCartes document
- Participation of HCS staff in State committees in developing and revising State standards and companion documents

Curriculum Development

- Implementation of the Common Core State Standards (CCSS)
- Development of District consensus maps(curriculum documents) aligned with and exceeding State and CCSS academic standards by District staff and teacher teams
- Implementation of a comprehensive reading program (*Imagine It!*) including explicit phonics and grammar instruction
- Development of teacher-created units in core content areas
- Implementation of expectations for mastery of mathematics fact fluency
- Development and implementation of grammar scope and sequence that exceeds State expectations
- Implementation of file sharing tools that foster teacher and staff collaboration
- Yearly review by teams of teachers of curriculum documents with revisions as necessary

- Core replacement curricula for ELA and math for students needing remediation or enrichment
- Implementation of comprehensive curriculum for the moderate/severe students (preschool – 21), Unique Learning Systems
- Development of ELA Performance Tasks
- Mentoring Mathematical Minds (M^3) elementary GT mathematics curriculum
- Implementation of Document-Based Questions (DBQs) in elementary through high schools
- Implementation of a cohort for co-teaching for students with special needs at elementary, middle and high schools
- Implementation of the Learners at Work program at all high schools
- 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 curriculum (preschool – 21)
- Development of online state-required comprehensive health curriculum units
- Implementation of standard keyboarding program

Data Tools and Systems
- NWEA's Measures of Academic Progress (MAP) to benchmark and predict success on PASS and HSAP in the areas of English language arts and mathematics
- Response to Instruction (RtI) models for differentiating curriculum and instruction for elementary, middle, and high school students
- Benchmarks in social studies, science, and mathematics
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT) for kindergarten, first and second grade
- CIRCLE assessment for the child development program
- EXPLORE, PLAN, ACT System (EPAS) to monitor college readiness at grades 8 and 10
- State end-of-course assessments for English I, Algebra I, U. S History, and Biology
- PSAT Summary of Answers and Skills (SOAS) reports in grades 8, 10, and 11 to monitor college readiness

- Oral reading fluency screening assessments for students performing below benchmarks in grades K-8
- Census aptitude testing for identification in State gifted and talented program in grades 2 and 5 with a referral process for grades 6-12
- Continued use of Enrich data warehouse
- PowerSchool Parent Portal to allow parents to monitor their children's academic performance and grades
- School and district monitoring systems to evaluate student achievement performance
- District and school data team meetings throughout the year to analyze results and adjust instructional programs and interventions Assessment Evaluation Program System (AEPS) for Early Childhood Special Education Classes
- Child Outcome Summary Form (COSF) for students with disabilities transitioning from preschool programs to school-age programs
- 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 for all staff
- Development underway of an implementation tool to expand Truenorthlogic to track teacher certification
- IB diplomas and IB course certificates
- Tracking systems such as vPORT, SAM and Amplify to monitor student progress in interventions
- EXCENT software program to house IEP information for students
- Partnership to provide a student/teacher dashboard for single sign-on and digital content analysis as a component of the Personalized Digital Learning (PDL) initiative
- District developed College Readiness Individual Academic Profile reports
- College Board online Advanced Placement reporting system which includes longitudinal data as well as class-level instructional planning reports

Materials and Resources
- Strategic and intensive intervention reading programs to support struggling readers
- Computer programs and software to support curricula
- Library book funds allocated to the schools
- Technology hardware and infrastructure to administer assessments and provide access to digital content

- iPads for kindergarten, first and second grade teachers for DIBELS NEXT assessments
- iPads for instructional leaders as tools for monitoring curriculum and instruction
- Interactive projection devices for elementary, middle and high schools
- Laptop initiative to provide participating teachers with laptops
- Mathematics manipulative kits for elementary schools
- Wireless initiative district-wide
- Professional development funds allocated to schools for the development of school-based professional development plans
- Consortium of Reading Excellence (CORE) partnership to improve reading
- Leading and Learning partnership to improve school and district data team processes
- Center for College and Career Readiness partnership to assist with implementation of Common Core State Standards (CCSS)
- District Learning Specialist has earned the distinction of an Apple Distinguished Educator and Google Certified Educator
- Expository writing prompts for grades 3-5 have been implemented to prepare students for Common Core State Standards
- Aimsweb and data collection training provided for special education teachers
- Administrator training provided in the area of special education
- Edmodo, a secure social networking site for teachers and students, provides a safe and easy way for students, teachers and parents to connect and collaborate, share content, access homework, and school notices. Horry County Edmodo was recently recognized as one of the top ten districts in the nation for using Edmodo to creative a collaborative network
- Increased support to schools for instructional technology through digital integration specialists
- Science kits utilized K-8 to support and enhance science instruction
- Initiated a partnership with 2Teach to refine the co-teaching model to serve special education students
- Colleagues on Call partnership to improve instructional strategies in identified schools

Innovative Programs
- Connect
- Early College High School
- Scholars Academy
- Online Pre-Algebra offered in 5th 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 literacy workstations in the elementary grades
- 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 for Grades K-10
- Bridge to the Future summer program for high performing SC Junior Scholars
- E^2T^2 Technology Grant
- 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 diploma program offered
- Mentoring program offered for preschool program for students with disabilities
- A district school is the recipient of the Next Generation Learning Challenge Grant to pilot blended learning opportunities that may be scalable to other schools in the future. Through the Next Gen Grant, WPM and Horry County Schools is the state's first time recipient of Bill and Melinda Gates Foundation monies
- Expansion of Cosmetology program at ATA
- 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.

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