

**HORRY COUNTY SCHOOLS
MONITORING REPORT – R-1 Literacy**

I certify that the information in this report is true.

Signed:  Date: 11/05/18
Rick Maxey, Superintendent

Disposition of the Board:

☐ In compliance
☐ Not in compliance
☐ Compliance with exception

Signed: _____ Date: _____
Neil James, Interim Board Chair

Comments: _____

R-1 – Literacy	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards in ELA.	✓			

Interpretation: I interpret this policy to mean that Horry County Schools will implement a course of study that is aligned with the South Carolina College-and-Career-Ready Standards for K – 12 English Language Arts (SCCCR) that will prepare students to be proficient readers and writers.

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 English language arts. Staff will also provide ongoing support through professional development opportunities designed to build capacity by establishing exemplary English language arts curriculum and assessments and developing process knowledge in language and reading acquisition.

Indicators of Evidence and Compliance:

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

Curriculum

- Horry County Schools curricula and course offerings are aligned with the South Carolina College- and Career-Ready Standards for English Language Arts (SCCCR) expectations.
- 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.
- Consensus maps (pacing guides), lesson plans, and assessments have been aligned to South Carolina College-and-Career-Ready Standards (SCCCR).
- To increase students' college-and-career readiness, opportunities are available for students to take dual-enrollment, Advanced Placement, and International Baccalaureate courses.
- Research-based curriculum is utilized PK – 12.
- A document-based questioning process (DBQ) is utilized to promote evidence-based writing in grades 3 – 8, Global Studies, U.S. History and Government.
- A literature-based questioning process (LBQ) is utilized to promote evidence-based writing in grades 6 – 8 ELA and English I – IV.
- Development of written scientific explanations using claims, evidence, and reasoning is emphasized in K – 12 science.
- Text-dependent analysis writing prompts aligned to SC READY and English I EOCEP are utilized in grades 3 – 8 and English I. The SC READY and English EOCEP writing rubrics are used to score writing outcomes.
- Writing prompts aligned to ACT have been implemented in English I-IV. The ACT argumentative writing rubric is used to score writing outcomes.
- Writing prompts aligned to SAT have been implemented in English II – IV. The SAT essay rubric is used to score writing outcomes.
- The SC Honors Framework is being implemented for honors-weighted courses at the high and middle school levels in order to ensure rigor and comparability across the state.
- A curriculum for newcomers and one for K-12 ESOL services has been implemented to assist students with language acquisition and literacy development.
- A primary writing curriculum has been implemented in K-2.

Assessment

- PALS is administered to all pre-K students and the KRA is administered to kindergarten students as a state required readiness assessment.
- DIBELS, MAP, AIMSWEB, and Oral Reading Fluency assessments are utilized to monitor progress and plan instruction.
- The District participates in an early childhood collaborative with community agencies, higher education representatives, and school-based services to facilitate the development of a comprehensive intervention program for children who are at risk for school readiness.
- District benchmarks are utilized in all English I EOCEP courses in middle and high schools.

- Core and intervention reading program assessments are used to monitor student progress and guide instruction.
- High school English teachers and 8th-grade English I Honors teachers have been provided professional development on the ACT scoring rubric to be able to align instruction and assessments to the expectations of the ACT Writing assessment.
- School data teams compile, monitor, and review data to analyze students' progress towards meeting state accountability goals. These data provide context for instructional planning.
- SC READY Text-Dependent Analysis writing prompts have been developed and embedded in the English language arts curriculum to match the expectations of the South Carolina College-and-Career-Ready Standards for English Language Arts (SCCCR) and provide formative assessment data.
- English I Text-Dependent Analysis writing prompts have been developed and embedded in the English I curriculum to match the expectations of the SCCCR standards for English I and provide formative assessment data.
- Eighth-grade students participate in the PSAT/NMSQT administration to support college- and career-ready expectations.
- Assessment tools are embedded in the K-12 ESOL curriculum to progress monitor student growth in speaking, listening, reading, and writing as assessed annually on ACCESS.
- Eleventh-grade students are administered WIN (Worldwide Interactive Network) to assess career readiness.

Instruction

Reading and Language Instructional Strategies

- A digital-content resource that supports reading is utilized in grades K-2.
- A core research-based reading program is utilized in grades PK-5.
- Students in grades 3-12 have the opportunity to participate in the District's summer reading initiatives.
- Spelling is a part of the core reading program.
- The district is implementing a blended learning instructional model in grades 3 – 12 to support personalized learning.
- All middle and high school English teachers receive professional development on critical reading strategies, writing, and research.
- Explicit instruction in reading informational and literary texts, vocabulary, grammar, writing, and research is provided in grades 3 – 12.

Interventions and Strategies for Struggling Students Question:

- A research-based curriculum for students with disabilities is utilized in PK -12.
- District protocols exist to ensure students needing intervention receive services through interventions district-wide.
- Reading intervention programs and materials are being used for levels K-12 to provide additional support and remediation for students who are struggling with reading.
- Tier 3A intervention and Tier 3B core-replacement intervention programs have been implemented for students who need more intensive instructional support.

- A digital college- and career-readiness program to prepare students for the ACT and SAT tests is available to students.
- Special education learning strategies curriculum has been implemented to support students and improve literacy in all content areas.
- HCS Virtual provides online opportunities for students to earn initial credits and recover credits through online curricula.
- Teachers and paraprofessionals are provided professional development opportunities in reading intervention curriculum and instructional strategies.

Interventions and Strategies for High-Achieving Students

- HCS Virtual provides additional opportunities for students to enroll in Advanced Placement courses and other higher-level courses.
- Elementary G/T ELA curriculum materials include research-based units of study, as well as district-developed research, word-part study, and integrated units. The units address SC gifted goals and objectives, extend beyond the grade-level standards, and incorporate instructional strategies appropriate in response to the needs of gifted learners, including learning experiences to enhance capacity to think critically, logically, and creatively.
- English language arts curriculum for honors and accelerated courses is based on the integrated curriculum model and includes thematic study, advanced content, writing, research and word part study. Support structures include consensus maps posted online and training in the use of pre-Advanced Placement instructional strategies.
- Teachers use a gifted-education curriculum for reading and shared inquiry to facilitate use of more complex texts and higher-ordering thinking.
- Teachers are provided professional development opportunities in gifted curriculum and best practices.
- Advanced Placement English teachers have participated in professional development with College Board trainers and AP teacher collaboration sessions.
- English language arts curriculum and instruction are differentiated to accommodate the level and pace of gifted and talented learners.
- Digital content and resources are utilized to help students prepare for AP exams, college entrance exams, and above grade-level assessment opportunities.

Other Strategies

- A variety of print and digital resources are available for students and teachers.
- Teachers' expertise is recognized, and they are asked to share their knowledge with others at the state and national levels.
- Teachers and district staff serve on various state committees that include standards setting, curriculum and assessment, development of assessments, textbook adoption and South Carolina College-and-Career-Ready Standards (SCCCR) implementation.
- Literacy workstations provide opportunities for targeted small-group instruction and practice in essential literacy skills.
- "Reading Like a Historian" lessons are part of middle and high school social studies curriculum maps.

- All schools developed a site-based reading plan following the guidelines required by the State Read to Succeed Act.
- Certificated professionals in grades pre-K-12 are required to earn the Read to Succeed endorsement through professional development or coursework.
- A literacy-based summer reading camp is offered to identified second and third graders as mandated by the S.C. Read to Succeed Act.
- Library media specialists monitor patron usage and circulation statistics to ensure increased utilization of literary resources.
- Library collections are updated annually to provide the most current resources to support language and reading acquisition.
- In many schools, student portfolios are used to collect samples of student work to document literacy development over time.