

Horry County Schools

STRATEGIC PLAN
2016-21

APRIL 2017 UPDATE

OUR VISION:

Horry County Schools' vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

OUR BELIEFS:

*Our vision is guided by a set of **Beliefs** that serve as the foundation for all our efforts. Foremost, we believe that...*

Our purpose is to develop the potential of each student and ensure that all graduates become productive members of their community, able to adapt to a diverse, ever-changing world.

We also believe that...

We have the obligation to challenge every student to meet higher academic standards than his/her current level.

In order to accomplish this, we believe that...

Our students deserve exceptional and passionate staff who share our CORE VALUES. *Our core values are stated as expectations for staff members:*

- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with students.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

We must also provide support for continuous improvement for students and staff.

Horry County Schools Strategic Plan

We believe...

Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.

And...

All who share our schools deserve a safe, respectful and nurturing environment.

Finally, acknowledging that we all have a role in reaching our vision, we believe that...

Partnerships among family, community and school are imperative to students' social and academic success.

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS

QUALITY INDICATORS

| STRATEGIC AREA | STRATEGIC AREA | STRATEGIC AREA | STRATEGIC AREA | STRATEGIC AREA |
|--|---|--|--|--|
| Purpose and Direction | Governance And Leadership | Teaching And Learning | Resources and Support Systems | Using Results for Continuous Improvement |
| We will maintain and communicate at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. | We will operate under governance and leadership that promote and support student performance and school/system effectiveness. | We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses. | We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students. | We will provide a comprehensive assessment system that generates a range of data about student learning and system effectiveness, and we will use results to guide continuous improvement. |

Horry County Schools Strategic Plan

STRATEGY 1:

PURPOSE AND DIRECTION

We will maintain and communicate at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.

Quality Indicators

- **The system engages in systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.**
- **The system ensures that each school engages in systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.**
- **The leadership and staff at all levels commit to a culture based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.**
- **Leadership at all levels implement a continuous improvement process that provides clear direction for improving conditions that support student learning.**

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|---------------------|--------------------|-----------------------|-----------------------|---|
| <p>1.1: Engage in an ongoing process to develop and implement a district strategic plan and aligned school-level plans that includes a stated purpose and direction, core values, key work process, and performance goals.</p> <ul style="list-style-type: none"> • Five-year district strategic plan in accordance with state requirements, updated annually. The five-year plan will be finalized in 2016 to run through 2021. • Five-year school-level plans aligned with the district’s strategic plan and meeting state requirements for school renewal. • Involvement of stakeholders at all levels of the planning process. • Ensure the continuous improvement of the entire system through annual reviews of the performance, with | 2017-18 and ongoing | Accountability | | General Fund | Approved district strategic plan and school-level renewal plans |

Horry County Schools Strategic Plan

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| <p>adjustments as necessary to the plan as part of an annual review.</p> <ul style="list-style-type: none"> Schools will develop annual Plan, Do, Study, Act (PDSA) plans with target goals aligned with the district and school-level strategic plan. | | | | | |
| <p>1.2: Align Board of Education’s annual goals through their Board Governance monitoring process with the performance goals identified in the district’s strategic plan.</p> | 2017-18 and ongoing | Accountability | | | Board Governance monitoring reports |
| <p>1.3: Conduct periodic communications needs analyses with stakeholders by using website survey tools, written surveys and feedback from various strategic groups to ensure that the most effective tools and methods are being used</p> | 2017-18 | Accountability: Communications | | General Fund | Completion of needs analysis and follow-up action taken as needed |
| <p>1.4: Enhance communication with internal and external stakeholders to improve understanding of the district’s purpose, direction, and performance with strategies, including:</p> <ul style="list-style-type: none"> Periodic e-newsletters or other electronic methods to employees and external audiences Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups Awareness of the mobile app for Horry County Schools Board meetings televised via cable access channel and through HCS website with electronic searchable agendas and documents Expanded programs on cable access channel Videos for television and website to help stakeholders understand the various programs of the District and schools Sharing the District’s message through external venues such as civic clubs, chambers of commerce, faith-based organizations, colleges, etc. Posters of vision and core values posted in all schools and offices. | 2017-18 | Accountability: Communications | | General Fund | Effective communications utilized; mobile app; Board meeting online and televised; social media reports; ParentLink reports |
| <p>1.5: Provide a variety of opportunities for all stakeholders to access and understand the District’s vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.</p> | 2017-18 | Accountability: Communications | | General Fund | Vision understood and supported by more stakeholders through survey |

Horry County Schools Strategic Plan

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| | | | | | results; documented examples of tools used to communicate |
| 1.6: Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools purpose and performance. | 2017-18 | Accountability: Communications | | General Fund | Expanded methods of communication documented |
| 1.7: Implement communication techniques from certified agencies or personnel to ensure that critical information can be provided to parents of students who do not speak English (ex., website translation of all web pages and forms) | 2017-18 | Accountability, Learning Services | | General Fund | Successful communication techniques implemented |

Horry County Schools Strategic Plan

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| STRATEGY 2: |
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GOVERNANCE AND LEADERSHIP

We will operate under governance and leadership that promote and support student performance and school/system effectiveness.

Quality Indicators

- 1. The governing body establishes policies and supports practices that ensure effective administration of the system and schools.**
- 2. The governing body operates responsibility and functions effectively.**
- 3. The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.**
- 4. Leadership and staff at all levels of the system foster a culture consistent with the system’s purpose and direction.**
- 5. Leadership engages stakeholders effectively in support of the system’s purpose and direction.**
- 6. Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.**

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|------------------|--------------------|-----------------------|-----------------------|---|
| 2.1: Establish a monitoring system to ensure compliance by the District and all schools with the AdvancED Accreditation Standards | 2017-18 | Accountability | | General Fund | Continuous improvement monitoring system operational |
| 2.2: Annually review School Board Governance Policies and make any necessary changes to ensure that they are aligned with the system’s purpose and direction and performance goals | 2017-18 | Board of Education | | | Effective Board governance model adopted and adhered to |
| 2.3: Utilize the evaluation instrument for effective Board meetings | 2017 and ongoing | Board of Education | | | Evaluation tool analyses and needed actions taken |
| 2.4: Maintain an annual record of Board members attendance at conferences and professional development opportunities on their roles and responsibilities | 2017 and ongoing | Board of Education | | | Record of conferences and training |
| 2.5: Establish benchmarks indicating good management for | 2017-18 | All Chief Officers | | | Program |

Horry County Schools Strategic Plan

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| instructional and non-instructional programs in order to conduct program evaluation | | | | | effectiveness model operational |
| 2.6: Provide a Leadership Development Program for aspiring administrators. | 2017-18 | Learning Services; Human Resources | | General Fund | Pool of high-quality administrative candidates |
| 2.7: Determine instructional and organizational effectiveness as a basis for improving the District by developing return-on-investment analyses on existing and new programs based upon data which correlate student achievement to financial and human capital resources, including: | 2017-18 | All Chief Officers | | General Fund | Program effectiveness model determined and appropriate actions taken |
| 2.8: Continue use of Superintendent’s Advisory Cabinets (Teacher, Business, Support Staff, Students and Parents) and expand to include Faith-Based representatives to improve communication and relationships with various stakeholders groups | 2017-18 | Various Cabinet liaisons | | General Fund | Quarterly meeting schedule; improved communication and understanding |

TEACHING AND LEARNING

We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses.

Quality Indicators

1. The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.
2. Curriculum, instruction and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
3. Teachers throughout the system engage students in their learning through instructional strategies that ensure achievement of learning expectations.
4. System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
5. The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.
6. Teachers implement the system's instructional process in support of student learning.
7. Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.
8. The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning process.
9. The system design and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.
10. Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade level areas.
11. All staff members participate in a continuous program of professional learning.
12. The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.

Horry County Schools Strategic Plan

Performance Goal Area: Student Achievement

Performance Goal: KINDERGARTEN READING

All kindergarten students will reach benchmark in reading on the end-of-year assessment by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: Spring DIBELS Next assessment; percentage of students “on track”

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------------------|------|------|------|------|-------|
| GOAL: | | 96.0 | 97.0 | 98.0 | 99.0 | 100.0 |
| ACTUAL: | 94.0 | | | | | |

Performance Goal Area: Student Achievement

Performance Goal: FIRST GRADE READING

At least 95% of first grade students will reach benchmark in reading on the end-of-year assessment by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: Spring DIBELS Next assessment; percentage of students “on track”

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------------------|------|------|------|------|------|
| GOAL: | | 88.5 | 90.0 | 91.5 | 93.0 | 95.0 |
| ACTUAL: | 86.0 | | | | | |

Horry County Schools Strategic Plan

| Action Steps: K-1 Reading | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|-----------------|--------------------|-----------------------|---|--|
| <p>3.1: Improve reading in primary grades.</p> <ul style="list-style-type: none"> ● Assist schools with data analysis to support teachers and determine strategies for student growth ● Implement research-based digital content materials/programs (i.e., Lexia Core 5) to provide data driven intensive instruction in the areas of phonemic awareness, alphabetic principal, fluency, vocabulary and comprehension ● Provide professional development on differentiated small group instruction, core reading programs, and intervention programs as needed at the school or district level ● Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions ● Continue to provide professional development to instructional leadership and schools on differentiation ● Identify intervention programs for all Tiers for ELA K-1 as needed to meet the unique learning needs of students ● Provide professional development for staff in identified programs to support the improvement of instructional practices of teachers ● Share information that keeps families informed of their children’s learning progress and provides opportunities for meaningful participation ● Monitor and support curricula (PK – 1) for students with moderate to severe intellectual disabilities. ● Create and implement District and schools’ Read To Succeed Plans to support the reading and writing development of students with research-based strategies. | 2017-18 | Learning Services | | Title II, Special Revenue and General Funds | Student achievement data on Performance Goals; digital content usage reports and data; professional development offerings in TrueNorthLogic; District Read to Succeed Plan |

Horry County Schools Strategic Plan

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| Performance Goal Area: Student Achievement |
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Performance Goal: SC READY ELA 3-8

At least 90% of students in grades 3-8 will score “Approaching” or above in ELA by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: SC READY ELA (Percentage of students scoring “Approaching, Meets, or Exceeds”)

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------------------|-------------|-------------|-------------|-------------|-------------|
| Grade 3 <i>GOAL:</i> <i>ACTUAL:</i> | 83.2 | <i>85.0</i> | <i>87.0</i> | <i>89.0</i> | <i>91.0</i> | <i>93.0</i> |
| Grade 4 <i>GOAL:</i> <i>ACTUAL:</i> | 82.0 | <i>84.0</i> | <i>86.0</i> | <i>88.0</i> | <i>90.0</i> | <i>92.0</i> |
| Grade 5 <i>GOAL:</i> <i>ACTUAL:</i> | 79.3 | <i>82.0</i> | <i>84.0</i> | <i>86.0</i> | <i>88.0</i> | <i>90.0</i> |
| Grade 6 <i>GOAL:</i> <i>ACTUAL:</i> | 82.8 | <i>84.0</i> | <i>86.0</i> | <i>88.0</i> | <i>90.0</i> | <i>92.0</i> |
| Grade 7 <i>GOAL:</i> <i>ACTUAL:</i> | 82.9 | <i>84.0</i> | <i>86.0</i> | <i>88.0</i> | <i>89.0</i> | <i>90.0</i> |
| Grade 8 <i>GOAL:</i> <i>ACTUAL:</i> | 80.4 | <i>82.0</i> | <i>84.0</i> | <i>86.0</i> | <i>88.0</i> | <i>90.0</i> |

Horry County Schools Strategic Plan

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| Performance Goal Area: Student Achievement |
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Performance Goal: SC READY ELA 3-8

At least 65% of students in grades 3-8 will score "Meets" or above in ELA by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: SC READY ELA (Percentage of students scoring "Meets or Exceeds")

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------------------|------|------|------|------|------|
| Grade 3 <i>GOAL:</i> <i>ACTUAL:</i> | 51.6 | 55.0 | 58.0 | 61.0 | 63.0 | 65.0 |
| Grade 4 <i>GOAL:</i> <i>ACTUAL:</i> | 52.4 | 55.0 | 58.0 | 61.0 | 63.0 | 65.0 |
| Grade 5 <i>GOAL:</i> <i>ACTUAL:</i> | 46.2 | 50.0 | 54.0 | 58.0 | 62.0 | 65.0 |
| Grade 6 <i>GOAL:</i> <i>ACTUAL:</i> | 46.7 | 50.0 | 54.0 | 58.0 | 62.0 | 65.0 |
| Grade 7 <i>GOAL:</i> <i>ACTUAL:</i> | 49.8 | 53.0 | 56.0 | 59.0 | 62.0 | 65.0 |
| Grade 8 <i>GOAL:</i> <i>ACTUAL:</i> | 50.1 | 53.0 | 56.0 | 59.0 | 62.0 | 65.0 |

Horry County Schools Strategic Plan

| Action Steps: ELA 3-8 | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|-----------------|--------------------|-----------------------|----------------------------------|--|
| <p>3.2: Implement SC College and Career-Ready Standards in order to improve student achievement in English language arts in grades 3-8.</p> <ul style="list-style-type: none"> • Review and update curriculum documents for SC College and Career-Ready Standards for English Language Arts to ensure equitable and challenging learning experiences for students • Develop writing and text-dependent analysis exemplars to guide, inform, and assess students • Integrate digital content to support and enhance ELA instruction (ie. Achieve3000 and NoRedInk) • Continue to monitor and promote effective and consistent grading practices using rubrics, exemplars, and scoring guides in ELA • Analyze classroom observation data to monitor implementation of SC College and Career-Ready State Standards’ instructional expectations and identified best practices for ELA • Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, MAP, and implementation of English Language Arts curriculum maps, etc... • Continue to develop and implement common assessments and guaranteed learning experiences, such as district writing prompts and performance tasks for students in like courses • Use <i>Measures of Academic Progress</i> (MAP) to monitor student progress and growth and provide differentiated instruction based in ELA knowledge and skills based on student needs beginning in grade 2 • Provide continuous professional development for administration and staff related to effective implementation of SC College and Career-Ready Standards for English Language Arts, purposeful use of academic vocabulary, data analysis of language usage and reading MAP data for small group instruction, use of text-dependent analysis prompts to | 2017-18 | Learning Services | | General Fund and Special Revenue | District curriculum maps, SC Ready ELA data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, District and School Read-to-Succeed Plan, digital content data, intervention data |

Horry County Schools Strategic Plan

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| <p>prepare students for state assessments including SC Read, and knowledge of the Lexile Framework and Lexile growth, and utilization of differentiation strategies and resources for small group targeted instruction</p> <ul style="list-style-type: none">• Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions• Create and implement District and School Read-to-Succeed Plans to support the reading and writing development of students with research-based strategies• Identify intervention programs for all Tiers for ELA 3-8 as needed to meet the unique learning needs of students (ie. Read 180, Language!, Language Live) | | | | | |
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Horry County Schools Strategic Plan

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| Performance Goal Area: Student Achievement |
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Performance Goal: SC READY Math 3-8

At least 90% of students in grades 3-8 will score “Approaching” or above in Math by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: SC READY Math (Percentage of students scoring “Approaching, Meets, or Exceeds”)

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------------------|------------------|-------------|-------------|-------------|-------------|-------------|
| Grade 3 <i>GOAL:</i> | | <i>87.0</i> | <i>89.0</i> | <i>91.0</i> | <i>93.0</i> | <i>95.0</i> |
| <i>ACTUAL:</i> | 85.0 | | | | | |
| Grade 4 <i>GOAL:</i> | | <i>87.0</i> | <i>89.0</i> | <i>91.0</i> | <i>93.0</i> | <i>95.0</i> |
| <i>ACTUAL:</i> | 85.0 | | | | | |
| Grade 5 <i>GOAL:</i> | | <i>86.0</i> | <i>88.0</i> | <i>90.0</i> | <i>92.0</i> | <i>94.0</i> |
| <i>ACTUAL:</i> | 83.8 | | | | | |
| Grade 6 <i>GOAL:</i> | | <i>85.0</i> | <i>87.0</i> | <i>89.0</i> | <i>91.0</i> | <i>93.0</i> |
| <i>ACTUAL:</i> | 83.0 | | | | | |
| Grade 7 <i>GOAL:</i> | | <i>84.0</i> | <i>86.0</i> | <i>88.0</i> | <i>90.0</i> | <i>92.0</i> |
| <i>ACTUAL:</i> | 82.3 | | | | | |
| Grade 8 <i>GOAL:</i> | | <i>79.0</i> | <i>82.0</i> | <i>85.0</i> | <i>88.0</i> | <i>90.0</i> |
| <i>ACTUAL:</i> | 76.3 | | | | | |

Horry County Schools Strategic Plan

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| Performance Goal Area: Student Achievement |
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Performance Goal: SC READY Math 3-8

At least 65% of students in grades 3-8 will score "Meets" or above in Math by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: SC READY Math (Percentage of students scoring "Meets or Exceeds")

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------------------|------|------|------|------|------|
| Grade 3 <i>GOAL:</i> <i>ACTUAL:</i> | 62.4 | 64.0 | 66.0 | 68.0 | 70.0 | 72.0 |
| Grade 4 <i>GOAL:</i> <i>ACTUAL:</i> | 59.3 | 61.0 | 63.0 | 65.0 | 67.0 | 69.0 |
| Grade 5 <i>GOAL:</i> <i>ACTUAL:</i> | 54.7 | 57.0 | 59.0 | 61.0 | 63.0 | 65.0 |
| Grade 6 <i>GOAL:</i> <i>ACTUAL:</i> | 53.2 | 56.0 | 59.0 | 61.0 | 63.0 | 65.0 |
| Grade 7 <i>GOAL:</i> <i>ACTUAL:</i> | 45.2 | 49.0 | 53.0 | 57.0 | 61.0 | 65.0 |
| Grade 8 <i>GOAL:</i> <i>ACTUAL:</i> | 38.7 | 45.0 | 50.0 | 55.0 | 60.0 | 65.0 |

Horry County Schools Strategic Plan

| Action Steps: Math 3-8 | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|----------|-------------------|----------------|----------------------------------|---|
| <p>3.3: Implement SC College and Career-Ready Standards for math</p> <ul style="list-style-type: none"> • Review and update curriculum documents for SC College and Career-Ready Standards for Mathematics to ensure equitable and challenging learning experiences for students • Integrate digital content to support and enhance mathematics instruction (ie. Aleks and supplemental online Pre-Algebra) • Provide professional development for administration and staff in understanding format and structure of SC College and Career-Ready Standards for Mathematics, mathematical process standards, supporting mathematical reasoning in constructed response tasks, new content and content emphasis for each level, math fact fluency, mathematical discourse and differentiation strategies and resources • Continue to monitor and promote effective and consistent grading practices in the math classroom • Analyze classroom observation data to monitor implementation of SC College and Career-Ready State Standards for Mathematics’ instructional expectations and best practices for mathematics instruction • Provide enrichment opportunities for students in Gifted and Talented mathematics classrooms through implementation of Mentoring Mathematical Minds (M3) and compacted grade level mathematics curriculum • Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, mathematics benchmark data, MAP Math, and implementation of curriculum maps, etc... • Create district Algebra I benchmark assessments to be used to progress monitor the Algebra I course taught as a part of the accelerated mathematics course progression • Use <i>Measures of Academic Progress</i> (MAP) Math to monitor student progress and growth and provide differentiated instruction based on student needs beginning in grade 2 | 2017-18 | Learning Services | | General Fund and Special Revenue | District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data |

Horry County Schools Strategic Plan

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| <ul style="list-style-type: none">• Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions• Identify intervention programs for all Tiers for math 3-8 as needed to meet the unique learning needs of students (ie. Transmath, VMath, Connected Math) | | | | | |
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Horry County Schools Strategic Plan

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| Performance Goal Area: Student Achievement |
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Performance Goal: SC PASS SCIENCE

At least 90% of students in grades 4-8 will score "Met" or above in Science by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: SC PASS Science (Percentage of students scoring "Met and Exemplary")

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------------------|-------------|-------------|-------------|-------------|-------------|
| Grade 4 <i>GOAL:</i> <i>ACTUAL:</i> | 75.8 | <i>79.0</i> | <i>82.0</i> | <i>85.0</i> | <i>88.0</i> | <i>90.0</i> |
| Grade 5 <i>GOAL:</i> <i>ACTUAL:</i> | 74.3 | <i>78.0</i> | <i>81.0</i> | <i>85.0</i> | <i>88.0</i> | <i>90.0</i> |
| Grade 6 <i>GOAL:</i> <i>ACTUAL:</i> | 71.1 | <i>76.0</i> | <i>80.0</i> | <i>84.0</i> | <i>87.0</i> | <i>90.0</i> |
| Grade 7 <i>GOAL:</i> <i>ACTUAL:</i> | 79.0 | <i>82.0</i> | <i>84.0</i> | <i>86.0</i> | <i>88.0</i> | <i>90.0</i> |
| Grade 8 <i>GOAL:</i> <i>ACTUAL:</i> | 73.8 | <i>78.0</i> | <i>81.0</i> | <i>85.0</i> | <i>88.0</i> | <i>90.0</i> |

Horry County Schools Strategic Plan

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| Performance Goal Area: Student Achievement |
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Performance Goal: SC PASS SCIENCE

At least 50% of students in grades 4-8 will score "Exemplary" in Science by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: SC PASS Science (Percentage of students scoring "Exemplary")

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------------------|------|------|------|------|------|
| Grade 4 <i>GOAL:</i> <i>ACTUAL:</i> | 24.6 | 30.0 | 35.0 | 40.0 | 45.0 | 50.0 |
| Grade 5 <i>GOAL:</i> <i>ACTUAL:</i> | 29.9 | 34.0 | 38.0 | 42.0 | 46.0 | 50.0 |
| Grade 6 <i>GOAL:</i> <i>ACTUAL:</i> | 27.4 | 32.0 | 37.0 | 41.0 | 46.0 | 50.0 |
| Grade 7 <i>GOAL:</i> <i>ACTUAL:</i> | 40.7 | 42.0 | 44.0 | 46.0 | 48.0 | 50.0 |
| Grade 8 <i>GOAL:</i> <i>ACTUAL:</i> | 43.7 | 45.0 | 47.0 | 49.0 | 51.0 | 53.0 |

Horry County Schools Strategic Plan

| Action Steps: Science | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|-----------------|--------------------|-----------------------|---|--|
| <p>3.4: Increase student achievement in science.</p> <ul style="list-style-type: none"> ● Use data from state and district assessments for science to adjust curriculum, instruction, and assessment in grades 3-8 ● Utilize and adhere to State support documents for science ● Continuously update science curriculum maps for grades 3-8 ● Implement instructional models for science to include labs and investigations, lab report writing, use of models, simulations to support conceptual understanding and modern technology, role of evidence, engagement in scientific argument, science and engineering practices, analysis and interpretation of data, and inquiry-based instructional strategies ● Provide professional development for teachers and monitor use of science kits in grades K-8 ● Provide professional development for administration and staff on the organization of the science and engineering practices and their use for a means of developing understanding of scientific concepts ● Create district benchmark assessments to be used to progress monitor courses ● Continue to develop and implement common assessments and guaranteed learning experiences for students in like courses ● Administer and monitor results of benchmark assessments for science in grades 3-8 in order to adjust instruction based on student data ● Provide resources for schools, including professional development, and digital content for preparing students for SC PASS ● Integrate digital content and tools to support and enhance science instruction (i.e., Gizmos and Discovery Education) ● Develop exemplars to guide, inform, and assess students in science | 2017-18 | Learning Services | | Special Revenue (Academic Assistance) & General Funds | Improved state assessment scores; District curriculum maps, SC PASS Science data, science benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data |

Horry County Schools Strategic Plan

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| <ul style="list-style-type: none">● Continue to monitor and promote effective and consistent grading practices in the science classroom● Use classroom observation data to monitor implementation of SC Academic Standards and Performance Indicators for Science and best practices for science instruction● Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, benchmark data and implementation of curriculum maps● Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions for science | | | | | |
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Horry County Schools Strategic Plan

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| Performance Goal Area: Student Achievement |
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Performance Goal: SC PASS SOCIAL STUDIES

At least 90% of students in grades 4-8 will score "Met" or above in Social Studies by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: SC PASS Social Studies (Percentage of students scoring "Met and Exemplary")

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------------------|-------------|-------------|-------------|-------------|-------------|
| Grade 4 <i>GOAL:</i> <i>ACTUAL:</i> | 88.0 | <i>90.0</i> | <i>92.0</i> | <i>94.0</i> | <i>96.0</i> | <i>98.0</i> |
| Grade 5 <i>GOAL:</i> <i>ACTUAL:</i> | 80.4 | <i>82.0</i> | <i>84.0</i> | <i>86.0</i> | <i>88.0</i> | <i>90.0</i> |
| Grade 6 <i>GOAL:</i> <i>ACTUAL:</i> | 79.5 | <i>82.0</i> | <i>84.0</i> | <i>86.0</i> | <i>88.0</i> | <i>90.0</i> |
| Grade 7 <i>GOAL:</i> <i>ACTUAL:</i> | 76.1 | <i>79.0</i> | <i>82.0</i> | <i>85.0</i> | <i>88.0</i> | <i>90.0</i> |
| Grade 8 <i>GOAL:</i> <i>ACTUAL:</i> | 75.4 | <i>79.0</i> | <i>82.0</i> | <i>85.0</i> | <i>88.0</i> | <i>90.0</i> |

Horry County Schools Strategic Plan

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| Performance Goal Area: Student Achievement |
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Performance Goal: SC PASS SOCIAL STUDIES

At least 50% of students in grades 4-8 will score "Exemplary" in Social Studies by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: SC PASS Social Studies (Percentage of students scoring "Exemplary")

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------------------|------|------|------|------|------|
| Grade 4 <i>GOAL:</i> <i>STATUS:</i> | 43.7 | 46.0 | 48.0 | 50.0 | 52.0 | 54.0 |
| Grade 5 <i>GOAL:</i> <i>STATUS:</i> | 45.7 | 47.0 | 49.0 | 51.0 | 53.0 | 55.0 |
| Grade 6 <i>GOAL:</i> <i>STATUS:</i> | 36.4 | 39.0 | 42.0 | 45.0 | 48.0 | 50.0 |
| Grade 7 <i>GOAL:</i> <i>STATUS:</i> | 47.7 | 49.0 | 51.0 | 53.0 | 55.0 | 57.0 |
| Grade 8 <i>GOAL:</i> <i>STATUS:</i> | 47.9 | 50.0 | 52.0 | 54.0 | 56.0 | 58.0 |

Horry County Schools Strategic Plan

| Action Steps: Social Studies | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|-----------------|--------------------|-----------------------|---|--|
| <p>3.5: Increase student achievement in social studies</p> <ul style="list-style-type: none"> • Use data from state and district assessments for social studies to adjust curriculum, instruction, and assessment in grades 3-8 • Utilize and adhere to State support documents for social studies • Implement curriculum maps for grades 3-8 for social studies • Implement instructional models and best practices for social studies, including analysis of historical documents (DBQ), examination of multiple perspectives on historical topics, opportunities for exploring and solving problems with real-world implications, students’ immersion in historical research and analysis (i.e., National History Day competition), and literacy strategies to deepen knowledge of social studies content • Create district benchmark assessments to be used to progress monitor courses to develop and implement common assessments and guaranteed learning experiences for students in like courses • Administer and monitor results of social studies benchmark assessments in grades 3-8 in order to adjust instruction based on student data • Integrate digital content and tools to support and enhance social studies instruction (i.e., Verso and USA TestPrep) • Provide resources for schools, including professional development, and digital content for preparing students for SC PASS • Develop exemplars to guide, inform, and assess students in social studies • Continue to monitor and promote effective and consistent grading practices (i.e., rubrics) in the social studies classroom • Use classroom observation data to monitor | 2017-18 | Learning Services | | Special Revenue (Academic Assistance) & General Funds | Improved state assessment scores; District curriculum maps, SC PASS Social Studies data, social studies benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, National History Day competition results |

Horry County Schools Strategic Plan

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| <p>implementation of SC Social Studies Academic Standards and best practices for social studies instruction</p> <ul style="list-style-type: none">• Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, benchmark data and implementation of curriculum maps• Provide support for schools through targeted strategies based on data analysis• Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions• Continue to provide professional development to instructional leadership and schools on differentiation• Utilize the Document-Based Questioning (DBQ) process to enhance student collaboration, critical thinking, and student self-reflection | | | | | |
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Horry County Schools Strategic Plan

Performance Goal Area: Student Achievement

Performance Goal: ALGEBRA I EOC

At least 95% of students will pass the State's Algebra I end-of-course test by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: State end-of-course test for Algebra I, percent making "A, B, C or D"

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------|------------------|------|------|------|------|------|
| GOAL: | | 87.0 | 89.0 | 91.0 | 93.0 | 95.0 |
| ACTUAL: | 85.4 | | | | | |

Horry County Schools Strategic Plan

| Action Steps: Algebra I EOC | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|-----------------|--------------------|-----------------------|---------------------------------|---|
| <p>3.6: Improve student achievement in order to meet annual performance goals in Algebra I.</p> <ul style="list-style-type: none"> ● Review and update curriculum documents for SC College and Career-Ready Standards and the Mathematical Process Standards to ensure equitable and challenging learning experiences for students ● Develop exemplars to guide, inform, and assess students in Algebra I aligned to state blueprints ● Implement course progressions and math pathways for middle school and high school mathematics ● Continue to monitor and promote effective and consistent grading practices that align with the rescaling of the Algebra I EOCEP ● Use classroom observation data to monitor implementation of SC College and Career-Ready State Standards, mathematics instructional expectations and best practices ● Integrate digital content and resources to support and enhance ELA instruction (ie. ALEKS, USA TestPrep, Khan Academy, supplemental online Pre-Algebra) ● Provide district-wide Algebra I assessment and planning collaboration meetings for teachers ● Create district Algebra I benchmark assessments to be used to progress monitor and make instructional adjustments based on data ● Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, benchmark data, MAP, and implementation of curriculum maps ● Provide support for schools through targeted strategies based on data analysis and the recalibration of the EOCEP Performance Assessments ● Use <i>Measures of Academic Progress</i> (MAP) to monitor student progress and growth and provide differentiated instruction based on student needs ● Establish protocols for data walls to be implemented in | 2017-18 | Learning Services | | Special Revenue & General Funds | District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data |

Horry County Schools Strategic Plan

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| <p>schools for the purpose of monitoring student data and making data-driven instructional decisions</p> <ul style="list-style-type: none">● Provide opportunities for highly mathematically gifted sixth grade students to enroll in Algebra I (high school credit) and abide by conditions of approved State Waiver for SBE R. 43-232● Identify intervention programs for all Tiers for math as needed to meet the unique learning needs of students● Refine protocols relating to math course enrollment for high-achieving students not identified gifted● Refine criteria for Honors and Accelerated math course placement● Provide professional development on the integration of mathematical discourse, differentiation strategies and resources, and instructional technology | | | | | |
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Horry County Schools Strategic Plan

Performance Goal Area: Student Achievement

Performance Goal: ENGLISH I EOC

At least 95% of students will pass the State's English I end-of-course test by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: State end-of-course test for English I, percent making "A, B, C or D"

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------|------------------|------|------|------|------|------|
| GOAL: | | 87.0 | 89.0 | 91.0 | 93.0 | 95.0 |
| ACTUAL: | 84.6 | | | | | |

Horry County Schools Strategic Plan

| Action Steps: English I EOC | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|-----------------|--------------------|-----------------------|---------------------------------|---|
| <p>3.7: Improve student achievement in order to meet performance goals for English I End-of-Course Test.</p> <ul style="list-style-type: none"> • Review and update curriculum documents for SC College and Career-Ready Standards for English Language Arts to ensure equitable and challenging learning experiences for students • Develop exemplars to guide, inform, and assess students, such as rubrics and writing samples • Integrate digital content and resources to support and enhance ELA instruction (ie. Achieve3000, NoRedInk, Albert.io) • Provide professional development for staff on differentiation strategies, writing integration, text-dependent analysis, interdisciplinary literacy, informational text, English I EOCEP testing blueprint, and format and structure of SC College and Career-Ready Standards, including Literacy-based Inquiry Standards and Communication Standards • Implement English Language Arts course progressions, including opportunities for middle school students to enroll in English I Honors in middle school • Continue to monitor and promote effective and consistent grading practices in the ELA classroom • Use classroom observation data to monitor implementation of SC College and Career-Ready State Standards for ELA, instructional expectations, and best practices • Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, benchmark data, MAP, and implementation of curriculum maps, etc. • Continue to develop and implement common assessments and guaranteed learning experiences, such as district writing prompts and performance tasks for students in like courses • Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions • Identify intervention programs for all Tiers at middle and high | 2017-18 | Learning Services | | Special Revenue & General Funds | District curriculum maps, SC English I EOCEP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data |

Horry County Schools Strategic Plan

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| <p>school levels as needed to meet the unique learning needs of students, (i.e., System 44 and Read 180)</p> <ul style="list-style-type: none">• Refine protocols relating to English Language Arts course enrollment for high-achieving students not identified gifted• Refine criteria for Honors and Accelerated English Language Arts course placement | | | | | |
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Horry County Schools Strategic Plan

Performance Goal Area: Student Achievement

Performance Goal: BIOLOGY I EOC

At least 95% of students will pass the State's Biology I end-of-course test by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: State end-of-course test for Biology I, percent making "A, B, C or D"

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------|------------------|------|------|------|------|------|
| GOAL: | | 87.0 | 89.0 | 91.0 | 93.0 | 95.0 |
| ACTUAL: | 83.8 | | | | | |

Horry County Schools Strategic Plan

| Action Steps: Biology EOC | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|-----------------|--------------------|-----------------------|--|---|
| <p>3.8: Improve student achievement in order to meet annual performance goals in Biology I.</p> <ul style="list-style-type: none"> ● Use data from state and district assessments for Biology I to adjust curriculum, instruction, and assessment ● Utilize and adhere to State support documents ● Implement curriculum maps for Biology I ● Implement instructional models for science ● Provide district-wide collaboration meetings and professional development opportunities focusing on Biology I assessment changes, shifts in science standards, best classroom instructional practices, Science and Engineering Practices, Depth of Knowledge (DOK), designing classroom activities at higher levels of DOK, instructional pedagogy aligned with assessment expectations, academic and domain specific vocabulary, and differentiation strategies ● Integrate digital tools and resources to support and enhance science instruction (ie. USA TestPrep, Gizmos) ● Administer and monitor results of benchmark assessments for Biology I in order to adjust instruction based on student data ● Integrate science labs that require reading and writing within content areas ● Develop exemplars to guide, inform, and assess students ● Continue to monitor and promote effective and consistent grading practices and the appropriate level of Depth of Knowledge for instruction and assessment ● Use classroom observation data to monitor implementation of SC Academic Standards and Performance Indicators for Science, Science and Engineering Practices and Depth of Knowledge ● Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, benchmark data and implementation of curriculum maps | 2017-18 | Learning Service | | General Fund and Special Revenue Funds | District curriculum maps, SC Biology I EOCEP data, Biology I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data |

Horry County Schools Strategic Plan

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| <ul style="list-style-type: none">● Create district benchmark assessments aligned to science standards and EOCEP expectations to be used to progress monitor and make instructional adjustments based on student performance on benchmarks● Continue to develop and implement common assessments and guaranteed learning experiences for students, such as labs and investigations● Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions | | | | | |
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Horry County Schools Strategic Plan

Performance Goal Area: Student Achievement

Performance Goal: US HISTORY EOC

At least 95% of students will pass the State's US History end-of-course test by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: State end-of-course test for US History, percent making "A, B, C or D"

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------|------------------|------|------|------|------|------|
| GOAL: | | 84.0 | 87.0 | 90.0 | 93.0 | 95.0 |
| ACTUAL: | 81.2 | | | | | |

Horry County Schools Strategic Plan

| Action Steps: US History EOC | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|-----------------|--------------------|-----------------------|-----------------------|---|
| <p>3.9: Improve student achievement in order to meet annual performance goals in US History.</p> <ul style="list-style-type: none"> ● Use data from state and district assessments in US History to adjust curriculum, instruction, and assessment ● Utilize and adhere to State support documents and testing blueprints ● Develop and implement curriculum maps aligned to state standards for US History ● Implement instructional models for social studies, including Document-based Questioning (DBQ) process to enhance student collaboration, critical thinking, and student self-reflection ● Administer and monitor results of benchmark assessments for US History in order to adjust instruction based on student data ● Provide resources for schools, including professional development, and digital content and tools (i.e., USA TestPrep) for preparing students for US History EOCEP ● Develop exemplars to guide, inform, and assess students, such as rubrics and writing samples ● Provide continuous professional development for staff focusing on instructional strategies that help students analyze historical events and documents and detect bias, primary document analysis, use of authentic and historical visuals and audio to contextualize knowledge, differentiation, academic and domain specific vocabulary, argumentative and evidence-based writing, and critical thinking skills ● Provide district-wide collaboration meetings for teachers ● Continue to monitor and promote effective and consistent grading practices in US History ● Use classroom observation data to monitor implementation of SC Social Studies Academic Standards and best practices for the social studies classroom ● Create district benchmark assessments to be used to progress monitor | 2017-18 | Learning Services | | General Fund | District curriculum maps, SC US History EOCEP data, US History benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data |

Horry County Schools Strategic Plan

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| <ul style="list-style-type: none">● Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, benchmark data and implementation of curriculum maps● Continue to develop and implement common assessments and guaranteed learning experiences for students● Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions | | | | | |
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Horry County Schools Strategic Plan

Performance Goal Area: Student Achievement

Performance Goal: The ACT (Third-Year Students)

The ACT Composite mean for third-year high school students will improve by at least 0.2 points each year through 2021.

Interim Performance Goal: The annual benchmark scores will be met.

Data Source: The ACT Spring census-test Composite Mean for third-year high school students

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------------------|-------------|-------------|-------------|-------------|-------------|
| GOAL: | | <i>18.8</i> | <i>19.0</i> | <i>19.2</i> | <i>19.4</i> | <i>19.6</i> |
| ACTUAL: | 18.6 | | | | | |

Performance Goal Area: Student Achievement

Performance Goal: ACT (Seniors)

The average ACT Composite mean for high school seniors will improve by at least .2 points each year through 2021.

Interim Performance Goal: The annual benchmark scores will be met.

Data Source: ACT composite mean score

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------------------|-------------|-------------|-------------|-------------|-------------|
| GOAL: | | <i>18.9</i> | <i>19.1</i> | <i>19.3</i> | <i>19.5</i> | <i>19.7</i> |
| ACTUAL: | 18.7 | | | | | |

| Action Steps: ACT | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|----------|-------------------|----------------|---------------------------------|--|
| 3.10: Improve student achievement in order to meet annual performance goals on The ACT for third-year students and high school seniors. | 2017-18 | Learning Services | | Special Revenue & General Funds | District curriculum maps, ACT data, professional development |

Horry County Schools Strategic Plan

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| <ul style="list-style-type: none"> ● Utilize data from District, state and national assessments including ACT and MAP for providing professional development and targeted assistance for schools ● Continue to embed common assessments and guaranteed learning experiences, such as ACT writing prompts, into curriculum maps ● Provide resources for schools, including college and career readiness coaches, test preparation funds, professional development, and digital content (ie. USA TestPrep, Albert.io) for preparing students for ACT ● Provide professional development and resources for implementation of ACT aligned writing tasks ● Conduct College and Career Readiness Assessment awareness informational sessions with stakeholders ● Individual Graduation Plan (IGP) meetings include college and career awareness and readiness and ACT assessment information | | | | | <p>offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation</p> |
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Horry County Schools Strategic Plan

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| Performance Goal Area: Student Achievement |
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Performance Goal: ACT WORKKEYS

All third-year high school students will receive a National Career Readiness Certificate (NCRC) by 2021.

Interim Performance Goal: The annual benchmark percentage will be met.

Data Source: The ACT Spring WorkKeys assessment for third-year high school students, percentage who receive National Career Readiness Certificates

Interim Goals and Status:

| DISTRICT | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------|------|------|------|------|------|
| GOAL: | | 92% | 94% | 96% | 98% | 100% |
| ACTUAL: | 89.4 | | | | | |

| Action Steps: ACT WorkKeys | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|----------|-------------------|----------------|---------------------------------|---|
| <p>3.11: Improve student achievement in order to meet annual performance goals on ACT WorkKeys.</p> <ul style="list-style-type: none"> ● Utilize data from District, state and national assessments including ACT WorkKeys, ACT and MAP ● Provide support for schools through targeted strategies based on data analysis ● Provide resources for schools, including college and career readiness coaches, professional development, and digital content to prepare for ACT WorkKeys (Career Ready 101) ● Conduct College and Career Readiness Assessment awareness informational sessions with stakeholders ● Individual Graduation Plan (IGP) meetings include college and career awareness and readiness and ACT WorkKeys assessment information | 2017-18 | Learning Services | | Special Revenue & General Funds | Curriculum implementation; student achievement data; digital content data |

Horry County Schools Strategic Plan

Performance Goal Area: Student Achievement

Performance Goal: AP/IB

At least 30% of high school students will take an Advanced Placement or International Baccalaureate course by 2021.

Interim Performance Goal: The annual benchmark percentages will be met.

Data Source: Percentage of high school students (non-duplicated) who were enrolled in an AP or IB credit course during the most recent school year

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------------------|-------------|-------------|-------------|-------------|-------------|
| GOAL: | | <i>23.7</i> | <i>25.3</i> | <i>26.9</i> | <i>28.5</i> | <i>30.0</i> |
| ACTUAL: | 22.1 | | | | | |

| Action Steps: AP/IB | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|----------|---|----------------|---------------------------------|---|
| <p>3.12: Provide opportunities to expand students’ global perspective through support and refinement of International Baccalaureate (IB) programs and Advanced Placement programs (AP) across the District.</p> <ul style="list-style-type: none"> ● Provide program advertisement, application process, and admittance process to provide equitable opportunities for participation for all students ● Provide opportunities for all staff members to participate in a continuous program of professional learning (AP Summer Institutes, conferences, teacher collaboration opportunities for AP and IB, AP Readers) ● Analyze student achievement results to determine teacher and program effectiveness ● Increase AP course offerings and pass rates ● Promote and advertise the AP and IB Diploma ● Provide district recognition for AP Scholars and IB Certificates and Diplomas ● Provide digital content (ie. Khan Academy, Albert.io, USA | 2017-18 | Learning Services, Accountability Services, Human Resources & Finance | | General Funds & Special Revenue | Scholarship opportunities, post-secondary opportunities, student achievement data |

Horry County Schools Strategic Plan

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| <p>TestPrep) and resources to support AP and IB</p> <ul style="list-style-type: none">● Use classroom observation data to monitor implementation of best practices for AP and IB instruction● Provide support for AP coordinators for AP Auditing and assessment process● Support schools that are implementing AP Capstone | | | | | |
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Horry County Schools Strategic Plan

Performance Goal Area: Student Achievement

Performance Goal: SAT

The average SAT Composite score for high school seniors will be at or above the national average every year.

Interim Performance Goal: The annual benchmark scores will be met.

Data Source: SAT Composite mean (Critical reading, math, and writing)

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------------------|---------------|---------------|---------------|---------------|---------------|
| GOAL: | | <i>US Avg</i> | <i>US Avg</i> | <i>US Avg</i> | <i>US Avg</i> | <i>US Avg</i> |
| ACTUAL: | 1537 | | | | | |

| Action Steps: SAT | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|----------|-------------------|----------------|---------------------------------|--|
| <p>3.13: Improve student achievement in order to meet annual performance goals on SAT for high school seniors</p> <ul style="list-style-type: none"> ● Utilize data from District, state and national assessments including PSAT and SAT ● Provide PSAT assessment opportunities for students in middle and high schools ● Provide professional development for instructional leaders in utilizing PSAT data to make instructional decisions and help prepare students for future PSAT and SAT assessment opportunities ● Provide resources for schools, including college and career readiness coaches, test preparation funds, professional development, and digital content (ie. Khan Academy, USA TestPrep, Albert.io, NoRedInk) for preparing students for PSAT and SAT ● Provide professional development and resources for implementation of SAT aligned writing tasks ● Conduct College and Career Readiness Assessment awareness informational sessions with stakeholders | 2017-18 | Learning Services | | Special Revenue & General Funds | District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information |

Horry County Schools Strategic Plan

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| <ul style="list-style-type: none">• Individual Graduation Plan (IGP) meetings include college and career awareness and readiness and PSAT/SAT assessment information | | | | | |
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Horry County Schools Strategic Plan

Performance Goal Area: Student Achievement

Performance Goal: GRADUATION RATE (4-Year)

At least 90% of high school students will earn standard high school diplomas within four years or less after entering the ninth grade (i.e., on time) by 2021.

Interim Performance Goal: The annual benchmark percentage will be met.

Data Source: 4-Year Graduation Rate by State Accountability formula

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------------------|-------------|-------------|-------------|-------------|-------------|
| GOAL: | | <i>83.0</i> | <i>85.0</i> | <i>87.0</i> | <i>89.0</i> | <i>90.0</i> |
| ACTUAL: | 81.1 | | | | | |

| Action Steps: Graduation Rate | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|------------------|---|----------------|--|---|
| <p>3.14: Take steps to increase the on-time graduation rate.</p> <ul style="list-style-type: none"> ● Analyze and monitor student achievement, attendance, and discipline to determine and deliver appropriate intervention strategies ● Provide curricular resources and professional development in direct response to intervention data ● Monitor and refine the District’s credit-recovery program to include proficiency-based online learning opportunities ● Refine and expand choices for students needing a nontraditional setting ● Conduct Individual Graduation Plan (IGP) conferences with all students (Grades 8-12) ● Develop programs to increase academic achievement of 9th graders, including a transition plan from middle to high school ● Utilize data from District, state and national assessments (ie. ACT and MAP) ● Refine documentation processes to track students from grade 9-12 using technology applications ● Refine secondary program options to meet students’ needs | 2017- Ongoing | Learning Services, Student Services & Accountability Services | | Special Revenue and (Academic Assistance) General Funds | Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data |

Horry County Schools Strategic Plan

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| <p>(ie. AVID Programs at Conway High School and Early College High School)</p> <ul style="list-style-type: none"> ● Utilize the PDSA process to focus on increasing the number of on-time graduates ● Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity ● Promote, emphasize and support school-level initiatives for character development, student voice, and life and career characteristics (integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills) ● Provide ongoing professional development to administrators, curriculum coaches, mainstream teachers, and ESOL teachers to ensure appropriate ESOL services for students ● Ensure effective teaching strategies are utilized in classrooms serving ESOL students | | | | | |
| <p>3.14.b: Monitor and support the Connect program</p> <ul style="list-style-type: none"> ● Review and support the admittance process ● Explore curricular options in meeting students' needs ● Increase awareness of the Connect program, as well as involvement in selection and acceptance process ● Analyze student achievement results to determine teacher and program effectiveness | 2017-18 | Learning Services, Accountability Services, Student Services, Human Resources & Finance | | General Funds & Special Revenue | On-time or early graduation data, student achievement data |

Performance Goal Area: Student Achievement

Performance Goal: GRADUATION RATE (5-Year)

At least 92% of high school students will earn standard high school diplomas within five years or less after entering the ninth grade (i.e., on time) by 2021.

Interim Performance Goal: The annual benchmark percentage will be met.

Data Source: 5-Year Graduation Rate by State Accountability formula

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------------------|-------------|-------------|-------------|-------------|-------------|
| GOAL: | | <i>85.0</i> | <i>87.0</i> | <i>89.0</i> | <i>91.0</i> | <i>92.0</i> |
| ACTUAL: | 83.3 | | | | | |

Horry County Schools Strategic Plan

Performance Goal Area: Student Achievement

Performance Goal: MAP GROWTH GOALS

At least 75% of students in grades 2-8 will meet fall-to-spring growth goals on MAP Reading, Language and Math by 2021.

Interim Performance Goal: The annual benchmark percentage will be met.

Data Source: NWEA MAP (Measures of Academic Progress) Fall-to-Spring Growth Goals report

Interim Goals and Status:

| | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------------------|--------------------------|-------------|-------------|-------------|-------------|-------------|
| GOAL: | | <i>60%</i> | <i>64%</i> | <i>68%</i> | <i>72%</i> | <i>75%</i> |
| ACTUAL Gr. 2 Reading | 61 | | | | | |
| ACTUAL Gr. 2 Language | 51 | | | | | |
| ACTUAL Gr. 2 Math | 63 | | | | | |
| ACTUAL Gr. 3 Reading | 53 | | | | | |
| ACTUAL Gr. 3 Language | 48 | | | | | |
| ACTUAL Gr. 3 Math | 55 | | | | | |
| ACTUAL Gr. 4 Reading | 53 | | | | | |
| ACTUAL Gr. 4 Language | 48 | | | | | |
| ACTUAL Gr. 4 Math | 58 | | | | | |
| ACTUAL Gr. 5 Reading | 57 | | | | | |
| ACTUAL Gr. 5 Language | 54 | | | | | |
| ACTUAL Gr. 5 Math | 58 | | | | | |
| ACTUAL Gr. 6 Reading | 50 | | | | | |
| ACTUAL Gr. 6 Language | 49 | | | | | |
| ACTUAL Gr. 6 Math | 49 | | | | | |
| ACTUAL Gr. 7 Reading | 58 | | | | | |
| ACTUAL Gr. 7 Language | 56 | | | | | |
| ACTUAL Gr. 7 Math | 52 | | | | | |
| ACTUAL Gr. 8 Reading | 63 | | | | | |
| ACTUAL Gr. 8 Language | 61 | | | | | |
| ACTUAL Gr. 8 Math | 63 | | | | | |

Horry County Schools Strategic Plan

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|----------|-------------------|----------------|---------------------------------|--|
| <p>3.15: Monitor implementation effectiveness system-wide through analysis of <i>Measures of Academic Progress (MAP)</i> data.</p> <ul style="list-style-type: none"> ● Use <i>Measures of Academic Progress (MAP)</i> to monitor student progress and growth and provide differentiated instruction based on student needs beginning in grade 2 ● Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions ● Continue to provide professional development to instructional leadership and schools on differentiation ● Schools include annual MAP growth goals within PDSA plans | 2017-18 | Learning Services | | Special Revenue & General Funds | Curriculum implementation, MAP data, professional development offerings in TrueNorthLogic, school level PDSA plans, District assessment calendar, protocols for data walls |

Horry County Schools Strategic Plan

Other Action Steps Not Tied Directly to Performance Goals

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|----------|-------------------|----------------|--|------------------------------|
| <p>3.16: Develop and implement standards and curriculum guides for courses lacking state standards</p> <ul style="list-style-type: none"> • Identify courses lacking state standards • Consult national standards and best practices • Develop standards and curriculum guides for core courses • Develop standards and curriculum guides for current elective courses that demonstrate alignment with SC College and Career-Ready Standards • Provide continuous professional development for administrators, teachers and other district staff in standards and curriculum guides • Collaborate with other districts to share strategies for implementation of SC College and Career-Ready Standards | 2017-18 | Learning Services | | Special Revenue & General Funds | Completed curriculum guides |
| <p>3.17: Implement the RTI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity.</p> <ul style="list-style-type: none"> • Identify intervention programs for all Tiers for ELA and math K-12 as needed to meet the unique learning needs of students • Provide professional development for staff in identified programs to support the improvement of instructional practices of teachers • Share information that keeps families informed of their children’s learning progress and provides opportunities for meaningful participation • Monitor intervention implementation and provide support to ensure equitable and challenging learning experiences for students • Collect intervention data from multiple assessments to monitor student learning and systematically adjust curriculum and instruction to accelerate student learning | 2017-18 | Learning Services | | Special Revenue (Academic Assistance & IDEA) & General Funds | Program evaluation data |
| <p>3.18: Refine special education curricula to ensure challenging and</p> | 2017-18 | Learning Services | | Special | Updated curricula & |

Horry County Schools Strategic Plan

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| <p>appropriate learning experiences for all students leading to the development of academic and functional skills leading to achievement of post-secondary goals.</p> <ul style="list-style-type: none"> • Implement the occupational credential requirements • Provide professional development for teachers and administrators on special education best practices and models • Monitor implementation of programs and provide support as needed • Monitor and support co-teaching model • Monitor the implementation of core replacement curriculum for special education • Implement model learning strategies class • Provide technical assistance to ensure compliance of IDEA • Monitor and support curricula (PK – 12) for students with moderate to severe intellectual disabilities. • Provide professional development for staff to ensure teacher effectiveness • Provide technical resources for classrooms • Refine protocols for students with specific learning disabilities | | | | Revenue & General Funds | classroom observation data |
| <p>3.19: Provide opportunities to expand students’ global perspective through support and refinement of International Baccalaureate (IB) programs across the District.</p> <ul style="list-style-type: none"> • Provide program advertisement, application process, and admittance process to provide equitable opportunities for participation for all students • Provide opportunities for all staff members to participate in a continuous program of professional learning • Analyze student achievement results to determine teacher and program effectiveness | 2017-18 | Learning Services, Accountability Services, Human Resources & Finance | | General Funds & Special Revenue | Scholarship opportunities, post-secondary opportunities, student achievement data |
| <p>3.20: Provide dual-enrollment options to ensure challenging learning experiences and opportunities for students</p> <ul style="list-style-type: none"> • Refine procedures and guidelines involving dual-enrollment options • Provide opportunities for families to meaningfully participate in their child’s educational decisions | 2017-18 | Learning Services | | | Dual credits earned |

Horry County Schools Strategic Plan

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| <ul style="list-style-type: none"> Expand Technical Scholars Academy in collaboration with Horry Georgetown Technical College | | | | | |
| <p>3.21: Support and refine the STEM (Science, Technology, Engineering, and Mathematics) program for students who are interested and excel in mathematics and science.</p> <ul style="list-style-type: none"> Refine program advertisement, application process, and admittance process to provide equitable opportunities for participation for all students Provide opportunities for all staff members to participate in a continuous program of professional learning Implement a guaranteed and viable curriculum that includes multiple languages, science, technology, engineering, mathematics, arts and social sciences Adjust program in response to data to ensure the unique learning needs of students are being met Partner with the SC Governor’s School for Science and Math to implement the Accelerate Program Expand STEM opportunities at for students in inland high schools, starting a program at Conway High School. | 2017-18 | Learning Services | | General Funds & Special Revenue | Student achievement data in science and math |
| <p>3.22: Offer a variety of online course options to meet the individual needs of students and provide opportunities for collaboration, communication, critical thinking and problem solving.</p> <ul style="list-style-type: none"> Evaluate and align high school curriculum with on-line options Explore additional online course opportunities (both initial and credit recovery credit) for students Monitor the full-time online virtual high school program Monitor students’ progress with online courses taken through the Virtual SC and Horry County Virtual School (HCVS) Expand the use of online content in medical homebound and home-based instruction as appropriate Continue to offer online pre-algebra to eligible fifth-grade students | 2017-18 | Learning Services | | General Funds & Special Revenue | Number of students with successful performance in online courses |
| <p>3.23: Annually update an online Secondary Program Guide which will be available to all students and parents as a part of the IGP meetings, and will contain an overview of all secondary programs</p> | 2017-Ongoing | Learning Services | | General Fund | Secondary program guide |

Horry County Schools Strategic Plan

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| <p>including Career and Technology Education programs offered within HCS.</p> <ul style="list-style-type: none"> • Implement an online application process for all secondary programs • Conduct parent-student transitional meetings strategically located throughout the district to explore secondary options to prepare for college and careers | | | | | |
| <p>3.24: Implement comprehensive character development initiatives in all schools</p> <ul style="list-style-type: none"> • Promote, emphasize and support school-level initiatives for character development, student voice, and life and career characteristics (integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills) • Provide professional development for integrating lessons of character into classroom instruction in all subject areas • Monitor school-level implementation of character education initiatives • Promote and initiate character-related community partnerships • Integrate lessons on character education and social skills within elementary guidance sessions (individual, small group, and classroom) and promote character education activities in the community | 2017-Ongoing | Learning Services and Instructional Support Services | | General Funds | Principals' job accountabilities, guidance calendars and plans, staff development agenda, School Report Cards |
| <p>3.25: Develop a comprehensive PK-12 ESOL model</p> <ul style="list-style-type: none"> • Provide ongoing professional development to administrators, curriculum coaches, mainstream teachers, and ESOL teachers to ensure appropriate ESOL services for students • Ensure effective teaching strategies are utilized in classrooms serving ESOL students • Conduct ESOL parent nights to discuss school and community resources • Analyze program and student achievement results to determine Return on Investment (ROI) • Explore options for elementary, middle, and high school ESOL services • Provide additional qualified ESOL staff to meet the growing | 2017-18 | Learning Services | | General Fund Special Revenue | Agendas, sign-in sheets, professional development evaluations, repository for online resources, student achievement results, State feedback on district's ESOL Program, ESOL population, classroom observations, |

Horry County Schools Strategic Plan

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| <p>numbers and demands of our English Language Learners</p> <ul style="list-style-type: none"> • Provide ongoing professional development to ESOL teachers in the areas of the recently adopted WIDA standards and accompanying assessments • Conduct school/district program evaluations of the LEP program | | | | | individual school program evaluations and district evaluations |
| <p>3.26: Refine the gifted education programs</p> <ul style="list-style-type: none"> • Refine protocols for high-achieving students not identified gifted • Refine criteria for Honors and Accelerated course placement • Continue to implement Mentoring Mathematical Minds in grades 3-5 to develop students' critical thinking and problem solving skills • Monitor implementation and provide support to ensure equitable and challenging learning experiences for students • Continue to refine policies and procedures for alternate grade placement • Continue to develop and refine curricula to meet the expectations of SC College-and-Career-Ready Standards • Implement protocols for twice -exceptional students qualifying for special education and gifted education services • Increase AP course offerings and pass rates • Promote and advertise the AP Diploma • Review annually the District Gifted Program Plan • Continue to refine the District Artistically Gifted and Talented Identification and Services Plan • Review and refine Summer Scholars Program to provide equitable and challenging opportunities for gifted and talented and high-achieving students • Provide opportunities for highly mathematical gifted sixth grade students to enroll in Algebra I (high school credit) and abide by conditions of approved State Waiver for SBE R. 43-232 | 2017-Ongoing | Learning Services, | | General & Special Revenue Funds | Updated gifted curriculum implemented |
| <p>3.27: Refine and calibrate classroom expectations across the system with an emphasis on student engagement and levels of questioning</p> | 2017-18 | Learning Services | | Special Revenue (Academic | CWT data & Principal Conferences |

Horry County Schools Strategic Plan

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| <ul style="list-style-type: none"> • Provide professional development for teachers, coaches, principals, and district administrators on high-yield strategies, engagement, and levels of questioning • Implement collaborative learning communities at each school • Conduct classroom walk-throughs and use observation data for continuous improvement strategies • Monitor, analyze, and utilize CWT reports for trends • Plan additional professional development based on classroom observation data • Collaborate with consultants to assist targeted priority schools • Use classroom observation data to align with SC College and Career-Ready State Standards instructional expectations | | | | Assistance) & General Funds | |
| <p>3.28: Improve the effectiveness of guidance counseling and advocacy programs to meet the physical, social and emotional needs of all students.</p> <ul style="list-style-type: none"> • Provide ongoing professional development for counselors to ensure effective advisement and guidance of students and parents in the selection of appropriate coursework for the preparation of students toward college and work readiness. • Conduct staff development sessions with counselors by grade level based on identified needs • Collaborate with local institutions of higher education to prepare students for readiness and success at the next level • Conduct professional development around the components identified by the Profile of the SC Graduate • Encourage counselor participation within specialty, regional, and state sponsored counselor meetings • Conduct district specialty training sessions for counselors based on valid and reliable measures of program effectiveness • Monitor effective guidance strategies through visitation of district guidance programs • Refine an online HCS Student Information Guide to be | 2017-18 | Learning Services and Instructional Support Services | | General Fund | Survey results; feedback on staff development; completed information guides; website |

Horry County Schools Strategic Plan

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| <p>available to parents and students grades 8-12 as a way to keep families informed</p> <ul style="list-style-type: none"> • Improve communication and collaboration between guidance counselors, administrators, and district guidance liaisons to ensure an effective program, including electronic communication tools • Implement a mentoring program for new counselors | | | | | |
| <p>3.29: Provide opportunities for service learning within the curriculum and through extracurricular activities.</p> <ul style="list-style-type: none"> • Collaborate with our external stakeholders to enhance the service learning possibilities for staff and students. • Monitor and recognize student and staff participation in service learning programs. | 2017-18 | Learning Services and Instructional Support Services | | General Fund, Grants, and Foundation Funds | Superintendent’s Service Learning Award, Student Recognitions |
| <p>3.30: Ensure that persistent gaps between student achievement in subgroups are consistently and continually diminished</p> <ul style="list-style-type: none"> • Develop parent and community partnerships to work collaboratively to close gaps • Provide early intervention/identification/intervention for all students • Provide parent/community education around early childhood – communication of research, need, statistics, best practices. • Use literacy (language development, writing, vocabulary, phonemic awareness and phonics) as a vehicle for closing the achievement gap • Use the PDSA process to target effective practices for continuous improvement that close achievement gaps • Utilize school and district data teams to identify areas and subgroups where persistent gaps occur • Provide technical, financial and instructional support to schools whose gaps are largest and most persistent • Provide culturally relevant professional development • Ensure appropriate intervention for all students whose achievement is below grade level • Review and analyze disciplinary data for patterns and root causes and develop strategies to decrease out-of-class/out-of-school removals | 2017-18 | Learning Services, Student Services, Accountability Services, Human Resources | | General Fund & Special Revenue (Academic Assistance) | Improved academic performance for minority students with diminishing achievement gap |

Horry County Schools Strategic Plan

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| <ul style="list-style-type: none"> • Provide curricular resources to address appropriate social skills • Implement targeted-assistance plans to monitor continuous improvement processes and results related to achievement gap subgroups in priority schools • Monitor grading practices to ensure effectiveness and consistency | | | | | |
| <p>3.31: Develop digital course guides for all secondary schools career and technology education (CATE) programs that align with potential career goals, including career exploration, job shadowing, internships, and mentoring experiences with IGP process grades 8-12.</p> <ul style="list-style-type: none"> • Develop ways to communicate the highlights of CATE majors of study offered at each school • Maintain industry level technology/equipment needs for programs to ensure work readiness level within CATE programs. Develop processes that allow for input from schools and advisory committees as part of the selection process. • Monitor and report students' participation in CATE opportunities, including shadowing, service learning, and completer ACTUAL in Power Schools and to the State Department. • Conduct annual review of programs to determine the effectiveness of each program and the need for additional programs based on students' interests and needs • Provide students the opportunity through CATE Student Organizations to participate in skills training competitive activities affording the opportunity to put learning into action | 2017-18 | Instructional Support Services | | CATE Funds | Completed secondary program Guide, eIGP, curriculum mapping guide, placement rate for graduates, participation rates in CATE opportunities |
| <p>3.32: Promote collaboration among all school levels to ensure a seamless transition for students and readiness for the next level</p> <ul style="list-style-type: none"> • Refine and consistently implement identified strategies such as transition meetings (Transition Plans) between early childhood and elementary school, elementary and middle schools, and middle and high schools. • Enhance articulation between high school and post-secondary | 2017-Ongoing | Learning Services | | | School transition plans, individualized education plans |

Horry County Schools Strategic Plan

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| <p>institutions.</p> <ul style="list-style-type: none"> • Provide regular and consistent opportunities to communicate/collaborate between high schools and the workforce employers • Complete annual reviews of all individualized education plans in the spring in preparation for transition to the next grade level/school • Monitor the effectiveness and consistency of grading practices • Partner with Horry-Georgetown Technical College and Coastal Carolina University through periodic meetings with a focus on articulation regarding opportunities for collaboration. | | | | | |
| <p>3.33: Align the District professional development plan with the system’s goals, objectives, and direction.</p> <ul style="list-style-type: none"> • Provide professional development on differentiated small group instruction, core reading programs, and intervention programs as needed at the school or district level • Provide continuous professional development for staff on the implementation of SC College and Career-Ready Standards • Provide professional development on strategies for data analysis • Provide professional development on collecting intervention data from multiple assessments to be used for monitoring student learning and systematically adjusting curriculum and instruction for the purpose of accelerating student learning • Provide professional development for teachers and administrators on special education best practices and models • Provide ongoing professional development to ESOL teachers in the areas of the recently adopted WIDA standards and accompanying assessments as well as the implementation of a Newcomer Curriculum • Provide professional development on the intentional use of technology, digital content, and engagement structures in teaching and learning Collect and utilize data to determine | 2017-18 | Learning Services, Accountability & Human Resources | | General & Special Revenue Funds | Evaluations used to determine impact on system effectiveness |

Horry County Schools Strategic Plan

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| <p>the professional development needs of professionals and support staff</p> <ul style="list-style-type: none"> • Collect and utilize data to evaluate the effectiveness of professional development in improving instruction, student learning, and the conditions that support learning • Utilize an electronic management system for scheduling and posting professional development offerings • Provide professional development and collaborative learning opportunities for support staff that includes customer service, technology, and other identified opportunities • | | | | | |
| <p>3.34: Develop and implement an instructional technology plan to:</p> <ul style="list-style-type: none"> • Create and sustain a culture that supports digital-age teaching and learning • Ensure effective utilization of hardware and software • Provide teachers with tools to share lesson plans, resources and methodologies • Implement criteria/procedure for all software purchases/implementation that must be followed for all schools/departments. • Utilize district specialists to work at the school level to facilitate the intentional use of technology and digital content in teaching and learning • Adopt the ISTE National Education Technology Standards for students, teachers, and administrators • Support implementation of the SC College and Career-Ready Standards • Identify digital resources that align with curriculum and instructional practices • Ensure instructional technology is incorporated into school and District professional development plans • Incorporate online courses as an option in the computerized student management system for homebound or home-based student instructional programs. • Incorporate assistive technology in classrooms to provide identified students with individualized instructional strategies | 2017-18 | Learning Services; Accountability: Technology; | | General Fund, Erate funds | Updated plan implemented; improved teacher proficiency |

Horry County Schools Strategic Plan

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| <p>and access to telecommunications, sensory aids and other devices</p> <ul style="list-style-type: none"> Promote student achievement by providing media collections and informational resources to enhance delivery of instruction and effectively integrate informational literacy and technology within the curriculum | | | | | |
| <p>3.35: Develop, implement, and update annually a comprehensive research-based reading plan for the district and each school that includes tiered interventions provided to students and identifies resources to ensure sustainability (Section 59-155-110, South Carolina Read to Succeed Act)</p> | 2017-18 | Learning Services | | General fund and special revenue (R2S) | District plan (Attachment 1 to District Strategic Plan) |

RESOURCES AND SUPPORT SYSTEMS

We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.

Quality Indicators

- 1. The system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support purpose and direction of the system, schools, and programs.**
- 2. Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the system, schools, programs, and operations.**
- 3. The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.**
- 4. The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.**
- 5. The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.**
- 6. The system provides a technology, infrastructure and equipment to support the system's teaching, learning and operational needs.**
- 7. The system provides, coordinates and evaluates the effectiveness of support systems to meet the physical, social and emotional needs of the student population being served.**
- 8. The system provides, coordinates and evaluates the effectiveness of services that support the counseling, assessment, referral, educational and career planning needs of all students.**

Horry County Schools Strategic Plan

STRATEGY 4-1 Human Resources / Teacher and Administrator Quality

Performance Goal Area: Teacher/Administrator Quality

Performance Goal: **ADVANCED DEGREES**

The percentage of teachers with an advanced degree will increase to 70% by 2021.

Interim Performance Goal: The annual benchmark percentage will be met.

Data Source: Percentage of teachers with advanced degrees, as reported on annual State Report Card

Interim Goals and Status:

| DISTRICT | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------|------|------|------|------|------|
| GOAL: | | 65.0 | 66.5 | 68.0 | 69.0 | 70.0 |
| ACTUAL: | 63.6 | | | | | |

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|----------|---------------------------------------|----------------|-----------------------------------|---|
| <p>4-1.1: Implement plan to increase the number of teachers with advanced degrees, including:</p> <ul style="list-style-type: none"> • Working with Coastal Carolina University to tailor a two-year master of education program that aligns with the needs and programs of Horry County Schools • Continue market studies to keep salaries competitive | 2016-17 | Learning Services; Human Resources | | Local and federal (Title I) funds | Percentage of teachers with advanced degrees continue to increase |

Horry County Schools Strategic Plan

Performance Goal Area: Teacher/Administrator Quality

Performance Goal: ATTENDANCE

The attendance rate for teachers will be at least 96% each year.

Interim Performance Goal: The annual benchmark percentage will be met.

Data Source: Annual attendance rate for teachers on the State Report Card

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------------------------|------------------|-------------|-------------|-------------|-------------|-------------|
| Teachers GOAL: | | <i>96.0</i> | <i>96.0</i> | <i>96.0</i> | <i>96.0</i> | <i>96.0</i> |
| ACTUAL: | 95.2 | | | | | |

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|----------|-----------------|----------------|----------------|--|
| <p>4-1.2: Analyze teacher attendance data by school to determine areas where improvement is needed.</p> <ul style="list-style-type: none"> Look at trend data for schools over time Review school research for incentive programs that have proven to impact staff attendance Analyze absences to determine if there are times of the year or days of the week where attendance is abnormally low Discuss attendance with groups such as Teacher Cabinet to help determine root causes and possible solutions | 2017-18 | Human Resources | | General Fund | Attendance rates are positively impacted |

Horry County Schools Strategic Plan

Other Action Steps Not Tied Directly to Performance Goals

| Other Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|---------------------|---------------------------------------|----------------|------------------------------------|--|
| 4-1.3: Evaluate all staff annually to improve performance. <ul style="list-style-type: none"> • Develop a timeline for completing evaluations on all staff. • Provide continued training and support to administrators on the utilization of the evaluation instruments. • Ensure all support, non-teaching professional and professional staff receive at their sites training on the evaluation instruments. • Develop a procedural plan for intake and review by the Human Resources Department. | 2017-18 | Human Resources | | General Fund | All employees evaluated annually |
| 4-1.4: Continue web-based applicant tracking program to broadly recruit qualified employees. <ul style="list-style-type: none"> • Increase communications with applicants throughout all steps of the process. • Continue building the system to better utilize its screening and advertise capabilities. | 2017-18 | Human Resources | | General Fund | AppliTrack software program successfully implemented |
| 4-1.5: Utilize a comprehensive training manual for all hiring managers, and provide training to all district hiring managers. | 2017-18 | Human Resources | | General Fund | Training manual developed |
| 4-1.6: Provide outstanding customer service for all applicants by: <ul style="list-style-type: none"> • Streamlining HCS Career Site • Easy-to-access helpline • Customer service kiosks | 2017-18 | Human Resources | | General Fund | Continual assessment and improvement of customer service to all stakeholders |
| 4-1.7: Develop a plan for employee recruitment and retention of high-quality work force. <ul style="list-style-type: none"> • Develop strategies to recruit and retain a diverse staff. • Conduct annual job fair for internal applicants as well as external applicants | Annually by January | Human Resources | | Local and federal (Title II) funds | High caliber recruitment with diverse representation in all areas |
| 4-1.8: Monitor HCS evaluation system for professional and classified employees. | 2017-18 | Human Resources; Learning Services | | General Fund | Annual monitoring |
| 4-1.9: Implement the SC Mentors program by reviewing mentor/mentee logs, assessments, and professional development. | 2017-18 | Human Resources | | General Fund | New mentoring program |

Horry County Schools Strategic Plan

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| | | | | | implemented |
| 4-1.10: Use student achievement data to design and evaluate the effectiveness of professional development programs and to allocate resources | 2017-18 | Learning Services | | K-5 Enhancement funds (MAP), local & federal (Title II) funds | Program effectiveness model in place |
| 4-1.11: Implement a system to monitor implementation of professional development programs designed to recruit, employ, and retain quality staff at the school and classroom level. | 2017-18 | Learning Services | | General Fund | Feedback from participants show improved benefits and satisfaction levels |
| 4-1.12: Provide a comprehensive staff development program for staff members at all levels. <ul style="list-style-type: none"> • Offer courses and workshops in content and research-based strategies. • Implement an effective induction and mentoring program for new teachers. • Design a professional development program for aspiring administrators. • Continue to expand the professional development program for aspiring administrators. • Develop long-range plans for professional development programs to meet certification requirements of professional and classified employees. • Offer courses and workshops in the integration of technology into the curriculum. | 2017-18 | Learning Services, Human Resources | | K-5 Enhancement funds, state and federal Title II funds | Published plan for district and all schools |
| 4-1.13: Align the District professional development plan with the system's goals, objectives, and direction. <ul style="list-style-type: none"> • Collect and utilize data to determine the professional development needs of professionals and support staff • Collect and utilize data to evaluate the effectiveness of professional development in improving instruction, student learning, and the conditions that support learning • Utilize an electronic management system for scheduling and posting | 2017-18 | Learning Services, Accountability & Human Resources | | General & Special Revenue Funds | Professional Development Plan evaluations and feedback forms; management system fully functional |

Horry County Schools Strategic Plan

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| professional development offerings <ul style="list-style-type: none"> • Provide professional development and collaborative learning opportunities for support staff that includes customer service, technology, and other identified opportunities | | | | | |
| 4-1.14: Conduct a comprehensive salary study for all district employees to ensure market competitiveness for all positions, using an outside firm selected through a RFP process. | 2017-18 | Human Resources, Fiscal Services | | General Fund | Updated salary study for HCS is implemented |

STRATEGY 4-2: Financial Resources

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|-----------------|--------------------|-----------------------|-----------------------|--|
| 4-2.1: Research and implement new technologies to provide efficiencies in document handling/storage, attendance and time recording, and employee self-service. | 2017-18 | Fiscal Services | | Capital Funds | Results of study utilized to meet needs of District |
| 4-2.2: Continue to align budget requests and the approval process with strategies designed to improve student performance | 2017-18 | Fiscal Services | | All Funds | Effective budget process; continuous improvement model |
| 4-3.3: Develop annual budget assumptions and parameters for both the General Fund and the Capital Funds budgets. | 2017-18 | Fiscal Services | | | Board-approved assumptions and parameters |
| 4-2.4: Utilize modified zero-based budgeting process | 2017-18 | Fiscal Services | | All Funds | Process implemented |
| 4-2.5: Develop user-friendly financial reports which are correlated to budget decision packages and which will enable budget center managers to more effectively manage their resources | 2017-18 | Fiscal Services | | General Fund | Improved financial reports and quarterly financial reports |
| 4-2.6: Conduct annual school financial reviews to ensure district policies and procedures are being followed. | 2017-18 | Fiscal Services | | | All school reviews are in compliance |

Horry County Schools Strategic Plan

STRATEGY 4-3: Physical Resources

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|----------|---|----------------|--|---|
| 4-3.1: Implement system to ensure there are no unwanted or unidentified visitors on any campus through the implementation of visitor screening software programs and protocols at school entrance doors | 2017-18 | Student Services: Student Affairs and Technology | | General Fund; District Capital Fund | School safety reports and security drills; physical changes entrances to comply with security check |
| 4-3.2: Install state-of-the-art monitoring systems in facilities | 2017-18 | Student Services: Student Affairs and Technology | | General Fund; District Capital Fund | Systems installed |
| 4-3.3: Review and revise as needed planning parameters for new schools and athletic facilities | 2017-18 | Support Services: Facilities | | District Capital Fund | Approved parameters |
| 4-3.4: Conduct needs assessment ratings for each school using approved educational specifications | 2017-18 | Support Services: Facilities | | General Fund; District Capital Fund | Completed needs assessment ratings |
| 4-3.5: Develop and maintain a 10-year plan for managing and developing facilities for growth | 2017-18 | Support Services: Facilities | | District Capital Fund | Approved 10-year plan |
| 4-3.6: Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments | 2017-18 | Support Services: Facilities | | General Fund | Approved adjustments as needed |
| 4-3.7: Use an acceptable and reliable model to predict direct and indirect impacts of major residential developments on school capacity and the need for new schools | 2017-18 | Support Services: Facilities | | | Accepted model with impact predictions |
| 4-3.8: Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations | 2017-18 | Support Services: Facilities | | General Fund; District Capital Fund | Approved green designs; technical specifications |
| 4-3.9: Implement energy reduction systems using school energy conversion modules. Utilize high performance energy design in new schools according to Board-approved model. | 2017-18 | Support Services: Facilities | | | Annual energy usage savings; improved monitoring of |

Horry County Schools Strategic Plan

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| | | | | | energy usage controls |
| 4-3.10: Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using an automated work order system | 2017-18 | Support Services: Facilities | | | Improved efficiency of work order completion |
| 4-3.11: Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns | 2017-18 | Student Services: Student Affairs | | | Hotline functional and effective |
| 4-3.12: Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include: ◆ Use of the facility; Emergency procedures; Maintenance work orders, insurance claims and other facility needs | 2017-18 | Support Services: Facilities | | | Functioning team in each school with central facilities support |
| 4-3.13: Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity | 2017-18 | District Staff and School Teams | | | Building capacity ratings maximized |
| 4-3.14: Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district | 2017-18 | Technology | | Capital Funds | Completion of project |
| 4-3.15: Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines | 2017-18 | Support Services: Facilities | | Capital Funds | Completion of project |
| 4.3-16: Ensure that all facilities meet all applicable safety and security standards, as defined in the planning and construction parameters | 2017-18 | Support Services: Facilities and Student Affairs | | | All safety and security standards in compliance |
| 4-3.17 Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester. | 2017-18 | Student Services: Student Affairs | | | School reports of drill completions |
| 4-3.18: Ensure all facilities are safe, clean, and properly maintained. | 2017-18 | Support Services: Facilities | | | Establish expectations and maintain |
| 4-3.19: Update annually the District’s Technology Plan to ensure the most effective hardware, software and infrastructure solutions are in place to maximize the use of technology in the classroom to improve student learning: ● Implement personalized learning program with laptop/device for all students in grades 3-12 utilizing the most effective devices to meet the educational needs of students in the classroom. Develop an effective model to handle the breakage and damage costs for repairs to student | 2017-18 | Accountability: Technology; Learning Services | | General Fund, Erate funds, District Capital Funds | Updated plan implemented; refreshed inventory; survey results and appropriate data on technology |

Horry County Schools Strategic Plan

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| <p>devices, including an annual technology fee.</p> <ul style="list-style-type: none"> • Maintain 1:1 device to student model in grades 5-12 and a 2:1 device to student model in grades 3-4. • Conduct annual reviews of devices at the appropriate grade level using representative stakeholders as part of the refresh cycle for grades 9-12, 6-8 and 3-5. • Continue the laptop computer initiative for classroom teachers to encourage interactive technology in daily teaching and learning • Establish a refresh cycle for all technology hardware and equipment to include: printers, servers, security cameras, wireless access points, computers, projectors, and network infrastructure • Phase-out of stand-alone desktop computer stations as the personalized learning device program for students is being phased in • Identify the hardware and software required to provide that best instruction; • Develop a relevant instructional technology training program for all teachers who deliver that content area/standard • Provide a small number of mobile wireless labs and hard-wired computer labs in schools in order to facilitate student access to resources and large group instruction for programs that need functionality beyond the personalized learning computer model selected for students • Develop and provide teachers with technical applications to share lesson plans, resources and methodologies • Establish criteria/procedure for all software purchases/implementation that must be followed for all schools/departments. • Ensure that wireless overlays in all schools are sufficient to allow for implementation of a personalized learning computer program for students • Explore new technology solutions for interactive projectors/boards in classrooms, utilizing the most effective method to quality learning experiences • Provide media collections and information resources for students in order to integrate informational literacy and technology within the curriculum | | | | | |
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Horry County Schools Strategic Plan

STRATEGY 4-4: Support Systems / School Climate

Performance Goal Area: School Climate

Performance Goal: CONFERENCES

100% of parents/guardians will participate in a conference about their child’s academic performance every year.

Interim Performance Goal: The annual benchmark percentage will be met.

Data Source: State Report Card “Parents attending conferences” percentage

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------|------------------|-------|-------|-------|-------|-------|
| GOAL: | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| ACTUAL: | 94.5 | | | | | |

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|----------|--|----------------|----------------|---|
| <p>4-4.1: Develop school-level improvement strategies to improve the percentage of parents who participate in a conference to discuss their child’s academic performance.</p> <ul style="list-style-type: none"> Work with schools to ensure that teachers know how to hold meaningful conferences with parents from various backgrounds and levels of education | 2017-18 | Learning Services, Student Services: Attendance | | | Program strategies in place in all schools; Participation rate on Performance Goal |

Horry County Schools Strategic Plan

Performance Goal Area: School Climate

Performance Goal: ATTENDANCE

The attendance rate for students will be at least 96% each year.

Interim Performance Goal: The annual benchmark percentage will be met.

Data Source: Annual attendance rate for students on the State Report Card

Interim Goals and Status:

| DISTRICT | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------------------------|------------------|------|------|------|------|------|
| Students GOAL: | | 96.0 | 96.0 | 96.0 | 96.0 | 96.0 |
| ACTUAL: | 95.7 | | | | | |

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|----------|--------------------------------|----------------|----------------|---|
| <p>4-4.2: Work with schools that have low student attendance rates to help determine root causes and possible incentive programs to help improve attendance.</p> <ul style="list-style-type: none"> • Maintain a truancy intervention program at each school to improve student attendance | 2017-18 | Student Affairs: Attendance | | | Program in place at all schools to impact student attendanced |

Horry County Schools Strategic Plan

Performance Goal Area: School Climate

Performance Goal: PERCEPTUAL SURVEY

The satisfaction level among parents, students, and teachers about the Learning Environment, Social and Physical Environment, and Home-School Relations will increase each year.

Interim Performance Goal: The annual benchmark percentage will be met.

Data Sources: Spring State Survey of Parents, Teachers and Students; percentage who express “agree” or “strongly agree” satisfaction with the statements related to the three broad survey areas.

Interim Goals and Status

| | 2016 Baseline | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------------------------|------------------|-----------|-----------|-----------|-----------|-----------|
| LEARNING ENVIRONMENT | | | | | | |
| <i>Parents GOAL :</i> | | <i>91</i> | <i>92</i> | <i>93</i> | <i>94</i> | <i>95</i> |
| Parents ACTUAL: | 89.9 | | | | | |
| <i>Students GOAL:</i> | | <i>83</i> | <i>84</i> | <i>85</i> | <i>86</i> | <i>87</i> |
| Students ACTUAL: | 82.1 | | | | | |
| <i>Teachers GOAL:</i> | | <i>92</i> | <i>93</i> | <i>94</i> | <i>95</i> | <i>96</i> |
| Teachers ACTUAL: | 91.5 | | | | | |
| SOCIAL/PHYSICAL ENVIRONMENT | | | | | | |
| <i>Parents GOAL :</i> | | <i>89</i> | <i>90</i> | <i>91</i> | <i>92</i> | <i>93</i> |
| Parents ACTUAL: | 88.1 | | | | | |
| <i>Students GOAL:</i> | | <i>83</i> | <i>84</i> | <i>85</i> | <i>86</i> | <i>87</i> |
| Students ACTUAL: | 82.3 | | | | | |
| <i>Teachers GOAL:</i> | | <i>94</i> | <i>95</i> | <i>96</i> | <i>97</i> | <i>98</i> |
| Teachers ACTUAL: | 93.0 | | | | | |
| HOME-SCHOOL RELATIONS | | | | | | |
| <i>Parents GOAL :</i> | | <i>76</i> | <i>77</i> | <i>78</i> | <i>79</i> | <i>80</i> |
| Parents ACTUAL: | 75.2 | | | | | |
| <i>Students GOAL:</i> | | <i>87</i> | <i>88</i> | <i>89</i> | <i>90</i> | <i>91</i> |
| Students ACTUAL: | 85.6 | | | | | |
| <i>Teachers GOAL:</i> | | <i>88</i> | <i>89</i> | <i>90</i> | <i>91</i> | <i>92</i> |
| Teachers ACTUAL: | 87.5 | | | | | |

Horry County Schools Strategic Plan

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|-----------------|--------------------|-----------------------|-----------------------|--|
| <p>4.4-3: Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students and parents.</p> <ul style="list-style-type: none"> • Identify school problem areas on the annual State survey of teachers, parents, and students. • Work with administrative teams of schools to develop strategies to improve the perception of stakeholders based on the analysis of survey data at each school. • Ensure that the participation rate is kept at the expected level to allow for valid comparisons. | 2017-18 | Accountability | | | Improved survey results on Performance Goals |

Horry County Schools Strategic Plan

Other Action Steps Not Tied Directly to Performance Goals

| Other Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|--|----------|--|----------------|----------------------|---|
| <p>4-4.4: Designate a school leadership team member in every school whose is responsible for school safety, to include:</p> <ul style="list-style-type: none"> ◆ Student management policies, regulations and procedures ◆ Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable. ◆ Alternatives to ISS, OSS and homebound ◆ Effective and efficient investigations and preparation for hearings | 2017-18 | Principals | | | Functioning team in all schools |
| <p>4-4.5: Review and make needed alterations to each school’s efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.</p> | 2017-18 | Student Services: Student Affairs; Human Resources | | | Better understanding of bullying among employees; survey result show less instances of bullying |
| <p>4-4.6: Establish health care plans and emergency action plans at each school for children with identified health care needs</p> | 2017-18 | Student Services: Health and Safety | | Medicaid funds, IDEA | Health care plans and emergency action plans implemented |
| <p>4-4.7: Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes:</p> <ul style="list-style-type: none"> ◆ Regular nutritional analyses for all school cafeteria meals ◆ Goals for nutrition education, physical activity, and other school-based activities ◆ Nutrition guidelines established for all foods sold to students during the course of the school day. | 2017-18 | Support Services: Food Services; JROTC | | General Fund | Plan implemented in all schools; annual review of well plan and nutritional guidelines |
| <p>4-4.8: Train staff on safety in the workplace</p> | 2017-18 | Human Resources | | General Fund | Compliance reports |
| <p>4-4.9: Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)</p> | 2017-18 | Student Services: | | | Protocols established and |

Horry County Schools Strategic Plan

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| | | Student Affairs; Technology | | | practiced |
| 4-4.10: Establish protocols for each nurse in the District to provide to students with allergies and their families Indicators-based practices of care <ul style="list-style-type: none"> Implement a written emergency action plan for each student with documented allergies. Develop a specific training protocol for all staff to recognize anaphylaxis | 2017-18 | Director of Health and Safety Services | | General Fund | Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program |
| 4-4.11: Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. <ul style="list-style-type: none"> Respond and take appropriate action in timely manner Monitor number of calls and follow-up needed | 2017-18 | Student Services: Student Affairs | | | Reports of action taken |
| 4-4.12: Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs | 2017-18 | Student Services | | Medicaid and General Fund | Services in place |
| 4-4.13: Provide safety and health guidelines and training to school staff and students in: <ul style="list-style-type: none"> Personal health practices School bus safety PE and playground procedures Classroom and laboratory procedures Indoor air quality | 2017-18 | Student Services: Health and Safety Services, Student Affairs | | General Fund | Reduction in safety issues; Reports by Safe Schools |
| 4-4.14: Implement protocols to record and maintain student school bus ridership data in PowerSchool and to track student attendance on individual buses via electronic device | 2017-18 | Support Services: Transportation | | General Fund | PowerSchool Data |
| 4-4.15: Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities. | 2017-18 | Student Services: Student Affairs | | | Protocols established and practiced. |

STRATEGY 5:

USING RESULTS FOR CONTINUOUS IMPROVEMENT

We will provide a comprehensive assessment system that generates a range of data about student learning and system effectiveness, and we will use results to guide continuous improvement.

Quality Indicators

1. The system establishes and maintains a clearly defined and comprehensive student assessment system.
2. Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning.
3. Throughout the system professional and support staff are trained in the interpretation of data.
4. The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.
5. System and school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders.

| Action Steps | Timeline | Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|------------------|----------------------|----------------|----------------|---|
| <p>5.1: Develop School and District Plan, Do, Study, Act (PDSA) continuous improvement model plans for student learning</p> <ul style="list-style-type: none"> • Provide professional development on the PDSA cycle and the appropriate use of data each level to evaluate continuous improvement • Assist schools in developing PDSA plans through comparison and trend data targeting 3-4 goals as a priority • Assist schools in the development of school-based professional development aligned with the goals • Digitize school PDSA plans and make available to district administrators • Link the teacher evaluation process to PDSAs • Monitor and provide support for implementation • Monitor the electronic weekly reports from specialists • Utilize Next Steps Plans for identifying tasks after visits from specialists | 2017- Ongoing | Learning Services | | | Schools PDSA plans for student learning |

Horry County Schools Strategic Plan

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| <ul style="list-style-type: none"> • Provide stakeholders opportunities in the PDSA development process | | | | | |
| 5.2: Review data analysis tools provided through the SC Department of Education, NWEA, and other assessment venues and determine ways to make those tools and reports a part of ensuring continuous improvement of district programs and initiatives | 2017-18 | Assessment; Technology | | State grant | Successful implementation of data analysis tools |
| 5.3: Provide resources to district and school staff (instructional and non-instructional) on analyzing and utilizing student performance data; align training with data team processes | 2017-18 | Learning Services; Accountability | | General Fund | Staff proficiency in data appropriate to their level |
| 5.4: Design common district practices to evaluate the operational effectiveness of continuous improvement processes and the impact and effectiveness of various instructional and non-instructional program initiatives. <ul style="list-style-type: none"> • Identify programs and practices for program evaluation • Determine the most effective means of program evaluation, considering in-house expertise and available consultant services | 2017-18 | Accountability ; Learning Services | | General Fund | Program evaluation documents showing effectiveness |
| 5.5: Use comparison and trend data from comparable schools and school systems to help evaluate student performance and system effectiveness. | 2017-18 | Accountability | | | System and school rankings improve |
| 5.6: Ensure that the district and all schools have teams to continuously review student performance data, make decisions to improve teaching and learning, and evaluate program effectiveness for instructional and non-instructional areas <ul style="list-style-type: none"> • Review and revise protocols and guiding documents for school and district data teams, as well as work with district priority schools and Title I Focus Schools | 2017-18 | Learning Services; Accountability | | | PDSA reviews, protocol documents |
| 5.7: Refine implementation of district and school-level data teams for continuous improvement <ul style="list-style-type: none"> • Ensure active implementation of a district data team • Ensure active implementation of school data teams • Provide professional development on data analysis tools • Identify priority schools and high-achieving schools • Align PDSA goals with District Performance Goals | 2017-18 | Learning Services & Accountability | | | Functioning team in all schools |
| 5.8: Use student achievement data to plan instructional programs, refine curriculum, and align resources at district and school levels. <ul style="list-style-type: none"> • Use student achievement data to adjust instructional groups as well as curriculum, instruction, and assessment in all content areas • Establish protocols for data walls to be implemented in schools for the | 2017-18 | Learning Services | | Local funds and Lottery funds | Improved state assessment and MAP scores |

Horry County Schools Strategic Plan

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| <p>purpose of monitoring student data and making data-driven instructional decisions</p> <ul style="list-style-type: none"> Continue to provide professional development to instructional leadership and schools on differentiation | | | | | |
| <p>5.9: Monitor annual growth (Fall to Spring and Spring to Spring) during the school year as measured by assessments (including MAP and DIBELS)</p> <ul style="list-style-type: none"> Identify students who need assistance prior to state assessment administrations based on progress monitoring data Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions Continue to provide professional development to instructional leadership and schools on differentiation | 2017-18 | Accountability ; Learning Services | | | State assessment scores improved, higher percentage of students meeting growth goals |
| <p>5.10: Develop user-friendly online student achievement data reports for use by teachers and administrators</p> | 2017-18 | Accountability : Assessment and Technology | | | |
| <p>5.11: Administer state and district assessments in grades PK-2 to progress monitor early literacy</p> | 2017-18 | Accountability : Assessment; Learning Services | | Local funds | Improved primary literacy performance |
| <p>5.12: Review the District’s performance measures annually to ensure that all relevant state and federal accountability indicators and Board priorities are included</p> | 2017-18 | Accountability | | General Fund | Annual Performance Goals |
| <p>5.13: Refine the use of formative and summative assessments</p> <ul style="list-style-type: none"> Conduct information sessions designed for specific stakeholder groups Develop implementation plan for assessments that accompany the SC College and Career-Ready Standards Provide professional development for staff on benchmarks, common assessments, grading practices Ensure the infrastructure is in place for electronic assessment | 2017-18 | Learning Services; Accountability Assessment | | | Implementation of assessments that accompany the SC College and Career-Ready Standards |
| <p>5.14: Provide continuous professional development on the implementation of SC College and Career-Ready Standards and related assessments</p> | 2017-18 | Accountability : Assessment; Learning Services | | General Fund | Successful testing program in place with staff trained |

Horry County Schools Strategic Plan

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| 5.15: Administer MAP SC Standards version to support implementation of SC College and Career-Ready Standards | 2017-18 | Accountability : Assessment; | | General Fund; State Formative Assessment Funds | Successful testing program in place with staff trained |
| 5.16: Identify world class skills and life and career characteristics as identified on the Profile of the SC Graduate (discipline, attendance, critical thinking, self-direction, etc.) that could become part of district performance measures | 2017-18 | Accountability : Assessment; Learning Services | | | Skills and characteristics identified with possible measures |

Horry County Schools Strategic Plan

ATTACHMENT 1

**Horry County Schools
Read to Succeed District Literacy Plan**

2017-18 School Year

Horry County Schools Strategic Plan