

**Technology Plan
for
7/1/2014 through 6/30/17
Horry County Schools
Conway, SC
www.horrycountyschools.net**

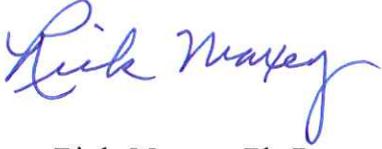


Rick Maxey, Ph.D.
Acting Superintendent

Charles C. Hucks, Jr.
Executive Director of Technology

This plan has been reviewed and submitted on behalf of
Horry County Schools

Respectfully submitted this day, 27 Apr 2015.



Rick Maxey, Ph.D.
Acting Superintendent



Charles C. Hucks, Jr.
Executive Director of Technology

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Date

This certification expires _____

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Attachments

- A. Horry County Schools Strategic Plan 2011-16, 2014 Update
- B. Horry County Schools Professional Development Plan
- C. Horry County Schools Acceptable Use Policy

District Profile

Horry County Schools is a county-wide unified school district serving all students of Horry County, the largest land-mass county east of the Mississippi River and by student population the third largest school district in South Carolina.

Horry County Statistics (2010)

- 1134 square miles (land)
- 269,291 total population
 - 20% under 18
 - 17% 65 or over
 - Median age of 38.3
 - Of residents 25 or over
 - 86% graduated from high school
 - 21% obtained a bachelor's degree
- 185,992 households
- Median income of \$41,463
- Per capita income \$24,790

Horry County Schools Statistics (2013-2014)

- 40,256 students (PK-12)
- 5,218 full-time team members
 - 2,732 teachers
 - 76% earned advanced degrees
- 55 schools/programs
 - 27 primary/elementary
 - 11 middle
 - 10 high
 - 3 academies/programs
 - 3 charters
 - 1 alternative
- 65% free and reduced lunch

District Needs Assessment

HCS has always been supportive of technology and has several significant initiatives that have been in place for some time. A brief description of some key recent initiatives, activities and tools used follows and shows an evolutionary trend in the deployment of technology from an instructional aide to a personal learning tool.

- Laptop-Teacher Initiative (LTI) provides a laptop and classroom projector to all teachers in the District. Initially a voluntary program, this infusion of technology was the first significant use of personalized devices for teaching and learning.
- Classroom Interactive Devices, primarily interactive whiteboards, provide a means for teachers to demonstrate the use of technology and the ability to engage students for demonstration, learning and increased engagement. As of the 2013-14 school year all elementary classrooms, roughly 35 percent of middle school classrooms, and 20 percent of high school classrooms are equipped with interactive white boards or some other classroom interactive device.
- All-day personalized student devices (laptops) have been provided to small groups within the District for the 2011-12 and 2012-13 school years. These pioneers allowed the development of new policies and procedures, instructional methods, and enhancement of infrastructure on a manageable scale.
- District-wide, ubiquitous WiFi implementation was completed during the 2011-12 school year. This capability allows the use of technology throughout District facilities, including Guest access for school visitor and community users.
- Horry County Virtual School serves students through the offering online high school credit courses, providing content, courses and flexibility not otherwise available with approximately 2,000 course enrollments for initial credit and 1,500 course enrollments for credit recovery. Students are served through brick and mortar and online offerings, offering the best of both worlds.

- All schools are connected to central District technology resources and the public Internet through state-provided metro Ethernet services. This connectivity allows access of District and public resources regardless of location. As more and more student devices are added to the District infrastructure, sufficient and reliable Internet and in-District bandwidth will be one of the most critical factors of success.
- District voice communications are provided through a mixture of various TDM-based key systems and PBXs and IP-based PBXs. Most are not networked and function as stand-alone systems, many of which have been in service for well over ten years. Replacement of aging systems and/or migration to a hosted/cloud-based system will be necessary in the coming years to ensure continued efficient and reliable voice communications. With the phase out of eRate funding for voice services, voice systems must become more efficient and effective to remain at current locally funded levels.

In order to continue to infuse the teaching, learning and operations of HCS with technology to increase efficiencies and effectiveness these commitments to technology must be sustainable. HCS needs to provide the most effective, efficient and aligned instructional technology environment possible to support our overall vision to be a premier, world-class schools system in which every student acquires an excellent education.

In support of this need, in June 2013 the HCS Board of Education approved the implementation of a Personalized Digital Learning (PDL) program for all students in grades 3-12. The deployment of this initiative began in October 2013 with Phase I and continues through the fall of 2017.

- Phase I
 - Grades 6-8
 - October 2013 (teachers)
 - January 2014 (students)
 - Apple iPad 4
- Phase II
 - Grades 9-12
 - May 2014 (teachers)
 - September 2014 (students)
 - Dell Venue 11 Pro with battery keyboard
- Phase IIIA
 - Grade 5

- May 2015 (teachers)
- October 2015 (students)
- Apple iPad Air
- Phase IIIA
 - Grades 3-4
 - May 2016 (teachers)
 - September 2017 (students)
 - Device to be determined, likely Apple iPad Air/Air 2

The HCS PDL initiative is not simply about the implementation of technology to support teaching and learning as usual, a new instructional model will be deployed in tandem with the individual device deployment. HCS will implement a blended learning model which enables teachers and students levels of personalized, self-paced learning not previously possible prior to individual device distribution or instructional delivery changes.

The addition of over 34,000 personalized devices and supporting applications and content to the technology environment will drastically increase the infrastructure required to provide and sustain the appropriate level of service and support for instruction. Additionally, as more of the instructional and learning process moves to digital devices the requirement for these devices and the supporting infrastructure to be more highly available increases significantly.

To support the deployment and sustainability of these personalized learning devices and the additional operational and instructional technology within HCS **the following needs must be fulfilled** for success.

- Highly-available wired/wireless in-facility infrastructure to support ubiquitous, any time use of technology.
- Properly managed and monitored infrastructure and bandwidth between facilities for access to shared resources and collaboration.
- Properly managed and monitored infrastructure and bandwidth to the public Internet for worldwide collaboration and access to online content, applications, assessments and storage.
- Continuous opportunities for professional development in new instructional models and procedures, technology tools, trends, and education and career readiness.
- Current, appropriate and engaging digital content and resources for teachers and students that provide the ability for collaboration and

community learning as well as individual, self-paced mastery and advancement.

- Adequate, sustained funding sources to provide scheduled refresh of personalized devices, updated infrastructure (transport and processor/storage), relevant content, support staff and resources, and continuous, ongoing professional development.
- New phone systems and supporting endpoint devices are needed to replace many aged and out of date systems and to increase shared resource efficiencies. As availability of eRate funds for voice services decrease and eventually are eliminated, need to consolidate services and operate as efficiently as possible is increasingly critical.
- Additional full-time, school-based personnel are needed to assist with the daily administration and logistics associated with the Personalized Digital Learning initiative devices in middle and high schools. Need at elementary will be reassessed after Phase IIIa (Spring 2016).

District Vision and Mission

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 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 children.
- 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.

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.

Dimension 1: Learners and Their Environment

Goal

HCS will provide research-based curriculum and instructional methods that facilitate achievement for all students. In support, HCS will ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program (*HCS Strategic Plan 2011-16*, Teaching and Learning Area of Focus, December 2014 update).

Current Technology

HCS emphasizes the use of technology by teachers and students to provide learning environments that are relevant, provide mastery of required 21st century skills and most importantly, allow teachers to meet and guide students individually and in a personalized manner from where they are to where they can be. Personal/classroom technology tools and global connectivity provide an engaging, rigorous individualized learning environment that is impossible to create without the proper, mindful use of technology.

Years ago one of the first major district-wide technology initiatives was the Laptops for Teachers Initiative (LTI) that provided a laptop and projector for teachers at all levels on a voluntary basis. Today all teachers have a district-provided laptop and projector/flat-screen TV for use for instruction. All elementary classrooms and many of our middle and high classrooms are equipped with interactive white boards that promote engagement, student participation and collaboration.

Students at the elementary school level have access to a variety of technology platforms from which digital content, applications and assessments may be accessed including desktops (physical and virtual), laptops, and iPads. Several content providers/systems such as Compass Learning Odyssey, Edmodo, Google Apps and Office 365 are available for student use in school and at home. Individual student device deployment (Apple iPad Air) through the Personalized Digital Learning (PDL) initiative begins with 5th grade (PDL Phase IIIa) in Fall 2015 and continues with 3rd and 4th grade (PDL Phase IIIb) in Fall 2016.

Students at the middle school level (PDL Phase I) are currently in the first full year (2014-15) of individual student device deployment (Apple iPad 4). Cloud-based content and applications, local device apps and district-developed iTunesU curriculum are used in conjunction with a student-teacher dashboard/SSO developed by Education Elements are used to provide the tools

needed to make the successful transition to a blended learning model of instruction.

Students at the high school level (PDL Phase II) are currently in the first year (2014-15) of individual student device deployment (Dell Venue 11 Pro w/battery keyboard). Edmodo, Google Apps and Google Classroom, Office 365, and other content area specific cloud based application and web based content is used to provide and support traditional and blended learning instructional environments.

As personal devices are issued to students in grades 3-12 the need for most traditional, legacy technology configurations (classroom desktops, computer labs, mobile computing device carts, printers in most classrooms, etc.) is drastically reduced over time. Special-use computing requirements not best suited for the personal device environment (CAD, advanced graphics/video production, etc.) will continue to be provided through more traditional methods such as specialty computer labs.

Objectives

- HCS will provide students with a technology-based 21st century learning environment that facilitates individualized learning through efficient communication, collaboration and high levels of student engagement.
- HCS will ensure students become proficient in the creative and productive use of all available technology tools, increasing efficiency and achievement.
- HCS will provide students with resources and tools that will allow learning to extend beyond the traditional school day and environment.
- HCS will provide a technology-based learning environment that is safe and age appropriate.

Implementation

- Implement a Personalized Digital Learning Environment for all students in grades 3-12 with all phases of first round of device distribution to be completed during 2016-17.
- Provide new instructional technology resources through the addition of Digital Integration Specialists who work equally with Technology and Academic resources to efficiently integrate technology into all appropriate aspects of instruction and learning.
- Upgrade wired, wireless, Internet and other required infrastructure to support the increase of personalized devices.

- Continuously evaluate existing and new instructional and support tools to ensure adequacy and individualized learning.
- Provide infrastructure and operational guidelines for Bring Your Own Device (BYOD) opportunities.

Funding

Funding for Dimension 1 Technology items is provided through the General Fund, Capital Fund, and special funding sources (ERate, Title I, etc.). The district Technology summary is contained in the last section of this document.

Evaluation

Efficiency and effectiveness of endeavors will be assessed using, but not limited to, the following tools/data sources.

- NWEA Measures of Academic Progress
- Surveys (Students, Teachers, Administrators, Parents, Community)
- Benchmark Testing
- Statewide Assessments
- Attendance Reporting
- Discipline Reporting
- School Improvement Plans
- Online Student Assessments
 - Content Integrated
 - Independent
- Student and Teacher Observations
- Student Projects

Dimension 2: Professional Capacity

Goal

HCS will provide the human, financial, and physical resources and services necessary to support our vision and purpose of achievement for all students (*HCS Strategic Plan 2011-16*, Resources and Support Systems Area of Focus, Teacher and Administrator Quality, December 2014 update).

Current Technology

Objectives

Implementation

Funding

Evaluation

All aspects of Horry County Schools Professional Capacity efforts are specified in the *HCS Professional Development Plan*, included herein as Attachment B to avoid duplicate documentation and satisfies the documentation, planning and implementation requirements for Dimension 2: Professional Capacity.

Dimension 3: Instructional Capacity

Goal

HCS will provide research-based curriculum and instructional methods that facilitate achievement for all students. In support, HCS will ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program (*HCS Strategic Plan 2011-16*, Teaching and Learning Area of Focus, December 2014 update).

Current Technology

HCS emphasizes the use of technology by teachers and students to provide learning environments that are relevant, provide mastery of required 21st century skills and most importantly, allow teachers to meet and guide students individually and in a personalized manner from where they are to where they can be. Personal/classroom technology tools and global connectivity provide an engaging, rigorous individualized learning environment that is impossible to create without the proper, mindful use of technology.

Years ago one of the first major district-wide technology initiatives was the Laptops for Teachers Initiative (LTI) that provided a laptop and projector for teachers at all levels on a voluntary basis. Today all teachers have a district-provided laptop and projector/flat-screen TV for use for instruction. All elementary classrooms and many of our middle and high classrooms are equipped with interactive white boards that promote engagement, student participation and collaboration.

In addition to the laptop all teachers receive through LTI, teachers in grades K-2 have iPads for use in administering various student assessments and small group instruction. Teachers in current or planned PDL device grades (3-12) were or will be issued the same device (iPad or Windows tablet) students in those grades receive to allow development of a learning environment supported and fully compatible with the student device.

Objectives

- HCS will provide teachers with the appropriate technology resources required to support an individualized, engaging, active learning environment for all students.
- HCS will provide teachers with appropriate support and service staff to maintain educational resources.

Implementation

- HCS will continue to equip all teachers with laptops and projectors and will replenish these items on a regularly scheduled basis.
- Review new technologies and update standards as necessary.

Funding

Funding for Dimension 3 Technology items is provided through the General Fund, Capital Fund, and special funding sources (ERate, Title I, etc.). The district Technology summary is contained in the last section of this document.

Evaluation

Efficiency and effectiveness of endeavors will be assessed using, but not limited to, the following tools/data sources.

following tools/data sources.

- NWEA Measures of Academic Progress
- Surveys (Students, Teachers, Administrators, Parents, Community)
- Benchmark Testing
- Statewide Assessments
- Attendance Reporting
- Discipline Reporting
- Teacher Evaluations
- School Improvement Plans
- Online Student Assessments
 - Content Integrated
 - Independent
- Student and Teacher Observations
- Student Projects

Dimension 4: Community Connections

Goal

HCS will foster effective communications and relationships with and among our stakeholders (*HCS Strategic Plan 2011-16*, Stakeholder Communication and Relationships Area of Focus, December 2014 update).

Current Technology

HCS uses technology extensively to keep all stakeholders informed and engaged with all aspects of operations. The district maintains a significant and active online presence with the district web site (www.horrycountyschools.net), Facebook (/HorryCountySchools), Twitter (@HCSInfo), YouTube (/HorryCountySchools), flickr (/horrycountyschools) and a mobile app (iOS and Android). The mass communication tool, ParentLink, is used by the district to send timely voice and digital messages to stakeholder home phones, mobile phones and computers in an efficient and manageable fashion. This tool is used to inform staff, faculty, students, families and our communities of emergency information, upcoming events, current news, awards and recognitions.

Objectives

- HCS will foster collaboration with community stakeholders to support student learning and improved achievement.
- HCS will use system-side strategies to listed to and communicate with stakeholders.
- HCS will solicit the knowledge and skills of stakeholders to enhance the work of the system.
- HCS will communicate the expectations for student learning and goals for improvement to all stakeholders.
- HCS will ensure information provided to stakeholders is meaningful and useful.

Implementation

- Conduct ongoing communications needs analyses with stakeholders.
- Implement a district marketing/communications plan for internal and external audiences.
- Enhance communication with internal and external stakeholders with electronic communication strategies.
- Provide support to schools in the development and enhancement of school business partnerships, volunteers, and family involvement programs.

- Increase awareness and encourage use among teachers and parents of online tools and resources such as PowerSchool parent portal, ParentLink, social media and web tools.
- Explore and implement additional communication techniques to ensure critical information is provided to student households with limited English language proficiency.
- Provide digital signage for all attendance areas (if currently not present).
- Continue quarterly meetings of Superintendent Advisory Cabinets.

Funding

Funding for Dimension 4 Technology items is provided through the General Fund, Capital Fund, and special funding sources (ERate, Title I, etc.). The district Technology summary is contained in the last section of this document.

Evaluation

Efficiency and effectiveness of endeavors will be assessed using, but not limited to, the following tools/data sources.

- Online surveys
- Written surveys
- Feedback from strategic groups
- Comments/feedback received online and via social media
- Online/social media view/interaction statistics
- Electronic communication (ParentLink) statistics

Dimension 5: Support Capacity

Goal

HCS will provide the human, financial, and physical resources and services necessary to support our vision and purpose of achievement for all students (*HCS Strategic Plan 2011-16*, Resources and Support Systems Area of Focus, December 2014 update).

Current Technology

HCS has seen first-hand the increases in student achievement that can occur with the introduction of thoughtful technology components into the instructional environment. The recent (2013) board approval of a Personalized Digital Learning (PDL) initiative for all students in grades 3-12 provides issue of a personal device (iPad or tablet) to every student. The addition of this quantity of devices to the computing infrastructure has required the installation of additional equipment to provide sufficient capacity, coverage and bandwidth to allow ubiquitous use of devices throughout schools.

All shared on-premise processing and storage resources are housed in the data center at the District Office (DO). The DO has a 4Gbps connection to the state-provided public Internet service and a 4 Gbps connection to the MAN that provides connectivity to all schools and district facilities. Schools connect directly to the MAN to access these shared resources via a 1 Gbps connection to the MAN in most cases, with some adjoining campuses sharing a MAN connection.

All schools have local servers for shared storage, user and device management (domain controller) and surveillance camera video archival. These servers, all local infrastructure and technology components (switches, cameras, projectors/TVs, interactive boards, etc.) are all on a scheduled refresh replacement schedule provided primarily through capital fund purchases.

Email and cloud based app services are provided to all HCS staff and students via Google Apps for Education and Microsoft Office 365. A Microsoft EES agreement allows the installation and use of any desktop OS and Office productivity suite on any district-owned computer. Inventory, patching, and service ticketing are all provided by local install Dell/KACE servers.

All Apple products are purchased directly from Apple and automatically enrolled in the Device Enrollment Program which is linked to the district mobile device management solution, a local install of AirWatch. This

configuration requires enrollment of all iPads with a valid set of user credentials before setup and use.

Support for all district technology is provided by the central technology department comprised of:

- Executive Director of Technology
- Coordinator, Digital Communications
- Coordinator, Technology Systems
- Coordinator, IT Special Projects
- Systems Administrator
- Program Specialist-Network
- Program Specialist-Technology Support
- Specialist-SIS
- Specialist-Telephony (2)
- Technician III-Technology Support (10)
- Technician III-Application Development (2)
- Technician III-Repair (2)
- Manager-Help Desk
- Technician III-Help Desk
- Clerk-Student Records
- Clerk-Purchasing and Receiving
- Clerk-Courier
- Technician I-Network-A/V (2)

Additional technology implementation and support resources reside in Learning Services:

- Executive Director of Digital Learning
- Learning Specialist-Instructional Technology
- Digital Integration Specialist (6)

Objectives

- HCS will ensure all students and teachers have access to digital instructional resources.
- HCS will ensure the voice and data infrastructure is highly available and provides sufficient bandwidth to support all independent and collaborative learning activities.
- HCS will ensure adequate technical support is available to support all devices.

- HCS will ensure adequate individual and classroom technology resources.

Implementation

- Manage and monitor bandwidth, increasing as needed and as funding allows.
- Maintain standard configurations of all equipment for use in periodic, scheduled refresh cycles. Refresh cycle will include end user devices, network and server infrastructure, management appliances and tools, and support equipment (UPSes, protection equipment, etc.).
- Upgrade access and transport infrastructure as needed to meet instructional requirements.
- Provide online registration system for new and returning students.
- Ensure high availability of online student information for parents, teachers and students.
- Develop and monitor appropriate availability, service and support metrics related to all aspects of operation and service.
- Maintain experienced and trained staff.

Funding

Funding for Dimension 5 Technology items is provided through the General Fund, Capital Fund, and special funding sources (ERate, Title I, etc.). The district Technology summary is contained in the last section of this document.

Evaluation

Efficiency and effectiveness of endeavors will be assessed using, but not limited to, the following tools/data sources.

- Customer satisfaction surveys
- System and infrastructure monitoring systems
- Observations and interviews
- Technology needs and assessment surveys
- Financial information
- Help Desk email and call data
- Service/trouble ticket statistics

Budgets

Funding for Technology Department expenditures are provided from a variety of sources. Budgets for years included in this plan are provided below.

Academic Year 2014-2015

General Fund.....	\$ 1,820,305
<i>does not include personnel costs</i>	
Capital Fund.....	\$ 9,100,000
ERate Reimbursement, Priority 1	\$ 334,740
Total.....	\$ 11,255,045

Academic Year 2015-2016

General Fund.....	\$ 2,305,450
<i>does not include personnel costs</i>	
Capital Fund.....	\$ 9,100,000
ERate Reimbursement, Priority 1	\$ 244,450
ERate Reimbursement, Priority 2	\$ 1,568,574
Total.....	\$13,218,474

Attachment A
Horry County Schools Strategic Plan



Horry County Schools

Strategic Plan

2011-16

2014 Update

December 2014

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 children.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

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

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.

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AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS
Teaching And Learning STUDENT ACHIEVEMENT	Documenting And Using Results	Resources and Support Systems TEACHER AND ADMINISTRATOR QUALITY SCHOOL CLIMATE	Stakeholder Communication and Relationships	Governance And Leadership
S T R A T E G I E S				
<p>We will provide research-based curriculum and instructional methods that facilitate achievement for all students.</p>	<p>We will provide a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.</p>	<p>We will provide the human, financial, and physical resources and services necessary to support our vision and purpose of achievement for all students.</p>	<p>We will foster effective communications and relationships with and among our stakeholders.</p>	<p>We will provide governance and leadership that promote student performance and school/system effectiveness.</p>

AREAS OF FOCUS
STRATEGIES/ACTION PLANS

QUALITY INDICATORS

Horry County Schools Strategic Plan

AREA OF FOCUS:

TEACHING AND LEARNING

STUDENT ACHIEVEMENT

Quality Indicators

- Develops and implements curriculum based on clearly-defined expectations for student learning
- Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- Gathers, analyzes, and uses data and research in making curricular and instructional choices
- Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- Allocates and protects instructional time to support student learning
- Provides for articulation and alignment between and among all levels of schools
- Implements interventions to help students meet expectations for student learning
- Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
- Provides comprehensive information and media services that support the curricular and instructional programs
- Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program

ACTIONS TO BE TAKEN:

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
TL-1: Implement Common Core curriculum for English language arts and math <ul style="list-style-type: none"> • Follow timelines • Review and update curriculum documents for Common Core State Standards • Develop plans for bridge year • Provide professional development for staff • Conduct information sessions for stakeholder groups • Develop instructional leaders at each school through Black Belt training from the Common Core Institute • Develop course progressions for middle school and high school mathematics 	2014-15	Special Revenue & General Funds	Learning Services	Curriculum implementation
TL-2: Develop and implement standards and curriculum guides for	2014-15	Special Revenue	Learning Services	Completed curriculum guides

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<p>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 Common Core standards Provide professional development for administrators, teachers and other district staff in standards and curriculum guides Collaborate with other districts to share strategies for implementation of Common Core State Standards 		& General Funds		
<p>TL-3: 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 Provide professional development for staff in identified programs Conduct information sessions for stakeholders to develop system-wide understanding Monitor implementation and provide support Collect data for program evaluation 	2014-15	Special Revenue (Academic Assistance & IDEA) & General Funds	Learning Services	Program evaluation data
<p>TL-4: Refine special education curricula at the high school level based on current research</p> <ul style="list-style-type: none"> Restructure special education classrooms Refine the self-contained curricula Refine the occupational credential requirements Provide professional development for teachers and administrators on learning strategies model Utilize specific look-fors to use during classroom observations Monitor implementation and provide support as needed Implement co-teaching model Research and select additional math core replacement curriculum for special education Develop model learning strategies class through a pilot program 	2014-15	Special Revenue & General Funds	Learning Services	Updated curricula & classroom observation data
<p>TL-5: Implement a curriculum (PK – 12) for students with moderate to severe intellectual disabilities.</p> <ul style="list-style-type: none"> Provide professional development for staff Provide technical resources for classrooms 	2014-15	Special Revenue	Learning Services	Completed curriculum
<p>TL-6: Revise eligibility criteria for special education.</p> <ul style="list-style-type: none"> Continue to refine protocols for students with specific learning 	2014-15	Special Revenue	Learning Services	Revised protocols, psychological services

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<p>disabilities</p> <ul style="list-style-type: none"> • Revise district evaluation procedures to be consistent with new state eligibility standards for all categories of disabilities 				manual
<p>TL-7: Support and refine International Baccalaureate (IB) programs across the District.</p> <ul style="list-style-type: none"> • Refine program advertisement, application process, and admittance process for IB Programs, including online options • Analyze student achievement results to determine the Return on Investment (ROI) • Expand foreign language to a middle school in one cluster • Provide IB professional development for elementary and middle school teachers and administrators in one cluster 	2014-15	General Funds & Special Revenue	Learning Services, Accountability Services, Instructional Support Services, Human Resources & Finance	Scholarship opportunities, post-secondary opportunities, student achievement data
<p>TL-8: Support and refine the curricular offerings at the Scholar's Academy</p> <ul style="list-style-type: none"> • Refine program advertisement, application process, and admittance process at Scholars Academy, including online options and a computerized rubric to analyze student aptitude and achievement • Analyze student achievement results to determine the Return on Investment (ROI) • Research other programs to explore programmatic changes • Explore fine arts options for students • Expand AP options • Revise scope and sequence for HCS course offerings • Review all CCU course offerings 	2014-15	General Funds & Special Revenue	Learning Services, Accountability Services, Instructional Support Services, Human Resources & Finance	Scholarship opportunities, post-secondary opportunities, student achievement data
<p>TL-9: Support and refine the curricular offerings at Early College High School</p> <ul style="list-style-type: none"> • Refine program advertisement, application process, and admittance process at Early College High School to hold to the integrity of the program • Analyze student achievement results to determine the Return on Investment (ROI) • Provide professional development to support AVID implementation 	2014-15	General Funds & Special Revenue	Learning Services, Accountability Services, Instructional Support Services, Human Resources & Finance	Scholarship opportunities, post-secondary opportunities, student achievement data
<p>TL-10: Refine the curricular offerings at the Academy for Technology and Academics (ATA) and Academy for Arts, Science and Technology (AAST).</p> <ul style="list-style-type: none"> • Monitor program offerings and adjust based on community and business input along with students' interest and needs • Add an additional career major • Refine program advertisement, application process, and 	2014-15	General Funds & Special Revenue	Learning Services, Accountability Services, Instructional Support Services, Human Resources & Finance	State certification received, secondary opportunities, student achievement data; highly qualified teacher candidates

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<p>admittance process at both ATA and AAST, including online options</p> <ul style="list-style-type: none"> Analyze student achievement results to determine the Return on Investment (ROI) Monitor National Certification programs and adjust program offerings with testing fields Administer WorkKeys testing program for CATE program completers at ATA and AAST. Phase-in high school CATE completer testing over four-year period 				
<p>TL-11: Monitor, support, and refine the Connect program</p> <ul style="list-style-type: none"> Identify flexible schedule options for at-risk students 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 the Return on Investment (ROI) for the program 	2014-15	General Funds & Special Revenue	Learning Services, Accountability Services, Instructional Support Services, Human Resources & Finance	On-time or early graduation data, student achievement data
<p>TL-12: Collaborate with Horry Georgetown Technical College to provide dual credit options for students.</p> <ul style="list-style-type: none"> Refine procedures and guidelines involving dual- credit options Provide professional development opportunities to guidance counselors on dual-enrollment options and procedures Refine and expand articulation agreements with Horry Georgetown Technical College Establish a Technical Scholars Academy in collaboration with Horry Georgetown Technical College 	2014-15		Learning Services	Dual credits earned
<p>TL-13: 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 for STEM program, including online options and a computerized rubric to analyze student aptitude and achievement Expand the STEM program to include fourth-year students for the 2014-15 school year Implement a guaranteed and viable curriculum Provide professional development opportunities to support STEM program Expand AP offerings Explore course options Partner with the SC Governor's School for Science and 	2014-15	General Funds & Special Revenue	Learning Services	Student achievement data in science and math

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Math to implement the Accelerate Program				
<p>TL-14: Offer a variety of online course options to meet the individual needs of students.</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 • Implement a full-time online virtual high school program • Monitor students' progress with online courses taken through the SC Virtual School and Horry County Virtual School (HCVS) • Explore the expansion of middle school online opportunities • Expand the use of online content in medical homebound and home-based instruction as appropriate • Seek NCAA approval for all HCVS courses • Offer online pre-algebra to eligible fifth-grade students 	2014-15	General Funds & Special Revenue	Learning Services	Number of students with successful performance in online courses
<p>TL-15: Initiate unique concept schools and programs around which school clusters can organize their instructional offerings</p> <ul style="list-style-type: none"> • Involve stakeholders in exploring theme/concept options • Ensure collaboration with outside agencies and institutions • Decide delivery model for cluster concept • Provide professional development for instructional delivery • Ensure collaboration among all schools in the cluster for continuous, consistent implementation • Ensure ongoing communication with and involvement of home and community stakeholders • Monitor implementation and integration of theme/concept with all instructional and subject areas 	2014-15	General Funds & Special Revenue	Learning Services	Schools and programs successfully operating around theme/concept; survey data
<p>TL-16: Develop and 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 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 four or five parent-student transitional meetings strategically located throughout the district to explore secondary options 	2014-Ongoing	General Fund	Learning Services	Secondary program guide
<p>TL-17: 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 • Provide professional development for integrating lessons of 	2014-Ongoing	General Funds	Learning Services and Instructional Support Services	Principals' job accountabilities, guidance calendars and plans, staff development agenda,

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<p>character into classroom instruction in all subject areas</p> <ul style="list-style-type: none"> • Monitor school-level implementation of character education initiatives • Promote and initiate character-related community partnerships • Provide ongoing support for the Covey Leadership model in Myrtle Beach cluster schools • Provide ongoing support for schools partnering with Qualia in the Conway cluster • 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 				School Report Cards
<p>TL-18: 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 teachers to meet the growing numbers and demands of our English Language Learners • Provide ongoing professional development to ESOL teachers in the areas of the recently adopted WIDA standards and accompanying assessments • Provide ongoing professional development to mainstream teachers • Conduct school/district program evaluations of the LEP program 	2014-15	General Fund Special Revenue	Instructional Support Services	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, individual school program evaluations and district evaluations
<p>TL-19: Develop a comprehensive plan for foreign language</p> <ul style="list-style-type: none"> • Research best practices in foreign language • Explore options for elementary, middle, and high school foreign language expansion 	2014-15	General Fund	Learning Services	Expanded foreign language options
<p>TL-20: 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 • Implement Mentoring Mathematical Minds in grades 3-5 	2014- Ongoing	General & Special Revenue Funds	Learning Services,	Updated gifted curriculum implemented

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<ul style="list-style-type: none"> • Continue to refine policies and procedures for grade advancement • Continue to develop and refine curricula to meet the expectations of Common Core State 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 				
<p>TL-21: Refine and calibrate classroom expectations across the system with an emphasis on student engagement and levels of questioning</p> <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 • Conduct classroom walk-throughs using classroom walk-through (CWT) tools • Monitor, analyze, and utilize CWT reports for trends • Plan additional professional development based on CWT results • Collaborate with consultants to assist targeted priority schools • Integrate CWT tools to align with Common Core State Standards instructional expectations • Create and implement use of CWT tools specific to special education classrooms • Collaborate with Center for College and Career Readiness to provide professional development for principals, instructional coaches, and teachers on Webb's DOK (Depth of Knowledge) 	2014-15	Special Revenue (Academic Assistance) & General Funds	Learning Services	CWT data & Principal Conferences
<p>TL-22: Increase student achievement in science and social studies.</p> <ul style="list-style-type: none"> • Use data from state and district assessments for science and social studies to adjust curriculum, instruction, and assessment in grades 3-8 • Utilize and adhere to State support documents • Implement curriculum maps for grades 3-12 science and social studies. • Implement instructional models for science and social studies. • Provide professional development for teachers and monitor use 	2014-15	Special Revenue (Academic Assistance) & General Funds	Learning Services	Improved state assessment scores

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<p>of science kits in grades K-8</p> <ul style="list-style-type: none"> • Monitor instruction in US History according to HCS curriculum map and make adjustments after reviewing baseline data. • Administer and monitor results of benchmark assessments for science and social studies in grade 3-12 • Integrate performance tasks that require reading and writing within content areas • Revise the amount of time allocated for instruction in grades four and five in science and social studies 				
<p>TL-23: Take appropriate steps to increase the on-time graduation rate.</p> <ul style="list-style-type: none"> • Analyze and monitor student achievement and attendance to determine and deliver intervention strategies • Provide curricular resources in direct response to intervention data • Monitor intervention data • Refine the District's credit-recovery program • Refine and expand choices for students needing a nontraditional setting • Conduct 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 EXPLORE, PLAN, ACT, and MAP • Refine documentation processes to track students from grade 9-12 using technology applications • Refine choice programs and offerings to meet students' needs • Utilize the PDSA process to focus on increasing the number of on-time graduates. • Implement district targeted assistance plans to monitor progress of priority schools 	2014-Ongoing	Special Revenue and (Academic Assistance) General Funds	Learning Services, Instructional Support Services & Accountability Services	Improved graduation rate
<p>TL-24: Improve the effectiveness of guidance counseling programs.</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 quarterly staff development sessions with counselors by grade level. • Encourage counselor participation within specialty, regional, and state sponsored counselor meetings. • Conduct district specialty training sessions for counselors within 	2014-15	General Fund	Learning Services and Instructional Support Services	Survey results; feedback on staff development; completed information guides; website

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<p>specific needs areas.</p> <ul style="list-style-type: none"> • Monitor effective guidance strategies through visitation of district guidance programs. • Refine an online HCS Student Information Guide to be available to parents and students grades 8-12. • Improve communication between guidance counselors and administrators to ensure an effective program, including electronic communication tools • Explore options for developing a mentoring program for new counselors 				
<p>TL-25: 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. 	2014-15	General Fund, Grants, and Foundation Funds	Learning Services and Instructional Support Services	Superintendent's Service Learning Award, Student Recognitions
<p>TL-26: 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 for all children with needs • 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 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 to all schools • 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 • Provide curricular resources to address appropriate social skills 	2014-15	General Fund & Special Revenue (Academic Assistance)	Learning Services, Instructional Support Services, Accountability Services, Human Resources, Support Services,	Improved academic performance for minority students with diminishing achievement gap

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<ul style="list-style-type: none"> Implement targeted-assistance plans to monitor practices and results related to achievement gap subgroups in priority schools 				
<p>TL-27: 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 (including posters) 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 status in Power Schools and to the State Department. Provide students the opportunity through CATE Student Organizations to participate in skills training competitive activities affording the opportunity to put learning into action 	2014-15	CATE Funds	Instructional Support Services	Completed secondary program Guide, eIGP, curriculum mapping guide, placement rate for graduates, participation rates in CATE opportunities
<p>TL-28: Partner with Horry Georgetown Technical College and Coastal Carolina University through periodic meetings with a focus on articulation regarding opportunities for collaboration.</p>	2014-ongoing		Learning Services	Aligned programs for students
<p>TL-29: Promote collaboration among all school levels to ensure a seamless transition for students</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 institutions. 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 	2014-Ongoing		Learning Services-	School transition plans, individualized education plans
<p>TL-30: Align the District professional development plan with the system's goals and objectives:</p> <ul style="list-style-type: none"> Collect and utilize data for projecting needs Collect and utilize data for evaluating effectiveness 	2014-15	General & Special Revenue Funds	Learning Services, Accountability & Human Resources	Evaluations used to determine impact on system effectiveness

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<ul style="list-style-type: none"> Utilize an electronic management system for scheduling and posting professional development offerings Provide professional development for support staff that includes customer service, technology, and other identified opportunities 				
<p>TL-31: 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 learning specialists to work at the school level to facilitate the intentional use of technology and digital content in teaching and learning Adopt the National Education Technology Standards for students, teachers, and administrators Support implementation of the Common Core 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 and access to telecommunications, sensory aids and other devices 	2014-15	General Fund, Erate funds, E2T2 technology funds	Learning Services; Accountability; Technology;	Updated plan implemented; improved teacher proficiency
<p>TL-32: 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:</p> <ul style="list-style-type: none"> Implement personalized learning program with laptop/device for all students in grades 3-12 to be completed over a three-year phase-in period (middle school in Spring 2014, high school in Fall 2014, and elementary school in Fall 2015), utilizing the most effective devices to meet the educational needs of students in the classroom 		General Fund, Erate funds, E2T2 technology funds	Accountability; Technology; Learning Services	Updated plan implemented; refreshed inventory; survey results on technology; improved teacher proficiency

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<ul style="list-style-type: none"> • Continue the laptop computer initiative for classroom teachers to encourage interactive technology in daily teaching and learning; maintain 4-year refresh cycle • Establish a refresh cycle for all technology hardware and equipment to include: printers, servers, security cameras, wireless access points, desktop and laptop computers, projectors, and network infrastructure • Begin phase-out of stand-alone desktop computer stations as the personalized learning laptop program for students is being phased in; convert labs and office computers to thin client solution as refresh becomes necessary • Identify the hardware and software required to provide that best instruction; • Develop a relevant technology training program for all teachers who deliver that content area/standard • Revise HCS Teacher Technology Assessment and require all teachers to exhibit proficiency in accordance with State and Federal laws. • 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. • Complete wireless overlays in all schools to have all wireless schools 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 				
<p>TL-33: Provide technical assistance to ensure compliance of IDEA through:</p> <ul style="list-style-type: none"> • Offering on-going professional development for administrators and teachers in the areas of processes and procedures • Continue to implement preschool curriculum specifically designed for students with disabilities • Implement recommendations from the independent evaluation 	2014-15	Special Revenue	Learning Services	Professional development survey, evaluation reports, data summary sheet

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regarding services for students with emotional disabilities and autism				
• Provide data summary report to assist in master scheduling				

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AREA OF FOCUS:

DOCUMENTING AND USING RESULTS

Quality Indicators

- Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
- Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
- Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
- Communicates the results of student performance and school effectiveness to all stakeholders
- Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
- Demonstrates verifiable growth in student performance
- Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
<p>DR-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 • Assist schools in developing PDSA plans targeting 3-4 goals as a priority • Assist schools in the development of school-based professional development aligned with the goals • Load PDSA data on the iPads • Link the Goals Based Evaluation process to PDSAs • Monitor and provide support for implementation • Monitor the electronic weekly reports for learning specialists • Develop and implement an electronic weekly report for program specialists • Utilize Next Steps Plans for identifying tasks after visits from Learning Specialists 	2014-Ongoing		Learning Services	Schools PDSA plans for student learning
<p>DR-2: Review data analysis tools provided through SC Department of Education (SDE) longitudinal data system (SLICE)</p>	2014-15	State grant	Assessment; Technology	Successful implementation of data analysis tools

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DR-3: Provide training to district and school staff on utilizing statewide longitudinal data system program; align training with data team processes	2014-15	General Fund	Learning Services; Accountability	Staff proficiency in data appropriate to their level
DR-4: Design common district practices to evaluate the operational effectiveness of continuous improvement processes and the impact and effectiveness of various 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 (i.e., Hanover Research) 	2014-15	General Fund	Accountability; Learning Services	Program evaluation documents showing effectiveness
DR-5: Use comparison and trend data from comparable schools and school systems to help evaluate student performance and system effectiveness.	2014-15		Accountability	System and school rankings improve
DR-6: Ensure that the district and all schools have teams to continuously review student performance data and make decisions to improve teaching and learning. <ul style="list-style-type: none"> Develop 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 	2014-15		Learning Services; Accountability	PDSA reviews, protocol documents
DR-7: Refine implementation of District and school level data teams <ul style="list-style-type: none"> Ensure implementation of a District data team Ensure implementation of school data teams Provide professional development on Enrich/SLICE Identify priority schools and high achieving schools Merge the RtI process with the school-level data team work Align SMART goals with District Performance Goals Utilize Aimsweb to progress monitor and set target goals for students with disabilities 	2014-15		Learning Services & Accountability	Functioning team in all schools
DR-8: Use student achievement data to plan instructional programs, refine curriculum, and align resources at the district and school levels. <ul style="list-style-type: none"> Use student achievement data to adjust instructional groups. Use State assessment data, Benchmark data, MAP, and program and digital content data to adjust curriculum, instruction, and assessment in English language arts, math, science and social studies 	2014-15	Local funds and Lottery funds	Learning Services	Improved PASS and MAP scores; AYP met
DR-9: Monitor annual growth (Fall to Spring and Spring to Spring) during the school year as measured by assessments (including MAP and DIBELS) <ul style="list-style-type: none"> Identify students who need assistance prior to PASS and HSAP test administrations based on progress monitoring data 	2014-15		Accountability; Learning Services	State assessment and AYP performance improved, higher percentage of students meeting growth goals
DR-10: Develop user-friendly online student achievement data reports for use by teachers and administrators	2014-15		Accountability; Assessment and Technology	

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DR-11: Administer DIBELS testing in grades K-2 and CIRCLE in child development as part of the district's assessment program and make other revisions to the primary grade literacy measures as needed	2014-15	Local funds	Accountability: Assessment; Learning Services	Improved primary literacy performance
DR-12: Review the District's performance measures annually to ensure that all relevant state and federal accountability indicators and Board priorities are included	2014-15	General Fund	Accountability	Annual Performance Goals
DR-13: Refine the Use of Formative and Summative Assessments <ul style="list-style-type: none"> • Conduct information sessions for stakeholder groups • Develop implementation plan for assessments that accompany the Common Core State Standards • Provide professional development for staff on Common Core State Standards, benchmarks, common assessments, grading practices • Ensure the infrastructure is in place for electronic assessment 	2014-15		Learning Services	Implementation of assessments that accompany the Common Core
DR-14: Pilot/field test the new State assessment according to State testing guidelines; and assist with training school and District staff on the transition to Common Core State Standards as it relates to assessment	2014-15	General Fund	Accountability: Assessment; Learning Services	Successful testing program in place with staff trained
DR-15: Continue the transition to Common Core by administering MAP Common Core	2014-15	General Fund; State Formative Assessment Funds	Accountability: Assessment;	Successful testing program in place with staff trained

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AREA OF FOCUS:

HUMAN, FINANCIAL AND PHYSICAL RESOURCES AND SUPPORT SYSTEMS

TEACHER/ADMINISTRATOR QUALITY SCHOOL CLIMATE

Quality Indicators

- Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities
- Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
- Ensures that all staff participate in a continuous program of professional development
- Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school
- Budgets sufficient resources to support its educational programs and to implement its plans for improvement
- Monitors all financial transactions through a recognized, regularly audited accounting system
- Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
- Possesses a written security and crisis management plan with appropriate training for stakeholders
- Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
- Provides appropriate support for students with special needs

HUMAN RESOURCES / Teacher and Administrator Quality

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
HR-1: 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. 	2014-15	General Fund	Human Resources	All employee evaluated annually
HR-2: Implement new web-based applicant tracking program to broadly recruit qualified employees.	2014-15	General Fund	Human Resources	AppliTrack software program successfully

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<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. 				implemented
HR-3: Develop a comprehensive training manual for all hiring managers, and provide training to all district hiring managers.	2014-15	General Fund	Human Resources	Training manual developed
HR-4: 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 	2014-15	General Fund	Human Resources	Continual assessment and improvement of customer service to all stakeholders
HR-5: 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. 	Annually by January	Local and federal (Title II) funds	Human Resources	High caliber recruitment with diverse representation in all areas
HR-6: Implement plan to increase the number of teachers with advanced degrees, including: <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 	2014-15	Local and federal (Title I) funds	Learning Services; Human Resources	Percentage of teachers with advanced degrees continue to increase
HR-7: Review and revise HCS evaluation system for professional and classified employees.	2014-15	General Fund	Human Resources; Learning Services	Revisions completed
HR-8: Study the effectiveness of the current teacher mentoring program and redesign as appropriate	2014-15	General Fund	Human Resources	Mentoring program refined
HR-9: Use student achievement data to design and evaluate the effectiveness of professional development programs.	2014-15	K-5 Enhancement funds (MAP), local & federal (Title II) funds	Learning Services	Program effectiveness model in place
HR-10: Implement a system to monitor implementation of professional development programs at the school and classroom level.	2014-15	General Fund	Learning Services	Feedback from participants show improved benefits and satisfaction levels
HR-11: 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 	2014-15	K-5 Enhancement funds, state and federal Title II funds	Learning Services, Human Resources	Published plan for district and all schools

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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.				
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FINANCIAL RESOURCES

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
FR-1: Conduct a feasibility study weighing the upgrade of current PeopleSoft system versus new technologies to determine which approach would better meet the needs of the District	2012-13	Capital Funds	Fiscal Services	Results of study utilized to meet needs of District
FR-2: Align budget request and approval process with strategies to improve student performance	2014-15	All Funds	Fiscal Services: Budget	Continuous improvement model
FR-3: Continue to align budget requests and the approval process with strategies designed to improve student performance	2014-15	All Funds	Fiscal Services	Effective budget process
FR-4: Utilize modified zero-based budgeting process	2014-15	All Funds	Fiscal Services	Process implemented
FR-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	2014-15	General Fund	Fiscal Services	Improved financial reports and quarterly financial reports

PHYSICAL RESOURCES

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
PR-1: Implement system to ensure there are no unwanted or unidentified visitors on any campus. Install new school check-in system for schools' front entrances.	2014-15	General Fund	Support Services: Student Affairs	School safety reports and security drills
PR-2: Install state-of-the-art monitoring systems in facilities	2014-15	General Fund	Support Services: Student Affairs; Technology	Systems installed
PR-3: Review and revise as needed planning parameters for new schools and athletic facilities	2014-15		Support Services: Facilities	Approved parameters
PR-4: Conduct needs assessment ratings for each school using approved educational specifications	2014-15	General Fund	Support Services: Facilities	Completed needs assessment ratings
PR-5: Develop and maintain a 10-year plan for managing and developing	2014-15		Support Services:	Approved 10-year plan

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facilities for growth			Facilities	
PR-6: Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments	2014-15	General Fund	Support Services: Facilities	Approved adjustments as needed
PR-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	2014-15		Support Services: Facilities	Accepted model with impact predictions
PR-8: Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations	2014-15		Support Services: Facilities	Approved green designs
PR-9: Implement energy reduction systems using school energy conversation modules.	2014-15		Support Services: Facilities	Annual energy usage savings
PR-10: Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using an automated work order system	2014-15		Support Services: Facilities	Improved efficiency of work order completion
PR-11: Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns	2014-15		Support Services: Student Affairs	Hotline functional and effective
PR-12: Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include: <ul style="list-style-type: none"> ◆ Use of the facility; Emergency procedures; Cleanliness of the facility; Maintenance work orders, insurance claims and other facility needs 	2014-15		Support Services: Facilities	Functioning team in each school with central facilities support
PR-13: Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity	2014-15		District Staff and School Teams	Building capacity ratings maximized
PR-14: Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district	2014-15	Capital Funds	Technology	Completion of project
PR-15: Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	2014-15	Capital Funds	Support Services: Facilities	Completion of project
PR-16: Ensure that all facilities meet all applicable safety and security standards, as identified in safety and crisis management plans	2014-15		Support Services: Facilities and Student Affairs	All safety and security standards in compliance
PR-17: Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester.	2014-15		Support Services: Student Affairs	School reports of drill completions
PR-18: Ensure all facilities are safe, clean, and properly maintained.	2014-15		Support Services: Facilities	Establish expectations and maintain

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SUPPORT SYSTEMS / School Climate

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
SS-1: Maintain a truancy intervention program at each school to improve student attendance	2014-15		Support Services: Student Affairs	Program in place at all schools
SS-2: Designate a school leadership team member in every school whose is responsible for school safety, to include: <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 	2014-15		Support Services; Principals	Functioning team in all schools
SS-3: 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.	2014-15		Support Services: Student Affairs; Human Resources	Reduction in instances of bullying
SS-4: Establish health care plans and emergency action plans at each school for children with special health care needs	2014-15	Medicaid funds, IDEA	Instructional Support Services: Health and Safety	Plans implemented
SS-5: Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: <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. 	2014-15	General Fund	Support Services: Food Services; Instructional Support Services: Health and Safety; JROTC	Plan implemented in all schools
SS-6: Train staff on safety in the workplace	2014-15	General Fund	Human Resources	Compliance reports
SS-7: Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2014-15		Support Services: Student Affairs; Technology	Protocols established and practiced
SS-8: Establish protocols for each nurse in the District to provide to students with allergies and their families evidence-based practices of care, education, and resources to manage their allergic condition effectively. <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 	2014-15	General Fund	Director of Health and Safety Services	Individual Health Care Plan (IHP); staff training program

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<p>SS-9: 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.</p> <ul style="list-style-type: none"> • Respond and take appropriate action in timely manner • Monitor number of calls and follow-up needed 	2014-15 and ongoing		Support Services: Student Affairs	Telephone log and reports of action taken
<p>SS-10: Provide behavior intervention services to schools; train school staff in order to offer a unified curriculum</p>	2014-15	Medicaid funds	Instructional Support Services	Services in place
<p>SS-11: Provide safety and health guidelines and training to school staff and students in:</p> <ul style="list-style-type: none"> • Personal health practices • School bus safety • PE and playground procedures • Classroom and laboratory procedures • Indoor air quality 	2014-15	General Fund	Support Services: Health and Safety Services, Student Affairs	Reduction in safety issues
<p>SS-12: Implement protocols to record and maintain student school bus ridership data in PowerSchool and to track student attendance on individual buses via electronic device</p>	2014-15	General Fund	Support Services: Transportation	PowerSchool Data
<p>SS-13: Draft and implement a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.</p>	2014-15		Support Services: Student Affairs	Protocols established and practiced.

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AREA OF FOCUS:

STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS

Quality Indicators

- Fosters collaboration with community stakeholders to support student learning
- Uses system-wide strategies to listen to and communicate with stakeholders
- Solicits the knowledge and skills of stakeholders to enhance the work of the system
- Communicates the expectations for student learning and goals for improvement to all stakeholders
- Provides information that is meaningful and useful to stakeholders

ACTIONS TO BE TAKEN:

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
<p>SCR-1: Conduct ongoing 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>	2014-15	General Fund	Accountability: Communications	Completion of needs analysis and follow-up action taken as needed
<p>SCR-2: Implement a district marketing/communications plans for external and internal audiences:</p> <ul style="list-style-type: none"> • Develop strategic marketing plans for programs and initiatives • Expand awareness of achievements, progress and important educational issues in non-traditional media outlets as well as traditional news media • Promote a new district logo and slogan/branding statement • Utilize marketing tools that model the use of the logo and slogan • Provide a style guide for the appropriate use of the district logo and brand • Develop guidelines for electronic and print use of logo/brand to ensure consistency of message and design 	2014-15	General Fund	Accountability: Communications	Marketing plan developed; new branding slogan developed; guidelines published
<p>SCR-3: Expand the school system's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including increased use of social media (e.g., Facebook, Twitter, etc.)</p> <ul style="list-style-type: none"> • Provide training on the acceptable use of social media 	2014-15	General Fund	Accountability: Communications	Increased communication through social media; policies in place
<p>SCR-4: Maintain a tool kit for news media representatives to include: media protocols for visiting schools, district and school contact information,</p>	2014-15	General Fund	Accountability: Communications	Completed news media tool kit; feedback from

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district facts and program descriptions, FOIA and information gathering, and links to related resources				news media reps
SCR-5: Enhance communication with internal and external stakeholders with electronic communication strategies, including: <ul style="list-style-type: none"> • Periodic e-newsletters or other electronic methods to employees • Periodic e-newsletters or other electronic methods to external audience • 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 • “How to” 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. 	2014-15	General Fund	Accountability: Communications	Effective communications utilized; mobile app developed and functional; Board meeting online and televised
SCR-6: Provide support to schools in the development and enhancement of school business partnerships, volunteers, and parent and family involvement programs. <ul style="list-style-type: none"> • Develop guidelines and provide training for programs at the district and its schools • Provide support to schools for ongoing programs • Assist in the recognition of partners for their contributions to schools 	2014-15	General Fund	Accountability: Communications	Increased number of effective partnerships
SCR-7: Increase awareness and encourage use among teachers and parents of online tools and resources, such as PowerSchool Parent Portal, ParentLink, interactive webpages and online registration applications.	2014-15	General Fund	Accountability: Communication; Technology	Increased use of Parent Portal and district and school applications by parents and guardians
SCR-8: Provide training to schools on how to design and maintain webpages to include contact information and progress to interactive ways to share information with parents and the public	2014-15	General Fund	Accountability: Communications and Technology	Increased number of teachers with webpages
SCR-9: Improve customer service to those whom we serve: <ul style="list-style-type: none"> • Develop customer service expectations and guidelines for the district and its schools • Provide professional development training for customer service 	2014-15	General Fund	Human Resources	Improved customer service feedback through surveys and other determined methods
SCR-10: Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools.	2014-15	General Fund	Accountability: Communications	Expanded methods of communication
SCR-11: 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.	2014-15	General Fund	Accountability: Communications	Vision understood and supported by more stakeholders
SCR-12: Help identify capable persons to serve as webmasters for all	2014-15	General Fund	Accountability:	Effective webmaster in all

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<p>departments at the district level as well as the school level</p> <ul style="list-style-type: none"> • Provide ongoing professional development for webmasters at each school and district-level departments • Implement guidelines and procedures to ensure web pages are consistent, easily accessible, user friendly, and current for all users. 			Communications and Technology	schools; high quality district and school websites
<p>SCR-13: Explore and implement additional communication techniques to ensure that critical information can be provided to parents of students who do not speak English.</p>	2014-15	General Fund	Accountability, Instructional Support Services	Successful communication techniques implemented
<p>SCR-14: 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</p>	2014-15	General Fund	Various Cabinet liaisons	Quarterly meeting schedule; improved communication and understanding

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AREA OF FOCUS:

GOVERNANCE AND LEADERSHIP

Quality Indicators

- Establishes policies and procedures that provide for the effective operation of the school
- Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school
- Ensures compliance with applicable local, state, and federal laws, standards, and regulations
- Employs a system that provides for analysis and review of student performance and school effectiveness
- Fosters a learning community
- Provides teachers and students opportunities to lead
- Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- Controls curricular and extracurricular activities that are sponsored by the school
- Responds to community expectations and stakeholder satisfaction
- Implements an evaluation system that provides for the professional growth of all personnel

ACTIONS TO BE TAKEN:

Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
GL-1: Establish a monitoring system to ensure compliance by the District and all schools with the SACS/CASI Accreditation Standards for Quality Systems	2014-15	General Fund	Accountability	Continuous improvement monitoring system operational
GL-2: Establish benchmarks indicating good management for instructional programs, facilities and overhead, foodservice, technology, and special funds based on data driven models or industry standards	2014-15		All Chief Officers	Program effectiveness model operational
GL-3: Establish acceptable turnaround times for all district-level services provided to internal and external constituents	2014-15		All Chief Officers	Quality standards applied to district services
GL-4: Implement Leadership Development Program for aspiring administrators. <ul style="list-style-type: none"> • New principal mentoring program • Assistant principal development program 	2014-15	General Fund	Learning Services; Human Resources	Pool of high-quality administrative candidates
GL-5: Review School Board governance and make any necessary changes to the current model	2014-15		Board of Education	Effective Board governance model adopted and adhered to
GL-6: Determine instructional and organizational effectiveness as a basis for improving the District by developing return-on-investment analyses on	2014-15	General Fund	All Chief Officers	Program effectiveness model determined and

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existing and new programs based upon data which correlate student achievement to financial and human capital resources, including: <ul style="list-style-type: none">• Truancy and discipline referrals• Transiency rates for students and staff formulae impacts• Intervention programs• Teacher attendance• Facility usage costs• FOIA requests				appropriate actions taken
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Horry County Schools

PERFORMANCE GOALS

2011-16

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Performance Goal: KINDERGARTEN READING

At least 97% of kindergarten students will reach benchmark in reading on the end-of-year assessment by 2016.

Measurement: Spring DIBELS Next assessment; percentage of students "on track"

Interim Goals and Status:

DISTRICT	2012	2013	2014	2015	2016
GOAL:		95.0	95.5	96.0	97.0
STATUS:	94.0	95.0	94.0		

Performance Goal: FIRST GRADE READING

At least 93% of first grade students will reach benchmark in reading on the end-of-year assessment by 2016.

Measurement: Spring DIBELS Next assessment; percentage of students "on track"

Interim Goals and Status:

DISTRICT	2012	2013	2014	2015	2016
GOAL:		88.0	89.0	90.0	93.0
STATUS:	85.0	86.0	85.0		

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Performance Goal: PASS ELA **THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENT**

At least 90% of students in grades 3-8 will score "met" or above in English Language Arts by 2016.

Measurement: PASS English Language Arts (% "met" and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i> GOAL:			<i>85.5</i>	<i>86.0</i>	<i>88.0</i>	<i>89.0</i>	<i>90.0</i>
STATUS:	83.4	84.3	84.7	87.8	83.5		
<i>Grade 4</i> GOAL:			<i>84.0</i>	<i>84.0</i>	<i>86.0</i>	<i>88.0</i>	<i>90.0</i>
STATUS:	80.0	82.0	81.8	83.5	81.2		
<i>Grade 5</i> GOAL:			<i>83.5</i>	<i>83.0</i>	<i>87.0</i>	<i>88.0</i>	<i>90.0</i>
STATUS:	82.5	81.5	80.4	85.8	86.0		
<i>Grade 6</i> GOAL:			<i>78.0</i>	<i>79.0</i>	<i>82.0</i>	<i>86.0</i>	<i>90.0</i>
STATUS:	73.9	75.2	74.7	77.0	73.2		
<i>Grade 7</i> GOAL:			<i>76.5</i>	<i>80.0</i>	<i>82.0</i>	<i>86.0</i>	<i>90.0</i>
STATUS:	71.0	72.6	75.6	76.8	70.9		
<i>Grade 8</i> GOAL:			<i>75.0</i>	<i>78.0</i>	<i>79.0</i>	<i>85.0</i>	<i>90.0</i>
STATUS:	66.3	70.9	73.1	72.9	68.5		

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Performance Goal: PASS MATH THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENT

At least 90% of students in grades 3-8 will score “met” or above in mathematics by 2016.

Measurement: PASS mathematics (% “met” and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i> GOAL:			79.5	82.5	81.0	85.5	90.0
STATUS:	76.9	76.4	79.6	76.4	77.7		
<i>Grade 4</i> GOAL:			87.5	84.0	87.5	89.0	90.0
STATUS:	82.6	86.8	81.7	86.1	82.8		
<i>Grade 5</i> GOAL:			83.0	84.0	84.0	87.0	90.0
STATUS:	77.9	80.8	81.0	81.0	84.1		
<i>Grade 6</i> GOAL:			82.0	82.5	82.5	86.5	90.0
STATUS:	75.5	79.4	79.8	78.6	73.7		
<i>Grade 7</i> GOAL:			78.0	81.0	80.0	85.0	90.0
STATUS:	70.1	74.5	76.7	74.2	73.8		
<i>Grade 8</i> GOAL:			77.5	81.0	81.0	86.0	90.0
STATUS:	67.8	73.5	75.7	75.4	70.9		

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Performance Goal: PASS SCIENCE

At least 90% of students in grades 3-8 will score "met" or above in Science by 2016.

Measurement: PASS Science (% "met" and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i> GOAL:			<i>72.0</i>	<i>75.0</i>	<i>80.0</i>	<i>80.0</i>	<i>90.0</i>
STATUS:	61.6	67.2	70.6	74.6	69.8		
<i>Grade 4</i> GOAL:			<i>81.5</i>	<i>81.0</i>	<i>84.0</i>	<i>82.0</i>	<i>90.0</i>
STATUS:	74.7	79.1	78.3	80.4	74.3		
<i>Grade 5</i> GOAL:			<i>75.0</i>	<i>78.0</i>	<i>83.0</i>	<i>82.0</i>	<i>90.0</i>
STATUS:	69.7	71.0	74.1	79.2	74.3		
<i>Grade 6</i> GOAL:			<i>74.0</i>	<i>77.0</i>	<i>78.0</i>	<i>81.0</i>	<i>90.0</i>
STATUS:	63.8	70.0	71.7	72.5	71.5		
<i>Grade 7</i> GOAL:			<i>79.0</i>	<i>84.0</i>	<i>84.0</i>	<i>84.0</i>	<i>90.0</i>
STATUS:	77.2	76.0	81.7	79.9	78.0		
<i>Grade 8</i> GOAL:			<i>78.0</i>	<i>82.5</i>	<i>83.0</i>	<i>82.0</i>	<i>90.0</i>
STATUS:	70.3	74.8	79.8	79.4	74.4		

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Performance Goal: PASS SOCIAL STUDIES

At least 90% of students in grades 3-8 will score "met" or above in Social Studies by 2016.

Measurement: PASS Social Studies (% "met" and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i> GOAL:			<i>86.0</i>	<i>83.0</i>	<i>86.0</i>	<i>85.0</i>	<i>90.0</i>
STATUS:	78.9	84.8	81.0	83.8	80.6		
<i>Grade 4</i> GOAL:			<i>86.0</i>	<i>88.0</i>	<i>89.0</i>	<i>89.0</i>	<i>90.0</i>
STATUS:	82.1	84.5	86.5	87.5	87.5		
<i>Grade 5</i> GOAL:			<i>78.5</i>	<i>80.0</i>	<i>82.0</i>	<i>84.0</i>	<i>90.0</i>
STATUS:	71.3	75.6	75.7	77.6	78.4		
<i>Grade 6</i> GOAL:			<i>81.5</i>	<i>82.5</i>	<i>84.0</i>	<i>85.5</i>	<i>90.0</i>
STATUS:	81.3	79.1	80.2	81.4	81.6		
<i>Grade 7</i> GOAL:			<i>72.5</i>	<i>77.5</i>	<i>77.0</i>	<i>80.0</i>	<i>90.0</i>
STATUS:	64.4	67.5	72.5	70.1	68.5		
<i>Grade 8</i> GOAL:			<i>76.5</i>	<i>80.0</i>	<i>82.0</i>	<i>83.5</i>	<i>90.0</i>
STATUS:	69.5	72.8	75.4	76.8	77.0		

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Performance Goal: MIDDLE SCHOOL ALGEBRA

At least 40% of the total eighth grade enrollment will pass the state end-of-course Algebra 1 test by the time they exit middle school.

Measurement: Middle school students who have passed state end-of-course Algebra I test in middle school as a percentage of the total grade 8 enrollment

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			40.0	40.0	40.0	40.0	40.0
STATUS:	36.8	39.5	38.0	36.8	42.9		

Performance Goal: EOC ALGEBRA

At least 95% of students will pass the State's Algebra end-of-course test by 2016.

Measurement: State end-of-course test for Algebra I and Math for Technologies II, percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			91.0	90.0	92.0	95.0	95.0
STATUS:	85.5	88.6	88.0	89.4	94.5		

Performance Goal: EOC ENGLISH

At least 90% of students will pass the State's English end-of-course test by 2016.

Measurement: State English I end-of-course test percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			80.0	82.5	85.5	87.0	90.0
STATUS:	80.4	77.2	79.4	83.2	84.2		

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Performance Goal: EOC BIOLOGY

At least 90% of students will pass the State's Biology end-of-course test by 2016.

Measurement: State Physical Science end-of-course test percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			79.0	82.5	87.0	87.5	90.0
STATUS:	n/a	76.0	80.1	85.3	84.5		

Performance Goal: EOC US HISTORY

At least 80% of students will pass the State's U.S. History end-of-course test by 2016.

Measurement: State Physical Science end-of-course test percent making A, B, C or D

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			64.0	70.0	75.0	77.0	80.0
STATUS:	54.8	59.2	65.7	72.8	73.6		

Performance Goal: AP/IB

At least 30% of 11th and 12th grade students will take at least one Advanced Placement or International Baccalaureate course by 2016.

Measurement: % of students in grades 11 and 12 (non-duplicated) who were enrolled in an AP or IB credit course during the most recent school year

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			22.0	24.0	26.0	25.0	30.0
STATUS:	20.9	19.8	23.1	22.7	20.5		

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Performance Goal: SAT

The average SAT score (composite) for high school seniors will be at or above the national average.

Measurement: SAT composite average (Critical reading + math + writing)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:		1500	1498	1498	1497	US Avg	US Avg
STATUS:	1482	1487	1484	1512	1481		

Performance Goal: ACT

The average ACT score (combined) for high school seniors will be equal to the national average.

Measurement: ACT combined average

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:		21.0	21.1	20.9	21.0	US Avg	US Avg
STATUS:	20.3	20.3	20.2	20.8	20.7		

Performance Goal: HSAP **THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENT**

At least 95% of second-year high school students will pass HSAP English language arts by 2016.

Measurement: HSAP ELA (% at Diploma Level 2 or higher)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			92.0	91.5	93.0	94.0	95.0
STATUS:	88.0	91.3	89.9	91.8	90.4		

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Performance Goal: HSAP **THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENT**

At least 80% of second-year high school students will meet the state's proficiency standard in English language arts by 2016.

Measurement: HSAP ELA (% at Proficiency: Level 3 or Level 4)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			68.5	65.0	69.5	75.0	80.0
STATUS:	56.8	65.6	58.9	63.4	65.2		

Performance Goal: HSAP **THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENT**

At least 95% of second-year high school students will pass HSAP mathematics by 2016.

Measurement: HSAP Math (% at Diploma Level 2 or higher)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			88.5	89.0	89.5	92.5	95.0
STATUS:	85.5	86.4	86.0	86.5	83.1		

Performance Goal: HSAP **THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENT**

At least 80% of second-year high school students will meet the state's proficiency standard in mathematics by 2016.

Measurement: HSAP Mathematics (% at Proficiency: Level 3 or Level 4)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			64.0	64.0	66.0	73.0	80.0
STATUS:	55.6	59.7	58.5	59.1	53.7		

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Performance Goal: HSAP **THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENT**

At least 90% of second-year high school students will pass both sections of the state's exit exam on first attempt by 2016.

Measurement: HSAP ELA and Math (% at Level 2 or higher)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			85.0	85.5	87.0	88.5	90.0
STATUS:	81.3	83.6	82.7	84.9	80.8		

Performance Goal: HSAP **THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENT**

By 2016, 100% of high school students will have passed both sections of the state's exit exam within two years after taking it the first time.

Measurement: Longitudinal HSAP ELA and Math (% at Level 2 or higher) comparing second-year high school students' results to the matched students' results (Spring) two years later.

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			95.0	96.0	96.0	98.0	100.0
STATUS:	92.1	93.8	93.7	93.9	94.6		

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 2016.

Measurement: 4-Year Graduation Rate by State Accountability formula

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			78.0	80.0	82.0	85.0	90.0
STATUS:	68.6	75.0	77.3	77.7	79.4		

Horry County Schools Strategic Plan

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 by 2016.

Measurement: 5-Year Graduation Rate by State Accountability formula

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			77.0	81.0	84.0	88.0	92.0
STATUS:	n/a	69.7	77.1	79.8	79.0		

Performance Goal: CONFERENCES

At least 100% of parents/guardians will participate in a conference with school personnel about their child's academic performance every year.

Measurement: State Report Card "Parents attending conferences" percentage

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			100.0	100.0	100.0	100.0	100.0
STATUS:	95.7	97.8	98.9	98.3	100.0		

Horry County Schools Strategic Plan

Performance Goal: ATTENDANCE

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

Measurement: Attendance records (Using 135-day ADA as basis for students, end-of-year for teachers)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
Students							
GOAL:			96.0	96.0	96.0	96.0	96.0
STATUS:	95.6	95.5	96.2	96.0	96.7		
Teachers							
GOAL:			96.0	96.0	96.0	96.0	96.0
STATUS:	94.1	94.8	94.7	94.7	94.9		

Performance Goal: ADVANCED DEGREES

The percentage of teachers with an advanced degree will increase to 65% by 2016.

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

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			60.5	62.0	62.0	63.5	65.0
STATUS:	57.3	58.9	59.9	59.7	61.7		

Horry County Schools Strategic Plan

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.

Measurement: MAP (Measures of Academic Progress) Fall-to-Spring Growth Goals report

Interim Goals and Status:

	2011	2012	2013	2014	2015	2016
GOAL:		75%	75%	75%	75%	75%
STATUS: Gr. 2						
Reading	69.3	65.1	66.4	60.6		
Language	69.9	66.7	70.4	60.4		
Math	79.0	78.3	79.7	79.1		
STATUS: Gr. 3						
Reading	69.2	65.0	65.2	57.1		
Language	67.3	64.1	65.8	60.8		
Math	74.5	71.7	71.0	70.1		
STATUS: Gr. 4						
Reading	67.3	59.4	58.5	61.5		
Language	68.2	65.4	67.2	63.8		
Math	75.6	64.9	67.2	69.2		
STATUS: Gr. 5						
Reading	63.6	59.7	58.8	63.8		
Language	70.4	66.7	65.9	65.9		
Math	80.0	73.1	72.2	72.2		
STATUS: Gr. 6						
Reading	60.2	59.3	54.6	50.9		
Language	63.5	60.8	61.0	52.5		
Math	61.3	61.9	63.0	53.4		
STATUS: Gr. 7						
Reading	60.8	60.5	56.8	53.2		
Language	66.3	65.4	64.1	60.5		
Math	59.1	61.8	60.8	53.7		
STATUS: Gr. 8						
Reading	59.3	57.8	56.3	54.1		
Language	68.5	61.7	61.0	59.6		
Math	67.8	65.7	64.4	59.9		

Horry County Schools Strategic Plan

Performance Goal: REPORT CARD ABSOLUTE **THIS GOAL WILL BE SUSPENDED UNTIL NEW STATE RATING SYSTEM IS DEVELOPED**

Each year, the district and each school will receive either an “Excellent” Absolute rating or show an improvement in the Absolute rating index from the previous year.

Measurement: State Report Card Absolute Performance Index

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:		3.28	3.34	3.47	3.46	+0.1	+0.1
STATUS:	Good 3.18	Good 3.24	Good 3.37	Good 3.36	Good 3.37		

Performance Goal: REPORT CARD GROWTH **THIS GOAL WILL BE SUSPENDED UNTIL NEW STATE RATING SYSTEM IS DEVELOPED**

The district and each school will receive either an “Excellent” Growth rating or show in improvement in the Growth rating index from the previous year.

Measurement: State report card Growth rating weighted formula

Interim Goals and Status:

DISTRICT	2012	2013	2014	2015	2016
GOAL:		+0.1	+0.1	+0.1	+0.1
STATUS:	Average (+0.1)	Average (0)	Below Average (0)		

Horry County Schools Strategic Plan

Performance Goal: AYP ESEA WAIVER RATINGS **THIS GOAL WILL BE SUSPENDED UNTIL NEW STATE RATING SYSTEM IS DEVELOPED**

The district and each school will receive either an "A" rating on the State's AYP measure or will improve the numeric rating from from the previous year.

Measurement: State ESEA Waiver AYP rating and numeric grade, based on the performance of all subgroups

Interim Goals and Status:

DISTRICT	2012	2013	2014	2015	2016
GOAL:		+0.1	+0.1	+0.1	+0.1
STATUS:	A (90.5)	B (89.8)	B (89.3)		

Horry County Schools Strategic Plan

Performance Goal: AYP ESEA WAIVER **THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENTS**

Each district and school subgroup will either meet the State’s proficiency annual measurable objective (AMO) or show at least 5 points of improvement from the previous year in the areas of English language arts, mathematics, science and social studies.*

Measurement: State’s ESEA Waiver matrix showing all subgroups performance on the AMO (1.0 point) or improvement from the previous year (partial point) on Elementary and Middle PASS ELA, Math, Science and Social Studies mean scale scores; High School HSAP ELA and Math mean scale scores; and Biology and US History End-of-Course tests mean scores. This goal would require that all subgroups either meet the AMO or make at least 5 points of improvement. The chart below shows the number of subgroups with 1.0 or at least 0.5 points/number of subgroups.

*NOTE: 2014 data reflects change in State’s Waiver where subgroups receiving either 5 growth points or 6-9 proximity points are counted in the performance totals.

Interim Goals and Status

DISTRICT	2012	2013	2014*	2015	2016
GOAL:	<i>144 of 144</i>	<i>128 of 128</i>	<i>128 of 128</i>	<i>TBD</i>	<i>TBD</i>
OVERALL STATUS:	126 of 144	98 of 128	122 of 128		
STATUS: Elementary ELA	12 of 12	10 of 11	11 of 11		
STATUS: Elementary Math	11 of 12	10 of 11	11 of 11		
STATUS: Elementary Science	8 of 12	5 of 11	10 of 11		
STATUS: Elementary Social Studies	11 of 12	9 of 11	11 of 11		
STATUS: Middle ELA	10 of 12	9 of 11	10 of 11		
STATUS: Middle Math	11 of 12	10 of 11	10 of 11		
STATUS: Middle Science	12 of 12	9 of 11	10 of 11		
STATUS: Middle Social Studies	11 of 12	9 of 11	10 of 11		
STATUS: High School ELA	10 of 12	7 of 10	10 of 10		
STATUS: High School Math	10 of 12	8 of 10	10 of 10		
STATUS: High School Science	12 of 12	7 of 10	10 of 10		
STATUS: High School Social Studies	8 of 12	6 of 10	9 of 10		

Horry County Schools Strategic Plan

ADDITIONAL BOARD POWER GOALS TO MEASURE SYSTEM EFFECTIVENESS

BOARD POWER GOAL: Primary Reading/ELA

The percentage of students reading on grade level by the end of second grade will increase each year.

Measurement: MAP Reading (Spring) Lexile range for grade 2; percentage of students reading within expected Lexile range

Interim Goals and Status

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		77.0	77.0	77.0	77.0	
STATUS:	76.5	76.5	76.3	73.9		

BOARD POWER GOAL: Reading/ELA

THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENTS

The percentage of students in grades 3-HS who score at the proficiency/passing level will increase each year.

Measurement: Aggregated percentage scoring Met or higher on PASS Reading in grades 3-8; Level 3 or higher on HSAP ELA; and passing English I EOC test.

Interim Goals and Status

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		77.0	77.0	79.4		
STATUS:	76.3	76.3	78.9	76.6		

BOARD POWER GOAL: Mathematics

THIS GOAL WILL BE REVISED WITH NEW STATE ASSESSMENTS

The percentage of students in grades 3-HS who score at the proficiency/passing level will increase each year.

Measurement: Aggregated percentage scoring Met or higher on PASS Math in grades 3-8; Level 3 or higher on HSAP Math; and passing Algebra I EOC test.

Interim Goals and Status

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		78.0	78.0	78.3		
STATUS:	77.7	77.4	77.8	75.6		

Horry County Schools Strategic Plan

BOARD POWER GOAL: Science

The percentage of students in grades 3-HS who score at the proficiency/passing level will increase each year.

Measurement: Aggregated percentage scoring Met or higher on PASS Science in grades 3-8; and passing Biology EOC test.

Interim Goals and Status

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		75.0	78.0	80.1	80.1	
STATUS:	74.5	77.6	79.6	76.3		

BOARD POWER GOAL: Social Studies

The percentage of students in grades 3-HS who score at the proficiency/passing level will increase each year.

Measurement: Aggregated percentage scoring Met or higher on PASS Social Studies in grades 3-8; and passing US History EOC test.

Interim Goals and Status

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		75.0	77.0	78.7	78.7	
STATUS:	74.0	76.4	78.2	77.7		

BOARD POWER 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.

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

Interim Goals and Status

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		87.0	88.0	87.0	87.0	
STATUS:	86.2	87.4	86.5	86.1		

Horry County Schools Strategic Plan

Attachment B

Horry County Schools Professional Development Plan



HORRY COUNTY SCHOOLS

Horry County Schools Professional Development Plan

“Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators and students.”

Horry County Schools

Professional Development Plan

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Section I: Introduction

Purpose of Plan

Research has shown that the most important in-school determinants influencing student achievement are the quality of instruction within the classroom and the quality of leadership within the school. Therefore, the most important resource that the Horry County School District has to ensure great teaching and instruction for every child is high-quality professional development for its educators.

The purpose of this plan is to guide professional learning for educators in Horry County Schools. The professional growth of our educators is critical to the process of increased student learning. This plan demonstrates the district's commitment to ensure that every educator experiences high quality and relevant professional learning, so that every student is able to achieve to his or her highest potential. Through this plan, we hope to accomplish the following goals.

- Assist educators with developing the knowledge, skills, competencies and dispositions needed to meet district and school levels goals for student learning.
- Develop educators in the skills, knowledge competencies and dispositions needed to be successful in their current positions and to be capable of adapting to future job requirements.
- Develop a common vision for rigorous, high quality learning opportunities for all students of Horry County Schools.
- Instill within each educator a commitment to continuous professional learning throughout his/her career.

Profile of the District

Horry County Schools is a countywide PK-12 school system with schools and special programs in the nine attendance areas of Myrtle Beach, Carolina Forest, Conway, Socastee, North Myrtle Beach, Loris, Aynor, Green Sea Floyds, and St. James. Horry County Schools has 27 elementary schools, 11 middle schools, 9 high schools and 6 specials programs. With nearly 40,000 students and more than 5,000 employees, HCS is the state's third largest school district and the county's largest employer. In terms of the 2012 State Reports issued by the South Carolina Department of Education, 98 percent of Horry County schools received an Absolute rating of *Excellent*, *Good*, or *Average*. Seventy-seven percent were rated *Excellent* or *Good*, an increase of six percent from 2011. As a district, Horry County Schools' ratings remained the same as in 2011, holding a *Good* Absolute rating and an *Average* Growth rating.

Section II: Goals and Principles of Professional Development

Definition of Professional Development

Professional development refers to a systematically planned, comprehensive set of sustained professional growth opportunities carried out over time to achieve specific district and school improvement objectives. Within the field of education, the ultimate goal of the professional development process is increased student learning and the continuous advancement of the skills, the knowledge and the expertise of educators within the system.

Guiding Principles of Exemplary Professional Development

To plan and provide exemplary professional learning opportunities, district and school leaders should keep professional development focused on what matters most – authentic learning. As indicated by Hayes Mizell, a senior consultant for the professional development group *Learning Forward*, four questions should guide the organization and planning of all professional learning.

1. What do the performance data of students reveal about the learning needs of the district's educators?
2. How is the district organizing professional development so it causes educators to take greater responsibility for student learning?
3. How is the district organizing professional learning so it causes educators to learn from each other's successes and collaborate to learn from experts elsewhere?
4. What is the evidence that professional development is increasing educators' effectiveness in ways to raise levels of student performance?

Research has also revealed several characteristics of and a variety of conditions that promote exemplary, effective and relevant professional development within a district. These characteristics and conditions are linked to the three areas around which all professional development should be organized: content, context and process.

- The district stresses the commitment to continuous improvement and the ongoing

analysis of student performance and student learning to determine professional development needs for educators.

- The district prioritizes, monitors and coordinates resources for professional learning.
- District and school leaders develop capacity, advocate and create support systems for professional learning.
- Educators are involved in the identification of what they need to learn and are expected to take an active role in their continuous professional development.
- Professional development goals and desired outcomes align with curriculum and performance standards, with educator performance and with the needs revealed by student achievement results.
- Professional development integrates theories, research and models of adult learning to achieve desired outcomes.
- Professional development is not episodic or periodic. It is continuous, involving follow up and ongoing support to deepen understanding, to refine instructional practices and to promote long-term change.
- Professional development organizes educators into learning communities and provides them with the knowledge and skills to collaborate.
- Professional development prepares educators to apply research to instructional decision making and equips them with research-based instructional strategies to assist students in meeting rigorous academic standards.
- Professional development prepares educators to understand and appreciate all students, to create safe and supportive learning environments, and to hold high expectations for student academic achievement.

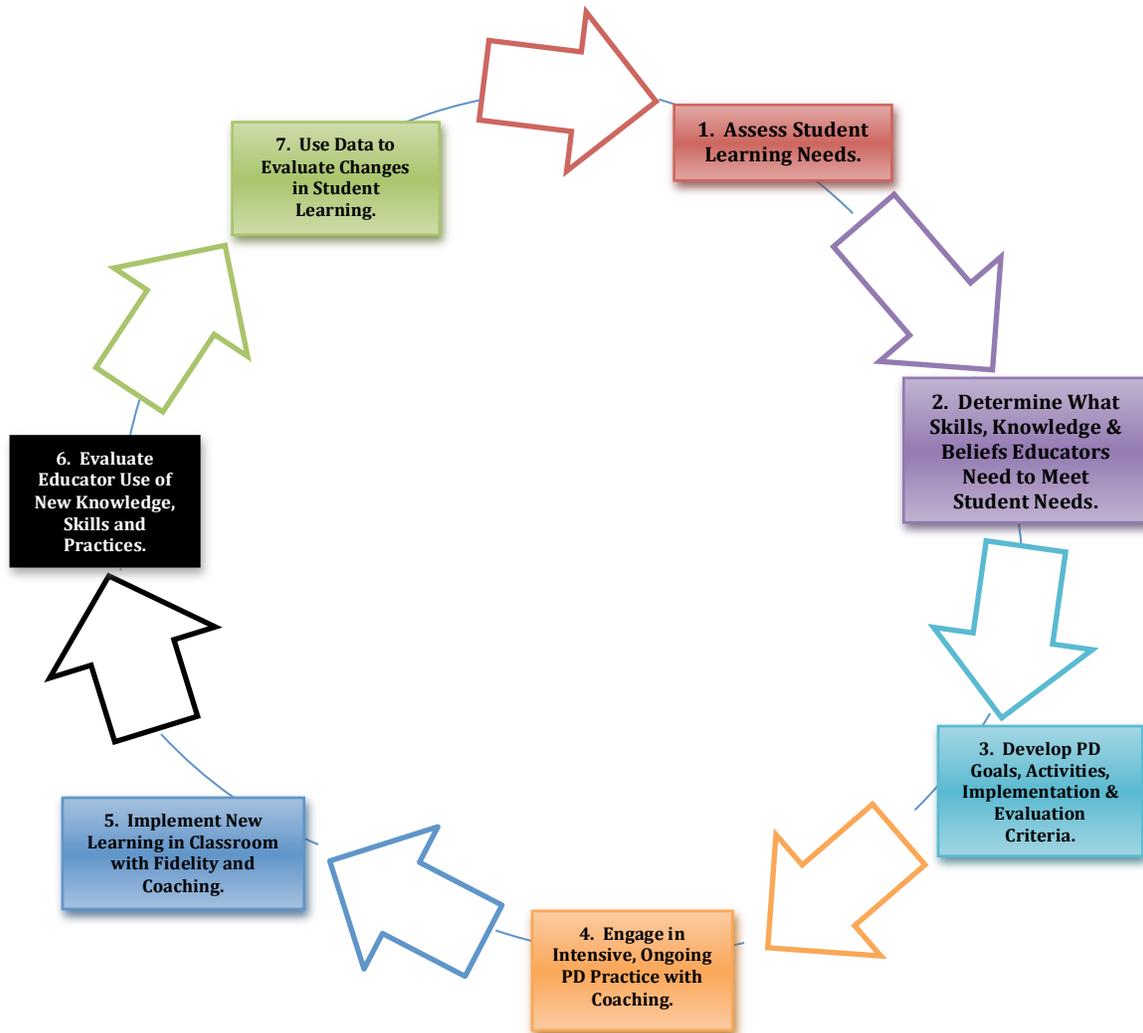
Section III: Vision and Mission Statements

Horry County Schools' 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.

Horry County Schools' Professional Development Mission

Horry County Schools is committed to investing in continuous professional learning that is research-based, results-driven, relevant and designed to improve administrative leadership, teaching quality, and student achievement. The cycle below will govern the HCS professional development planning process.



(Adapted from Vermont Department of Education. (2011). A Guide for Increasing the Effectiveness of Professional Development in Schools and Districts, p.13).

Section IV: Assessment of Needs

Needs Assessment Sources

Professional development that increases educator effectiveness in helping students achieve at higher levels is data driven. A variety of sources and types of student, educator, and system data are utilized to determine adult learning priorities and to search for strengths and trends. Data from multiple sources enrich decisions about professional learning and aid stakeholders in identifying and recommending ongoing refinements to increase results. The following data sets were analyzed to determine the content of the 2013-14 Horry County Schools Professional Development Plan.

- Needs Assessment Survey
- Student Performance Data as reflected on DIBELS, PASS, End of Course Tests, ACT, SAT, AP Exams
- Achievement Gap Data
- Teacher Performance Data (ADEPT)
- Discipline Data
- AP Diagnostic Findings and Recommendations
- Student and Parent Perception Survey Data
- HCS Strategic Plan Actions

Needs Assessment Survey

Horry County Schools Needs Assessment Survey was administered electronically to all professional staff and instructional support staff within HCS schools in the spring of 2013. The questions addressed in the survey included:

HCS Professional Development Needs Assessment

1. What is your current position?

<input type="radio"/> Primary Teacher	<input type="radio"/> Special Ed. Teacher	<input type="radio"/> Library Media Specialist
<input type="radio"/> Elementary Teacher	<input type="radio"/> Physical Ed. Teacher	<input type="radio"/> Foreign Language Teacher
<input type="radio"/> Middle School Teacher	<input type="radio"/> Interventionist	<input type="radio"/> Curriculum Coach
<input type="radio"/> High School Teacher	<input type="radio"/> Fine Arts Teacher	<input type="radio"/> Administrator
<input type="radio"/> CATE Teacher	<input type="radio"/> Guidance Counselor	<input type="radio"/> Other
<input type="radio"/> Adult Ed. Teacher	<input type="radio"/> Teaching Assistant	

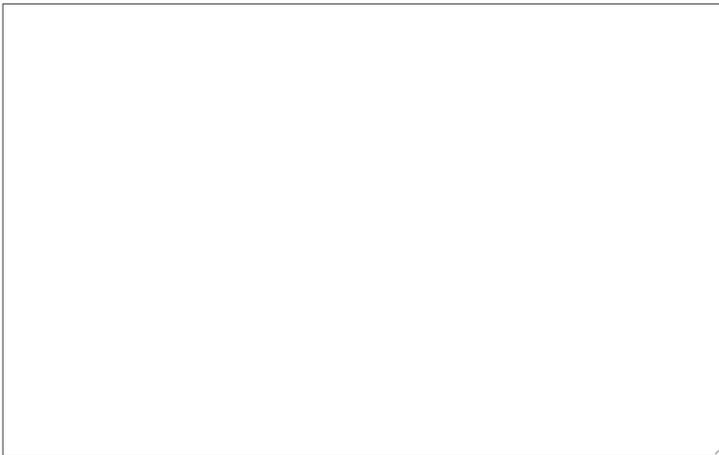
2. Of the following areas of professional development, which is/are your top personal priority(ies) for improvement for the 2013-14 school year? (Limit your selection to no more than 3 topics.)

<input type="checkbox"/> Common Core State Standards and Best Practices in Respective Disciplines	<input type="checkbox"/> Strategies for Closing the Achievement Gap	<input type="checkbox"/> Character Development
<input type="checkbox"/> Cooperative Learning Strategies	<input type="checkbox"/> Strategies for Differentiation	<input type="checkbox"/> Service Learning
<input type="checkbox"/> Questioning Techniques	<input type="checkbox"/> Classroom Management	<input type="checkbox"/> Cultural Awareness/Sensitivity
<input type="checkbox"/> Co-Teaching	<input type="checkbox"/> High-Yield Strategies	<input type="checkbox"/> AP/Pre-AP Strategies
<input type="checkbox"/> Reading and Writing in the Content Areas	<input type="checkbox"/> Engagement	<input type="checkbox"/> Shared Inquiry
<input type="checkbox"/> Response to Intervention	<input type="checkbox"/> Content Specific Knowledge	<input type="checkbox"/> Other
<input type="checkbox"/> Using Data for Planning and Instruction	<input type="checkbox"/> Formative Assessment Strategies	
<input type="checkbox"/> Integration of Instructional Technologies	<input type="checkbox"/> Blended Learning	

3. If you selected "Other" in Question #2, please identify topics.



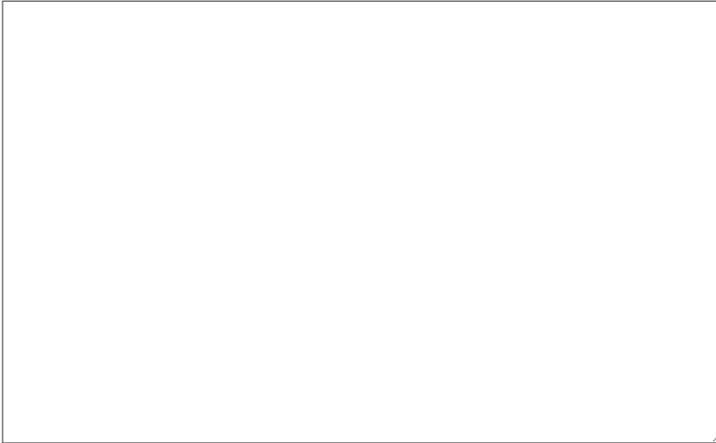
4. If you selected "Content Specific Knowledge" in Question #2, please specify any relevant content and grade level information.



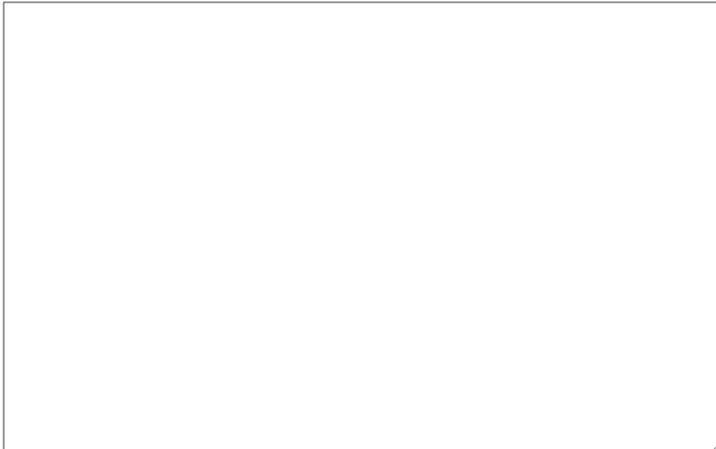
5. In what ways do you prefer professional development presented? (Select your top three preferred models.)

- | | |
|---|---|
| <input type="checkbox"/> Face to Face Workshop | <input type="checkbox"/> Regularly Scheduled Meetings (i.e., faculty meetings, department meetings, common planning meetings, etc.) |
| <input type="checkbox"/> Speaker/Lecture | <input type="checkbox"/> Mentoring/Coaching |
| <input type="checkbox"/> Online Discussions | <input type="checkbox"/> Onsite Support from Consultants and Specialists |
| <input type="checkbox"/> Webinars | <input type="checkbox"/> Conference Attendance |
| <input type="checkbox"/> Study Groups or Learning Communities | <input type="checkbox"/> Action Research |

6. Please identify positive aspects of previous HCS professional development opportunities that you feel we should retain and/or replicate.

A large, empty rectangular text box with a thin black border, intended for respondents to provide their answers to question 6.

7. Please identify any ways you feel we can strengthen the professional development opportunities provided across the district.

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A total of **823** individuals responded to the survey, with the highest number of responses provided by middle school teachers (164), high school teachers (129) and primary teachers (94). Based on the survey responses, the following topics were identified as priorities for professional development during the 2013-14 school year.

1. Common Core State Standards and Best Practices in Respective Disciplines (483 selections)
2. Integration of Instructional Technologies (225 selections)
3. Strategies for Closing the Achievement Gap (140 selections)
4. Classroom Management (130 selections)
5. Strategies for Differentiation (127 selections)

In terms of the delivery of professional development, the following were identified as the top three preferred modes.

1. Face to Face Workshop (605 selections)
(Note: Many comments did express the need to reduce travel time and the distance between sessions on district staff development days.)
2. Regularly Scheduled Meetings (i.e., faculty meetings, department meetings, common planning meetings, etc.) (325 selections)
3. Onsite Support from Consultants and Specialists (200 selections)

Through the survey, the following were identified as strengths of the professional development opportunities offered in Horry County Schools.

- A variety of offerings/topics are available on identified professional development days.
- Full day and half-day sessions are offered on professional development days.
- Professional development sessions are lead by knowledgeable presenters with command of content/subject.
- Professional development promotes and uses job embedded learning models.
- The use of consultants within schools has helped to support district and school initiatives, especially when consultants are available to model lessons and/or the use of strategies.
- Professional development is ongoing in terms of the implementation of programs and certain strategies.
- Curriculum coaches, specialists and consultants are utilized to provide professional development within schools.
- Professional development sessions allow teachers across the district to interact with and learn from one another.
- A partnership with Coastal Carolina University has helped to expand professional development options.
- More special education sessions have been offered recently.
- Online listing of professional development opportunities supports the communication of offerings.

Through the survey, the following were identified as ways to strengthen the professional development opportunities offered in Horry County Schools.

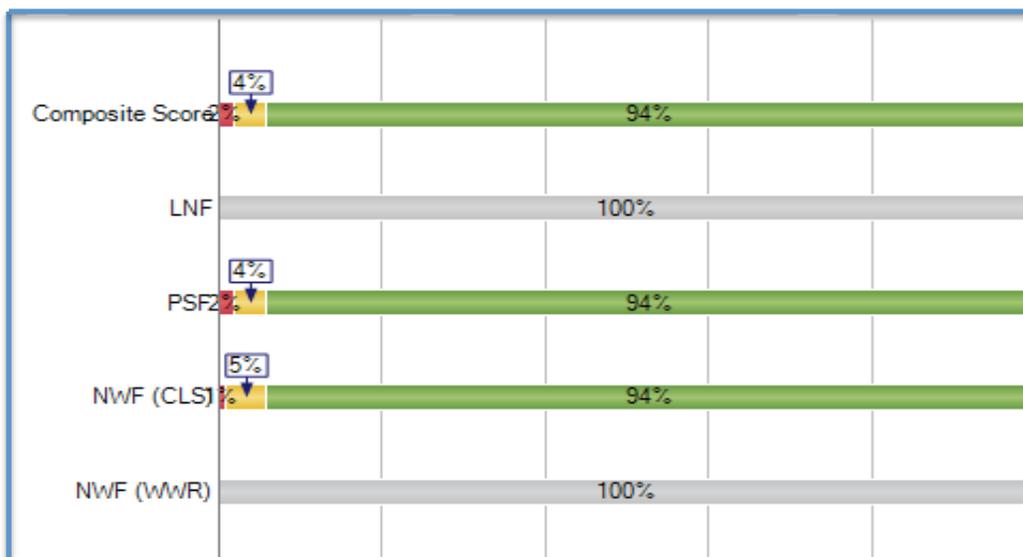
- Relevant and essential sessions should be offered for **all** types of educators on staff development days.
- Continue to train and utilize curriculum coaches to deliver site based professional development relevant to the needs of the school.
- Ensure that sessions are differentiated based on level of experience.
- More professional development should be offered for instructional assistants.
- More technology focused sessions should be offered to educators.

- Provide repeat sessions for popular topics or online access during or after sessions.
- Ensure that teachers have more time to plan and implement new learning gained through professional development opportunities.
- Smaller group sizes are needed in sessions to optimize learning.
- More professional development sessions should be offered during the summer months.
- Ensure that sessions include hands-on activities for better engagement.
- Reduce the distance between travel sites on professional development days.
- Offer different presentation formats using technology.
- More sessions offered when a wait list develops.
- Focus staff development in all subject areas around main priorities.
- More time for teachers to share best practices during sessions.
- Advertise professional development sessions throughout the year, not just on PD days.
- Continue to ask for input from educators to plan for professional development opportunities.

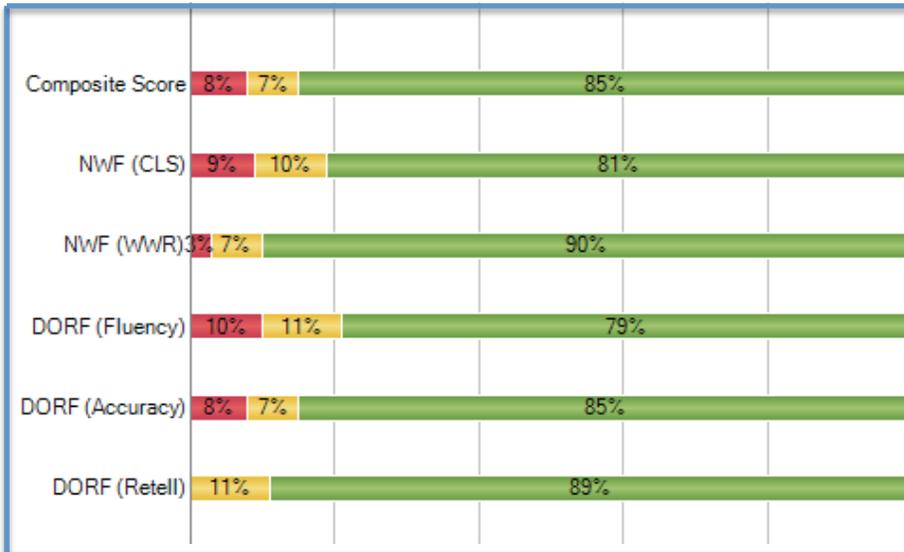
Student Performance Data

Professional development needs must be based on student learning needs. Multiple indicators of student performance data are needed to plan for adult learning goals. The following student data are linked to district student performance goals.

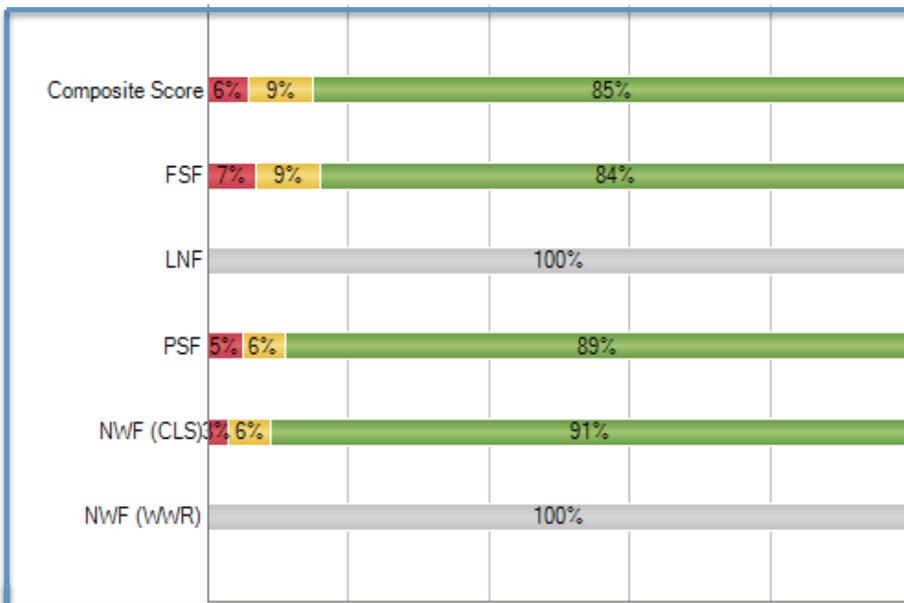
(DIBELS) 2011-12 End of Year Administration in Kindergarten



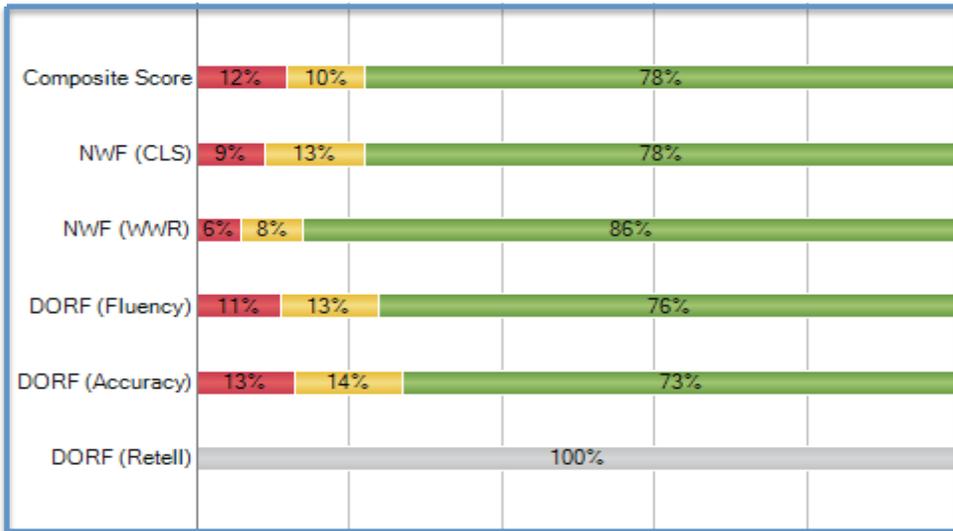
(DIBELS) 2011-12 End of Year Administration in First Grade



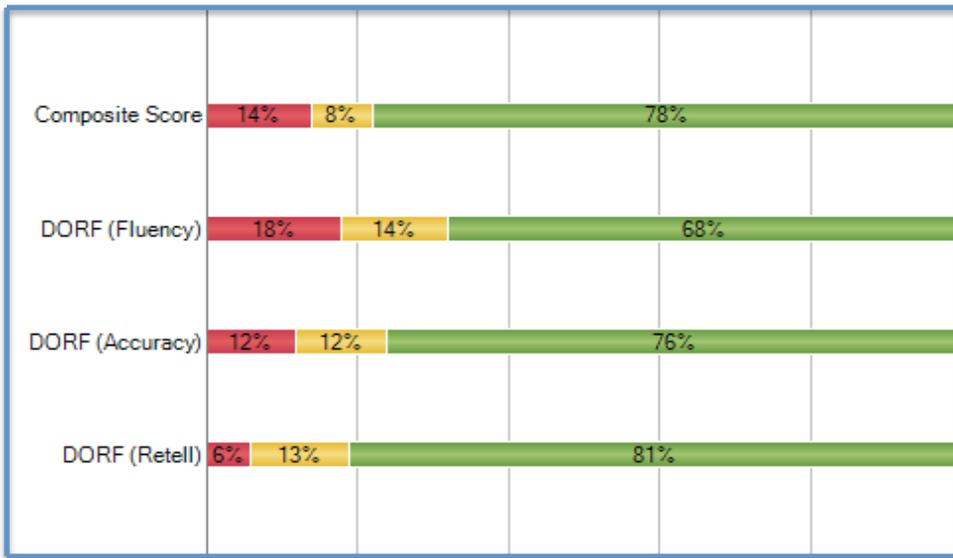
(DIBELS) 2013 Middle of Year Administration in Kindergarten



(DIBELS) 2013 Middle of Year Administration in First Grade



(DIBELS) 2013 Middle of Year Administration in Second Grade



The district's performance goals for DIBELS are as follows:

At least 97% of kindergarten students will reach benchmark in reading on the end-of-year assessment by 2016.

At least 93% of first grade students will reach benchmark in reading on the end-of-year assessment by 2016.

*A second grade goal will be determined after the first year of administration.

2011-12 Administration of PASS ELA, HSAP ELA and English I EOCT

+/-	MEASURE DETAIL	
+0.4	PASS Reading Grade 3 Met+	84.7%
0	PASS Reading Grade 4 Met+	81.8%
-1.1	PASS Reading Grade 5 Met+	80.4%
-0.5	PASS Reading Grade 6 Met+	74.7%
+3.4	PASS Reading Grade 7 Met+	75.6%
+1.2	PASS Reading Grade 8 Met+	73.1%
-6.5	HSAP ELA Level 3+	58.9%
-1.0	English I End-of-Course test pass rate	79.4%

2011-12 Administration of PASS Math, HSAP Math and Algebra I EOCT

+/-	MEASURE DETAIL	
+3.4	PASS Math Grade 3 Met+	79.6%
-5.1	PASS Math Grade 4 Met+	81.7%
+0.3	PASS Math Grade 5 Met+	81.0%
+0.4	PASS Math Grade 6 Met+	79.8%
+2.2	PASS Math Grade 7 Met+	76.7%
+2.2	PASS Math Grade 8 Met+	75.7%
-0.9	HSAP Math Level 3+	58.5%
+2.5	Algebra I End-of-Course test pass rate	88.0%

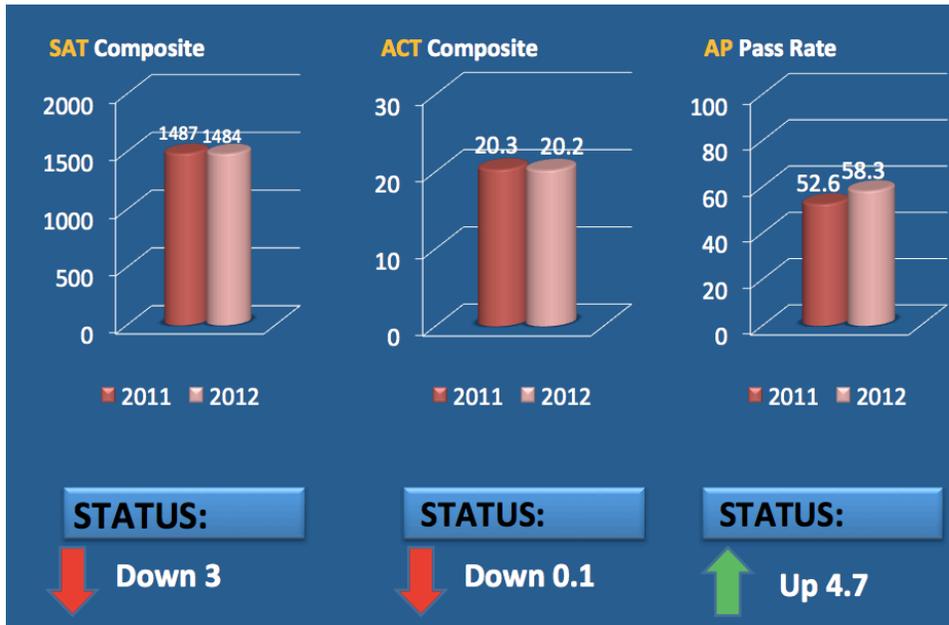
2011-12 Administration of PASS Science and Biology EOCT

+/-	MEASURE DETAIL	
+3.4	PASS Science Grade 3 Met+	70.6%
-0.8	PASS Science Grade 4 Met+	78.3%
+3.1	PASS Science Grade 5 Met+	74.1%
+1.7	PASS Science Grade 6 Met+	71.7%
+5.7	PASS Science Grade 7 Met+	81.7%
+5.0	PASS Science Grade 8 Met+	79.8%
+2.5	Biology End-of-Course test pass rate	80.1%

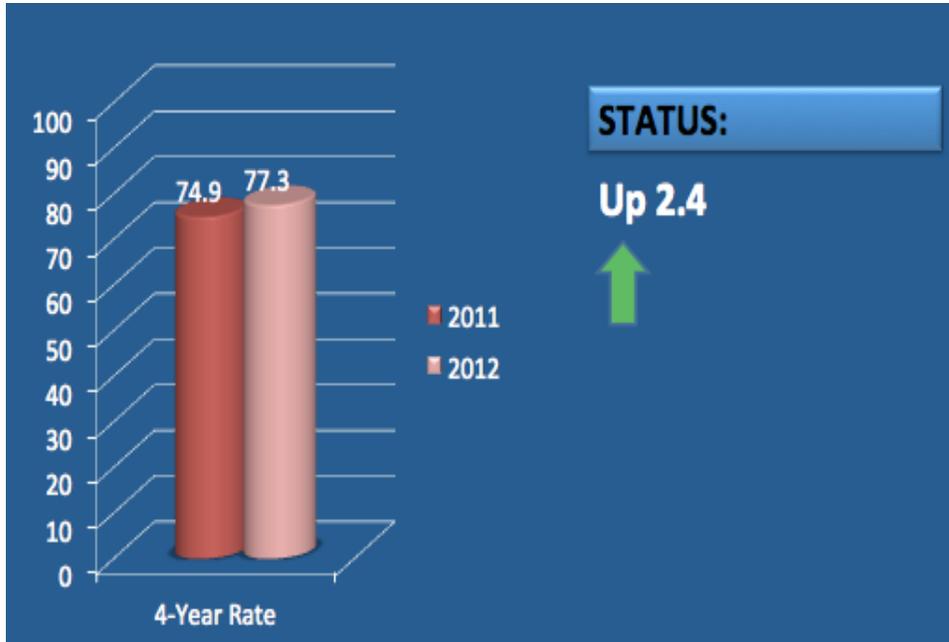
2011-12 Administration of PASS Social Studies and US History EOCT

+/-	MEASURE DETAIL	
-3.4	PASS Social Studies Grade 3 Met+	81.0%
+2.2	PASS Social Studies Grade 4 Met+	86.5%
+0.1	PASS Social Studies Grade 5 Met+	75.7%
+1.1	PASS Social Studies Grade 6 Met+	80.2%
+5.0	PASS Social Studies Grade 7 Met+	72.5%
+2.6	PASS Social Studies Grade 8 Met+	75.4%
+10.9	US History End-of-Course test pass rate	65.7%

2011-12 Administration of SAT, ACT and Advanced Placement Exams

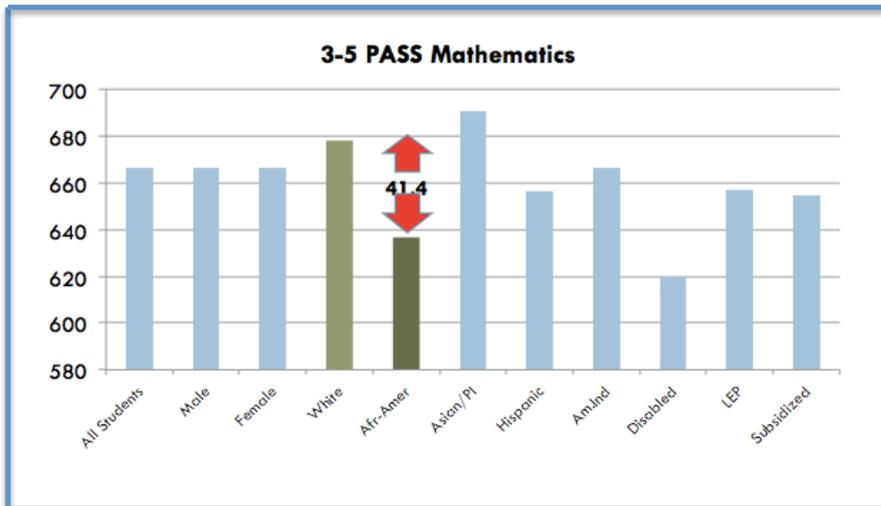
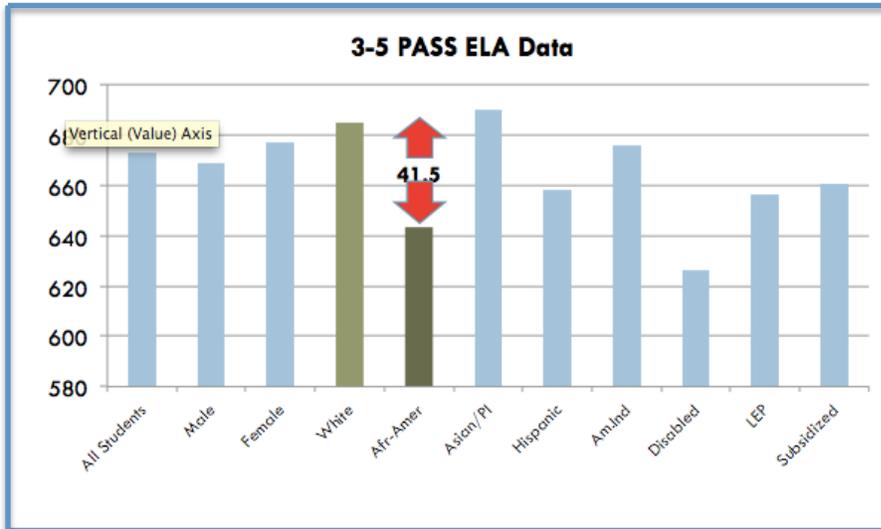


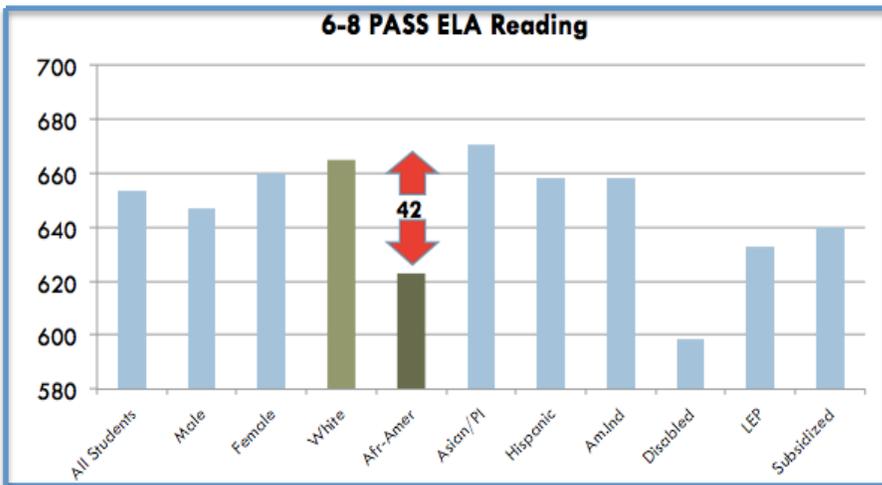
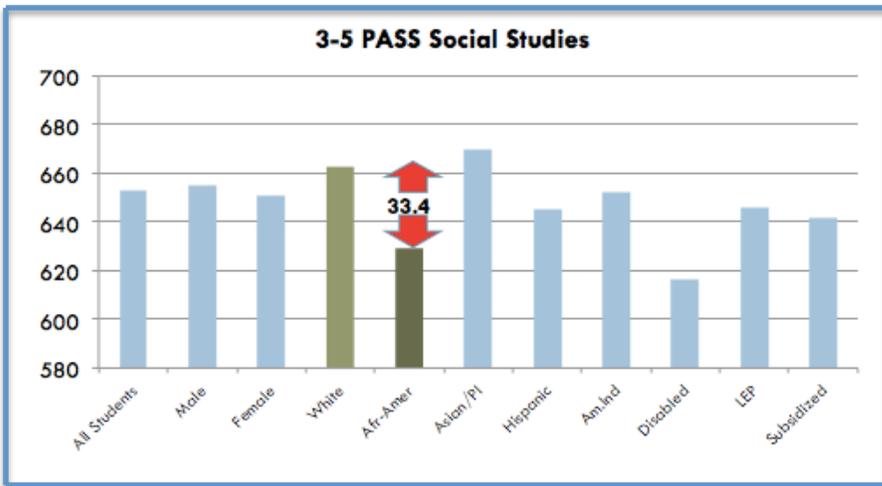
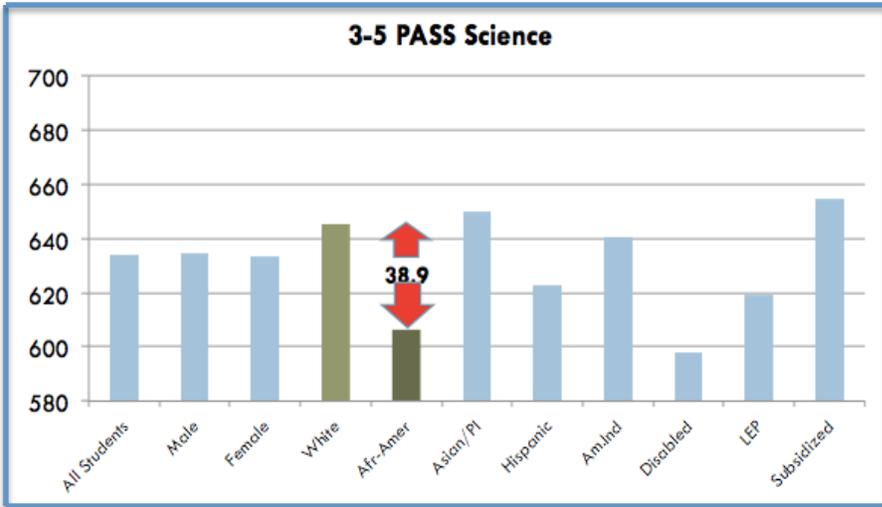
2011-12 Graduation Rate (4 Year)

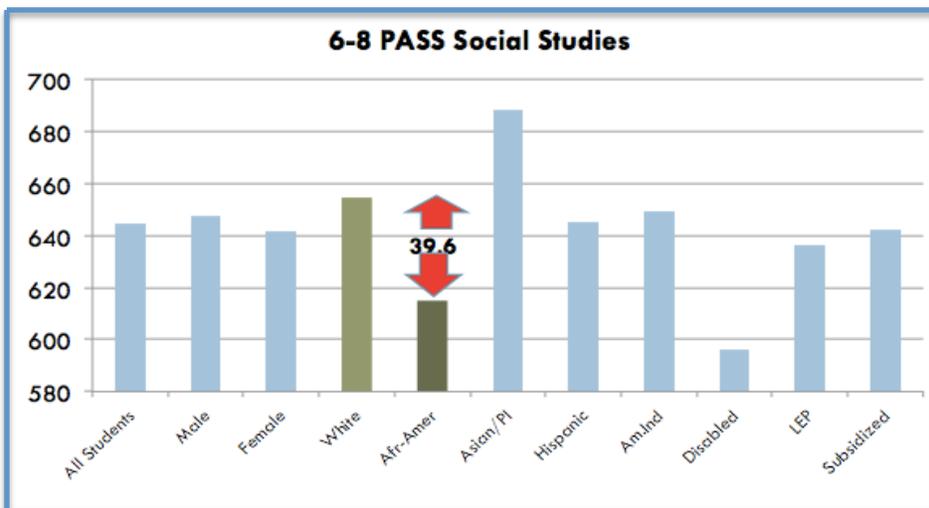
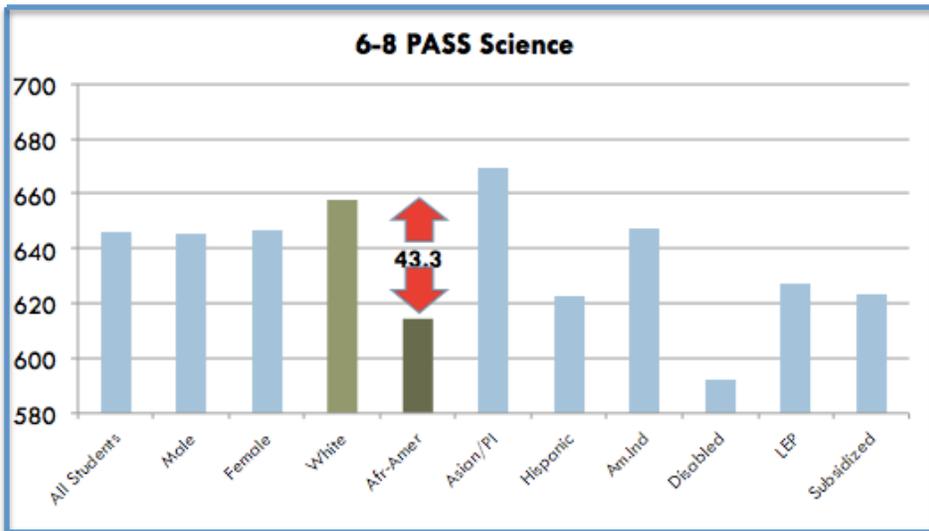
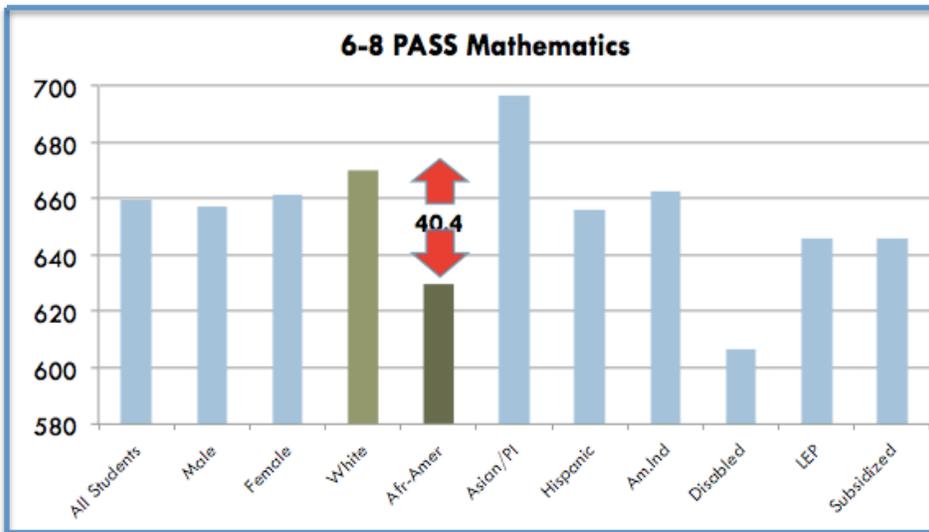


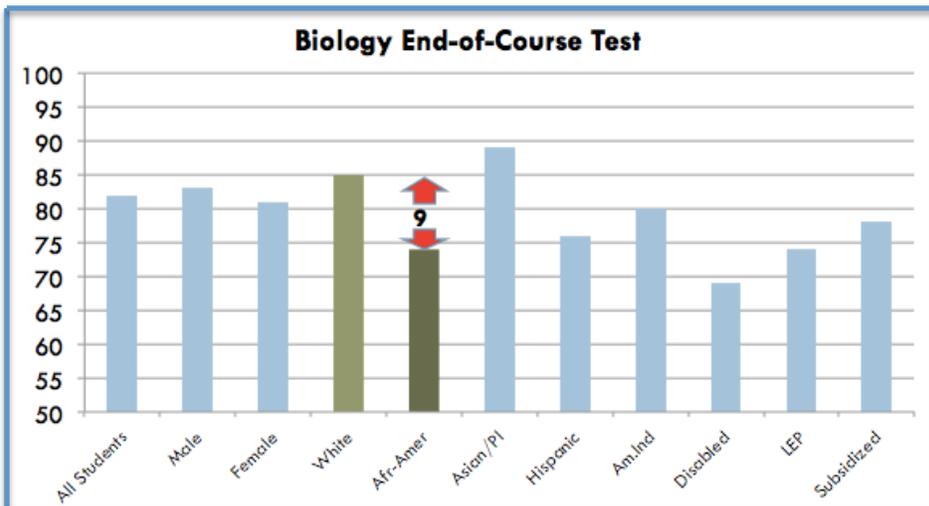
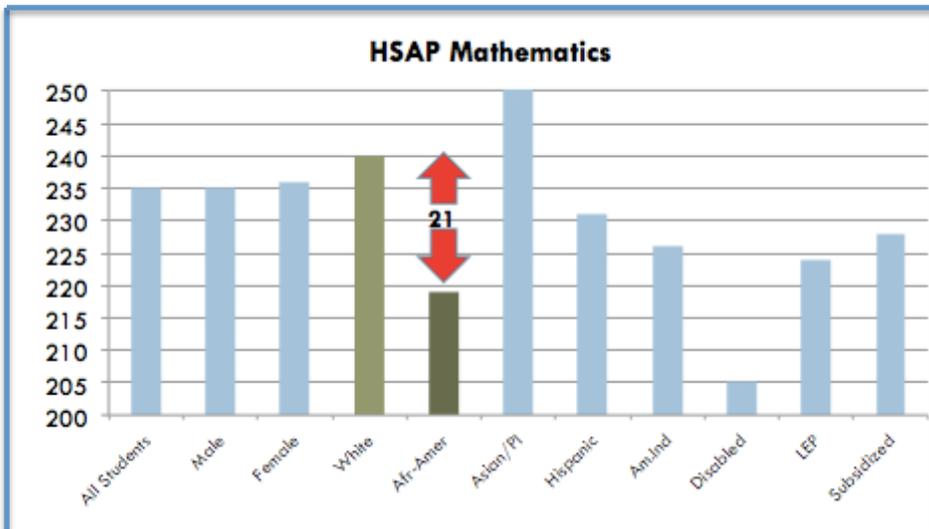
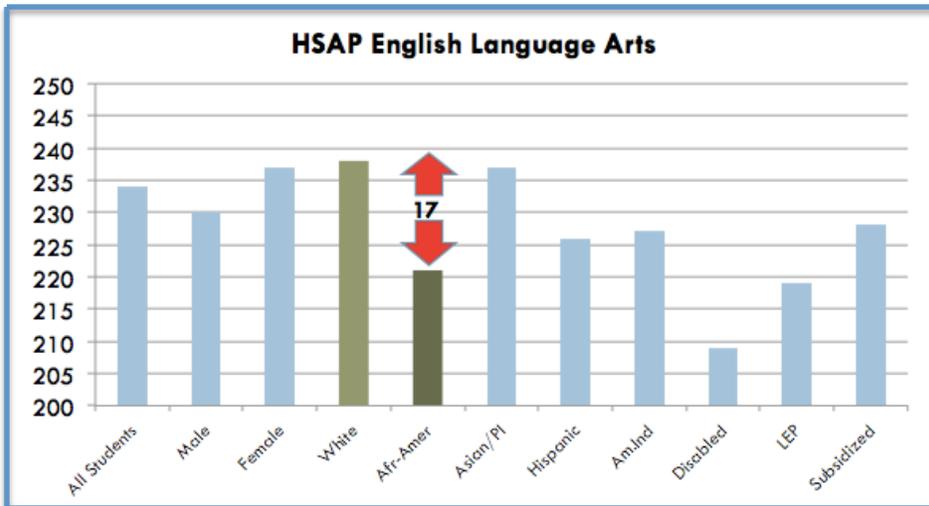
Achievement Gap Data

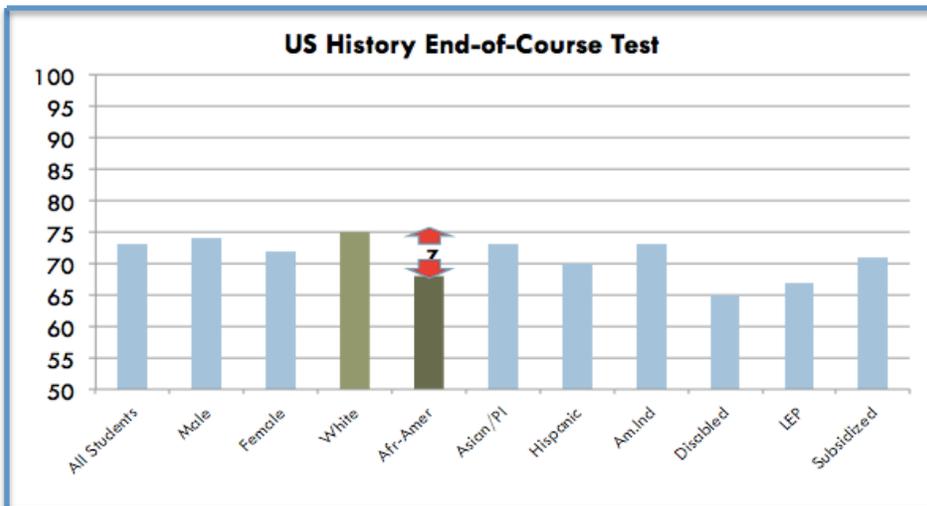
Quality instruction is paramount to closing the achievement gap. Access to achievement gap data is needed in order to design professional development for educators that will support all students having opportunities to learn at high levels.











Teacher Performance Data (ADEPT)

Evidence gathered through the teacher evaluation process must inform the professional growth plans of the district. The following data are linked to ADEPT, South Carolina's system for assisting, developing, and evaluating professional teaching.

2012-13 Evaluations for Induction Teachers

The three standards that had the highest number identified as “not met”:

1. Domain 3: Environment:
 - ADEPT Performance Standard 9: Managing the Classroom (47 not met)
 - (9A) Manages student behavior appropriately (20 not met)
 - (9B) Makes maximal use of instructional time (20 not met)
2. Domain 4: Professionalism:
 - ADEPT Performance Standard 10: Professionalism (30 not met)
 - (10 C) Is an effective communicator (10 not met)
 - (10D) Exhibits professional demeanor and behavior (13 not met)
3. Domain 2: Instruction:
 - ADEPT Performance Standard 4: Establishing and Maintaining High Expectations (32 not met)
 - (4A) Establishes, communicates, and maintains high expectations for student achievement (10 not met)
 - (4B) Establishes, communicates, and maintains high expectations for student participation (13 not met)

2012-13 Formal Evaluations

The four standards that had the highest number identified as “not met”:

1. Domain 3: Environment:
 - ADEPT Performance Standard 9: Managing the Classroom (39 not met)
 - (9A) Manages student behavior appropriately (15 not met)
 - (9B) Makes maximal use of instructional time (18 not met)
2. Domain 1: Planning:
 - ADEPT Performance Standard 3: Planning Assessment and Using Data (22 not met)
 - (3A) Develops/selects and administers a variety of appropriate assessments (7 not met)
 - (3B) At appropriate intervals, gathers and accurately analyzes student performance data and uses this information to guide instructional planning (8 not met)
 - (3C) Uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement (7 not met)
3. Domain 4: Professionalism:
 - ADEPT Performance Standard 10: Professionalism (30 not met)
 - (10D) Exhibits professional demeanor and behavior (10 not met)
 - (10 C) Is an effective communicator (8 not met)
4. Domain 2: Instruction:
 - ADEPT Performance Standard 4: Establishing and Maintaining High Expectations (20 not met)
 - (4A) Establishes, communicates, and maintains high expectations for student achievement (9 not met)
 - (4B) Establishes, communicates, and maintains high expectations for student participation (4 not met)
 - 4C) Helps students assume responsibility for their own participation and learning (7 not met)
 - ADEPT Performance Standard 5: Using instructional strategies to facilitate learning (16 not met)
 - (5C) Uses instructional strategies effectively (12 not met)

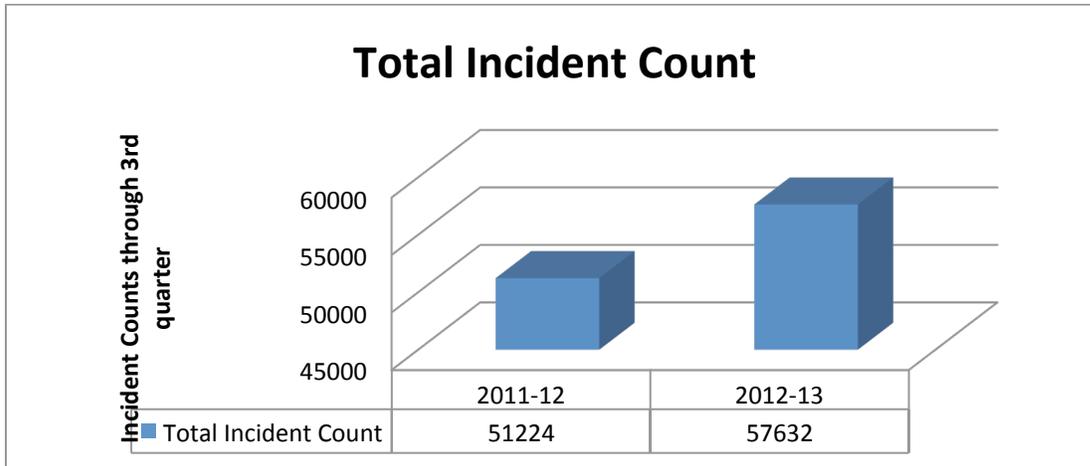
2012-13 Compiled Evaluation Data

The following are the standards that received the highest number of “not met” for all categories (Induction, A1, A2, CwC and CF):

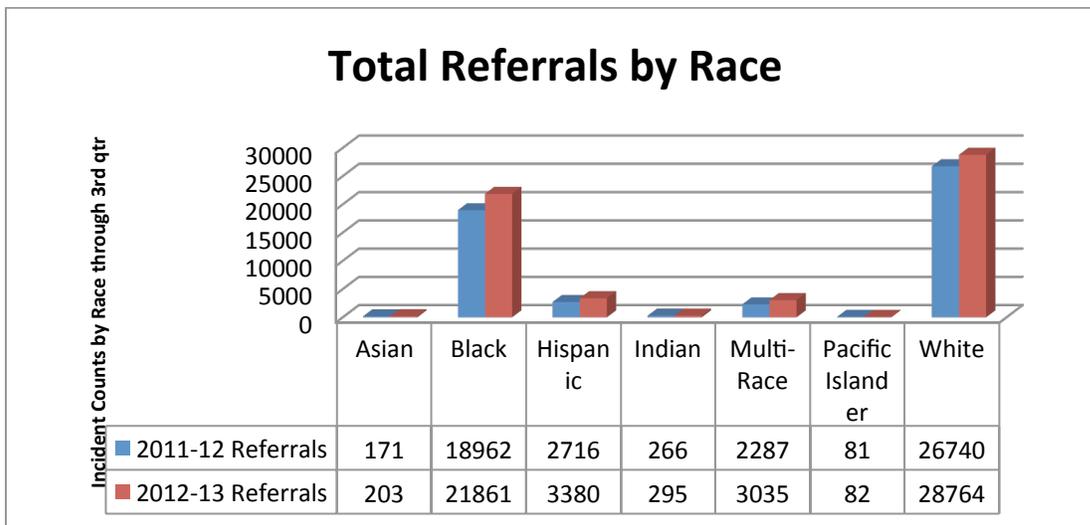
1. APS 9: Managing the Classroom (86 not met)
2. APS 4: Establishes and Maintaining High Expectations (52 not met)
3. APS 10: Professionalism (51 not met)
4. APS 5: Using Instructional Strategies to Facilitate Learning (41 not met)
5. APS 3: Planning Assessment and Using Data (38 not met)

Discipline Data

When a school or a classroom has serious behavioral issues, quality instruction becomes more difficult to implement. Professional development should help educators refine educational practices to promote optimal learning environments for all students. Once such an environment is established, educators are in a stronger position to positively impact student learning. The following data help to assess professional growth needs in the area of discipline.

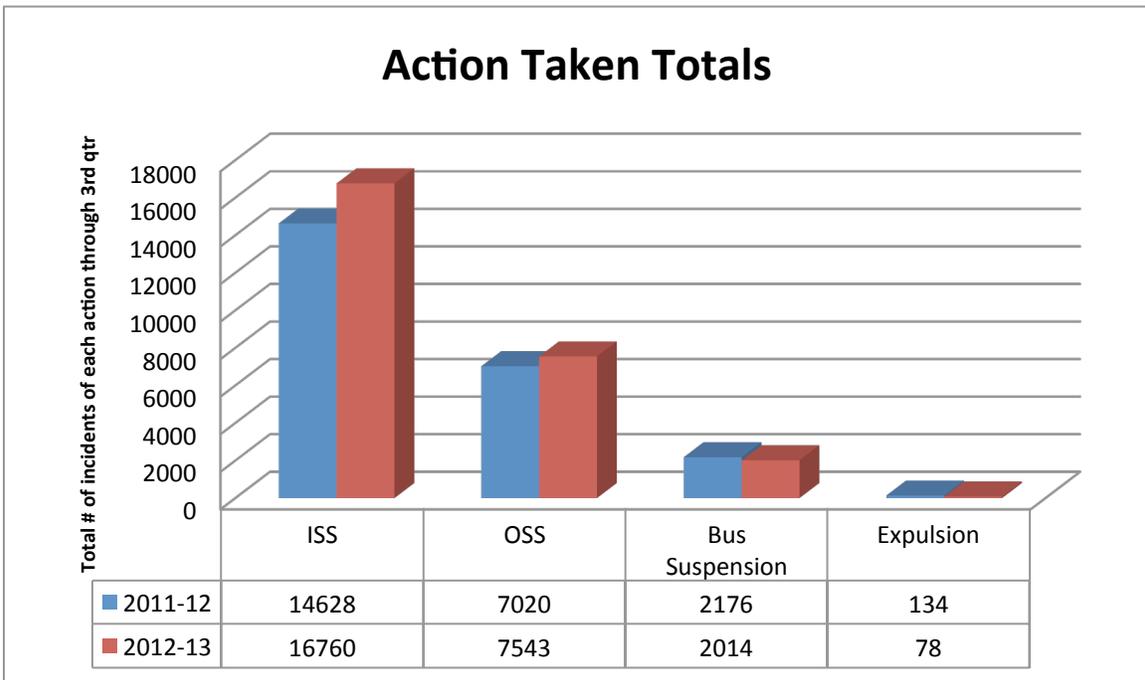
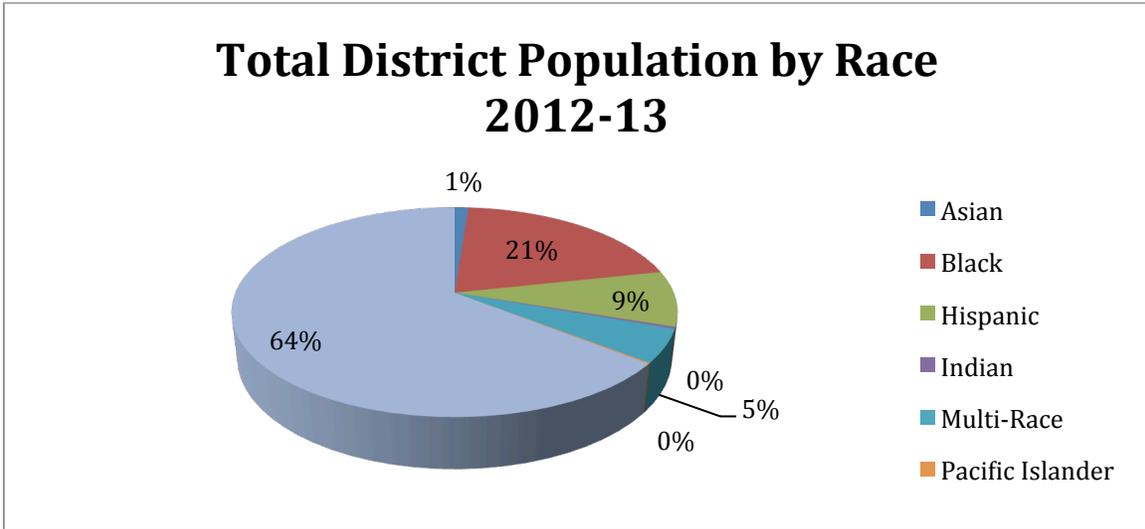


The total number of district incidents increased from 51, 224 in 2011-12 to 57, 632 in 2012-13. The highest number of incidents in both years were for the following behaviors: disrupting class, refusal to obey/defiant, disrespect, and bus violations.



The data above reflect the number of referrals by race for the 2011-12 and 2012-13 school years. It is important to note that the data does not differentiate by the

percentage of each race enrolled. Below is a chart indicating the percentage of each race that makes up the total enrollment.



In School Suspension and Out of School Assignments increased from 2011-12 to 2012-13, while Bus Suspensions and Expulsions showed a decrease.

AP Diagnostic Findings and Recommendations

An AP Diagnostic for Horry County Schools was conducted by College Board in March of 2013. The findings and recommendations from the AP Diagnostic have implications on professional development in our district. The purpose of the AP Diagnostic was to assist HCS by providing the following:

- valuable feedback that can be utilized to improve current AP Program and practices,
- identification of specific challenges and diverse pathways students may take to AP courses, and
- recommendations to help close the achievement gap

The process for data collection included the following:

- Interviews with principals and staff of 3 of our high schools on March 14th and March 15th
- Visits to classrooms in 3 of our high schools on March 14th and March 15th
- Data collection
 - AP Diagnostic Course Enrollment Form
 - AP Teacher Information Form
 - AP Diagnostic Document Request Form
 - Survey of AP teachers
 - Documents for enrollment in AP (AP Policy statement, recommendation, application, etc...)
 - Printed materials highlighting AP (flyers, brochures)
 - AP recruitment documents (AP potential roster)
 - Documents advertising AP student support
 - Documents highlighting tutoring opportunities
 - District and School Strategic Renewal Plans
 - Classroom Observations

- Interviews with school personnel and district leaders
- Review of AP participation and performance
- Follow-up meeting after diagnostic with district team to review results of the diagnostic

Specific Data consisted of the following:

- 20% of AP test takers in 2012 were minority students or did not wish to respond
- # of African American students in HCS participating in AP decreased by 6.7% in 2012
- 69% of total exams taken by Asian students earned 3+
- 38% of total exams taken by African American students earned 3+
- 57% of total exams taken by Hispanic students earned 3+
- 60% of total exams taken by White students earned 3+
- Since 2011 the number of AP Exams scores 3+ has increased by 15.6%, with the past five years showing an increase of 102%
- In 2012, the number of AP exams taken by HCS students increased by 14.5%, with the past five years showing an increase of 82.5%
- AP participation has grown 80.5% over the past 5 years

Top Exams Taken by HCS students in 2012 included the following:

- US History—463, 51% scores of 3+
- Human Geography—310 exams, 51% scores of 3+
- English Language—300 exams, 65% scores of 3+
- English Literature—249 exams, 45% scores of 3+
- Calculus AB—160 exams, 62% scores 3+

Summary of findings indicate the following:

- Variety of pathways to rigor, including dual enrollment, IB and HCVS
- Explicit goals in strategic plan that support AP/IB growth
- 100% of AP teachers administer mock AP exams
- Use of Edmodo as a collaboration tool
- 88% of AP teachers report promotion of AP program on website; some administration was not aware of promotion of AP on website
- Tutoring support is offered by teachers on individual basis
- Inequality in overall HCS overall AP population and district demographics
- A variance in AP offerings across the district
- Individual school's visited lacked specific metrics to increase AP participation and did not comment on district AP/IB goals
- 50% of AP teachers surveyed indicated that AP Potential data and its uses were unfamiliar or not used

- 64% of AP teachers indicated they were not familiar with the AP Instructional Planning Report
- Inconsistent use of data to strategically increase AP participation with underserved students

Summary of recommendations included the following:

- Establishment of district-wide teacher mentoring program for new AP teachers
- Conduct AP leadership training for all AP liaisons and principals with a focus on knowing the look-fors.
- Review of AP equity and excellence metric annually with targets and suggestions for improvement
- Communication of AP goals and metrics with school administration and staff
- Recognizing accomplishments/successes of AP students to encourage consistent AP culture
- Use of AP Potential at all schools
- Increase use of data to find students within subgroups and encourage participation
- Professional development in use of instructional planning reports to target areas and share best practices
- Review site-based best practices for targeting underrepresented students
- Create strategic plan for increasing AP diversity
- Continue to monitor SAT scores as the indicator of successful AP program
- Host AP parent nights/week
- Establish public recognition in schools of AP success (“Wall of Fame”)
- Plan/host district-wide AP review sessions

Student and Parent Perception Survey Data

Student and parent perception data are meaningful parts of the district’s data profile. “Satisfaction” surveys addressing the areas of academics, school environment, leadership/staff and communication can generate data that identify those intervening variables that need improvement to positively impact student achievement. Highlighted responses indicate areas of possible need in terms of professional development for staff.

Elementary School Student Responses:
State Department of Education Satisfaction Survey
2011-2012

		% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
1	My classes are challenging (not too easy; they make me think).	7.8%	13.1%	40.8%	38.3%
2	My teachers want me to understand what I am learning, not just remember facts.	2.2%	2.1%	20.3%	75.4%
3	My teachers expect students to learn.	0.4%	0.6%	13.9%	85.1%
4	My teachers expect students to behave.	0.6%	0.7%	15.7%	82.9%
5	My teachers spend enough time helping me learn.	3.6%	4.4%	31.3%	60.8%
6	My teachers help students when they do not understand something.	1.2%	1.8%	23.3%	73.6%
7	My teachers do a good job teaching me mathematics.	2.0%	2.7%	22.8%	72.6%
8	My teachers do a good job teaching me English language arts.	2.1%	3.0%	25.7%	69.2%
9	My teachers give tests on what I learn in class.	1.1%	1.5%	20.6%	76.9%
10	My teachers give homework assignments that help me learn better.	4.2%	5.6%	33.1%	57.0%
11	My classes are interesting and fun.	6.3%	10.2%	37.8%	45.7%
12	Students at my school believe they can do good work.	4.2%	9.2%	44.1%	42.4%
13	My teachers praise students when they do good work.	4.2%	5.7%	28.6%	61.4%
14	Work done by students can be seen on the walls of my school.	3.4%	4.9%	27.1%	64.6%
15	The textbooks and workbooks I use at my school really help me to learn.	5.2%	7.8%	35.2%	51.8%
16	The media center at my school has a good selection of books.	7.1%	9.8%	31.9%	51.2%
17	I use computers and other technology at my school to help me learn.	2.9%	5.8%	28.0%	63.2%
18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	4.0%	4.8%	30.3%	60.8%

Elementary School Student Responses:
State Department of Education Satisfaction Survey
2011-2012

		% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
19	The grounds around my school are kept clean.	8.5%	9.2%	37.5%	44.8%
20	The hallways at my school are kept clean.	4.0%	6.3%	29.7%	60.0%
21	The bathrooms at my school are kept clean.	24.4%	21.0%	29.7%	24.8%
22	Broken things at my school get fixed.	4.0%	5.6%	30.4%	59.9%
23	There is enough room for students to learn at my school.	3.5%	3.7%	22.4%	70.4%
24	Students at my school behave well in class.	14.6%	23.7%	44.6%	17.0%
25	Students at my school behave well: hallways, lunchroom, and playground.	15.5%	25.9%	40.2%	18.4%
26	Students at my school know the rules and what happens when students break the rules.	2.9%	5.5%	25.0%	66.6%
27	The rules about how students should behave in my school are fair.	5.5%	6.7%	27.5%	60.3%
28	The rules for behavior are enforced at my school.	3.0%	4.7%	24.2%	68.1%
29	I feel safe at my school before and after school hours.	4.7%	5.3%	24.3%	65.7%
30	I feel safe at my school during the school day.	3.3%	3.5%	22.0%	71.2%
31	I feel safe going to or coming from my school.	4.5%	4.4%	23.1%	68.1%
32	Students from different backgrounds get along well at my school.	9.6%	12.0%	39.2%	39.1%
33	Teachers and students get along well with each other at my school.	5.7%	7.8%	37.0%	49.5%
34	Teachers work together to help students at my school.	1.9%	3.0%	22.1%	73.0%
35	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	4.2%	5.6%	31.2%	59.0%
36	My parent knows what I am expected to learn in school.	3.6%	3.5%	24.9%	68.1%
37	My parent knows how well I am doing in school.	1.3%	2.0%	17.3%	79.4%
38	My school informs parents about school programs and activities.	1.9%	3.1%	20.8%	74.3%
39	Parents at my school know their children's homework assignments.	5.8%	6.1%	29.4%	58.7%
40	My parent helps me with my homework when I need it.	4.4%	4.3%	20.8%	70.6%
41	Parents are welcomed at my school.	1.1%	1.9%	17.5%	79.6%
42	Parents volunteer and participate in activities at my school.	5.3%	4.4%	27.1%	63.2%
43	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	3.9%	3.7%	23.7%	68.7%

Middle School Student Responses:
State Department of Education Satisfaction Survey
2011-2012

		% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
1	My classes are challenging (not too easy; they make me think).	7.2%	13.7%	47.0%	32.1%
2	My teachers want me to understand what I am learning, not just remember facts.	2.4%	6.1%	37.4%	54.1%
3	My teachers expect students to learn.	0.8%	1.5%	24.3%	73.4%
4	My teachers expect students to behave.	1.2%	1.8%	24.8%	72.2%
5	My teachers spend enough time helping me learn.	6.8%	13.4%	45.0%	34.7%
6	My teachers help students when they do not understand something.	2.9%	9.1%	42.5%	45.4%
7	My teachers do a good job teaching me mathematics.	4.5%	7.0%	28.2%	60.3%
8	My teachers do a good job teaching me English language arts.	4.5%	8.1%	32.1%	55.3%
9	My teachers give tests on what I learn in class.	1.0%	2.1%	29.0%	67.9%
10	My teachers give homework assignments that help me learn better.	7.7%	13.9%	40.8%	37.6%
11	My classes are interesting and fun.	15.9%	26.5%	40.7%	16.9%
12	Students at my school believe they can do good work.	11.5%	23.8%	46.9%	17.8%
13	My teachers praise students when they do good work.	9.3%	19.5%	41.7%	29.5%
14	Work done by students can be seen on the walls of my school.	8.7%	14.5%	33.8%	42.9%
15	The textbooks and workbooks I use at my school really help me to learn.	15.0%	23.3%	37.1%	24.6%
16	The media center at my school has a good selection of books.	8.7%	13.4%	38.2%	39.7%
17	I use computers and other technology at my school to help me learn.	4.7%	10.0%	35.1%	50.3%
18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	8.4%	12.4%	47.1%	32.0%

Middle School Student Responses:
State Department of Education Satisfaction Survey
2011-2012

		% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
19	The grounds around my school are kept clean.	10.3%	13.3%	43.3%	33.1%
20	The hallways at my school are kept clean.	4.6%	8.7%	41.6%	45.0%
21	The bathrooms at my school are kept clean.	25.3%	26.4%	30.9%	17.5%
22	Broken things at my school get fixed.	7.2%	14.0%	41.3%	37.5%
23	There is enough room for students to learn at my school.	4.3%	8.5%	36.8%	50.3%
24	Students at my school behave well in class.	22.7%	32.8%	36.4%	8.2%
25	Students at my school behave well: hallways, lunchroom, and playground.	24.6%	32.9%	33.6%	8.8%
26	Students at my school know rules and what happens when students break rules.	5.1%	9.3%	36.9%	48.7%
27	The rules about how students should behave in my school are fair.	12.1%	16.3%	40.3%	31.3%
28	The rules for behavior are enforced at my school.	3.7%	7.6%	37.6%	51.1%
29	I feel safe at my school before and after school hours.	7.6%	9.3%	33.3%	49.8%
30	I feel safe at my school during the school day.	5.1%	7.2%	30.6%	57.1%
31	I feel safe going to or coming from my school.	4.1%	4.9%	27.1%	63.9%
32	Students from different backgrounds get along well at my school.	12.9%	17.5%	41.6%	28.0%
33	Teachers and students get along well with each other at my school.	11.3%	19.3%	45.5%	23.8%
34	Teachers work together to help students at my school.	5.5%	10.6%	41.0%	42.9%
35	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	8.0%	12.0%	43.6%	36.4%
36	My parent knows what I am expected to learn in school.	4.9%	6.4%	31.5%	57.3%
37	My parent knows how well I am doing in school.	2.9%	4.0%	24.7%	68.4%
38	My school informs parents about school programs and activities.	5.7%	10.7%	31.0%	52.7%
39	Parents at my school know their children's homework assignments.	16.2%	22.7%	33.7%	27.3%
40	My parent helps me with my homework when I need it.	12.4%	9.6%	27.0%	51.0%
41	Parents are welcomed at my school.	2.6%	3.6%	26.4%	67.3%
42	Parents volunteer and participate in activities at my school.	10.5%	12.3%	32.7%	44.5%
43	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	6.7%	6.6%	32.1%	54.6%

High School Student Responses:
State Department of Education Satisfaction Survey
2011-2012

		% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
1	My classes are challenging (not too easy; they make me think).	6.2%	9.7%	46.4%	37.7%
2	My teachers want me to understand what I am learning, not just remember facts.	4.7%	10.4%	41.6%	43.3%
3	My teachers expect students to learn.	1.7%	3.4%	34.2%	60.8%
4	My teachers expect students to behave.	1.5%	3.2%	29.8%	65.5%
5	My teachers spend enough time helping me learn.	9.7%	14.8%	47.5%	28.0%
6	My teachers help students when they do not understand something.	5.1%	9.1%	48.3%	37.6%
7	My teachers do a good job teaching me mathematics.	9.5%	11.1%	33.2%	46.3%
8	My teachers do a good job teaching me English language arts.	4.6%	8.3%	34.0%	53.0%
9	My teachers give tests on what I learn in class.	3.5%	5.4%	35.1%	56.0%
10	My teachers give homework assignments that help me learn better.	11.0%	17.3%	39.8%	31.9%
11	My classes are interesting and fun.	16.3%	26.2%	39.5%	18.0%
12	Students at my school believe they can do good work.	9.2%	23.0%	46.8%	21.0%
13	My teachers praise students when they do good work.	11.4%	20.0%	42.3%	26.4%
14	Work done by students can be seen on the walls of my school.	8.9%	14.4%	36.5%	40.3%
15	The textbooks and workbooks I use at my school really help me to learn.	19.8%	26.1%	34.8%	19.3%
16	The media center at my school has a good selection of books.	6.5%	10.2%	40.3%	43.0%
17	I use computers and other technology at my school to help me learn.	5.7%	10.0%	32.1%	52.2%
18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	9.5%	12.2%	44.9%	33.4%

High School Student Responses:
State Department of Education Satisfaction Survey
2011-2012

		% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
19	The grounds around my school are kept clean.	7.8%	11.0%	39.4%	41.8%
20	The hallways at my school are kept clean.	6.3%	8.0%	39.4%	46.4%
21	The bathrooms at my school are kept clean.	20.6%	22.8%	30.0%	26.7%
22	Broken things at my school get fixed.	9.0%	15.6%	38.8%	36.6%
23	There is enough room for students to learn at my school.	6.1%	8.3%	36.1%	49.4%
24	Students at my school behave well in class.	14.5%	23.8%	44.2%	17.5%
25	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	14.9%	22.5%	44.0%	18.6%
26	Students at my school know the rules and what happens when students break the rules.	4.8%	9.2%	39.5%	46.5%
27	The rules about how students should behave in my school are fair.	12.0%	16.9%	39.3%	31.9%
28	The rules for behavior are enforced at my school.	3.9%	7.1%	37.9%	51.1%
29	I feel safe at my school before and after school hours.	6.3%	7.7%	33.4%	52.6%
30	I feel safe at my school during the school day.	5.7%	4.8%	31.9%	57.7%
31	I feel safe going to or coming from my school.	3.8%	4.7%	29.3%	62.2%
32	Students from different backgrounds get along well at my school.	7.8%	13.8%	40.4%	38.0%
33	Teachers and students get along well with each other at my school.	7.9%	13.0%	48.3%	30.8%
34	Teachers work together to help students at my school.	8.3%	13.8%	41.6%	36.3%
35	My school has a variety of extracurricular activities for students.	6.6%	10.0%	33.6%	49.8%
36	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	7.6%	8.5%	40.8%	43.1%
37	My parent knows what I am expected to learn in school.	7.7%	10.3%	33.4%	48.6%
38	My parent knows how well I am doing in school.	4.0%	5.4%	29.1%	61.5%
39	My school informs parents about school programs and activities.	10.9%	15.6%	31.3%	42.2%
40	Parents at my school know their children's homework assignments.	25.4%	25.8%	25.5%	23.2%
41	My parent helps me with my homework when I need it.	19.5%	12.5%	28.4%	39.5%
42	Parents are welcomed at my school.	3.7%	5.8%	32.9%	57.6%
43	Parents volunteer and participate in activities at my school.	14.6%	16.2%	35.3%	33.9%
44	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	8.1%	8.1%	32.8%	51.0%

Elementary School Parents Responses:
State Department of Education Satisfaction Survey
2011-2012

	% Disagree	% Mostly Disagree	% Mostly Agree	% Agree	% Don't Know
1 My child's teachers give homework that helps my child learn.	1.4%	4.1%	50.0%	43.9%	0.6%
2 My child's school has high expectations for student learning.	0.9%	2.7%	42.1%	52.8%	1.4%
3 My child's teachers encourage my child to learn.	1.0%	1.9%	34.6%	61.3%	1.3%
4 My child's teachers provide extra help when my child needs it.	1.4%	6.3%	39.1%	47.0%	6.1%
5 I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	1.6%	4.4%	42.2%	50.9%	0.9%
6 My child's teachers contact me to say good things about my child.	5.8%	20.9%	40.7%	31.3%	1.2%
7 My child's teachers tell me how I can help my child learn.	3.6%	15.0%	47.8%	32.5%	1.1%
8 My child's teachers invite me to visit my child's classrooms during the school day.	5.5%	25.8%	38.3%	26.3%	4.1%
9 My child's school returns my phone calls or e-mails promptly.	2.2%	7.5%	43.7%	41.4%	5.2%
10 My child's school includes me in decision-making.	3.5%	17.0%	43.4%	28.9%	7.1%
11 My child's school gives me information about what my child should be learning in school.	2.4%	9.9%	49.5%	36.6%	1.7%
12 My child's school considers changes based on what parents say.	4.1%	15.3%	37.5%	18.3%	24.9%
13 My child's school schedules activities at times that I can attend.	2.8%	10.5%	54.2%	28.9%	3.7%
14 My child's school treats all students fairly.	3.3%	7.7%	43.7%	33.7%	11.6%
15 The principal at my child's school is available and welcoming.	2.3%	4.5%	40.9%	44.7%	7.6%
16 I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	1.6%	6.6%	49.7%	39.4%	2.7%
17 My child's school is kept neat and clean.	1.1%	1.6%	40.6%	55.8%	1.0%
18 My child feels safe at school.	1.2%	2.3%	43.2%	52.4%	0.9%
19 My child's teachers care about my child as an individual.	1.4%	2.6%	39.2%	52.8%	3.9%
20 Students at my child's school are well-behaved.	2.8%	12.3%	50.4%	22.8%	11.8%
21 I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	1.6%	5.0%	52.3%	38.5%	2.6%

Middle School Parents Responses:
State Department of Education Satisfaction Survey
2011-2012

	% Disagree	% Mostly Disagree	% Mostly Agree	% Agree	% Don't Know
1 My child's teachers give homework that helps my child learn.	2.4%	9.0%	61.2%	23.4%	4.0%
2 My child's school has high expectations for student learning.	1.1%	5.6%	52.2%	38.5%	2.6%
3 My child's teachers encourage my child to learn.	1.5%	4.7%	52.7%	37.7%	3.5%
4 My child's teachers provide extra help when my child needs it.	2.8%	10.7%	49.7%	29.9%	6.9%
5 I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	2.9%	9.0%	53.7%	32.5%	1.9%
6 My child's teachers contact me to say good things about my child.	13.3%	35.1%	36.4%	13.5%	1.7%
7 My child's teachers tell me how I can help my child learn.	8.8%	31.0%	43.2%	14.2%	2.8%
8 My child's teachers invite me to visit my child's classrooms during the school day.	13.8%	46.5%	26.1%	7.9%	5.7%
9 My child's school returns my phone calls or e-mails promptly.	5.7%	12.8%	53.6%	22.7%	5.3%
10 My child's school includes me in decision-making.	5.9%	21.4%	49.7%	16.9%	6.1%
11 My child's school gives me information about what my child should be learning in school.	4.3%	18.4%	54.3%	20.0%	3.1%
12 My child's school considers changes based on what parents say.	6.8%	23.0%	35.4%	9.8%	25.0%
13 My child's school schedules activities at times that I can attend.	4.4%	17.2%	57.0%	15.4%	6.1%
14 My child's school treats all students fairly.	6.6%	14.1%	46.2%	17.4%	15.7%
15 The principal at my child's school is available and welcoming.	3.8%	6.8%	49.9%	30.4%	9.2%
16 I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	3.9%	11.2%	59.2%	21.4%	4.3%
17 My child's school is kept neat and clean.	2.4%	3.9%	49.7%	40.8%	3.2%
18 My child feels safe at school.	3.2%	7.4%	57.3%	29.1%	2.9%
19 My child's teachers care about my child as an individual.	3.3%	9.1%	51.9%	26.6%	9.1%
20 Students at my child's school are well-behaved.	6.7%	20.0%	48.1%	10.0%	15.2%
21 I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	3.2%	10.2%	63.2%	18.8%	4.6%

High School Parents Responses:
State Department of Education Satisfaction Survey
2011-2012

		% Disagree	% Mostly Disagree	% Mostly Agree	% Agree	% Don't Know
1	My child's teachers give homework that helps my child learn.	2.5%	7.4%	62.2%	23.7%	4.3%
2	My child's school has high expectations for student learning.	1.2%	5.6%	47.0%	43.6%	2.6%
3	My child's teachers encourage my child to learn.	1.4%	4.7%	51.9%	36.8%	5.2%
4	My child's teachers provide extra help when my child needs it.	2.4%	7.7%	51.4%	33.6%	4.8%
5	I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	1.8%	6.8%	53.8%	35.8%	1.7%
6	My child's teachers contact me to say good things about my child.	14.7%	38.6%	33.8%	10.2%	2.7%
7	My child's teachers tell me how I can help my child learn.	11.5%	36.4%	39.5%	10.1%	2.5%
8	My child's teachers invite me to visit my child's classrooms during the school day.	15.2%	44.1%	25.9%	8.7%	6.1%
9	My child's school returns my phone calls or e-mails promptly.	4.4%	11.2%	57.9%	22.7%	3.8%
10	My child's school includes me in decision-making.	7.0%	17.8%	49.1%	20.7%	5.3%
11	My child's school gives me information about what my child should be learning in school.	6.8%	18.3%	54.8%	18.2%	2.0%
12	My child's school considers changes based on what parents say.	7.3%	19.2%	41.5%	9.8%	22.2%
13	My child's school schedules activities at times that I can attend.	4.9%	10.6%	59.0%	19.2%	6.3%
14	My child's school treats all students fairly.	5.8%	10.5%	49.7%	17.5%	16.5%
15	The principal at my child's school is available and welcoming.	5.1%	8.1%	45.2%	30.5%	11.1%
16	I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	2.3%	9.9%	60.0%	23.7%	4.1%
17	My child's school is kept neat and clean.	1.4%	4.7%	49.6%	40.0%	4.4%
18	My child feels safe at school.	2.7%	2.9%	57.6%	34.4%	2.4%
19	My child's teachers care about my child as an individual.	2.6%	6.4%	52.6%	27.5%	10.9%
20	Students at my child's school are well-behaved.	4.2%	14.4%	51.8%	16.7%	12.9%
21	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	2.3%	7.2%	59.2%	25.9%	5.5%

HCS Strategic Plan Actions

Within the Horry County Schools' 2011-16 Strategic Plan, the following action steps are listed to support district goals for teaching and learning. District professional development needs stem from this plan, since it serves as a guiding force in determining student learning and priorities.

Area of Focus: Teaching and Learning (Student Achievement)

TL-1: Implement Common Core curriculum for English language arts and math

TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity.

TL-17: Implement comprehensive character development initiatives in all schools

TL-20: Refine the gifted education programs

TL-21: Refine and calibrate classroom expectations across the system with an emphasis on student engagement and levels of questioning

TL-22: Increase student achievement in science and social studies.

TL-24: Improve the effectiveness of guidance counseling programs.

TL-26: Ensure that persistent gaps between student achievement in subgroups are consistently and continually diminished.

Section V: Professional Development Goals and Priorities

District Goals and Priorities

Our overarching goal **has been and continues to be** to provide Horry County Schools' employees with consistent, high quality data responsive professional development that will promote growth in practices, resulting in improved student performance.

The professional development goals and priorities for the 2013-14 school year originate from our needs assessment data and from district, state and federal mandates and initiatives. The top goals and priorities can be streamlined into three general categories for increasing student achievement: **Common Core Implementation, Closing the Achievement Gap, and Instructional Technology.**

To address these goals and priorities, professional development will be designed based on the following guidelines.

- Recommendations and mandates from district guiding documents as well as information gathered from various stakeholders should help to define the array of professional development opportunities offered to employees.
- Increasingly, the format of professional development should incorporate technologies to provide more extensive and diverse content, to expand access and participation, and to create virtual professional learning communities to broaden the scope of collaboration.
- Professional development should be sustained over time and provide continued support such as follow-up, demonstrations, coaching and mentoring, feedback on mastery of new knowledge and skills, and continued opportunities for additional learning.
- Subject matter content of professional development activities/experiences should clearly connect to Common Core State Standards and the instructional shifts needed to effectively implement the standards.
- Professional development should keep educators current in their content and the best instructional practices needed to teach their content.
- Professional development should facilitate the ability of educators to apply technologies to create optimal and equitable learning environments.
- Professional development should provide ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching

practice.

- Professional development should prepare educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
- Professional development should promote technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- Professional development should help educators develop the knowledge and skills necessary to analyze student data and student work to determine needed adjustments in the delivery of instruction.
- Professional development should prepare educators to design and implement differentiated instructional strategies to meet diverse student learning needs.
- Professional development should focus on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- Professional development should provide opportunities for educators to examine their practices in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.
- Professional development should ensure that employees have the knowledge and skills to create safe, secure, supportive, and equitable learning environments for all students.
- Professional development ensures that educators have the knowledge to engage and collaborate with parents, families, and other community members as active partners in student's education.

(Adapted from NYSED.)

District Structures and Resources

Structures

Each year, the Horry County School District builds time into the calendar for professional development. Four **District Staff Development Days** and three **School Staff Development Days** have been allocated for the 2013-14 school year. These dates are in addition to a variety of daily, weekly and monthly collaborative team/group sessions (face to face and online) that create opportunities for professional growth at the school and district levels. These collaborative sessions take many forms. Some forms include:

- Edmodo Groups for Teachers, Curriculum Coaches, Administrators, etc.
- Webinars
- Professional Learning Communities
- Faculty Meetings
- Department Meetings (“Block Parties)
- Department Chair Meetings
- Collaborative Planning Sessions
- ATEAM Meetings

The district additionally sends staff members to state and national conferences that support district, state and national initiatives.

Resources

Schools are provided funds annually for professional development to support their PDSA plans. District learning specialists for the various content areas work closely with schools to coach staff and to foster and provide job embedded professional development. Such district level support is commensurate with the needs of the school. They also design and deliver district-wide professional development. Additionally, each school has at least one curriculum coach with the primary role of supporting teaching and learning to increase student achievement. Curriculum coaches participant in monthly professional development sessions at the district level, so they can grow in their abilities to coach teachers and lead collegial interactions focused on student learning. Partnerships with such consultant groups as *CORE* and *Leadership and Learning* have been established and maintained to provide differentiated support to identified schools. Highly skilled consultants are also scheduled to observe and provide feedback in schools, to facilitate training sessions on district-wide staff development days and within summer sessions, to present in ATEAM meetings, etc. A partnership with Coastal Carolina University has been established that provides professional educators in Horry County Schools with a reduced tuition cost for graduate studies. Coastal Carolina University also provides professional development sessions during our district staff development days related to instructional technology and strategies for closing the achievement gap.

Planning Template

In order to ensure that the emphasis for district professional development aligns with identified goals and priorities, the following template is utilized in the design and planning phase. The template includes four components: planning, learning, implementation and evaluation.

HCS Professional Development Opportunities for 2013-14

PLANNING			LEARNING AND IMPLEMENTING		OUTCOMES/EVALUATION		
Data Source Linked to Need	Targeted Group(s)	Resources Needed	Professional Development Opportunities Needed		Participant Learning Outcomes (Knowledge/Skills)	Participant Practice Outcomes (Behaviors)	Student Learning Outcomes
			Focus (Content/Topic)	Format/Type			

(Adapted from Duval County Public Schools. (2010). Duval County Public Schools 2010-15 Five Year Comprehensive PD Plan, p.83)

Sample Completed Template

PLANNING			LEARNING AND IMPLEMENTING		OUTCOMES/EVALUATION		
Data Source Linked to Need	Targeted Group(s)	Resources Needed	Professional Development Opportunities Needed		Participant Learning Outcomes (Knowledge/Skills)	Participant Practice Outcomes (Behaviors)	Student Learning Outcomes
			Focus (Content/Topic)	Format/Type			
Elementary Intervention Program data Needs survey from EOY meeting	Elementary Lead Interventionists	Program data and materials District data	<u>Quarterly meetings</u> 1 st . Expectations and Goals for 2013-2014; ongoing strategies for coaching and support; connections to CCSS 2 nd . Data review; progress toward yearly goals and expectations; 3 rd . Successes and challenges; timely, actionable items; ongoing strategies for coaching; connections to CCSS 4 th . EOY protocols and procedures; data collection and review; planning for 2014-2015	Face-to-face Electronic forum posts	Lead interventionists will enhance their understanding of district expectations and goals for implementation with fidelity and will expand their skill set for coaching and supporting interventionists in their buildings.	Lead interventionists will: <ul style="list-style-type: none"> • communicate regularly with all interventionists in their buildings. • facilitate communication between interventionists and classroom teachers. • monitor implementation of district interventions. • facilitate the use of data for student placement and differentiation of instruction. 	Accelerated gains based on programmatic data as well as standardized measures such as MAP and Lexiles.
Elementary Intervention Program data Needs survey from EOY meeting Feedback from coaching/support visits by Language! consultant	Elementary Language! teachers Elementary Lead interventionists/ Curriculum coaches/ administrators	Language! materials District data	Beginning-of-the-year training with follow-up sessions on the mid-year district staff development day <ul style="list-style-type: none"> • <i>Multiple sessions differentiated for new teachers, experienced teachers, and lead interventionists/ curriculum coaches/ administrators</i> Ongoing, job-embedded	Face-to-face	Language! teachers will enhance their understanding of the Language! program as well as district expectations and goals for implementation with fidelity. Lead interventionists/ curriculum coaches/ administrators will enhance their	New teachers will implement the Language! program with fidelity. Experienced teachers will demonstrate deeper implementation by using programmatic data to plan differentiation. Administrators, curriculum coaches, and lead interventionists will utilize	Accelerated gains based on programmatic data as well as standardized measures such as MAP and Lexiles

Section VI: 2013-14 District Professional Development Opportunities

District Professional Development Opportunities

Professional development should encompass a wide range of professional growth experiences to meet district-wide improvement objectives. The following topics will be embedded in professional development opportunities offered to HCS employees during the 2013-14 school year. Various formats will be used to delivery professional development, including job embedded structures and online courses.

Section 1

Employee Strand(s): Core Subject Teachers, Special Education Teachers, Curriculum Coaches, Reading Interventionists, Instructional Support Staff and Administrators		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Closing the Achievement Gap	Circle Assessment training	New Child Development Teachers
Closing the Achievement Gap	Dial 3 Assessment training	New Child Development Teachers
Closing the Achievement Gap	Child Development Collaboration meetings- Program policies & procedures and networking opportunities	Child Development Teachers
District Student Performance Goals for Math Closing the Achievement Gap	Implementing a new mathematics program for Child Development	Elementary Curriculum Coaches, CD Teachers, Administrators
Closing the Achievement Gap District Student Performance Goals for DIBELS TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity.	DIBELS data analysis & planning of differentiated small group activities that reinforce student needs	Elementary Curriculum Coaches, Primary Teachers, Primary Paraprofessionals and Administrators
Closing the Achievement Gap District Student Performance Goals for DIBELS TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity.	Initial and refresher Burst training	BURST Instructors, Paraprofessionals, Elementary Curriculum Coaches

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Implementation of CCSS District Student Performance Goals for ELA	ELA: Using the ELA Consensus Document and Imagine It lesson samples adapted to meet CCSS	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Goals for ELA	ELA: The progression of CCSS standards from one grade level to another	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Goals for ELA	ELA: Ensuring the alignment of Imagine It lessons with CCSS	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS	ELA: Incorporating Listening and Speaking Standards into daily instruction	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Goals for ELA	ELA: Effective reading and writing Workstations that support CCSS	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Goals for ELA	ELA: Responding to Text- Promoting writing throughout the day	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS	ELA: Genres of writing included in CCSS	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Goals for ELA	ELA: The development and use of close reads	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Goals for ELA	ELA: Research Standards included in CCSS	Elementary Curriculum Coaches, Primary Teachers and Administrators
Closing the Achievement Gap Implementation of CCSS District Student Performance Goals for ELA	ELA: Differentiated small group instruction that supports the CCSS	Elementary Curriculum Coaches & Primary and Elementary Teachers and Paraprofessionals
Implementation of CCSS	Strategies to promote student thinking and collaboration	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Goals for ELA	ELA:DOK & text dependent questioning	Elementary Curriculum Coaches & Primary and Elementary Teachers
District Student Performance Goals for ELA	Imagine It! training for new teachers	New Primary and Elementary Teachers

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Implementation of CCSS District Student Performance Goals for ELA	CCSS Refresher Course (Webinars) Topics: close reading, paired texts, writing structures, writing in content areas, CCSS support through science & social studies	Elementary Curriculum Coaches & Primary and Elementary Teachers and Administrators
Implementation of CCSS Instructional Technology	Achieve 3000 training- New teacher sessions Refresher sessions Data driven instruction/reports Resources Using "Thought Questions" Integration and alignment	Fourth and Fifth Grade Teachers, Elementary Curriculum Coaches and Administrators
District Student Performance Goals for Math	Everyday Math training for new teachers	New Primary & Elementary Teachers
Implementation of CCSS District Student Performance Goals for Math	Math: Effectively using EDM resources	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Goals for Math	Math: Modeling and supporting math conversations to promote thinking/reasoning, justification of answers and critiquing the reasoning of others	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Goals for Math	Math: Increasing content knowledge in math (Fractions and Geometry)	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Goals for ELA, Science and SS	Science and SS: Meeting CCSS writing expectations in the content areas through evidence-based writing	Elementary Curriculum Coaches & Primary and Elementary Teachers
Implementation of CCSS District Student Performance Science TL-22: Increase student achievement in science and social studies.	Science: Analyzing new science benchmarks and using DOK w/ science instructions	Elementary Curriculum Coaches & Primary and Elementary Teachers
District Student Performance Science TL-22: Increase student achievement in science and social studies.	Elementary Science Kit training- Overview of the progression of activities within the kit, practice challenging activities through hands-on explorations, and become familiar with the consensus documents and additional instructional resources to support standards instruction.	New Primary and Elementary Teachers & Teachers who changed grade levels

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
District Student Performance Goals for Math TL-20: Refine the gifted education programs.	Mentoring Mathematical Minds- Overview and reminder of goals, resources, structure, and integration with compacted EDM & implementation of M3 units with fidelity	GT Math Teachers, Grades 3-5
District Student Performance Goals for Math TL-20: Refine the gifted education programs.	Shared inquiry & advanced questioning	GT Math Teachers, Grades 3-5
District Student Performance Goals for ELA TL-20: Refine the gifted education programs. AP Audit Recommendations	Pre-AP and curriculum implementation sessions Knowledge and skills for fidelity implementation of targeted pre-AP strategies for updated g/t curriculum	GT ELA Teachers, Grades 3-5
Closing the Achievement Gap TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system- wide and with fidelity.	Voyager Passport Differentiated training sessions and ongoing coaching	Elem Voyager Passport Teachers Lead interventionists, Curriculum Coaches, Administrators
Closing the Achievement Gap TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system- wide and with fidelity.	Kaleidoscope training sessions and quarterly meetings- focused on strategies for deeper implementation and collaboration.	Kaleidoscope Teachers Lead interventionists, Curriculum Coaches, Administrators
Closing the Achievement Gap TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system- wide and with fidelity.	Language! Differentiated training sessions and ongoing coaching	Elem and Middle Language! Teachers Lead interventionists, Curriculum Coaches, Administrators
Closing the Achievement Gap Implementation of CCSS District Student Performance Goals for ELA	MS ELA: Teaching research- large and small opportunities	Middle School ELA/SS Teachers
Implementation of CCSS Closing the Achievement Gap District Student Performance Goals for ELA and SS TL-21: Refine and calibrate classroom expectations across the system with an emphasis on student engagement and levels of questioning	MS ELA and SS: Kagan Cooperative Learning Structures Differentiated training sessions and ongoing coaching	Middle School ELA/SS Teachers

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Implementation of CCSS District Student Performance Goals for ELA	MS ELA: Middle School AP Strategies Seminar	Middle School ELA Accelerated and Honors Teachers
District Student Performance Goals for ELA Closing the Achievement Gap TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system- wide and with fidelity.	Best practices/data analysis/meeting the needs of strategic learners in the READ 180 classroom and ongoing coaching	Middle School Read 180 Teachers/Interventionists
Implementation of CCSS District Student Performance Goals for ELA and SS	Document Based Questions (DBQs) -Using primary sources to develop argumentative writing skills	Middle School ELA/SS Teachers High School SS Teachers Select Elementary Teachers
Implementation of CCSS District Student Performance Goals for ELA Instructional Technology	Using instructional technology in the ELA classroom	Middle School ELA Teachers
Implementation of CCSS District Student Performance Goals for ELA and SS	“Reading Like a Historian” -Writing from sources, analyzing primary sources, and historical thinking	Middle School ELA/SS Teachers
District Student Performance Goals for ELA	Implementation of daily grammar practice program	Middle School ELA Teachers
District Student Performance Goals for ELA	Implementation of the word parts program: Honors and accelerated -Word within a Word General Ed -word mapping strategies	Middle School ELA Teachers
Implementation of CCSS District Student Performance Goals for Math Closing the Achievement Gap	Kagan Cooperative Learning Structure in Mathematics	Middle and High School Math Teachers
Implementation of CCSS District Student Performance Goals for Math	Mathematical Practices and their role in the CCSS math classroom- Designing lessons that incorporate the mathematical practices	Middle and High School Math Teachers

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Implementation of CCSS District Student Performance Goals for Math	Designing math questions/tasks/and assessment items addressing DOK levels.	Middle and High School Math Teachers
Implementation of CCSS District Student Performance Goals for Math	Content shifts in math based on CCSS	Middle and High School Math Teachers
Implementation of CCSS District Student Performance Goals for Math	Promoting thinking/reasoning, justification of answers and critiquing the reasoning of others in the math classroom	Middle and High School Math Teachers
Implementation of CCSS District Student Performance Goals for Math	Developing rubrics for question evaluation in the math classroom	Middle and High School Math Teachers
Implementation of CCSS District Student Performance Goals for Science	Adapting <u>SEPUP</u> lessons to facilitate shifted emphasis implicit in NGSS and CCSS.	Middle School Science and Special Ed. Teachers
Implementation of CCSS District Student Performance Goals for Science Instructional Technology	Using <u>Gizmos</u> to support NGSS and CCSS based science instruction.	Middle School and High School Science and Special Ed. Teachers
Implementation of CCSS District Student Performance Goals for Science Instructional Technology	Using <u>EBSCO</u> and <u>Discus</u> to support content literacy- using scientific literary research and technical reading	Middle and High School Science and Special Ed. Teachers
Implementation of CCSS District Student Performance Goals for Science Instructional Technology	Explore ways to use note- booking to implement the science/engineering practices of NGSS and support CCSS.	Middle and High School Science and Special Ed. Teachers
Implementation of CCSS District Student Performance Goals for Science	Scientific argument in the middle school science class	Middle School Science and Special Ed. Teachers
Implementation of CCSS District Student Performance Goals for Science	Using <u>modeling</u> in the high school science class- modeling physical objects and processes, especially mathematical, graphical and diagrammatic representations	High School Science and Special Ed. Teachers
Implementation of CCSS District Student Performance Goals for Science	Scientific argument in the high school science class. (Changes in the science curriculums to reflect Implementation of NGSS and CCSS	High School Science and Special Ed. Teachers

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Implementation of CCSS	Tying Coastal and Wetland Restoration Studies to NGSS and CCSS- Explore connections between field experiences and NGSS practices	High School Marine Science and Environmental Science Teachers
District Student Performance Goals for Science	Inquiry and science kit trainings	Middle School Teachers New to a Grade Level
District Student Performance Goals for Science	8 th Grade Honors Science Strategies	8 th Grade Honors Science Teachers
District Student Performance Goals for Science	High School Honors Science Strategies	High School Honors Teachers
Create safe , secure, supportive, and equitable learning environments for all students.	Responsibilities of school based Chemical Hygiene Officers	School Level Chemical Hygiene Officers (CHO's)
Implementation of CCSS District Student Performance Goals for SS	Paideia Seminar Training Days 1 and 2	Middle and High School Social Studies teachers
Implementation of CCSS District Student Performance Goals for ELA and SS	Social Studies Literacy Model Training ("Text, Task, Talk")	Middle and High School Social Studies Teachers in Select Schools
Implementation of CCSS TL-25: Provide opportunities for service learning within the curriculum and through extracurricular activities. Graduation Rate	Service learning and the Common Core	Teachers, Curriculum Coaches and Administrators
District Student Performance Goals for SS	Using USA Test Prep to increase student achievement	Middle and High School Social Studies teachers
District Student Performance Goals for SS Instructional Technology	Utilizing instructional technology in social studies classrooms	Middle and High School Social Studies teachers
Implementation of CCSS District Student Performance Goals for ELA	Developing sustained arguments	Middle and High School English Teachers

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Implementation of CCSS District Student Performance Goals for ELA	Creating performance tasks to meet CCSS ELA expectations	Middle and High School English Teachers
Implementation of CCSS District Student Performance Goals for ELA	Redesigning research to meet CCSS ELA expectations	Middle and High School English Teachers
Implementation of CCSS District Student Performance Goals for ELA	Understanding qualitative text complexity and pairing texts via the NCTE Framework (“Fulcrum Texts, Contextual Texts, and Texture Texts”)	High School English Teachers
Implementation of CCSS District Student Performance Goals for ELA District Student Performance Goals SAT, ACT and Advanced Placement Exams	SAT Holistic Writing- Applying instructional practices that align with College Board ® expectations for writing	High School English Teachers (including 8 th grade English I Honors)
Implementation of CCSS District Student Performance Goals for ELA	<i>The Magic Lens</i> Language analysis instruction (grammar) to increase reading comprehension and writing proficiency	High School English Teachers (including 8 th grade English I Honors)
Implementation of CCSS District Student Performance Goals for ELA Instructional Technology	Tech-Savvy Tools for HS ELA- Incorporating 21 st century tools to engage learners in critical reading and writing processes with authentic audiences	High School English Teachers (including 8 th grade English I Honors)
Implementation of CCSS District Student Performance Goals for ELA Instructional Technology	Media Literacy- Utilizing digital media when reading text critically	High School English Teachers
Implementation of CCSS District Student Performance Goals for ELA	High Yield Strategies (aligned with CCSS for ELA expectations) (including SIM strategies for Note-Taking and Advance Organizers)	High School English Teachers/ full school faculty

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Implementation of CCSS District Student Performance Goals for ELA	Close reading and text dependent questions strategies	High School English Teachers
Implementation of CCSS District Student Performance Goals for ELA	Common Core ELA professional development features- increasing awareness of new expectations of the new CCSS ELA	High School English Teachers
Implementation of CCSS District Student Performance Goals for ELA	LiteracyTA -Critical reading and writing strategies for CCSS instruction	High School English Teachers
District Student Performance Goals for ELA	Holt Textbook Training	High School English Teachers (including 8 th grade English I Honors)
District Student Performance Goals for ELA	Prentice Hall Textbook Training	High School English Teachers
District Student Performance Goals for ELA	Common assessment/ benchmark data analysis using USA Test Prep	High School English Teachers
District Student Performance Goals for ELA	EOC Writing calibration collaboration sessions	High School English Teachers
Closing the Achievement Gap Graduation Rate	Learning strategies redesign collaboration sessions	Select High School Special Education Teachers
Closing the Achievement Gap TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system- wide and with fidelity.	Read 180 Day One and Day Two training and ongoing coaching	High School English Teachers and Intervention Teachers
Closing the Achievement Gap TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system- wide and with fidelity.	System 44 Day One and Day Two training and ongoing coaching	High School English Teachers
Closing the Achievement Gap TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system- wide and with fidelity.	RtI and Data Teams	High School Lead English Teachers

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Closing the Achievement Gap TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity.	Transmath Differentiated training sessions and ongoing coaching	Transmath Teachers Curriculum Coaches, Administrators
Closing the Achievement Gap TL-3: Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity.	Elem Lead Interventionists Quarterly Sessions- Building an understanding of district expectations and goals for implementation with fidelity and expanding skill set for coaching and supporting interventionists within the school	Elem Lead Interventionists
District Student Performance Goals for ELA and Math TL-20: Refine the gifted education programs.	Gifted and Talented Contacts' Meetings- Identification and referral training as mandated by SCDE, Sharing of best practices and expectation of also sharing these with all GT teachers in respective schools	GT Contacts/Teachers
TL-20: Refine the gifted education programs. AP Audit Recommendations SAT, ACT and AP Exams Performance Goals	AP Contacts' Meetings- Sharing of best practices and expectation, administration, and guidance in respective schools, sharing of AP Testing information	AP Contacts/Teachers
State Mandate/Guidelines	GT Certification Courses- Required certification courses for GT teachers	GT Teachers
State Mandate/Guidelines	AP Endorsement Institutes- Required endorsement institutes for AP teachers	AP Teachers
Closing the Achievement Gap	AVID Summer Institute- *Required training for continued AVID implementation	AVID Teachers/AVID Site Team Members (ECHS & CHS)
District Student Performance Goals for ELA TL-20: Refine the gifted education programs.	Jacob's Ladder- Effective use of Jacob's Ladders to scaffold instruction for reading complex texts	GT ELA Teachers

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
<p>TL-20: Refine the gifted education programs.</p> <p>AP Audit Recommendations</p> <p>SAT, ACT and AP Exams Performance Goals</p>	<p>AP Collaboration- Sharing best practices and the effective use of AP Instructional Planning Report</p>	<p>AP Teachers (specific content areas)</p>
<p>TL-20: Refine the gifted education programs.</p> <p>AP Audit Recommendations</p> <p>SAT, ACT and AP Exams Performance Goals</p>	<p>Pre-AP strategies</p>	<p>Middle School G/T Teachers</p>
<p>TL-20: Refine the gifted education programs.</p> <p>AP Audit Recommendations</p> <p>SAT, ACT and AP Exams Performance Goals</p>	<p>Pre-AP strategies and AP strategies for specific content areas</p>	<p>High School AP and Honors Teachers</p>
<p>TL-20: Refine the gifted education programs.</p> <p>AP Audit Recommendations</p> <p>SAT, ACT and AP Exams Performance Goals</p>	<p>Effective use of school reports to increase college and career readiness as measured by ACT</p>	<p>High School Curriculum Coaches and Lead Teachers</p>
<p>TL-20: Refine the gifted education programs.</p> <p>AP Audit Recommendations</p> <p>SAT, ACT and AP Exams Performance Goals</p>	<p>Effective use of school reports to increase college and career readiness as measured by EXPLORE and later PLAN and ACT</p>	<p>Middle School Curriculum Coaches and GT Teachers</p>
<p>Closing the Achievement Gap</p>	<p>Acquisition of New ECSE curriculum & implementation guides</p>	<p>ECSE Teachers & Paraprofessionals</p>
<p>Closing the Achievement Gap</p>	<p>Social Skills Program</p>	<p>Special Educators & Paraprofessionals</p>
<p>Closing the Achievement Gap</p> <p>Implementation of CCSS</p>	<p>Service models to include embedding therapy services to address Common Core</p>	<p>Speech Pathologists</p>
<p>Closing the Achievement Gap</p>	<p>Language Development of Models for DHH students utilizing CASSLS</p>	<p>Teachers of Deaf /Hard of Hearing</p>
<p>Closing the Achievement Gap</p> <p>Implementation of CCSS</p>	<p>Use of current technology for Common Core</p>	<p>Teachers of Blind/Visually Impaired</p>

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Closing the Achievement Gap	Paraprofessional Ethical Roles & Responsibilities Distinguishing roles, responsibilities, management strategies & building collaborative teams	Special Education Paraprofessionals
Response to Needs Assessment Survey Data	Advancing Your Careers	Paraprofessionals
Closing the Achievement Gap Discipline Data	PCM Initial and Recertification training- De-escalation and Restraint	Intensive Behavioral Personnel
Closing the Achievement Gap	ULS Curriculum training	New Moderate and Severe Teachers
Closing the Achievement Gap	SC Alt training	Moderate and Severe Teachers
Closing the Achievement Gap Discipline Data	Instructional technology and instructional methods	Moderate and Severe Teachers
Closing the Achievement Gap Discipline Data	Intensive behavior supports	All Personnel
Closing the Achievement Gap Discipline Data	Working with special education students	Paraprofessionals
Closing the Achievement Gap Discipline Data	Behavior tools	Behavior Staff
Closing the Achievement Gap Discipline Data	Classroom management sessions	All Teachers and Paraprofessionals
TL-23: Take appropriate steps to increase the on-time graduation rate. (Refine documentation practices to track students using technology applications.)	PowerTeacher Administrator trainings	Designee from each school (must be teacher or non-teaching professional)
Closing the Achievement Gap District Student Performance Goals for ELA and Math	Using data from ENRICH to help teachers better craft instruction	Teachers, Curriculum Coaches and Administrators
Closing the Achievement Gap District Student Performance Goals for ELA and Math	Writing classroom assessments which assess higher level skills at deeper levels	Teachers, Curriculum Coaches and Administrators
Closing the Achievement Gap District Student Performance Goals for ELA and Math	How to use DesCartes to differentiate instruction	Teachers, Curriculum Coaches and Administrators

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Closing the Achievement Gap District Student Performance Goals for ELA and Math	Using data from (MAP) Virtual Comparison Groups (VCG) and Learning Pattern Comparisons (LPC) to inform instruction. Growth targets	Teachers, Curriculum Coaches and Administrators
Closing the Achievement Gap District Student Performance Goals for ELA and Math	Common Core Institute “Black Belt Training” Completion of Cohort 2	Designee from School (Curriculum Coach, Math Teacher or ELA Teacher)
District Student Performance Goals for ELA	CORE- To provide on-site support for implementation of <i>Imagine It!</i>	Teachers, Curriculum Coaches and Administrators in Identified Schools
Closing the Achievement Gap District Student Performance Goals for ELA, Math, Science and SS	Leadership and Learning- Onsite support at each school to help administrators and teachers plan, monitor, model, and provide feedback in order to best utilize data and collaboration to improve teaching, and leadership.	Teachers, Curriculum Coaches and Administrators in Identified Schools
Instructional Technology	Technology for the Math Classroom- Digital Tools Math Programs & Software Online Resources	Teachers, Curriculum Coaches and Administrators
Instructional Technology	Technology for the ELA Classroom Digital Tools ELA Programs & Software Online Resources	Teachers, Curriculum Coaches and Administrators
Instructional Technology	Technology for the Science Classroom Digital Tools Science Programs & Software Online Resources	Teachers, Curriculum Coaches and Administrators
Instructional Technology	Technology for the Science Classroom Digital Tools Science Programs & Software Online Resources	Teachers, Curriculum Coaches and Administrators
Instructional Technology	Effective use of iOS devices, iOS Creativity, iOS	Designated Core Content Teachers, Curriculum Coaches and Administrators in Title I Focus Schools

Section 2

Employee Strand(s): Foreign Language and ESOL Teachers		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Instructional Technology	Developing knowledge of curriculum units and the use of instructional technology	Foreign Language Teachers
TL-19: Develop a comprehensive plan for foreign language.	Instructional strategies that develop and improve students' performance in all three modes of communication (interpersonal, interpretive, and presentational)	Foreign Language Teachers
State Mandates TL-18: Develop a comprehensive PK-12 ESOL model.	Title III procedures and updates. instructional ESOL models and the use of technology for Ell(s)	ESOL Teachers

Section 3

Employee Strand(s): Fine Arts Teachers		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Keep educators current in their content and the best instructional practices needed to teach their content.	Planning art workstations for diverse young students	K-5 Art Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Watercolor techniques, color theory, layering, textures, landscapes and portraits.	6-12 Art Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Photography techniques with applications to classroom instruction and learning	K-12 Art Teachers (All Teachers can attend)
Keep educators current in their content and the best instructional practices needed to teach their content.	Methods for achieving environmental sensitivity and budget effectiveness for play production	6-12 Theatre Arts Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Techniques for costuming within the constraints of school play budgets	6-12 Theatre Arts Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Printmaking: Exploring a variety of media and processes	6-12 Art Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Using poetry, fiction, and non-fiction to help students develop their literacy as they create art and reflect about their art.	3-8 Art Teachers
TL-20: Refine the gifted education programs.	Artistic GT Program: rules, regulations, changes, new components	3-12 Fine Arts Teachers (Art, Music, Drama, Dance)
Keep educators current in their content and the best instructional practices needed to teach their content.	Intensive study of strings pedagogy with emphasis on hand position, bowing, intonation and characteristic tone quality	6-12 Instrumental Music Teachers who teach orchestra
Keep educators current in their content and the best instructional practices needed to teach their content.	Band instruction with focus on Bb Clarinet reeds, embouchure, articulation and characteristic tone quality	6-12 Band Directors whose major instrument is a brass wind or percussion

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Keep educators current in their content and the best instructional practices needed to teach their content.	Band instruction with focus on trumpet, trombone, horn embouchure, articulation and characteristic tone quality.	6-12 Band Directors whose major instrument is a woodwind.
Implementation of CCSS	How to implement projects that are real world relevant and that support Common Core State Standards as well as district and state art standards	K-12 Fine Arts Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Understanding of ways to incorporate kinesthetic learning into classes and practical ways to present creative movement and dancing as part of presentations by students	K-5 Music Teachers

Section 4

Employee Strand(s): Physical Education Teachers, JROTC Instructors and Driver Education Teachers		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Keep educators current in their content and the best instructional practices needed to teach their content.	Understanding of ways to incorporate kinesthetic learning into classes and practical ways to present creative movement and dancing as part of presentations by students	K-5 Physical Education Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Standards-Based Physical Education Curriculum	K-12 Physical Education Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Archery	K-12 Physical Education Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Health requirements and nutrition	K-12 Physical Education Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Procedures for Driver Education online course	Driver Education Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Changes to DMV handbook and best practices for HCS Driver Education Program	Driver Education Teachers

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Keep educators current in their content and the best instructional practices needed to teach their content.	Budget reductions, program plans, curriculum updates, uniform requirements	JROTC Instructors
Keep educators current in their content and the best instructional practices needed to teach their content.	Safer Choice curriculum	6-12 Physical Education Teachers & JROTC Instructors

Section 5

Employee Strand(s): Library Media Specialists		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Implementation of CCSS District Student Performance Goals for ELA, Math, Science and SS AASL,ISTE	Purchasing resources, collaborative planning and instruction with teachers	Library Media Specialists
Implementation of CCSS District Student Performance Goals for ELA, Math, Science and SS	Collaboration sessions between Public Libraries (PL) School Libraries (SL)	Public Libraries (PL) School Libraries (SL)
ADEPT	Review of performance standards	Library Media Specialists
Implementation of CCSS District Student Performance Goals for ELA	Summer reading program for 2014 defined by April 2014;	Library Media Specialists
Instructional Technology	Utilization of technology to access and utilize information	Library Media Specialists
Implementation of CCSS AASL,ISTE, ADEPT	DESTINY library management (print & digital; accounts; resource lists; citations) DISCUS/EBSCO overview	New Library Media Specialists
Implementation of CCSS AASL,ISTE, ADEPT	Roles and responsibilities of the library media specialist	Library Media Specialists
AASL,ISTE	Role and responsibilities within a Student Learning Commons for all stakeholders	Library Media Assistants

Section 6

Employee Strand(s): Guidance Counselors and Career Development Facilitators		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
TI-17 Implement comprehensive character development initiatives in all schools.	Character education	K-12 Guidance Counselors

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Improve the effectiveness of guidance counseling programs.	Accommodations for special needs situations	Elementary Guidance Counselors
Improve the effectiveness of guidance counseling programs.	Serving as an advocate	Elementary Guidance Counselors
Improve the effectiveness of guidance counseling programs. Create safe , secure, supportive, and equitable learning environments for all students.	Dealing with bullying situations	Elementary Guidance Counselors
Improve the effectiveness of guidance counseling programs.	Grief/Crisis response	K-12 Guidance Counselors
Improve the effectiveness of guidance counseling programs.	Dealing with abuse situations	K-12 Guidance Counselors
Implementation of CCSS	Common Core and the role of guidance counselor	6-12 Guidance Counselors
Improve the effectiveness of guidance counseling programs.	Running reports and queries in PowerSchool	6-12 Guidance Counselors
Graduation Rate	Role of the CDF	6-12 Guidance Counselors
TL-14: Offer a variety of online course options to meet the individual needs of students.	HCVS course offerings Maestro registration HCVS policies & procedures Monitoring student progress HCVS test administration Academic integrity	6-12 Guidance Counselors
Graduation Rate	My Role as a CDF	Career Development Facilitators
Graduation Rate	Planning and conducting Career Programs (Fairs, etc.)	Career Development Facilitators
Graduation Rate	Business partnership development	Career Development Facilitators
Graduation Rate	Job shadowing experiences	Career Development Facilitators

Section 7

Employee Strand(s): CATE Teachers and Robotics Coaches		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Keep educators current in their content and the best instructional practices needed to teach their content.	The CATE teacher	CATE Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Policies and procedures	CATE Teachers

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Instructional Technology	Using technology in the CATE classroom	CATE Teachers
Implementation of CCSS	Common Core as related to CATE	CATE Teachers
Keep educators current in their content and the best instructional practices needed to teach their content.	Business teacher training	CATE Teachers
Instructional Technology	FLL and FRC trainings	Robotics Coaches

Section 8

Employee Strand(s): ALL Teachers, Curriculum Coaches and Administrators		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Closing the Achievement Gap	School and classroom based strategies for Closing the Achievement Gap	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Getting Started with Google Drive	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Getting Started with Microsoft Office	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Getting Started with Mac	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Getting Started with iPad	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Technology: Creativity and Innovation Part A: Embracing Creativity Part B: Students as Content Creators	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Technology: Communication & Collaboration Part A: Using Digital Media to Communicate with a Purpose Part B: Students as Global Collaborators	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Technology: Research and Information Part A: Information Literacy and Content Curation Part B: Students as Digital Citizens	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Digital Citizenship: Online Safety and Security	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Digital Citizenship: Communicating Online	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Digital Citizenship: Digital Identity	ALL Teacher, Curriculum Coaches and Administrators
Instructional Technology	Digital Citizenship: Online Literacy and Copyright	ALL Teacher, Curriculum Coaches and Administrators

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Instructional Technology	Blended/Personalized Learning: Integrating personalized learning strategies Effective use of devices digital content	Teachers, Curriculum Coaches and Administrators Based on Phase 1 Roll Out

Section 9

Employee Strand(s): Athletic Directors		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Keep educators current in their content and the best instructional practices needed to teach their content.		
Keep educators current in their content and the best instructional practices needed to teach their content.		

Section 10

Employee Strand(s): Assistant Principals		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Closing the Achievement Gap	Working with students in poverty	Assistant Principals
Create safe , secure, supportive, and equitable learning environments for all students.	Getting the most out of PowerSchool - reports, inputting info accurately, documenting discipline strategies and parent communication	Assistant Principals
Create safe , secure, supportive, and equitable learning environments for all students.	Mandatory reporting of abuse and neglect	Assistant Principals
Create safe , secure, supportive, and equitable learning environments for all students.	Collaborating with law enforcement	Assistant Principals
Create safe , secure, supportive, and equitable learning environments for all students.	Crisis management planning and training	Assistant Principals
State and District Mandate	ADEPT evaluation update(s) or Initial evaluator training (SAFE-T NET)	Assistant Principals

Developing aspiring leaders	<p>Monthly AP Academy sessions differentiated by cohort grouping</p> <p>Each month will highlight “technology in the administrative role “ to include the following productivity apps:</p> <ul style="list-style-type: none"> • Keynote • Numbers • Pages • Evernote • Good Reader • Google Docs <p>Topics over the course of the program:</p> <ul style="list-style-type: none"> • HCS Vision and Core Beliefs • Accountability and Strategic Planning • District Initiatives • Implementation of Professional Learning Communities • Employee Investigations • Interviews Strategies for Aspiring Principals • Special Education Do's and Don'ts • Legal Matters • Hiring Processes • CCSS & Smarter Balanced Assessments • Principal Supervision (PADEPP, Principal Conferences) <p>Formal book study of <u>The 21 Irrefutable Laws of Leadership</u> by John Maxwell</p>	Assistant Principals
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Section 11

Employee Strand(s): Mentors and Induction Teachers		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
	New Teacher Academy	Induction Teachers and New Teachers to the District
State Mandate	Initial Mentor Training (Foundations in Mentoring)	Mentors of Induction Teachers and Cooperating Teachers for Student Interns
State Mandate	Continuous Mentor Training- (To maintain mentor qualifications and deepen/expand the support provided to mentees)	Mentors with Initial FIM Training

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Teacher Evaluation/Performance ADEPT Data	Classroom management Building relationships Using of instructional time	Induction Teachers Induction 2 Teachers
Teacher Evaluation/Performance ADEPT Data	ADEPT Process (PGDP)	Induction Teachers Induction 2 Teachers
Teacher Evaluation/Performance ADEPT Data	Formative assessment	Induction Teachers Induction 2 Teachers
Teacher Evaluation/Performance ADEPT Data	Poverty simulations	Induction Teachers Induction 2 Teachers
Teacher Evaluation/Performance ADEPT Data	Instructional strategies	Induction Teachers Induction 2 Teachers
Teacher Evaluation/Performance ADEPT Data	Professionalism- Effective communication Exhibiting professional demeanor and behavior	Induction Teachers Induction 2 Teachers
Teacher Evaluation/Performance ADEPT Data	Establishing and maintaining high expectations	Induction Teachers Induction 2 Teachers

Section 12

Employee Strand(s): Principals and Professional District Office Staff		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Related to all goals, priorities and initiatives	Monthly ATEAM meetings	Principals and Professional District Office Staff *Curriculum Coaches
State Mandate	Initial evaluator training (SAFE-T NET)	New Principals

Section 13

Employee Strand(s): District Office Support Staff and School Level Secretaries/Support Staff		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
TL-30: Align the District professional development plan with the system's goals and objectives.	Web 2.0 Tools	District Office Support Staff
TL-30: Align the District professional development plan with the system's goals and objectives.	Microsoft Excel	District Office Support Staff
TL-30: Align the District professional development plan with the system's goals and objectives.	Photoshop CS6	District Office Support Staff
TL-30: Align the District professional development plan with the system's goals and objectives.	Microsoft Outlook	School Level Secretaries

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
TL-30: Align the District professional development plan with the system's goals and objectives.	Microsoft Excel	School Level Secretaries
TL-30: Align the District professional development plan with the system's goals and objectives.	PowerSchool	School Level Secretaries
TL-30: Align the District professional development plan with the system's goals and objectives.	Data Requirements	Data Quality Clerks

Section 14

Employee Strand(s): Horry County Virtual School Teachers		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
iNACOL Standards for Quality Online Teaching iNACOL Standards for Quality Online Courses TL-14: Offer a variety of online course options to meet the individual needs of students.	Mission/Vision Operations and procedures Maestro (SIS) Moodle (LMS) Role of the teacher iNACOL Standards Best practices Academic integrity	Horry County Virtual School Teachers
iNACOL Standards for Quality Online Teaching iNACOL Standards for Quality Online Courses TL-14: Offer a variety of online course options to meet the individual needs of students.	System reporting Monitoring student progress	Horry County Virtual School Teachers

Section 15

Employee Strand(s): Nurses		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Create safe , secure, supportive, and equitable learning environments for all students.	BloodBorne Pathogens Immunization training Documentation training Mandatory Reporting CPR Vision and Hearing Screening Allergies: Food, Environmental HIPAA/FERPA IEP's and 504's IHP Development Safety in the Workplace Communication	RN and LPN Staff (Initial)
Create safe , secure, supportive, and equitable learning environments for all students.	BloodBorne Pathogens Immunization Training Documentation Training Mandatory Reporting IEP's and 504's IHP Development Workplace Safety Indoor Air Quality Pediculosis Treatment Medication Review Dental Screening Medical Waste Management	RN and LPN Staff (Annual)
Create safe , secure, supportive, and equitable learning environments for all students.	*As Needed Topics Mandatory Reporting Medication Review Crisis Management Communication Pediatric Assessment Asthma Management Diabetes Education	RN and LPN Staff (Initial and Annual)
Create safe , secure, supportive, and equitable learning environments for all students.	CPR Documentation Assisting in the Healthroom How to take a temperature BloodBorne Pathogens Safety in the Workplace Communication	Health Room Aides (Initial)
Create safe , secure, supportive, and equitable learning environments for all students.	Documentation Assisting in the Healthroom How to take a temperature BloodBorne Pathogens Safety in the Workplace Specific Medical Procedures Medical Waste Management	Health Room Aides (Annual)

District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Create safe , secure, supportive, and equitable learning environments for all students.	*As Needed Topics Communication Update on Medical Procedures Safety in the Workplace	Health Room Aides (Initial and Annual)

Section 16

Employee Strand(s): Food Service		
District Goal(s), Priorities and/or Initiatives	Professional Development Topic	Targeted Employee Group(s)
Create safe , secure, supportive, and equitable learning environments for all students.	HACCP Plan (sanitation & safety)	Cafeteria Workers

Section VII: Methods for Ongoing Assessment and Evaluation of the Professional Development Plan

Evaluation Procedures and Tools

Accountability is imperative to the successful implementation of a professional development plan. Professional development opportunities offered to employees in Horry County Schools will be linked to district improvement goals and will be evaluated in relationship to those goals. Analysis of the following areas will be embedded in the evaluation process and reported to key stakeholder groups in a manner that promotes effective use of the data for improving district-wide professional development.

- Educator Learning Outcomes
- Educator Practice Outcomes
- Student Learning Outcomes

Evaluation of Educator Learning Outcomes

The long-term goal of professional development is to increase student learning and achievement. Consistent progress monitoring of the professional development program is needed to ensure intended impact and to ensure the district is on track to accomplish its long-term goal. For progress monitoring, the goal of improving teacher knowledge and skills will be established as an interim outcome/indicator.

After participants attend a professional development session sponsored by HCS, an electronic survey will be sent to each participant through Truenorthlogic, our professional development management system. The survey is designed to elicit feedback on the quality of the session and the initial mastery of new knowledge and skills. Survey feedback will be reviewed and analyzed by session facilitators and instructors, so that appropriate follow up with participants can occur and needed modifications can be made to improve future professional development opportunities.

The following is a pool of questions for the electronic survey. The Likert Scale is used with most questions, requiring participants to rank their responses.

1. Was the instructor competent and knowledgeable?
2. Was the material organized for effective presentation?
3. Did the instructor model the effective use of technology?
4. Was enough time allocated for discussion, questions and comments?
5. As a result of the session, do you have a better understanding of the subject and can begin to use the information to improve your practices?
6. How will you implement the information in your current position?
7. What one element of this session could be improved?
8. Please add any additional comments or concerns.

Evaluation of Educator Practices Outcomes

The application of professional learning will be analyzed to determine the effectiveness of the professional development program. To gauge the impact of professional learning on educator practices, the following data sources will be utilized at the district or school level.

- Current and longitudinal student performance data (national, state and local)
- Program data
- Classroom Walk-Through data
- Classroom observations by administration, curriculum coaches, learning specialists, consultants, etc.
- Documentation from collaborative planning and PLC meetings
- Discipline referral data
- Professional Development Needs Assessment Survey data
- Goals Based Evaluation (GBE) documentation
- Teacher performance data
- Documentation from school level and district level data team meetings
- Authentic academic artifacts
- Lesson plans
- Teacher survey data related to identified initiatives
- Student and community survey data
- PDSA plans

Evaluation of Student Learning Outcomes

The impact of professional development on student achievement will be evaluated from various sources that provide data related to academic performance, behavior and engagement.

- Current and longitudinal student performance data (national, state and local)
- Program data
- Classroom Walk-Through data
- Classroom observations by administration, curriculum coaches, learning specialists, consultants, etc.
- Data on student attendance, suspension, disciplinary referrals and expulsions
- Authentic academic artifacts
- Teacher, student and community survey data

Section VIII: Professional Development Guidelines

Overview of District Professional Development Expectations

The Horry County School District requires that all staff participate in continuous growth as an integral part of their job assignment. The purpose of the professional development program and plan is to ensure professional growth for improving job performance and organizational development that ultimately results in improved student achievement. The District believes that all employees impact student learning.

All HCS employees, certified and non-certified/classified, are required annually to participate in professional development approved by the district or required under district, federal, or state directives and/or compliance provisions.

District Professional Development Requirements for Staff with Professional Certificates

- In consultation with their supervisors, educators will set yearly professional growth goals that are linked to student achievement goals for the school and/or the district. For an educator with a Professional Certificate on an informal evaluation process, these goals will be documented in the educator's Goals Based Evaluation form (GBE), along with appropriate success criteria for determining the extent to which goals have been accomplished.
- All professional development activities used to earn recertification points will directly link to the educators GBE goals and will align to the educator's area(s) of certification.

Caution: Refer to example.

A teacher is certified in Biology and attends a session on how to incorporate technology in the elementary music classroom. Based on the teacher's area of certification, the session **will not** earn the teacher professional development points towards recertification.

The following questions should guide the selection of professional development opportunities for renewal credit.

1. Does this opportunity exceed my job responsibilities?
2. Does this opportunity relate to my area of certification?
3. Does this opportunity relate to the goals in my GBE?
4. Can I reteach or use the information learned within my current position to impact student achievement?

- Educators will participate in a minimum of 24 hours of professional development during each school year to be on track to earn the required credits for recertification during the five year validity period.
- One hour of instructional seat time in a session equals 1 renewal point earned.
- Professional development sessions should never be repeated for certificate renewal credits.
- Educators will maintain documentation of their professional development activities during the five year validity period.
- Renewal credits that are not used for recertification **will not** be carried over from one validity period to the next.

State Professional Certificate Renewal Guidelines

- Educators with a professional certificate are subject to mandatory professional development requirements and must provide evidence of participation to the South Carolina Department of Education every 5 years for certificate renewal. HCS educators will submit the appropriate documentation to Human Resources, so that renewal information can be posted to the SCDE website.
- Educators should refer to the **SCDE Renewal Credit Matrix** for acceptable renewal credit options along with the eligibility criteria and required verification for each option. This document can be found on the HCS Staff Development webpage and through the following link.
http://ed.sc.gov/agency/act/se/ec/cert/recert/pdf/matrix_dist_ent.pdf
- Teachers holding a SC Professional Certificate with less than a Masters degree must earn at least 3 semester hours of graduate credit from a regionally accredited college or university **AND** 60 renewal points **or** an additional 3 semester hours of college credit from a regionally accredited college or university within the five-year validity period to renew their state Professional Certificate.
- Teachers holding a SC Professional Certificate with a Masters degree or higher must earn 120 renewal credit points, 6 semester hours of college credit from a regionally accredited college or university, or 60 renewal credit points and 3 semester hours of college credit from a regionally accredited college or university within the five year validity period to renew their state Professional Certificate.

- Educators who do not hold a South Carolina **Professional** Certificate are **NOT** eligible to begin accruing renewal credit points toward certificate renewal until they have received a South Carolina **Professional** (5 Year) Certificate.

Submitting Renewal Credits

Certified educators employed by Horry County Schools will use the following guidelines for submitting renewal credits.

- **College Credits (Option 1 in the SCDE Renewal Credit Matrix)**
Prior to enrolling within a college course, the educator will complete the ***Graduate Coursework Approval Form*** (available on the HCS Staff Development webpage and within the Document tab in Truenorthlogic) and submit to supervisor for approval.

Upon completion of a college course, the official transcript, in the college/university's **sealed envelope**, is to be mailed to the district renewal certification clerk in Human Resources. (If a transcript is to be used for anything other than certificate renewal, such as adding an area or upgrading to another level, the transcript should be sent to the State Department and to the district renewal certification clerk in Human Resources.)

- **State Department of Education Certificate Renewal Course (Option 2 in the SCDE Renewal Credit Matrix)**
Upon successful completion of an official SDE recertification course, the educator will be given a form from the SCDE entitled, ***Official Documentation for Completion - SDE Approved Recertification Course***, which must be signed by the educator's supervisor as verification that the course supports the educator's GBE goals. The form is then submitted to the district renewal certification clerk in Human Resources.
- **District Professional Development Activities (Option 3 in the SCDE Renewal Credit Matrix)**
All district sponsored professional development activities will be housed in the district's professional development management system, Truenorthlogic. When an educator enrolls/registers in professional development sessions listed within the system's catalog, a transcript of his/her experiences is generated. Course completion certificates are also generated within the system. These certificates should be printed and signed by the educator's supervisor as verification that the session attended supports the educator's GBE goals. Certificates are then submitted to the district renewal certification clerk in Human Resources.

Educators can access their professional development transcripts and certificates for district sponsored professional development activities by selecting the tab **View My Transcript** on the homepage in Truenorthlogic.



Once the transcript is displayed, the educator can select certificates for printing.

#	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Credit Hours
1.	Edit 21114	21791	Black Belt Face to Face Second Cohort-Second Meeting	04/23/2013	04/23/2013	04/23/2013	55338741	Completed	Credit	6.0 Points Recertification
2.	Edit 21098	21744	Poverty Simulation	02/27/2013	02/27/2013	02/28/2013	40992741	Completed	Credit	6.5 Points Recertification
3.	Edit 21021	21596	Black Belt Face to Face MS & HS Cohort-Final Meeting	02/05/2013	02/05/2013	02/05/2013	64707832	Completed	Credit	6.0 Points Recertification
4.	Edit 21020	21595	Black Belt Face to Face Elementary Cohort-Final Meeting	02/04/2013	02/04/2013	02/04/2013	29699710	Completed	Credit	6.0 Points Recertification
5.	Edit 20937	21428	Achieve 3000 Training Session for Elementary Coaches	01/22/2013	01/22/2013	01/22/2013	93668553	Completed	Credit	6.0 Points Recertification

- **Other Professional Development Activities (Options 4-11 in the SCDE Renewal Credit Matrix)**
Refer to the **SCDE Renewal Credit Matrix** for eligibility criteria and required verification.
- For out of district workshops and conferences, the following documentation must be submitted to the district renewal certification clerk.
 1. Certificate of Completion from session or conference (if provided)
 2. Agenda(s) from session or conference
 3. *Out of District Professional Development Opportunity Form* (Available on the HCS Staff Development webpage and within the Document tab in Truenorthlogic.)

Professional Exchange Day(s) Guidelines

Each year, HCS professional employees with 190 day contracts can earn one or two days off for professional development received during “off contract” time. These days off are identified as professional development exchange days. The purpose for the use of professional development exchange days is to encourage staff members to continue in their professional growth throughout the year. The guidelines for obtaining exchange days are as follows.

- Only professional staff with 190 day contracts are eligible to earn professional development exchange day hours.
- Staff can begin to accumulate professional development exchange day hours after the last contract day for teachers each year. Teachers must use the hours earned within the new calendar year. Professional development exchange day hours **do not** roll over from year to year.
- Teachers must submit the appropriate professional development documentation to their principal to request to use a professional development exchange day. The principal **MUST** approve the use of each professional development exchange day. (See *Exchange Day Request Form* on HCS Staff Development webpage.)
- 7.5 hours of professional development may be exchanged for one day off. Staff can earn up to **2** days off per school year.
- Days off must be taken on the predetermined professional development exchange days identified by the district office. During the 2013-14 school year, the five professional development exchange days that are eligible to be used for the **two** days off are **Oct. 14, Jan. 17, Feb. 17, Mar. 28, and June 9.**
- To earn professional development exchange day hours, staff must attend professional development sessions held during “off contract” time. “Off contract” time includes weekend, holiday, after school and summer hours that are outside of the teacher’s regularly scheduled working hours.
- The professional development sessions attended must directly relate to the professional goals and job duties/requirements of the staff member and must be preapproved by the principal.
- Hours used toward a day off **cannot** be used for certificate renewal or for college course credit.

Attachment C

Horry County Schools Acceptable Use Policy

The current HCS Acceptable Use Policy may be found online at

http://www.horrycountyschools.net/files/_fHJZw_/aad7e959a2903d9d3745a49013852ec4/Internet_Use_Policy.pdf