

Flowertown Elementary School
Early Childhood and Elementary Schools
Appendix A

Please provide a brief narrative describing the process the School Literacy Leadership Team (SLLT) used to develop the school reading plan, focusing on the guiding questions below. **These guiding questions mirror the questions found on the district reading plan template.**

Literacy Vision and Culture

Why is it important to focus on improving literacy in our school? What will literacy and learning look like in our school if comprehensive reading reform policy is successful?

Context

How does this plan connect to other plans and to district and school initiatives? Which ones?

Communication

How will the components of the plan be communicated to stakeholders?

Implementation

How will implementation be monitored over the next year?

The National Reading Panel (2000) challenged educators to consider the evidence of effectiveness whenever making decisions about the content and structure of reading instruction. Focusing on the shared vision of improving literacy through effective research-based instruction, Flowertown Elementary School will ensure that students are 21st Century College and Career Ready. Continued implementation of a comprehensive literacy plan will move us closer to our goal of preparing all students to become 21st Century Learners. Through our mission and vision, Flowertown Elementary School has created a well-defined, shared commitment to raise the level of achievement for all students.

Our School Literacy Plan addresses the specific goal of increasing the percentage of students reading on grade level in grades K-5. This goal is in direct correlation with our State and District's Plans that focus on increasing the number of third-grade students reading on grade level. Additionally, our comprehensive professional development plan promotes student achievement in literacy by providing learning opportunities for staff that is aligned with school and/or district literacy goals. Our school also partners with a variety of community organizations and local businesses to establish initiatives which support our school in the area of literacy.

Flowertown Elementary is committed to continually seeking more efficient and effective methods to improve parent, community and school communications. *We believe* in the importance of fostering a love of learning, engaging all students, and serving as a center of excellence. Our administrative team and leadership personnel meet regularly with parent, student, and teacher liaison groups to gather feedback, encourage positive relationships and interactions, and inform stakeholders of expectations and accomplishments. It is during these meetings that the components of the school's literacy plan will be discussed and reviewed and that feedback from these stakeholders will be solicited.

The implementation of Flowertown Elementary's Literacy Plan will be monitored by classroom observations conducted by the school's reading coach, the district's literacy interventionists, school administrators, school leadership teams, and peer teachers. During literacy-based professional development opportunities grade level teachers, literacy support teachers, the school's literacy coach, and district interventionists will discuss and review the effectiveness of the school's implementation of the reading plan. Careful analysis of school data will help the School Literacy Leadership Team (SLLT) determine the overall effectiveness of the school's literacy plan.

Please provide a belief statement in support of each reading plan component.

Component 1: Leadership

Current research has emphasized the importance of leadership at the school level in improving outcomes for a school and its students. This requires a leader who is capable of transforming an environment so that its students and teachers can flourish.

Through innovative, creative, and rigorous instructional strategies along with state-of-the-art technological devices, Flowertown models our FES vision daily – “Fostering a love of learning, Engaging all students, and Serving as a center of excellence”. The district math and literacy model form the framework for critical thinking and explicit direct instruction. Progress monitoring tools and benchmark assessments are utilized at every grade level to differentiate instruction. The faculty and staff work hard to ensure we are utilizing all available resources and using the best practices to help engage all styles of learners and maximize their fullest potential, while still fulfilling the variety of needs they may have in all areas of their lives.

We strive to cultivate world class skills that enable our students the opportunity to work together and think critically. Along with our academic clubs, students are also given the opportunity to pick a “BUZZ” club at the beginning of the school year. These clubs are centered on different hobbies, community service projects, athletic opportunities, and extended learning programs. Students are also invited to participate in many student government and leadership roles by serving on student council, acting as School Ambassadors, working with the Principal's Advisory Committee, as well as, holding one of a variety of student jobs.

We believe that fostering strong relationships with parents, and the community is a hallmark for our school. FES is very fortunate to have a fabulous, supportive, and very active School Improvement Council, Parent Teacher Association, and Business Partners that do so much to support the learning taking place daily. Through College and Career highlight videos, guest speakers, and hosting a Career Panel, students are continuously exposed to different future career opportunities available to them.

Flowertown Elementary believes that a child's success in school is dependent upon good communication between school, home, and community. Through the support of all our faculty, staff, parents, community members, business partners, and our stakeholders, our Busy Bees learn to be self-sufficient, independent, life-longer learners with all the skills necessary to make their mark on the future.

There are multiple opportunities for shared decision making at Flowertown Elementary School. It is a part of Flowertown's mission to include all stakeholders in decision-making opportunities that affect our school community. This is accomplished through the establishment of many Professional Learning Communities (PLC) that meet regularly throughout the school year.

These PLCs will be a part of the decision making in the school literacy plan.

- School Cabinet Team: The School Cabinet Team meets weekly and consists of administrators, the Literacy Coach, guidance counselors, the school psychologist, the Media Specialist, and the Instructional Technology Specialist (ITS). The purpose of this PLC is to discuss decisions and advise the principal on matters within the school building as it directly relates to parents, students, and teachers.

- Leadership PLC: The PLC meets monthly and consists of the Cabinet team as well as grade chairs from each grade level, including special education and fine arts. The purpose of this PLC is to help make school-based decisions as well as serve as a liaison team between the administration and teachers.

- School Literacy Leadership Team (SLLT): This team meets monthly and consists of representatives from each grade level, school administrators, the Literacy Coach, ITS, and Media Specialist. This group was instrumental in creating the School Literacy Plan and revisits the plan to ensure that the plan is being implemented properly.

- Response to Intervention Data Teams (Rtl): This team consist of grade level teachers, the School Psychologist, Guidance Counselors, administrators, Literacy Support Teachers, the Literacy Coach, and parents. The monthly Rtl meetings will be held to analyze data and determine if individual students are making the necessary gains to meet their academic goals. If gains are not being made, the Rtl team will then decide the best plan of action for the students.

- School Improvement Council (SIC): The SIC Consists of faculty members, parents, and community members that meet on a monthly basis to work towards a goal of establishing College and Career opportunities through a community and parent involvement initiative.

- Parent Teacher Association (PTA): This group consists of Parents and Faculty Members who work toward a common goal of ensuring that all classrooms have the necessary materials for a successful year and that parents are an active part of the school community.
- Elementary Curriculum Support Team (ECST): This team meets monthly at the district level. The school's Literacy Coach and Instructional Technology Specialist are members of this PLC. The purpose of these meetings is to give school feedback when making district level decisions and to ensure that district level information is properly relayed at the school level.
- Vertical Planning Teams: Each vertical planning team consists of representatives across many curriculum areas and grade levels. The team meets once a month with the goal of implementing the 21st Century Learning model in school-based decisions.
- Principal's Advisory Committee (PAC): The PAC consists of administrators and students from each grade level across the school. These students participate in decision-making at the school level and serve as liaisons to their classes and grade levels.

The purpose of each of these PLCs is to include all stakeholders as decision makers in our school community. Meetings will be organized and driven by data with the primary focus on student success.

Component 2: Student Outcomes

The goal of Flowertown Elementary School is that our R2S Literacy Plan will offer our students the opportunities and accountability to be prepared for the 21st Century. We will accomplish this by having a committed focus on establishing a systemic use of data for the betterment of student outcomes, implementing the district curriculum in literacy, and teaching the 2015 South Carolina College and Career Ready Standards for English Language Arts. Flowertown Elementary School will reach the necessary student outcomes by fostering a learning environment for students focused on standards-based instruction, providing meaningful professional development opportunities to support the standards and best practices, and increasing supportive community and family partnerships that foster networking between and among the school, families, and community so that all students are college and/or career ready. Our goal is to communicate to our students, families, staff, and the community that Flowertown Elementary, along with the rest of Dorchester School District Two, has created a well-defined, comprehensive shared commitment to raising the level of literacy achievement for all students.

Component 3: Professional Learning Opportunities

Professional development is a multi-faceted, information-based process that is strategically planned to provide individual, school, and district solutions to targeted and researched areas. In our district and at our school, our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design, and delivery.

At the school level, Flowertown Elementary School has developed a Professional Development Plan (PDP) to improve the quality of teaching and learning and to further our students' academic success. With a renewed focus on literacy, the PDP directly aligns with our School Literacy Plan and is based on student performance data in literacy measures. Teachers will continually increase their capacity to support student literacy and learning through professional learning opportunities provided at the school and district level. To ensure that all teachers have the opportunity to receive high quality, relevant professional development, the SLLT has created the comprehensive PDP in response to student data, a needs assessment survey, and classroom observations. The Literacy Coach will work to ensure that all literacy teachers have the needed PD offered by the district to include the District Literacy Model, DRA 2+ Kit Training, and STEPS Phonics Training.

The professional development planning process has three steps: identify school literacy goals and areas of need, plan and implement professional development strategies for literacy, and monitor progress through data analysis and classroom observations. The main component of the PDP is school-based professional development presented by the Literacy Coach as well as the District's Literacy Interventionists. These PD opportunities will be offered during and after school, in the Media Center and Data Room, to provide ease of attendance. There will also be a variety of methods used to present the PD which will include book studies, small group team PLCs, and whole groups PLCs. The primary focus of the current literacy PD is Differentiated Instruction, Literacy Integration, Writing, and Fluency.

Component 4: Assessment Plan

A comprehensive balanced assessment plan, which mirrors that of Dorchester District 2, is in place at Flowertown Elementary School. The assessment plan includes formative and summative assessments to maximize every student's potential in literacy and to provide necessary data for instructional decision making. The assessment plan includes state, district, and school-based assessments.

Grade 4K: PALS, DIAL 4

Grades K-2: Word Analysis (K), ELA Standards/Skills Based District Benchmarks (1st, 2nd), Reading Inventory (2nd), AIMSweb (K-1) and DRA2+ (K-2)

Grades 3-5: Reading Inventory, ELA Standards-Based District Benchmarks, SC Ready

Component 5: Instructional Plan

The South Carolina State Board of Education has adopted the South Carolina College and Career Ready Standards to determine competencies for each grade level with a rigorous set of academic standards that is uniform across the state. Based on a philosophy of teaching and learning that is consistent with current research, and exemplary practices, Dorchester School District Two educators seek to provide the most appropriate education possible for the diverse learners in our public schools. The curriculum is reviewed and revised as needed to meet the needs of our nation, state, district, and local communities. Teachers at Flowertown Elementary School use the standards-based curriculum to plan instruction that supports the integration of reading and writing in all content areas. These standards allow for vertical and horizontal alignment of reading skills. The standards-based curriculum promotes the use of 21st Century Skills in reading instruction. Dorchester District Two establishes district pacing guides so that teachers can maximize their instruction throughout units and ensure that all of the SCCCR standards are being taught in a comprehensive manner.

Based on student data, classroom observations, teacher needs assessments, and the DD2 District Literacy Plan, we will focus on four main components of literacy; Writing, Fluency, Literacy across the Curriculum, and effective Differentiated Instruction. Teachers will be given comprehensive professional development opportunities at the district and school level on these four components of literacy. Classroom observations by the administrative team and the Literacy Coach will focus on recognizing instructional strengths and weakness in these areas. Book studies, vertical team discussions, and parent involvement initiatives will also focus on Flowertown's instructional goals.

Component 6: Parent and Family Involvement

Communication between the home and school is key to positive relationships and optimum student achievement. This partnership develops ongoing, two-way dialogue so that parents are encouraged to participate in their child's literacy development. Good communication cultivates positive relationships between teachers and parents, leading to a greater likelihood of producing students who are college and career ready upon graduation from high school. Regular communication between school and home, through parent/teacher organizations, parent advisory boards, Blackboard Connect, the Flowertown Flier, Edline Webpage, Student Calendar and Handbook, staff e-mails, teacher weekly newsletters, and social media outlets, is a priority for all students 4K-5.

Communication is just one key component to Parent and Family Involvement. Once we have effectively communicated with families, we get them involved in the school community by offering a variety of parent and family involvement opportunities. These opportunities range from parent advisory groups like PTA and SIC, family curriculum nights, parent workshops, and other evening events. Flowertown's mission is to engage all students, which in turn will become a mission to engage their parents and families in our educational community.

Component 7: School-Community Partnerships

Flowertown Elementary believes that it is crucial to include community organizations in the education of our 21st century learners. Businesses and Colleges understand what is needed for today's students to succeed in the workforce. We feel it is fundamental to include these members of the community in the education of our students. We have found that community involvement has a great impact on student achievement. We involve many community businesses through our successful Partners in Education program. Local organizations and faith-based establishments are invited to support educational programs and initiatives. On top of parent involvement opportunities, we encourage community members to be a part of the decision-making process through involvement with the SIC. Volunteerism is crucial for schools to be successful in meeting the needs of students. Our KIDS Mentor Program trains community volunteers to work with

students to improve their literacy skills. By opening our doors to the community and offering a variety of community involvement opportunities, we are opening doors for our students in the future.

COMPONENT 1: LEADERSHIP

No uploads or narrative required.

COMPONENT 2: STUDENT OUTCOMES

Please reflect on the questions below and provide a brief narrative response to support the inclusion of data literacy as part of your School Reading Plan.

Who administers assessments? What system is used to manage the assessment data including data entry and management? What plan is in place to support the analysis of the data and who will be responsible for this? How are data displayed and accessed? What is the plan for reviewing student data with instructional staff in order to prioritize needs and set goals?

School and district assessments are administered by classroom teachers. State assessments are administered by trained personnel based on the protocols for the specific assessment. Our AIMSweb benchmark assessments are administered by a team of trained professional staff which includes the classroom teacher. In addition, our school's Instructional Technology Specialist assist classroom teachers with our computerized universal screeners.

We use several systems to manage assessment data such as PowerSchool, Scholastic Achievement Manager (SAM), Enrich, Scantron Achievement Series, SWIS, and AIMSweb. Grade Distribution data is collected quarterly by administration. The Title I Facilitator/Literacy Coach and ITS also manage the assessment data through a school-wide EXCEL Data Sheet which is accessible to Administrators and other necessary school personnel. Teachers maintain a data notebook with pertinent student data. This data is collected and analyzed at the classroom level as well as the school level. SLO's (Student Learning Objectives) are another strategy used by classroom teachers for collecting, monitoring, and analyzing data to increase student performance. As new students arrive, data is collected and the cumulative folders are referenced to gather pertinent information about the child's academic needs. Not only do faculty members manage data, but students also take ownership of their progress. Student's collect their personal data on a Student Data Card and revisit it quarterly.

Administrators are provided assessment data and information from our Office of Assessment at principal meetings throughout the year. Our principal shares information with the cabinet, leadership team, and with the teachers in a timely manner. This information includes areas of strength and areas of need. The Office of Staff Development organizes professional development for administrators, teachers, and staff on differentiated instruction, teaching reading strategies, progress monitoring, and intervention software. Teachers are provided professional development on how to use and interpret data using the assessment tools.

Data is accessed and displayed using PowerSchool, Scholastic Achievement Manager (SAM), Enrich, Scantron Achievement Series, and AIMSweb. Teachers use these programs to access, display, and review data for their respective students. Our school holds data debriefing meetings and Rtl team meetings monthly in our school's data room where the current data on students is displayed on our data wall. The schoolwide data sheet is projected for reference during data discussions.

Our school Professional Learning Communities (PLCs) look for trends in strengths and areas of need and then provide resources for targeted instruction. Grade level data and content area debriefings are then held to analyze assessment data to target instruction and assign interventions. This data is also used to determine needs for teacher professional development and targeted classroom observations. Our philosophy is to have a comprehensive assessment plan consisting of universal screeners, diagnostic formative assessments, individualized, and performance based assessments that provide teachers the information needed to make decisions about students' needs.

**COMPONENT 3: SCHOOL LEVEL PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED
MAY 2016 THROUGH JUNE 2017**

No uploads or narratives required.

COMPONENT 4: ASSESSMENT PLAN

Based on your analysis of state and local assessment data, please respond to the following:

	Indicate at least one area for growth	Indicate the action needed to support increased student achievement.	Indicate a timeline for action and who will be responsible.
Prekindergarten	Phonological Awareness	Phonological awareness is an important and reliable predictor of later reading ability; detecting rhyme and alliteration; segmenting; blending; and manipulating sounds and words	May 2016 - June 2017 Early Childhood Coordinator (District Level) Literacy Coach 4K Teacher Special Education Teachers
Kindergarten	Reading Comprehension	Integrating a rigorous phonological awareness curriculum with explicit reading strategies taught through grade level reading instruction, differentiation, and adequate time for independent reading	May 2016 - June 2017 District Interventionists Literacy Coach Kindergarten Teachers Special Education Teachers
Grade 1	Reading Comprehension	Integrate systematic phonics and explicit reading strategies taught through grade level reading, instruction, differentiation, and adequate time for independent reading	May 2016 - June 2017 District Interventionists Literacy Coach First Grade Teachers First Grade Reading Interventionist Special Education Teachers
Grade 2	Reading Comprehension	Specific reading strategies through grade level reading instruction, differentiations, and adequate time for independent reading and authentic writing	May 2016 - June 2017 District Interventionists Literacy Coach Second Grade Teachers Second Grade Reading Intervention Teacher Special Education Teachers
Grade 3	Writing	Increased authentic writing opportunities for students, integration of writing across the curriculum, professional development focusing on best practices in writing instruction, curriculum revisions, teacher observations and coaching	May 2016 - June 2017 District Interventionists Literacy Coach Third Grade Teachers Third Grade System 44 Teacher Literacy Intervention Teachers Special Education Teachers
Grade 4	Writing	Increased authentic writing opportunities for students, integration of writing across the curriculum, professional development focusing on best practices in writing instruction, curriculum revisions, teacher observations and coaching	May 2016 - June 2017 District Interventionists Literacy Coach Fourth Grade Teachers READ 180 Teacher Literacy Intervention Teachers Special Education Teachers
Grade 5	Writing	Increased authentic writing opportunities for students, integration of writing across the curriculum, professional	May 2016 - June 2017 District Interventionists Literacy Coach Fifth Grade Teachers

		development focusing on best practices in writing instruction, curriculum revisions, teacher observations and coaching	READ 180 Teacher Literacy Intervention Teachers Special Education Teachers
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COMPONENT 5: INSTRUCTIONAL PLAN

What action is your school taking to maximize and protect uninterrupted instructional time at all grade-levels?

In order to maximize and protect instructional time at Flowertown Elementary School, our district’s literacy model is in place in our 4K-5 classrooms that include recommended minutes for specific literacy components and continuously works on strengthening core instruction and improving bell to bell strategies through professional development. We are beginning to integrate reading across content areas through professional development. Additionally, we are working on making changes in school routines and norms that signal a commitment to maximizing learning time. There is a focus on attendance based upon our belief that if students aren’t present, they can’t learn. Furthermore, our school’s literacy coach ensures the fidelity of the literacy model and aids teachers in creating schedules that maximize literacy instruction time. Through our district instructional model, Explicit Direct Instruction, teachers are able to maximize instructional time at all grade levels and in all content areas. It is a school belief that instructional time, in the classrooms and in literacy intervention, should be protected to the utmost of the school’s ability. Efforts are constantly made to protect this time and avoid disruptions from activities. Additionally, to further instructional moments, activities such as Buzz Clubs, Polar Express Day Read-In, Drop Everything and Read (DEAR), and Character Book Parade, integrate literacy.

What instructional and other accommodations are made for special populations, those who need acceleration and those who need additional support?

Our school provides instructional and other accommodations for special populations as well as those needing acceleration and additional support.

Special Populations:

- ESOL students receive literacy instruction through pull-out, push-in, or hard-scheduled instruction with specially trained, certified teachers.
- Students identified with a disability receive specialized instruction and accommodations as stated in their Individualized Education Program (IEP). The intensity of that instruction is based on individual student needs. Accommodations are determined by the IEP team based on data presented to the team at IEP meetings.

Those in Need of Acceleration:

- Dorchester Two’s GATE curriculum offers opportunities for critical and creative thinking while creating a learning atmosphere that encourages and promotes intellectual growth, inquiry, and problem solving. Moreover, the GATE program is designed to stimulate and challenge the academically gifted and talented learner through a differentiated teaching approach by incorporating the state curriculum standards and state gifted curriculum goals through enrichment and acceleration of content. Differentiated curriculum maps are available in Rubicon Atlas. These maps are built upon specific resources and strategies appropriate for accelerated learners. In grades 3-5 enrichment for gifted students is content-based. For students in grade 5, the curriculum enrichment is content-based and classes are accelerated by one year.
- Students within the classroom who are not identified as a gifted student, but show a need for accelerated curriculum, will be instructed on their unique level during differentiated instruction. This is a component of the literacy model that allows for accommodations and acceleration for all students.

Those in Need of Additional Support:

- A district expectation is that differentiated instruction occurs within each classroom based on data from formative and summative assessments. Literacy intervention programs are targeted to students in need. R180, System 44, Sound Partners, Stepping Stones, and SOS are some of the literacy based intervention programs that are used for students in need of additional support.
- In addition to specific district intervention programs, our school provides targeted school-based interventions based on student needs. A team of certified, highly qualified intervention teachers use a variety of intervention models to address student needs. Multiple interventions are in place to ensure that the intervention matches the needs of the students.

If Tier II or Tier III interventions are not being provided, please explain why.

What instructional supports are you providing in addition to state adopted materials?	
Kindergarten	Additional minutes on Waterford; Sound Partners; Pull-out Intervention Support
Grade 1	Additional minutes on Waterford; Sound Partners; Pull-out Intervention Support
Grade 2	Additional minutes on Imagine Learning; Pull-out Intervention Support
Grade 3	Pull-out Intervention Support; System 44
Grade 4	Pull-out Intervention Support; READ 180; Push-In Intervention
Grade 5	Pull-out Intervention Support; READ 180; Push-In Intervention

What support is your school providing to increase the number of books in classrooms and in the library media center?

Our Media Specialist is a major part of the school's leadership team. She serves on the Instructional Cabinet and the School Literacy Leadership Team. Within these leadership PLCs, there is frequent discussion about the quantity and quality of the books found in the Media Center as well as the school's circulation patterns. The Media Specialist and the Assistant also work diligently to ensure that the books in the library are inventoried and maintained for years of use.

The Media Center serves as the hub of our school and therefore, the needs of the students are at the forefront of planning by the Media Specialist. Student groups are surveyed and their opinions are solicited in the decision making process for procuring new books. Circulation patterns are analyzed to see which books are most popular, and multiple copies of those books are purchased. Every effort is made to make sure that the books provided to students match the students' interests, reading levels, and curriculum needs. The Media Center hosts two book fairs each year as a Media Center Fund Raiser. This fund raiser, along with allotted district and school budget money, raises the funds needed to buy current and relevant books for the Media Center circulation. The book fairs also give families a chance to put books in their homes and teachers a chance to put books in their classrooms.

Title I funds and money received through Business Partner Spirit Nights also go to supplement classroom libraries. Through a partnership with "The Reading Warehouse", a variety of books are purchased and used in classroom libraries. Teachers provide Scholastic Book Orders to their students' families so that the teacher can earn points towards free books for the classroom libraries. Teachers are guided by the Media Specialist and the Literacy Coach through the process of organizing, leveling, and labeling the text found in the classroom library so that students are aware of reading levels. The state departments Literate Environment Checklist is used when observing and evaluating classrooms and classroom libraries. Much support is given to teachers in ensuring that their classroom libraries meet the needs, both interest and instructional, of the students.

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

What is your school's mission regarding parent and family involvement in their student's educational program?

Flowertown's mission is to engage all parent and families as active members of the learning community. Communication between the home and school is key to positive relationships and optimum student achievement. This partnership develops ongoing, two-way dialogue so that parents are encouraged to participate in their child's reading skill development. Good communication cultivates positive relationships between teachers and parents, leading to a greater likelihood of producing students who are college and career ready upon graduation from high school.

How is this mission fulfilled?

Regular communication between school and home, through parent/teacher organizations, parent advisory boards like SIC, Blackboard Connect, Edline Websites, staff e-mails, the Flowertown Flier, and other social media outlets is a priority for all students 4K-5.

Parent conferences, interim reports, report cards and parent information nights are provided throughout the school year. Intervention teachers, as well as Speech and Language and Special Education Teachers, send home quarterly literacy updates on students' performance. Conferences take place at school, during home visits, and over the phone. Teachers communicate with parents through email, text messaging, hand written notes, and through the school website. In cases where individual intervention plans are developed, there are invitations to involve parents in these meetings where academic needs are identified and appropriate interventions are determined. Parents are notified when a student is in need of acceleration. Within all of these methods of communication, literacy is a focus.

Not only is communicating with parents important, getting them involved as active members of the learning community is a crucial part of the students' success. The following Parent Involvement Activities are presented by the school to get families engaged in literacy education.

- PTA
- SIC
- Baby Bees Story Time
- Thematic Curriculum Nights
- Extended Media Hours
- Family Movie/Game Nights
- Evening Book Fair Hours
- Fine Arts Nights
- Theater Productions
- Grandparents' Day
- Veterans' Day
- Book Character Parade
- Polar Express Day
- Parent Principal Partnership
- Parent Workshops
- Buzz Clubs
- 4K Parent Participation Days
- Reading Counts Beach Bash

Parents know their children better than anyone else. Their expertise and input is necessary for the students to reach their maximal potential. These events also establish a positive school-home relationship that may be necessary when academic concerns must be addressed. Through the above efforts, the school provides parents a variety of opportunities to have a positive impact on, and be an active part of, their child's education.

How does the school communicate the third grade retention policy, as required by Read to Succeed, to parents and families?

A parent letter will be posted on the district and school websites, as well as sent home with current elementary students communicating the Third Grade Retention Policy and the Read to Succeed legislation. This information has been shared with district and school administrators, elementary school literacy coaches, and school faculties. Dorchester District Two also participates in local forums and panels to discuss Read to Succeed. Many of these events are open to parents and community and are communicated through our public information office and local media.

Does the school require regular and frequent communication with parents and families specifically related to literacy? If yes, what communication methods are used?

Yes No

Monthly Title 1 Literacy Newsletters can be found posted on the district and school Websites for access by parents. The district Parent Information Center (PIC) calendar and flier are both shared on the school's website and Facebook page so that parents can make use of the resources provided there. In addition to these district forms of literacy communication, the literacy coach will present a family literacy tip in the monthly Flowertown Flier in a section called

the "Literacy Link". These research-based topics and suggestions will be presented to give parents strategies for linking the literacy education completed at school to possible educational opportunities at home.

If no, what plans are in place to strengthen parent and family communication, specifically related to literacy?

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

How does the school create partnerships with business and community organizations to raise awareness of the importance of literacy?

At Flowertown Elementary School, we have a working relationship with approximately 25 Business Partners. Some of these businesses have been with our school for years and others have recently been added. We have a Business Partner Liaison contact who coordinates and sustains communication with these partners. These business partners donate their time and money in support of our students' success. Some businesses give items that are then sold at the student PBIS Bee Buck Store or given away at parenting events. Some businesses give their time by participating in parent and family events. All of the Business Partners meet at the beginning of the year with school leadership and are treated as stakeholders in the decision-making process. The mutually beneficial relationships established through the Partners in Education program are crucial to the school's success.

The SIC at Flowertown Elementary School also has non-parent, community members who bring the community perspective to school based decisions. The primary goal established by the SIC has been, and will continue to be, a College and Career Focus. Literacy plays a leading role in the preparation for colleges and careers, so all of the projects completed by the SIC will be in support of literacy education. One main accomplishment of the SIC has been a Career Panel presented to fourth and fifth grade students in which professionals from a variety of career fields took questions from the floor as students listened to find information about prospective career choices. Each speaker also discussed how important reading and writing is in the field they chose. A second accomplishment of the SIC was a 10 week series of Career Spotlight Videos which featured presenters from many career fields. Videos featured professional politicians like Mark Sanford and local news anchor Aisha Tyler. There were careers in the arts, health and wellness, public service, and education fields. All of the videos followed a format that highlighted education and the importance of literacy in the career path being spotlighted.

Flowertown has partnered and will continue to partner with other community organizations such as the Presbyterian Home and the Rotary Club. The Presbyterian Home residents can choose to participate through the activities director calendar and come to the school media center to serve as reading buddies for our second grade students. The volunteers from the home enjoy spending time with the students and the students receive necessary one-on-one reading time with a caring adult that they may not receive at home. The Rotary Club donates a dictionary to every third grader in the school. The volunteers from the Rotary Club bring the dictionaries to the students, model how to use them, and play a dictionary word hunt game. These two activities are just a small sampling of the many community relationships that have been established at Flowertown.

Finally, another partnership that has benefited our students and teachers is that of our relationship with other educational institutions in the area. Flowertown hosts many practicum students from College of Charleston and Charleston Southern University. These practicum students provide literacy instruction under the watchful eye of their cooperating teacher. The mentor/mentee relationship not only strengthens the practicum student's skills in teaching, but also gives the cooperating teacher a chance to learn new techniques and gather fresh ideas from the current trends in education. Flowertown has also partnered with the area high schools to support literacy education. High school students serve as teacher cadets and also help provide literacy instruction to students as reading buddies, editing buddies in writing, and as mentors in literacy. All of these students, college and high school, are great examples of where we want our students to be. They give the students a role model for what a learner is and how they could one day be entering college and career fields.

List community partnerships that currently exist with your school. What services and/or supports are provided?

- *Summerville Police Department: Provides a School Resource Officer (SRO) which establishes a safe environment that will enhance learning. The SRO also serves as a mentor to students.*

- *Dorchester County Mental Health: Works alongside the School Psychologist and Guidance Counselors to ensure that students have the mental wellbeing to be successful learners.*
- *Boeing: Provides resources and materials for classrooms and individual students. Presents for Science and Literacy Integration activities.*
- *Variety of Community Faith Organization: Donate needed materials for individual students.*
- *Business Partners: All of our Business Partners either donate their time, materials, or money to better the school programs. Some serve as reading buddies or mentors. Many participate by attending Family Curriculum Nights. Some businesses host Family Nights which increase Parent and Family involvement and raises funds for programs at the school.*
 - *Palmetto Homes*
 - *Ink to Go*
 - *Wildflowers Inc.*
 - *Handpainted by Sandy*
 - *Happily Ever After*
 - *Logan's Roadhouse*
 - *Sticky Fingers*
 - *Newk's Eatery*
 - *Publix*
 - *Screen East*
 - *Swasty Orthodontics*
 - *McDonalds*
 - *Hello Bella Design*
 - *Lowcountry Orthodontics*
 - *Workout Anytime*
 - *Yohut Frozen Yogurt*
- *Extended Day: The Extended Day program is in coordination with the school district and provides a safe after school care environment with a focus on literacy programs and activities.*
- *SIC: Coordinates the College and Career Initiative by bringing in community members to speak with students or film career spotlights. The SIC's membership includes community members on decision-making processes and increase school-community communication.*
- *PTA: Constantly works to support teachers and bring in outside community members in projects and activities that support learners.*
- *KIDS Mentoring Program: Pairs community members with students identified as needing instructional support. This program has proven to be highly effective in increasing student motivation and attendance in school which has a direct effect on their literacy education.*
- *Day of Caring through United Way: Pairs community members with schools to work on beautification projects. Day of Caring volunteers also work with students and provide buddy readers to classes.*
- *Relay for Life through the American Cancer Society (ACS): Participation in this community-based event increases parent and community involvement. Flowertown establishes a Relay for Life Team.*
- *Jump Rope for Heart through the American Lung Association (ALA): Participation in this community-based event increase parent and community involvement. All students participate by receiving pledges to raise money for the ALA.*
- *Lowcountry Food Bank: Partners with Flowertown PTA and the Guidance Counselors to provide weekend meals to students in need.*
- *Summerville Rotary Club: Donates Dictionaries to every third grader in the school.*
- *Kiwanis Terrific Kids: Recognizes our students monthly for great behavior and allows parents to come and celebrate their children's accomplishments.*
- *Bailey Players Theater Group: Work with our Fine Arts department on our Theater and Literacy Integration Performances.*
- *College of Charleston, Charleston Southern University, and Trident Technical College: Provide In-service/practicum students to work with students and teachers.*
- *Local High School groups: Serve as Teacher Cadets and Reading Buddies, come to volunteer as mentors.*

- *Presbyterian Home: Provides reading buddies, allows student groups such as Student Council to be reading buddies to their residence.*
- *A variety of other community partners donate their time and money in support of our In-School "Buzz Clubs", Afterschool Clubs, and student participation opportunities such as "Building Kits" donated by Home Depot and Lowes for our Busy Bee Builders Club and supplies donated to our Student Council for community service projects.*

What plans does the school have to increase community partnerships?

Flowertown has always valued the input, feedback, and participation of our invested community members. We feel that these stakeholders should be given the chance to be engaged members of the school community. We plan to renew our efforts to make sure they feel involved and are given multiple opportunities to participate in the education of our students.

Flowertown's SIC has established an annual goal to increase community involvement through their College and Career Spotlight initiative. This continued focus will bring more community members in to speak with students and establish relationships with a variety of career professionals.

The Flowertown Business Partner Liaison plans to reestablish Business Partner relationships. Over the years, there had been less communication with the Business Partners for the school. This year, there is a renewed focus on establishing formal paperwork and activities that will increase the Business Partners and their involvement in school activities.

The school calendar was created in order to schedule more parent involvement nights and opportunities. Monthly Parent Workshops will be hosted by the school Title 1 Facilitator and more Parent Involvement evenings are scheduled to be hosted by the PTA, SIC, and School Faculty.

Our School Media Liaison Team plans to complete weekly submissions to local media outlets as well as keep an active and current Facebook page. These efforts will increase community awareness of the activities taking place at the school. This will also promote businesses and give back to the community partners that have given to the school.

Please provide any additional information you wish to add or any information not requested in support of your school's reading plan.

Student	PALS PreK ABC Knowledge > Alphabet Recognition Lower Case	PALS PreK ABC Knowledge > Alphabet Recognition Upper Case	PALS PreK ABC Knowledge > Name?Writi ng	PALS PreK General > Assessment Form	PALS PreK Letter Sound Knowledge > Letter Sounds	PALS PreK Phonological Awareness > Beginning Sound Awareness	PALS PreK Phonologica I Awareness > Nursery Rhyme Awareness	PALS PreK Phonological Awareness > Print and Word Awareness	PALS PreK Phonological Awareness > Rhyme Awareness
Student 1	21	24	7		13	10	8	9	10
Student 2	21	26	7		15	10	5	9	9
Student 3	16	17	7		11	10	7	10	10
Student 4	25	26	7		13	10	7	8	10
Student 5	26	26	7		22	9	6	10	10
Student 6	26	26	7		17	10	8	9	10
Student 7	25	26	6		16	10	5	9	5
Student 8	25	26	7		16	0	5	8	6
Student 9	26	26	7		21	10	7	9	10
Student 10	23	25	7		17	9	8	10	10
Student 11	13	15	7		3	10	6	8	9
Student 12	19	24	7		9	0	6	8	0
Student 13	18	21	7		0	10	4	5	8
Student 14	25	26	7		22	10	5	10	10
Student 15	15	26	0		0	0	3	1	2
Student 16	21	25	7		14	10	4	9	8
Student 17	25	26	7		19	10	6	9	9
Student 18	26	26	6		22	2	0	1	3
Student 19	18	22	7		14	10	4	8	6
Student 20	19	22	6		18	10	8	9	9
Student 21	22	26	6		11	10	6	7	2
Student 22	24	25	7		13	10	10	9	10
Student 23	23	26	7		17	10	9	9	10
Student 24	24	26	7		15	8	3	7	6
Student 25	25	26	7		19	6	6	8	10
Student 26	0	3	4		0	3	3	4	4

Student	PALS PreK ABC Knowledge > Alphabet Recognition Lower Case	PALS PreK ABC Knowledge > Alphabet Recognition Upper Case	PALS PreK ABC Knowledge > Name?Writi ng	PALS PreK General > Assessment Form	PALS PreK Letter Sound Knowledge > Letter Sounds	PALS PreK Phonological Awareness > Beginning Sound Awareness	PALS PreK Phonologica l Awareness > Nursery Rhyme Awareness	PALS PreK Phonological Awareness > Print and Word Awareness	PALS PreK Phonological Awareness > Rhyme Awareness
Student 27	26	26	7		17	10	8	9	10
Student 28	26	26	7		16	10	8	9	7
Student 29	25	25	7		21	9	8	10	10
Student 30	25	25	7		23	10	7	9	9
Student 31	21	20	6		8	10	7	9	9
Student 32	25	26	5		22	6	8	8	10
Student 33	20	22	6		6	7	2	6	2
Student 34	0	1	0		0	0	0	4	3
Student 35	4	3	3		2	3	7	1	4
Student 36	15	22	3		14	5	5	2	1
Student 37	0	14	6		0	10	9	9	9
Student 38	24	24	7		16	10	5	7	10
Student 39	23	24	7		16	10	6	9	10

Teacher	6:50	6:55-7:15	7:20 - 7:40	7:40-8:20	8:25- 9:05	9:10- 9:50	9:50 - 10:30	10:35 - 11:15	11:20 - 11:40	11:45-12:25	12:30 - 1:10	1:15- 2:15	2:15	
Glass	KA	Arrival	Duty	Morning Show Calendar	Fine Arts	Phonemic Awareness & Phonics 8:25-9:00	Writing 9:00-9:40	L 9:50-10:15	Math 11-12	Recess 12-12:25	Science / SS Read Aloud 12:25-12:35	Grade Level 12:35-1:00	DI & Fluency 1:00-2:05	Dismissal
Byars	KB	Arrival	Duty	Morning Show Phonemic Awareness	Fine Arts	Calendar 8:20-8:45 Grade level 8:45-9:10	CL - K	L 9:53-10:18	DI 11:11-11:40	Phonics 11:40-12:15	Math DI Groups 12:15-1:15	Recess 1:15-1:40	Fluency 1:40-2:00 Science / SS 2:00-2:10	Dismissal
Hansborough	KC	Arrival	Duty	Morning Show Calendar	Fine Arts	CL - K	Phonemic Awareness Phonics	L 9:56-10:21	Writing 10:50-11:30	DI & Fluency 11:30-12:20	Math 12:20-1:20	Recess 1:20-1:45	Fluency 1:45-2:05 Science / SS 2:05-2:15	Dismissal
Howard	KD	Arrival	Duty	Morning Show Phonemic Awareness	Fine Arts	Calendar 8:20-8:45 Grade level 8:45-9:10	DI & Fluency 9:10-9:50	L 9:59-10:24	Math DI 11:00-11:45	Math DI 11:45-12:45	Writing 12:45-1:25	Recess 1:25-1:50	Science / SS Read Aloud 1:50-2:05	Dismissal
Johnson	KE	Arrival	Duty	Morning Show Calendar	Fine Arts	ELA DI 8:20-9:25	Phonemic Awareness 9:40-9:55	L 10:02-10:27	Writing 11:05-11:40	CL-K 11:40-12:25	Math DI 12:25-1:20 Fluency 1:20-1:40	Recess 1:40-2:05	Science / SS 2:05-2:10	Dismissal
Bryant	KF	Arrival	Duty	Morning Show Morning Meeting	Fine Arts	Calendar Math DI 8:30-9:30	Phonemic Awareness & Phonics 9:35-10:00	L 10:05-10:30	Writing 11:20-12:00	Grade Level 12:00-12:15	Recess 12:15-12:45 Fluency 12:45-1:25	CL-K 1:25-2:05	Science / SS Read Aloud 2:05-2:15	Dismissal

	6:50	6:55-7:15	7:20-7:30	7:40-8:20	8:25-9:05	9:10-9:50	9:50-10:30	10:35-11:15	11:20-11:40	11:45-12:25	12:30-1:10	1:15-2:15	2:15		
Heyward	IA	Arrival	Duty	Morning Show Morning Meeting	CL 7:30-8:10	Calendar Math 8:15-9:15	Grade Level 9:15-9:45 Fluency 9:45-10:05	L10:08-10:33	DI 10:35-11:25	Writing 11:25-11:55	Phonics/Word Study 11:55-12:25	Fine Arts	R 1:15-1:40	Science / SS 1:45-2:10	Dismissal
Slinkard	IB	Arrival	Duty	Morning Show Morning Meeting	Calendar Math 7:30-7:40 Grade Level 7:40-8:10	CL 8:10-8:50	R 8:55-9:20	Math 9:25-10:15 Phonics/Word Study 10:15-10:45	Fluency 10:45-10:50 Fluency 11:25-11:40	DI 11:40-12:30	DI 11:40-12:30	Fine Arts	Writing 1:15-1:45	Science / SS 1:45-2:10	Dismissal
McDaniel	IC	Arrival	Duty	Morning Show Morning Meeting	Calendar Math 7:30-8:30	Fluency 8:30-8:50	CL 8:55-9:35	Grade Level 9:35-10:00 Writing 10:00-10:25	DI 11:10-12:00	Phonics/Word Study 12:00-12:30	Phonics/Word Study 12:00-12:30	Fine Arts	R 1:15-1:40	Science / SS 1:45-2:10	Dismissal
Williams	ID	Arrival	Duty	Morning Show Morning Meeting	Calendar Math 7:25-8:25	Writing 8:25-8:55	R 8:55-9:20 Fluency 9:20-9:40	CL 9:45-10:25	Phonics/Word Study 11:05-11:35	Grade Level 11:35-12:05 Science/SS 12:05-12:25	Grade Level 11:35-12:05 Science/SS 12:05-12:25	Fine Arts	DI 1:15-2:10		Dismissal
Rushin	IE	Arrival	Duty	Morning Show Morning Meeting	Calendar Math 7:25-8:25	Math 8:30-9:20	Grade Level 9:20-9:50	Phonics/Word Study 9:50-10:20	CL 10:25-11:05 Writing 11:05-11:30	Fluency 12:00-12:30	Fluency 12:00-12:30	Fine Arts	R 1:15-1:40	Science / SS 1:45-2:10	Dismissal
Austin	IF	Arrival	Duty	Morning Show Morning Meeting	Calendar Math 7:25-8:25	Writing 8:25-8:55	DI 8:55-9:45 Fluency 9:45-10:05	Phonics/Word Study 9:50-10:20	CL 11:10-11:50	Phonics/Word Study 11:50-12:25	Phonics/Word Study 11:50-12:25	Fine Arts	R 1:15-1:40	Science / SS 1:45-2:10	Dismissal
Burnell	IG	Arrival	Duty	Morning Show Morning Meeting	Calendar Math 7:30-7:40 Grade Level 7:40-8:10	DI 9:00-9:10	Phonics/Word Study 9:00-9:30	Writing 9:30-10:00 Fluency 10:00-10:10	Fluency 10:45-11:00 Math 11:00-11:50	CL 11:50-12:30	CL 11:50-12:30	Fine Arts	R 1:15-1:40	Science / SS 1:45-2:10	Dismissal
Gardner	IH	Arrival	Duty	Morning Show Morning Meeting	Calendar Math 7:30-8:30	Grade Level 8:30-9:00	R 9:00-9:25	DI 9:30-10:20 Phonics/Word Study 10:20-10:50	Writing 11:20-11:50	Fluency 11:50-12:10 Science/SS 12:10-12:30	Fluency 11:50-12:10 Science/SS 12:10-12:30	Fine Arts	CL 1:15-1:55	Science / SS 1:55-2:05	Dismissal
Romp	II	Arrival	Duty	Morning Show Morning Meeting	Calendar Math 7:30-7:40 K CL	Math 8:25-9:15	Phonics/Word Study 9:15-10:05	Grade Level 10:05-10:35 Fluency 10:35-10:45	DI 10:45-11:25	Writing 12:00-12:30	Writing 12:00-12:30	Fine Arts	R 1:15-1:40	Science / SS 1:45-2:10	Dismissal

	6:50	6:55-7:15	7:20 - 7:40	7:40-8:20	8:25- 9:05	9:10- 9:50	9:50 - 10:30	10:35 - 11:15	11:20 - 11:40	11:45-12:25	12:30 - 1:10	1:15- 2:15	2:15	
Bruffey	2A	Arrival	Duty	Morning Show Morning Meeting	CL- Garden Estates	Math 8:25-9:25	R 9:25-9:50	Fluency 9:50-10:20	Grade Level Phonics/Word Study 10:50-11:20	Writing 11:20-12:00	Science / SS 12:35-1:10	Fine Arts	Read Aloud	Dismissal
Byrd	2B	Arrival	Duty	Morning Show Morning Meeting	CL- Wisteria	Math 8:25-9:25	R 9:25-9:50	Phonics/Word Study 9:55-10:25	Grade Level 10:25-11:00	Writing 11:00-11:35	Science / SS 12:20-12:45	Fluency 12:45-1:10	Fine Arts Read Aloud	Dismissal
Guess	2C	Arrival	Duty	Morning Show Morning Meeting	CL- Wildflower	CL Wildflower 8:40-9:20	R 9:25-9:50	Phonics/Word Study 9:55-10:30	Writing 10:30-11:00	Math 11:00-11:40	Math 12:10-12:30	Science / SS 12:30-1:10	Fine Arts Read Aloud	Dismissal
Forsythe	2D	Arrival	Duty	Morning Show Morning Meeting	CL- Wildflower	Math 8:20-9:20	R 9:25-9:50	Phonics/Word Study 10:00-10:30	Writing 10:30-11:00	Fluency 11:30-11:50	Science / SS 12:30-1:05	Fluency 1:05-1:15	Fine Arts Read Aloud	Dismissal
Jackson	2E	Arrival	Duty	Morning Show Morning Meeting	Math 7:35-8:35	CL Wisteria 8:40-9:20	R 9:25-9:50	Read Aloud Grade Level 10:00-10:45	Phonics/Word Study 11:045-11:15	Writing 11:15-11:50	Science / SS 12:25-12:55	Fluency 12:55-1:15	Fine Arts Read Aloud	Dismissal
Wells	2F	Arrival	Duty	Morning Show Morning Meeting	Math 7:40-8:40	CL Sunflower 8:40-9:20	R 9:25-9:50	Grade Level 9:55-10:30	Writing 10:30-11:00	Fluency 11:30-11:50	Science / SS 12:35-1:10	Fine Arts	Read Aloud	Dismissal
Fitchett	2G	Arrival	Duty	Morning Show Morning Meeting	Fluency 7:40-8:00	CL Garden 8:40-9:20	R 9:25-9:50	Phonics/Word Study 9:55-10:30	Writing 10:30-11:00	Math 11:00-11:55	Science / SS 12:30-1:10	Fine Arts	Read Aloud	Dismissal
Fulmer	2H	Arrival	Duty	Morning Show Morning Meeting	CL- Sunflower	Math 8:20-9:20	R 9:25-9:50	Science / SS 10:00-10:35	Phonics/Word Study 10:35-11:05	Grade Level 11:05-11:35	Fluency 12:35-1:10	Fine Arts	Read Aloud	Dismissal

	6:50	6:55-7:15	7:20 - 7:40	7:40-8:20	8:25- 9:05	9:10- 9:50	9:50 - 10:30	10:35 - 11:15	11:20 - 11:40	11:45-12:25	12:30 - 1:10	1:15- 2:15	2:15
Stinson	Arrival	Duty	Forming Mectr	Math 7:30-8:40	Grade Level 8:40-9:10	Word Study 9:10-9:30	Writing 9:30-10:05	Social Studies 10:05-10:35 Science 10:35-11:05	L 11:11-11:36	Fine Arts	CL-Morning Gl 1:10-1:45	R 1:45-2:10	Dismissal
Dorrell	Arrival	Duty	Forming Mectr	Math 7:30-8:40	Grade Level 8:40-9:20	Word Study 9:20-9:45 Fluency 9:45-10:05	CL-Sunflower 10:05-10:45	Social Studies 10:45-11:10	L 11:14-11:39	Fine Arts	Writing 12:30-1:05	R-1:45-2:10	Dismissal
Elvington	Arrival	Duty	Forming Mectr	Math 7:30-8:40	Science 8:40-9:05	Grade Level 9:05-9:50	Writing 9:50-10:40	L 10:44-11:09	Word Study 11:15-11:40	Fine Arts	Recess 12:30-12:55	CL - Morning Glory 1:15- 1:55 Fluency 1:55-2:10	Dismissal
Chamlee	Arrival	Duty	Forming Mectr	Math 7:30-8:40	Grade Level 8:40-9:20	Word Study 9:20-9:40 Fluency 9:40-10:00	CL-Sunflower 10:04-10:44	L 10:47-11:12	R 11:15-11:40	Fine Arts	Writing 12:30-1:10	Science 1:40-2:10	Dismissal
Burges	Arrival	Duty	Forming Mectr	Math 7:30-8:50	Grade Level 8:50-9:20	Writing 9:20-19:50	Word Study 9:50-10:10 Science 10:10-10:45	L 10:50-11:15	Social Studies 11:15-11:42	Fine Arts	Recess 12:30-12:55	CL-Garden Estates 1:10-1:50	Dismissal
Parent	Arrival	Duty	Forming Mectr	Word Study 7:40-8:10	Writing 8:10-8:40	CL-Morning Glory 8:40-9:20	Math 9:20-10:35	L 10:41-11:06	Grade Level 11:10-11:45	Fine Arts	Social Studies 12:25-1:00 Science 1:00-1:30	R 1:45-2:10	Dismissal
Hamell	Arrival	Duty	Forming Mectr	Grade Level 7:30-8:10	Writing 8:10-8:30 Word Study 8:30-9:10	Fine Arts	Math 9:55-11:05	Social Studies 11:05-11:30	L 11:35-12:00	CL-Garden 12:05-1	Fluency 1:15-1:45	R 1:45-2:10	Dismissal
DeLee	Arrival	Duty	Forming Mectr	Grade Level 7:30-8:10	Word Study 8:10-8:30 Writing 8:30-9:10	Fine Arts	Math 9:55-11:05	Social Studies 11:05-11:30	L 11:38-12:03	Western 12:05-1	Fluency 12:45-1:15	R 1:45-2:10	Dismissal

	6:50	6:55-7:15	7:20 - 7:40	7:40-8:20	8:25-9:05	9:10-9:50	9:50 - 10:30	10:35 - 11:15	11:20 - 11:40	11:45-12:25	12:30 - 1:10	1:15-2:15	2:15	
Whack 4A	Arrival	Duty	Morning Meeting	Grade Level 7:30-8:00	Fluency 8:00-8:35 Word Study 8:35-8:55	Writing 8:55-9:35 Word Study 9:35-9:45	Fine Arts	R 10:30-10:55	L 10:58-11:23	CL Sunflower Estates 11:30-12:10	Word Study 12:10-12:30	Grade Level 12:30-1:00 Writing 1:00-1:40	Fluency 1:40-2:10	Dismissal
Zullo 4B	Arrival	Duty	Morning Meeting	Math 7:30-8:30	Social Studies 9:00-9:30 Math 9:30-9:50	Social Studies 9:00-9:30 Math 9:30-9:50	Fine Arts	R 10:35-11:00	L 11:02-11:27	CL Wisteria Estates 11:30-12:10	Math 12:10-1:10	Science 1:10-1:40	Social Studies 1:40-2:10	Dismissal
Olin 4C	Arrival	Duty	Morning Meeting	Read 180 7:20	Read 180 9:45	Read 180 9:45	Fine Arts	R 10:35-11:00	L 11:05-11:30	Read 180 11:35	Read 180	Read 180 2:05	Dismissal	
Foster 4D	Arrival	Duty	Morning Meeting Reflect Math	Math 7:25-8:45	Science 8:45-9:15	Social Studies 9:15-9:45	Fine Arts	R 10:35-11:00	L 11:07-11:32	Reflect Math Problem Solving 11:40-11:55	Math 11:55-1:05	Science 1:05-1:40	Social Studies 1:40-2:10	Dismissal
Blanchard 4E	Arrival	Duty	Morning Meeting	Math 7:30-8:30	Science 8:30-9:10	CL Lily Estates 9:05-9:45	Fine Arts	L 10:35-10:59	R 11:00-11:26	Social Studies 11:30-12:00	Math 12:05-1:05	Science 1:05-1:40	Social Studies 1:40-2:10	Dismissal
Gorrell 4F	Arrival	Duty	Morning Meeting	Word Study 7:30-8:00 Writing 8:00-8:35	Grade Level 8:35-9:00	CL Avalon Estates 9:05-9:45	Fine Arts	L 10:38-11:02	R 11:05-11:30	Fluency 11:35-12:00	Grade Level 12:05-12:35	Word Study 12:35-1:05 Writing 1:05-1:30	Fluency 1:30-2:10	Dismissal
Huber 4G	Arrival	Duty	Morning Meeting	Grade Level 7:30-8:10	Word Study 8:10-8:30 Writing 8:30-9:05	Fine Arts	L 10:17-10:42	R 10:45-11:10	CL Wildflower Estates 11:15-11:55	Grade Level 12:10-12:55	Grade Level 12:10-12:55	Word Study 12:55-1:15 Writing 1:15-1:50	Fluency 1:50-2:10	Dismissal
Collins 4H	Arrival	Duty	Morning Meeting	Math 7:30-8:30	Science 8:30-9:05	Fine Arts	L 10:19-10:44	R 10:45-11:10	CL Lily Estates 11:15-11:55	Math 12:05-1:05	Math 12:05-1:05	Science 1:05-1:40	Social Studies 1:40-2:10	Dismissal

	6:50	6:55-7:15	7:20 - 7:40	7:40-8:20	8:25-9:05	9:10-9:30	9:30-10:30	10:30-11:15	11:15-11:40	11:40-11:45	11:45-12:25	12:30 - 1:10	1:15-2:15	2:15
Roumillat	Arrival	Duty	Morning Meeting	Word Study 7:30-7:50	Writing 7:50-8:30	Grade Level 8:30-10:00	CL Wildflower 10:00-10:10	Fine Arts	R-11:20-11:45	L 11:46-12:11	Grade Level 12:15-1:15	Word Study 1:15-1:35	Writing 1:35-2:10	Dismissal
Coakley	Arrival	Duty	Morning Meeting	Math 7:30-8:30	Science 8:30-9:10	Social Studies 9:10-9:40	CL Morning Glory	Fine Arts	R-11:20-11:45	L 11:50-12:15	Math 12:15-1:15	Science 1:15-1:45	Social Studies 1:45-2:10	Dismissal
Hall	Arrival	Duty	Morning Meeting	Math 7:30-8:30	Science 8:30-9:10	Social Studies 9:10-9:40	CL Job Estates	Fine Arts	L-11:22-11:47	R 11:50-12:15	Math 12:20-1:20	Science 1:20-1:50	Social Studies 1:50-2:10	Dismissal
Lawrence	Arrival	Duty	Morning Meeting	Grade Level 7:30-8:10	Word Study 8:10-8:30 Writing 8:30-9:10	Fluency 9:10-9:45	CL Azalea Estates	Fine Arts	L-11:26-11:51	R 11:55-12:20	Grade Level 12:20-1:00	Word Study 1:00-1:20 Writing 1:20-1:50	Fluency 1:50-2:10	Dismissal
Beerbower	Arrival	Duty	Morning Meeting	Math 7:30-8:30	Science 8:30-9:05	Fine Arts	R-9:55-10:20	L-10:23-10:48	CL Wisteria 10:50-11:30	Social Studies 11:35-12:00	Math 12:10-1:10	Science 1:10-1:45	Social Studies 1:45-2:10	Dismissal
Dorris	Arrival	Duty	Morning Meeting	Word Study 7:30-8:30 Writing 8:00-8:30	Grade Level 8:30-9:10	Fine Arts	R-9:55-10:20	L 10:26-10:51	CL Garden 10:53-11:33	Fluency 11:40-12:00	Word Study 12:10-12:40 Writing 12:40-1:10	Grade Level 1:10-1:50	Fluency 1:50-2:10	Dismissal
Poplin	Arrival	Duty	Morning Meeting Reflect Math	Math 7:25-8:55	Science 8:55-9:35	Social Studies 9:35-10:05	R-10:07-10:32	Fine Arts	L-11:19-11:44	Reflect Math Problem Solving 11:50-12:05	Math 112:05-1:05	Science 1:05-1:40	Social Studies 1:40-2:10	Dismissal
Branton	Arrival	Duty	Morning Meeting	Read 180 7:30	Read 180	Read 180 10:00	R-10:05-10:30	Fine Arts	L-11:17-11:42	Read 180 11:45	Read 180	Read 180	Read 180 2:15	Dismissal