

Fort Dorchester Elementary School
Reading Plan (2016-2017)

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 Fort Dorchester 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 being a world class school district. Through our mission and vision, Fort Dorchester 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 K-5. This goal is in direct correlation with our District's Strategic Plan and our Superintendent's instructional supervision goal focusing 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 Institutes of Higher Education (IHEs) to develop teacher preparation programs that include the South Carolina College & Career Ready Standards, instruction in the use of diagnostic assessment systems, and explicit instruction in teaching reading. We have several district initiatives which encourage community organizations and business partners to support school and district efforts in the area of reading.

Fort Dorchester Elementary School is committed to continually seeking more efficient and effective methods to improve parent, community and school *communications*. *We believe* "Together we can make a difference in the success of *our* children!" Our faculty and staff disseminates information through email, social media, local media, and in printed materials. Our Leadership Team meets regularly with student, parent and teacher groups to inform them of new expectations, listen to their concerns and suggestions and celebrate successes. We continue to develop strong business and community partnerships to not only inform but to encourage strong relationships and interaction between schools and community.

The implementation of Fort Dorchester Elementary School's Literacy Plan will be monitored by classroom observations conducted by the superintendent, assistant superintendents, district directors, curriculum coordinators, literacy interventionists, school administrators, school leadership teams, and peer teachers. Through professional development opportunities on literacy by grade level, teachers and district interventionists will discuss and review the effectiveness of implementation of the reading plan. Careful analysis of school data will help the school determine the overall effectiveness of the School Literacy Plan as well as those at the school level.

Component 1: Leadership: More recently, research has emphasized the importance of leadership at the school and district level in improving outcomes for a district, school and its students. This requires a leader who is capable of transforming an environment so that its students and teachers can flourish. It is important to keep in mind that while school leadership is essential, consistent, strong leadership at the district level must not be overlooked. While principals

create conditions that encourage great teaching, superintendents can create conditions that allow principals to become even better leaders. Superintendents can lay the groundwork for successful school leaders by setting a clear direction and tone, investing in professional development, setting up mentors for new principals, giving principals the authority to make key decisions and elevating the importance of academic achievement – sometimes even going so far as to making it a part of a principal's evaluation.

One-hundred percent (100%) of school leaders (principals) will develop a reading plan to include school, community, and parent/guardian partnerships that supports and is aligned with the district reading plan by September 1, 2016.

Component 2: Student Outcomes: The goal of Fort Dorchester Elementary School is that our School Reading 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 systemic use of data for the betterment of student outcomes, aligned district curriculum in literacy to the 2015 South Carolina College and Career Ready Standards for English Language Arts, a learning environment for students focused on standards-based instruction, meaningful professional development opportunities to support the standards and best practices, and supportive community and family partnerships that foster networking between and among schools, families, and community so that all students are college and/or career ready to communicate to our students, families, staff, administrators, and the community that Dorchester School District Two has created a well-defined, shared commitment to raising the level of literacy achievement for all students that is comprehensive and fully-funded.

The percentage of tested students reading on grade level will increase by a minimum of 3% for grades K-5. Grade Level proficiency will be defined as:

- **On grade level for K-2 is defined as performing as the designated DRA2 Benchmark levels that are determined by the district. Kindergarten-Independent Level 4, 1st grade- Independent Level 18, 2nd grade-Independent Level 28**
- **On grade level for 3-10 is defined as performing at the 36th percentile or above on the Reading Inventory (formerly Scholastic Reading Inventory).**

Component 3: Professional Learning Opportunities : The purpose of the Fort Dorchester Elementary School professional development plan is to improve the quality of teaching and learning and directly align this plan with our continued commitment to put students first, maintain professionalism and shared decision-making, incorporate instructional technology and learning standards, and communicate respect for all and high expectations for our district. 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. 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. Although professionals in Fort Dorchester Elementary School are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process. The professional development planning process is identify school/district literacy goals, plan and implement professional development strategies for literacy, and monitor progress. Teachers, interventionists, and school and district leaders will continually increase their capacity to support student literacy and learning through professional learning opportunities.

The district will offer literacy courses to all personnel as mandated by R2S legislation. Eighty-five percent (85%) of the teachers and school staff will participate in a professional learning opportunity focused on strategies to enhance their implementation of literacy instruction.

Component 4: Assessment Plan: A comprehensive balanced assessment plan is in place in Dorchester District Two which includes formative, interim/benchmarks, and summative assessments to maximize every student's reading potential.

Grade 4K: PALS

Grades K-2: DRA2+, Word Analysis, ELA Standards/Skills Based District Benchmarks

Grades 3-5: Reading Inventory, ELA Standards/Skills 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, exemplary practices, and international benchmarking, 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, districts, and local communities. Teachers use the standards-based curriculum to plan instruction that supports the integration of reading 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. Literacy standards are embedded in science, social studies, and technical subjects. Just as students must read, write, speak, listen and use language effectively, so, too, must the standards specify what students need to know and understand to be career and college ready in multiple disciplines. One area of focus for 2016-2017 will be writing instruction. Read to Succeed states that teachers use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. In order to support the development of language communication (writing, reading, vocabulary, and oral and written communication abilities), we intend to continue implementation of the **Write Traits** writing program PreK-8 and **Write Source** for grade 9-12. This will guide teachers and students toward recognizing and incorporating elements of good writing into the writing and revising process, building a solid foundation in the traits of effective writing.

School Based Support Personnel(Literacy Coach, Intervention Teachers, ITS) will provide resources for teaching literacy to 100% teachers 4K-5th during the 2016-2017 year inclusive of standards, skills, content, standards-based resources, assessments, technology, and pacing.

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 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. Parents are kept up-to-date on changes affecting their students through parent/teacher organizations or parent advisory boards and regular communication between school and home.

Fort Dorchester Elementary School will host several school wide events integrating literacy across the curriculum; Family Literacy Night in October, Literacy Infused Technology Night in January, Family Math and Science Night highlighting literacy practices in March, and Read Across America in March.

Component 7: School-Community Partnerships : Fort Dorchester Elementary School partners with Fort Dorchester High School in a program called Patriots Partners. For the past three years our school has partnered up with the Leadership Class at Fort Dorchester High School. This year FDHS students will come every Thursday and work with our students, focusing on Literacy. Patriot Partners fulfill a variety of roles from working with a small group to working one on one with a child.

Fort Dorchester Elementary School will establish one new community partnership focused on literacy by May 31, 2017.

COMPONENT 1: LEADERSHIP		
<i>No uploads or narrative required.</i>		
COMPONENT 2: STUDENT OUTCOMES		
Prekindergarten: Please upload a copy of your district assessment results from the assessment you chose to administer to 4K students.		
	Number of students enrolled in 4K	Number of students to whom assessment was administered
	37	37
Kindergarten: Please provide the assessment data requested for the students enrolled in Kindergarten.		

	Number of students enrolled in 5K	Number of students to whom assessment was administered	% scoring "ready" first 45 days	% scoring "ready" last 45 days
DRA2 Plus	187	187	62%	82%

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.

We use several systems to manage assessment data such as PowerSchool, Scholastic Achievement Manager (SAM), Enrich, Scantron Achievement Series, AIMSweb, and Voyager.

The Office of Assessment provides information to district office staff that is presented to principals at meetings. The principals then share the information with the teachers at their school. 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, AIMSweb, and Voyager. Teachers use these programs to access, display, and review data for their respective students.

Grade-level data and content area debriefings are held to analyze assessment data relative to targeting instruction and assignment of interventions. District Professional Learning Communities (PLCs) look for gaps and then determine how to target instruction.

COMPONENT 3: SCHOOL LEVEL PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED MAY 2016 THROUGH JUNE 2017 No uploads or narrative 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 School Leadership School Based Support Staff
Kindergarten	Reading Comprehension	Utilize systematic phonics program, specific reading strategies through grade level reading instruction,	May 2016-June 2017 District Interventionists School Leadership School Based Support Staff

		differentiation, and adequate time for independent reading	
Grade 1	Reading Comprehension	Utilize systematic phonics program, specific reading strategies through grade level reading instruction, differentiation, and adequate time for independent reading	May 2016-June 2017 District Interventionists School Leadership School Based Support Staff
Grade 2	Reading Comprehension	Utilize systematic phonics program, specific reading strategies through grade level reading instruction, differentiation, and adequate time for independent reading	May 2016-June 2017 District Interventionists School Leadership School Based Support Staff
Grade 3	Writing	Integration of writing across the curriculum, increased authentic writing opportunities for students, professional development focusing on best practices in writing instruction, curriculum revisions, teacher observations and coaching	May 2016 - June 2017, District Interventionists School Leadership School Based Support Staff
Grade 4	Writing	Integration of writing across the curriculum, increased authentic writing opportunities for students, professional development focusing on best practices in writing instruction, curriculum revisions, teacher observations and coaching	May 2016 - June 2017, District Interventionists School Leadership School Based Support Staff
Grade 5	Writing	Integration of writing across the curriculum, increased authentic writing opportunities for students, professional development focusing on best practices in writing instruction, curriculum revisions, teacher observations and coaching	May 2016 - June 2017, District Interventionists School Leadership School Based Support Staff

COMPONENT 5: INSTRUCTIONAL PLAN

If you selected less than 90 minutes of uninterrupted instructional time for the 2016-17 school year, please indicate the actions your school is taking to move toward a 90 minute block. N/A

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 all levels, the district has literacy models in place that include recommended minutes for specific literacy components and continuously works on strengthening core instruction and improving bell to bell strategies through professional development. As a district, we are beginning to integrate reading across content areas through staff 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, there is a literacy coach in every elementary school that safeguards the fidelity of the literacy model. Through our district instructional model, Explicit Direct Instruction, teachers are able to maximize instructional time at all grade levels and in all content areas.

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, and 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. In grades 5-8 curriculum enrichment is content-based and classes are accelerated by one year.

Interventions for struggling students:

	<i>What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?</i>	<i>Additional number of minutes provided</i>	<i>Frequency of intervention(s) (daily, weekly, other)</i>
Prekindergarten	Tier II: PALS	15-30 minutes	3x to 5x a week
	Tier III: PALS	15-30 minutes	3x to 5x a week
Kindergarten	Tier II: DRA2+, AIMSweb	30 minutes	4x a week
	Tier III: DRA2+, AIMSweb	30 minutes	4x a week
Grade 1	Tier II: DRA2, AIMSweb	30 minutes	3x a week
	Tier III: DRA2, AIMSweb	30 minutes	3x a week
Grade 2	Tier II: DRA2, AIMSweb	30 minutes	3x a week
	Tier III: DRA2, AIMSweb	30 minutes	3x a week
Grade 3	Tier II: The Reading Inventory	60 minutes	5x a week
	Tier III: Phonics Inventory and/or AIMSweb	60 minutes	5x a week
Grade 4	Tier II: The Reading Inventory	20-25 minutes	5x a week
	Tier III: Phonics Inventory and/or AIMSweb	20-25 minutes	5x a week
Grade 5	Tier II: The Reading Inventory	20-25 minutes	5x a week
	Tier III: Phonics Inventory and/or AIMSweb	20-25 minutes	5x a week

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	Waterford Early Learning, standards-based resources in Rubicon Atlas, differentiated instruction, running records
Grade 1	Waterford Early Learning, standards-based resources in Rubicon Atlas, differentiated instruction, running records
Grade 2	Imagine Learning, standards-based resources in Rubicon Atlas, differentiated instruction, running records
Grade 3	Pathblazer, standards-based resources in Rubicon Atlas, district benchmark testing, differentiated instruction
Grade 4	Pathblazer, standards-based resources in Rubicon Atlas, district benchmark testing, differentiated instruction
Grade 5	Pathblazer, standards-based resources in Rubicon Atlas, district benchmark testing, differentiated instruction

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

Grant opportunities, District/School funds/PTA/business partners

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

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

Through T.A.I.L.S (Teamwork Achievement Integrity Leadership Service) Fort Dorchester Elementary School is committed to the process of continuous improvement in involving parents and family in their children's educational program. We believe that all students can learn; therefore, we accept the challenge to teach all students so they may attain their maximum educational potential. It is in this spirit that we align ourselves as full partners with the parents of our students. It is the purpose of Fort Dorchester Elementary School faculty, staff, and parents to provide our students with an excellent education that maintains the highest academic standards. This aligns with our overall mission statement: "**Fort Dorchester Elementary School is committed to guiding and challenging each student to succeed in life.**"

How is this mission fulfilled?

To fulfill this mission and inform our community practices, we consider survey data from parents, teachers, and students across all levels. Strategy teams including teachers, administrators, parents, and community/business representatives create action plans to support our school's mission.

We want to educate all students to live and work with all people, to think critically, to function in the world in which they live through the use of technology and appreciation of the arts, to possess positive character traits, and to value a democratic society in which they become responsible, productive citizens. Working together, all students will achieve their highest potential.

With the objective of advancing student achievement, Fort Dorchester Elementary School offers opportunities to encourage parental involvement, such as the three District Parent Involvement Centers located throughout the school district adjacent to elementary schools. The Parent Involvement Centers are open for the benefit of parents. Parents are encouraged to visit during school hours. Also, a designated Parent Center Facilitator is available to help with the needs of parents. Many activities/programs will take place throughout the year with specific information to be found on the school website and school newsletters.

The school works collaboratively and cooperatively with the school PTA and School Improvement Councils to identify ways to support our school in the quest to become a world-class school. The school also works with internal groups (employees/parents) and external groups (general public) to enhance involvement and communication.

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

The Read to Succeed Act and Read to Succeed Law will be posted on the school website. This information has also been shared with literacy coaches have been provided with this information to share at the elementary level. Written correspondence will be sent home with each student.

Our school also participates in local forums and panels to discuss Read to Succeed. Many of these 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

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

Written correspondence is sent home with students through weekly class/school newsletters and also shared on our school website. Parent conferences, interim reports, report cards and parent information nights are provided throughout the school year. Parents are notified when a student is in need of or placed in an intervention or acceleration.

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

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

Our school partners with local business and community organizations to sponsor family literacy nights by having them participate as guest readers and speakers. The school also reaches out to community organizations such as libraries, universities, businesses, and/or theaters to create cooperative programs and field trips that focus on building literacy skills.

Fort Dorchester Elementary School partners with Fort Dorchester High School in a program called Patriots Partners. For the past three years our school has partnered up with the Leadership Class at Fort Dorchester High School. This year FDHS students will come every Thursday and work with our students, focusing on Literacy. Patriot Partners fulfill a variety of roles from working with a small group to working one on one with a child.

Fort Dorchester Elementary School will establish one new community partnership focused on literacy by May 31, 2017.

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

Community Partner	Services/Support
Advanced Dental Center	Guest Speakers/Guest Readers
AlignLife	Guest Speakers/Guest Readers/Faculty Incentives
Atlantic Coast Physical Medicine	Guest Speakers/Guest Readers/Faculty Incentives
Carolina's Catering & Events	Faculty Incentives
Chick-Fil-A	Guest Speakers/Guest Readers/ Financial Support
Fort Dorchester High School	Patriot Partners/Guest Readers
Harris Teeter	Guest Speakers/Guest Readers/ Field Trips
Japan Karate Institute	Guest Speakers/Guest Readers
Jersey Mikes	Guest Speakers/Guest Readers/ Financial Support
Lowcountry Orthodontics/Dr. Fulcher	Guest Speakers/Guest Readers/ Financial Support
Marco's Pizza	Guest Speakers/Guest Readers/ Financial Support
Raising Canes	Guest Speakers/Guest Readers/ Financial Support
SMART Recycling of South Carolina, LLC	Guest Speakers/Recycling
South State Bank	Guest Speakers/Guest Readers/ Squirrels Club
Swasty Orthodontics	Guest Speakers/Guest Readers/ Financial Support

What plans does the school have to increase community partnerships?

Fort Dorchester Elementary School will explore increasing community partnerships through our PTA and SIC organizations. The purpose will be to support the leadership's overall organizing vision, values, goals and strategic plans in relation to community partnerships. The groups will meet regularly to explore ways to meet goals. The group will be comprised of parents, teachers, and community members.

Dorchester Two Educational Foundation (D2EF) bridges the gap between funding provided by the state for basic education and the resources required to give our students the best education – one that creates world class students who are successful in school and life. D2EF provides opportunities for all segments of the community to actively contribute to public education.

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