

Alston-Bailey Elementary School
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 Implementation

How will the components of the plan be communicated to stakeholders? 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 Alston-Bailey 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, Alston-Bailey 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.

Alston-Bailey Elementary School is committed to continually seeking more efficient and effective methods to improve parent, community and school communications. We believe "Achieving Excellence Together" requires input from all of our stakeholders. 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 Alston-Bailey 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.

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

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.

Alston-Bailey 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 Alston-Bailey 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 Alston-Bailey 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 Alston-Bailey 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 school inform teachers of literacy courses offered by the district 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.

Alston-Bailey Elementary School will host several school wide events integrating literacy across the curriculum; Family Literacy Nights in September, Math Matters workshop which will highlight literacy practices in October, Literacy Infused Technology Night in November, Family Science and Engineering Night highlighting literacy practices in February, and Read Across America in March, Creating Wonderful Writers workshop in March.

Component 7: School-Community Partnerships: Alston-Bailey Elementary School partners to work with Alston Middle School in a Reading Buddy Program. The school will also look into forming community partnerships to help increase the amount of books in the media center and classroom libraries

COMPONENT 1: LEADERSHIP

No uploads or narrative required.

COMPONENT 2: STUDENT OUTCOMES

Prekindergarten: Please **upload a copy of your district assessment results from the assessment you chose to administer to 4K students.**

	PALS PreK ABC Knowledge > Alphabet Recognition Lower Case	PALS PreK ABC Knowledge > Alphabet Recognition Upper Case	PALS PreK ABC Knowledge > Name? Writing	PALS PreK General > Student Age in Months	PALS PreK Letter Sound Knowledge > Letter Sounds	PALS PreK Phonological Awareness > Beginning Sound Awareness	PALS PreK Phonological Awareness > Nursery Rhyme Awareness	PALS PreK Phonological Awareness > Print and Word Awareness	PALS PreK Phonological Awareness > Rhyme Awareness
Student 1	24	23	7	65	17	10	8	8	9
Student 2	24	26	7	62	26	10	10	10	10
Student 3	26	26	7	62	23	10	8	8	6
Student 4	25	25	7	60	19	10	8	10	10
Student 5	25	26	7	63	26	10	9	10	5
Student 6	22	24	6	55	16	10	10	8	10
Student 7	19	23	7	66	17	10	10	10	10
Student 8	24	25	6	55	19	6	9	6	2
Student 9	25	26	7	64	18	8	7	9	7
Student 10	25	26	7	63	22	10	10	9	10
Student 11	20	25	6	58	16	9	10	9	9
Student 12	23	25	6	62	24	9	8	7	4
Student 13	26	25	7	57	20	10	10	9	8
Student 14	26	26	6	64	21	10	10	10	10
Student 15	26	26	7	64	16	9	9	10	8
Student 16	26	26	7	63	16	5	6	9	6
Student 17	26	26	7	60	26	10	8	10	10
Student 18	16	18	6	55	16	10	10	8	10
Student 19	5	7	6	62	0	0	5	7	4
Student 20	18	21	7	56	15	9	10	8	10
Student 21	12	14	7	60	6	1	9	7	2
Student 22	4	6	6	55	3	9	9	6	4
Student 23	1	0	7	57	0	1	10	2	5
Student 24	18	20	7	66	18	10	6	9	6
Student 25	3	3	3	57	0	1	5	3	5
Student 26	8	11	7	56	5	10	9	8	10
Student 27	24	24	7	58	20	10	10	10	10
Student 28	20	26	6	60	19	6	7	7	3
Student 29	20	24	6	55	21	8	8	9	5
Student 30	25	25	7	57	22	10	9	10	10
Student 31	23	26	7	61	24	10	10	8	10
Student 32	20	25	7	60	21	9	9	4	3
Student 33	26	26	7	55	15	7	8	8	6
Student 34	26	26	7	56	21	10	10	10	10
Student 35	25	25	7	64	20	10	9	10	6
Student 36	25	26	7	59	25	10	9	8	6
Student 37	25	26	7	62	26	10	10	10	10

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 personnel based on the protocol for the specific assessment.

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

The Office of Assessment provides information to district office staff that is then presented to principals at meetings. There 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, reteaching 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 VPORT. Teachers use these programs to access, display, and review data for their respective students.

School Professional Learning Communities (PLCs) look for trends in strengths and areas of need and the provide resources for targeted instruction. Grade-level data and content area debriefings are then held to analyze assessment data at the school level relative to targeting instruction and assignment of interventions.

**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	August 2016-June 2017; Reading Coach
Kindergarten	Reading Comprehension	Utilize systematic phonics program, specific reading strategies through grade level reading instruction, differentiation, and adequate time for independent reading	August 2016-June 2017; Reading Coach
Grade 1	Reading Comprehension	Utilize systematic phonics program, specific reading strategies through grade level reading instruction, differentiation, and adequate time for independent reading	August 2016-June 2017; Reading Coach
Grade 2	Reading Comprehension	Utilize systematic phonics program, specific reading strategies through grade level reading instruction, differentiation, and adequate time for independent reading	August 2016-June 2017; Reading Coach
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	August 2016-June 2017; Reading Coach
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	August 2016-June 2017; Reading Coach
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	August 2016-June 2017; Reading Coach

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.

Alston-Bailey is currently on a schedule where there is at least 90 minutes of uninterrupted instructional time for the 2016-17 school year,

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 school 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 school, 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 at Alston-Bailey 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.

Please **upload** a sample schedule for your school.

	7:00-7:30	7:35-8:05	8:05-8:15	8:15-8:35	8:35-8:55	8:55-9:15	9:15-9:40	9:40-10:00	10:00-10:20	10:20-10:40	10:40-11:00	11:00-11:20	11:20-11:40	11:40-12:00	12:00-12:20	12:20-12:40	12:40-1:00	1:00-1:20	1:20-1:40	1:40-2:00	2:00-2:10
KA Bryant	Arrival/ News Show/ Breakfa	Calendar	Phonics	Fine Arts			Writing	Lunch (10:00-10:25)	Reading Block						Math	Recess 1:00-1:25	Sci/SS		Pack Up/ Dismissal		
KB Ewers	Arrival/ News Show/ Breakfa	Calendar	Phonics	Fine Arts			Writing	Lunch (10:00-10:25)	Reading Block						Math	Recess 1:00-1:25	Sci/SS		Pack Up/ Dismissal		
KC Knipping	Arrival/ News Show/ Breakfa	Calendar	Phonics	Fine Arts			Writing	Lunch (10:05-10:30)	Reading Block						Recess (12:00-12:25)	Math 12:25-1:30		Sci/SS	Pack Up/ Dismissal		
KD Price	Arrival/ News Show/ Breakfa	Calendar	Phonics	Fine Arts			Writing	Lunch (10:05-10:30)	Reading Block						Recess (12:00-12:25)	Math 12:25-1:30		Sci/SS	Pack Up/ Dismissal		
KE Sullivan	Arrival/ News Show/ Breakfa	Calendar	Phonics	Fine Arts			Writing	Lunch (10:05-10:30)	Reading Block						Recess (12:00-12:25)	Math 12:25-1:30		Sci/SS	Pack Up/ Dismissal		
1A Garlick	Arrival/ News Show/ Breakfa	Calendar/ Math (7:35-9:10)			Science/SS			Phonics (9:40-10:10)	Lunch (10:15-10:40)	Reading Block (Literacy Intervention-LLI 11:00-11:30)				Fine Arts	Recess (12:40-1:05)	Reading 1:00-1:15 Writing 1:15-2:00		Pack Up/ Dismissal			
1B Bryant-Edwards	Arrival/ News Show/ Breakfa	Calendar/ Math (7:35-9:10)			Science/SS			Phonics (9:40-10:10)	Lunch (10:15-10:40)	Reading Block (Literacy Intervention-LLI 11:00-11:30)				Fine Arts	Recess (12:40-1:05)	Reading 1:00-1:15 Writing 1:15-2:00		Pack Up/ Dismissal			
1C Sturdivant	Arrival/ News Show/ Breakfa	Calendar/ Math (7:35-9:10)			Phonics (9:10-9:45)			Writing (9:45-10:20)	Lunch (10:20-10:45)	Science/SS (10:40-11:15) Reading 11:20-11:35 Math Intervention pull out		Recess (11:35-12:00)		Fine Arts	Reading Block (Literacy Intervention-LLI 1:00-1:30)			Pack Up/ Dismissal			
1D Rutland	Arrival/ News Show/ Breakfa	Calendar/ Math (7:35-9:10)			Phonics (9:10-9:45)			Writing (9:45-10:20)	Lunch (10:20-10:45)	Science/SS 10:40-11:15 Reading 11:20-11:35 Math Intervention pull out		Recess (11:35-12:00)		Fine Arts	Reading Block (Literacy Intervention-LLI 1:00-1:30)			Pack Up/ Dismissal			
1E Young	Arrival/ News Show/ Breakfa	Science/ SS (7:35-8:10) Math Intervention pull out		Calendar/ Math 8:10-9:40 (Math Interventionist will push in on Mondays and Wednesdays)				Reading 9:40-10:00	Recess (10:00-10:25)	Lunch (10:25-10:50)	Reading Block (Literacy Intervention-LLI 11:30-12:00)				Fine Arts	Reading 12:40-1:00/Phonics 1:00-1:30		Writing 1:30-2:00	Pack Up/ Dismissal		
1F Jones	Arrival/ News Show/ Breakfa	Science/ SS (7:35-8:10) Math Intervention pull out		Calendar/ Math (Math Interventionist will push in on Tuesdays and Thursdays)				Reading 9:40-10:00	Recess (10:00-10:25)	Lunch (10:25-10:50)	Reading Block (Literacy Intervention-LLI 11:00-11:30)				Fine Arts	Reading 12:40-12:50/Phonics 12:50-1:20		Writing	Pack Up/ Dismissal		
1G Staiger	Arrival/ News Show/ Breakfa	Calendar/ Math (Literacy Interventionist will push in on Fridays)			9:00-10:00 Reading (Literacy Intervention-LLI 10:00-10:30)				Lunch 10:00-10:30	10:30-11:00 (reading -continued)		Phonics 11:00-11:30 and Recess 11:35-12:00			Fine Arts	Science/ Social Studies (Math Intervention pull out 12:45-1:15)		Writing (1:20-2:00)	Pack Up/ Dismissal		

		7:00-7:35	7:35-8:00	8:00-8:20	8:20-8:40	8:40-9:00	9:00-9:20	9:20-9:40	9:40-10:00	10:00-10:20	10:20-10:40	10:40-11:00	11:00-11:20	11:20-11:40	11:40-12:00	12:00-12:20	12:20-12:40	12:40-1:00	1:00-1:20	1:20-1:40	1:40-2:00	2:00-2:10			
2A Collins	Arrival News Show/ Breakfast	Phonics (7:35-8:10)	Computer Lab (8:15-8:55)			Reading Block			Reading 10:20-10:30 Writing 10:30-11:00		Lunch (10:55-11:20)	Recess (11:20-11:45)	Math (11:45-12:45)		Fine Arts (12:45-1:25)		Science/ SS (1:30-2:00)		Pack Up/ Dismissal						
2B Kipp	Arrival News Show/ Breakfast	Phonics (7:35-8:10)	Computer Lab (8:15-8:55)			Reading Block			Reading 10:20-10:30 Writing 10:30-11:00		Lunch (10:55-11:20)	Recess (11:20-11:45)	Math (11:45-12:45)		Fine Arts (12:45-1:25)		Science/ SS (1:30-2:00)		Pack Up/ Dismissal						
2C Moore	Arrival News Show/ Breakfast	Phonics (7:35-8:10)	Reading 8:10-9:10			Computer Lab (9:10-9:50)		Reading 9:55-10:25 and Writing 10:25-11:00				Lunch (11:05-11:25)	Recess (11:25-11:50)	Math (11:50-12:45)		Fine Arts (12:45-1:25)		Science/ SS (1:30-2:00)		Pack Up/ Dismissal					
2D Hammond	Arrival News Show/ Breakfast	Phonics (7:35-8:10)	Reading 8:10-9:10			Computer Lab (9:10-9:50)		Reading 9:55-10:25 and Writing 10:25-11:00				Lunch (11:05-11:25)	Recess (11:25-11:50)	Math (11:50-12:45)		Fine Arts (12:45-1:25)		Science/ SS (1:30-2:00)		Pack Up/ Dismissal					
2E Vanderhurst	Arrival News Show/ Breakfast	Reading (7:35-9:05)			Phonics (9:05-9:35)		Writing (9:35-10:05)		Math 10:05-11:05				Lunch (11:05-11:30)	Computer Lab (11:35-12:15)		Recess (12:20-12:45)		Fine Arts (12:45-1:25)		Science/ SS (1:30-2:00)		Pack Up/ Dismissal			
2F Kyle	Arrival News Show/ Breakfast	Reading (7:35-9:05)			Phonics (9:05-9:35)		Writing (9:35-10:05)		Math 10:05-11:05				Lunch (11:05-11:30)	Computer Lab (11:35-12:15)		Recess (12:20-12:45)		Fine Arts (12:45-1:25)		Science/ SS (1:30-2:00)		Pack Up/ Dismissal			
2G Cooper	Arrival News Show/ Breakfast	Reading (7:35-9:05)			Phonics (9:05-9:35)		Writing (9:35-10:05)		Math 10:05-11:05				Lunch (11:05-11:30)	Computer Lab (11:35-12:15)		Recess (12:20-12:45)		Fine Arts (12:45-1:25)		Science/ SS (1:30-2:00)		Pack Up/ Dismissal			
3A Teal	Arrival News Show/ Breakfast	Reading Block (7:30-8:20)		Computer Lab			Reading (9:00-9:40)		Word Study (9:40-10:10)		Writing (10:10-10:40)		Lunch (10:40-11:05)		Fine Arts (11:15-11:55)		Recess (11:55-12:20)		Science/ Social Studies		Math		Pack Up/ Dismissal		
3B Davis	Arrival News Show/ Breakfast	Reading Block (7:30-8:20)		Computer Lab			Reading (9:00-9:40)		Word Study (9:40-10:10)		Writing (10:10-10:40)		Lunch (10:40-11:05)		Fine Arts (11:15-11:55)		Recess (11:55-12:20)		Science/ Social Studies		Math		Pack Up/ Dismissal		
3C J. Williams	Arrival News Show/ Breakfast	Reading Block 7:35-8:50			8:50-9:10 Word Study		Writing (9:10-9:40)		Recess 9:40-10:05		Fine Arts (10:05-10:45)		Lunch (10:45-11:10)		Math 11:10-12:20			Science/ Social Studies		Computer Lab		Pack Up/ Dismissal			
3D Smith	Arrival News Show/ Breakfast	Word Study (7:35-8:10)		Writing (8:10-8:50)			Math 8:50-9:50			Reading Block (9:50-10:50)		Lunch (10:50-11:15)		Fine Arts (11:15-11:55)		Reading Block		Computer Lab		Recess (1:00-1:25)		Science/ SS		Pack Up/ Dismissal	
3E A. Williams	Arrival News Show/ Breakfast	Science		Writing (8:10-8:50)			Math 8:50-9:50			Word Study		Recess (10:20-10:45)		Lunch (10:45-11:10)		Fine Arts (11:15-11:55)		Reading Block		Computer Lab		Pack Up/ Dismissal			
3F K. Williams	Arrival News Show/ Breakfast	Math 7:30-8:35			Reading Block			Computer Lab		Reading Block (10:40-10:50)		Lunch (10:50-11:15)		Fine Arts (11:15-11:55)		Recess (11:55-12:20)		Writing		Science/ SS		Pack Up/ Dismissal			
4A Elison (READING)	Arrival News Show/ Breakfast	Computer Lab 7:30-8:10		4A Reading Block 8:10-9:20				Fine Arts		Reading 10:00-10:20/ Writing 10:20-10:50/ Word Study 10:50-11:05			Lunch (11:10-11:35) SWITCH		4B Reading Block 11:35-1:05			Word Study 1:05-1:20 and Writing 1:20-1:50		Recess 1:50-2:10/ Pack Up		Dismissal			
4B Graves (MATH)	Arrival News Show/ Breakfast	Computer Lab 7:30-8:10		Math 8:20-9:20 (Math interventionists will push in from 8:20-8:45)				Fine Arts		Science/SS			Lunch (11:10-11:35) SWITCH		Math 11:40-12:40 (Math interventionist will push in from 11:40-12:40)			Science/ SS 12:45-1:40		Recess 1:45-2:05		Pack Up/ Dismissal			
4C Porter GATE	Arrival News Show/ Breakfast	Math		Science (8:40-9:40)		Recess 9:40-10:05		Fine Arts (10:05-10:45) SWITCH		Science (10:45-11:15)		Lunch (11:15-11:40)		Science (11:40-12:15)		Math (12:15-1:15)			Computer Lab		Pack Up/ Dismissal				
4D Stenblen	Arrival News Show/ Breakfast	Writing 7:35-8:10 and Reading 8:10-9:20					Fine Arts		Computer Lab		10:40-11:10 Reading		Lunch (11:15-11:40) and Recess 11:45-12:10			word study 12:10-12:25 Math 12:25-1:20 (Math interventionist will push in from		Science/SS (1:20-2:00)			Pack Up/ Dismissal				
4E Galvin (MATH)	Arrival News Show/ Breakfast	Math (Math interventionist will push in from 7:40-8:10)			Science/SS		Fine Arts		Computer Lab		10:40-11:10 Science/ SS		SWITCH/Lunch (11:15-11:40) and Recess 11:45-12:10		Math (12:00-1:00) (Math interventionist will push in from 12:15-12:45)			Science/ SS (1:00-2:00)			Pack Up/ Dismissal				
4F Bollinger (READING)	Arrival News Show/ Breakfast	4F Writing 7:35-8:10 and Reading 8:10-9:20					Fine Arts		Computer Lab		10:40-1:00 Reading Word Study 11:00-		SWITCH/Lunch (11:15-11:40)		4E Reading Block 11:40-1:10			Word Study 1:10-1:25 and Writing 1:25-1:55		Recess 1:55-2:15/ Pack Up		Dismissal			

	7:00-7:35	7:40-8:00	8:00-8:20	8:20-8:40	8:40-9:00	9:00-9:20	9:20-9:40	9:40	9:40	9:40-10:05	10:10-10:20	10:20-10:40	10:40-11:00	11:00-11:20	11:20-11:40	11:40-12:00	12:00-12:20	12:20-12:40	12:40-1:00	1:00-1:20	1:20-1:40	1:40-2:00	2:00-2:10
SA Britt-Kerr (ELA)	Announ News Show/Breakfa	Reading Block 7:30-9:00/Writing 9:00-9:30					Word Study (9:30-9:40)	Switch	Reading 9:40-10:05	Fine Arts (10:05-10:45)	Computer Lab (10:45-11:25)	Lunch (11:30-11:55)	Recess (11:55-12:20)	SB Reading Block (12:20-1:25)/Word Study 1:25-1:35/Writing 1:35-2:05	Pack Up/Dismissal								
SB Hayes (MATH)	Announ News Show/Breakfa	Science/SS(7:30-8:30)				Math (9:30-9:40) (Math interventionist will push in from 9:00-9:30)	Switch	Science/SS	Fine Arts (10:05-10:45)	Computer Lab (10:45-11:25)	Lunch (11:30-11:55)	Recess (11:55-12:20)	Science/SS	12:50-2:00 Math (Math interventionist will push in from 1:15-1:45)	Pack Up/Dismissal								
SC Ewart (GATE)	Announ News Show/Breakfa	Reading Block 7:30-8:30		Writing 8:30-9:00/Word Study 9:00-9:10		Social Studies 9:15-9:45	Recess 9:45-10:05	Fine Arts (10:05-10:45) SWITCH	Social Studies (10:45-11:15)	Lunch (11:15-11:40)	Reading Block 11:40-12:40		Writing 12:40-1:10/Word Study 1:10-1:20	Computer Lab	Pack Up/Dismissal								
SD Waring (SC)	Announ News Show/Breakfa	Computer Lab 7:30-8:15		8:20-8:35 Word Study	Writing (8:45-9:10)		Science/SS	Fine Arts (10:05-10:45)	Lunch (10:45-11:10)	Math 11:10-12:20 (Math interventionist will push in from 11:10-11:40)			Recess 12:20-12:35 and Reading Block (12:35-2:05) Dismissal and Pack up 2:05-2:10										

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.

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.
- In addition to specific district intervention programs, elementary schools provide targeted school-based interventions.

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 or Pathblazer, 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?

The school will be looking into grant opportunities and allocating Title I funds as well school funds to help increase the number of books in classrooms and in the library media center

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

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

The effective education of the students in Alston-Bailey is based on the belief that an educated student is a product of a partnership between parents and schools working together. With this belief in the forefront, Dorchester District Two and Alston-Bailey Elementary seek to develop strong partnerships with the home and encourage parental involvement on district and school-site planning teams for Title I and other special programs and activities. Parents and schools working as partners increase student achievement and develop positive attitudes about self and school. The key factor in the home-school partnership is the relationship between the teacher and the parent. Teachers are professionals who manage a variety of instructional resources. Parents are essential resources in the learning process of their children. Organizational support from school-based and district-level administrators enables teacher to effectively develop the partnership.

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 district'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.

The school works collaboratively and cooperatively with the PTA and School Improvement Councils to identify ways to support Alston-Bailey in the quest to produce world class citizens and leaders. The school also works with internal groups (employees/parents) and external groups (business partners) 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. The literacy coach at Alston-Bailey has been provided with this information to share at the school level. Written correspondence will be sent home with each student.

Alston-Bailey staff members 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

Written correspondence is sent home with students through 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.

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?

The 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 partners with local faith-based organizations to provide students with to computers and literacy programs and resources in neighborhoods within their communities. 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.

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

Charleston Southern University	Provides Read to Succeed requirement/ endorsement classes to district certified personnel
Dorchester County Public Library	Summer and Winter reading programs; digital resources for students; free Internet access; community and literacy support; meeting room
Summerville Rotary	Provides a dictionary to every 3rd grader in our school district; high school graduation scholarships; backpacks with school supplies

What plans does the school have to increase community partnerships?

The school will explore formally establishing a Community Partnerships (CP) Work Group, to include key staff and current community partners. Its purpose will be to support the leadership's overall organizing vision, values, goals and strategic plans in relation to community partnerships. It will meet regularly to explore ways to meet its goals. The group initially might seek no more than 10 to 12 members with the expectation that new members will join as the effort evolves. If more people want to be involved they may be assigned to task groups that operate on an ad hoc basis and report their activities to the workgroup.

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