

Dorchester School District Two Reading Plan

Narrative/Qualitative Information

Please provide a brief narrative describing the process the District Literacy Leadership Team (DLLT) used to develop the district reading plan, focusing on the guiding questions below.

Literacy Vision and Culture

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

Context

How does this plan connect to other plans and district 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, Dorchester School District Two 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, Dorchester School District Two has created a well-defined, shared commitment to raise the level of achievement for all students.

Our District Literacy Plan addresses the specific goal of increasing the percentage of students reading on grade level K-12. 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 district 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.

Dorchester District Two 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 Public Information Office plays a major role in disseminating information through email, social media, local media, and in printed materials. Our superintendent meets regularly with student, parent and teacher liaison 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 Dorchester District Two'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 district data will help the district determine the overall effectiveness of the District 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.

There are multiple opportunities for shared decision making in our district. This occurs in our monthly Principal Meetings, Elementary Curriculum Support Team Meetings (ECST), PLCs at the district and school levels in which reflective and rich data conversations are utilized to help make data driven decisions for students. Our Superintendent holds quarterly Student, Teacher, and Parent Liaison meetings in which feedback is gathered for making changes in our schools.

Performance Goal: One-hundred percent (100%) of school leadership teams will develop a R2S School Literacy Plan to include school, community, and parent/guardian partnerships that supports and is aligned with the R2S District Literacy Plan by September 1, 2016.

Component 2: Student Outcomes

The goal of Dorchester School District Two 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 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. Our goal is 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.

Prekindergarten:

Prekindergarten: Please provide the data requested for the assessment your district administered to students enrolled in 4K programs.

	Number of students enrolled in 4K	Number of students to whom assessment was administered
	544	544

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	1850	1844	59%	TBD

Please list or upload a list of names of any elementary, middle, or high schools which do not fit into the traditional organizational structure (K-5, 6-8,9-12) and the grade level(s) they serve.

	Grade Level(s) Served	School Name
	NONE	NONE

Please list or upload a list of the names of any Career Centers or Alternative Schools and their feeder schools.

	Career Center or Alternative School Name	Feeder Schools
	Dorchester County Career & Technology Center (DCCTC)	Ashley Ridge High School Fort Dorchester High School Summerville High School

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 VPORT.

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

District 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 at the school level relative to targeting instruction and assignment of interventions.

Performance Goal: The percentage of students reading on grade level (K-12) will increase to 73% by the end of the 2016-2017 school year.

Grade Level proficiency will be defined as:

- On grade level for primary grades (K-2) is defined as performing at the designated DRA2+ levels that are determined by the district. Kindergarten-Independent Level 4, 1st-Independent Level 18, 2nd-Independent Level 28
- On grade level for elementary/secondary (3-12) 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 Dorchester School District Two 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 Dorchester School District Two 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 has three steps: 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.

Performance Goal: The district will offer opportunities for all instructional faculty and staff (100%) to participate in professional learning opportunities focused on strategies to enhance their implementation of literacy instruction and integration.

Component 4: Assessment Plan

A comprehensive balanced assessment plan is in place in Dorchester District Two which includes formative 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-Based District Benchmarks, SC Ready

Grades 6-8: Reading Inventory, ELA Standards-Based District Benchmarks, SC Ready, EOC

Grades 9-12: ELA Standards Based Quarterly Interim Assessments, EOC

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
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
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
Grade 2	Reading Comprehension	Specific reading strategies through grade level reading instruction, differentiation, and adequate time	May 2016-June 2017 District Interventionists

		for independent reading and authentic writing	
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
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
Grade 5	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
Grade 6	Writing	Integration of reading and writing instruction, integration of writing across the curriculum, professional development focusing on best practices in writing instruction, increased authentic writing opportunities for students, curriculum revisions, teacher observations and coaching	May 2016 -June 2017, District Interventionists
Grade 7	Writing	Integration of reading and writing instruction, integration of writing across the curriculum, professional development focusing on best practices in writing instruction, increased authentic writing opportunities for students, curriculum revisions, teacher observations and coaching	May 2016 -June 2017, District Interventionists
Grade 8	Writing	Integration of reading and writing instruction, integration of writing across the curriculum, professional development focusing on best	May 2016 -June 2017, District Interventionists

		practices in writing instruction, increased authentic writing opportunities for students, curriculum revisions, teacher observations and coaching	
High School	Writing	Integration of writing across the curriculum, professional development focusing on best practices in writing instruction, increased authentic writing opportunities for students, curriculum revisions, teacher observations and coaching	May 2016 - June 2017, District Interventionists

Performance Goal: One-hundred percent (100%) students will be administered a universal screener in reading.

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 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. 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. Currently Dorchester District Two does not utilize a specific curriculum to support writing. While we feel that schools should have the autonomy to use materials that work for their population, it is increasingly apparent that the District Reading Plan should include a component for developing a consistent language and shared vocabulary in the area of writing instruction. In order to support the development of language communication (writing, reading, vocabulary, and oral and written communication abilities), we will revitalize best practices in writing instruction PreK-12. This will guide teachers and students toward recognizing and incorporating elements of good writing into the writing process, building a solid foundation in the traits of effective writing.

Performance Goal: District Interventionists will provide resources for teaching literacy to 100% of 4K-12 teachers during the 2016-2017 year, inclusive of standards, skills, content, standards-based resources, assessments, technology, and pacing.

If you selected less than 90 minutes of instructional time for the 2016-17 school year, please indicate what actions your district is taking to move toward a 90 minute instructional block at the secondary level.

For middle and high school, work is being done to improve literacy instruction across the content areas. Teachers in math, science, and social studies will receive professional development and support in reading and writing across the content areas.

What action is the district taking to maximize and protect instructional time at all 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.

<i>What instructional supports are you providing in addition to the state adopted instructional materials?</i>	
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	iRead 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
Grade 6	Pathblazer, APEX Tutorials, standards-based resources in Rubicon Atlas, district benchmark testing, differentiated instruction
Grade 7	Pathblazer, APEX Tutorials, standards-based resources in Rubicon Atlas, district benchmark testing, differentiated instruction
Grade 8	Pathblazer, APEX Tutorials, standards-based resources in Rubicon Atlas, district benchmark testing, differentiated instruction
High School	Standards-based resources in Rubicon Atlas, district interim testing, differentiated instruction, APEX Tutorials, USA TestPrep

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

Our district 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.
- High school students who need acceleration have several options available to them. There are honors-level versions of the core courses, advanced placement courses, dual credit courses, an early college program, an International Baccalaureate program, and the Accelerate program offered to 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.
- In addition to specific district intervention programs, elementary schools provide targeted school-based interventions.
- For middle school students not otherwise served in specific district intervention programs, our Academic Core Extension (ACE) class provides accelerated students, on-grade level students, as well as those in need of additional support, time during the school day for daily differentiation in English Language Arts. ACE is based on a rotation model that includes a teacher-led group, an independent group, and a technology rotation.
- There are multiple avenues for intervention for high school students. Read 180, Freshman Seminar, English Essentials, Imagine Learning, and Voyager Sopris Language! are all offered for students who need additional support. Additionally, all high school students have Structured Learning Time (SLT) each day that they use to meet with teachers for acceleration or support.

What support is the district providing to increase the number of books in classroom libraries and library media centers? The district is using Title funds and District/School funds as well as grant opportunities to increase the number of books in classroom libraries and library media centers.

	Classroom Libraries	Library Media Centers	Support for Increasing Numbers of Books	Average Age of Collection
Prekindergarten	200	13 books per student	Grant opportunities, Title funds, District /School funds	Grades PK-5: Average copyright date for the total collection (fiction and nonfiction) is 13 years from the current calendar date.
Kindergarten	200		Grant opportunities, Title funds, District/School funds	
Grade 1	200		Grant opportunities, Title funds, District/School funds	
Grade 2	200		Grant opportunities, Title funds, District/School funds	
Grade 3	200		Grant opportunities, Title funds, District/School funds	
Grade 4	200		Grant opportunities, Title funds, District/School funds	Grades 6-8: Average copyright date for the total collection (fiction and nonfiction) is 12 years from the current calendar date.
Grade 5	200		Grant opportunities, Title funds, District/School funds	
Grade 6	200		Grant opportunities, District/School funds	
Grade 7	200		Grant opportunities, District/School funds	High School: Average copyright date for the total collection (fiction and nonfiction) is 11 years from the current calendar date.
Grade 8	200		Grant opportunities, District/School funds	
High School	200		Grant opportunities, District/School funds	

If Tier II or Tier III interventions are not being provided, please explain why. Please provide this information for each level, elementary, middle, and high school.

Elementary Level

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

Middle Level

	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	Additional number of minutes provided	Frequency of intervention(s) (daily, weekly, other)
Grade 6	<i>Tier II: The Reading Inventory</i>	<i>90-95 minutes</i>	<i>5x a week</i>
	<i>Tier III: Phonics Inventory and/or AIMSweb</i>	<i>90-95 minutes</i>	<i>5x a week</i>
Grade 7	<i>Tier II: The Reading Inventory</i>	<i>90-95 minutes</i>	<i>5x a week</i>
	<i>Tier III: Phonics Inventory and/or AIMSweb</i>	<i>90-95 minutes</i>	<i>5x a week</i>
Grade 8	<i>Tier II: The Reading Inventory</i>	<i>90-95 minutes</i>	<i>5x a week</i>
	<i>Tier III: Phonics Inventory and/or AIMSweb</i>	<i>90-95 minutes</i>	<i>5x a week</i>

High School

	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	Additional number of minutes provided	Frequency of intervention (daily, weekly, other)
Tier II	<i>Tier II: The Reading Inventory</i>	<i>90-95 minutes</i>	<i>5x a week</i>
Tier III	<i>Tier III: Phonics Inventory and/or AIMSweb</i>	<i>90-95 minutes</i>	<i>5x a week</i>

If you are using a program to provide Tier II intervention, please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person's name, their role, qualifications, and specialized training.

	Program Name	Instructor's name, role, qualifications, and specialized training
Kindergarten	Waterford Early Learning (additional time), Imagine Learning Special Education: Voyager Passport Reading, SRA Reading Mastery, SRA Language for Learning, Four Square Writing Method, Imagine Learning	TBD
Grade 1	Waterford Early Learning (additional time), Imagine Learning Special Education: Voyager Passport Reading, SRA Reading Mastery, SRA Language for Learning, Four Square Writing Method, Unique Learning System, Imagine Learning	TBD
Grade 2	Waterford Early Learning (additional time), Imagine Learning Special Education: Voyager Passport Reading, SRA Reading Mastery, Four Square Writing Method, Unique Learning System, Imagine Learning	TBD
Grade 3	System 44, Imagine Learning Special Education: Voyager Passport Reading, SRA Corrective Reading, Edmark, Four Square Writing Method, Unique Learning System, Imagine Learning	TBD
Grade 4	Read 180, Imagine Learning Special Education: Voyager Passport Reading, SRA Corrective Reading, Four Square Writing Method, Unique Learning System, Imagine Learning	TBD
Grade 5	Read 180, Imagine Learning Special Education: Voyager Passport Reading, SRA Corrective Reading, Four Square Writing Method, Unique Learning System, Imagine Learning	TBD
Grade 6	Read 180, System 44, Imagine Learning Special Education: Voyager Passport Reading Journeys, SRA Corrective Reading, SRA Expressive Writing, Four Square Writing Method, Unique Learning System	TBD
Grade 7	Read 180, System 44, Imagine Learning Special Education: Voyager Passport Reading Journeys, SRA Corrective Reading, SRA	TBD

	Expressive Writing, Four Square Writing Method, Unique Learning System	
Grade 8	Read 180, System 44, Imagine Learning Special Education: Voyager Passport Reading Journeys, SRA Corrective Reading, SRA Expressive Writing, Four Square Writing Method, Unique Learning System	TBD
High School	Read 180, System 44, Imagine Learning, Voyager Sopris Language! Special Education: Voyager Passport Reading Journeys, SRA Corrective Reading, SRA Expressive Writing, Four Square Writing Method, Unique Learning System	TBD
<i>If you are using a program to provide Tier III intervention, please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person's name, their role, qualifications, and specialized training.</i>		
	Program Name	Instructor's name, role, qualifications, and specialized training
Kindergarten	Imagine Learning Special Education: Voyager Passport Reading, SRA Reading Mastery, SRA Language for Learning, Four Square Writing Method	TBD
Grade 1	Imagine Learning Special Education: Voyager Passport Reading, SRA Reading Mastery, SRA Language for Learning, Four Square Writing Method, Unique Learning System	TBD
Grade 2	Imagine Learning Special Education: Voyager Passport Reading, SRA Reading Mastery, Four Square Writing Method, Unique Learning System	TBD
Grade 3	Imagine Learning Special Education: Voyager Passport Reading, SRA Corrective Reading, Edmark, Four Square Writing Method, Unique Learning System	TBD
Grade 4	System 44 and Imagine Learning Special Education: Voyager Passport Reading, SRA Corrective Reading, Four Square Writing Method, Unique Learning System	TBD
Grade 5	System 44 and Imagine Learning Special Education: Voyager Passport Reading, SRA Corrective Reading, Four Square Writing Method, Unique Learning System	TBD
Grade 6	System 44 and Imagine Learning	TBD

	Special Education: Voyager Passport Reading Journeys, SRA Corrective Reading, SRA Expressive Writing, Four Square Writing Method, Unique Learning System	
Grade 7	System 44 and Imagine Learning Special Education: Voyager Passport Reading Journeys, SRA Corrective Reading, SRA Expressive Writing, Four Square Writing Method, Unique Learning System	TBD
Grade 8	System 44 and Imagine Learning Special Education: Voyager Passport Reading Journeys, SRA Corrective Reading, SRA Expressive Writing, Four Square Writing Method, Unique Learning System	TBD
High School	System 44 and Imagine Learning, and Voyager Language! Special Education: Voyager Passport Reading Journeys, SRA Corrective Reading, SRA Expressive Writing, Four Square Writing Method, Unique Learning System	TBD

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 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. Regular communication between school and home, through parent/teacher organizations, parent advisory boards, Blackboard Connect, Parent Portal, and other social media outlets is a priority for all students 4K-12.

What is the district's mission regarding parent and family involvement in their student's educational program? How is this mission fulfilled?

"Together we can make a difference in the success of our children!"

*Dorchester School District Two 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 Dorchester School District Two 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: **"Leading the way, every student, every day through relationships, rigor, and relevance."***

To fulfill this mission, 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.

In order to ensure that all students are college- and career-ready, the district collaborates with parents and families 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, Dorchester School District Two 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 district website and school newsletters.

The district works collaboratively and cooperatively with the school PTA and School Improvement Councils to identify ways to support Dorchester School District Two in the quest to become a world-class school system. The district also works with employee and parent groups such as Parent Liaison, Teacher Liaison, and Student Liaison to enhance involvement and communication.

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

Yes.

Written correspondence is sent home with students through school newsletters and also shared on our district website. Parent conferences, interim reports, report cards and parent information nights are provided throughout the school year. 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.

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

Performance Goal: The district will support 100% of schools with two parent and family involvement events integrating literacy across the curriculum by May 31, 2017 by providing sample agendas and PowerPoints.

Component 7: School-Community Partnerships

Institutes of Higher Education (IHEs) continue to partner with the school district to develop teacher preparation programs that include the South Carolina College & Career Ready Standards, instruction in the use of diagnostic assessment systems, and integration of a balanced curriculum that includes the arts and all other non-state tested content areas. Our district pairs pre-service teachers with veteran teachers to provide them opportunities to develop their teaching skills through feedback and collaboration with college/university personnel. We encourage community organizations and business partners to support school and district efforts in the area of reading. The district and schools create partnerships with local civic and faith-based organizations, as well as businesses for community support in various school programs, which, in turn, positively impact student achievement. Volunteerism is crucial for schools to be successful in meeting the needs of students.

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

The district encourages schools to partner with local business and community organizations to sponsor family literacy nights by having them participate as guest readers and speakers. The district also partners with local faith-based organizations in our communities to provide students with computers, literacy software programs, and resources. Additionally, the district encourages schools to reach 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 within the district. What services and/or supports are provided?

Organizations	Services and Supports
<i>Charleston Southern University</i>	<i>Provides Read to Succeed requirement/ endorsement classes to district certified personnel</i>
<i>Sand Hill United Methodist Church</i>	<i>Computers, software, equipment, and furniture were provided to enhance an after school program that serves Dorchester District Two students</i>
<i>Dorchester County Public Library</i>	<i>Summer and Winter reading programs; digital resources for students; free Internet access; community and literacy support; meeting room</i>
<i>Summerville Rotary</i>	<i>Provides a dictionary to every 3rd grader in our school district; high school graduation scholarships; backpacks with school supplies</i>
<i>Tri-County Cradle to Career Collaborative</i>	<i>A Kindergarten Readiness Network (convened by Trident United Way) has gathered and used data and research to understand child development issues present in the local community. The group</i>

continues to show strong leadership in identifying and engaging partners, with plans to undertake specific projects with the input and involvement of families, caregivers and other service providers.

What plans does the district have to increase community partnerships?

The district 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 will initially consist of 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. 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.

Performance Goal: The district will enroll 100 district students in a new community partnership with a local church focused on literacy by May 31, 2017.