

Early Childhood and Elementary Schools
Appendix A

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

Literacy Vision and Culture

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

It is important to focus on improving literacy in our school because when students excel in literacy they are more likely to succeed and be college and career ready. Furthermore, reading, writing, and communicating across all disciplines will prepare students to be college and career ready. Ruby Elementary School's culture of improving literacy and learning will evolve around the following principles:

- Reading, writing, and communicating across all disciplines
- Classroom libraries in all content areas and all grades
- High-quality, standards-based instruction driven by student data
- Daily independent reading with purpose
- Interactive and purposeful read alouds
- Differentiated instruction
- Reading and Writing Workshop for grades K-5
- On-going, continuous, job-embedded professional development that supports literacy and includes all content areas across the school

Also, as a school that continuously reflects on current practices, we will know we are successful when the following goals are met:

- Authentic reading and writing 75% of instructional time across content areas
- Students speaking and listening daily across content areas
- Teachers provide high quality reading and writing instruction
- Increase in student achievement on state standardized tests

Context

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

The School Literacy Plan connects with our School Renewal Plan, which connects to Chesterfield County School District's plan, by including key components from the school and district literacy initiative. Three years ago, our district embarked on a literacy initiative prior to the implementation of Read to Succeed legislation. As part of this initiative, a literacy coach was placed in our school and was trained by literacy specialist consultants. Emphasis was placed on building our professional development library in the area of literacy, as well as our literacy lab for student and teacher use.

We also realized, like the district, there was a need at our school for improving Tier I instruction. Professional development included topics such as interactive read alouds, shared reading, independent reading, small group instruction, and we began looking into Writing Workshop as well. We also focused on ways to be more effective in our RTI team meetings. Although we have shown improvement in finding a student's weakness, we are seeing a need for being able to define what should happen in the classroom to target that student's area of weakness. Our plan is to purchase additional copies of Serravallo's Reading Strategies Book for our teachers and to dig deeper into defining the actual strategy, how to progress monitor, and how to know if

the strategy works. We also plan on purchasing copies of Lucy Calkin's book, The Unstoppable Writing Teacher to help us focus on writing instruction

Communication

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

Ruby Elementary leaders will ensure all stakeholders are informed about the pre K -5school reading plan by having input from all stakeholders. We know this is imperative if we are to make the necessary changes in our school. The literacy team will be responsible for sharing the school literacy plan with the teachers. In addition, the school literacy plan will be available to all stakeholders on the school web site. The school literacy plan will also be shared with parents and community members at a PTO meeting.

Implementation

How will implementation be monitored over the next year?

Ruby Elementary School will monitor implementation of the literacy plan by taking the following steps to ensure reading practices and writing instruction are research-based, and aligned to state policies, specifically Read to Succeed:

- The literacy coach will continue to provide professional development to teachers each month.
- District and school literacy leaders will develop writing rubrics related to each type of writing and specific to the grade bands K-2 and 3-5.
- The literacy coach and principal will visit ELA classrooms and give feedback to teachers regarding the observations of research based practices taking place within those classrooms.
- The school will continue to use district funds and provide additional funds each year for the purpose of purchasing professional books and resources related to research based practices in order to build professional libraries/resources within the school.
- The school will use funds for building classroom libraries.
- The school will continue to send representatives to attend conferences, training, and workshops which highlight best practices related to ELA.
- The literacy coach will continue to participate in the SCDE training offered to the coaches.
- The interventionist will continue to meet every other month with ELA coordinator in order to participate in professional development based on their needs and observations of their classrooms.
- The literacy coach will provide professional development to teachers at Ruby Elementary on the new ELA standards after attending the district professional development on the standards.
- Teachers will participate in professional development offered by the district during one of the in-service days. The literacy coach will help facilitate one of the training sessions offered through the district. Teachers will choose the professional development session based on their individual needs.
- The principal, literacy coach, and teachers will continue to meet with district administrators for the fall and spring RTI visits. The principal, literacy coach, and teachers will highlight our RTI program. District personnel will ask questions, provide feedback, and provide resources when appropriate to assist Ruby Elementary in helping struggling readers.
- Teachers will participate in the Read 2 Succeed courses for elementary teachers as required by Read 2 Succeed. The chart below indicates the implementation of the courses:

Year	Name of course	Number of teachers	Intended participants
Spring 2016	R2S Reading and Writing in the Content Areas	30	Elementary and special ed teachers
Summer 2016	R2S Foundations in Reading	30	Elementary and special ed teachers
Fall 2016	R2S Foundations in	30	Elementary and special ed

	Reading		teachers
Winter 2017	R2S Instructional Practices	30	Elementary and special ed teachers
Spring 2017	R2S Instructional Practices	30	Elementary and special ed teachers
Summer 2017	R2S Assessment of Reading	30	Elementary and special ed teachers

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

Component 1:Leadership

Ruby Elementary School believes that leaders in the school will be knowledgeable about best practices for teaching literacy across content areas and grade levels. The school makes a commitment to expanding their knowledge through professional development opportunities for school leaders. These leaders will be responsible for ensuring that all stakeholders are informed about these best practices in literacy. The school believes that school administrators are the literacy leaders of a school and will prioritize participating in professional development in their state, district and school. By doing so, they exemplify the qualities of lifelong learning.

Component 2:Student Outcomes

Ruby Elementary School believes that with differentiated instruction and teachers highly knowledgeable in literacy, all students can learn and make progress as readers and writers. The school believes this growth can be achieved through purposeful instruction provided by highly qualified teachers who carefully analyze student data and use the SC College and Career Ready standards in order to make instructional decisions that move students forward.

Component 3: Professional Learning Opportunities

Ruby Elementary School believes continuous professional development is an imperative part of teaching and learning. The school commits to providing opportunities for teachers based on need and interest, and differentiated by grade and content areas. The literacy coach also embeds professional development as a seamless part of the day by working with teachers within their classrooms.

Component 4:Assessment Plan

Ruby Elementary School believes that teachers will utilize summative and formative assessments throughout the year in order to measure student progress in reading and writing to better inform instruction and intervention.

Component 5: Instructional Plan

Ruby Elementary School believes that reading, writing, and communicating should occur every day and in all content areas. Research based reading curricula, materials, and instructional strategies will continue to be implemented to ensure high quality reading instruction occurs in all classroom.

Component 6:Parent and Family Involvement

Ruby Elementary School believes in the implementation of family literacy events. These events will promote the power of reading and provide reading strategies for parents while building community within the school. The mission of RES is that all parents will be directly involved in the students' educational path. The mission will be fulfilled by:

- Parent conferences
- Family Literacy Nights
- Information posted on the website
- School Improvement Councils
- PTO

- Frequent communication (phone, notes home, email, etc.)
- Weekly classroom newsletters sent home in communication folders

Communication of Third Grade Retention Policy

- Timeline that includes the following
 - o Prior interventions
 - o Letter(s) home
 - o Parent conferences
 - o Phone calls
 - o Communication with approval by school and district administration
 - o Data analysis

Parent Communication Related to Literacy

- Parent conferences that share student data
- Family literacy nights
- Classroom newsletters that share current literacy learning

Component 7: School-Community Partnerships

Ruby Elementary School believes in creating and sustaining partnerships with business and community organizations over time to raise awareness of the importance of literacy.

School Community Partnerships include the following:

1. Walmart (Teacher grants and gift certificates for classroom projects; often used for classroom libraries, etc.)
2. Head Start: preschool with frequent communication to ensure alignment with school beliefs.
3. Faith Based organizations
4. County Library (summer reading programs, afterschool reading programs, preschool reading programs etc.)
5. ALPHA Center
6. Tri-County Mental Health
7. Dental Care Health Prevention Specialists
8. Medical Care through Care South
9. Northeastern Technical College
10. Theatre on the Green
11. Local high school Teacher Cadets
12. Chesterfield High School Alumni Association
13. Palmetto Pride
14. Ruby Town Council
15. Local Fire and Police Departments
16. The Link Newspaper

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.

See Appendix A

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?

Ruby Elementary School uses literacy data to drive instruction. These assessments include all state assessments as well as district assessments and school assessments. RES uses the district template that was developed by teachers to collect Fountas and Pinnell data. RES also uses the district intervention categories based on the Fountas and Pinnell guidelines and district expectations. This template is used to collect teacher data and then combined for school data. The data is collected at 4 different collection periods to analyze and determine specific needs of children. The data is sent to the district office at the mid-year point and end of the year. Recently, CCSD developed a growth model template using each teacher's individual class in which teachers looked closely at the growth of each child in months. This tool was used at RES as a reflection piece for teachers, the literacy coach, and the administrator in determining what specifics should be in place to move a child forward as a reader. The emphasis is on the targeted strategies for each child.

Data teams that include the administrator, literacy coach, and teachers meet to analyze MAP data, Fountas and Pinnell data and state standardized testing results. The team collaborates and determines the needs of students based on these testing results. The team looks at growth as well as overall performance to help determine the needs.

The administrator, literacy coach, interventionists, and ELA teachers meet twice a month to discuss progress of students that are receiving intervention services through our interventionists. At these meetings student progress is discussed and running records, student writing, anecdotal notes, etc. are shared about each student. The group discusses what the student can do, can almost do, and cannot yet do pertaining to reading and writing. The group then determines what strategies the teachers can assist the child with to help him/her move forward.

The administrator, literacy coach, and teachers are responsible for analyzing data. All of the teachers have been trained on how to utilize Enrich as a resource for data analysis. Data is displayed through charts and tables at the school level. Twice a year the district team visits RES for an in-depth look at the school data and discussion concerning the ways in which the district can support the needs of our school. The superintendent also meets with the principal along with key district leaders to discuss our data. Goals are set after analyzing this data and then used for creating our school improvement plan.

**COMPONENT 3:SCHOOL LEVEL PROFESSIONAL LEARNING OPPORTUNITIESOFFERED AND/OR PLANNED
MAY 2016 THROUGH JUNE2017**

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	Increase in emergent literacy fundamentals	Professional development on read alouds, professional development for paraprofessionals	August 2016-May 2017 Wendy Folsom Shari Stubbs Principal Literacy Coach
Kindergarten	Increase in number of students "ready" for kindergarten, increase in DRA 2 scores	Expand the 4K program, provide read alouds for parents and Head Start families, professional development for teachers and paraprofessionals	August 2016-May 2017 Wendy Folsom Shari Stubbs Principal Literacy Coach
Grade 1	Increase in number of students at grade level as measured by Fountas and Pinnell, increase in number of students meeting growth target as measured by MAP	Professional development for interventionists, classroom teachers, and administrators	October 2016-May 2017 Wendy Folsom Shari Stubbs Principal Literacy Coach
Grade 2	Increase in number of students at grade level as measured by Fountas and Pinnell, increase in number of students meeting growth target as measured by MAP	Professional development for interventionists, classroom teachers, and administrators	August 2016-May 2017 Wendy Folsom Shari Stubbs Principal Literacy Coach
Grade 3	Increase in number of students at grade level as measured by Fountas and Pinnell, increase in number of students meeting growth target as measured by MAP, increase in the number of students meeting or exceeding the state average on state standardized tests in ELA	Professional development for interventionists, classroom teachers, and administrators	August 2016-May 2017 Wendy Folsom Shari Stubbs Principal Literacy Coach
Grade 4	Increase in number of students at grade level as measured by Fountas and Pinnell, increase in number of students meeting growth target as measured by MAP, increase in the number of students meeting or exceeding the state average on state standardized tests in ELA	Professional development for interventionists, classroom teachers, and administrators	August 2016-May 2017 Wendy Folsom Shari Stubbs Principal Literacy Coach
Grade 5	Increase in number of students at grade level as measured by Fountas and Pinnell, increase in number of students meeting growth target as measured by MAP, increase in the number of	Professional development for interventionists, classroom teachers, and administrators	August 2016-May 2017 Wendy Folsom Shari Stubbs Principal Literacy Coach

	students meeting or exceeding the state average on state standardized tests in ELA		
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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.

NA

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

Ruby Elementary has worked to maximize time at all levels. The school has taken action to protect and maximize and protect instructional time at all levels.

- The culture is changing within the school so that there is a sense of urgency and more focused and intensive instruction
- Limited the number of interruptions during the school day
- Professional development occurs during planning time and/or after school instead of pulling teachers out of classrooms
- More stringent guidelines for extra-curricular activities and field trips within the school day

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

See Appendix B

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

Teachers have the opportunity through the district to take graduate level courses through Converse College to earn the GT endorsement.

Ruby Elementary School has a Gifted and Talented class offered to those who qualify in grades 3-5. Kindergarten Connections is a program offered to kindergarten students who are academically behind. We also have one half-day reading interventionist that works with small groups of children in grades 1-4 that are struggling readers. Because we have more struggling readers than our interventionist can work with in a half-day we have had to be creative in using all our resources. We are using our media specialist, resource teacher, and a paraprofessional to work with small groups of students working below grade level as well. A resource classroom and a self-contained classroom are available for students with a disability.

Ruby Elementary has worked in a flex time in teacher’s schedules for grades 1-5 for 30 minutes 2 days a week. During this flex time students within grade levels are groups according to needs based on MAP testing and teacher input. The teachers provide differentiated instruction depending on students’ needs.

Within the classroom teachers have individual conferences and guided reading groups, allow students additional time to complete work as needed, provide differentiated instruction, provide leveled texts for students to use in the classroom as well as at home, and communicate with parents and interventionists to discuss student needs and strategies to help the student.

In our media center, our media specialist works with students on research projects and teaches them research skills.

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

NA

What instructional supports are you providing in addition to state adopted materials?	
Kindergarten	Fountas and Pinnell benchmark assessments for each teacher, Leveled Literacy Intervention kits, a copy of the <u>Continuum of Literacy Learning</u> for pacing guides, leveled texts at the school and classroom level, classroom libraries, professional books appropriate for the grade level, and quality read alouds
Grade 1	Fountas and Pinnell benchmark assessments for each teacher, Leveled Literacy Intervention kits a copy of the <u>Continuum of Literacy Learning</u> for pacing guides, leveled texts at the school and classroom level, classroom libraries, professional books appropriate for the grade level, and quality read alouds
Grade 2	Fountas and Pinnell benchmark assessments for each teacher, Leveled Literacy Intervention kits, a copy of the <u>Continuum of Literacy Learning</u> for pacing guides, leveled texts at the school and classroom level, classroom libraries, professional books appropriate for the grade level, and quality read alouds
Grade 3	Fountas and Pinnell benchmark assessments for each teacher, Leveled Literacy Intervention kits a copy of the <u>Continuum of Literacy Learning</u> for pacing guides, leveled texts at the school and classroom level, classroom libraries, professional books appropriate for the grade level, and quality read alouds
Grade 4	Fountas and Pinnell benchmark assessments for each teacher, Leveled Literacy Intervention kits, a copy of the <u>Continuum of Literacy Learning</u> for pacing guides, leveled texts at the school and classroom level, classroom libraries, professional books appropriate for the grade level, and quality read alouds
Grade 5	Fountas and Pinnell benchmark assessments for each teacher, Leveled Literacy Intervention kits, a copy of the <u>Continuum of Literacy Learning</u> for pacing guides, leveled texts at the school and classroom level, classroom libraries, professional books appropriate for the grade level, and quality read alouds

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

After a classroom library analysis and discussion with teachers we realize that the number of books in our classroom libraries is far below the district goals. The school will use funds for building classroom libraries.

Our media center specialists inventoried our collection using Title Wise Collection Analysis. District funds will be used to provide additional books at each library so that each media center meets the requirements of an exemplary media center as indicated by the library standards. Although the current collections may meet the quantity requirements, these collections are outdated and need more current titles especially with regards to informational text.

Our media specialist conducts a book fair in which the proceeds will go towards the purchase of books for the library. She also holds a coin drive to raise additional funds.

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

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

Ruby Elementary believes that parents and guardians are critical in a child's literacy development. We believe that schools should continually find meaningful ways to involve families within the school environment. We believe that positive relationships are the key to student success. At the beginning of the literacy initiative, one of the key components was building relationships between the teachers and students, teachers and parents, and all stakeholders within the school community. Our school has placed emphasis on building relationships.

How is this mission fulfilled?

Various opportunities are available for parents to become involved in their child's literacy development. These include family literacy nights, an open door policy, and conferences. We continually strive to have 100% of our parents at conferences.

How does the school communicate the third grade retention policy, as required by Read to Succeed, to parents and families?
(See *timeline used for K-8*)

Timeline for Retention 2016 (Grades K-8)

Teachers will need to make copies of letters before sending home with students or mailing to the parents.

January 19-29, 2016: Teachers will send home or mail the first letter requesting a parent conference concerning retention. Teachers will communicate to parents that in order for the child to be promoted to the next grade, significant improvement must be made. Keep the returned letter as documentation. Teachers will need to discuss the list of possible retentions with their principal. Teachers will share documentation of interventions and communication log with principals.

January 19-29, 2016: Teachers will schedule a conference to meet with the parent and review the student work. The principal will need to sign the conference summary form after the teacher meets with the parent. If the parent does not show up for the conference, write "no show" on the conference summary form and complete the form. The principal will need to sign this form also. If the parent does not attend the conference, the teacher will need to follow up by contacting the parent. Document the contact on the communication log.

February 3, 2016: Principals will send a list of all possible retentions to Mrs. Folsom (*use the template provided each time the list is due at the DO for either retentions or summer reading camps*).

February 2016: Teachers will need to contact the parent during February and give an update on the child's progress. Document contact on communication log.

March 14-24, 2016: Teachers will send home the second notification letter requesting a conference to discuss the child's progress. Schedule a conference with the parent. Have the principal sign the conference form after meeting with the parent. If the parent does not show up for the conference, write "no show" on the conference summary form and complete the form. The principal will need to sign this form also. If the parent does not attend the conference, the teacher will need to follow up by contacting the parent. Document the contact on the communication log. Teachers will meet with principal to share documentation of interventions and communication log for any student for which retention is a consideration.

April 11, 2016: Principals will send an updated list of the names of students that are considered likely to be retained. Principals will also send the list of possible summer reading camp students to Mrs. Folsom.

May 9, 2016: Send a list of retentions to Mrs. Folsom for approval. Students attending summer reading camps will also need to be sent to Mrs. Folsom.

May 16-May 20, 2016: After Mrs. Folsom has approved the list of retentions, then the teacher or principal will mail the third notification letter. This letter indicates that the student will be retained. This letter will require the principal's signature along with the teacher's signature. Meet with the parent to discuss ways for improving over the summer. Teachers will need to include the principal in the conference as needed.

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

Yes, our school requires regular and frequent communication with parents through parent/teacher conferences, family nights, newsletters, weekly folders, school messenger, parent portal, web page, and district wide registration day.

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

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

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

Ruby Elementary School is located in a very rural community and we do not have many businesses available to create partnerships with. However, with the businesses, community organizations, and the community at large we have created very close partnerships. Some of the events that we host to raise awareness of the importance of literacy that the community is welcome are our Fall Festival, books fairs, and family nights. Many of our community members and/or organizations are frequently invited into our classrooms throughout the year.

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

1. Walmart	Teacher grants and gift certificates for classroom projects; often used for classroom libraries, etc.
2. Head Start	Preschool with frequent communication to ensure alignment with school beliefs
3. Faith Based organizations	Backpack ministry, donations of schools supplies, donation of funds used to purchase a take home book for every student, etc
4. County Library	Summer reading programs, afterschool reading programs, preschool reading programs etc.
5. ALPHA Center	School visits for anti-drug education
6. Tri-County Mental Health	Mental health services (counselor)
7. Dental Care Health Prevention Specialists	Dental cleanings, sealants, etc.
8. Medical Care through Care South	Mobil medical unit, dental care
9. Northeastern Technical College	School visits for hygiene
10. Theatre on the Green	Access to plays
11. Local high school	Teacher Cadets
12. Chesterfield High School Alumni Association	Donates funds for library
13. Palmetto Pride	Presentation on recycling
14 Ruby Town Council	Give students seedlings for Arbor Day
15. Local Fire and Police Departments	Presentations on fire safety and drug dog
16. The Link Newspaper	Coverage for school news, Santa letters

What plans does the school have to increase community partnerships?

Ruby Elementary School will continue to maintain relationships with our current community partnerships. In our rural community, as new businesses or organizations develop we will strive to form new partnerships.

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

We are using the PALS instrument along with many other types of formative assessments to guide teachers in planning instruction for our youngest children. We are also focusing on literacy rich classroom environments and using small group instruction and individualized instruction as a daily practice for all children in 4K. Small group and individualized instruction will occur every day for every student depending on the child's need that day. We believe that preschool is the foundation for early literacy development. Literacy experiences are planned to meet the needs of each child every day. There will not be structured Tier II or Tier III interventions since it would not be appropriate to "identify" children at such a young age. We believe that children with low scores according to PALS will develop with appropriate instruction which includes individualized instruction and small group instruction and through literacy rich environments with highly effective teachers. This tool will be used to help teachers plan literacy instruction.

With regards to Tier II and Tier III intervention, although the number of minutes and frequency may be the same within the two tiers, the number of students per interventionist changes. For the most at-risk students, the interventionists would work one on one with students or in groups of two or three children per interventionist. In addition, classroom teachers have the responsibility of providing additional time for at-risk students in their classroom. We have worked to develop a culture in which the classroom teacher provides interventions for their students. The interventionist may provide targeted small group instruction in addition to the classroom interventions. The classroom teacher and interventionists meet in intervention meetings, along with the principal and literacy coach, on a regular basis in order to develop targeted instruction to meet the child's needs. Even though we have tried to use our resources as best as we can, we still have more students reading below grade level than we can serve in our intervention program. We begin serving our first grade students and work up to serve as many as we can throughout the grades.

Because we realize that our classroom libraries do not have enough quality books, our goal is to obtain as many as possible in the next year. Part of our plan to increase the number of books is to use school funds to purchase books for classroom libraries.

Appendix A

Test	DistrictID	School	LName	FName	StateID	DOB	PALS_Nan	PALS_Upp	PALS_Low	PALS_Lett	PALS_Sou	PALS_Prin	PALS_Rhy	PALS_Nursery	RhymeAwarenes
PALS	1301	Ruby Elen	Ammons	Eathan	9.61E+09	11/19/2010	0	0	0	0	0	2	0	0	
PALS	1301	Ruby Elen	Ammons	Evan	9.77E+09	11/19/2010	0	0	0	0	0	4	1	1	
PALS	1301	Ruby Elen	Black	Hayden	6.1E+09	3/30/2011	0	1	0	0	0	4	0	3	
PALS	1301	Ruby Elen	Cassidy	Ashton	5.72E+09	2/17/2011	7	21	19	4	0	4	5	5	
PALS	1301	Ruby Elen	Dixon	Jesse	1.96E+09	6/27/2011	0	0	1	0	0	2	0	3	
PALS	1301	Ruby Elen	Gulledge	Chloe	4.54E+09	12/2/2010	4	22	14	2	5	6	2	3	
PALS	1301	Ruby Elen	Gulledge	Malachi	9.36E+09	3/4/2011	1	25	17	7	7	3	10	4	
PALS	1301	Ruby Elen	Joplin	Jesse	7.02E+09	1/31/2011	7	20	13	1	0	5	4	2	
PALS	1301	Ruby Elen	Lear	Hayes	8.34E+09	5/24/2011	4	0	0	0	6	4	5	3	
PALS	1301	Ruby Elen	Myers	Adrionna	7.14E+09	12/3/2010	5	4	1	0	0	3	4	4	
PALS	1301	Ruby Elen	Myers	Dionna	1.58E+09	12/3/2010	7	3	2	0	4	3	7	4	
PALS	1301	Ruby Elen	Najera	Drew	1.55E+09	2/4/2011	6	4	4	1	7	5	8	4	
PALS	1301	Ruby Elen	Norman	Jordan	9E+09	10/14/2010	6	26	26	21	7	3	1	3	
PALS	1301	Ruby Elen	Penny	Grace	3.49E+09	1/20/2011	2	1	1	0	0	2	1	3	
PALS	1301	Ruby Elen	Perry	Luke	7.56E+09	11/12/2010	6	1	1	0	0	1	5	5	
PALS	1301	Ruby Elen	Ricketts	Nathan	6.52E+09	2/21/2011	0	0	0	0	0	1	2	2	
PALS	1301	Ruby Elen	Robinson	Cameron	3.28E+09	5/11/2011	0	0	0	0	0	0	0	0	
PALS	1301	Ruby Elen	Russell	Jaley	6.88E+09	3/9/2011	7	2	2	0	6	1	8	0	
PALS	1301	Ruby Elen	Short	Lara	9.74E+09	10/7/2010	6	6	3	0	6	5	3	4	
PALS	1301	Ruby Elen	Sowell	Sydney	4.51E+09	9/11/2010	7	9	9	0	9	7	9	5	
PALS	1301	Ruby Elen	Streater	Chloe	7.94E+09	2/11/2011	7	17	12	2	6	6	6	4	
PALS	1301	Ruby Elen	Tarlton	Keegan	9.79E+09	10/19/2010	6	0	2	1	1	7	4	5	

Appendix B

Mrs. Brock's First Grade Schedule
Ruby Elementary School - 2015 - 2016

***Flexible Schedule**

7:40 - 8:00 Homeroom

8:00 - 9:00 Reader's Workshop

(Read Aloud, Mini-lesson, Independent Reading, Reading Conferences, Shared Reading)

9:00 - 10:00 Writer's Workshop

(Mini-lesson, Independent Writing, Writing Conferences, Share Time)

10:00 - 10:50 Math

11:00 - 11:25 Lunch

11:25 - 11:45 Recess

11:45 - 12:25 Activity

Monday - Music

Tuesday - P.E.

Wednesday - Computer Lab

Thursday - Art

Friday - Library

(Friday 1:30 - 2:00 Extra P.E.)

12:25 - 1:30 Guided Reading /Literacy Stations

1:30 - 2:00 Science/Social Studies/Health

2:00 - 2:40 Tuesday & Wednesday - Focus Groups

Thursday - Class Meetings

Friday - Flashlight Friday

2:40 Dismissal