

**THE SIXTEENTH ANNUAL
CHARLESTON COUNTY: A COMMUNITY OF READERS
SCHOOL READING AWARD
2011-2012**

DIRECTIONS: Please use the following procedures to make your application consistent for the judging committee:

1. Please note that the School Reading Award Standards have been streamlined and combined to fall under the three headings of School, Home, and Community.
2. Elaborate specifically on the ways your school is meeting these standards in an exemplary manner, e.g., expansion of previous year's program, first year of an initiative, # of books checked out per student, number and hours of volunteers, number of teachers trained, etc.
3. Focus on those activities, events, and practices that help define the unique literacy culture of your school and involve the whole school or at least grade-level and content-area teams.
4. Adhere to the page limits on the attached School Awards Standards form.
5. You may include pictures, agendas, writing samples, or any other items that give a clearer idea of the scope and results of your reading program. They are not required and do not count against your page limit. Pictures should have captions or labels that clarify for the reader what is being depicted.
6. Type in Times New Roman 12 point font with standards page margins..
7. Attach this completed sheet with your application. It must be signed below by the principal.

I attest that all statements submitted with this application are accurate.

_____ Signature of Principal	_____ Date
_____ Name of School	_____ Telephone Number

Return to:
Michael H. Ward
R.B. Stall High School
3625 Ashley Phosphate Road
North Charleston, SC 29418
Phone: 764-2200

DEADLINE IS FRIDAY, APRIL 2, 2012 AT 4:30 P.M.

COMMUNITY OF READERS

SCHOOL AWARDS STANDARDS

2011-2012

Please prepare a concise but detailed response that demonstrates your school's implementation of the Community of Readers School Awards Standards below. Use Times New Roman 12-point font and standard page margins.

SCHOOL STANDARDS (maximum 3 pages)

Directions: In your description, identify activities that especially require effort and planning in terms of being unique to your school, that have longevity at your school, that are held frequently, or that are new or expanded this year.

1. Reading is a schoolwide effort supported by the administration and by grade level or content teams.
2. The classroom functions as a community of readers and writers with reading integrated into all areas of the curriculum, including the arts and media, as evidenced by unit and lesson plans and by diverse genres represented in library and classroom collections.
3. The reading program and professional development are based on sound and progressive theory, research, and practices, including peer reading, independent reading, and evaluation of growth in reading and writing.
4. The school celebrates reading and writing through displays, incentives, and special programs.

HOME STANDARDS (maximum 2 pages)

1. Parents are informed about and support the school's reading program.
2. Parents are involved in the school's reading program, including their role at home, including families for whom English is not their first language.
3. Parent organizations are actively involved in efforts to improve literacy.

COMMUNITY STANDARDS (maximum 1 page)

1. The school works with community and social service agencies to expand literacy opportunities.
2. School volunteers (other than business partners) involved in literacy efforts have clear guidelines for working with teachers and students.
3. Business partners are involved in the school's literacy efforts.

Rubric for COR School Awards

School Standards

- 1. Reading is a schoolwide effort supported by the administration and by grade level or content teams.**

4 Outstanding Clearly and strongly schoolwide & supported by all grades/content areas & administrators	3 Above Average Clearly schoolwide & supported by all or almost all grades/content areas & administrators	2 Good Mostly indicating schoolwide support but may not be clear for all levels and/or administrators	1 Fair Some evidence of multi-level support but may be overly general and lacking strong support
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- 2. The classroom functions as a community of readers and writers with reading integrated into all areas of the curriculum....**

4 Outstanding Clearly and strongly evidenced for both reading and writing in core areas, arts, and media center and lesson/unit expectations	3 Above Average Clearly evidenced for reading & writing in core areas/arts, and media center and lesson/unit expectations	2 Good Mostly indicating reading and writing integration in core areas/arts and media center and lesson/unit expectations	1 Fair Some evidence reading/writing integration but may not be clear for all areas and/or lesson and unit expectations
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- 3. The reading program and professional development are based on sound and progressive theory, research, and practices, including peer reading, independent reading, and evaluation of growth in reading and writing.**

4 Outstanding Clearly and strongly addresses all elements of this standard	3 Above Average Clearly addresses all elements of this standard	2 Good Clearly addresses most elements of this standard, may be missing one	1 Fair Some evidence that most elements are addressed but may be general and missing support of two or elements
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- 4. The school celebrates reading and writing through displays, incentives, and special programs.**

4 Outstanding Clearly and strongly shows school celebrating reading & writing in variety of ways throughout the year and across grades	3 Above Average Clearly shows school celebrating reading and writing in at least three distinctive ways across grade levels throughout the year	2 Good Reading and writing are celebrated across grade levels and throughout the year but may lack originality and distinctiveness	1 Fair Some evidence of celebration of reading; writing may be missing; may not be clear that celebrations are for all grade levels
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Home Standards

1. Parents are informed about and support the school’s reading program.

4 Outstanding Clearly and strongly shows how parents are informed and how they support the reading program; evidence of large-scale support	3 Above Average Clearly shows how parents are informed and support the reading program; evidence of moderate scale support	2 Good Explains how parents are informed and support the school’s reading program; may not reflect the extent of parent support	1 Fair Some evidence of parent supporting and being informed but may not be clear how they are informed or how they support the reading program
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2. Parents are involved in the school’s reading program, including their role at home, including families for whom English is not their first language.

4 Outstanding Clearly and strongly shows how parents are directly involved in the reading program, including role at home in an ongoing way(ESOL,too)	3 Above Average Clearly shows how parents are involved in the reading program in an ongoing way at school and home	2 Good States evidence of parent involvement but may not show ongoing involvement at school or home	1 Fair Some evidence of parent involvement but may be limited in scope or power
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3. Parent organizations are actively involved in efforts to improve literacy.

4 Outstanding Clearly and strongly explains how organized parent groups are involved in school literacy efforts in multiple and ongoing ways	3 Above Average Clearly explains how organized parent groups are involved in school literacy efforts in ongoing ways	2 Good Explains how parent groups are involved in literacy efforts in some ways at least twice a year	1 Fair Some evidence of involvement of parent groups but may be limited in scope or effect
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Community Standards

1. The school works with community and social service agencies to expand literacy opportunities.

4 Outstanding Clearly and strongly explains how the school works with community groups to expand powerful literacy opportunities for many students	3 Above Average Clearly explains how the school works with community groups to expand literacy opportunities for students	2 Good Explains how the school works with community groups to expand literacy opportunities for some students	1 Fair Some evidence of community involvement but may be limited in scope or effect
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2. School volunteers (other than business partners) involved in literacy efforts have clear guidelines for working with teachers and students.

4 Outstanding Clearly and strongly explains the guidelines and how volunteers are systematically oriented to them in working with both teachers and students	3 Above Average Clearly explains guidelines for volunteers and how they are oriented	2 Good Explains guidelines but may not be clear as to how volunteers are oriented to work with both teachers and students	1 Fair Some evidence of expectations for volunteers but may be vague as to guidelines and how volunteers are oriented
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3. Business partners are involved in the school's literacy efforts.

4 Outstanding Clearly and strongly explains how multiple business partners are involved the school's literacy efforts in powerful ways	3 Above Average Clearly explains how business partners are involved in the school's literacy efforts in distinctive ways	2 Good Explains how the business partners are involved in the school's literacy efforts	1 Fair Some evidence of business partner involvement but may be vague or limited
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