



Division of Innovation and Effectiveness Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	State Priority School	
Year of cohort or identification:	2015 - 2016	
Date of submission:	June 30, 2015	
Is this a revision?	No	
School:	Allendale Elementary School	
District:	Allendale County Schools	
Responsible Party	Print Name	Signature
Principal:	Renata Green	
Title I Coordinator or District Liaison:	Tonya Beckett	
Superintendent:	Leila Williams	

School/District Information

School name:	Allendale Elementary School
School telephone number:	803-584-3489
School mailing address:	3305 Allendale-Fairfax Hwy Fairfax, SC 29827
School website URL:	http://ales.acs.k12.sc.us
Year current building was built:	
School district:	Allendale County Schools
Principal:	Renata Green
Number of years principal at school:	1 year
Number of principals in previous five years:	5 principals
Superintendent:	Leila Williams
Number of years as superintendent in district:	½ school year
Number of superintendents in previous five years:	4 superintendents
School Board of Trustees Chairperson:	Terry Hall
Number of years as chairperson:	6 months
Number of members of School Board of Trustees:	5 members
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	\$37,670
Average salary of principals in district:	\$77,558
Average salary of district-level administrators:	\$117,888

Background Information

<p>Intervention Statement</p>	<p>Provide a description of what indicators led to the identification of your school for intervention.</p>	<p>Allendale County Schools is in the midst of restructuring its schools. Allendale Elementary School will consist of third through sixth grade students from Allendale County. Less than 50% of the students scored on-grade level or above. Within the past two years, Allendale Elementary School went from an ESEA score of C to D and Fairfax Elementary School went from an ESEA score of C to F. Our school has been indentified for intervention due to the number of students performing below grade level.</p>
<p>Description of Root Causes</p>	<p>Summarize data relative to the root causes of your school's underperformance.</p>	<p>There are several root causes for the school's being underperformance. Leadership within the district is constantly changing. Principal and superintendent positions are continuously being altered. Fairfax Elementary School has swapped out principals annually for the past six years. Allendale County Schools has had four different superintendents within the past six years. Change in leadership results in a change in the vision, goal, priorities, and expectations. Therefore, it is hard to figure out what is actually working effectively and what is not. Allendale County Schools has a high teacher turn-over rate. The district could definitely benefit from some stability.</p> <p>Allendale County has the highest illiteracy rate and unemployment rate in the state of South Carolina. Those factors only influence the perception and lack of respect for a good education, which ultimately affects our students' productivity and attendance.</p> <p>Despite of all of the issues and roots causes, the district has been restructuring everything from staff members to identifying best practices for the 2015 - 2016 school year. By narrowing down the number of personnel, products, and programs, the district will be able to hone in on the most effective people and practices. In an effort to improve personnel performance through-out the district, the new superintendent has eliminated, reassigned, and met with several faculty and staff members. This will definitely impact the performance of personnel from custodial workers up to district level personnel. There are several root causes and issues within Allendale County Schools, but the staff is working extremely hard to change all of that.</p> <p>Allendale Forward!!!</p>

Turnaround Principle 1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
1. Revise school's vision, mission, goals, and academic organizations to better meet the needs of the students	Beginning: 08/11/15 Completion: 08/17/15	Principal, Assistant Principal, and Coaches	Winter and Spring MAP data will reveal a 10% increase in student achievement.	MAP Data Reports	Fall: Winter: Spring:
2. Monitor professional development and teacher growth through the usage of My Learning Plan	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	25% increase in the number of teachers gaining renewal credit hours from professional development	My Learning Plan	Fall: Winter: Spring:
3. Continue the usage of a leadership team that meets collaboratively with colleagues to strategize about how to effectively improve student achievement	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	100% of the planned events will be executed with minimal errors	Survey and Event Sign-In Sheets	Fall: Winter: Spring:
4. Appoint a PPS CTA Point of Contact (POC) to manage the implementation of the CTA Plan	Beginning: 08/11/15 Completion: 08/17/15	Principal	15% or less of CTA funding will be remaining at the end of the 2015-2016 school year	CSI Budget Report	Fall: Winter: Spring:
5. Employ content area tutors to assist with small group instruction	Beginning: 08/17/15 Completion: 05/31/16	Principal and Coaches	Winter and Spring MAP data will reveal 10% increase for student achievement	MAP Data	Fall: Winter: Spring:

Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
1. Provide novice and veterans staff members with the appropriate professional development opportunities	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	20% increase in the number of faculty and staff members attending much needed professional development opportunities	Workshop Reporting Form	Fall: Winter: Spring:
2. Continue the implementation of staff recognition and incentive program to reward outstanding achievement and practices	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	At least five staff members will be recognized each nine week	MAP Data, Benchmark Data, and Report Cards	Fall: Winter: Spring:
3. Utilize OnCourse , electronic lesson planning system, to create rigorous assignments and document the utilization of best practices	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	20% increase in observable usage of best practices, technology, and high order thinking assignments	Information entered into OnCourse and Classroom Observation Data	Fall: Winter: Spring:
4. Order supplies and materials to employ high yield instructional strategies	Beginning: 08/17/15 Completion: 05/31/16	Principal	25% increase in implementation of research-based supplies and materials	Classroom Observation Data	Fall: Winter: Spring:
5. Utilize a part-time Science Coach to assist teachers with teaching and planning lessons; organize the Science lab and materials; plan the Science Fair; and provide additional support for Science instruction	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	10% increase in student achievement on the state assessment for Science	Benchmark Data, Report Cards, and State Assessment for Science	Fall: Winter: Spring:

Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
1. Redesign and structure the master schedule to afford teachers the opportunity to meet and plan collaboratively about grade level specific content	Beginning: 08/11/15 Completion: 08/17/15	Principal, Assistant Principal, and Coaches	Increase in teacher team meetings, consistency amongst the grade level, and collaboration about assessments and lessons	Published Schedule, Team Agendas, Meeting Minutes, and Lesson Plans	Fall: Winter: Spring:
2. Provide students with an afterschool program that extends learning time	Beginning: 08/17/15 Completion: 05/31/16	Principal, Managing Teacher	Increased student achievement for students that attend the program	MAP Data, Attendance Sheets, and Report Cards	Fall: Winter: Spring:
3. Conduct weekly staff meeting and monthly book studies that allow for increased professional learning	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	Increased number of teachers presenting during the staff meetings and implementation of best practices	Sign-in Sheets and Meeting Agendas	Fall: Winter: Spring:

Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
1. Provide students with the opportunity to take Accelerated Reader quizzes	Beginning: 08/17/15 Completion: 05/31/16	Librarian, Teachers, and Coaches	20% increase in the total number of points earned by the school	Accelerated Reader Monthly Report	Fall: Winter: Spring:
2. Afford students the opportunity to utilize Follet (library check-out system)	Beginning: 08/17/15 Completion: 05/31/16	Librarian / Media Specialist	10% increase in the number of books checked-out by students.	Follet Reporting System	Fall: Winter: Spring:
3. Utilize Score 21 Test Item Bank to create rigorous assessments to gauge student mastery of skills	Beginning: 08/17/15 Completion: 05/31/16	Coaches and Teachers	Improved Benchmark Test Results due to advance preparation	Benchmark Data & MAP Data	Fall: Winter: Spring:
4. Launch a Language Immersion Lab to provide student exposure to multiple languages and to strengthen usage of their native language.	Beginning: 08/31/15 Completion: 05/31/16	Principal, Computer Lab Manager, Computer Lab Manager Assistant	10% increase on Classwork assessments from Fall to Spring	Rosetta Stone & Classworks	Fall: Winter: Spring:
5. Continue usage of Buren Martin the artist in resident, to rehearse school plays, provide props, and establish performance expectations.	Beginning: 11/1/015 Completion: 05/31/16	Principal, Literacy Coach, & Computer Lab Manager Assistant	5% of the students will gain an appreciation for the arts.	Survey	Fall: Winter: Spring:

Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
1. Use NWEA MAP data to measure student progress	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	10% increase in the number of students performing on grade level on the state assessment.	NWEA Map Data	Fall: Winter: Spring:
2. Continue usage of Case 21 Benchmarks for Science and Social Studies to gauge mastery of key concepts	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	Increase in the number of students passing CASE 21 Benchmark Assessments	Case 21 Benchmark Results	Fall: Winter: Spring:
3. Utilize Teacher Consultants to help fellow colleagues with use of effective instructional strategies and utilization of best practices	Beginning: 08/17/15 Completion: 05/31/16	Principal and Coaches	Increase in the number of teachers using best practices	Teacher Survey	Fall: Winter: Spring:
4. Utilize Technology Consultants to assist teachers with the incorporation of iPads, promethean boards, net books, documents, etc	Beginning: 08/17/15 Completion: 05/31/16	Principal and Coaches	Increase in the number of teachers effectively using technology	Classroom Observation	Fall: Winter: Spring:
5. Utilize Data Consultant to assist with the collection and analysis of student data from ACT Aspire, NWEA MAP, and Benchmark testing	Beginning: 08/17/15 Completion: 05/31/16	Principal and Coaches	Winter and Spring MAP data will reveal 10% increase in student achievement.	NWEA Map, Benchmark, and ACT Aspire test results	Fall: Winter: Spring:

Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
1. Continue the implementation of student incentive program to reward academic growth	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	At least an additional five students will be recognized the quarterly	Honors and Awards Program & Report Cards	Fall: Winter: Spring:
2. Reinforce school-wide expectations of the learning environment through PBIS	Beginning: 08/17/15 Completion: 05/31/16	PBIS Leadership Team	20% decrease in the number of discipline referrals	Graphs and charts created by Educator's Handbook.	Fall: Winter: Spring:
3. Monitor discipline and patterns of behavior via Educator's Handbook	Beginning: 08/17/15 Completion: 05/31/16	Principal and Teachers	20% reduction in disciplinary infractions	Graphs and charts created by Educator's Handbook.	Fall: Winter: Spring:

Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
1. Continue to explore all avenues to increase parental involvement	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	20% increase in the number of parents to participate and volunteer during school functions	Survey of the parents and sign-in sheets	Fall: Winter: Spring:
2. Continue to work with business partners such as local churches, businesses, and onsite Parent Liaison to develop and strengthen the relationship between the school and home	Beginning: 08/17/15 Completion: 05/31/16	Principal, Assistant Principal, and Coaches	10% increase in the number of business partners that work with the school	Survey of the business partners and sign-in sheets	Fall: Winter: Spring:
3. Sustain strong Professional Learning Communities	Beginning: 08/17/15 Completion: 05/31/16	Principal and Assistant Principal	25% increase in the number of book studies conduct by the staff	Sign-in sheets from the professional learning community meetings	Fall: Winter: Spring:
4. Provide a variety of family and parent events to encourage family involvement and create a climate that partners families, community members with the school	Beginning: 08/17/15 Completion: 05/31/16	Principal and Assistant Principal	80% of the teachers, students, and parents will indicate satisfactory on all components of the school report card survey	Survey of the teachers, parents, and students	Fall: Winter: Spring:
5. Employ a Parent Liaison to help strengthen the relationship and communication between the school and parents	Beginning: 08/17/15 Completion: 05/31/16	Principal and Federal & State Programs Director	80% of the teachers, students, and parents will indicate satisfactory on all components of the school report card survey	Survey of the teachers, parents, and students	Fall: Winter: Spring: