



Division of Innovation and Effectiveness Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	State Priority	
Year of cohort or identification:		
Date of submission:	July 13, 2015	
Is this a revision?	No	
School:	Allendale-Fairfax High School	
District:	Allendale County Schools	
Responsible Party	Print Name	Signature
Principal:	Senaca Baines	
Title I Coordinator or District Liaison:	Tonya R. Beckett	
Superintendent:	Leila Williams	

School/District Information

School name:	Allendale-Fairfax High School
School telephone number:	803-584-2311
School mailing address:	3581 Allendale-Fairfax Highway, Fairfax, SC 29827
School website URL:	http://afhs.acs.k12.sc.us
Year current building was built:	1987
School district:	Allendale County Schools
Principal:	Senaca Baines
Number of years principal at school:	1 month
Number of principals in previous five years:	5
Superintendent:	Mrs. Leila Williams
Number of years as superintendent in district:	5months
Number of superintendents in previous five years:	4 Superintendents
School Board of Trustees Chairperson:	Mr. Terry Hall
Number of years as chairperson:	6 months
Number of members of School Board of Trustees:	5
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	\$42,940
Average salary of principals in district:	\$77,558
Average salary of district-level administrators:	\$117,888

Background Information

Intervention Statement	Provide a description of what indicators led to the identification of your school for intervention.	<p>Allendale-Fairfax High School is located in Allendale County between the towns of Allendale and Fairfax, SC. Allendale-Fairfax High School serves students in the surrounding towns of Allendale, Fairfax, Sycamore, Ulmer, Appleton, Martin, and Barton.</p> <p>Currently, we serve 367 students of which 96% are African-American, 2% are Caucasian, and the remaining 2% are Hispanic. The county's impoverished conditions qualified it for the Community Eligibility Food program. As a result, 100% of the student population received free lunch.</p> <p>There are 30 instructional faculty members, several of whom are from foreign countries including India and Jamaica.</p> <p>Indicators that have led to identification of our school for intervention include the need to increase the following :</p> <ul style="list-style-type: none">* End-of-Course Examination Program (EOCEP) Passage Rate* ACT Scores* ACT WorkKeys Scores* Graduation Rate* Access to Technology for Students through iPads
-------------------------------	---	--

Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	<p>One of the greatest areas of concern centers around the high poverty level of students in our school which is supported by the latest US Census Bureau data below:</p> <p>County median household income, 2009-2013: \$25,252; State median household income, 2009-2013: \$44,779; Poverty rate, 2009-2013: 36.0%; Between 2009 and 2013, the median annual household income in Allendale was less than half the national figure of \$53,046.</p> <p>A second area of concern is low performance on the End-of-Course Examination Program. Trend data for EOCEP is as follows:</p> <table border="1" data-bbox="682 467 1533 803"> <thead> <tr> <th>Test</th> <th>2014</th> <th>2013</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Algebra I</td> <td>56.8%</td> <td>37.5%</td> <td>23.4%</td> </tr> <tr> <td>English I</td> <td>23.4%</td> <td>27%</td> <td>24.6%</td> </tr> <tr> <td>Biology I</td> <td>27.6%</td> <td>38.2%</td> <td></td> </tr> <tr> <td>US History & Constitution</td> <td>29.6%</td> <td>11%</td> <td>20%</td> </tr> </tbody> </table>	Test	2014	2013	2012	Algebra I	56.8%	37.5%	23.4%	English I	23.4%	27%	24.6%	Biology I	27.6%	38.2%		US History & Constitution	29.6%	11%	20%
Test	2014	2013	2012																			
Algebra I	56.8%	37.5%	23.4%																			
English I	23.4%	27%	24.6%																			
Biology I	27.6%	38.2%																				
US History & Constitution	29.6%	11%	20%																			

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. Develop and or revise the school's vision, mission, and goals to improve student learning and outcomes collaboratively with a broad based team including staff, parents, students, and community partners. Funding will be necessary to support the initiative through the purchase of materials such as large post-it pads and markers	Beginning: 08/15 Completion: 10/15	Principal and Leadership Team	When asked, 90% of the school community demonstrates deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such.	Survey	Fall: Winter: Spring:
2. Support the dissemination and publication of the revised school's vision, mission, and goals. Funding will support the purchase of printed copies of the revised schools mission statement to be posted throughout the school community	Beginning: 10/15 Completion: 11/15	Principal and Leadership Team	When asked, 90% of the school community demonstrates a deep knowledge and understanding of the school's vision/mission/goal and their role and responsibilities in accomplishing each.	Survey	Fall: Winter: Spring:
3. Contract consultant(s) to assist with leadership development, school transformation, and program evaluation	Beginning: 08/15 Completion: 06/16	Principal, Consultant, and Leadership Team	80% of staff responses regarding administrative dispositions will indicate that administration displays effective leadership	Survey	Fall: Winter: Spring:
4. Support the transition of the first- year assistant principal via the Assistant Principals Program for Leadership Excellence (APPLE)	Beginning: 08/15 Completion: 06/16	Assistant Principals	80% of staff responses regarding administrative dispositions will indicate that administration displays effective leadership.	Survey	Fall: Winter: Spring:
5. Support the development and maintenance of a graduation committee that tracks the progress of every student toward graduating, align resources with students' needs, and continue open dialogue with parents	Beginning: 08/15 Completion: 06/16	Principal, Guidance Counselors, and Instructional Coaches	Graduation rate will increase	Graduation rate	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)
Ex. Implement a comprehensive performance evaluation system to support and measure staff performance and its impact on student learning.	Beginning: 09/15 Completion: 06/16	Principal, Coaches, and Leadership Team	25%, 50% and 80% increase in observed use/implementation of research based instructional practices in classrooms	Learning walk feedback data; Observation data; Coaching logs; Staff evaluations on file	Fall: Winter: Spring:
1. Support teacher implementation of South Carolina College and Career Readiness Standards. Funding will support the staff development efforts to train both teachers and administrators on how to unpack the SCCCR standards and how to utilize the new observation instrument.	Beginning: 08/15 Completion: 06/16	Administration, Coaches, and Teachers	By January 2016, 100% of all Mathematics and English lesson plans and observations will directly reflect the South Carolina College and Career Readiness Standards	Lesson Plans, Observation data	Fall: Winter: Spring:
2. Provide materials and supplies for weekly coaching, modeling, and on-site professional development to all teachers (intense focus on Algebra I, English I, Biology, and US History)	Beginning: 09/15 Completion: 06/16	Principal, Coaches, and Department Chairs	20% increase in student performance on EOCEP and 100% participation of EOCEP teachers in weekly professional development	EOCEP scores, Professional Development agenda & Sign-in Log	Fall: Winter: Spring:
3. Provide technology-based professional development for teachers of all content areas	Beginning: 08/15 Completion: 06/16	Administration, District Technology Director, and Technology Coach	100% infusion of technology in each classroom by 01/16 as indicated by lesson plans and classroom observations	Professional development plan, sign-in sheet, lesson plans, and classroom observations	Fall: Winter: Spring:
4. Provide materials, supplies, and/or software to incorporate more student-centered technology strategies in the classroom	Beginning: 09/15 Completion: 06/16	Administration, District Technology Director, and Technology Coach	100% infusion of technology in each classroom by 01/16 as indicated by lesson plans and classroom observations	Lesson plans and classroom observations	Fall: Winter: Spring:
5. Provide funding for off-site professional development opportunities and support	Beginning: 09/15 Completion: 06/16	Administration	20% increase in student performance on EOCEP; 100% of the individuals	EOCEP assessments, meeting agendas, and faculty sign-in sheets	Fall: Winter: Spring:

full staff redelivery of strategies gained from the professional development			attending off-site professional development will share the information gained with the collective staff		
6. Provide funding for materials and supplies to conduct book studies relating to increasing rigor, best teaching practices, and motivating students	Beginning: 09/15 Completion: 06/16	Administration and Instructional Coaches	20% increase in student performance on EOCEP and ACT tests.	EOCEP and ACT tests	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. Design and structure the master schedule to provide time for teacher collaboration around student learning, Funding will provide time for the teachers on the scheduling committees to come in prior to the August start date to review and discuss changes to the master schedule	Beginning: 08/15 Completion: 06/16	Principal or designee	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Published schedule; Team agendas and summary notes; Lesson plans and teacher reports	Fall: Winter: Spring:
2. Resources and materials to successfully implement a 9 th grade academy.	Beginning: 09/15 Completion: 06/16	Administration	85% of all 9 th grade students will successfully complete Algebra I and English I	Algebra I & English I completion percentages	Fall: Winter: Spring:
3. Extended learning time (After-School Program) for students enrolled in EOCEP tested subjects	Beginning: 10/15 Completion: 04/16	Administration and After-School Teachers	20% increase on student performance on the EOCEP	EOCEP Scores	Fall: Winter: Spring:
4. Extended learning time (After-School Program) for students needing to recover credits, attendance, and extra help, and in danger of failing a core class	Beginning: 01/16 Completion: 06/16	Administration and After-School Teachers	30% decrease in the number of students requiring summer school	Grade Distribution Report, Attendance Report, and Failure letter	Fall: Winter: Spring:
5. Provide materials and personnel to implement Summer Bridge Program	Beginning: 05/16 Completion: 06/16	Administration and Summer Bridge Director	30% reduction in student grade-level retention	Graduation Rate and PowerSchool grade summary report	Fall: Winter: Spring:
6. Provide support for accelerated programs for middle school learners who are ready for high school credit courses	Beginning: 08/15 Completion: 06/16	Administration	100% of the middle school students selected to take high school level courses will successfully complete the coursework	Power School grade summary report	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. Employ research-based reading curriculum and instructional practices to teach reading and enhance the reading skills of students	Beginning: 09/15 Completion: 06/16	Principal, Department Chairs, and Instructional Coaches	20% increase of student reading performance	Local formative & summative assessment measures; State assessments	Fall: Winter: Spring:
2. Provide teachers a lesson planning platform that will guide teachers through the lesson development process and promote the use of varied instructional strategies	Beginning: 09/15 Completion: 06/16	Principal, Assistant Principals, and Instructional Coaches	100% of the teachers will be posting well-developed lesson plans online each week	On Course report tools	Fall: Winter: Spring:
3. Implement and monitor the effectiveness of computer-based programs including but not limited to Score 21, OdysseyWare, and Academy of Reading.	Beginning: 08/15 Completion: 06/16	Administration, Instructional Coaches, and Teachers/Lab Managers	30% increase in student performance in tested subjects; 70% of students will show mastery on benchmark assessments	EOCEP and benchmark assessments	Fall: Winter: Spring:
4. Implement a school-wide literacy initiative to support the SC College and Career Readiness ELA Standards	Beginning: 08/15 Completion: 06/16	Administration, Instructional Coaches, Teachers	15% increase in the number of students reaching bronze certification or higher on WorkKeys Assessment	ACT WorkKeys Assessment	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. Provide protocols for frequent formative assessments to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels	Beginning: 09/15 Completion: 06/16	Principal and Teams	20% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
2. Provide training to staff regarding Response-to-Intervention (RTI)	Beginning: 09/15 Completion: 06/16	Administration	20% increase in students meeting performance measures on EOCEP	EOCEP	Fall: Winter: Spring:
3. Utilize NWEA MAP data to appropriately identify students' strengths and weaknesses	Beginning: 09/15 Completion: 04/16	Principal, Instructional Coaches, and Teachers	20% increase in students meeting performance measures on EOCEP	EOCEP	Fall: Winter: Spring:
4. Provide materials for staff to create and maintain data portfolios to assess and evaluate student learning	Beginning: 09/15 Completion: 06/16	Administration and Instructional Coaches	20% increase in students meeting performance on EOCEP	EOCEP	Fall: Winter: Spring:
5. Provide staff with the materials and resources to develop, administer, and disaggregate from EOCEP common assessments	Beginning: 09/15 Completion: 06/16	Administration and Instructional Coaches	20% increase in students meeting performance measures on EOCEP	EOCEP	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. Implement the discipline policy consistently among all classrooms and other school learning environments (cafeteria, intervention classes, etc.)	Beginning: 09/15 Completion: 06/16	Principal, Teachers, and other school staff	35% reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:
2. Expand the opportunities for academically enriching extracurricular activities and provide support to school base organizations such as Student Council, Debate team, Beta Club, and visual/performing arts related clubs	Beginning: 09/15 Completion: 06/16	Administration and Teacher Sponsors	80% of students will respond positively about school climate on the school survey; 20% increase in student attendance	School Climate Survey and Attendance reports	Fall: Winter: Spring:
3. Support academic recognition events and programs including but not limited to honors & awards programs, assessment recognition incentives, and visits to external sites	Beginning: 08/15 Completion: 06/16	Administration and Guidance Counselors	20% increase in the number of students receiving recognition for academic achievement from Quarter 1 to Quarter 4	Grade Distribution Report	Fall: Winter: Spring:
4. Develop and monitor a PBIS matrix and incentive program	Beginning: 08/15 Completion: 06/16	Administration	30% reduction in the number of refractions leading to suspension 20% reduction in total discipline related referrals	Educator's Handbook Report and School Attendance report.	Fall: Winter: Spring:
5. Provide materials and personnel to support a STEM Camp	Beginning: 06/16 Completion: 07/16	Administration and STEM Camp Director	Increased interest in STEM related fields based on student survey results	STEM Interest survey	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)
Ex. Communicate grade-level/course expectations and individual student achievement status to families.	Beginning: 09/15 Completion: 06/16	Principal, Leadership team, Teacher	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members	Fall: Winter: Spring:
1. Support community and school- related initiatives such as back-to-school celebrations to encourage early parental involvement and to disseminate pertinent school-related information	Beginning: 08/15 Completion: 06/16	Administration, and District Student Services Coordinator	30% increase in parental involvement as indicated by Teacher Survey and Parent Sign-in Sheets	Teacher Survey and Parent login Sheets	Fall: Winter: Spring:
2. Maintain and support a School Improvement Council to advise and monitor school progress a minimum of three times a year	Beginning: 08/15 Completion: 06/16	Administration and SIC Chair	Completed strategic renewal plan	Strategic Renewal Plan	Fall: Winter: Spring:
3. Provide students an opportunity for exploratory field studies in which they visit external sites such as Career centers, 2-or-4 year college campuses, and industry facilities	Beginning: 09/15 Completion: 05/16	Administration and Guidance Counselor	80% of students at each grade level will have participated in an exploratory field study	Student Reflection, Field Study Attendance Log	Fall: Winter: Spring:
4. Provide a variety of events to encourage family involvement and create a climate that encourages collaboration	Beginning: 08/15 Completion: 6/16	Administration and Leadership Team, Parent Liaison	90% of parents will respond positively regarding school climate on the parent survey.	Parent Survey	Fall: Winter: Spring: