



# Division of Innovation and Effectiveness Office of School Transformation

## 2015-16 Challenge to Achieve Plan

Identification Status:	State Priority	
Year of cohort or identification:	3	
Date of submission:	August 3, 2015	
Is this a revision?	No	
School:	Brockington Elementary School	
District:	Florence School District Four	
Responsible Party	Print Name	Signature
Principal:	Mary T. Brayboy	
Title I Coordinator or District Liaison:	Robert McDonald	
Superintendent:	Dr. Andre' Boyd	

## School/District Information

<b>School name:</b>	Brockington Elementary
<b>School telephone number:</b>	843-346-4953
<b>School mailing address:</b>	304 Kemper Street, Timmonsville, SC 29161
<b>School website URL:</b>	www.florence4.k12.sc.us
<b>Year current building was built:</b>	2000
<b>School district:</b>	Florence 4
<b>Principal:</b>	Mary T. Brayboy
<b>Number of years principal at school:</b>	3
<b>Number of principals in previous five years:</b>	3
<b>Superintendent:</b>	Dr. Andre' Boyd
<b>Number of years as superintendent in district:</b>	3
<b>Number of superintendents in previous five years:</b>	3
<b>School Board of Trustees Chairperson:</b>	Mrs. Lillie Joe
<b>Number of years as chairperson:</b>	3
<b>Number of members of School Board of Trustees:</b>	7
<b>Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):</b>	\$36,000
<b>Average salary of principals in district:</b>	\$65,000
<b>Average salary of district-level administrators:</b>	\$70,000

## Background Information

<b>Intervention Statement</b>	Provide a description of what indicators led to the identification of your school for intervention.	<b>Indicators leading to identification of Brockington Elementary as a Priority School include:</b> <b>Consistently low scores on State assessments (PASS, SCPASS)</b> <b>Absolute Rating of school being less than 2.31 for past several years</b> <b>Underachievement of all subgroups on State Testing</b>
<b>Description of Root Causes</b>	Summarize data relative to the root causes of your school's underperformance.	<b>Data relative to the root cause of school's underperformance include:</b> <b>Local Education Agency (LEA) budget cuts</b> <b>High turnover rate of administration and teachers</b> <b>The quality of teaching, learning and assessment</b> <b>The quality of the school's learning culture and climate</b> <b>The quality of involvement/ support of parents and community</b>

## 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.

<b>Indicators/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (for Transformation Coach only)
Ex. 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.	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:
Provide Principal Mentor	Beginning: 08/15 Completion: 07/16	Principal	Principal demonstrates increased knowledge and heightened awareness of elements of effective leadership practices.	Questionnaire Log book/calendar Anecdotal records	
Provide Team Building PD	Beginning:08/15 Completion: 07/16	Principal and Leadership Team	The school staff will be able to articulate the school’s mission/goal and their role in promoting positive student outcomes.	Survey School PD Log	
Network with other principals by joining SCASA and attending conference	Beginning:08/15 Completion:07/16	Principal and Leadership Team	SCASA membership and conference attendance	SCASA membership receipt and conference attendance	
Conduct Classroom Observations /Visitations	Beginning:08/15 Completion:07/16	Principal and Leadership Team	Weekly observations by team	Observation forms Feedback forms	
Provide PowerSchool Training	Beginning:08/15 Completion:07/16	Technology Team and All Certified Staff	Teachers will be able to accurately perform PS functions	Training Sign-In Sheet	

## 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.

<b>Indicators/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (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:
Participate in PD for Time to Teach/Teach-To's	Beginning:08/15 Completion:07/16	Principal, Instructional Coaches and trainer	Increase implementation of Time to Teach practices in classrooms	Classroom Observations; Walk through logs Feedback forms	
Continue Case 21 Benchmark with Pacing Guides	Beginning:08/15 Completion:07/16	Principal, Coaches, and Teachers	Quarterly implementation of Benchmarks	Benchmark Data Sheets/Student Reports	
Provide Summer/Saturday Institute PD for Teachers With Modeling by Master Teachers	Beginning:08/15 Completion:07/16	Principal, Instructional Coaches and teacher consultants	Increase implementation of best practices in classrooms	Classroom Observations; Walk through logs Feedback forms	
Provide Grade Level and Content Area PD for teachers	Beginning:08/15 Completion:07/16	Principal and content specialists	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments; increase implementation of standards-based instruction	Classroom Observations; Walk through logs Feedback forms	
Set up Data Notebooks	Beginning:08/15 Completion:07/16	Principal, Instructional Coaches, and teachers	Data notebook	Test data	
Participate in PD/Building Capacity through Teacher Leaders	Beginning:08/15 Completion:07/16	Principal, Coaches, and Leadership Team	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments ; Increase implementation of best practices observed in classrooms	Classroom Observations; Walk through logs Feedback forms	

Use SCORE 21 Test Bank for Creating Assessment with Rigor	Beginning:08/15 Completion:07/16	Principal, Instructional Coaches, and Teachers	Increase implementation of practices observed in classrooms	Benchmark Data Sheets/ Student Reports	
Set up Curriculum Notebooks	Beginning:08/15 Completion:05/16	Principal, Coaches, and Teachers	Increase implementation of practices observed in classrooms	Lesson Plans Checks	
Provide Common Planning Times for Grade Level Teachers	Beginning:08/15 Completion:05/16	Principal	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Daily Class Schedules Master Schedule	
Implement a Literacy Initiative	Beginning:08/15 Completion:05/16	Principal, Coaches, and Leadership Team	Increase implementation of practices observed in classrooms	Master Schedule Daily Class Schedules	
Provide Extended Time for Reading and Math	Beginning:08/15 Completion:07/16	Principal, Coaches, and Leadership Team	Increase implementation of practices observed in classrooms	Master Schedule Daily Class Schedules	

### 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)
Ex. Design and structure the master schedule to provide time for teacher collaboration around student learning.	Beginning: 09/15 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:
Provide After-School Program	Beginning: 09/15 Completion: 05/16	Principal or designee; Teachers	Increased % of students meeting Benchmarks and State Assessment requirements	Benchmark Reports Student Growth Reports State Assessment Reports	
Participate in Summer/Saturday Institute for Teachers PD Sessions with Master Teachers	Beginning: 07/15 Completion: 05/16	Principal or designee; Coaches; Teachers	Increase implementation of practices observed in classrooms	Classroom Observations; Walk through logs Feedback forms	
Provide Saturday Academy for Students	Beginning: 09/15 Completion: 05/16	Principal or designee; Teachers	Increase % of students meeting Benchmarks and State Assessment requirements	Benchmark Reports Student Growth Reports State Assessment Reports	
Implement Time to Teach Principles	Beginning: 08/15 Completion: 06/16	Principal Coaches timneTeachers	Increase implementation of practices observed in classrooms	Classroom Observations; Walk through logs Feedback forms	
Provide Common Planning time for Grade Level Teachers	Beginning: 08/15 Completion: 06/16	Principal or designee	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Classroom Observations; Walk through logs Feedback forms Daily Class Schedules	
Implement a Literacy Initiative	Beginning: 09/15 Completion: 06/16	Principal Reading Coach	Increase % of students meeting Benchmarks and	Daily Class Schedules	

		Teachers	State Assessment requirements	Benchmark Reports Student Growth Reports State Assessment Reports	
Participate in PD/Building Capacity through Teacher Leaders	Beginning: 09/15 Completion: 06/16	Principal Coaches Teachers	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Classroom Observations; Walk through logs Feedback forms Lesson Plans	

## 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 21<sup>st</sup> century global marketplace.

<b>Indicators/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (for Transformation Coach only)
Ex. Employ research-based reading curriculum and instructional practices to teach reading and enhance the reading skills of students.	Beginning: 09/15 Completion: 06/16	District Curriculum Chief, Principal, and Reading Coach	10%, 20% and 50% increase of student reading performance	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Participate in PD/Unpacking Standards	Beginning: 08/15 Completion: 05/16	Principal Coaches Lead Teachers	Increase in student performance of 0.5 grade level or more in reading and math	Formative and summative assessment measures; Benchmarks State assessments	
Continue use of CASE 21 Benchmarks	Beginning: 08/15 Completion: 05/16	Director of C&I, Principal, and Coaches	Increase in student performance of 0.5 grade level or more in reading and math	Formative and summative assessment measures; State assessment Benchmarks	
Use SCORE 21 Test Bank	Beginning: 08/15 Completion: 05/16	Director of C&I, Principal, and Coaches	Increase in student performance of 0.5 grade level or more in reading and math	Formative and summative assessment measures; State assessment Benchmarks	
Implement Pacing Guides	Beginning: 08/15 Completion: 05/16	Director of C&I Principal, and Coaches	Increase in student performance of 0.5 grade level or more in reading and math	Formative and summative assessment measures; State assessment Benchmarks	

Provide Curriculum Notebooks for each grade level	Beginning: 08/15 Completion: 05/16	Director of C&I, Principal, and Coaches	Increase in student performance of 0.5 grade level or more in reading and math	Formative and summative assessment measures; State assessment Benchmarks	
Participate in brain-based/differentiation / Learning Styles PD	Beginning: 08/15 Completion: 05/16	Principal, Coaches, and Lead Teachers	Increase in student performance of 0.5 grade level or more in reading and math	Formative and summative assessment measures; State assessment Benchmarks	
Continue to Implement EDI Instructional delivery method (Explicit Direct Instruction)	Beginning: 08/15 Completion: 05/16	Principal Coaches Lead Teachers	Increase in student performance of 0.5 grade level or more in reading and math	Formative and summative assessment measures; State assessment Benchmarks	

## 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.

<b>Indicators/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (for Transformation Coach only)
Ex. Conducts 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	10, 20, and 50% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Participate in Data Analysis PD sessions (Benchmarks, SCPASS, ACT Aspire)	Beginning: 08/15 Completion: 05/16	Director of C&I, Principal, Coaches, and Teacher Teams	Increase of 20% in number of students reaching targeted goals each Benchmarking period.	Benchmarks STAR Reading STAR Math Reflex Math Approved formative assessments State Assessments	
Produce PowerSchool Reports (Attendance, Discipline, Grades)	Beginning: 08/15 Completion: 05/16	Director of C&I, Principal, Coaches, and Teacher Teams	PowerSchool Reports	Benchmarks STAR Reading STAR Math Reflex Math Approved formative assessments State Assessments	
Participate in Goal Setting /Progress Monitoring with Students (KidWatching)	Beginning: 08/15 Completion: 05/16	Director of C&I, Principal, Coaches, and Teacher Teams	Increase of 20% in number of students reaching targeted goals each Benchmarking period	Benchmarks STAR Reading STAR Math Reflex Math Approved formative assessments State Assessments	
Participate in PD on Using Data to Drive Instruction	Beginning: 08/15 Completion: 05/16	Director of C&I, Principal, Coaches, and Teacher Teams	Increase of 20% in number of students reaching targeted goals each Benchmarking period	Benchmarks STAR Reading STAR Math Reflex Math Approved formative assessments State Assessments	

## 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.

<b>Indicators/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (for Transformation Coach only)
Ex. 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:
Implement Character Education Sessions	Beginning: 08/15 Completion: 05/16	Guidance Counselor	Reduce the number of office referrals by 40%	Power Incident/ Referrals Records	
Provide Mental Health Sessions	Beginning: 08/15 Completion: 05/16	School-Based Mental Health Counselor	Reduce the number of office referrals by 40%	Power Incident/ Referrals Records	
Engage Student Intervention Team	Beginning: 08/15 Completion: 05/16	Guidance Counselor, SIT Team, Principal, and Teachers	Reduce the number of office referrals by 40%	Power Incident/ Referrals Records	
Implement Time-Out Room	Beginning: 08/15 Completion: 05/16	Principal, Teachers, and Other School Staff	Reduce the number of office referrals by 40%	Power Incident/ Referrals Records	
Provide Student/ Staff Incentives (Attendance, Citizenship, Character Awards)	Beginning: 08/15 Completion: 05/16	Principal, Guidance Counselor, Coaches, Teachers, and Other School Staff	Reduce the number of office referrals by 40%	Power Incident/ Referrals Records	
Participate in Field Trips	Beginning: 08/15 Completion: 05/16	Principal, Guidance Counselor, Coaches, Teachers, and Other School Staff	Reduce the number of office referrals by 40%	Power Incident/ Referrals Records	
Participate in Student/Staff Competitions	Beginning: 08/15 Completion: 05/16	Principal, Guidance Counselor,	Reduce the number of office referrals by 40%	Power Incident/ Referrals Records	

		Coaches, Teachers, and Other School Staff			
Implement Time to Teach/Teach-To's for non-academic procedures	Beginning: 08/15 Completion: 05/16	Principal, Guidance Counselor, Teachers, Coaches, and Other School Staff	Reduce the number of office referrals by 40%	Power Incident/ Referrals Records	
Develop School-wide Behavior Matrix	Beginning: 08/15 Completion: 05/16	Principal, Guidance Counselor, Teachers, Coaches, and Other School Staff	Reduce the number of office referrals by 40%	Power Incident/ Referrals Records	

## 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.

<b>Indicators/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (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:
Conduct District –wide Open House Event	Beginning: 08/15 Completion: 05/16	District Office, Principal, Community Leaders, and Teachers	Increase in Parent/community satisfaction rate with school regarding expectations, communications and positive relationships	Parent Survey	
Conduct regular parent/teacher conferences	Beginning: 08/15 Completion: 05/16	Teachers, Principal, and Other School Staff	Increase in Parent/community satisfaction rate with school regarding expectations, communications and positive relationships	Parent Survey	
Promote active PTO and SIC	Beginning: 08/15 Completion: 05/16	Principal, Parents, Teachers, and Community Members	Increase in Parent/community satisfaction rate with school regarding expectations, communications and positive relationships	Parent Survey	
Increase community involvement by forming partnerships with local businesses	Beginning: 08/15 Completion: 05/16	District Office Community Members Principal Teachers	Increase in Parent/community satisfaction rate with school regarding expectations, communications and positive relationships	Parent Survey	
Conduct community health screenings for the parents	Beginning: 08/15 Completion: 05/16	School Nurse and Local practitioners	Increase in Parent/community satisfaction rate with school regarding expectations, communications and	Parent Survey	

			positive relationships		
Invite community leaders as speakers for school events	Beginning: 08/15 Completion: 05/16	Principal and Guidance Counselor	Increase in Parent/community satisfaction rate with school regarding expectations, communications and positive relationships	Parent Survey	
Provide Clothes Closet at School	Beginning: 08/15 Completion: 05/16	Guidance Counselor and Home-School Liaison (DO)	Increase in Parent/community satisfaction rate with school regarding expectations, communications and positive relationships	Parent Survey	
Implement Communication/Notification System	Beginning: 08/15 Completion: 05/16	Webmaster, School Secretary, Home-School Liaison (DO), Principal, and PIO at DO	Increase in Parent/community satisfaction rate with school regarding expectations, communications and positive relationships	Parent Survey	
Implement Movie Night	Beginning: 08/15 Completion: 05/16	Media Specialist, Principal, and Teachers	Increase in Parent/community satisfaction rate with school regarding expectations, communications and positive relationships	Parent Survey	
Conduct Family/Community Workshops (Fall Festival, Reading, Math , Science Nights Activities for parents and students)	Beginning: 08/15 Completion: 05/16	Teacher Teams, Principal, and Guidance Counselor	Increase in Parent/community satisfaction rate with school regarding expectations, communications and positive relationships	Parent Survey	