



# Division of Innovation and Effectiveness Office of School Transformation

## 2015-16 Challenge to Achieve Plan

Identification Status:	<b>State Priority</b>	
Year of cohort or identification:	2014-2015	
Date of submission:	August 1, 2015	
Is this a revision?	Yes	
School:	Chestnut Oaks Middle School	
District:	Sumter	
Responsible Party	Print Name	Signature
Principal:	Mrs. Lashawnte Jackson	
Title I Coordinator or District Liaison:	Ms. Arthena Woods and Dr. Cornelius Leach	
Superintendent:	Dr. J. Frank Baker	

## School/District Information

<b>School name:</b>	<b>Chestnut Oaks Middle School</b>
<b>School telephone number:</b>	<b>(803) 775-7272</b>
<b>School mailing address:</b>	<b>1200 Oswego Road Sumter, SC 29153</b>
<b>School website URL:</b>	<b><a href="http://coms.sumterschools.net/">http://coms.sumterschools.net/</a></b>
<b>Year current building was built:</b>	<b>1999</b>
<b>School district:</b>	<b>Sumter</b>
<b>Principal:</b>	<b>Mrs. Lashawnte Jackson</b>
<b>Number of years principal at school:</b>	<b>2</b>
<b>Number of principals in previous five years:</b>	<b>2</b>
<b>Superintendent:</b>	<b>Dr. J. Frank Baker</b>
<b>Number of years as superintendent in district:</b>	<b>2</b>
<b>Number of superintendents in previous five years:</b>	<b>2</b>
<b>School Board of Trustees Chairperson:</b>	<b>Re. Daryl F. McGhaney</b>
<b>Number of years as chairperson:</b>	<b>1</b>
<b>Number of members of School Board of Trustees:</b>	<b>8</b>
<b>Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):</b>	
<b>Average salary of principals in district:</b>	
<b>Average salary of district-level administrators:</b>	

## Background Information

<b>Intervention Statement</b>	Provide a description of what indicators led to the identification of your school for intervention.	<b>Based on the state testing data for the 2013-2014 school year, the student growth rate was At-Risk for Chestnut Oaks Middle School.</b>
<b>Description of Root Causes</b>	Summarize data relative to the root causes of your school's underperformance.	<b>Chestnut Oaks Middle School was a former TAP school. When funding was no longer available to TAP schools at the district level, the model was abandoned. Teacher motivation was low due to the removal of TAP. The school also had a change in leadership at the school level. Long term substitutes were in core classes for an extended part of the school year. The number of teacher vacancies prior to the beginning of the school year was one third of the overall number of teachers. Lack of consistency of best practices in the classroom. Not enough accountability for teachers by administration i.e.: walkthroughs, observations.</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:
Participate in networking activities related to SREB and SCAMLE	Beginning: 08/15 Completion: 7/16	Principal	100% participation from administration	Registration	
Assigned a principal mentor	Beginning: 08/15 Completion: 7/16			Survey	
Implement middle school strategies from SCAMLE	Beginning: 08/15 Completion: 7/16	Principal and Leadership Team	When asked, 100% of the school community demonstrates deep knowledge and understanding of the school's vision/mission/motto and their role and responsibilities in accomplishing such.	Walkthroughs Observations Survey Benchmark data Survey	
Implement team building through professional development throughout the school year for staff and create a school motto.	Beginning: 08/15 Completion: 7/16	Principal and Leadership Team	When asked, 100% of the school community demonstrates deep knowledge and understanding of the school's vision/mission/motto and their role and responsibilities in accomplishing such.	Walkthroughs Observations Survey Benchmark data Survey	
Professional development for the school leadership team	Beginning: 08/15 Completion: 7/16	Principal	When asked, 100% of the school community demonstrates deep knowledge and	Walkthroughs Observations Survey Benchmark data	

			understanding of the school's vision/mission/motto and their role and responsibilities in accomplishing such.	Survey	
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## 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 the “Building Capacity through Teacher Leadership” initiative to address standards based curriculum, instruction, and assessment.	Beginning: 09/15 Completion: 06/16	Principal and Leadership Team	When asked, 100% of the school community demonstrates deep knowledge and understanding of the school’s vision/mission/motto and their role and responsibilities in accomplishing such.	Walkthroughs Observations Survey Benchmark data	
Implement TE21 to assess student performance	Beginning: 10/15 Completion: 04/16	Principal and Leadership Team	80% of students receiving a proficient or exemplar rating on ELA, Math, Science, and Social Studies benchmarks	Benchmark data	
Implement a teacher and employee incentive program	Beginning: 8/15 Completion: 06/16	Administration and Guidance	Names of teachers and staff members recognized each month	List or names	
Implement a student incentive program	Beginning: 8/15 Completion: 06/16	Administration and Guidance	Names of students recognized monthly	List of names	
Utilize data notebooks for uniform instructional decisions	Beginning: 8/15 Completion: 06/16	Principal and Leadership Team	Attendance log for professional development sessions using the notebooks	Benchmark data Walkthrough data Observation data	
Use the book Time to Teach for a book study throughout the school year	Beginning: 8/15 Completion: 04/16	Administration and Curriculum Coach	Attendance log	Survey Benchmark data Walkthrough data Observation data	

Provide a summer institute in June 2016 for students who need additional academic support	Beginning: 6/16 Completion: 06/16	Principal and Leadership team	Registration	Teacher comments Pre and post tests	
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### 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:
Revision of the master schedule to model a true middle school program	Beginning: 06/15 Completion: 06/16	Principal	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Published schedule; Team agendas and summary notes; Lesson plans and teacher reports	
Implement an afterschool program two days a week	Beginning: 10/15 Completion: 04/16	Curriculum Coach and guidance	80% of students receiving a proficient or exemplar rating on ELA, Math, Science, and Social Studies benchmarks	Benchmark data	
Organize and implement extended learning opportunities	Beginning: 09/15 Completion: 06/16		100% attendance of students who need additional assistance for promotion	Pre and post tests	

## 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:
Employ Systems 44 in self-contained ELA and Math classes	Beginning: 10/15 Completion: 06/16	Director of Special Education, Principal, curriculum Coach	Students meeting grade level reading objectives and/or a 10% increase in reading performance per quarter	Formative and summative assessment measures	
Employ Read 180 in self-contained ELA and Math classes as well as have a separate program for identified students	Beginning: 10/15 Completion: 06/16	Director of Special Education, Principal, curriculum Coach	Students meeting grade level reading objectives and/or a 10% increase in reading performance per quarter	Formative and summative assessment measures	
Participate in the “Building Capacity through Teacher Leadership” initiative to address standards based curriculum, instruction, and assessment.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	When asked, 100% of the leadership team demonstrates deep knowledge and understanding of the school’s vision/mission/motto and their role and responsibilities in accomplishing such.	Walkthroughs Observations Survey Benchmark data	

## 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:
Implement TE21 to assess student performance	Beginning: 10/15 Completion: 04/16	Principal and Leadership Team	80% of students receiving a proficient or exemplar rating on ELA, Math, Science, and Social Studies benchmarks	Benchmark data	
Provide professional development for teachers to analyze benchmark, SC PASS, ACT Aspire data	Beginning: 10/15 Completion: 04/16	Principal and Leadership Team	80% of students receiving a proficient or exemplar rating on ELA, Math, Science, and Social Studies benchmarks	Benchmark data	
Professional development on understanding the implication of learning styles	Beginning: 8/15 Completion: 04/16	Principal and Leadership Team	80% of students receiving a proficient or exemplar rating on ELA, Math, Science, and Social Studies benchmarks	Benchmark data	
Implement a learning styles assessment for students	Beginning: 8/15 Completion: 04/16	Principal and Leadership Team	80% of students receiving a proficient or exemplar rating on ELA, Math, Science, and Social Studies benchmarks	Benchmark data	
Generate reports on student attendance, achievement, and discipline to inform decisions at class team, grade, and school level.	Beginning: 8/15 Completion: 04/16	Administration	80% of students receiving a proficient or exemplar rating on ELA, Math, Science, and Social Studies benchmarks	Benchmark data	

## 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 "Time to Teach" to include classroom, grade level, school wide teach to's and plan for refocus.	Beginning: 8/15 Completion: 06/16	Principal, Teachers and other school staff	25% reduction in disciplinary infractions	Discipline referral data log from Powerschool	
Implement a student incentive program	Beginning: 8/15 Completion: 06/16	Administration and Guidance	Names of students recognized monthly	Lists	
Devise field trips for classes, grade level, and departments to colleges and businesses.	Beginning: 8/15 Completion: 06/16	Principal, Teachers and other school staff	25% reduction in disciplinary infractions	Discipline referral data log	
Implement activities with students and staff such as talent shows, volleyball game, basketball game, academic challenge	Beginning: 8/15 Completion: 06/16	Principal, Teachers and other school staff	At least 3 activities implemented	Newsletter Letters home to parents	

## 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:
Implement activities with students and staff such as talent shows, volleyball game, basketball game, academic challenge	Beginning: 09/15 Completion:06/16	Principal, Leadership team, Teachers	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	
Conduct Open House, Awards Nights, Parent 101, school productions, parent nights	Beginning: 09/15 Completion:06/16	Principal, Leadership team, Teachers	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	
Involve SIC and PTSA in parent nights	Beginning: 09/15 Completion:06/16	Principal, Leadership team, Teachers	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	
Invite businesses to drop in and solicit their input	Beginning: 09/15 Completion:06/16	Administration and guidance	Meeting agendas Conferences Number of drop ins	Survey	
Devise a career fair	Beginning: 09/15 Completion:06/16	Administration and guidance		Survey	