



# Division of Innovation and Effectiveness Office of School Transformation

## 2015-16 Challenge to Achieve Plan

Identification Status:	Federal Priority, Federal Focus or State Priority	
Year of cohort or identification:	2015-2016	
Date of submission:	July 30, 2015	
Is this a revision?	No	
School:	Clinton Elementary	
District:	Lancaster	
Responsible Party	Print Name	Signature
Principal:	Michelle Crosby	
Title I Coordinator or District Liaison:	Dr. Linda Blackwell	
Superintendent:	Dr. Gene Moore	

## School/District Information

<b>School name:</b>	<b>Clinton Elementary</b>
<b>School telephone number:</b>	<b>803-285-5395</b>
<b>School mailing address:</b>	<b>110 Clinton School Road</b>
<b>School website URL:</b>	<b><a href="http://lancasterces.ss5.sharpschool.com/">http://lancasterces.ss5.sharpschool.com/</a></b>
<b>Year current building was built:</b>	<b>1953 - Original Building and 1993 - Primary Wing</b>
<b>School district:</b>	<b>Lancaster County School District</b>
<b>Principal:</b>	<b>Michelle Crosby</b>
<b>Number of years principal at school:</b>	<b>1 month</b>
<b>Number of principals in previous five years:</b>	<b>1 Principal</b>
<b>Superintendent:</b>	<b>Dr. Gene Moore</b>
<b>Number of years as superintendent in district:</b>	<b>9 Years</b>
<b>Number of superintendents in previous five years:</b>	<b>1 Superintendent</b>
<b>School Board of Trustees Chairperson:</b>	<b>Mr. Bobby Parker</b>
<b>Number of years as chairperson:</b>	<b>5 Years</b>
<b>Number of members of School Board of Trustees:</b>	<b>7 Members</b>
<b>Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):</b>	<b>\$45,159</b>
<b>Average salary of principals in district:</b>	<b>\$87,705</b>
<b>Average salary of district-level administrators:</b>	<b>\$80,461</b>

## Background Information

<b>Intervention Statement</b>	Provide a description of what indicators led to the identification of your school for intervention.	<b>Prior to last year, Clinton Elementary (CES) was overpopulated with Special Education Students due to being the home school for the entire Lancaster County School District. The district rezoned the students back to their zoned schools. CES absolute rating decreased from Below Average (2012) to At-Risk for the past two consecutive years. The ESEA rating was “F” from 2012-2014 with the numerical overall weighted point in 2012 at 54.4 to a 20.5 for 2014. CES is ranked as the fourth lowest performing school in South Carolina. Therefore, the students’ overall performances have led to the identification of the school needing intervention.</b>
<b>Description of Root Causes</b>	Summarize data relative to the root causes of your school’s underperformance.	<b>Many root causes contribute to the school’s underperformances. CES is an inner-city school nestled in the center of Lancaster, SC in which several of students reside in one of the largest subsidized housing complexes. 98.9% of the student population receives subsidized meals. Over the past three years, teacher turnover at CES has been extremely high with two entire grade levels leaving the school after the 2014-2015 school year. The previous administration was in place at CES for nine years; the district has appointed new building leadership for the 2015-16 school year. CES could take advantage of having two-way communication with all stakeholders, defined instructional goals, and means to celebrate successes of staff and students alike.</b>  <b>For the 2015-2016 school year, the newly appointed administrators and reading coach will ensure research based instructional practices are implemented to provide academic growth and success. Due to the circumstantial situations CES students have had to endure, the new administrative team has recommended candidates to hire who are full of energy and believe children can learn if they are equipped with the correct tools and strategies. Despite the root causes contributing to CES, the staff is dedicated to making a difference one student at a time.</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.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
1. Review and revise school's vision, mission, goals and academic organizations to meet the needs of the students.	Beginning: June 30, 2015 Completion: August 17, 2016	Principal, Assistant Principal, Reading Coach, and Full Service Grant Coordinator	10% increase in Winter and Spring MAP data.	MAP Reports	Fall: Winter: Spring:
2. Implement on-going School Leadership Team meetings to analyze student and teacher data and strategize to develop plans of action for improvement in student and teacher data areas.	Beginning: August 10, 2015 Completion: May 28, 2016	Principal and Leadership Team	EOY student data will reflect continued progress towards decreasing our red zone students in reading and math	Meeting agendas, meeting notes and artifacts	Fall: Winter: Spring:
3. Establish <i>Cub Connector</i> which meets to express grade level concerns.	Beginning: August 10, 2015 Completion: May 28, 2016	Principal and Assistant Principal	80% of the teachers will be satisfied with the school environment	Survey Sign-In Sheets Minutes from meetings	Fall: Winter: Spring:
4. Employ (2) 29-Hour Certified Reading Interventionists and (2) 29 -hour Academic Support Assistants.	Beginning: August 10, 2015 Completion: May 28, 2016	Principal and Reading Coach	10% increase in Winter and Spring MAP data  10% increase in Fountas and Pinnell level	MAP Reports Fountas and Pinnell Running Records	Fall: Winter: Spring:
5. Create a check and balance system for managing the CTA Plan.	Beginning: June 30, 2015 Completion: May 28, 2016	Principal and Bookkeeper	10% or less of the CTA funds will remain in the account.	Check and Balance Sheets Budget Reports	Fall: Winter: Spring:
6. Provide a bonus-stipend to principal for working extended hours.	Beginning: June 28, 2015 Completion: May 28, 2016	Superintendent Director of Elem. Education	EOY student data will reflect continued progress towards academic achievement	MAP Reports Fountas and Pinnell Running Records	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.

<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)
1. Implement a comprehensive performance evaluation system to support and measure staff performance and its impact on student learning.	Beginning: 8/15 Completion: 5/31	Principal, Assistant Principals, Title I Facilitator, Instructional Coaches	100% of certified staff members will successfully meet their SLO	Observation data; feedback data; Coaching documents; Staff evaluations on file	Fall: Winter: Spring:
2. Provide teachers with ongoing and focused professional development (esp. reading and math) through Professional Learning Community (PLC) meetings, data analysis meetings, staff development sessions, conference attendance and school visits.	Beginning: August 2015 July 2015	Principal Assistant Principal	20% Increase in staff members attending professional development opportunities	Classroom Observation Forms  Conference Reporting Forms  PD Forms Sign-In Sheets	Fall: Winter: Spring:
3. Provide professional learning team meetings for best research based instructional practices and book studies to boost morale.	Beginning: June 30, 2015 Completion: May 28, 2015	Principal Assistant Principal Reading Coach	10% Increase in staff presentations during professional learning team meetings  10% Increase in student achievement in Winter and Spring MAP	Sign-In Sheets Agendas MAP Data Report Cards	Fall: Winter: Spring:
4. Provide hands-on instructional practices which engage the teachers and students in learning through an Author Visit, Gem Mining, and the Science Road Shows.	Beginning: September 8, 2015 Completion: May 28, 2015	Principal Assistant Principal Reading Coach Teachers	10% Increase in student achievement	Report Cards MAP Study Island Reports	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 provide time for teacher collaboration around student learning.	Beginning: July 1, 2015 Completion: August 17, 2015	Principal Assistant Principal	Increase in teacher team meetings, common assessments and lesson plans	Published Schedule Team Minutes Form Lesson Plans	Fall: Winter: Spring:
2. Redesign and structure master schedule to provide time for the special area teachers to do an inclusion model in the regular academic classrooms.	Beginning: August 17, 2015 Completion: May 28, 2016	Principal Assistant Principal	10 % Increase in student achievement in Winter and Spring MAP	MAP Data Report Cards	Fall: Winter: Spring:
3. Design and structure the master schedule to provide time for intervention and enrichment opportunities for students. (i.e. Give students the opportunity to attend the 21 <sup>st</sup> Century Learning Community and the Full Service Grant after-school program which extend learning time).	Beginning: September 8, 2015 Completion: May 28, 2016	Principal 21 <sup>st</sup> Century Coordinator Full Service Grant Coordinator	10 % Increase in student achievement in Winter and Spring MAP	MAP Data Report Cards	Fall: Winter: Spring:
4. Provide Reading Consultants for Fountas and Pinnell Intervention Kits and Common Curricula Map-6 Units of Studies/Classroom Libraries.	Beginning: September 8, 2015 Completion: May 28, 2016	Principal Assistant Principal Reading Coach	Increase in the number of teachers effectively implementing best practices	Classroom Observations	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 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)
1. Implement research based reading curriculum; Common Curricula MAP-6 Units of Studies and instructional practices .	Beginning: September 8, 2015 Completion: May 28, 2016	Principal Assistant Principal Reading Coach	10% Increase in student achievement in Winter and Spring MAP	MAP Data Report Cards	Fall: Winter: Spring:
2. Restructure the implementation of the Accelerated Reader Program where students take the quizzes and receive prizes and trip incentives. (Also, included in Principle 5)	Beginning: August 17, 2015 Completion: May 28, 2016	Principal Media Specialist Reading Coach	20% Increase in the total number of points earned by the school	Accelerated Reader Data Report	Fall: Winter: Spring:
3. Use <i>Study Island</i> , <i>Brain POP</i> and <i>Flocabulary</i> in order to assess the students' understanding and mastery of state standards	Beginning: September 8, 2015 Completion: May 28, 2016	Principal Assistant Principal Reading Coach	10% Increase in student achievement in Winter and Spring MAP	Study Island Data Report MAP Data Report Cards	Fall: Winter: Spring:
4. Provide Phase I of implementation of Classroom Libraries	Beginning: September 8, 2015 Completion: May 28, 2016	Principal Assistant Principal Reading Coach	10% Increase in student achievement in Winter and Spring MAP	MAP Data Report Cards	Fall: Winter: Spring:
5. Order reading and math Materials: Versatile kits and other materials which provide research based instructional practices which are aligned to the standards for small group rotations	Beginning: July 2015 Completion: May 28, 2016	Principal, Assistant Principal	20% Increase in implementation of research based reading and math supplies	Classroom Observations Forms	Fall: Winter: Spring:
6. Order research based technology licensure programs (Study Island, Flocabulary, and Brain POP)	Beginning: September 8, 2015 Completion: May 28, 2016	Principal Assistant Principal	10% Increase in overall MAP for Winter and Spring	MAP Data Reports Study Island Reports Schedules Lesson Plans	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.

<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)
1. Establish discipline procedures for all areas of the school.	Beginning: August 17, 2015 Completion: May 28, 2016	Principal, Teachers and other school staff	20% reduction in disciplinary infractions	Discipline Report	Fall: Winter: Spring:
2. Reinstate the <i>Founders Fellows</i> Program which recognizes students for exhibiting good character traits.	Beginning: September 8, 2015 Completion: May 28, 2016	Principal Assistant Principal Parent Coordinator	One student per homeroom will be recognized each 6 weeks	Teacher character trait write-up	Fall: Winter: Spring:
3. Implement an A and A/B Honor Roll Incentive Program.	Beginning: September 8, 2015 Completion: May 28, 2016	Parent Coordinator Principal Assistant Principal	Students will be recognized each 6 weeks	Teacher Honor Roll Lists Report Cards	Fall: Winter: Spring:
4. Establish a <i>Cubs At Work</i> Program for grades 3-5.	Beginning: September 8, 2015 Completion: May 28, 2016	Parent Coordinator Full Service Gant Coordinator	10% Decrease in office referrals for discipline	Work Time Sheets	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.

<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)
1. Implement parent workshops to provide families with expectations of the school, resources, and how to effectively assist students with academics.	Beginning: September 8, 2015 Completion: May 28, 2016	Principal Assistant Principal Reading Coach Teachers	80% of the parents will denote satisfactory on all components of the school report card survey	Parent Surveys Sign-In Sheets	Fall: Winter: Spring:
2. Establish business partners, volunteers and faith based organizations to strengthen the home to school relationship.	Beginning: September 8, 2015 Completion: May 28, 2016	Principal Assistant Principal Parent Coordinator Full Service Grant Coordinator	10% Increase in the number of business partners, volunteers and faith based organizations who partner with the school	Sign-In Sheets Business Partners and Faith Based Organizations Correspondences	Fall: Winter: Spring:
3. Reestablish PTO meetings: <ul style="list-style-type: none"> <li>• Hold grade level conferences for performances each 6 weeks at PTO Meetings</li> <li>• Implement PTO sponsored math and science nights to showcase what students have learned</li> <li>• Strengthen school to home relationships and relationships of all stakeholders</li> </ul>	Beginning: September 8, 2015 Completion: May 28, 2016	Principal Assistant Principal Parent Coordinator Full Service Grant Coordinator Teachers	20% Increase in the number of parents and the community attending the PTO meetings.	Teacher and Parent Surveys	Fall: Winter: Spring:
<ul style="list-style-type: none"> <li>• Employ a Parent Coordinator.</li> </ul>	Beginning: August 10, 2015 Completion: May 28, 2015	Principal Title I Director	80% of the parents will denote satisfactory on all components of the school report card survey	Parent and Teacher Surveys Sign-In Sheets	Fall: Winter: Spring: