



# Division of Innovation and Effectiveness Office of School Transformation

## 2015-16 Challenge to Achieve Plan

Identification Status:	State Priority	
Year of cohort or identification:	2011-2012	
Date of submission:	August 9, 2015	
Is this a revision?	Yes or No	
School:	Hunter-Kinard-Tyler Elementary School	
District:	Orangeburg Consolidated School District Four	
Responsible Party	Print Name	Signature
Principal:	Francina Gerald	
Title I Coordinator or District Liaison:	Penny Sturgill	
Superintendent:	Tim Newman	

## School/District Information

<b>School name:</b>	<b>Hunter-Kinard-Tyler Elementary School</b>
<b>School telephone number:</b>	<b>803-263-4441</b>
<b>School mailing address:</b>	<b>7066 Norway Rd, Neeses, SC 29107</b>
<b>School website URL:</b>	<b><a href="http://hkte.orangeburg4.schoolfusion.us/">http://hkte.orangeburg4.schoolfusion.us/</a></b>
<b>Year current building was built:</b>	<b>1996</b>
<b>School district:</b>	<b>Orangeburg Consolidated School District Four</b>
<b>Principal:</b>	<b>Francina Gerald</b>
<b>Number of years principal at school:</b>	<b>4</b>
<b>Number of principals in previous five years:</b>	<b>2</b>
<b>Superintendent:</b>	<b>Tim Newman</b>
<b>Number of years as superintendent in district:</b>	<b>0</b>
<b>Number of superintendents in previous five years:</b>	<b>2</b>
<b>School Board of Trustees Chairperson:</b>	<b>Peggy Tyler</b>
<b>Number of years as chairperson:</b>	<b>4</b>
<b>Number of members of School Board of Trustees:</b>	<b>7</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.	<p>Hunter-Kinard-Tyler Elementary School is a Title I school which serves about 350 students in grades Pre-K through sixth and has been identified as one of South Carolina's Priority Schools. Of the 350 students enrolled, 72.6% are African American, 22.9% are Caucasian, 2.9% are Hispanic and 1.6% are Other. The school poverty index is 94.14%. Hunter Kinard Tyler Elementary School has a Special Education population of 8.1% with disabilities other than speech. The school ESOL program is coordinated through the district office.</p> <p>An in-depth analysis of PASS and MAP data indicates that while HKT Elementary School has made improvements in all core areas except math, the goal is to significantly improve the level of student achievement in all areas thereby raising the school's absolute and improvement ratings from At-Risk to Below Average or Higher. The school's At-Risk Rating for three consecutive years led to its initial identification as a State Priority School for the 2011-2012 school year. The school was also identified as a Federal Priority School; however, because of improvements made, starting with the 2012-2013 school year, Hunter-Kinard-Tyler Elementary was removed from the Federal Priority list and is no longer in the bottom 5% of Title I schools in the state.</p>
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<b>Description of Root Causes</b>	Summarize data relative to the root causes of your school's underperformance.	Based on PASS data, Hunter-Kinard-Tyler Elementary School has made steady, significant improvement in the area of ELA. However, performance in math has remained stagnant since the school was identified as a Priority School in 2011.						
		*Component	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
		Absolute Index			2.05	2.06	2.14	2.23
		Absolute Rating	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk
		PASS ELA % NM	52.6	55.4	57.9	61.8	52.3	50.4
		PASS ELA % M	34.7	32.3	28.3	27.2	36.8	32.8
		PASS ELA % EX	12.7	12.3	13.9	11	10.9	16.8
		PASS ELA % PA	47.4	44.6	42.2	38.2	47.5	49.6
		PASS Writing % NM	47.6	60.7	46.5	53.7	59	46
		PASS Writing % M	41.4	31.7	37.2	37	33.6	43.2
		PASS Writing % EX	11	7.7	16.3	9.3	7.3	10.8
		PASS Writing % PA	52.4	39.4	53.5	46.3	41	54.0
		PASS Math % NM	56.6	68.2	64.1	65.4	67.5	66.4
		PASS Math % M	37.2	Missing a Score to Avg	32.1	Missing a Score to Avg	28.7	29.2
		PASS Math % EX	6.2	Missing a Score to Avg	3.8	Missing a Score to Avg	3.9	4.4
PASS Math % PA	43.4	31.8	35.9	34.6	32.2	33.6		

## 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)
School leadership team will have on-going meetings to analyze student and teacher data and strategize to develop plans of action for improvement in student and teacher data areas.	Beginning: 08/15 Completion: 05/16	Principal and Leadership Team	EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	Meeting agendas, meeting notes, AIMSweb & MAP data	Fall: Winter: Spring:
Administrators will monitor classroom instruction frequently, using an observational tool designed specifically for the EDI Instructional framework, providing all teachers with descriptive and written feedback.	Beginning: 08/15 Completion: 05/16	Principal and Assistant Administrator	Observation reports will reflect that 95% of teachers deliver EDI lessons as designed.	Observation reports from DigiCOACH, the observation tool being used.	Fall: Winter: Spring:
Administer the School Improvement Council Self-Assessment Profile and make recommendations related to relationships across stakeholders based on the results.	Beginning: 09/15 Completion: 11/15	Principal and School Improvement Council	The Self-Assessment Profile given as a post assessments will reflect a completion of at least three items that needed attention based on the profile given as a pre-assessment	Self-Assessment Profile Pre and Post Results	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)
Provide opportunities for administrative team and leadership team members to develop leadership skills, particularly, in the area of school turnaround, through on-going professional development, such as, workshops, conferences, classes, etc.	Beginning: 08/15 Completion: 08/16	Principal and Leadership Team	100% of administrative and leadership team members will attend at least one workshop, conference, class, etc. during each school semester.	Workshop and conference agendas, class syllabi, etc.	Fall: Winter: Spring:
Provide professional development and practice for all teachers in doing Data Teams and delivering quality instruction of Common Core Standards through the use of Explicit Direct Instruction during embedded PD on Tuesday Early Release Days for Students.	Beginning: 08/15 Completion: 05/16	Chief Instructional Officer, Principal and Administrative Team	100% of content area teachers will participate in initial Data Team training, EDI Lesson Demonstrations and at least one Data Team meeting per month.	Agendas from Data Team and EDI training, Early Release Days and Data Team meetings	Fall: Winter: Spring:
Provide professional development and instructional coaching for teachers in the areas of math and ELA throughout the school year to support the continued use of research-based instructional practices.	Beginning: 08/15 Completion: 05/16	Principal and Administrative Team	EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	Agendas from coaching days and PD; classroom observation reports, MAP data	Fall: Winter: Spring:
Provide Professional Development for teachers in the area of Customer Service and Building Relationships.	Beginning: 08/15 Completion: 05/16	Principal and Administrative Team	A student and parent survey will reflect a 10% increase in the percentage of students and parents satisfied as compared with the results of the 2014-2015 surveys given by the SC State Department of Education.	Student and Parent Satisfaction Survey Results	Fall: Winter: Spring:
Provide monetary incentive opportunity through a drawing each quarter for teachers who have perfect attendance, as well as, a monetary incentive to all teachers who have at least 80% of their students meet their target growth on the Spring administration of MAP.	Beginning: 08/15 Completion: 05/16	Director of Finance, Principal and Administrative Team	The AESOP Teacher Attendance System will reflect at least a 10% increase in teacher attendance as compared to the 2014-2015 teacher attendance report. At least a 10% increase of teachers	AESOP Teacher Attendance Reports, MAP reports from NWEA	Fall: Winter: Spring:

			with 80% or more of their students meeting target growth will also be reflected.		
Develop PLC's/Cohorts based on identified needs of faculty and instructional staff through the use of several book studies.	Beginning: 08/15 Completion: 05/16	Principal and Administrative Team	100% of faculty and instructional staff members will participate in PLC's, addressing at least two areas of need, during the school year.	Agendas and sign in sheets from PLC sessions	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.

<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)
Design and structure the master schedule to provide time for teacher collaboration around student learning, to include a grade level, as well as, a content area focus.	Beginning: 08/15 Completion: 05/16	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:
Design and structure the master schedule to provide time for student intervention during the school day (all/any content areas).	Beginning: 08/15 Completion: 05/16	Principal or designee	Increase in time for all students to receive instruction in specific areas of need; EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	Published schedule; AIMSweb data	Fall: Winter: Spring:
Provide extended learning time, after school 2-3 days per week, and 2-4 weeks, during the summer, of enrichment activities focused on ELA, math, character development, team building and/or social skills development.	Beginning: 08/15 Completion: 05/16	Principal and Administrative Team	EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	MAP and AIMSweb data; Time Sheets	Fall: Winter: Spring:
Provide monetary compensation for teachers to participate in extended professional development on early release days.	Beginning: 08/15 Completion: 05/16	Principal and Administrative Team	Increase in time devoted to teacher development; EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	Agendas; Time Sheets	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)
Employ research-based English Language Arts curriculum and instructional practices to teach reading and writing thereby enhancing the reading and writing skills of students.	Beginning: 08/15 Completion: 05/16	Principal, Administrative Team, Reading Coach and Teachers	10%, 20% and 50% increase of student reading performance	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Employ research-based Math curriculum and instructional practices to teach math practices thereby enhancing the math skills of students.	Beginning: 08/15 Completion: 05/16	Principal, Administrative Team and Teachers	10%, 20% and 50% increase of student math performance	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Continue to utilize Explicit Direct Instruction (EDI), a strategic collection of instructional practices that, when combined, help teachers deliver well-crafted lessons that explicitly teach grade-level content to all students, in all content area classrooms 4K-6th Grades for the mastery of all core subjects as outlined in Framework for 21st Century Learning.	Beginning: 08/15 Completion: 05/16	Principal, Administrative Team and Teachers	EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Provide new, updated technology to enhance the current instructional framework in place at HKTE in order to increase student engagement.	Beginning: 08/15 Completion: 05/16	District Director of Technology, Principal and Computer Lab Manager/Technology Integration Specialist	Classroom observations will reflect an increase in student time on task and engagement.	Classroom observation reports	Fall: Winter: Spring:
Continue using Response to Intervention in the areas of reading and math where additional instruction, using research-based interventions and approaches, in deficit areas is provided in a small group setting.	Beginning: 08/15 Completion: 05/16	Principal, Administrative Team, Interventionists and Teachers	EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	MAP and AIMSweb data	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.

<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)
Conduct scheduled formative assessments to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Beginning: 08/15 Completion: 05/16	Principal, Administrative Team, Interventionists and Teachers	10, 20, and 50% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Every student in grades 4K-6th will be screened in the areas of reading and math three times during the school year, using AIMSweb, to assist in determining students who need Tier II and Tier III intervention support in order to successfully master state standards. AIMSweb will also be used to monitor the progress of those students receiving intervention services every two weeks.	Beginning: 08/15 Completion: 05/16	Principal, Administrative Team, Interventionists and Teachers	EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	AIMSweb data reports	Fall: Winter: Spring:
Summative assessments in the form of Quarterly Benchmarks will be utilized in each content area in order to gauge student progress towards meeting benchmark on the state assessment.	Beginning: 08/15 Completion: 05/16	Chief Instructional Officer, Principal, Administrative Team and Teachers	EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	Results from Summative Assessments	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)
Implement the discipline policy consistently among all classrooms and other school learning environments (cafeteria, intervention classes, etc.).	Beginning: 08/15 Completion: 05/16	Principal, Administrative Team, Teachers and Other School Staff	10% reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:
Continue to utilize Positive Behavior Intervention & Supports (PBIS) throughout all grade levels and content areas 4K-6th Grades.	Beginning: 08/15 Completion: 05/16	Principal, Administrative Team, Teachers and Other School Staff	10% reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:
Provide curriculum designed by Gary Chapman, author of <u>The 5 Love Languages</u> and co-author of <u>The 5 Appreciations at Work</u> , for faculty, students and parents focused on self-awareness, appreciation of others and community building through increased understanding of different styles of communication.	Beginning: 08/15 Completion: 05/16	Principal	A teacher survey will reflect a 10% increase in the percentage of teachers satisfied as compared with the results of the 2014-2015 surveys given by the SC State Department of Education.	Teacher survey results	Fall: Winter: Spring:
Provide an "Excellence Facilitator", as HKTE's theme is for the 2015-2016 school year is "Excellence Everyday...NO EXCUSES", who will provide assistance to students having difficulty with meeting behavioral expectations during the day. The facilitator will provide academic and behavior tutoring both in the classroom and in a separate setting, depending on the needs of the student.	Beginning: 08/15 Completion: 05/16	Principal	10% reduction in repeated disciplinary infractions by the same students; EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	Discipline referral data log; MAP and AIMSweb data	Fall: Winter: Spring:
Provide opportunities in a high quality arts program in which all students can participate in order to increase academic outcomes, as outlined by current research on the impact of arts on other curricular areas.	Beginning: 08/15 Completion: 05/16	Principal and Related Arts Teachers	EOY student data will reflect continued progress towards decreasing our Tier III students in reading and math	Formative and summative assessment measures; State assessments	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)
Communicate grade-level/course expectations and individual student achievement status to families.	Beginning: 08/15 Completion: 5/16	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	Fall: Winter: Spring:
Provide Professional Development for teachers in the area of Customer Service and Building Relationships.	Beginning:08/15 Completion:05/16	Principal and Administrative Team	Student and parent surveys will reflect a 10% increase in the percentage of students and parents satisfied as compared with the results of the 2014-2015 surveys given by the SC State Department of Education.	Student and Parent Satisfaction Survey Results	Fall: Winter: Spring:
Provide opportunities for families and community members to participate in school-based activities, both during the school day and after school hours.	Beginning: 08/15 Completion: 5/16	Principal, Administrative Team and Faculty and Staff	Increase the percentage of families and community members participating in school activities	Agendas; Sign-ins; Surveys from events	Fall: Winter: Spring:
Provide workshops for parents in assisting their children in being successful at school, as it relates to academics and interpersonal relationships.	Beginning: 08/15 Completion: 5/16	Principal, Guidance Counselor, Parenting Coordinator and Teachers	Parents receive tips and strategies that help students become more successful	Agendas; Sign-ins; Workshop surveys	Fall: Winter: Spring: