



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:	?	
Is this a revision?	No	
School:	Johnson Middle School	
District:	Florence County School District Four	
Responsible Party	Print Name	Signature
Principal:	Langston Brown	
Title I Coordinator or District Liaison:	Robert McDonald	
Superintendent:	Andre' Boyd, PhD	

School/District Information

School name:	Johnson Middle School
School telephone number:	843-346-4586
School mailing address:	304 Kemper St., Timmonsville, SC 29161
School website URL:	www.florence4.k12.sc.us
Year current building was built:	2000
School district:	Florence Four
Principal:	Langston Brown
Number of years principal at school:	1
Number of principals in previous five years:	4
Superintendent:	Dr. Andre' Boyd
Number of years as superintendent in district:	3
Number of superintendents in previous five years:	4
School Board of Trustees Chairperson:	Mrs. Lille Joe
Number of years as chairperson:	4
Number of members of School Board of Trustees:	7
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	\$42,017
Average salary of principals in district:	\$75,000
Average salary of district-level administrators:	\$80,000

Background Information

Intervention Statement	Provide a description of what indicators led to the identification of your school for intervention.	Johnson Middle School (JMS) has been identified as a school “At-Risk”, even though JMS showed a growth rating for 2014, JMS has had (5) consecutive years of reported low test scores. In addition, according to ESEA, Federal Accountability System, JMS has received a grade of “F”. The teacher turnover rate has been 0% while the school has had (4) principals within the last (4) years. JMS has also had (4) superintendents within the last (4) years.
Description of Root Causes	Summarize data relative to the root causes of your school’s underperformance.	JMD did not meet the state’s objective of classes taught by highly qualified teachers; the data showed 43.2%. JMS is a Title One priority school, one of the 5% lowest performing schools. The 2014 School Report Card showed 57.2% of students not met in ELA, 65.5% not met in Math, 58.5% not met in Science, and 61.3% not met in Social Studies.

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)
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:
Implement middle level philosophy/practices to improve instruction and student learning	Beginning: 8/15 Completion: 6/16	Principal Administrator	The school staff will be able to articulate and implement the school's middle-level philosophy/practices.	Lesson Plan Review Classroom Observations Benchmarks Data ACT Test Data	
Network with other principals by joining SCASA and SCAMLE professional organizations	Beginning: 8/15 Completion: 6/16	Principal Administrator	Active membership/participation in professional organizations	Membership Identification	
Attend SCAMLE Conference and SCASA Summer Leadership	Beginning: 8/15 Completion: 6/16	Principal Administrator	Active conference participation to improve leadership knowledge and skills	Registration Conference Renewal Attendance Points	
Provide professional development opportunities, team building, power school	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase implementation of best practices observed in classrooms; accurate performance of Power School functions	Observation Data PowerSchool Data	
Provide ongoing classroom observations and visitations	Beginning: 8/15 Completion: 6/16	Principal Administrator	Daily log of classroom observations/visitations to improve instruction	Observation Data Teacher Evaluations	
Select Principal Mentor	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in knowledge of leadership skills/practices	Observation Data, Calendar of event	

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:
Provide professional development in standards emphasis	Beginning: 09/15 Completion: 06/16	Principal Administrator	Increase in observed use/implementation of research based instructional practices in classrooms	Observation data Staff Evaluations on file	
Provide professional development in lesson plans, pacing guides, and curriculum maps	Beginning: 09/15 Completion: 06/16	Principal Administrator	Increase in observed use/implementation of research based instructional practices in classrooms	Observation data Staff Evaluations on file	
Use TE21 Benchmarks and Score 21 Assessments	Beginning: 09/15 Completion: 06/16	Principal Administrator	Increase in observed use/implementation of research based instructional practices in classrooms	Observation data Staff Evaluations on file	
Participate in Building Capacity through Teacher Leadership (Saturday-PD)	Beginning: 09/15 Completion: 06/16	Principal Administrator	Increase in observed use/implementation of research based instructional practices in classrooms	Observation data Staff Evaluations on file	
Implement DATA notebook to drive instruction	Beginning: 09/15 Completion: 06/16	Principal Administrator	Increase in observed use/implementation of research based instructional practices in classrooms	Observation data Data notebooks	
Provide(schedule) Summer Institute for teachers	Beginning: 09/15 Completion: 06/16	Principal Administrator	Increase in observed use/implementation of research based instructional practices in classrooms	Observation data Staff Evaluations on file	

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:
Redesign and structure the master schedule to create teams with a common planning and provide more electives for students to improve student learning.	Beginning: 8/15 Completion: 6/16	Principal, Administrator Career Counselor	Increase in teacher/team meetings, collaboratively review lesson plans, data-driven instruction, and enhance team-teaching.	Printed schedule; team agenda, sign-in sheet, team meeting, and collaboration notes	
Implement after-school tutoring	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in student participation	Student sign-in sheet Teacher attendance sheet Digital Photos	
Provide summer enrichment for students	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in student participation	Student sign-in sheet Teacher attendance sheet Digital Photos	
Implement Saturday Professional Development	Beginning: 8/15 Completion: 6/16	Principal Administrator	Teacher attendance and active participation in the professional development	Teacher sign-in sheet Digital photos	
Provide professional development opportunities for IPADs and SMART TV.	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase of technology integration in the classrooms	Lesson plans Classroom Observation	

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)
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:
Provide professional development for unpacking the standards with curriculum specialists	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in observed use/implementation of research based instructional practices in classrooms	Approved progress monitoring; Formative and summative assessment measures; State assessments	
Provide learning styles/brain-based professional development	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in observed use/implementation of research based instructional practices in classrooms	Approved progress monitoring; Formative and summative assessment measures; State assessments	
Provide project-based learning and STEM professional development	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in observed use/implementation of research based instructional practices in classrooms	Approved progress monitoring; Formative and summative assessment measures; State assessments	
Implement Project-Lead-the Way (PLTW).	Beginning: 8/15 Completion: 6/16	Principal Administrator Teacher	Student participation in new elective class offering.	Classroom observation Digital Photos	

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)
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:
Provide professional development to analyze benchmarks, PASS, ACT data.	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in students' performance/passage rate	State Assessments	
Provide professional development to effectively utilize power school reports-attendance, test scores, discipline and grades to inform decisions.	Beginning: 8/15 Completion: 6/16	Principal Administrator	Accurate use of power school functions	Power school 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.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (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 "Teach-To's" to include classroom, grade, and school-wide procedures	Beginning: 8/15 Completion: 6/16	Principal Administrator	Decrease in disciplinary infractions	Discipline referral data log	
Provide incentives for students and staff, based on attendance and citizenship	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in student and teacher satisfaction with school climate	Discipline referral data log; satisfaction surveys	
Implement student events/staff competitions, and club activities	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in student and teacher satisfaction with school climate	Satisfaction surveys; Digital Photos	
Implement character education opportunities	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in student and teacher satisfaction with school climate	Satisfaction surveys; Discipline referral data log	
Implement research-based instructional software to enhance student learning	Beginning: 8/15 Completion: 6/16	Principal Administrator	Improvement of teachers' and students' knowledge to use instructional software to enhance student learning	Software data Assessment data	

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:
Implement Open house to showcase the school to parents and the community	Beginning: 8/15 Completion: 6/16	Principal Administrator District Coordinator	Increase of parent participation	Parent Sign-In Sheet	
Promote Active SIC and PSTA	Beginning: 8/15 Completion: 6/16	Principal Administrator SIC/PSTA President	Increase in parent/community satisfaction with the school climate	Satisfaction survey; Parent Sign-In Sheet	
Provide parent workshops to include, but not limited to parent 101, cyberbullying, test-taking skills	Beginning: 8/15 Completion: 6/16	Principal Administrator Title I Coordinator	Increase in Parent participation	Parent Sign-In Sheet	
Build relationships with businesses and the community	Beginning: 8/15 Completion: 6/16	Principal Administrator Career Counselor	Business and community participation and support	Sign-In Sheet; log of volunteer hours	
Implement a career fair and provide college tour opportunities	Beginning: 8/15 Completion: 6/16	Principal Administrator Career Counselor	Increase in student participation in career/college opportunities	Student Sign-In Sheet	
Identify student mentors, student-tutoring program	Beginning: 8/15 Completion: 6/16	Principal Administrator Guidance Counselor	Increase in student satisfaction with school climate	Satisfaction surveys; Digital Photos	
Provide activities to promote communication/notification to parents such as movie night, etc.	Beginning: 8/15 Completion: 6/16	Principal Administrator	Increase in parent/family participation	Sign-In Sheet Digital Photos	

