



# Division of Innovation and Effectiveness Office of School Transformation

## Challenge to Achieve Plan

Identification Status:	Federal Priority, Federal Focus or State Priority	
Year of cohort or identification:	2015-2016	
Date of submission:	August 4, 2015	
Is this a revision?	No	
School:	Luther Vaughan Elementary School	
District:	Cherokee County School District	
Responsible Party	Print Name	Signature
Principal:	Janice M. Keller	
Title I Coordinator or District Liaison:	Martha Blackwood	
Superintendent:	Dr. Quincie Moore	

## School/District Information

<b>School name:</b>	<b>Luther Vaughan Elementary School</b>
<b>School telephone number:</b>	<b>864-206-6054</b>
<b>School mailing address:</b>	<b>192 Vaughan Road</b>
<b>School website URL:</b>	<b><a href="http://lve.cherokee1.k12.sc.us/pages/Luther_Vaughan_Elementary">http://lve.cherokee1.k12.sc.us/pages/Luther_Vaughan_Elementary</a></b>
<b>Year current building was built:</b>	<b>1975</b>
<b>School district:</b>	<b>Cherokee County School District</b>
<b>Principal:</b>	<b>Janice M. Keller</b>
<b>Number of years principal at school:</b>	<b>1</b>
<b>Number of principals in previous five years:</b>	<b>2</b>
<b>Superintendent:</b>	<b>Dr. Quincie Moore</b>
<b>Number of years as superintendent in district:</b>	<b>4.2</b>
<b>Number of superintendents in previous five years:</b>	<b>2</b>
<b>School Board of Trustees Chairperson:</b>	<b>Cheryll Smith</b>
<b>Number of years as chairperson:</b>	<b>1</b>
<b>Number of members of School Board of Trustees:</b>	<b>9</b>
<b>Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):</b>	<b>\$49,076</b>
<b>Average salary of principals in district:</b>	<b>\$72,713</b>
<b>Average salary of district-level administrators:</b>	<b>\$80, 252</b>

## Background Information

<p><b>Intervention Statement</b></p>	<p>Provide a description of what indicators led to the identification of your school for intervention.</p>	<p><b>Luther Vaughan Elementary School is Title One school located in Cherokee County School District. The poverty rating is 98.5%, however, the school qualified for 100% free lunch due to the percentage of families receiving public assistance for food. A review of the last three years SC Report card indicates that the ESEA score remains in the “F” category meaning that the performance is substantially below the expectations of the state.</b>  <b>2012-33.6-F</b>  <b>2013-20.6-F</b>  <b>2014-43.1-F</b></p> <p><b>Information also indicated that the Absolute rating over the last three years was At-Risk.</b></p>		
<p><b>Description of Root Causes</b></p>	<p>Summarize data relative to the root causes of your school’s underperformance.</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>SC PASS data 2014</u></b></p> <p><b>ELA 57% Not Met</b>  <b>Math 60.3% Not Met</b>  <b>Science 68.4% Not Met</b>  <b>Social Studies 47.6 Not Met</b>  <b>Writing 42.1% Not Met</b></p> <p><b><u>SC PASS Data 2015</u></b></p> <p><b>Science-44.3%-Not Met</b>  <b>Social Studies-60.2%-Not Met</b></p> <p><b>Enrollment: 350</b></p> <p><b><u>Demographics</u></b>  <b>98.5% poverty rating</b></p> <p><b>Luther Vaughan has a diverse population with 48% African American, 31% Hispanic/Latino, 20% Caucasian, and 1% Asian.</b></p> <p><b>Due to the low socio-economic status the school’s primary grades are most important for filling the gap between home learning and readiness for school.</b></p> <p><b>Even though instruction at Luther Vaughan is data driven, there are still pockets of weakness</b></p> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>ACT/Aspire Preliminary Results 2015</u></b></p> <p><b>English-3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>-Close (Not ready)</b>  <b>Math- 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> –Close (Not ready)</b>  <b>Science-3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>-In need of</b>  <b>Writing-3<sup>rd</sup>, 4<sup>th</sup> -Close (Not Ready)</b>  <b>5<sup>th</sup> –In Need of Support</b></p> </td> </tr> </table>	<p><b><u>SC PASS data 2014</u></b></p> <p><b>ELA 57% Not Met</b>  <b>Math 60.3% Not Met</b>  <b>Science 68.4% Not Met</b>  <b>Social Studies 47.6 Not Met</b>  <b>Writing 42.1% Not Met</b></p> <p><b><u>SC PASS Data 2015</u></b></p> <p><b>Science-44.3%-Not Met</b>  <b>Social Studies-60.2%-Not Met</b></p> <p><b>Enrollment: 350</b></p> <p><b><u>Demographics</u></b>  <b>98.5% poverty rating</b></p> <p><b>Luther Vaughan has a diverse population with 48% African American, 31% Hispanic/Latino, 20% Caucasian, and 1% Asian.</b></p> <p><b>Due to the low socio-economic status the school’s primary grades are most important for filling the gap between home learning and readiness for school.</b></p> <p><b>Even though instruction at Luther Vaughan is data driven, there are still pockets of weakness</b></p>	<p><b><u>ACT/Aspire Preliminary Results 2015</u></b></p> <p><b>English-3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>-Close (Not ready)</b>  <b>Math- 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> –Close (Not ready)</b>  <b>Science-3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>-In need of</b>  <b>Writing-3<sup>rd</sup>, 4<sup>th</sup> -Close (Not Ready)</b>  <b>5<sup>th</sup> –In Need of Support</b></p>
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**among the grade levels. The school has a unique population including ESL, Special Education, and high poverty index, and it is imperative to offer a menu of instructional delivery options emphasizing small group and individual attention, however, all instructional staff are not consistently utilizing small group and individual instruction effectively due primarily to the need of further professional development in those areas. As teachers learn more about the new SC College and Career Ready Standards and begin to shift into teaching styles supporting the standards, an increase in teaching strategies requiring students to collaborate, self-reflect, and use critical thinking skills will emerge. But for now, some teachers are planning appropriately for these changes in student learning, and others are just beginning the process.**

**Lastly, the school recognizes the need to engage families in their children's education in meaningful ways. Several events were planned throughout the school year to involve the families. However, parent education is required for program improvement. Plans to employ a parenting coordinator to help assist in this area.**

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### 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 <small>(Provide a detailed description)</small>	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation <small>(for Transformation Coach only)</small>
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1. Establish an integrated team of staff members, students, parents, and community to collaboratively engage in revisiting the school's vision, renewal plan, and improvement goals for the school.	Beginning: 08/15 Completion: on-going	Principal and Leadership Team	Fall to Spring MAP data will reveal 80% of students showing a year's growth	MAP Data Reports	Fall: Winter: Spring:
2. Conduct on-going meetings of the school leadership team 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: on-going	Principal and Leadership Team	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Meeting Agendas Meeting Minutes MAP Data Records	Fall: Winter: Spring:
4. Provide support and resources to staff to enhance the quality of instruction at all levels resulting in improved student performance	Beginning: 08/15 Completion: on-going	Principal and Leadership Team	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Classroom Observations MAP Data Reports	Fall: Winter: Spring:
5. Create the master schedule for the school to include time for grade level planning, cross grade planning and focused coaching in areas to help improve student performance.	Beginning: 08/15 Completion: on-going	Principal and Leadership Team	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Classroom Observations Grade Level Team Meeting Minutes MAP Data Reports	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: 08/15 Completion: on-going	Principal, Coaches, and Leadership Team	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Observation data Coaching logs Staff evaluations MAP Data Reports	Fall: Winter: Spring:
2. Develop expectations and guidelines for the school outlining professionalism (according to the district policy guidelines) for all employees to better meet the needs of the students.	Beginning: 09/15 Completion: On-going	Principal, Coaches, and Leadership Team	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Observation data Coaching logs Staff evaluations MAP Data Reports	Fall: Winter: Spring
3. Provide support and resources to staff to enhance the quality of instruction at all levels resulting in improved student performance	Beginning: 08/15 Completion: on-going	Principal, Coaches, and Leadership Team	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Expenditures Log MAP Data Reports	Fall: Winter: Spring
4. Utilize the Reading Coach to assist teachers with lesson planning, small group instruction, Project Based Learning, and best practices in writing instruction.	Beginning: 08/15 Completion: on-going	Principal, Coach	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Observation data Coaching logs Staff evaluations MAP Data Reports	Fall: Winter: Spring
5. Implement a staff recognition and incentive program to reward outstanding achievement and practices.	Beginning: 08/15 Completion: on-going	Principal, Coach, Leadership Team	At least 25% of the staff will be recognized each nine weeks.	Observation Data Staff Attendance Staff Evaluations MAP Data Reports Report Card	Fall: Winter: Spring
6. Develop and provide professional development training for maintaining positive rapport, integration of data into planning, guided reading instruction, and Project Based Learning.	Beginning: 08/15 Completion: on-going	Principal and Leadership Team	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Classroom Observations Sign-in sheets MAP Data Reports	Fall: Winter: Spring:
7. Conduct bi-monthly book studies that will allow for increased professional training in ELA instruction.	Beginning: 0815 Completion: 06/16	Principal Certified Staff Reading Coach	100% certified staff will obtain reading endorsement	Course Syllabus Attendance Data Class Observations	Fall: Winter: Spring

<p>8. Conduct training to focus on the integrity of South Carolina College and Career Ready Standards by unpacking grade level standards and aligning curriculum, objectives, lessons by grade level and content.</p>	<p>Beginning: 08/15 Completion: on-going</p>	<p>Principal Coach District Office Staff</p>	<p>Fall to Spring MAP data will reveal 80% of students showing a year's growth</p>	<p>SC College and Career ready Standards Lesson Plans Classroom Observations MAP Data Records Sign-In-Sheets</p>	<p>Fall: Winter: Spring</p>
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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)
1. Design and structure the master schedule to provide time for teachers to meet and plan collaboratively about grade level specific content.	Beginning: 08/15 Completion: 0 6/16	Principal Classroom Teachers	Increase in teacher team meetings, consistency amongst the grade level, and collaboration about assessments and lessons	Master Schedule Grade Level Team Meeting Logs	Fall: Winter: Spring:
2. Design and structure the master schedule to provide time for intervention and enrichment opportunities for students.	Beginning: 08/15 Completion: 0 6/16	Principal Classroom Teachers	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Master Schedule Intervention Logs Enrichment Logs MAP Data Reports	Fall: Winter: Spring:
3. Provide an extended day program for students to participate in instructional activities for math, reading, and science, along with character building and health/wellness.	Beginning: 08/15 Completion: 06/16	Principal Boys and Girls Club Executive Director	Fall to Spring MAP data will reveal 80% of students showing a year's growth	MAP Data Report Attendance Data Report Cards	Fall: Winter: Spring:
4. Organize comprehensive opportunities for students in grades 5k-5 <sup>th</sup> grade that would help build a deeper understanding of concepts and skills.	Beginning: 0815 Completion: 06/16	Principal, Classroom Teachers Reading Coach	Fall to Spring MAP data will reveal 80% of students showing a year's growth	MAP Data Report Classroom Observations Student Work Samples Teacher and Parent Surveys	Fall: Winter: Spring:
5. Continue offering Summer Academy for students at-risk to participate in instructional activities in ELA and math.	Beginning 07/16 Completion 07/16	Principal Instructional Interventionist	Students attending Summer Academy will show growth from their Spring 2016 MAP scores to their 2016 Fall	MAP Data Report Report Cards	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. Employ research-based reading curriculum and instructional practices to teach reading and enhance the reading skills of students.	Beginning: 08/15 Completion: on-going	Principal Reading Coach	Fall to Spring MAP data will reveal 80% of students showing a year's growth	MAP Data Records PD Sign-In Sheets Lesson Plans Classroom Observations	Fall: Winter: Spring
2. Employ research-based reading curriculum and instructional practices to teach reading and enhance the mathematics skills of students.	Beginning: 08/15 Completion: on-going	Principal Reading Coach	Fall to Spring MAP data will reveal 80% of students showing a year's growth	MAP Data Records PD Sign-In Sheets Lesson Plans Classroom Observations	Fall: Winter: Spring
3. Utilize the Reading Coach to assist teachers with lesson planning, small group instruction, Project Based Learning, and best practices ELA and Math instruction.	Beginning: 08/15 Completion: on-going	Principal Reading Coach	Fall to Spring MAP data will reveal 80% of students showing a year's growth	MAP Data Records Classroom Observations	Fall: Winter: Spring:
4. Incorporate the Profile of a SC Graduate World Class Knowledge, World Class Skills and Life and Career Characteristics into daily instruction.	Beginning: 08/15 Completion: on-going	Principal Coach, Guidance Counselor Classroom Teachers	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Lesson Plans Classroom Observations MAP Data Records	Fall: Winter: Spring
5. Align state required standards with teacher developed common formative and summative assessments.	Beginning: 08/15 Completion: on-going	Principal Classroom Teachers Reading Coach	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Lesson Plans Classroom Observations Formative and Summative Test Data	Fall: Winter: Spring
6. Utilize reading interventionist to assist teachers with providing support to at-risk students in grades 5K-5 <sup>th</sup> grade in ELA.	Beginning: 08/15 Completion: on-going	Principal, Interventionist, and Leadership Team	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Observation data MAP Data Reports Reading Interventionist Logs	Fall: Winter: Spring
7. Provide materials to support literacy, mathematics, and high-yield instructional practices across the school. Materials may include books for classroom libraries, materials for reading centers, overall	Beginning: 08/15 Completion: on-going	Principal Classroom Teachers Reading Coach Reading	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Lesson Plans Classroom Observations MAP Data Records Purchase Invoices	Fall: Winter: Spring

balanced literacy programs, and identified struggling readers. Materials may also include kits for Reading Intervention rooms, assessments, and grade level running records materials.		Interventionist			
8. Utilize Technology Integrators to assist teachers with the incorporation of iPads, promethean boards, net books, documents, etc.	Beginning: 08/15 Completion: on-going	Principal Coach Technology Integrators Classroom Teachers	Teachers and students will move from the entry level to the developing level on the Technology TIP rubric implemented by the district.	Lesson Plans Classroom Observations Technology TIP Rubric	Fall: Winter: Spring
9. Integrate one-to one technology skills for grade 5 students in order to ensure success as they move to the next level of education.	Beginning: 08/15 Completion: on-going	Principal Teachers Technology Integrators	Students will move from the entry level to the developing level on the Technology TIP rubric implemented by the district.	Lesson Plans Classroom Observations Technology TIP Rubric	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)
1. Conduct 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 Grade Level Teams Classroom Teachers	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Progress Monitoring MAP Data Records ACT/Aspire	Fall: Winter: Spring:
2. Provide common planning time for grade-level teachers and PLC activities including data decision making teams.	Beginning: 08/15 Completion: on-going	Principal Coach Classroom Teachers	Fall to Spring MAP data will reveal 80% of students showing a year's growth	Lesson Plans Classroom Observations Data Notebooks MAP Data Reports	Fall: Winter: Spring:
3. Utilize daily reflection reports for students to use to monitor their improvements and to share with parents	Beginning: 08/15 Completion: on-going	Classroom Teachers Students	Increase in the % parents and teachers satisfied with Home/School Relations by 10%.	Daily Reflection Sheets Parent Survey School Report Card	Fall: Winter: Spring:
4. Continue to utilize the School Intervention team to assist teachers with RtI interventions for students who are at-risk.	Beginning: 08/15 Completion: on-going	Principal RtI Team Classroom Teachers	100% of the students referred for placement higher than Tier 2 will be placed	RtI Team Notes and Logs Tier 2 records MAP Data Records	Fall: Winter: Spring:
5. Implement "Classworks" assessment system to assist in tracking progress and growth of students.	Beginning: 08/15 Completion: on-going	Principal Coach Classroom Teachers	Fall to Spring MAP data will reveal 80% of students showing a year's growth	"Classworks" Data Reports MAP Data Reports	Fall: Winter: Spring:
6. Continue the implementation of student incentive program to reward student growth and success.	Beginning: 08/15 Completion: on-going	Principal Coach Classroom Teachers	The number of students recognized for growth and success will increase from first nine weeks to fourth nine weeks.	Report Cards Awards Rosters	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. Update present PBIS program and ensure school wide participation.	Beginning: 09/15 Completion: 06/16	Principal Classroom Teachers School Staff	Increase in the number of students able to attend the nine weeks incentive program by 25%.	PBIS Record Sheets	Fall: Winter: Spring:
2. Implement "Bucket Filler" program to help encourage positive student and staff interaction.	Beginning 09/15 Completion: on-going	Principal Guidance Counselor Classroom Teachers	Increase in the % of students, staff and parents satisfied with the school environment by 10%	Guidance Referrals for bullying Bucket Filler Record Sheets	Fall: Winter: Spring:
3. Host opportunities for family and community involvement such as Walk to School, Student Recognition Programs, Family Literacy Night, Back to School Celebration.	Beginning: 09/15 Completion: 06/16	Principal Parenting Coordinator Guidance Counselor	Increase in the % parents and teachers satisfied with Home/School Relations by 10%.	Sign-in Sheets Parent Survey School Report Card	Fall: Winter: Spring:
4. Hire a Parenting Coordinator to promote family events and to help parents and the community become active partners with the school.	Beginning: 08/15 Completion: on-going	Principal Parenting Coordinator	Increase in the number of parents and community members attending special events at the school by 25%. Increase the number of mentors and volunteers to the school by 25%.	Sign-in-Sheets School Report Card Parent Surveys Volunteer Sign-in Sheets	Fall: Winter: Spring:
5. Encourage positive citizenship by providing jobs for students to do around the school such as hall monitor, door greeter, and recycling team.	Beginning: 08/15 Completion: On-going	Principal Guidance Counselor Sponsors	Increase the percentage of students who are satisfied with the school environment by 10%.	Job Applications from students Student Surveys School report Card	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. Utilize daily reflection reports for students to use to monitor their improvements and to share with parents	Beginning: 08/15 Completion: on-going	Classroom Teachers Students	Increase in the % parents and teachers satisfied with Home/School Relations by 10%.	Daily Reflection Sheets Parent Survey School Report Card	Fall: Winter: Spring
2. Host opportunities for family and community involvement such as Walk to School, Student Recognition Programs, Family Literacy Night, Back to School Celebration.	Beginning: 09/15 Completion: 06/16	Principal Parenting Coordinator Guidance Counselor	Increase in the % parents and teachers satisfied with Home/School Relations by 10%.	Sign-in Sheets Parent Survey School Report Card	Fall: Winter: Spring:
3. Hire a Parenting Coordinator to promote family events, implement a mentor program, and to help parents and the community become active partners with the school.	Beginning: 08/15 Completion: on-going	Principal Parenting Coordinator	Increase in the number of parents and community members attending special events at the school by 25%. Increase the number of mentors and volunteers to the school by 25%.	Sign-in-Sheets School Report Card Parent Surveys Volunteer Sign-in Sheets	Fall: Winter: Spring:
4. Continue to work with business partners such as local churches, businesses, and onsite parenting coordinator to develop and strengthen the relationship between home and school.	Beginning: 08/15 Completion: on-going	Principal Parenting Coordinator	Increase the number of business partners by 10%.	Parenting Survey School Report Card Sign-in Sheets	Fall: Winter: Spring