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:	2013	
Date of submission:	August 10, 2015	
Is this a revision?	Yes or No- No	
School:	Blenheim Elementary School	
District:	Marlboro County School District	
Responsible Party	Print Name	Signature
Principal:	Stacey Barrineau	Stacey Barrineau
Title I Coordinator or District Liaison:	Dannie H. Blair	Dannie H. Blair
Superintendent:	Dr. Helena Tillar	Helena Tillar

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School/District Information

School name:	Blenheim Elementary School
School telephone number:	(843) 528-1492
School mailing address:	143 Highland Street, Blenheim, SC 29516
School website URL:	http://bems.marlboro.k12.sc.us
Year current building was built:	2012
School district:	Marlboro County School District
Principal:	Stacey Barrineau
Number of years principal at school:	0
Number of principals in previous five years:	3
Superintendent:	Dr. Helena Tillar
Number of years as superintendent in district:	4 years 6 months
Number of superintendents in previous five years:	2
School Board of Trustees Chairperson:	Lucy Parsons
Number of years as chairperson:	5 years 6 months
Number of members of School Board of Trustees:	9
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	$42,493
Average salary of principals in district:	$68,175
Average salary of district-level administrators:	$68,175

Background Information

Intervention Statement	Provide a description of what indicators led to the identification of your school for intervention.	Blenheim Elementary School continues to remain at an At-Risk status. More than 50% of the students did not meet standard and or demonstrate adequate yearly progress in English Language Arts, Mathematics, science or social studies.
Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	Blenheim Elementary School is located in Marlboro County South Carolina which is characterized by extreme poverty. Current data revealed that 99.8 percent of the students at Blenheim received free or reduced price meals during school year 2014-15. This alone presents a significant challenge for the Blenheim School family. Additionally, parental participation is minimal because of transportation and working issues. Many students are being raised by a single parent or grandparent and some have deep emotional scars. Some students require rehabilitative behavioral health services and many others have demonstrated a lessened interest in school and classwork which is characterized by their low performance in class and on standardized tests. Research dating back to the Coleman Study of 1965 and current work done by the Poverty Institute at Francis Marion University indicated that poverty is a prime factor that contributes to the lack of success for many school students. As indicated in the table below, students at Blenheim continue to struggle in the core subject areas. During school year 2014-15, only 37.9% of the students at Blenheim scored Ready or Exceeding in English; 11.0% scored Ready or Exceeding in Math; 15.7% scored Ready or Exceeding in Reading; 11.3% scored Ready or Exceeding in Writing; and 15.9% scored Ready or Exceeding in ELA as measured by the ACT Aspire Test. Regarding Science and Social Studies, the SCPASS data for school year 2014-15 revealed that 26.8% of the students scored Met or Exemplary in Science and 30.8% scored Met or Exemplary in Social Studies. Recent studies done at John Hopkins University revealed that students from high poverty areas need lessons that are rigorous and engaging, relevant and meaningful, and that are taught by educators who understand and know how to build relationships with students and parents. A review of school documents revealed that a high turnover in school staff, especially school leadership, has prevented the school from consistently embracing and implementing these concepts.

2014-2015 ACT Aspired Data:

	English Scaled Scores	Mathematics Scaled Scores	Reading Scaled Scores	Writing Scaled Scores	ELA Readiness
Need Support	68	186	185	120	243
Close	138	104	94	162	
Ready	94	28	46	32	2
Exceeding	32	8	6	4	44
Not Score-able					10

SC PASS:

	Science	Social Studies
Not Met 1	113	103
Not Met 2	108	110
Met	74	77
Exemplary 1	6	14
Exemplary 2	1	4

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)
Reaffirm commitment to 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:
Provide a Summer Institute prior to the beginning of the 2015 -16 school year to (a) provide team building activities to foster and enhance interschool relationships among the entire staff, (b) enhance the staff's knowledge of State Standards and how they should be used to inform instruction, and (c) launch a school wide initiative to help students develop more self-discipline.	Beginning: 07/15 Completion: 10/15	Principal and Leadership Team	When asked, 90% of the school community will demonstrate (a) an increased sense of school unity, (b) an enhanced knowledge of State Standards and how they should be used to inform instruction, and (c) Knowledge of the schools initiative to help students develop self-discipline.	Survey	Fall: Winter: Spring:
Continue to provide a district liaison to facilitate improved hiring practices; provide high quality and effective professional development; monitor fidelity of implementation of the chosen turnaround model and accompanying budget; and support improved family and community outreach.	Beginning: 08/15 Completion: 06/16	Executive Director Curriculum, Instruction and Assessment, District Liaison, Principal, and School Leadership Team.	25%, 35%, 50% and 80% increase in observed use/implementation of research-based instructional practices in the classroom.	Observational data feedback	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.

Indicators/Best Practice (Provide a detailed description)	**Timeline**	**Person(s) Responsible**	**Measurable Outcome**	**Measurement Tool**	**Status of Implementation** (for Transformation Coach only)
Continue implementation of the South Carolina Teacher Advancement Program (SC TAP) a comprehensive performance assessment and support system designed to measure staff performance and its impact on student learning.	Beginning: 08/15 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 staff development to teachers: Building Capacity Through Teacher Leadership/ Teacher Institute	Beginning: 08/15 Completion: 06/16	District Liaison, Principal, Coaches, and Leadership Team	When asked, 90% of the teachers and leadership team will demonstration and enhanced knowledge of leadership skills.	Survey	Fall: Winter: Spring
Provide "Unpacking the Standards Workshop" as part of the Summer Institute to help increase staff's knowledge of how to use State Standards to inform instruction.	Beginning: 07/15 Completion: 08/16	Principal, Coaches, and Leadership Team	When asked, 90% of the school community will demonstrate an enhanced knowledge of State Standards and how they should be used to inform instruction.	Survey	Fall: Winter: Spring
Utilize Data Notebooks to help inform instructional decisions.	Beginning: 07/15 Completion: 08/16	Principal, Coaches, and Leadership Team	When observed, 100% of the instructional staff will demonstrate use of the Data Notebooks to inform instructional decisions.	Observations	Fall: Winter: Spring
Utilize "Time to Teach" as a book study during PLC's	Beginning: 08/15 Completion: 06/16	Cluster/PLC's	When observed, 90% of the instructional staff will demonstrate effective integration of *Time to Teach* strategies as part of their classroom management routine.	Teacher and Staff observation instruments.	Fall: Winter: Spring
Provide opportunities for teachers and administration to attend state and national conferences that promote teachers as leaders and facilitators of instruction.	Beginning: 08/15 Completion: 07/16	Principal, Coaches, and Leadership Team	When asked, 90% of the teachers and leadership team will demonstrate an enhanced knowledge of	Observations	Fall: Winter: Spring

			leadership skills.		
Continue to provide leadership team with a district level mentor with experience moving schools forward in all areas of the school environment who will coordinate training for all members of the school leader ship team such as: principal, assistant principals, grade level master /mentor teachers, teachers, reading coach, and support staff.	Beginning: 08/15 Completion: 06/15	Principal, Coaches, and Leadership Team	When asked, 90% of the school community will demonstrate deep knowledge and understanding of techniques designed to enhance students learning and how to work with each other and the community to provide high quality service to students	Observations	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)
Develop and revise the school's schedule to provide for common planning periods to enhance the effectiveness of Professional Learning Communities.	Beginning: 09/15 Completion: 06/16	Principal, Coaches, Leadership Team	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:
Develop and revise the school's extended day schedule to include time for Front Loading, Read 180, I Read, Systems 44 and Academic Clubs	Beginning: 08/15 Completion: 06/16	Principal, Coaches, Leadership Team	Increase the percentage of students who score ready on state wide testing.	ACT Aspire/ SC PASS and other applicable State Assessment	Fall: Winter: Spring
Continue to provide academic enrichment and refinement to students through summer school	Beginning: 06/16 Completion: 08/16	Principal, Coaches, Leadership Team	Increase the percentage of student who score ready on state wide testing	ACT Aspire/ SC PASS and other applicable State Assessment	Summer:

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)
Provide ongoing professional development on "Unpacking the Standards" to help increase staff knowledge of how to use State Standards to inform instruction.	Beginning: 08/15 Completion: 06/16	Principal, Coaches, and Leadership Team	When asked, 90% of the instructional staff will demonstrate an enhanced knowledge of State Standards and how they should be used to inform instruction.	Survey	Fall: Winter: Spring:
Employ research-based reading curriculum and instructional practice to teach reading and enhance the reading skills of students	Beginning: 08/15 Completion: 06/16	Principal, Coaches, and Leadership Team	Increase the percentage of students who score ready on state wide testing by 10%, 20% and 30%	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring
Utilize Computer-based Instruction (Read 180) to improve achievement of students reading one grade below grade level.	Beginning: 08/15 Completion: 06/16	Principal, Coaches, and Leadership Team	Increase the percentage of students who score ready on state wide testing by 10%, 20% and 30%	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring
Utilize Computer-based Instruction (System 44) to improve achievement of students reading two or more grades below grade level.	Beginning: 08/15 Completion: 6/15	Principal, Coaches, and Leadership Team	>30% increase in students' 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 and enhance the math skills of students.	Beginning: 08/15 Completion: 6/15	Executive Director Curriculum, Instruction and Assessment, Principal, and Math Lead Teacher	> 30% increase in students' math performance	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring

Provide materials and supplies including LEGO Mind Craft Robots for the STEM program.	Beginning: 08/15 Completion: 06/16	Principal, Coaches, and Leadership Team	Increase the percentage of students who score ready on state wide testing by 10%, 20% and 30%	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring
Utilize and provide professional development on TE21 Benchmark testing and pacing guides.	Beginning: 08/15 Completion: 06/16	Principal, Coaches, and Leadership Team	Increase the percentage of students who score ready on state wide testing by 10%, 20% and 30	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring
Provide professional development on reading recovery techniques and brain based instruction.	Beginning: 08/15 Completion: 06/16	Principal, Coaches, and Leadership Team	Increase the percentage of students who score ready on state wide testing by 10%, 20% and 30%	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring

Employ research-based science curriculum and instructional practices to teach science and enhance the science skills of students.	Beginning: 08/15 Completion: 6/15	Executive Director Curriculum, Instruction and Assessment, Principal, and Science Lead Teacher	> 30% increase in students' science performance	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Employ research-based social studies curriculum and instructional practices to teach social studies and enhance the social studies skills of students.	Beginning: 08/15 Completion: 6/15	Executive Director Curriculum, Instruction and Assessment, Principal, and Social Studies Lead Teacher	> 30% increase in students' social studies performance	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Provide Tutors for Math and Reading	Beginning: 09/15 Completion: 04/16	District Liaison Principal	> 30% increase in students' performance in reading and math	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Provide Field trips for students to attend College to help promote Career Readiness.	Beginning: 09/15 Completion: 03/16	Principal, Leadership	90% of parents and students will be able to discuss the	Survey	Fall: Winter:

		Team	value of the Fieldtrips in an Essay		Spring:
Provide Field Study opportunities in all content areas including "STEM."	Beginning: 10/15 Completion: 05/16	Principal, School Curriculum Team	90% of parents and students will be able to discuss the value of the Fieldtrips in an Essay	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Provide instructional materials to enhance the academic program: Robotics materials for the "STEM" Program, Hands on manipulatives, Computers, etc	Beginning: 08/15 Completion: 6/15	Principal, School Curriculum Team	>30% increase in students' science performance	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring
Implement Teachers Leaders Special Project	Beginning :08/15 Ending: 06/15	District Liaison Principal Teachers	>30 % increase in students' performance reading, math, Science and SS	Approved progress monitoring; Formative and summative assessment measures; State assessments	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.

Indicators/Best Practice (Provide a detailed description)	**Timeline**	**Person(s) Responsible**	**Measurable Outcome**	**Measurement Tool**	**Status of Implementation** (for Transformation Coach only)
Conduct formative and mid-year assessments (District Benchmark and other approved tests) 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 30% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Utilize Power School to generate reports on student achievement, attendance and discipline to effectively gauge students' progress and inform decisions at the classroom and team levels.	Beginning: 09/15 Completion: 06/16	Principal and Teams	10%, 20%, and 30% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring
Provide staff development on how to drill down and effectively use data to improve instruction.	Beginning: 08/15 Completion: 06/16	Principal and Teams	10%, 20%, and 30% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring
Utilize appropriate assessment to identify students dominate learning style to help inform instructional decisions.	Beginning: 08/15 Completion: 06/16	Principal and Teams	10%, 20%, and 30% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring
Utilize and provide professional development on TE21 Benchmark testing and pacing guides	Beginning: 08/15 Completion: 06/16	Principal and Teams	10%, 20%, and 30% increase in number of students reaching established targets	Formative assessment measures; State assessment	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.

Indicators/Best Practice (Provide a detailed description)	**Timeline**	**Person(s) Responsible**	**Measurable Outcome**	**Measurement Tool**	**Status of Implementation** (for Transformation Coach only)
Provide a Summer Institute prior to the beginning of the 2015-16 school year to (a) provide team building activities to foster and enhance interschool relationships among the entire staff and (b) launch a school wide initiative to help students develop more self-discipline.	Beginning: 07/15 Completion: 08/15	Principal and Leadership Team	When asked, 90% of the school community will demonstrate (a) an increased sense of school unity, (b) an enhanced knowledge of State Standards and how they should be used to inform instruction, and (c) knowledge of the school's initiative to help students develop self-discipline.	Survey	Fall: Winter: Spring:
Utilize *Time to Teach* as a book study during PLCs.	Beginning: 08/15 Completion: 06/16	PLCs	When observed, 90% of the instructional staff will demonstrate effective integration of *Time to Teach* strategies as part of their classroom management routine.	Teacher and Staff observation instruments.	Fall: Winter: Spring:
Implement the discipline policy consistently among all classrooms and other school and/or learning environments (cafeteria, intervention classes, field trips, etc.).	Beginning: 08/15 Completion: 6/15	Principal, Teachers and other school staff	35% reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:
Develop a Climate Control Group to evaluate and create an environment that is safer and more inviting.	Beginning: 08/15 Completion: 6/15	Principal, Teachers and other school staff	When asked, 90% of the school community will demonstrate an increased sense of school unity.	survey	Fall: Winter: Spring:
Purchase 2 technology carts with wireless printer and 25-30 one-to-one handheld devices to increase student access to technology for instructional purposes	Beginning: 08/15 Completion: 06/16	Principal, Teachers and other school staff	10%, 20%, and 30% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Teachers will create and maintain a classroom environment that is inviting and welcoming to students, parents and community members	Beginning: 08/15 Completion: 06/16	Principal, Teachers and other school staff	When asked, 90% of the school community will demonstrate an increased sense of school unity.	Walk through observations, checklist and photos	Fall: Winter: Spring

Implement a book of the month that will focus on Children's Defense Fund themes to promote self- awareness and build community.	Beginning: 08/15 Completion: 06/16	Principal, Teachers and other school staff	When asked, 90% of the school community will demonstrate an increased sense of school unity.	Walk though observation, checklist and surveys	

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)
Communicate grade-level/course expectations and individual student achievement status to families.	Beginning: 08/15 Completion: 6/15	Principal, Leadership team, Teachers	Family (parents, grandparents, guardian) articulate 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 Parent meetings twice a month.	Beginning: 08/15 Completion; 06/15	Principal, Title I Parent Coordinator	Family (parents, grandparents, guardian) articulate 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 Quarterly Family Nights focused on the State Standards.	Beginning: 08/15 Completion: 6/15	Principal, Leadership team, Teachers	Family (parents, grandparents, guardian) articulate 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 monthly Saturday Parent Academies focused on effective parenting skills.	Beginning: 08/15 Completion: 6/15	Principal, Leadership team, Teachers	Family (parents, grandparents, and guardian) articulate knowledge of Best Practices for Parenting.	Survey of random group of parents; Written communication to parents or family members	Fall: Winter: Spring:
Provide opportunities for parents to accompany students on four College and Career Readiness Field Trips.	Beginning: 08/15 Completion: 6/15	Principal, Leadership team, Teachers	Family (parents, grandparents, and guardian) articulate knowledge of	Survey of random group of parents; Written	Fall: Winter: Spring:

			requisite skills for college and career readiness and of opportunities available to students who graduate college and career ready.	communication to parents or family members	