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:	2013	
Date of submission:	August 10, 2015	
Is this a revision?	Yes or No – No	
School:	Clio Elementary Middle School	
District:	Marlboro County School District	
Responsible Party	Print Name	Signature
Principal:	Julia Cain	Julia Cain
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:	**Clio Elementary Mid**
School telephone number:	**843.586.9391**
School mailing address:	**2635 Highway 9 E Clio, South Carolina 29525**
School website URL:	**http://cem.marlboro.k12.sc.us**
Year current building was built:	
School district:	**Marlboro County School District**
Principal:	**Julia Cain**
Number of years principal at school:	**2**
Number of principals in previous five years:	**3**
Superintendent:	**Dr. Helena Tillar**
Number of years as superintendent in district:	**5**
Number of superintendents in previous five years:	**1**
School Board of Trustees Chairperson:	**Lucy Parsons**
Number of years as chairperson:	**3**
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?	A large number of students did not meet standard and/or demonstrate adequate improvement in English language arts (ELA), mathematics, science or social studies.
Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	School data revealed that during school year 2013-14, a large segment of students did not meet standard and/or demonstrate adequate improvement as measured by the South Carolina Palmetto Assessment of State Standards (SC PASS). The table below represents the percent of students who did not meet standard on the SC PASS during school year 2013-14. Regarding Academic Achievement, at least two in three students at Clio Elementary Middle School are not meeting standard on the science and social studies portions of the SC PASS examination; one in two students is not meeting standard on the ELA portion of SC PASS, and approximately one in two students is not meeting standard on the Math portion of SC PASS. As the chart below delineates, grade-level performance fluctuates between subject and year.

Table I. Academic Performance on SC PASS Percentage (%) Who did NOT Meet Standard

Grade Level	*ELA*			*Math*			*Science*	
	2013	2014		2013	2014		2013	2014
3rd Grade	45	24		61	44		n/a	42
4[t]Grade	50	60		47	62		52	71
5th Grade	17	36		25	48		n/a	n/a
6[th]Grade	53	40		63	54		n/a	n/a
7th Grade	43	64		71	56		90	72
8th Grade	48	47		40	47		53	n/a

At Clio Elementary Middle School, male students in fourth grade struggle in all content areas. African-American and impoverished students struggle across all subject areas in all grades. All subgroups struggle with science in all grades, and these same groups struggle with fourth grade ELA and Math.

Such data is informed by absences and discipline referrals, both of which can affect achievement and indicate a child's engagement in class or in school. For the 2013-14 school year, Clio

		Elementary Middle School registered 325 absences which included 118 days of out-of-school suspensions. A total of 97 students received discipline referrals. While discipline is not the primary problem at the school, when absences are incurred as a result of discipline, learning and performance are affected. As indicated in the table above, students in grades 3-8 who attend Clio Elementary Middle School in Marlboro County School District (MCSD) need extra help, engaging activities, and meaningful support to improve their academic achievement. Of particular note, CEM School serves high-need and a high-minority community which is typical of all schools in the district.

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 (Learning Targets), and (c) launch a school wide initiative to help students develop more self-discipline.	Beginning: 07/15 Completion: 04/16	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 (Learning Targets), and (c) knowledge of the school's initiative to help students develop self-discipline.	Survey	Fall: Winter: Spring:
Continue to provide for common planning periods to enhance the effectiveness of Professional Learning Communities.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	When asked, 90% of the school community will demonstrate deep knowledge and understanding of techniques designed to enhance students' achievement.	Survey	Fall: Winter: Spring:
Continue to provide a district liaison to facilitate improved hiring practices; provide high quality and effective professional development; monitor for fidelity of implementation of the chosen turnaround model and the accompanying budget; and support improved family and community outreach.	Beginning: 07/15 Completion: 06/16	Executive Director for Curriculum, Instruction, and Assessment, District Liaison, Principal,	25%, 35%, 50% and 80% increase in observed use/implementation of research-based instructional practices in classrooms	Observational data feedback	Fall: Winter: Spring:

		leadership team, teach			

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: 6/15	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 "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. Provide training to help teachers use "Learning Targets". Provide Opportunities for teachers and Administration to attend State and National Conferences. Continue follow up from "Unpacking the Standards Workshop" throughout the school year.	Beginning: 07/15 Completion: 04/16	Principal 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:

Continue Summer Institute to help increase staff's knowledge of how to use State Standards to inform instruction.					
Utilize Data Notebooks to help inform instructional decisions.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	When observed, 100% of the instructional staff will demonstrate use of Data Notebooks to help inform instructional decisions.	Observations	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:
A Liason between the school and district to provide and insure effective support, evaluation and incentive processes are in place.	Beginning: 08/15 Completion: 06/16	District Staff Principal	25%, 50% and 80% increase in observed use/implementation of research based instructional practices in classrooms	Survey	Fall: Winter: Spring:
Implement Teacher Leaders Special Project.	Beginning: 08/15 Completion: 06/16	District Staff Principal Teachers	25%, 50% and 80% increase in observed use/implementation of research based instructional practices in classrooms	Survey	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 or revise the school's schedule to provide for common planning periods to enhance the effectiveness of Professional Learning Communities.	Beginning: 07/15 Completion: 6/15	Principal, Coaches, and 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:
Provide Extended time during the after school hours to support student achievement.	Beginning: 06/16 Completion: 07/16	Principal, Leadership Team	Increased percent of students meeting standard on applicable State Assessment.	SC PASS and other applicable State Assessment	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 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's knowledge of how to use State Standards to inform instruction.	Beginning: 08/15 Completion: 6/15	Executive Director Curriculum, Instruction and Assessment, Principal, and Reading Coach	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 practices to teach reading and enhance the reading skills of students.	Beginning: 08/15 Completion: 6/15	Executive Director Curriculum, Instruction and Assessment, Principal, and Reading Coach	10%, 20% and 30% increase of student reading performance	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: 6/15	Executive Director Curriculum, Instruction and Assessment, Principal, and Reading Coach	>30% increase in students' reading performance	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	Executive Director Curriculum, Instruction and Assessment, Principal, and Reading Coach	>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:

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' 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 Team	90% of parents and students will be to discuss the value of the Fieldtrips in an Essay	Survey	Fall: Winter: 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 to discuss the value of the Fieldtrips in an Essay	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Provide instruction 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 in reading, math, Science and SS	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 Ending: 06/15	Principal, Leadership Team	Increase percentage of students that score ready on statewide testing by 10%, 20% or 30%	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring
Participate in the Building Capacity through Teacher Leadership Program	Beginning :08/15 Ending: 06/15	Principal, Counselor, reading coach, teachers, district liaison	10, 20% and 30% increase in benchmark data and other formative and summative data	Curriculum, instruction, and assessment plans from each session	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 MAP tests) to enable teachers to effectively gauge students' progress and inform instructional decisions at the classroom and team levels.	Beginning: 09/15 Completion: 6/15	Principal and Teams	10, 20, and 30% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Utilize PowerSchool to generate reports on students' achievement, attendance and discipline to effectively gauge students' progress and inform decisions at the classroom and team levels.	Beginning: 09/15 Completion: 6/15	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: 6/15	Principal and Teams	85% of the students reach established targets	Formative and 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.

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:
Provide staff that is highly qualified to work with students and train teachers in Behavior Modification Techniques.	Beginning: 08/15 Completion: 6/15	District Principal	Decrease the percentage of time students are out of class due to behavior by 10%, 20% or 30%.	Discipline referral data log	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.

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 requisite skills for college and career readiness and of opportunities available to students who graduate college and career ready.	Survey of random group of parents; Written communication to parents or family members	Fall: Winter: Spring: