



Division of Innovation and Effectiveness Office of School Transformation

Challenge to Achieve Plan

Identification Status:	State Priority School	
Year of cohort or identification:	2015-2016	
Date of submission:	June 30, 2015	
Is this a revision?	No	
School:	Estill Middle School	
District:	Hampton County School District 2	
Responsible Party	Print Name	Signature
Principal:	Mr. Kamar Lee	
Title I Coordinator or District Liaison:	Mrs. Devonna Youmans	
Superintendent:	Mr. Martin L. Wright	

School/District Information

School name:	Estill Middle School
School telephone number:	(803) 625-5200
School mailing address:	1450 Columbia Hwy. Suite B
School website URL:	http://hampton2ms.ss3.sharpschool.com/
Year current building was built:	2012
School district:	Hampton 2
Principal:	Mr. Kamar Lee
Number of years principal at school:	1st
Number of principals in previous five years:	4
Superintendent:	Mr. Martin L. Wright
Number of years as superintendent in district:	1
Number of superintendents in previous five years:	3
School Board of Trustees Chairperson:	Mrs. Daisy B. Orr
Number of years as chairperson:	2
Number of members of School Board of Trustees:	5 Members
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	
Average salary of principals in district:	
Average salary of district-level administrators:	

Background Information

Intervention Statement	Provide a description of what indicators led to the identification of your school for intervention?	Estill Middle School has been identified as a Priority School based on the schools failure to meet state academic performance standards. The high teacher turnover rate in key academic areas and the lack of consistent rigorous instruction provided by teachers, play a major part of the continuous underperformance.																														
Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	<p>Estill Middle School's test data validates the continuous underperformance of students.</p> <p>ESEA</p> <table border="1" data-bbox="667 638 1413 711"> <thead> <tr> <th>Year</th> <th>ESEA Grade</th> <th>Overall Score</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>F</td> <td>19.8</td> </tr> </tbody> </table> <p>South Carolina Report Card Rating</p> <table border="1" data-bbox="667 824 1990 979"> <thead> <tr> <th>Year</th> <th>Absolute Rating</th> <th>Growth Rate</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>At-Risk</td> <td>Below Average</td> </tr> <tr> <td>2013</td> <td>At-Risk</td> <td>Excellent</td> </tr> <tr> <td>2012</td> <td>At-Risk</td> <td>At-Risk</td> </tr> </tbody> </table> <p>2014 PASS Data</p> <table border="1" data-bbox="667 1088 1398 1317"> <thead> <tr> <th>Subject Area</th> <th>% Not Met</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>70.3%</td> </tr> <tr> <td>Math</td> <td>70.8%</td> </tr> <tr> <td>Science</td> <td>65.9%</td> </tr> <tr> <td>Social Studies</td> <td>75.9%</td> </tr> <tr> <td>Writing</td> <td>52.0%</td> </tr> </tbody> </table>	Year	ESEA Grade	Overall Score	2014	F	19.8	Year	Absolute Rating	Growth Rate	2014	At-Risk	Below Average	2013	At-Risk	Excellent	2012	At-Risk	At-Risk	Subject Area	% Not Met	ELA	70.3%	Math	70.8%	Science	65.9%	Social Studies	75.9%	Writing	52.0%
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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 (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement the revised 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: 07/15 Completion: 10/15	Principal and Leadership Team	When asked, 80% 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:
Establish a School Leadership Team	Beginning: 08/15 Completion: 9/15	Principal Leadership Team	Agendas and minutes from weekly Leadership Team Meetings	Agendas and Minutes	Fall: Winter: Spring
Establish a School Focus Instructional Team (FIT)	Beginning: 08/15 Completion: 9/15	Principal Leadership Team	Grade level meetings, departmental meetings at least twice each month for a minimum of 1 hour	Agendas and Minutes	Fall: Winter: Spring
Re-establish School Improvement Council, and a Student Council as well as establish a Principal Advisory Committee	Beginning: 08/15 Completion: 10/15	Principal Leadership Team	Printable organizational structure. A series of meeting with agendas and minutes with a minimum of 50% attendance.	Sign-in Sheets, Agenda and Minutes Surveys	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)
Implement a comprehensive performance evaluation system to support and 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	Classroom snapshots (5 minutes) feedback data; Observation data; Coaching logs; Staff evaluations on file	Fall: Winter: Spring:
Implement a PLC for teachers to include peer observations related indicators of effective and classroom management	Beginning: 07/15 Completion 4/16	Principal, and Leadership Team	PLC Yearly Plan Dedicated time for PLC Evaluation of Each Session	Observation Data related to PLC Sign-In Sheets Minutes Agendas	Fall: Winter: Spring
Create FIT to monitor student achievement data to adjust instruction	Beginning: 08/15 Completion: 6/16	Principal, Leadership Team	5% increase from Fall to Winter MAP Scores; 5% increase in Winter to Spring MAP Scores in Grades 7 and 8.	MAP results Grade level Agendas and Minutes Lesson Plans	Fall: Winter: Spring
Provide for a PLC where there is major emphasis on the indicators of best practices of effective teaching.	Beginning: 07/15 Completion 4/16	Principal, Leadership Team	PLC Yearly Plan Dedicated time for PLC Evaluation of Each Session	Observation Data related to PLC Sign-In Sheets Minutes Agendas	Fall: Winter: Spring
Contract leadership consultant(s) to provide training (instructional leadership, data analysis, school improvement)	Beginning: 10/11 Completion 5/16	Principal Leadership Team	Strengthen teacher and staff knowledge base	Classroom Observations, agendas, sign in sheets	Fall: Winter: Spring
Provide professional Learning on effective classroom management strategies.	Beginning: 08/15 Completion: 06/16	Principal, Leadership Team	Reduction in classroom disruptions by 5% every quarter;	Decrease in discipline referrals	Fall: Winter: Spring
Fund off-site professional learning opportunities	Beginning: 09/15 Completion 5/16	Principal	Strengthen teacher and staff knowledge base	Approved Professional Learning Forms	Fall: Winter: Spring

School-wide incentives for faculty and staff for Improved Report Card Growth rating, Absolute Rating and/or Overall Weighted Points	Beginning: 07/15 Completion 06/16	Principal Leadership Team	Increased motivation	Report card and ESEA Flexibility Waiver or associated state assessment tool	Fall: Winter: Spring:
To increase personal and professional growth, book studies will be conducted throughout the year.	Beginning: 09/15 Completion: 05/16	Principal Leadership Team	Strengthen teacher and staff knowledge base	Classroom Observations, agendas, sign in sheets	Fall: Winter: Spring:
Signing bonuses for teachers with a proven performance record on state assessment recruited by principal and for current teachers with high student achievement data.	Beginning: 01/16 Completion 06/16	Principal	Hiring and retaining at least 5 highly qualified teachers for the next two who have a track record of success as measured by 70 % or higher on state approved assessments	Bonus	Fall: Spring:
Offer incentives for current teachers	Beginning: 01/16 Completion 06/16	Principal	Motivation and encouragement	Incentives	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)
Design and structure the master schedule to provide time for teacher collaboration around student learning.	Beginning: 07/15 Completion: 08/15	Principal or designee	Increased time in teacher team meetings, collaboratively designed instruction, lessons and assessments	Published schedule; Team agendas and summary notes; Learning plans and teacher reports	Fall: Winter: Spring:
Restructure start and ending of school day for high school students	Beginning: 07/15 Completion 08/15	Principal	Create an environment to where students will be more attentive	Survey	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)
Instructional Leadership Teams develop and implement standards-aligned units of instruction for each subject area.	Beginning 7/15 Completion: 05/16	Principal Focus Instructional Team	Developed and Implemented aligned standard units .	Instructional Units	Fall: Winter: Spring:
Maintain research-based curriculum and instructional practices that support personalized learning strategies that differentiate for student learning <ul style="list-style-type: none"> • Project-based learning • Implement Curriculum Frameworks 	Beginning: 08/15 Completion: 06/16	District Curriculum, Principal, and Focus Instructional Team	10%, 20% and 50% increase of student performance in all subject areas	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Provides extended learning opportunities for all students such as summer bridge program, Morning Cafe', Enrichment Programs to keep students on track for graduation as outlined in their IGP's.	Beginning: 07/15 Completion: 05/16	Principal Focus ,Instructional Team, Guidance	Improved awareness and implementation of assessments and project based learning.	Summer Bridge Program Academies Enrichment Programs	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)
Implement formative assessments that are aligned to the curriculum frameworks that enables teachers to effectively gauge student progress and inform instructional practices in all content.	Beginning: 09/15 Completion: 05/16	Principal and Teams	5%, 10%, 20% and increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Administer Measures of Academic Progress and USA Test Prep as interim assessments.	Beginning: 09/15 Completion: 05/16	Guidance Focus Instructional Team	5%, 10%, 20% and increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Research and implement common benchmark assessments that are aligned to state mandated assessments	Beginning: 07/15 Completion: 05/16	Focus Instructional Team	50% of completion of common benchmark assessments	Benchmark 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)
Implement the Hampton County School District 2 Student Code of Conduct consistently	Beginning: 08/15 Completion: 9/15	Principal, Teachers and other school staff	25% reduction in disciplinary infractions each quarter	Discipline referral data log	Fall: Winter: Spring:
Create, Implement and sustain a Positive Behavior Intervention and Support (PBIS) program.	Beginning: 08/15 Completion: 10/15	PBIS Team	Student Climate Survey Agendas and minutes from meetings	Discipline Data Attendance Data	Fall: Winter: Spring:
Establish a PBIS Team to monitor student, faculty and staff behavior and cultural responsiveness	Beginning: 09/15 Completion: 10/15	Principal Leadership Team	Agendas and minutes from meeting.	PBIS contracts, agendas and minutes from CAB meetings, Sign-in sheets	Fall: Winter: Spring:
Offer incentives to students, faculty and staff based upon their positive response to the PBIS System.	Beginning: 09/15 Completion: 05/16	Principal Leadership Team	50% increase in Awards Program and Educational Field Trip	Awards Field Trips	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)
Afford a variety of family and parent events to encourage family involvement and create a climate that partners families, community members with the school.	Beginning: 09/15 Completion: 6/16	Principal, Leadership team	50% increase in parent and community participation in school.	Sign in sheets Parent and student surveys State Report Card Parent Newsletters Emails Website Social Media	Fall: Winter: Spring:
Actively seek input from stakeholders such as business partners, community organizations, and civic groups. Establish relationships across and among all stakeholders.	Beginning: 09/15 Completion: 6/16	Principal, Leadership team	Improved family and community outreach as well as an increase in school participation.	Sign in sheets Parent and student surveys State Report Card Parent Newsletters Emails Marquee Website Social Media	Fall: Winter: Spring:
Communicate course expectations and individual student achievement status to families via course syllabi, student handbook and school website	Beginning: 09/15 Completion: 6/16	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: