



Division of Innovation and Effectiveness Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	State Priority	
Year of cohort or identification:	2015-2016	
Date of submission:	8/14/2015	
Is this a revision?	No	
School:	Hardeeville Ridgeland Middle School	
District:	Jasper County School District	
Responsible Party	Print Name	Signature
Principal:	Mr. Eric L. Jeffcoat	
Title I Coordinator or District Liaison:	Dr. Christy Thompson	
Superintendent:	Dr. Vashti K. Washington	

School/District Information

School name:	Hardeeville Ridgeland Middle School
School telephone number:	843-310-1898
School mailing address:	150 Hurricane Alley Hardeeville, SC 29927
School website URL:	http://rms.jcsd.net/
Year current building was built:	
School district:	Jasper County School District
Principal:	Eric L. Jeffcoat
Number of years principal at school:	1.5
Number of principals in previous five years:	1
Superintendent:	Dr. Vashti K. Washington
Number of years as superintendent in district:	5
Number of superintendents in previous five years:	
School Board of Trustees Chairperson:	Berty Riley
Number of years as chairperson:	
Number of members of School Board of Trustees:	9
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	\$48,331
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.	After reviewing the data for SC PASS, Scholastic Reading Inventory, Scholastic Math Inventory, discipline, and having conversations with teachers it was determined that are students are behind academically and behaviorally.
Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	In Writing 56% the students are scoring not met. In ELA 63% of the students are scoring not met. In math 67% of the students are scoring not met. In science 72% of the students are scoring not met. In social studies 65% of the students are scoring not met.

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>
Communicate and market the school’s vision and mission to all stakeholders.	Beginning: 08/15 Completion: 10/15	Principal and Leadership Team	When asked, 80% of the school community demonstrates deep knowledge and understanding of the school’s vision and mission and their role and responsibilities in accomplishing such.	Survey	Fall: Winter: Spring:
Develop a list of 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, 80% of the school community demonstrates deep knowledge and understanding of the school’s goals and their role and responsibilities in accomplishing such.	Survey	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 the new state SLO evaluation system	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:
Create an incentive plan based on student achievement.	Beginning: 08/15 Completion: 06/30	Administrative Team	To be determined by the administrative team	SRI and SMI STAR Reading and Math	Fall: Winter: Spring:
Provide opportunities for all staff to participate in professional learning	Beginning: 08/15 Completion: 06/30	Administrative Team	95% of staff will participate in professional learning		

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: 09/15 Completion: 06/16	Principal or designee	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Published schedule; Team agendas and summary notes; Lesson plans and teacher reports	Fall: Winter: Spring:
Design and structure the master schedule to increase time for ELA and Math	Beginning: 07/15 Completion: 08/15	Principal or designee	Increase in instructional time for ELA and math	Published schedule	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)
Employ research-based reading curriculum and instructional practices to teach reading and enhance the reading skills of students.	Beginning: 09/15 Completion: 06/16	Principal and curriculum coordinator	10%, 20% and 50% increase of student 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 reading and enhance the reading skills of students.	Beginning: 09/15 Completion: 06/16	Principal and curriculum coordinator	10%, 20% and 50% increase of student math performance	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 <small>(Provide a detailed description)</small>	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation <small>(for Transformation Coach only)</small>
Conducts formative assessments to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Beginning: 09/15 Completion: 06/16	Principal and Teams	10, 20, and 50% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:

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 <small>(Provide a detailed description)</small>	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation <small>(for Transformation Coach only)</small>
Continue implementing The Leader in Me with a focus on student roles	Beginning: 09/15 Completion: 06/16	Principal, Teachers and other school staff	35% reduction in disciplinary infractions	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)
Develop and implement a plan of action to communicate individual student achievement status to families throughout the school year.	Beginning: 09/15 Completion:06/16	Principal, Leadership team, Teacher	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members	Fall: Winter: Spring: