



Division of Innovation and Effectiveness Office of School Transformation

Challenge to Achieve Plan

Identification Status:	State Priority	
Year of cohort or identification:	FY16	
Date of submission:	June 29, 2015	
Is this a revision?	Yes or No	
School:	Imagine Columbia Leadership Academy	
District:	South Carolina Public Charter School District	
Responsible Party	Print Name	Signature
Principal:	Suezan Turknett	<i>Suezan Turknett</i>
Title I Coordinator or District Liaison:	Margie Lee	<i>Margie Lee</i>
Superintendent:	Dr. Wayne Brazell	

School/District Information

School name:	Imagine Columbia Leadership Academy
School telephone number:	803-929-1140
School mailing address:	3810 N. Main Street, Columbia, SC 29203
School website URL:	www.imaginecolumbia.com
Year current building was built:	1976
School district:	SCPCSD
Principal:	Suezan Turknett
Number of years principal at school:	3
Number of principals in previous five years:	0
Superintendent:	Dr. Wayne Brazell
Number of years as superintendent in district:	5
Number of superintendents in previous five years:	0
School Board of Trustees Chairperson:	Dr. Cecil Taliaferro
Number of years as chairperson:	3
Number of members of School Board of Trustees:	7
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	33,148.00
Average salary of principals in district:	N/A
Average salary of district-level administrators:	65,350.00

Background Information

Intervention Statement	Provide a description of what indicators led to the identification of your school for intervention.	<p>Imagine Columbia has been deemed a Title One school. Eighty nine percent of our students are placed in the category of free or reduced lunch. Students must make significant learning gains in the primary grades in order to close the achievement gap.</p> <p>Data collection from the 2013/2014 school year indicates that students are not gaining academic skills at a rate that will limit the achievement gap. During the summer of 2014, the leadership team evaluated the current programs in place and developed improvement initiatives each of the following areas: Information and Analysis, Student Achievement, Quality Planning, Leadership, Professional Learning, Partnership Development, and Progress Monitoring and Evaluation.</p> <p>For the 2014-15 school year we revamped the intervention program and implemented a rigorous professional development program for the staff. The learning gains for the 14-15 school year were 1.027 in reading and .990 in Math. This academic growth rate does not allow for closing the achievement gap. Further intervention in the programs offered students is needed.</p>
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<p>Description of Root Causes</p>	<p>Summarize data relative to the root causes of your school's underperformance.</p>	<p>Imagine Columbia Leadership Academy leadership team participated in a root cause analysis to focus our priorities after determining our performance concerns. We analyzed academic, cultural and process data.</p> <p>Academic Data: Imagine Schools STAR Learning Gain Reports show:</p> <ol style="list-style-type: none"> 1) an increasing trend over the past year (2014 - 2015) in the school's mean NCE in reading from 27.07 to 30.2 2) a decreasing trend over the past year (2014 - 2015) in the school's mean NCE in mathematics from 36.70 to 30.5 3) during the 2014-2015 school year, some positive movement in the NCE on the quarterly STAR Reading assessments. 4) during the 2014-2015 school year, little positive movement in the NCE on the quarterly STAR Math assessments <p>Cultural Data: Our root cause analysis determined that:</p> <ol style="list-style-type: none"> 5) As a result of limited planning, students are not consistently engaged in rigorous instruction. 6) Imagine Schools Staff Shared Values Survey indicates a decline in the following statements: <ul style="list-style-type: none"> ○ “The principal or my direct supervisor works with me to evaluate my performance and helps me identify areas of growth.” 2013= 84%, 2014 = 79% and in 2014 = 46% <p>Process Data: We examined the processes we have in place for selecting resources and providing professional development.</p> <ol style="list-style-type: none"> 7) Instructional Materials <ul style="list-style-type: none"> ○ School selects textbooks from state provided text for core subjects. ○ School has supplied all classes with Comprehension Clubs, Lucy Caulkin's Units of Study, Comprehension Toolkit, Fountas & Pinnell LLI, Do the Math, and Math Reads. ○ Classroom libraries are small – there is an emphasis on adding diverse multi-leveled text in all classes for the 2015-16 school year. Students do not have access to books at home. School continues to enlarge book offerings. ○ Technology has been enhanced to improve engagement in classroom with Brainpop, Head Sprout, Learning A-Z, ALEKS Math, iStation, etc. However, bandwidth interferes with our ability to improve the use of interactive software at an effective level. During the 2015-16 school year there will be an emphasis on anchor assignments and Blended learning during reading and writing workshops. 8) Professional Development
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- Teachers participated in Understanding Poverty in the Classroom, Poverty Simulation, and The Impact of Journaling on Children of Poverty through Our Eyes Were Opened during pre-planning for the 2014-15 school year. Teachers were given two professional text the supported these workshops.
- During the summer of 2015 all teachers will complete modules in Introduction to Educational Programs for Children of Poverty through The Francis Marion University Center of Excellence.

The focused priority concerns that are embedded in the action plan will center on improving students and staff's growth mindset that will promote their ability to set goals and persevere to achieve them over a sustained period of time. Teachers will add effective strategies to their tool belt while maintaining previously mastered strategies. Students will add skill mastering to their knowledge base while increasing their level of difficulty to reach higher expectations.

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)
Establish an integrated team of staff, students, parents, and community to collaboratively engage in revising school's vision statement.	Beginning: 07/15 Completion: 10/15	Principal and Leadership Team	Survey staff and student knowledge of the school's vision. (Goal: 90% will be able to share the school's vision)	Survey(s)	Fall: establish baseline data Winter: Spring:
Improve student learning/outcomes to build teacher self-efficacy.	Beginning: 08/15 Completion: 6/16	Principal and Leadership Team	Increase student outcome incrementally as demonstrated by a 10% increase per benchmark assessment.	Assessments (Being Researched)	Fall: establish baseline data 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)
Establish a comprehensive performance evaluation system to support and measure staff performance that will provide feedback to engage staff in aligning instruction and strategies to develop a growth mindset in staff and the ultimate impact on student learning.	Beginning 8/15 Completion 6/16	Principal, Coaches, and Leadership Team	Evaluate staff fulfillment of the requirements of the developed performance evaluation system at levels of 25% and 50%.	Classroom walk-through data; staff feedback data; Observation data; Coaching logs; evaluations on file	Fall: establish baseline data Winter: Spring:
Design and monitor structured professional development program to improve instructional practices/	Beginning 8/15 Completion 6/16	Principal, Coaches, and Leadership Team	Increase student achievement incrementally as demonstrated by a 10% increase per benchmark assessment.	Progress monitoring; Lesson Plans; Classroom observations	Fall: establish baseline data 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)
Establish a master schedule that is designed and structured to provide time for teacher's to engage in collaboration for instruction.	Beginning: 08/15 Completion: 0 6/16	Principal, Coach, Leadership Team	Schedule two teacher team meetings per month to collect and analyze data. (16 total) Schedule four teacher team planning meetings per month to collaboratively design instruction, lessons and assessments aligned to curriculum map. (34)	Team agendas and minutes; Lesson plans and teacher reports (TBD)	Fall: establish baseline data Winter: Spring:
Establish and design a structured school-wide intervention block with-in the school day.	Beginning 8/15 Completion 6/16	Principal, Coach, Leadership Team	Collect data to evaluate student achievement. Increase student achievement incrementally as demonstrated by a 10% increase per benchmark assessment.	Student engagement data; student progress monitoring data.	Fall: establish baseline data Winter: Spring:
Establish a structured extended day intervention program to improve student outcome.	Beginning 8/15 Completion 6/16	Principal, Coach, Leadership Team	Collect data to evaluate student achievement. Increase student achievement incrementally as demonstrated by a 10% increase per benchmark assessment.	Student engagement data; student progress monitoring data.	Fall: establish baseline data 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)
Establish a consistently monitored research-based instruction program in Literacy (ELA), Math, Science, and Social Studies.	Beginning: 08/15 Completion: 06/16	Principal, and Coaches	Evaluate the effectiveness of implementation of research based programs as demonstrated by an incremental increase in student achievement by 10% per benchmark assessment.	Progress monitoring; Formative and summative assessment measures; (Being Researched) STAR assessments	Fall: establish baseline data 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)
Establish assessments to collect and analyze data to provide effective instruction.	Beginning: 08/15 Completion: 06/16	Principal and Teams	Evaluate the effectiveness of the assessments and data decisions as demonstrated by an incremental increase in student achievement by 10% per benchmark assessment.	Formative assessment and progress monitoring; (Being Researched)	Fall: establish baseline data 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)
Establish a school wide routine for morning meetings to foster a growth mindset and engage students in read alouds and goal setting.	Beginning: 08/15 Completion: 06/16	Principal, Teachers and other school staff	Evaluate the development of a growth mindset as demonstrated by an incremental increase in student goal setting by 10% per survey period.	Survey(s) (TBD)	Fall: establish baseline data 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)
Establish guidelines for Parent Nights, School Newsletters, and Community Outreach, to educate and engage all stakeholders.	Beginning: 08/15 Completion:06/16	Principal, Leadership team, Teacher	Increase family and community involvement to support students learning and success by up to 20% as measured through participation in school events and family surveys.	Newsletters Sign-in sheets Agendas Survey(s)	Fall: establish baseline data Winter: Spring: