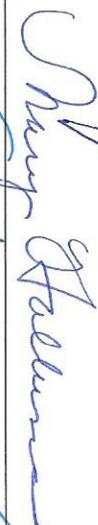




## Division of Innovation and Effectiveness Office of School Transformation

### 2015-16 Challenge to Achieve Plan

Identification Status:	Federal Priority, Federal Focus or State Priority	
Year of cohort or identification:		
Date of submission:		
Is this a revision?	Yes or No	
School:	Lee Central Middle	
District:	Lee County	
Responsible Party	Print Name	Signature
Principal:	Tonya Addison	
Title I Coordinator or District Liaison:	Dr. Mary Hallums	
Superintendent:	Dr. Wanda Andrews	

## School/District Information

School name:	Lee Central Middle
School telephone number:	(803) 428-2100
School mailing address:	41 Charlene Lane, Bishopville, SC 29010
School website URL:	
Year current building was built:	2009
School district:	Lee County
Principal:	Tonya Addison
Number of years principal at school:	1
Number of principals in previous five years:	3
Superintendent:	Dr. Wanda Andrews
Number of years as superintendent in district:	2
Number of superintendents in previous five years:	2
School Board of Trustees Chairperson:	Sanya Moses
Number of years as chairperson:	7
Number of members of School Board of Trustees:	7
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	\$41,549
Average salary of principals in district:	\$70,295
Average salary of district-level administrators:	

## Background Information

<p><b>Intervention Statement</b></p>	<p>Provide a description of what indicators led to the identification of your school for intervention.</p>	<p>Comprehensive needs assessments are essential to effective planning. Lee Central Middle School's comprehensive needs assessment was developed by the school leadership team and addressed the following areas: student achievement, teacher/administrator quality and retention, high volume of referrals leading to suspensions, and parental involvement. Information utilized in this needs assessment was derived from multiple sources: school report card, assessment results (PASS), state surveys, school surveys, and school wide data team. Goals were derived from identified weaknesses. After identified, best practices were developed for the Challenge to Achieve plan.</p>
<p><b>Description of Root Causes</b></p>	<p>Summarize data relative to the root causes of your school's underperformance.</p>	<p>The SCPASS test for ELA, Math, Writing, Science, and Social Studies served as the baseline data for student achievement. The State of South Carolina 2013 Annual School Report Card revealed that 64.7% of middle school students scored Not Met in ELA, 54.8% scored Not Met in writing and 67.4% scored Not Met in math on the Palmetto Assessment of State Standards (PASS). The school had an absolute rating of "At-Risk" and received an overall grade of "F" on the ESEA waiver for federal accountability. As noted on the State of South Carolina 2014 Annual Report Card, the number of students scoring Not Met on the PASS assessment increased to 66.4% in ELA, 56% in writing and 68.3% in math.</p> <p>Another major factor for the school's low performance is Teacher and Administrator Quality/Retention. Over 30% of teachers left during or after the 2013 school year. The new principal for the 2013-2014 school year resigned in February. In addition, the percent of continuing contract teachers also decreased from 56.3% in 2013 to 52.8% in 2014. The percentage of teachers with advanced degrees in 2014 was 61.1% which was an increase from 2013 of 53.1%.</p> <p>School climate is also a contributing factor. Multiple factors impact school climate (parents, students, and teachers). According to the 2013 Annual School Report Card, only 44% of teachers indicated that they were satisfied with the learning environment, which was a decrease from the previous year of 50%. Subsequently, as noted on the 2014 Annual School Report Card, the percent of teachers that were satisfied with the learning environment further decreased to 33.3%. While parental involvement increased to 98.6% as reported on the 2014 Annual School Report Card, the percent of parents that were satisfied with the learning environment and the school-home relations are 45.8% and 45.7%.</p> <p>It is also important to note that during the 2013-2014 school year, 2432 referrals were written. Many of these referrals resulted in an out of school suspension. During the 2014-2015 school year, the number of referrals decreased to 682 as reported by the SCDE Incident Management Report. Student absences, unexcused, excused, and/or due to suspensions, affected student achievement.</p> <p>After analyzing these data trends, the committee determined the needs of Lee Central Middle School and developed a Challenge to Achieve Plan that will aid in our efforts to make a significant improvement this school year.</p>

## 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)
Develop and or revise 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: 06/16	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:
Assign a mentor to principal and assistant principals to enhance the following areas: Instructional leadership, teacher/program evaluation, school climate/culture, community/parent relations, and data analysis.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	Completed Professional Development Plan	Completed professional development plan with documentation in the following areas: Instructional leadership, teacher/program evaluation, school climate/culture, community/parent relations, and data analysis.	Fall: Winter: Spring:
Obtain a SCASA Membership for all administrators for leadership development and growth to ensure the success of all students.	Beginning: 08/15 Completion: 06/16	Principal	100% of administrators will obtain membership in SCASA	SCASA Membership	Fall: Winter: Spring:
Obtain a Membership in the SC Association of Middle Level Educators for all faculty members for professional development and growth to enhance student learning.	Beginning: 8/15 Completion: 6/16	Principal Leadership Team	100% of teachers and administrators will obtain membership in SCAMLE.	Obtain a SCAMLE Membership for all administrators	Fall: Winter: Spring:
Provide training to parents, school, and community in the establishment of effective SIC and PTO organizations that promote school improvement.	Beginning: 8/15 Completion: 6/16	Principal Leadership Team Teachers	A 10% percent increase in the parent/community participation in the SIC/PTO	Agendas Sign-In Sheets	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.

<b>Indicators/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (for Transformation Coach only)
Implement a comprehensive performance evaluation system (SLO) and ELEOT observation tool to support and measure staff performance and its impact on student learning.	Beginning: 09/15 Completion: 06/16	Principal, and Leadership Team	25% increase in observed use/implementation of research based instructional practices in classrooms each quarter.	Learning walk feedback data; Observation data; Staff evaluations on file	Fall: Winter: Spring:
School visits- Teachers, administrators, and guidance counselors will visit other schools to observe best practices.	Beginning: 09/15 Completion: 06/16	Principal, and Leadership Team	90% of teachers, administrators and guidance counselors will participate in a school.	Request to attend forms	Fall: Winter: Spring:
Provide monthly professional development opportunities to promote professional growth and teacher effectiveness.	Beginning: 09/15 Completion: 06/16	Principal, and Leadership Team	100% of teachers will participate in professional development monthly.	Agendas Sign-In Sheets	Fall: Winter: Spring:
Participate in the <i>Building Capacity through Teacher Leadership Program</i>	Beginning: 09/15 Completion: 06/16	Principal Leadership Team	30% increase in benchmark and MAP Scores	Agendas Sign-In Sheets	Fall: Winter: Spring:
Conduct a book study using the <i>7 Habits of Highly Effective People</i> and the <i>Leader In Me</i> .	Beginning: 09/15 Completion: 06/16	Principal Leadership Team Teachers	25% increase in observed use/implementation of research based instructional practices in classrooms each quarter.	Agendas Book Study Logs	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: 09/15 Completion: 06/16	Principal or designee	50% 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:
Participate in the Building Capacity through Teacher Leadership Program	Beginning: 09/15 Completion: 06/16	Principal Leadership Team	30% Increase in benchmark and MAP Scores	Agenda	Fall: Winter: Spring:
Implement a blended learning approach through the use of Edgenity, Study Island, Accelerated Reader, AR360 and Star Math.	Beginning: 09/15 Completion: 06/16	Principal Leadership Team	30% Increase in benchmark and MAP Scores, SCPASS Scores	Test Data	Fall: Winter: Spring:
Provide Saturday instructional planning and collaboration for teachers with the use of instructional coaches.	Beginning: 09/15 Completion: 06/16	Principal Leadership Team	50% 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:
Utilize technology to improve the effectiveness and efficiency of school-wide professional development.	Beginning: 09/15 Completion: 06/16	Principal Leadership Team	80% of teachers will participate in webinars focusing on instructional strategies	Webinar Report/Log	Fall: Winter: Spring:
Implement a variety of ongoing extra help and remediation opportunities. The programs that are available to our students are:	Beginning: 09/15 Completion: 06/16	Principal Leadership Team	30% Increase student achievement on state standardized assessments	Student Test Data	Fall: Winter: Spring:
<ol style="list-style-type: none"> <li>After school program which will operate Tuesday through Thursday from 3:30- 5:00 p.m. ( 6 teachers X 3 days a week X 2hours day X 23 weeks) Transportation Salaries Supplies</li> </ol>					
<ol style="list-style-type: none"> <li>An Early Bird Tutoring program</li> </ol>					

<p>which operates from 7:30 am- 8:00 am daily will be implemented to allow students to receive extra help in their core subject areas.</p> <ol style="list-style-type: none"> <li>3. Built-in academic intervention pullout sessions from their exploratory classes for students who scored not met on the SCPASS assessment.</li> <li>4. An academic focus enrichment period (School-Wide Ritual Period) during the school day to provide remediation for the SCPASS assessment in all core areas.</li> <li>5. Implement a Saturday Academy that focuses on writing and enrichment.</li> </ol>					<p>Fall: Winter: Spring:</p>
<p>Incorporate a permanent substitute that would assist core teachers with small groups and provide individual academic assistance to tier 3 students.</p>	<p>Beginning: 09/15 Completion: 06/16</p>	<p>Principal</p>	<p>Increase student achievement on state standardized assessments</p>	<p>Student Test Data</p>	

### 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 21<sup>st</sup> century global marketplace.

<b>Indicators/Best Practice</b> <i>(Provide a detailed description)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> <i>(for Transformation Coach only)</i>
Employ research-based reading curriculum and instructional practices to teach reading and enhance the reading skills of students. Resources will include but are not limited to: Scholastic Readers, Weekly readers, leveled text, and text from Fontas and Pinnell and Janet Allen.	Beginning: 09/15 Completion: 06/16	District Curriculum Chief, Principal	10%, 20% and 50% increase of student reading performance	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Participate in the <i>Building Capacity through Teacher Leadership Program</i>	Beginning: 09/15 Completion: 6/16	Principal Leadership Team	30% Increase in benchmark and MAP Scores	Agenda Teacher evaluations	Fall: Winter: Spring:
Conduct a career interest inventory and develop career awareness goals aligned with core lessons.	Beginning: 9/15 Completion: 6/16	Principal Leadership Team	90% of students will participate in a career interest inventory	SCOIS Interest Inventory	Fall: Winter: Spring:
Provide grade level field study activities, motivational activities, and service learning projects	Beginning: 9/15 Completion: 6/16	Principal Leadership Team	80% of students will participate in at least one field study activity and service learning project for exposure to real-life connections to the curriculum.	Permission Slips	Fall: Winter: Spring:
Plan and conduct college/business and industry tours	Beginning: 9/15 Completion: 6/16	Principal Leadership Team	90% of students will participate in at least one college/business and industry tours	Permission Slips Flyers	Fall: Winter: Spring:
Implement instructional strategies to develop students' writing, inquiry, collaboration, organization, and reading skills in order to ensure that they are college and career ready	Beginning: 9/15 Completion: 6/16	Principal Leadership Team	50% Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Student Test Data	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.

<b>Indicator/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (for Transformation Coach only)
Conduct 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:
Participate in the <i>Building Capacity through Teacher Leadership Program</i>	Beginning: 09/15 Completion: 06/16	Principal Leadership Team	Increase in benchmark and MAP Scores	Agenda Teacher and Scores	Fall: Winter: Spring:
Monitor student academics, attendance, and discipline data to identify at-risk students.	Beginning: 09/15 Completion: 06/16	Principal Leadership Team and Teachers	Decrease in discipline referrals Increase attendance and student achievement	Power School Data Educators Handbook	Fall: Winter: Spring:
Conduct MAP and District Benchmark assessments	Beginning: 09/15 Completion: 06/16	Principal Leadership Team and Teachers	Increase in benchmark and MAP Scores	Student test data	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.

<b>Indicators/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (for Transformation Coach only)
Implement the discipline policy consistently among all classrooms and other school learning environments (cafeteria, intervention classes, etc.).	Beginning: 09/15 Completion: 06/16	Principal, Teachers and other school staff	Reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:
Provide access to Educator's Handbook- An online response to intervention system that evaluates school programs, identifies students in need of support, and measures intervention outcomes and facilitates the measurement, analysis, and improvement of student behavior.	Beginning: 09/15 Completion: 06/16	Principal, Teachers and other school staff	Reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:
Implement an In-School Suspension Program.	Beginning: 09/15 Completion: 06/16	Principal, Teachers and other school staff	Reduction in disciplinary infractions.	Discipline referral data log	Fall: Winter: Spring:
Implement a Student and Teacher incentive Program. Recognitions will be done using the stallion prize patrol.	Beginning: 09/15 Completion: 06/16	Principal, Teachers and other school staff	Reduction in disciplinary infractions. Increase in teacher retention.	Discipline Referral Data Log	Fall: Winter: Spring:
Implement the Leader In Me Character Education Program	Beginning: 09/15 Completion: 06/16	Principal Leadership Team Teachers and other school staff	Reduction in disciplinary infractions. Increase in teacher retention.	Discipline Referral Data Log	Fall: Winter: Spring:
Personal Development through the Arts for students	Beginning: 09/15 Completion: 06/16	Principal Leadership Team Teacher	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 <small>(Provide a detailed description)</small>	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation <small>(for Transformation Coach only)</small>
Communicate grade-level/course expectations and individual student achievement status to families.	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:
Provide Family college/business and industry tour	Beginning: 09/15 Completion: 06/16	Principal, Leadership team, Teacher	Increase parent and student participation in college tours	Permission slips	Fall: Winter: Spring:
Provide training to parents, school, and community in the establishment of effective SIC and PTO organizations that promote school improvement.	Beginning: 8/15 Completion: 06	Principal, Leadership team, Teacher	A 10% percent increase in the parent/community participation in the SIC/PTO	Agendas Sign-In Sheets	Fall: Winter: Spring:
Distribute a Monthly Grade Level Newsletter and weekly instructional updates using school messenger.	Beginning: 09/15 Completion: 06/16	Principal Media Team	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Newsletters	Fall: Winter: Spring:
Establish a parent resource room within the school.	Beginning: 09/15 Completion: 06/16	Principal Leadership Team Media Specialist	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Sign-In Logs	Fall: Winter: Spring: