Division of Innovation and Effectiveness
Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	[illegible]	
Year of cohort or identification:	[illegible]	
Date of submission:	[illegible]	
Is this a revision?	[illegible]	
School:	The Palmetto School at the Children's Attention Home	
District:	Rock Hill School District 3	
Responsible Party	Print Name	Signature
Principal:	[illegible]	[illegible]
Board of Directors Chair	[illegible]	[illegible]

School/District Information

School name:	**The Palmetto School at the Children's Attention Home**
School telephone number:	**803-328-6555**
School mailing address:	**PO 2892 Rock Hill, SC 29732**
School website URL:	www.thepalmettoschool.org
Year current building was built:	**2004**
School district:	**Rock Hill School District 3**
Principal:	**Dr. Hugh Wilson**
Number of years principal at school:	**6**
Number of principals in previous five years:	**1**
Superintendent:	**Dr. Kelly Pew**
Number of years as superintendent in district:	**1 year**
Number of superintendents in previous five years:	**2**
School Board of Trustees Chairperson:	**Dan Freeman**
Number of years as chairperson:	**3**
Number of members of School Board of Trustees:	**16**
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	**35,000**
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.	**The Palmetto School at the Children's Attention Home (The Palmetto School) is a charter school that serves children who have been abused, neglected, abandoned, or homeless. In 2013-2014 the school received a Below Average absolute rating and an At-Risk growth rating on the South Carolina School Report Card issued by the South Carolina Department of Education. The Palmetto School also received a letter D from the ESEA Federal Accountability Rating System.**
Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	**Every day in South Carolina, there are children who are being abused, abandoned, neglected, and becoming homeless at an alarming rate. The Palmetto School at CAH was established in 2004 to meet the educational needs of abused and neglected children who were placed at the Children's Attention Home in Rock Hill, South Carolina for emergency shelter by the Department of Social Services (DSS). Many of these children are absent in traditional schools because of injury, illness, or lack of parental support to get them to school on a regular basis. Because of the instructional learning deficits, children who have been removed from their homes by DSS often arrive at Palmetto School at CAH significantly below grade level in all academic areas. The School not only serves children from the Children's Attention Home but also children from Safe Passage, a domestic violence women's shelter and Pilgrims Inn, a homeless women's shelter and food pantry.** **The Palmetto School can only serve 36 students at one time. Due to the high transient situation and legal issues, students at The Palmetto School stay on an average of 64 days as reported in the School's Annual Report for the 2013-2014 school year. Majority of our students come to the school with truancy issues which is a major factor in the school's underperformance. The following are some root causes of the school's underperformance:** • **95% of students are below grade level in reading** • **85% of students are below grade level in math** • **96% of students are below grade level in Science and Social Studies** • **100% of students are below the poverty level and have not had academic support at home.**

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 a new strategic plan that helps improve student learning and outcomes collaboratively with a broad based team including staff, parents, students, and community partners.	Beginning: 08/15 Completion: 12/15	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 Strategic plan	Fall: Winter: Spring:
Select a mentor to assist the principal in the areas of community involvement, data driven decision making, and school culture	Beginning: 08/15 Completion: 06/16	Principal	A pre and post 360 evaluation will be administered to all staff. The Principal will receive a 90% approval rating determined by a post administered 360 evaluation.	360 evaluation	Fall: Winter: Spring
Implement a weekly observation plan Teachers will conduct weekly peer-to-peer observations and provide feedback that helps improve student learning and instruction.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	90% of the teachers will improve in implementation of instructional strategies. Teachers will provide feedback on peer observation form.	Observation feedback forms Observation Rating Scales	Fall: Winter: Spring
Have a systematic approach to providing professional development for teachers based on identified needs.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	Evaluation of every staff development opportunity will be administered. Through the evaluations it will be determined which instructional needs of the teachers will be addressed.	Staff Development Evaluation forms	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: 09/15 Completion: 06/16	Principal	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 all stakeholders with training in both transformative learning strategies and professional learning communities	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	Teachers will provide feedback on the actual training, implementation of the strategies, and ways that the strategies can improve via surveys. 25%, 50% and 80% increase in observed use/implementation of these learning strategies in the classroom	Surveys Evaluation Instruments Observations Peer-to-peer feedback forms	Fall: Winter: Spring
Conduct monthly assessment meetings to drive instruction and monitor student progress.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	80% of students will show progress from previous month in math and ELA based on progress monitoring data.	ADAMS Test Fountas and Pinell Running Records	Fall: Winter: Spring
Develop and implement an incentive program based on student progress.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	80% of students make monthly progress in ELA and Math.	ADAMS test Fountas and Pinell running records	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	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:
Rearrange the Daily schedule to improve student learning based on students needs. (i.e. moving ELA and math to the morning time.)	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	Teachers will anecdotally record student progress during the morning instruction to see accuracy in skill retention and student responses compared to afternoon instruction.	Daily Schedule Teacher feedback Anecdotal notes	Fall: Winter: Spring
Provide an afterschool program that will reinforce skills and provide more individualized instruction to struggling students.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	Students involved in the afterschool program will make continued progress using monthly monitoring data. 85% of struggling students will show improvement in Reading and Math	ADAMS Test Fountas and Pinell Running Records	Fall: Winter: Spring
Provide instruction through a summer-extended school program which will also include the SC Summer Reading Program.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	Students participating will show continued improvement and will reduce skills lost during the summer. A summer pre and post assessment will be administered and 80% will show continued or improved skills retention on the post-assessment.	ADAMS Test Fountas and Pinell Running Records Pre and Post Assessment Data	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)
Implement research-based reading curriculum and instructional practices to teach reading and enhance the reading skills of students.	Beginning: 09/15 Completion: 06/16	District Curriculum Chief, Principal, and Reading Coach	10%, 20% and 50% increase of student reading performance	Approved progress monitoring; Formative and summative assessment measures;	Fall: Winter: Spring:
Implement research-based math curriculum and instructional practices to teach math and enhance the math skills of students	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	10%, 20% and 50% increase of student reading performance	Approved progress monitoring; Formative and summative assessment measures	Fall: Winter: Spring
Conduct a formal curriculum evaluation to include level of implementation of standards to determine best options to impact student achievement.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	The Priority School team will use student data, internal and external observation, and comparison analysis to determine the success and needs improvement of the school's curriculum.	LLI running records data, ADAM tests F&P Benchmark Assessment Observations	Fall: Winter: Spring
Conduct an evaluation for standards implementation	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	The Priority School team will use student data, internal and external observation, and comparison analysis to determine the success and needs improvement of the school's curriculum.	LLI running records data, ADAM tests F&P Benchmark Assessment Observations	Fall: Winter: Spring
Employ an ELA Coach to assist teachers and improve the ELA instruction through ongoing professional development and individualized coaching with teachers. Additionally the ELA coach will provide reading recovery instruction daily for struggling readers.	Beginning: 08/15 Completion: 06/16	Principal and Leadership Team	90% of students involved in the reading recovery instruction will increase reading skills placing out of the program.10%, 25% and 60% of students will improve reading skills	Approved progress monitoring; Formative and summative assessment measures	Fall: Winter: Spring