



Division of Innovation and Effectiveness
Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	State Priority School	
Year of cohort or identification:	2014-15	
Date of submission:	August 5, 2015	
Is this a revision?	No	
School:	Phoenix Charter High	
District:	Clarendon Two	
Responsible Party	Print Name	Signature

Principal:	Elease H. Fulton	<i>Elease H. Fulton</i>
Title I Coordinator or District Liaison:	Linda K. Grant	<i>Linda K. Grant</i>
Superintendent:	John Tindal	<i>John Tindal</i>

School/District Information

School name:	Phoenix Charter High
School telephone number:	(803) 505-6800
School mailing address:	P.O. Box 170, Alcolu, SC 29001
School website URL:	
Year current building was built:	1955
School district:	Clarendon Two
Principal:	Elease H. Fulton
Number of years principal at school:	2.5 years
Number of principals in previous five years:	3
Superintendent:	John Tindal
Number of years as superintendent in district:	13
Number of superintendents in previous five years:	1
School Board of Trustees Chairperson:	Michael Murdoch

Number of years as chairperson:	10
Number of members of School Board of Trustees:	7
Average salary of certified staff (teachers counselors, media specialist, etc.) in this school (excluding principal):	\$21,000.00
Average salary of principals in district:	\$70,000.00
Average salary of district-level administrators:	\$80,000.00

Background Information

<p>Intervention Statement</p>	<p>Provide a description of what indicators led to the identification of your school for intervention.</p>	<p>Phoenix Charter High School is a public charter high school located in the rural community of Alcolu in Clarendon School District Two. The school was chartered in 1999 by the school distrk for divergent learners. Phoenix serves high school students in grades 9 – 12. The poverty level o: the Clarendon Two community is 84.82%. As a result, Phoenix is a Title I school. The student population is made up of students who have struggled academically in the traditional setting and tend to be one to three grade levels behind upon their enrollment at the school. These students also tend to have very low self-esteem which contributes to their low performance.</p>
<p>Description of Root Causes</p>	<p>Summarize data relative to the root causes of your school's underperformance.</p>	<p>For the past three years, the Absolute Rating for Phoenix has been At-Risk. In those years, HSAP and EOC passage rates, and on-time graduation rates were significantly lower than schools like ours as well as the state. The Growth Rating fluctuated from At-Risk in 2012 to Average in 2013 and then to Below Average in 2014. Because neither the district nor school provides transportation, attendance is consistently affected, which has also contributed to the increase in our drop-out rate. Many of our students have emancipated themselves from their parents and do not 'value' education. Our parents struggle to keep their children motivated to continue to come to school. They lack the skills to assist the students at home with their studies.</p> <p>Surveys indicate that teacher satisfaction with the school's learning environment has decreased from 100% to 85.7% in 2014. Likewise, teachers' satisfaction with school-home relationships dropped from 100% to 71.4%.</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: 08/17 Completion: 10/16	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 (Pre & Post)	Fall: Winter: Spring:
The Leadership Team will meet bi-weekly to focus on research based strategies to improve instruction and student achievement. The Team will meet with the coach once a month.	Beginning: 8/15 Ending: 5/16	Principal, Leadership Team, Transition Coach	Increased used of PHOENIX COMPREHENSIVE MANAGEMENT PLAN in the classroom setting	Administrative walk-through data	Fall: Winter: Spring:
School leadership team will have on-going meetings to analyze student and teacher data and strategize to develop plans of action for improvement in student and teacher data areas. (i.e. assessment data to personalize and differentiate instruction, etc.)	Beginning: 08/15 Completion: 5/16	Principal and Leadership Team	Increased student outcome as demonstrated on Benchmark Assessments.	Meeting agendas, meeting notes and artifacts USA Test Prep and ACT Prep Guide	Fall: Winter: Spring:
Provide intensive professional development on state standards to monitor teacher growth	Beginning: 8/15 Ongoing	Principal, Transition Coach	Increase in rigor of classroom assessments of standards	Administrative walk-through data and feedback. Monitoring lesson plans and classroom assessments	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)
Devise a performance evaluation system (GBE) that will support and measure teacher performance.	Beginning: 8/15 Ending: 5/16	Principal, Teachers	100% increase in implementation of goal(s)	Principal, Coach Observations and logs and Peer Observations	Fall: Winter: Spring:
Provide teachers with ongoing and focused professional development through Professional Learning Community (PLC) meetings, data analysis meetings (i.e. intensive professional development on state standards to monitor teacher growth, multiple instructional strategies, etc.)	Beginning: 8/15 Ending: 5/16	Principal, Coach, Leadership Team	Administration, Teachers and Staff will participate in professional development workshops via district and state. Increase in rigor of classroom assessments of standards	Administration, Teachers and Staff will maintain a professional development log Administrative walk-through data and feedback. Monitoring lesson plans and classroom assessments	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 on)
Design and structure the master schedule to provide time for teacher collaboration around student learning.	Beginning: 8/17 Completion: 5/31	Principal and Leadership Team	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 provide time for intervention and enrichment opportunities for students.	Beginning: 8/17 Completion: 5/31	Principal and Leadership Team	EOY student data will reflect progress towards decreasing our red zone students in math (25% CD-2 and 40% 3-5)	Master schedule, student data	Fall: Winter: Spring:
Bi-weekly meetings will be used for collaborative planning and discussion, and data analysis.	Beginning: 8/15 Ending: 5/16	Principal, Leadership Team, Coach	Establish extended periods once per week to focus collaboratively on designed instruction, lessons and assessments to show a 10% increase in student performance	Lesson plans, benchmark assessments and teacher reports	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)
Incorporate use of multiple instructional strategies and measures of data that actively engage and meet students' learning needs in all core content areas.	Beginning: 8/15 Ongoing	Principal, Leadership team, Coach	Teacher feedback from observations and lesson plans will show implementation of varied instructional strategies and student engagement	Administrative walk-through data Teacher observation feedback Review of lesson plans Examples of student work	Fall: Winter: Spring
Collaboratively teach reading and math skills across the curriculum.	Beginning: 08/15 Ending: 05/16	Principal and Leadership Team, Coach	10% increase in basic Reading and Math skills	Classroom assessment/Benchmark assessment	Fall: Winter: Spring
Establish consistent rigorous initial activities in each class where students' skills are scaffolded to increase student mastery of skills in the core curriculum.	Beginning: 8/15 Ongoing	Principal and Leadership Team	50% student mastery of targeted skills (question/problem of the day)	Completed assignment folders and Grading charts	Fall: Winter: Spring
Provide materials to support literacy, mathematics, and high-yield instructional practices across the school. <i>Materials may include books for classroom libraries, materials for reading centers such as carpets and seating, tubs, books, overall balanced literacy programs, and identified struggling readers.</i>	Beginning: 8/15 Completion: 5/16	Title I Curriculum Facilitator, Instructional Coaches	Environmental walkthroughs reflect effective use of provided materials	Environmental walkthroughs, classroom observations	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)
Conduct formative assessments to collect and analyze data that will enable teachers to effectively gauge student progress and form instructional decisions at the classroom and team levels.	Beginning: 8/15 Ending: 5/16	Principal and Leadership Team	50% increase in number of student reaching the established targets	Statewide and Benchmark assessments	Fall: Winter: Spring:
Establish schedule for data conferences for teachers to review formative and summative assessments.	Beginning: 8/15 Ending: 5/16	Principal and Leadership Team and Teachers	50% increase in number of student reaching the established targets	Statewide and 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 Implementatic (for Transformation Coach onl
Continue and enhance the mentoring program to include character building activities	Beginning: 08/15 Ongoing	Principal and Leadership Team	25% decrease in disciplinary infractions 25% increase in school attendance	Discipline referral data log Attendance records	Fall: Winter: Spring:
Activity Day will consist of business partners, and local community agencies focusing on skills necessary for the workforce	Beginning:08/15 Ending: 05/16	Principal and Leadership Team	Increase in business partnerships	Climate Survey	Fall: Winter: Spring:
Establish consistent discipline procedures to be used in each class and school-wide.	Beginning: 08/15 Ongoing	Principal and Leadership Team	Decrease in discipline referrals	Discipline Checklist	Fall: Winter: Spring:
Involve students in community based projects to improve the community perception of the school	Beginning: 08/15 Ending: 05/16	Principal and Leadership Team	Increase in student led community projects	Listing of students participating in community projects	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)
Establish consistent communication between school, home and community.	Beginning: 08/15 Ending: 05/16	Principal, Leadership Team	Initial parent/student conferences; IEP, IGP conferences; discipline and attendance conferences School Improvement Council involvement in academic and school climate improvement Monthly newsletters Parent/student handbooks	Attendance log Sign-in sheet	Fall: Winter: Spring: