



# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Office of

School Transformation



## Purpose

The purpose of the Continuous Improvement Plan is to narrow the focus of district and school renewal plans, targeting specific areas of improvement. According to Education Accountability Act - Article 16, a Turnaround plan is a plan outlining goals for a school or district's educational improvement that includes specific strategies designed to increase student achievement and measures to evaluate the success of the implementation of the plan so that the school or district is no longer underperforming or chronically underperforming.

The OST recommends using the Continuous Improvement Rubric initially to assess readiness.

Next, teams should use the Continuous Improvement Process Guide while creating this Continuous Improvement Plan/Turnaround Plan.

## Requirements

All plans must include a resource inequity goal. This goal should identify the gaps within the school/district that would lead to inequity. What strategies or activities are needed to create a high-quality learning experience for all students by ensuring ALL students have the same resources?

### Title 59: Chapter 18, Section 59-18-1625

*(A) Upon a school's or district's designation as an underperforming school or district, the department shall immediately place the school or district into a tiered status to provide technical assistance. The department shall notify the underperforming school or district and the district superintendent of the tiered status. (B)(1) Upon receiving notification from the department, the district superintendent, in consultation with school and community stakeholders, must review and revise the school and district's strategic plan with the assistance of the School Improvement Council, as established in Section 59-20-60, to include a turnaround plan component for any underperforming school or district.*

*(2) The turnaround plan component of the revised strategic plan must:*

*(a) be based on data or needs assessments to identify specific improvement strategies related to underperforming school turnaround;*

*(b) include, at a minimum, specific and measurable goals, actions, activities, resource needs, student achievement goals, professional development plans, and academic interventions that are reasonable and necessary to improve student progress toward achieving the Profile of the Graduate for each school;*

*(c) include broad-based community input including, but not limited to, input from parents, teachers, principals, local school board members, businesses, community leaders, health providers, social services agencies, school improvement councils, or early childhood providers; and*

*(d) be submitted by the district superintendent to the local board of trustees for approval.*

*(C) Upon approval by the local board of trustees, the turnaround plan component of the revised strategic plan must be submitted to the department for review and approval. Thereafter, the district superintendent and the local board of trustees annually shall submit updates to the department regarding the implementation of the turnaround and revised strategic plan, including metrics assessing the impact of the activities included in the plan.*

*(D) Once approved by the department, the revised strategic plan must be prominently posted on the respective websites of the department, district, and school. The department shall monitor the district's implementation of the revised strategic plan and evaluation of students' academic progress, as provided for in the plan, and shall apprise the State Board of Education of the district's progress once a quarter.*

*(E) For a school receiving an underperforming rating, the district and local board of trustees must work with the school principal to inform the parents of students of the rating. The notification must outline the steps in the revised strategic plan to improve performance, including the support that the local district board of trustees has agreed to give the plan.*

*HISTORY: 2021 Act No. 44 (S.201), Section 1, eff July 1, 2022.*

## **Progress Monitoring and Submission Dates**

The plan serves as a progress monitoring tool which is aligned with the Continuous Improvement Rubric and serves as a planning document for Grants Electronic Management System (GEMS) requirements. \*\*After initial submission and approval of the plan, the school will progress monitor using the 30-60-90 intervals. The plan should be submitted to the district office with any amendments after monitoring the progress of improvement.

Schools are required to submit copies of the plan to the district office, where they will be collected and reviewed. Districts will submit the plans with completed goals and actions for approval prior to funding submission in GEMS. Progress monitoring will take place on a regular occurrence. Districts should submit the plans to the Office of School Transformation when requested.



## PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal): Resource Inequity Goal	RNE will increase the percent of students passing the 2023-2024 Algebra 1 EOCEP from 46.8% to 51.8%			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Loss of instructional time during the pandemic has left many students without foundational math skills. Based on recent data, a more focused approach for algebra teachers has been developed to increase professional development, teacher support and resources.	Purchasing of calculators	Purchased TI-Nspire Calculators	Federal	\$40,046.40
	Monitoring of student usage through observations	District Walkthrough Form, Walkthrough Data Protocols	None	\$0.00
	Seeking to hire a math coach	Used Title I funds to hire a full-time Math Coach for the 23-24 school year	Federal	\$95,384.45
	Strategic Master Scheduling for Algebra I courses for timing and teacher assignment	Personnel	None	\$0.00
	Supportive staffing for International Teachers - Instructional aides will be used to offer behavioral support	Personnel	None	\$0.00
<b>What Professional Development Activities will support this strategy?</b>	Benchmarks 2 times per semester and follow up benchmark reviews with district math coach	School and Academics	Local	\$9,400.00
	Professional development for TI-Nspire calculators were offered 3 times first semester.	School	Local	\$37,500.00
	Focusing on mathematics academic vocabulary	School	None	\$0.00
	PD on best practice instructional strategies to include reading strategies, note-taking strategies, and collaborative strategies	AVID Coordinator	None	\$0.00
	Implementing Algebra Nation and the 6 day review for EOCEP	School and District Content Specialist	None	\$0.00
	Coaching Conversations with District Content Specialist and School Administration	School and District Content Specialist	Local	\$0.00
	<b>Total Cost</b>			<b>\$182,330.85</b>

Performance Goal #2 (SMART goal)	Richland Northeast High School will increase the percent of students who are College and Career Ready (CCR) from 47.0% to 57.0% during the 2023-2024 school year.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
The percentage of students who are College or Career Ready will increase by improving school communication and the monitoring of student progress toward achieving CCR.	District Office monitoring	Academics and Leadership Divisions	None	\$0.00
	Review of Work Based Learning opportunities to include on campus opportunities	School	None	\$0.00
	District CDF and District Transition specialist to work with RNE	Academics and Special Services	None	\$0.00
	Dual credit courses (Midlands Technical College) added on the RNE campus	Academics	None	\$0.00
	Communicate to all stakeholders the importance of achieving CCR and steps to become CCR.	School Administration	None	\$0.00
<b>What Professional Development Activities will support this strategy?</b>	PD with school staff to review CCR and the ways to achieve it.	School	None	\$0.00
	Weekly meetings with the WBL to track coding and communication efforts.	School and Administration	None	\$0.00
	Offering incentives to students who achieve the status. (school paraphernalia, off-campus lunch, and other incentives)	Consumable items (school paraphernalia)	Local	\$1,000.00

	<b>Total Cost</b>	<b>\$1,000.00</b>
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Performance Goal #3 (SMART goal)	Richland Northeast will increase the graduation rate from 75.2% to 80.2% during the 2023-2024 school year.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
The ultimate measure of student success is the graduation rate. The pandemic hindered the progress we were making; however, this goal is critical to our school success.	We will solicit the support of a Graduation Coach (an individual who will work beyond the school day to provide academic coaching to our targeted underperforming students). The Graduation Coach will use and analyze cohort data (achievement, attendance, behavior, credit accrual) to identify high school students with a high probability of not graduating with cohort. He/she will collaborate with students, parent(s)/guardian(s), teachers, counselors, and community partners to develop a graduation and achievement plan that includes the best program to meet academic and post-secondary goals.	Personnel	Federal	\$10,000.00
	Weekly/Monthly graduation rate meetings to monitor progress.	School and Academics/Leadership Divisions	None	\$0.00
	The Cavalier Senior Success Lab is an academic afterschool program that has been developed to assist students who are deficient in credits. This program will provide additional support to students with their in-person courses as well as the additional online courses that are needed to meet the South Carolina high school diploma requirements by May 2024.	Personnel - Tutors	Federal	\$25,432.32
	Weekly meetings with Classified Staff who are responsible for coding withdrawals, transfers, and dropouts to ensure correct coding and correct follow through of documentation. ***Strategic reallocation of classified staff to assist with withdrawals and follow-up of paperwork	Personnel - Staff	None	\$0.00
	Weekly meetings with Graduation Coach to monitor student progress.	Personnel	None	\$0.00
	Through the in-house Graduation Task Force, staff will "Adopt a Senior" to work individually with students who are struggling with passing classes	Personnel	None	\$0.00
What Professional Development Activities will support this strategy?	PD - Review of state graduation requirements and algorithms with staff	School Administration	None	\$0.00
	PD - Train and support classified staff with state and district PowerSchool procedures as well as district and school practices.	School and District training	None	\$0.00
	<b>Total Cost</b>			<b>\$35,432.32</b>

**\* Include additional goals and strategies on the 3rd tab.**

High Quality Instructional Materials		
	ELA	Math
What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and	AVID Strategies, HMH Collection, HMH Close Reader, Masterv	Big Ideas; TI Inspire calculators; Algebra Nation; Mathematics Assessment

math instruction?	Connect, Kelly Gallagher AOW/paired texts	Project; Dan Meyer's Three Act Tasks
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## PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	Goal 2	Goal 3
	TE21 EOCEP benchmark	Monthly Check In of Projected CCR Rate	Monthly Graduation Rate Monitoring Tool

Does the data indicate that the team is <b>AT-RISK</b> , <b>LAGGING</b> , OR <b>ON TRACK</b> as it relates to progress towards each prioritized goal.	GOAL 1	Goal 2	Goal 3
30 Day Review (by 2/1/2024)	LAGGING	ON TRACK	LAGGING
60 Day Review (by 4/1/2024)			
90 Day Review (by 6/15/2024)			

## PHASE 6: REVISE

Please describe in detail any adjustments that have been made to the plans for each of the goals listed above. Be sure to include what has been learned in this improvement cycle, as well.

BENCHMARK PROGRESS	30 Days after Implementation	60 Days after Implementation	90 Days after implementation
MONITORING DATE	1/25/2024		
KEY POINTS OF DISCUSSION/PLANNING	Goal 1: Algebra sections were reassigned to veteran math teachers. District math specialists provides coaching 2 times a month. Goal 2: CCR: District staff is supporting the school during this transition period. Goal 3: Graduation meeting was held and real time data was presented to the Graduation Team. Lowest projection for graduation rate is 71% and highest projection is 81%. A part time Graduation coach has been added.		
Additional documentation:	Cavalier Success Lab focuses on Super Juniors.		

\*Upon completion of the 90-day plan, teams should begin a new continuous improvement cycle. The Office of School Transformation recommends using the [Continuous Improvement Rubric](#) to re-assess where the team is and to make adjustments before [Diagnosing](#) and [Selecting](#) new or updated goals.



# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Office  
of School Transformation



Designation Status	Choose from the drop down menu
District Name	Type the district name
School Name	Type the school name
Person completing the form	Type the name of the person completing the Continuous Improvement Plan/Turnaround Plan
Title	Type the title of the person completing the Continuous Improvement Plan/Turnaround Plan
<b>Phase 1: Diagnose</b>	Goals and strategies in this plan should be clearly linked to the improvement needs as indicated by the school report card data and the results of a needs assessment.
Report Card Ratings	Under the appropriate school band, list the numerator and denominator as shown on the school report card.
Overall Score and Rating	The overall score and rating will tally for you. The denominator should equal 100.
Conclusions Based on Rating Points - Strengths	By reviewing the report card data, list strengths of the school.
Conclusions Based on Rating Points - Opportunities for Growth	By reviewing the report card data, list opportunities for growth.
<b>Phase 2: Select and Phase 3: Plan</b>	Focus on selecting relevant, evidence-based practices, strategies and interventions aligned to academic growth opportunities previously identified and using your established priorities to develop clear, measurable goals with specific success criteria and timelines.
Performance Goal #1: Resource Inequity Goal	Resources inequities can affect the educational growth and development of students and schools. This goal should address resource inequities that exist at your school.
Strategy Description	Briefly explain the overall strategy.
Action Steps for Identified Goal	Briefly explain the action items.
Instructional Materials Needed/Used	Identify all instructional materials that will be needed for implementation fidelity.
Fund Location	Identify the funding location.
Total for Strategy	The overall total will calculate for you.
Performance Goal #2 (SMART goal):	Performance Goals should include actions, activities, resource needs, student achievement goals, professional development plans, and academic interventions that are reasonable and necessary to improve student progress toward achieving the Profile of the Graduate.
Performance Goal #3 (SMART goal):	Performance Goals should include actions, activities, resource needs, student achievement goals, professional development plans, and academic interventions that are reasonable and necessary to improve student progress toward achieving the Profile of the Graduate.
<b>Phase 4: Implement and Phase 5: Monitor</b>	Focus on the critical components and actions steps to ensure the plan is implemented with fidelity. Then assess the impact of the plan, examining progress toward the improvement goals.
What data source is the team using to monitor this goal?	For each goal, identify how the school/district plans to monitor the progress toward meeting the goal.

Does the data indicate that the team is At-Risk, Lagging or On-Track as it relates to each prioritized goal?	Under each goal, identify what the data indicates about the effectiveness of the plan. This should be recorded at the 30, 60 and 90 day marks as indicated in the plan.
<b>Phase 6: Revise for Momentum</b>	Focus should be placed on maintenance and sustainability. Based on your outcomes above, the plan should be revised following steps 1-5 to ensure continuous improvement.
Key Points of Discussion/Planning	Describe in detail any adjustments that have been made to the plan for each of the goals. Be sure to include what has been learned in this improvement cycle.
Additional Documentation	Include any adjustments that need to be made before the specified day of monitoring, in-between progress-monitoring dates.

\*Upon completion of the 90-day plan, teams should begin a new continuous improvement cycle. The Office of School Transformation recommends using the **Continuous Improvement Rubric** to re-assess where the team is and to make adjustments before **Diagnosing** and **Selecting** new or updated goals.





	Total Cost			\$0.00

**PHASE 4: IMPLEMENT AND PHASE 5: MONITOR**

WHAT DATA SOURCE IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	Goal 2	Goal 3
Does the data indicate that the team is <b>AT-RISK</b> , <b>LAGGING</b> , OR <b>ON TRACK</b> as it relates to progress towards each prioritized goal.	GOAL 1	Goal 2	Goal 3
	30 Day Review (By February 1, 2024)	60 Day Review (By April 1, 2024)	90 Day Review (By June 15, 2024)
Notes			

**PHASE 6: REVISE**

Please describe in detail any adjustments that have been made to the plans for each of the goals listed above. Be sure to include what has been learned in this improvement cycle, as well.

BENCHMARK PROGRESS	30 Days after Implementation	60 Days after Implementation	90 Days after implementation
MONITORING DATE			
KEY POINTS OF DISCUSSION/PLANNING			
Additional documentation:			

\*Upon completion of the 90-day plan, teams should begin a new continuous improvement cycle. The Office of School Transformation recommends using the [Continuous Improvement Rubric](#) to re-assess where the team is and to make adjustments before **Diagnosing** and **Selecting** new or updated goals.