



# 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

### **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*

(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.



# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Office of School Transformation



Designation Status:	Underperforming School		Person completing the form:	Jennifer Coleman
District Name:	Richland Two		Title:	Executive Director of Accountability, Research and Evaluation
School Name:	Windsor Elementary			

## PHASE 1: DIAGNOSE

USE THE [CONTINUOUS IMPROVEMENT RUBRIC](#) TO ASSESS READINESS

### MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS

Elementary/Middle Schools		
	Numerator	Denominator
Academic Achievement	12.77	35
Preparing for Success	3.03	10
English Learners' Student Progress	3.95	10
Student Progress	13.44	35
School Climate	6.33	10
Overall Score and Rating	39.52	100
	40/100 (with rounding)	
Conclusions based on Rating Points		
Strengths	*SCREADY ELA	
Opportunities for Growth	*SCREADY SCIENCE (will need to be adjusted if waiver is approved) SCREADY MATH *MLL	

High Schools		
	Numerator	Denominator
Academic Achievement		
Preparing for Success		
English Learners' Student Progress		
School Climate Progress		
Graduation Rate		
College and Career Readiness		
Student Engagement		
Overall Score and Rating	0	0
Conclusions based on Rating Points		
Strengths		
Opportunities for Growth		

## PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal): Resource Inequity Goal	Increase the SCREADY Science passing rates for 4th grade students at Windsor Elementary school from 30.5% to 35.5% for the 2023-2024 school year			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Provide student and teacher resources to increase science achievement	Provide students with a tangible tool to conduct and record findings and reflect on the results of hands-on science experiences and experiments.	Investigative Notebooks for students	Federal	\$3,648.62
	Provide teachers with a guide to assist with science planning and providing highly effective instruction.	Amplify Teacher Guide	Federal	\$4,107.58
	Add certified science teacher/coach to the Related Arts rotation for students to increase hands-on science investigations, increase critical thinking skills, and instructional time.	Hands-on science manipulatives	Federal	\$2,500.00
	Provide after school STEM program for students with an emphasis on coding and programming.	STEM for Kids	Federal	\$17,600.00
<b>What Professional Development Activities will support this strategy?</b>	District science content specialist provides science professional development for teachers	District personnel	Local	\$0.00
	Utilize certified science teacher/coach to collaborate, co-teach, model, and provide science professional development to classroom teachers.	Reallocation of FTE	Local	\$0.00
	District science content specialist facilitates quarterly science benchmark reviews with administration and teachers to inform instruction.	District personnel and Mastery Connect	Local	\$9,128.20
	<b>Total Cost</b>			

Performance Goal #2 (SMART goal)	Increase the percent of Multilingual students who meet progress toward proficiency targets from 39.5% to 44.5% during the 2023-2024 school year.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Windsor decreased the percentage of students meeting progress towards their proficiency targets in 2022-2023. We believe that assigning additional layers of supports for these students will assist increasing their progress.	Provide Sail and Soar Curriculum to support newcomers' academic language growth.	Sail and Soar Curriculum- Vista Higher Learning	Federal	\$18,439.15
	Provide TEAM Toolkits curriculum to support Multilingual Learners' (ML) academic language growth.	TEAM Toolkits- Continental Press	Federal	\$6,254.36
	Utilize Ellevation to gather data and inform instruction.	Ellevation Platform	State	\$0.00
	Intentionally hire staff who are multilingual to support family engagement and student growth.	5 Personnel	Local	\$0.00
	Host family engagement opportunities for ML families.	School Personnel	Local	\$596.92
	<b>What Professional Development Activities will support this strategy?</b>	Provide ongoing professional support for Sail and Soar Curriculum and TEAM Toolkits.	Sail and Soar Curriculum and TEAM Toolkits	Federal
	Provide ongoing professional support for all teachers and administrators using Ellevation.	Ellevation Platform and Ellevation Strategies	State	\$0.00
	Utilize district lead ML to collaborate, co-teach, model and provide professional development to classroom teachers.	District Personnel	Local	\$0.00

<b>Total Cost</b>			<b>\$25,290.43</b>

Performance Goal #3 (SMART goal)	Increase the percent of students scoring Met and Exceeds on SCREADY math from 30.1% to 35.1% during the 2023-2024 school year.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Our math scores have been disproportionately impacted by the pandemic. We believe that the utilization of manipulatives, a skill limited during COVID, will increase our scores.	Math Content Specialist observes teachers and provide instructional feedback.	District Personnel	Local	\$0.00
	Utilize district math content specialist to collaborate, co-teach, model, and provide professional development to classroom teachers.	District Personnel	Local	\$0.00
	Teachers, school administrators, and district administrators will implement and monitor the progress of the district's elementary math improvement plan.	School and District Personnel	Local	\$0.00
	Provide classroom teachers with math manipulatives.	Math Manipulatives	Federal	\$0.00
	Provide after school math support to students scoring in the 25th percentile and below (approximately 125 students).	21st Century Tutoring District Extended Day Learning Program	Federal	\$260,000.00
<b>What Professional Development Activities will support this strategy?</b>	District math content specialist provides ongoing professional development on teaching to the intent of the math standards.	District Personnel	Local	\$0.00
	District math content specialist facilitates quarterly math benchmark reviews with admin and teachers to inform instruction.	District Personnel and Mastery Connect	Local	\$0.00
	District math content specialists provided targeted math professional development to build the capacity of school administrators' instructional leadership.	District and School Personnel	Local	\$0.00
	<b>Total Cost</b>			<b>\$260,000.00</b>

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

<b>High Quality Instructional Materials</b>		
	<b>ELA</b>	<b>Math</b>
<b>What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?</b>	Open Court Houghton Mifflin Harcourt MyPath Orton Gillingham Heggerty Leveled Literacy Intervention (LLI) Sail and Soar/TEAM Toolkits AVID SRA Early Intervention	Big Ideas Focused Math MyPath DreamBox Math 4 Today

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

	GOAL 1	Goal 2	Goal 3
WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	TE 21 Science Benchmarks	Progress Monitoring of ML Students - easyCBM and ACCESS for ELLs 2.0	TE 21 Math Benchmarks easyCBM

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
<b>30 Day Review (by 2/1/2024)</b>	LAGGING	LAGGING	LAGGING
<b>60 Day Review (by 4/1/2024)</b>			
<b>90 Day Review (by 6/15/2024)</b>			

## 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	1/25/24		
KEY POINTS OF DISCUSSION/PLANNING	Windsor has increased science instructional time in addition to adding science lab as a related arts rotation with a certified teacher. There is an emphasis on science and math in the school's afterschool programs. For MLs the school has focused on curricular materials and tool kits to support language growth. An emphasis has been placed on hiring bi-lingual staff members and on parent engagement. In math, the focus is on utilizing math manipulatives and implementing the curriculum with fidelity. In all areas there has been an intense focus on providing professional development, modeling, co-teaching and coaching for teachers. Check ins with feedback are conducted by school and district staff.		
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.



# 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.



## CONTINUOUS IMPROVEMENT PLAN/ TURNAROUND PLAN



Office of School Transformation

Performance Goal #_ (SMART goal)				
Strategy Description	Line Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	<b>Total Cost</b>			

Performance Goal #_ (SMART goal)				
Strategy Description	Line Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	<b>Total Cost</b>			

Performance Goal #_ (SMART goal)				
Strategy Description	Line Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	<b>Total Cost</b>			

**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.