



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.



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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
Phase 1: Diagnose	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.
Phase 2: Select and Phase 3: Plan	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.
Phase 4: Implement and Phase 5: Monitor	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.
Phase 6: Revise for Momentum	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.



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Designation Status:	Underperforming School		Person completing the form:	Carol Hill
District Name:	Florence School District 2		Title:	Principal
School Name:	Hannah-Pamplico High School			

PHASE 1: DIAGNOSE

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

MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS					
Elementary/Middle Schools			High Schools		
	<u>Numerator</u>	<u>Denominator</u>		<u>Numerator</u>	<u>Denominator</u>
Academic Achievement			Academic Achievement	10.9	25
Preparing for Success			Preparing for Success	2.22	10

English Learners' Student Progress		
Student Progress		
School Climate		
Overall Score and Rating	0	0
Conclusions based on Rating Points		
Strengths		
Opportunities for Growth		

English Learners' Student Progress	NR	NR
School Climate	3.06	5
Graduation Rate	11.84	25
College and Career Readiness	13.82	25
Overall Score and Rating	41.84	90
Conclusions based on Rating Points		
Strengths	College & Career Readiness	
Opportunities for Growth	Preparing for success and Graduation Rate	

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal): Resource Inequity Goal	The school will assess individual student needs and meet with 100% of families of non-performing students to offer options and opportunities.
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Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Offer differentiated student instruction and resources	Providing missing assignment study hall for students during school hours, with free after-school bus option	Teacher provided	Local	\$10,000.00
	Run absence and grade reports twice a month and meet with students and families	PowerSchool reports	None	\$0.00
	Offer in-school online, self-paced, initial credit courses	APEX	Local	\$20,000.00
	Provide free breakfast and lunch to all students	N/A	None	\$0.00
	Promote behavioral health counseling options and telehealth medical resource options	N/A	None	\$0.00
What Professional Development Activities will support this strategy?	Provide training related to trauma-induced effects on students and families	State-provided online training	None	\$0.00
Teacher trainings at the departmental, school, district, and state level	Develop in-school capacity to offer initial-credit, self-paced, online options for credit earning courses	Initial credit teachers of record	Local	\$2,000.00
	Develop collaborative capacity with Adult Education to support students completing high school credits through adult education.	Edgenuity log-in capacity	None	\$0.00
	Facilitate data-driven conversations with departments and whole-faculty related to drop-out interventions	student data	None	\$0.00
	Total Cost			\$32,000.00

Performance Goal #2 (SMART goal)	The school's goal related to Academic Achievement improvement is as follows: 65% or students will earn a C or higher for English 2 EOC during the 2023-24 school year and for Algebra 1 EOC, 60% of students will earn a C or higher during the 2023-24 school year.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	Provide EOC Preparation "boot camps" during school	Content and Skill-based practice material	None	\$0.00

Offer differentiated student instruction and incentives	Offer differentiated Algebra options for 2nd semester	Student data	None	\$0.00
	Providing missing assignment study hall for students during school hours	teacher provided	None	\$0.00
	Differentiate instruction in Academic Support classes	Spider Learning, IXL software	Local	\$2,000.00
	Implement student incentives: honor roll, high attendance, EOC high -performance, no-tardies, etc.	t-shirts, snacks, certificates	Local	\$900.00
What Professional Development Activities will support this strategy?	Provide teachers access and training for Progress Learning	Progress Learning Software	Local	\$2,000.00
Teacher trainings at the departmental, school, district, and state level	Schedule teachers to attend SCDOE Education Standards trainings	Travel costs	Local	\$1,000.00
	Facilitate data-driven conversations with departments and whole-faculty	Student data	None	\$0.00
	Promote teaching across the curriculum	Curriculum Standards	None	\$0.00
	Total Cost			\$5,900.00

Performance Goal #3 (SMART goal)	The school's goal for on-time graduation rate for 2023-2024 is 80%.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Offer differentiated student instruction and incentives	Offer in-school online, self-paced, initial credit courses	APEX	Local	\$20,000.00
	Conference with students and parents regarding school-choice options	student data	None	\$0.00
	Provide during and after-school tutoring for academic help	Teacher provided materials	None	\$0.00
	Implement student incentives: honor roll, high attendance, EOC high -performance, no-tardies, etc.	t-shirts, snacks, certificates	Local	\$900.00

	Provide summer school	APEX & teacher-time	Local	\$20,000.00
What Professional Development Activities will support this strategy?	Develop in-school capacity to offer initial-credit, self-paced, online options for credit earning courses	Initial-credit teachers of record	Local	\$2,000.00
Teacher trainings at the departmental, school, district, and state level	Develop collaborative capacity with Adult Education to support students completing high school credits through adult education.	Edgenuity log-in capacity	None	\$0.00
	Facilitate data-driven conversations with departments and whole-faculty related to drop-out interventions	Student data	None	\$0.00
	Total Cost			\$42,900.00

*** 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 math instruction?	SCDOE Standards, state-adopted textbooks, Progress Learning, IXL	SCDOE Standards, state-adopted textbooks, Progress Learning, IXL, Spider-Learning

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
	Student attendance and credits earned	EOC Scores	Graduation Rate

Does the data indicate that the team is AT-RISK , LAGGING , OR ON TRACK as it relates to progress towards each prioritized goal.	GOAL 1	Goal 2	Goal 3
30 Day Review (by 2/1/2024)	On-Track	On Track	On-Track
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	1/22/2024		
KEY POINTS OF DISCUSSION/PLANNING	Teachers have been trained in Progress Learning and are using it to supplement content instruction. Cross-curricular and vertical teaming meetings have been held. Student incentives have been implemented and multiple celebrations have been held recognizing honor roll, attendance, EOC scores, etc. Student participation in tutoring during and after school has been helpful in getting students to improve test scores and pass classes. Several seniors have benefitted from flexible scheduling with on-line options for credits.		
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

Performance Goal #_ (SMART goal)	
Strategy Description	
	Total Cost
Performance Goal #_ (SMART goal)	
Strategy Description	

PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

WHAT DATA SOURCE IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL
Does the data indicate that the team is AT-RISK , LAGGING , OR ON TRACK as it relates to progress towards each prioritized goal.	GOAL
	30 Day Review (By F
Notes	

PHASE 6: REVISE

Please describe in detail any adjustments that have been r

BENCHMARK PROGRESS	30 Days Implemen
MONITORING DATE	
KEY POINTS OF DISCUSSION/PLANNING	
Additional documentation:	

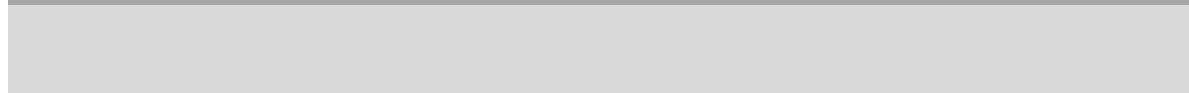
*Upon completion of the 90-day plan, teams should begin a new continuous improv
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Line Items from Strategy	Instructional Materials Needed/Used



Line Items from Strategy	Instructional Materials Needed/Used
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Total Cost

1	Goal 2
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1	Goal 2
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February 1, 2024)	60 Day Review (By April 1, 2024)
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made to the plans for each of the goals listed above. Be sure to include what has been learned in t

after tation	60 Days after Implementation	

vement cycle. The Office of School Transformation recommends using the **Continuous Im**
e adjustments before **Diagnosing** and **Selecting** new or updated goals.



Fund Location	Total for Strategy
	\$0.00
Fund Location	Total for Strategy

	\$0.00

Goal 3
Goal 3
90 Day Review (By June 15, 2024)

his improvement cycle, as well.

90 Days after implementation

[Improvement Rubric](#) to re-assess where the team is and to