



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

separately 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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Office of School Transformation



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

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

| High Schools | | |
|------------------------------------|---|-------------|
| | Numerator | Denominator |
| Academic Achievement | 9.15 | 25 |
| Preparing for Success | 2.41 | 10 |
| English Learners' Student Progress | 3.48 | 10 |
| School Climate Progress | 1.88 | 5 |
| Graduation Rate | 16.81 | 25 |
| College and Career Readiness | 15.57 | 25 |
| | | |
| | | |
| Overall Score and Rating | 49.3 | 100 |
| | 49/100(with rounding) | |
| Conclusions based on Rating Points | | |
| Strengths | *Grad Rate *CCR | |
| Opportunities for Growth | *Alg 1 EOCEP *School Climate *Biology EOCEP | |

PHASE 2: SELECT AND PHASE 3: PLAN

| Performance Goal #1 (SMART goal): Resource Inequity Goal | Westwood will increase the percent of students passing the 2024 Algebra 1 EOCEP from 45.4% to 48.4% | | | |
|--|---|-------------------------------------|---------------|--------------------|
| 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 some 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. | Strategic planning in the master schedule and teacher assignments | Academics | None | \$0.00 |
| | Purchase TI-nspire calculators and monitor teacher/student use through district walk-throughs | Academics | Federal | \$7,312.37 |
| | Theory to Practice: Professional Learning Opportunity | Academics | State | \$0.00 |
| | Algebra 1 EOC Blitz (4 Sessions of Support) | School | Local | \$12,000.00 |
| | Mandatory Content Recovery | School | None | \$0.00 |
| | Integration of Math and Algebra Nation for cyclical support | School | None | \$0.00 |
| What Professional Development Activities will support this strategy? | District math content specialist serves WHS 2 days a month with coaching and planning sessions. | Academics and School | None | \$0.00 |
| | Teachers had 3 training sessions for TI calculator usage. | Academics | Local | \$37,500.00 |
| | Administrators and content specialists are monitoring the use of the calculators via the district walk through instrument. | Academics and School | None | \$0.00 |
| | District math content specialist teaches a year long professional learning based on the NCTM Best practices. Classroom and coaching follows the theory portion. | Academics | None | \$0.00 |
| | | | | |

| Performance Goal #2 (SMART goal) | Westwood will increase the percent of students passing the 2023-2024 Biology EOCEP from 47.7% to 50.7%. | | | |
|--|--|-------------------------------------|---------------|--------------------|
| Strategy Description | Action Items from Strategy | Instructional Materials Needed/Used | Fund Location | Total for Strategy |
| Increase access to labs (online) as well as more frequent assistance from district office specialist will assist in increasing Biology 1 EOCEP passage rates | Science content specialists supports Biology teachers with observations and coaching conversations twice a month. | Academics | None | \$0.00 |
| | Elevate K12/Mobile Minds: Online Professional Development opportunities for Biology teachers. | Academics | None | \$0.00 |
| | Supplement hands-on lab experiments by providing Gizmos online labs. | Academics | State | \$4,188.54 |
| | Benchmark Data Assessment Program and Supplemental Data Reviews | Academics and School Level | State | \$9,400.00 |
| | In-house teacher led bootcamp to supplement deficit areas presented by the students | School Level | None | \$0.00 |
| | Personalized Coaching Plans for underperforming teachers to identify strategies for improvement and implementation | School Level with District Support | None | \$0.00 |
| | Structured Professional Learning Communities twice per month in order to leverage growth | School Level with District Support | None | \$0.00 |
| What Professional Development Activities will support this strategy? | District science content specialists spends 2 days a month providing coaching and planning sessions with Biology teachers. | Academics | None | \$0.00 |

| | | | | |
|--|--|--------------|------|--------------------|
| | Gizmos trainers offered two levels of professional learning at District Wide October Professional Development for Biology teachers. | Academics | None | \$0.00 |
| | AVID instructional support for Biology teachers to incorporate strategies into the classes to reduce lecture and increase student engagement | School Based | None | \$0.00 |
| | Benchmark Data Assessment Protocol and Supplemental Data Reviews to inform instruction and best practices | School Based | None | \$0.00 |
| | Total Cost | | | \$13,588.54 |

| Performance Goal #3 (SMART goal) | Westwood will increase the 2024 School Climate Index from 1.88% to 2.5% | | | |
|---|--|-------------------------------------|---------------|--------------------|
| Strategy Description | Action Items from Strategy | Instructional Materials Needed/Used | Fund Location | Total for Strategy |
| Westwood High School administration will implement activities and professional learning along with monitoring strategies to improve the school climate. | Implement periodic Principal's Temperature Checks with the staff and SIC in order to address areas of concern. This will be both quantitative and qualitative in nature. | School Administration | None | \$0.00 |
| | Increase celebrations (weekly and monthly recognitions) | School Administration | Local | \$4,500.00 |
| | Provide dedicated space and protected time for teachers to plan and collaborate without interruption | School Administration | None | \$0.00 |
| | Increase substitute (Guest Teacher) presence to reduce the teacher burdens beyond the classroom | School Administration | None | \$9,000.00 |
| | Implement Climate Challenges (monthly) to target areas of improvement in order to reduce disruptive incidents. | School Administration | None | \$0.00 |
| What Professional Development Activities will support this strategy? | Conduct SEL training with behavioral specialist to provide behavioral intervention services to students and support strategies for teachers | School Administration | None | \$0.00 |
| | Facilitate climate survey training with the SIC/Staff by the Principal/Director of Assessment | School Administration | None | \$0.00 |
| | Provide Targeted Behavior Interventionist Training with teachers who are experiencing challenges with students/classes. | Learning Support Services | None | \$0.00 |
| | Facilitate monthly Lyceum Series with students/staff to expose them to skills and techniques to be a successful Redhawk. | School Administration | None | \$0.00 |
| | Facilitate of Bi-Annual Community Meetings to review data and adjust practices in order to achieve our desired goals and outcomes. | School Administration | None | \$0.00 |
| | Total Cost | | | \$13,500.00 |

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

| High Quality Instructional Materials | |
|--------------------------------------|------|
| ELA | Math |
| | |

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|--|---|--|
| What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction? | Mastery Connect, AVID Strategies, HMH Collections, HMH Close Readers, CommonLit, Kelly Gallagher AOW/Paired texts | Big Ideas; TI Inspire calculators; Algebra Nation; Mathematics Assessment Project; Dan Meyer's Three Act Tasks |
|--|---|--|

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 | TE21 EOCEP benchmark | Pulse check surveys to teachers and students |

| 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 | 1/24/2024 | | |
| KEY POINTS OF DISCUSSION/PLANNING | Goal 1: Algebra Bootcamp: Fall EOCEP scores show a 2% increase. Goal 2: Biology: District Content Specialist leads coaching conversations two times a month with Biology teachers. Goal 3: School Climate: Principal has implemented a listening session. Forty seven staff members participated in the first session. | | |
| Additional documentation: | Goal 1: Algebra: District math specialists provides classroom support 2 times a month to algebra teachers | | |

*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 | 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. |

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| 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. |

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

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

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

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 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 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.