



# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

## Office of School Transformation



Designation Status:	Priority		Person completing the form:	David Thorpe
District Name:	Richland One		Title:	Principal
School Name:	Caughman Road Elementary			

### PHASE 1: DIAGNOSE

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

#### MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS

<u>Elementary/Middle Schools</u>		
	<u>Numerator</u>	<u>Denominator</u>
Academic Achievement	12.87	35
Preparing for Success	Not Rated	
English Learners' Student Progress	5.38	10

<u>High Schools</u>		
	<u>Numerator</u>	<u>Denominator</u>
Academic Achievement		
Preparing for Success		
English Learners' Student Progress		

Student Progress	10.59	35
School Climate	5.48	10
Overall Score and Rating	34.32	90
Conclusions based on Rating Points		
Strengths	The school scored an average rating of 5.38 / 10 for Multilanguage Learners' Progress. The school had 53.8% of students in the ML Subgroup who Met Progress Toward Proficiency Target. This percentage was above both the district (43.1%) and state (38.5%) average.	
Opportunities for Growth	The school scored an unsatisfactory rating of 5.48 / 10 for School Climate. The school had a score below both the district (6.21) and state (6.90) scores for Overall Perceptions of School Climate.	

School Climate		
Graduation Rate		
College and Career Readiness		
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	By June 2026, all teachers will have the instructional resources and training to meet the needs of all their students for academic instruction, intervention, and social emotional learning.			
What Professional Development Activities will support this strategy?	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy

RISE (Reading Intervention), Hands on Standards (Math Intervention), Number Worlds (Math Intervention), Ron Clark Academy House System (Social Emotional), Fountas Pinnell (Guided Reading), Big Ideas (Concrete, Representational, Abstract Math Instruction), Inclusion Training (Special Needs students, Multilanguage Learners, Students with Behavioral or Sensory Needs), Classroom Community Building	Guided Planning specifically targeting deconstruction of standards and utilizing district approved resources	Empowering Writers, Wonders, Big Ideas	None	
	Continue to implement a Multitiered System of Support to address the needs of students not meeting grade level expectations and monitor intervention strategies	Data Collection, CFAs	None	
	Professional development for teachers and staff to address the academic, behavioral, and social/emotional needs of students	Wonders, RISE, Big Ideas, Number Worlds	None	
	Instructional staff will be provided professional learning opportunities to improve reading and math instruction and academic achievement in these areas (i.e., Palmetto State Literacy Association Conference and the SC Council of Teachers of Mathematics Conference).	Wonders, Empowering Writers, Big Ideas Math	State	\$10,000.00
	Provide opportunities for certified staff to collaborate, analyze data, unwrap standards, plan for academic interventions, and create common formative assessments outside of their contracted hours	Empowering Writers, Wonders, Big Ideas	State	\$22,270.08
	Teachers will participate in on-site professional development that will improve reading and math instruction, as well as student achievement in these areas.		State	\$20,000.00
	Total Cost			\$42,270.08

Performance Goal #2 (SMART goal)	BY JUNE 2026, ACADEMIC ACHIEVEMENT WILL INCREASE FROM 12.87 OUT OF 35 TO 15 OR HIGHER (student reading proficiency as measured by SCReady will increase from 37.8% meets or exceeds in 2024 to at least 49%)			
What Professional Development Activities will support this strategy?	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy

RISE (Reading Intervention), Fountas Pinnell (Guided Reading), Empowering Writers (Writing Instruction), Explicit Direct Instruction	Differentiated Professional Development on Explicit Direct Reading and Writing Instruction, Lesson planning, and teaching to the intent of the standards	Wonders, Empowering Writers	None	
	Guided Planning specifically targeting direct instruction and teaching to the intent of the standard	State Standards	None	
	Weekly Professional Learning Community Meetings that focuses on Common Formative Assessment Data, Student Growth, Teacher Professional Growth	Mastery Connect, District CFAs	None	
	Student ownership of learning by being taught to clearly articulate what they are learning, what success for each standard looks like, and where they are in the progression to demonstrate standard mastery	Mastery Connect CFAs, Individual Student Data Tracking Sheets	None	
	Total Cost			\$0.00

<b>Performance Goal #3 (SMART goal)</b>	By June 2026, academic achievement will increase from 12.87 out of 35 to 15 or higher (student math proficiency as measured by SCReady will increase from 28.2% meets or exceeds in 2024 to at least 35%)			
<b>What Professional Development Activities will support this strategy?</b>	<b>Action Items from Strategy</b>	<b>Instructional Materials Needed/Used</b>	<b>Fund Location</b>	<b>Total for Strategy</b>
Hands on Standards (Math Intervention), Number Worlds (Math Intervention)	Differentiated Professional Development on Explicit Direct Math Instruction, Lesson planning, and teaching to the intent of the standards	Big Ideas	None	
	Guided Planning specifically targeting direct instruction and teaching to the intent of the standard	State Standards	None	
	Weekly Professional Learning Community Meetings that focuses on Common Formative Assessment Data, Student Growth, Teacher Professional Growth	Mastery Connect, District CFAs	None	

	Student ownership of learning by being taught to clearly articulate what they are learning, what success for each standard looks like, and where they are in the progression to demonstrate standard mastery	Mastery Connect CFAs, Individual Student Data Tracking Sheets	None	
	Provide interventions to students in the areas of math and reading via a during-the-day tutoring program	RISE, Number Worlds	State	\$47, 729.92
	Total Cost			\$0.00

\* 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?	Wonders, Fountas and Pinnell Guided Reading and Interactive Read Alouds Books, Empowering Writers, Haggerty Reading, Orton Gillingham Word Study, RISE Intervention	Big Ideas Math, Hands On Standards Intervention, Manipulatives

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
	Mastery Connect Literacy and Math CFAs, Mastery Connect Predictive Data, Classroom Observations, Visible Learning Classroom Walkthrough data, BAS data, STAR data, ABE data	Mastery Connect Literacy CFAs, Mastery Connect Predictive Data, Classroom Observations, Visible Learning Classroom Walkthrough data, BAS data, STAR data	Mastery Connect Math CFAs, Mastery Connect Predictive Data, Classroom Observations, Visible Learning Classroom Walkthrough data, STAR data

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</b>	<b>On Track</b> - Professional Development completed during thirty day cycle include Dr. Caroline Savage working with third through fifth grade teachers in writing (December 12th and January 8th), Winter STAR Assesment data analysis (December 20th), BAS administartion training (January 6th), LETRS training for PK through Third Grade teachers (January 13th).	<b>On Track</b> - STAR Reading Winter Adminsitartion - Profeciency Rate District Benchmark is 65.6%, Proficiency Rate State Benchmark is 54.6%, Current Student Growth Percintile is 65.1%	ict Benchmark is 53.2%, Proficiency Rate Sta
<b>60 Day Review</b>			
<b>90 Day Review</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	1/14/2025		
KEY POINTS OF DISCUSSION/PLANNING	Guided planning in Math and ELA occurring weekly to include deconstructing standards, assessments, and pacing. Guided planning with district instructional coach for Montessori teachers monthly. Benchmark Predictive Assesment being admisnitered this week.		
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.