



CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Office of School Transformation



Designation Status:	Underperforming School		Person completing the form:	Dr. Jennifer Coleman/Ms. Tameka Nicholson
District Name:	Richland Two		Title:	Executive Director of Accountability, Principal
School Name:	Westwood High School		Principal:	Ms. Tameka Nicholson

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>High Schools</u>		
	<u>Numerator</u>	<u>Denominator</u>		<u>Numerator</u>	<u>Denominator</u> or
Academic Achievement			Academic Achievement	8.84	25

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		

Preparing for Success	2.81	10
English Learners' Student Progress	2.12	10
Graduation Rate	9.8	19
College and Career Readiness	11.36	19
High School Student Success	5.3	12
School Climate	2.6	5
Overall Score and Rating	43	100
Conclusions based on Rating Points		
Strengths	CCR	
Opportunities for Growth	Academic Achievement, CCR, and Graduation Rate	

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal): Resource Inequity Goal	Westwood will increase the percent of students who pass the 2025 Algebra 1 EOCEP from 60.2 to 65.2. Students scoring a C or higher on the English 2 EOCEP will increase from 63.5 to 68.5.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy

<p>The Westwood Leadership Team is focusing on creating and implementing of consistent systems, expectations, and procedures for classroom instruction.</p>	Create structure and support for teachers to meet and collaborate using data to problem-solve and plan.		None	
	Implements a high quality teacher observation and intervention system.		None	
	Set expectations and ensure teachers are instructing and assessing to rigor of the standards. Teacher specialists observe classroom instruction two Tuesdays a month. During these observations, teacher specialists follow up observations with coaching conversations. Additional Professional Learning sessions are offered based on observations. Teacher specialists revisit the district expectation to follow the district pacing and curriculum guides because those resources insure rigor and instructing to the intent of the standards. Conversations are held with school administrators when issues are observed.		None	
	Set expectations and ensure all classrooms exhibit differentiation of learning pathways, instructional strategies, or assessments. Professional learning sessions have been offered by the teacher specialists along with model lessons being taught by the teacher specialists. This allow teachers to observe differentiation in action. Extensive time has been given to assist teachers with planning lessons that include differentiation, assessments, and high quality instructional strategies.		None	
	Create and institute consistent procedures for content recovery.		None	
<p>What Professional Development Activities will support this</p>	PD support for Leadership Team on how to develop collective teacher efficacy. District to provide.		None	

strategy?	PD for teachers on how to differentiate instruction. Connect to current district specialist, coach , and SPED work in this area. School to design structure and provide with support of district staff.		None	
	Additional focus and work by the district Secondary Instruction team with EOC teachers.		None	
				\$0.00

Performance Goal #2 (SMART goal)	Westwood High School will increase the percent of students who are classified as CCR from 59.8 to 69.8 during the 2024-2025 school year.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
The Westwood Leadership Team is building systems to increase awareness, collaboration, and opportunity around CCR.	Develop and implement a system for students to be aware of and track CCR status.		None	
	Set expectation and system in place for collaboration with staff tracking student cohorts.		None	
	Increase number of internships within Westwood building. (Grow from 1 or 2 to at least 20 in 2024-25).		None	
What Professional Development Activities will support this strategy?	PD for counselors, WBL coordinators, and others to improve CCR coding in PowerSchool. Leadership Team will work with district to provide.		None	
	Support and training for WBL Coordinator and internal internship supervisors. Leadership Team will work with district to provide.		None	
	Total Cost			\$0.00

Performance Goal #3 (SMART goal)	Westwood High School will increase the percent of students graduating on time from 75.8 to 78.8%			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
<p>The Westwood Leadership Team is thinking both short- and long-term related to graduation rate.</p> <p>The short-term focus is on setting clear expectations and procedures, and ensuring people have the needed skills to implement. The long-term focus is on ensure all students have the basic literacy and numeracy skills and practice - across all subject areas - to be successful in their courses.</p>	Incorporate use of reading and numeracy strategies across all courses.		None	
	Continue development of clerical protocols and check-points related to graduation rate. Polish practices including the intake process, withdrawal process, provision of alternative pathways, POR, etc.		Local	
	Institute Talon Academy identification and services.		None	
	Create and institute consistent procedures for content recovery.		None	
What Professional Development Activities will support this strategy?	PD support for Leadership Team around reading and numeracy strategies so system can be developed and implemented. District to provide.		None	
	Total Cost			\$0.00

High Quality Instructional Materials		
What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?	ELA	Math
	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
	80% Projected Proficiency for Algebra 1 and English 2 benchmarks for all students, as measured by MasteryConnect benchmark performance.	80% of students are College and Career Ready based on the Enrich CCR report. If a school is at 80%, 2% increase annually until at 90%.	90% of students graduate. If a school is at 90%, 1% annually until at 95%
ADDITIONAL DISCUSSION (NOT MONITORING) - PLEASE INCLUDE ON DATA TRACKER.	We will also look at Biology and U.S. History projected proficiency (goal = 80%) during monitoring meetings.	We will also look at the percent of students	We will also look at grad rate (goal = 90%) during monitoring meetings.

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 2/27/25)			
60 Day Review (by 3/27/25)			

90 Day Review (by 4/24/25)			
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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.