



CONTINUOUS IMPROVEMENT PLAN/TURNAROUND Office of School Transformation

Designation Status:	Underperforming School	
District Name:	Colleton County School District	
School Name:	Bells Elementary	

PHASE 1: DIAGNOSE

USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS

MOST RECENT REPORT CARD ACCOUNTABILITY

Elementary/Middle Schools

	<u>Numerator</u>	<u>Denominator</u>
Academic Achievement	10.01	35
Preparing for Success	3.19	10
English Learners' Student Progress	7	10
Student Progress	12.05	35
School Climate	7.88	10

Overall Score and Rating	40.13	100
		Below Average
Conclusions based on Rating Points		
Strengths	In the previous year, Bells had a "Good" rating so it is clear that this goal can be achieved once more. Specifically, the school will need to acquire two points to obtain an average rating. However, it is our desire to reach for an "Excellent" rating so as to continue progress of our students. The school will continue to focus on other areas of the	
Opportunities for Growth	Bells Elementary needs to increase student achievement in all content areas; however, progress in math has been identified as a need for all district school populations. To this end, the school has entered into a district-wide initiative with a focus on math accelerating growth in learning math and other content areas. This high dosage has been proven to be effective for increasing student performance. Specifically, "In both Tier 2 and Tier 3, it is critical that students receive an adequate amount, or dosage, of instruction. This dosage can be intensified by reducing the size of student groups and increasing the frequency and duration of instruction" (Retrieved November 28, 2023; ies.ed.gov/ncee/wwc).	

PHASE 2: SELECT AND PHASE 3: PLAN

Resource Inequity Goal	Resource Inequity Goal: When families and students are identified as economically disadvantaged, there are 300 students. There is no absolute differentiation among students who are economically disadvantaged to receive Free/Reduced lunch and Bells is a Community Eligibility School. Bells is currently rated a "4" on the continuous improvement self-assessment rubric. Bells is committed to providing high-quality education for all students, including economically disadvantaged students, by educating students with higher needs.
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Strategy Description	Action Items from Strategy
Utilize business, community and faith-based supports to provide essential items for living (Garcia, et. al, 2016, pg.16).	Partner with local churches in the area (i.e., Buckhead United Methodist Church, Vedon Baptist Church) to donate items such as clothing and money for shelter.
	Partner with local organizations that have made a continuous commitment to the school. These include Ruffin High Classes of '83 and '92 and the Lowcountry Food Bank. Financial contributions from these classes are used to secure supplies and clothing for identified families. Food donations are provided when school is not in session.
	Contact and solicit donations from large county businesses (i.e, Walmart, Family Dollar) to obtain items such as food and clothing. Donations may be used to provide assistance for shelter.
What Professional Development Activities will support this strategy?	
At the beginning of the year, teachers and staff will be made aware of the school's activities with partnership development. Staff may volunteer to assist in development campaigns.	A school-based committee is in charge of collaborating with partners. This committee meets monthly. This committee is responsible for organizing resources and identifying families.
	Total C

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1	Turnaround Goal: By October 2024, Bells Elementary will i moving the rating from "Below Average" to "Average". subsequent action steps (pages 37-40) where the school needs for growth in the school report card areas of Acade help the school improve in the continuous improvement se and examining multiple so
Strategy Description 1	Action Items from Strategy

Provide intensive intervention and acceleration strategies.

Using the i-Ready Principals Academy, students are grouped for Tier 2 and Tier 3 instruction and dosage. Students were identified and then tracked daily with specific activities to include the following: 1) align current i-Ready data to previous state assessment data to identify students who have the potential to reach proficiency or improve their state achievement level from the prior year. 2) track identified students in the potential group every week to ensure students are passing required lessons in both ELA and math; 3) accelerate students by utilizing data to group students by their common needs and connect teachers to resources for differentiation and scaffolding grade-level instruction; 4) ensure students use i-Ready Personalized Instruction with fidelity to optimize student growth; 5) monitor the student usage reports and celebrate when students and classes achieve fidelity; 6) collaborate with i-Ready consultants/district team to examine students' instructional paths, suggest adjustments, and recommend i-Ready lessons that correlate to the Big Ideas Mathematics and Open Court Reading Program; and 7) leverage standards mastery as a teaching tool to prepare students for state assessments. To this end, the school has entered into a district-wide initiative with a focus on math accelerating growth in learning math and other content areas. This high dosage has been proven to be effective for increasing student performance. Specifically, "In both Tier 2 and Tier 3, it is critical that students receive an adequate amount, or dosage, of instruction. This dosage can be intensified by reducing the size of student groups and increasing the frequency and duration of instruction" (Retrieved November 28, 2023; ies.ed.gov/ncee/wwc).

Math word of the day. Mathematical reading is dense, and without understanding of specific vocabulary, many students struggle to understand concepts. Because of the high incidence of unfamiliar vocabulary in mathematics, teaching unknown words becomes central to mathematical literacy (Lee, 2007, p.125). Lee, H. (2007). Teaching mathematics vocabulary to diverse groups. *Intervention in School & Clinic*, 43(2), 121.

	<p>Use related arts teachers for exposure. Arts integration is “an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both” (Silverstein & Layne, 2010)Silverstein L. B., & Layne S. (2010). Defining Arts Integration. Retrieved November 28, 2023 from https://www.kennedy-center.org/education/partners/defining_arts_integration.pdf.</p>
What Professional Development Activities will support this strategy?	Professional Learning Communities (PLC's) 3 days a week. PLCs are held with specific grade levels all day long from 8am-11am on Monday, Tuesday and Thursday.
The school will deploy both school-based and districtwide professional development.	iReady Principal's Academy meeting with district official weekly. At these meetings, a summary of student progress will be shared by the district data coordinator. These meetings are conducted twice per month; however, the building leadership team reviews the data daily.
	The district math consultant conducts monthly PD with all teachers. During the PD, the consultant shares specific strategies for teaching math.
	Total C

Performance Goal #2	<p>Turnaround Goal: By October 2024, Bells Elementary will i moving the rating from "Below Average" to "Average". 1 "Good"; however, the strategies are proposed to move the teacher quality through teacher involvement. This aligns Action 1 for focused professional development and other a from scores to "2" to "3" on the continuous improvement monitoring and evaluation of t</p>
Strategy Description 2	Action Items from Strategy

Provide robust stakeholder engagement.

The school and district are aligning Performance Goal 2 with Teacher Quality activities in the Strategic Plans and as part of improving Teacher Quality, the school leadership teams will conduct frequent observations. Garza, et. al., (2016) state that “the accountability pressures of the recent decade require that instructional leaders work with teachers to ensure student academic success. The "walkthrough" or "walkthrough observation" is an instructional leadership practice that has been regarded as a promising avenue to collaboratively work with teachers.” Presently, observations and feedback are conducted using both the COGNIA Student Engagement Rubric as well as the 4.0 Teacher Assessment Rubric. This “authentic feedback” will be used as part of turnaround activities for all school.

(Retrieved December 6, 2023 from <https://eric.ed.gov/?id=EJ1103597>) Both instruments include checklists for reviewing instruction and providing feedback. Mihaly, et. al., (2018) found that “The relatively moderate use of the checklist by treatment group principals, combined with the reports by some control group school leaders that they were using it, implies that the estimated

Increase ways to get information to parents (i.e., Google Classroom). Additionally, the school will continue to meet with the SIC, PTO, teachers, and community members monthly to garner input on the development and monitoring of the turnaround and school strategic plans. Research supports "the promise of using technology to connect rural schools, teachers, students, and families across wide distances, as well as the importance of preparing for and addressing the infrastructure challenges endemic to rural areas" (Retrieved November 28, 2023, from ies.ed.gov/ncee/rel/Products/Region/appalachia/Blog/-89761). Administrators will continue to monthly, present and receive feedback from peers and district personnel on the school’s intervention and acceleration strategies. November 1, December 13, January 31, 2024; February 28, 2024; March 27, 2024; and April 24, 2024. The school will provide written communication to stakeholders on the progress of targeted strategies in the turnaround and strategic plans via Newsletters, ClassDoJo, and newer communications. The school will also hold a community meeting to receive feedback from community stakeholders on the final revision of the Turnaround Plan on December 4, 2023.

The school will reinvent student clubs that will meet every Friday. In this way, kids are excited to do more and have hands-on involvement. Clubs will include the gardening club, LEGO club, Arts Club, Pet Club, and The Gentleman' Group.

Parent volunteers get special privileges as incentives (i.e., skip the line for parent pickup). Such incentives will start in January 2024.

impacts of using the checklist would be larger than the estimated impacts of receiving it.” (Retrieved December 6, 2023 from https://ies.ed.gov/ncee/rel/Products/Region/southwest/Publication/3888).	Create math and science nights and encourage parent participation by combining fund activities to get more parental attendance. For example, the school will stage activities within its STEM lab. Students and families will participate in hands-on activities using experiments.
What Professional Development Activities will support this strategy?	Within the Professional Learning Communities, teachers and staff will discuss the attendance and results of stakeholder events.
The professional development for this area will be school-based using the district contracted consultant.	Faculty Meetings that include the developer of the STEM Lab. Such meetings focus on teaching science concepts.
	Total C

Performance Goal #3	Turnaround Goal: By October 2024, Bells Elementary will be moving the rating from "Below Average" to "Average". activities are designed to increase scores in this area of the for multilinguals and student engagement. The efforts to improve engage
Strategy Description 3	Action Items from Strategy
	The school will assign students on patrol as safety agents (starting in December). Additionally, students will serve as class ambassadors to greet persons who visit the building (appointed weekly). In this way, students are provided with opportunities to exhibit leadership qualities.

<p>Increase the climate and culture of the school.</p>	<p>Incentivize teachers with breaks, awards and dress downs. The school will review goal progress and revise objectives to improve attendance, academic performance, and student discipline data every month.</p> <p>The school will review data for evidence of PBIS expectations and implementation and monitor the incentive plan for student attendance, academic performance, and meeting school-wide PBIS expectations; as well as reward staff members and communicate to stakeholders on the progress of student attendance, academic goals, intervention progress, and discipline data. According to Bettinger (2010), one potential method to increase student achievement and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on student achievement (Bettinger, 2010. "Paying to Learn: The Effect of Financial Incentives on Elementary School Test Scores" NBER Working Paper No. 16333). We based this activity on research from Conley (2020) that demonstrated the effective use use of peer collaboration and feedback. Specifically, the research stated that collaboration "effectively combines data with the human-centered aspects of teaching and learning. Authors cite how the NIC approach elevated the way their teams and colleagues collaborated." Retrieved December 1, 2023 from https://ies.ed.gov/ncee/edlabs/regions/southwest/blogs/24-swnic3-okexcel.aspx.</p>
<p>What Professional Development Activities will support this strategy?</p>	
<p>The professional development for this area will be school-based provided by the school leadership team.</p>	<p>Teachers and staff will develop calendars and strategies in their team meetings. Activities will be evaluated for their effectiveness through discussions at team meetings.</p> <p>Total C</p>

*** Include additional goals and strate**

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
	Open Court Reading has led to increased ELA scores on formative assessments. The district expects to continue this investment for its K-8 ELA and reading platform.

PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	

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	
30 Day Review (by 2/1/2024)		
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 as well.

BENCHMARK PROGRESS	30 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 process using the [Continuous Improvement Rubric](#) to re-assess where the team is and to make adjustments.

MOVEMENT
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Person completing the form:	Angel Parker
Title:	Principal

TY MANUAL RATING POINTS		
High Schools		
	<u>Numerator</u>	<u>Denominator</u>
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		

entified, the school will assist in providing non-academic support to potentially the populations that attend Bells Elementary. Economically, 86% of families le Program participant. The goal aligns with the desire to progress from "3" to oric. Specifically, the school will ensure that"Additional funding is spent on eeds to ensure they meet and/or exceed standards."

Instructional Materials Needed/Used	Fund Location	Total for Strategy
N/A	None	\$0.00
N/A	None	\$0.00
N/A	None	\$0.00
N/A	None	\$0.00
Cost		\$0.00

increase the number of points earned on the school report card from 40 to 52

The goal aligns with the Strategic Plan area of "Student Achievement" and uses specific data sources to achieve performance targets. The goal targets Academic Achievement, Preparing for Success and Student Progress. The goal will use a self-assessment rubric in the areas of using purposeful time driven by protocols and multiple sources of data to impact student achievement.

Instructional Materials Needed/Used	Fund Location	Total for Strategy
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<p>Consumable supplies such as lined paper, copy paper, pens, pencils, Chrome Books, head phones, folders, white boards, markers, and desk dividers. These are materials used by students. Teachers must have laptops, smart boards, markers, whiteboards, binders, and consumable supplies (FY23 PRIORITY DISTRICT LEVEL)</p>	State	\$25,000.00
<p>Teachers have created math vocabulary word list, lanyards, and word cards for student use. These sight words are located in visible areas of the classroom so that students have constant exposure to math words in general and as part of small group instruction.</p>	Federal	

Related art teachers will use math books, flash cards, and anchor charts within their classes to provide additional sight language for students.	None	\$0.00
Laptops	None	\$0.00
Laptops	Local	\$0.00
Laptops	None	\$0.00
Cost		\$25,000.00

increase the number of points earned on the school report card from 40 to 52
This part of the goal is aligned with areas on the report card that are rated as school to "Excellent". Providing robust stakeholder involvement will improve with the school's Strategic Plan in the areas of "Teacher Quality", Strategy 1, action steps under "Teacher Quality". Moreover, this goal will move the school to "Excellent" on the school's self assessment rubric in the areas of implementing the turnaround plan; the turnaround plan; and revising for momentum.

Instructional Materials Needed/Used	Fund Location	Total for Strategy
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Copy paper to print school newsletter, Google products, Class Dojo	None	\$0.00
Students will have hand on materials to support each club. We currently have 19 clubs for students to choose from.	Local	\$0.00
The school will provide parking passes, school shirts and lanyards.	None	\$0.00

The school will provide instructional materials to distribute to students and parents for each activity.	None	\$0.00
Laptops	None	\$0.00
Laptops, STEM kits (FY23 PRIORITY DISTRICT LEVEL)	State	\$15,000.00
Cost		\$15,000.00

increase the number of points earned on the school report card from 40 to 52
 This goal also aligns with the school's strategic plan for building climate as
 e report card (pages 35-36). Current scores on the school report card "Good"
 below are aimed to increase the scores to "Excellent" and at the same time,
 ement from students and teachers.

Instructional Materials Needed/Used	Fund Location	Total for Strategy
The school will provide safety vests, training materials, and safety belts.	None	\$0.00

N/A	Local	\$500.00
		\$0.00
N/A	None	\$0.00
Cost		\$500.00

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Materials

Math
Using the i-Ready Principals Academy, students are grouped for Tier 2 and Tier 3 instruction and dosage. Students were identified and then tracked daily with specific activities to include the following: 1) align current i-Ready data to previous state assessment data to identify students who have the potential to reach proficiency or improve their state achievement level from the prior year. 2) track identified students in the potential group every week to ensure students are passing required lessons in both ELA and math; 3) accelerate students by utilizing data to group students by their common needs and connect teachers to resources for differentiation and scaffolding grade-level

Goal 2	Goal 3

Goal 2	Goal 3

ed above. Be sure to include what has been learned in this improvement cycle,

60 Days after Implementation	90 Days after implementation

it cycle. The Office of School Transformation recommends using the
stments before Diagnosing and Selecting new or updated goals.

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[illegible]

[illegible]

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