



CONTINUOUS IMPROVEMENT PLAN/TURNAROUND

Office of School Transformation

Designation Status:	Underperforming School	
District Name:	Colleton County	
School Name:	Colleton County High School	

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		
Preparing for Success		
English Learners' Student Progress		
Student Progress		
School Climate		

Overall Score and Rating		
Conclusions based on Rating Points		
Strengths		
Opportunities for Growth		

PHASE 2: SELECT AND PHASE 3: PLAN

Resource Inequity Goal	The high school will increase the number of points earned on the ACCESS test by 10% by October, 2024. By doing so, the score on this subset will go from "Unsatisfactory" to "Satisfactory" subscore on the report card as "Unsatisfactory". Movement from "Unsatisfactory" to "Satisfactory" the team reviews equity of resources moving the school from "Unsatisfactory" to "Satisfactory".
Strategy Description	Action Items from Strategy
	CCHS has 31 students that have been in the US for 5 years or less and 37 ML that have been in the US longer than 5 years and should have tested out prior to making it to CCHS. CCHS will focus on these 31 students and take a deep dive into their ACCESS scores from 2023. They will be placed into groups of speaking, writing, listening and reading and the multilingual coordinator will work with them two days a week.

Focus on the multilinguals as the population needing access to resources.	CCHS will explore offering an elective credit-bearing course for multilinguals who are "newcomers" to the US. Specifically, the plan is to offer a quarter or semester course that will be targeted for both new arrivals and continuing students who have been unable to acquire the 4.4 score on WIDA ACCESS. A target start date would be Fall 2024.
	Institute incentives and recognitions for multilingual students who successfully exit the ESOL program and demonstrate proficiency. This may include special recognition at Board meetings as well as specific resources for the population to maintain and increase their English prowess. Recognitions will be shared with specific communities and hence; enhance and improve student/school/district relationships with the Hispanic community.
What Professional Development Activities will support this strategy?	
National and state trainings will be provided to multilingual coordinator as well all other faculty.	Multilingual Coordinator will attend specific training related to incorporating new course (school based or state provided).
	Total

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1	By October 2024, Colleton County High School will increase rating from Unsatisfactory to Average. The goals and action Plan, the school uses action steps to positively impact students
Strategy Description 1	Action Items from Strategy

Provide intensive on track to graduation intervention and acceleration strategies.

Implement an aggressive "On Track to Graduation" initiative using the following: 1) a robust data tracking by 9GR to determine students who are in need of interventions due to the possibility of not receiving credit for his/her coursework preventing students from being on track to graduation. 2) provide students enrolled in End-of-Course coursework with testing and exam workshops. 3) provide students needing graduation intervention with acceleration opportunities such as Cap and Gown or Twilight and science/math tutors. 4) track student data at each interim and identify at-risk students for early intervention. Our efforts are supported by research from "Applying an on-track indicator for high school graduation: adapting the Consortium on Chicago School Research indicator for five Texas districts". Retrieved December 1, 2023 from https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2011100.pdf. The school will use FY24 Priority funds to obtain a graduation coach to facilitate overall "9GR" project contracted through Kelly Services.

Utilize data tracking to determine students who are career ready and provide additional information about the various ways to become career ready - ASVAB, dual enrollment, CTE completer with certification, WIN readiness, and work based learning opportunities. The school will use FY24 Priority funds for long-term end-of-course support for students to ensure they are on track to graduation by tracking performance on the above assessments.

Utilize a formative assessment platform (i.e., TE21) to progress monitor the mastery of content in EOC courses. The costs of TE21 or the secondary assessment platform will be covered through Priority FY23 funds that have been unspent from that year.

Increase opportunities for students to become college and career ready.

What Professional Development Activities will support this strategy?

School-based and district professional development will be provided using contracted consultants.	Professional development will include information from Consultant with J2 Math, TE21 Assessment Training, Teacher training for CPR and OSHA certification, and professional development for new ELA standards and assessment items.
	Total C

Performance Goal #2	By October 2024, Colleton County High School will increase rating from Unsatisfactory to Average. The goal also supports (62). The activities also support the Priority Plan which has ma
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 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>).

Increase the opportunities for stakeholders to participate and provide input into the school planning and monitoring of targeted improvement strategies. These opportunities will include the following: 1)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. 2) 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. 3) Provide written communication to stakeholders on the progress of targeted strategies in the turnaround and strategic plans via Newsletters, ClassDoJo, and YouTube Channel. 4) Hold a community meeting to receive feedback from community stakeholders on the final revision of the Turnaround Plan on December 4, 2023. 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)

Provide parents with workshops to increase awareness on attendance and graduation requirements. For approximately 1300 students , families will be contacted as students are monitored for their progression.

Increase opportunities for outside agencies to partner with the school for social -emotional well being initiatives.

Publish quarterly newsletters via social media sites, email listservs, and district website

What Professional Development Activities will support this strategy?	
The school will provide necessary professional development.	Staff training for school website, Webinars to promote community partnerships. The school will provide any necessary PD through professional learning communities and staff meetings.
	Total C

Performance Goal #3	By October 2024, Colleton County High School will increase attendance from Unsatisfactory to Average. For CCHS, building a positive learning environment. Additionally, within the Strategic Plan, CCHS and TCTC will create safe, respectful, and caring environments for learning and work. The school will increase the school climate by ten percent in each identified category.
Strategy Description 3	Action Items from Strategy
Increase the climate and culture of the school.	A positive learning environment fosters a culture of student learning and growth. The school will: 1)review goal progress and revise objectives to improve attendance, academic performance, and student discipline data every month. 2)Review CCHS data for evidence of PBIS expectations and implementation. Monitoring of data will include a review of the incentive plan for student attendance, academic performance, and meeting school-wide PBIS expectations. We based this activity on research from Conley (2020) that demonstrated the effective 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 .

	Review CCHS data for evidence of PBIS expectations and implementation. Monitoring of data will include a review of the incentive plan for student attendance, academic performance, and meeting school-wide PBIS expectations.
	Reward staff members for meeting expected academic goals, intervention strategies, and PBIS expectations.
	Communicate to stakeholders on the progress of student attendance, academic goals, intervention progress, and discipline data.
	Increase opportunities for recognizing student academic, attendance, and disciplinary success.
What Professional Development Activities will support this strategy?	
School administration and faculty will participate in both district-led and school based professional development to review strategies and activities for increasing culture and climate.	District-led professional development for staff which will include agenda items for discussion. CCHS' leadership team will develop a calendar of monthly activities.
	Total C

* Include additional goals and strategies

High Quality Instructional Materials	
What high quality instructional materials are being used to focus on growth and continuous improvement	ELA
	Progress Learning. TE21 Assessment. Common Lit 360.

for ELA and math instruction?	HMH Collections
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PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	
		Percent c graduatic 9GR, Prog percent c

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

MOVEMENT
ND PLAN
sformation



Person completing the form:	Uirica Bodison
Title:	Principal

TY MANUAL RATING POINTS		
High Schools		
	Numerator	Denominator
Academic Achievement	6.69	25
Preparing for Success	1.95	10
English Learners' Student Progress	2.19	10
School Climate Progress		
Graduation Rate	12.97	19
College and Career Readiness	11.96	19

Student Engagement	2.23	5
Overall Score and Rating	38	100
		Unsatisfactory
Conclusions based on Rating Points		
Strengths	While there is opportunity for growth, the graduation rate is an indicator that is stronger than the remaining indicators on the report card.	
Opportunities for Growth	The indicators of academic achievement, preparing for success and English Language Learners have the most room for growth. Due to the change in points earned on the high school report card, another indicator that we have identified as a area to focus on is the 9th grade 1YOTG (Year One On Track to Graduation) indicator.	

<p>ed on the school report card in the multilingual category from 2.19 to 5 by go from "Below Average" to "Average". This is in alignment with the present ent for this area is critical for serving this subgroup. CCHS will use this goal as m "beginning" to "emerging" in this area on the continuous improvement self-assessment rubric.</p>		
Instructional Materials Needed/Used	Fund Location	Total for Strategy
N/A	None	\$0.00

N/A	None	\$0.00
N/A	None	\$0.00
Specific course related materials (i.e., book, Spanish/English dictionary).	Federal	\$5,000.00
Cost		\$5,000.00

e the number of points earned on the school report from 38 to 59 moving the ities are aligned with student achievement. From pages 50-59 of the Strategic udent achievement by increasing graduation rates and completion of career- based assessment.		
Instructional Materials Needed/Used	Fund Location	Total for Strategy

PowerSchool, Progress Learning, Math Nation, EOC workbooks, Edmentum Courseware	State	\$60,000.00
Assessments and assessment scores	State	\$50,000.00
Assessment license and data tracking platform	State	\$50,000.00
CPR and OSHA certification curriculum	None	\$0.00

N/A	None	\$0.00
Cost		\$160,000.00

e the number of points earned on the school report from 38 to 59 moving the ports the Strategic Plan activities for teacher/administrator quality (pages 60- activities for teacher and administrator professional development for subject after implementation.		
Instructional Materials Needed/Used	Fund Location	Total for Strategy

Consumable supplies, pens, paper and notebooks.	None	\$0.00
NA	None	\$0.00
NA	None	\$0.00
NA	None	\$0.00

NA	None	\$0.00
Cost		\$0.00

<p> e the number of points earned on the school report from 38 to 59 moving the ; a school climate has been identified through the existing school report card. will be safe and secure, promote individual well-being, and provide positive, king. By 2026, CCHS and TCTC will increase stakeholder perception of positive ecategory of stakeholders: teachers, parents, and students" (pages 44-45). </p>		
Instructional Materials Needed/Used	Fund Location	Total for Strategy
NA	None	\$0.00

NA	None	\$0.00
NA	None	\$0.00
NA		\$0.00
Student Incentive Fund, PowerSchool, Educator's Handbook		\$0.00
NA	None	\$0.00
Cost		\$0.00

es on the 3rd tab.

aterials
Math

Goal 2	Goal 3
of students earning meeting n requirements for the identified gress Monitoring Data for TE21, of students college and career ready,	

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

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

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