



CONTINUOUS IMPROVEMENT PLAN/TURNAROUND Office of School Transitions

Designation Status:	Underperforming School	
District Name:	Colleton County School District	
School Name:	Hendersonville Elementary 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	8.08	35
Preparing for Success	1.59	10
English Learners' Student Progress		
Student Progress	9.1	35
School Climate	6.69	10

Overall Score and Rating	25.46	100
		Unsatisfactory
Conclusions based on Rating Points		
Strengths	School Climate is a relative area of strength for the school with a 6.69/10 rating. While the current score is "Below Average", the score is close to an "Average" rating. It will be critical for HES to increase strategies and activities that continue to build culture and climate as this will improve this area.	
Opportunities for Growth	An opportunity for growth is in the area of Student Progress. Students are identified using various data points to receive extra instruction and/or intervention services to improve their performance in the areas of ELA and mathematics. Professional development in the area of ELA and mathematics is done on a consistent basis with classroom teachers to build the teacher's conceptual knowledge and share specific strategies to improve classroom instruction. The student's growth on winter formative assessments will be monitored to determine if students are on track to meet grade-level expectations and identified learning targets. Preparing for Success is another opportunity to grow our students in science in order to increase this score on the school report card.	

PHASE 2: SELECT AND PHASE 3: PLAN

Resource Inequity Goal	By August 2024, the achievement gap between the disaligned with the overall ATSI Priority plan where the district ATSI Continuous Improvement Plan where resource inequities are addressed equally to all students. By focusing on this inequity goal, the district will move from an "emerging" to a "developing" assessment from "emerging" to a "developing" assessment.
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Strategy Description	Action Items from Strategy
Employ the inclusionary model of instruction for special needs students, and implement a new mathematics curriculum in fifth grade. The inclusion model is supported through research by Kauffman, et. al, (2017). Retrieved December 1, 2023 from www.ies.ed.gov/ncee/edlabs/regions/west/ASK/DETAILS/90 .	HES ELA and math teachers, exceptional learning teachers, and administrators will participate in ongoing professional learning on the inclusionary model. This includes a book study on best practices for inclusion as well as professional development.
	Change core mathematics curriculum for fifth grade to i-Ready Ready Classroom to strengthen student performance in mathematics.
What Professional Development Activities will support this strategy? Professional development will be provided by the district consultant procured for intervention and acceleration to implement inclusion model.	Provide ongoing monthly professional development for the implementation of new curriculum.
	Provide ongoing professional development on the inclusion model of instruction via training workshops, online book studies, and coaching sessions. Trainings will occur monthly.
	Total

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1	By October 2024, Hendersonville Elementary will increase moving the rating from "Unsatisfactory" to "Average". 1 subcategories are either "Unsatisfactory" or "Below Average Strategic Plan activities (pages 42-44) that include data review the Strategic Plan activities, the school will use Open Co formative assessi
Strategy Description 1	Action Items from Strategy
	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. Track identified students in the potential

<p>Provide intensive intervention and acceleration strategies.</p>	<p>the prior year. Track identified students in the potential group every week to ensure students are passing required lessons in both ELA and math. Accelerate students by utilizing data to group students by their common needs and connect teachers to resources for differentiation and scaffolding grade-level instruction. Ensure students use i-Ready Personalized Instruction with fidelity to optimize student growth. Monitor the student usage reports and celebrate when students and classes achieve fidelity. Leverage standards mastery as a teaching tool to prepare students for state assessments. i-Ready weekly PLC focused on data analysis. 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; https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_rti_pg_rec03.pdf)</p> <p>Employ the services of a reading interventionist to work with students scoring in the 10th percentile or lower. For HES, this means hiring two interventionists through Kelly Services to work with 2nd and 3rd grades. Such personnel will work with students in small groups.</p> <p>Employ the services of Ignite tutors to work with students with the potential to reach proficiency in math and reading. This is personnel in addition to after school tutoring personnel and current teachers.</p>
<p>What Professional Development Activities will support this strategy?</p>	
<p>Professional development will be provided through the universal program for intervention and acceleration.</p>	<p>Professional development will be provided by i-Ready providers on data analysis during monthly sessions. The district consultant will have school teams review data for groups of students. Teachers will use this data to devise intervention strategies.</p> <p></p> <p>Total c</p>

Performance Goal #2	By October 2024, Hendersonville Elementary will increase the rating from "Unsatisfactory" to "Average". This development. Specifically, HES will provide specific and focused support for teachers. In this way, the school will move from "2" to "3" on the current year's report card.
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	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. 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. Provide written communication to stakeholders on the progress of targeted strategies in the turnaround and strategic plans via Newsletters, ClassDoJo, and YouTube Channel. 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). The school will establish local partnerships with local churches to garner input on school initiatives and to solicit support for school initiatives (Green Pond Baptist Church, Heavenly Baptist Church, Mt. Olive Church, and Bethel United Methodist Church). "School-community partnering activities promote the education of children, the well-being of families, and the vitality of communities." (Retrieved December 1, 2023; https://files.eric.ed.gov/fulltext/EJ1104400.pdf

<p>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).</p>	<p>The administrative team will plan surveys, news clips, and presentations to inform stakeholders of current progress and illicit feedback to adjust plans on an as-needed basis.</p>
<p>What Professional Development Activities will support this strategy?</p>	
<p>Professional development will occur at the school level.</p>	<p>Teacher will meet and discuss partnerships at grade level meetings. In this way, they can determine how partnership can best fit student needs.</p>
	<p>Total C</p>

<p>Performance Goal #3</p>	<p>By October 2024, Hendersonville Elementary will increase moving the rating from "Unsatisfactory" to "Average". / Culture and Climate. Specifically, of positive school climate by five percent in each category activities provides a method of incentives to both</p>
<p>Strategy Description 3</p>	<p>Action Items from Strategy</p>

Increase the climate and culture of the school.	Examine data monthly for evidence of PBIS fidelity in the implementation of expectations. Review goal progress and revise objectives, as warranted, to improve attendance, academic performance, and student discipline data. Monitor data to include reviewing the incentive plan for student attendance, academic performance, and meeting school-wide PBIS expectations. Reward staff members for meeting expected academic goals, intervention strategies, attendance, and PBIS expectations. Communicate to stakeholders on the progress of student attendance, academic goals, intervention progress, attendance progress, and discipline data. 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 .
	Alter the current student incentive plan to include robust celebrations for classes, and individual students who have met their i-Ready goals.
	Attendance matters sessions for students, parents, and staff will be conducted weekly.
	Team building activities/ professional development that would include students, teachers, parents, and the community.
What Professional Development Activities will support this strategy?	
	Total C

* Include additional goals and strate

High Quality Instructional I

<p>What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?</p>	ELA
	Open Court Curriculum, Scholastic PreK My Way, i-Ready Personalized Learning Tools for Instruction,

PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

<p>WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?</p>	GOAL 1	
	Open Court Assessment Reports, i-Ready Personalized Learning Report, i-Ready Growth Report,Big Ideas Assessment Reports	

<p>Does the data indicate that the team is AT-RISK, LAGGING, OR ON TRACK as it relates to progress towards each prioritized goal.</p>	GOAL 1	
<p>30 Day Review (by 2/1/2024)</p>		
<p>60 Day Review (by 4/1/2024)</p>		
<p>90 Day Review (by 6/15/2024)</p>		

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:	Kyle Smalls
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		

bled and non-disabled student subgroups will decrease by 10%. This goal is
ict has provided a great focus on inclusion. For HES, this aligns with their own
ty is addressed by ensuring all teachers are implementing classroom strategies
, the school will improve its efforts along the continuous improvement self-
o "developing" as HES review equity of resources.

Instructional Materials Needed/Used	Fund Location	Total for Strategy
N/A	None	\$4,000.00
Consumable supplies, folders, paper and workbooks.	Federal	\$0.00
N/A	None	\$0.00
Books, consumable supplies, and internet for reading discussions.	Federal	\$0.00
Cost		\$4,000.00

use the number of points earned on the school report card from 25.46 to 52
 This sense of urgency is exacerbated by the fact that the school report cards
 ge". Consequently, this goal and supporting action items are aligned with the
 views and professional learning communities working to review data. Within
 ert Reading Program and iReady Assessment for aggressive and continuous
 ments to track student achievement.

Instructional Materials Needed/Used	Fund Location	Total for Strategy
i-Ready data, SC Ready Data, last year testing score report, Big Ideas, i-Ready Math Alignment Document, i-Ready Personalization Summary	State	\$25,000.00

i-Ready Personalization Summary Reports, i-Ready Report Group Data, Big Ideas, i-Ready Math Alignment Document (FY23 ATSI)	None	\$0.00
	None	\$0.00
	None	\$0.00
	None	\$0.00
	None	\$0.00
i-Ready Personalization Summary Reports and i-Ready Report Group Reports, Fluency Flight Reports	None	\$0.00
i-Ready Personalization Summary Reports and i-Ready Report Group Reports, Fluency Flight Reports	None	\$0.00
N/A	None	\$0.00
Cost		\$25,000.00

ise the number of points earned on the school report card from 25.46 to 52
s goal aligns with the Strategic Plan's documentation for teacher retention and
ocused professional development based on identified teacher needs (page 47).
ontinuous improvement rubric in the areas of monitoring and evaluation and
vising for momentum.

Instructional Materials Needed/Used	Fund Location	Total for Strategy
Agendas, meeting topics geared in ELA and Math to get interest and involvement, Principal I-Ready Academy Monthly Report, Smores Newsletters, Handouts, Shout Outs, I-Ready Data, Open Court and Big Ideas Data, Fluency Flight	None	\$0.00
Agendas, meeting notes, sign-in sheets, support documents	None	\$0.00

i-Ready data reports, agendas, meeting notes, sign-in sheets, feedback forms

None

\$0.00

N/A

None

\$0.00

Cost

\$0.00

use the number of points earned on the school report card from 25.46 to 52 Activities within this strategy are aligned with the school's Strategic Plan for , " By 2026, HES will increase stakeholder perception ory (teacher, parent, and student groups)" (page 31). The addition of PBIS n teachers and students and increases a healthy school environment.

Instructional Materials Needed/Used	Fund Location	Total for Strategy
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PBIS Data and Reports, Attendance Reports, Educator Handbook Reports, Class DoJo, Educator Handbook, Student and Parent Handbook / Incentives for students and staff, and parent,	None	\$0.00
i-Ready Diagnostic Reports, Educator Handbook, PBIS Tracking Sheets	None	\$0.00
Attendance data, handouts, and incentives		\$0.00
Materials for Team Building Activities and Professional Development based on need		\$0.00
Cost		\$0.00

gies on the 3rd tab.

Materials

Math
Big Ideas Math Curriculum, i-Ready Classroom (5th grade only)

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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