



CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Office of School Transformation



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|---------------------|------------------------------|--|-----------------------------|--------------------------|
| Designation Status: | Underperforming School | | Person completing the form: | Dr. Timothy J. Blackwell |
| District Name: | Richland School District One | | Title: | Principal |
| School Name: | Arden Elementary School | | | |

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 | 31 | 80 |
| Preparing for Success | 4 | 29 |

| <u>High Schools</u> | | |
|-----------------------|------------------|--------------------|
| | <u>Numerator</u> | <u>Denominator</u> |
| Academic Achievement | 0 | 0 |
| Preparing for Success | 0 | 0 |

| | | |
|---|---|-----|
| English Learners' Student Progress | 16 | 34 |
| Student Progress | 15 | 35 |
| School Climate | 7.42 | 10 |
| | | |
| | | |
| | | |
| Overall Score and Rating | 73.42 | 188 |
| | | |
| Conclusions based on Rating Points | | |
| Strengths | Academic Achievement (shift from Unsatisfactory to Below Average) and English Learners' Progress (shift from Below Average to Average). | |
| Opportunities for Growth | Preparing for Success (Science/Unsatisfactory) and Student Progress (dropped from Good to Average). | |

| | | |
|---|-----|---|
| English Learners' Student Progress | 0 | 0 |
| School Climate Progress | 0 | 0 |
| Graduation Rate | 0 | 0 |
| College and Career Readiness | 0 | 0 |
| Student Engagement | 0 | 0 |
| | | |
| Overall Score and Rating | 0 | 0 |
| | | |
| Conclusions based on Rating Points | | |
| Strengths | N/A | |
| Opportunities for Growth | N/A | |

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal):
Resource Inequity Goal

By the end of 2023-2024, the percentage of students scoring meets or exceeds on SC Ready (ELA and math) will increase by 10%.

| Strategy Description | Action Items from Strategy | Instructional Materials Needed/Used | Fund Location | Total for Strategy |
|---|---|--|---------------|--------------------|
| Provide support through PLC/PLO to build teacher capacity to plan and deliver high quality core instruction. | Use data driven resources to analyze test results to enhance the individual and small group instruction through differentiation. | Mastery Connect and STAR Renaissance System, Instructional Frameworks | None | \$0.00 |
| | Utilize best practices such as leveled texts, read alouds, writing journals and computer software (My Lexia) to improve student comprehension. | Fountas and Pinnell Classroom Systems, Comprehension Toolkit, Lexia and SAVVAAS | None | \$0.00 |
| | Use guided planning time to deconstruct standards, create common formative assessments and plan for explicit direct instruction. | Teacher Clarity Playbook, South Carolina Standards (ELA and math), Literacy and Math Instructional Resources, Instructional Frameworks | None | \$0.00 |
| | Use professional learning communities (PLC) to analyze data that informs instructional practice as outlined within lesson plans. | Lesson Plans (ELA and math), Data Protocols, Instructional Frameworks | None | \$0.00 |
| | Use professional learning opportunities (PLO) with teams across grade levels to connect data with content standards, learning targets and other student outcomes. | South Carolina State Standards (ELA and Math), Teacher Clarity Playbook, Literacy and Math Instructional Resources, Instructional Frameworks | None | \$0.00 |
| What Professional Development Activities will support this strategy? | Incorporate more opportunities for concrete-representational-abstract (CRA) methods to improve tier one math instruction. | Math Manipulatives | None | \$0.00 |
| Professional Learning Communities/Opportunities will consist of teachers receiving support on the following topics: Visible Learning/Instructional Standards/Learning Targets, Data Analysis and Instructional Strategies to support literacy and math instruction. | Incorporate AVID high yield instructional strategies to support literacy and math instruction. | AVID Foundations Text | None | \$0.00 |
| | Provide literacy (Pam Lancaster/Caroline Savage) and math (Sandra Goff) instructional trainings with all staff. | South Carolina State Standards (ELA and Math), Teacher Clarity Playbook, Literacy and Math Instructional Resources, Instructional Frameworks | None | \$0.00 |
| | | | | |

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|--|-------------------|---------------|
| | Total Cost | \$0.00 |
|--|-------------------|---------------|

| Performance Goal #2 (SMART goal) | By the end of 2023-2024, 50% of the 4th grade students will score meets or exceeds on SC PASS Science (Preparing for Success). | | | |
|---|--|---|------------------------------|--------------------|
| Strategy Description | Action Items from Strategy | Instructional Materials Needed/Used | Fund Location | Total for Strategy |
| Provide support through PLC/PLO to build teacher capacity to plan and deliver high quality core instruction in science. | Use data driven resources to analyze test results to enhance the individual and small group instruction. | Mastery Connect Common Formative Assessments, Formative Assessments | None | \$0.00 |
| | Grades K-5 (particularly 4th grade) science classes will use SAVAAS kits, technology lessons and other science resources to enhance lessons. | SAVAAS, Discovery Education, Science A to Z | None | \$0.00 |
| | Use science performance assessments to impact student achievement. | SAVAAS Science Resource | None | \$0.00 |
| | Provide Science PLO's (including district and state staff development) to improve instructional strategies and purchase standards-based resources. | South Carolina Science Standards, Visible Learning (Success Criteria), Science A to Z | None | \$0.00 |
| | Participate in field trips or school-based science activities that support grade-level science standards (Challenger Learning Center, SC Governor's School for Math and Science, Roper Mountain Science Center). | Challenger Learning Center | Local | \$2,500.00 |
| | What Professional Development Activities will support this strategy? | Plan and implement a Science Curriculum Night (4th Grade) for students and parents. | Science Experiment Materials | Local |
| Training across all grade levels to ensure effective use of resources, field studies | Provide ongoing science support with district science consultant. | Science Scope and Sequence; Instructional Resources | None | \$0.00 |
| | | | | |

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|---|-------------------|--|--|
| and evidence-based strategies to support science instruction. | | | |
| | Total Cost | | |

| Performance Goal #3 (SMART goal) | By the end of 2023-2024 school year, 100% of the teachers will implement intervention groups daily with fidelity. | | | |
|---|--|--|---------------|--------------------|
| Strategy Description | Action Items from Strategy | Instructional Materials Needed/Used | Fund Location | Total for Strategy |
| Implement a data informed intervention system that provides evidence-based support to Tier 1 and Tier 2 students. | Utilize Renaissance Learning platform for screening three times a year for ELA and math. | Renaissance Learning Platform | None | \$0.00 |
| | Use evidence-based interventions and progress monitoring tools to support small group instruction during intervention. | Lesson plans, guided planning resources, School-wide Progress Monitoring Chart | None | \$0.00 |
| | Host weekly PLC (professional learning communities) and use data-based decision making to monitor student progress and determine next steps. | PLC Playbook | None | \$0.00 |
| | Provide professional development on MTSS and intervention resources to impact student learning outcomes. | District MTSS and Intervention Resources | None | \$0.00 |
| | | | | |
| What Professional Development Activities will support this strategy? | | | | |
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| Our system will include professional development support on the following: | | | | |

| | | | |
|--|-------------------|--|--|
| MTSS system and Renaissance Learning platform. | | | |
| | Total Cost | | |

*** 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? | Fountas & Pinnell Literacy Classrooms, SAVAAS Learning Resources, Orton-Gillingham Lessons and Strategies | Math in Practice, Hands-On Standards, Hands-On Intervention, Ideas Textbook Big |

PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

| | GOAL 1 | Goal 2 | Goal 3 |
|--|---|---|--|
| WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL? | Mastery Connect, Common Formative Assessments, Common Summative Assessments, STAR Reading and STAR Math | Mastery Connect, Common Formative Assessments, Common Summative Assessments | STAR Progress Monitoring, STAR CBM, OG Assessments |

| | | | |
|---|--------|--------|--------|
| 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 2/1/2024) | | | |
| 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 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.