



# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

## Office of School Transformation



Designation Status:	CSI AND Underperforming		Person completing the form:	Dr. Brenton J. Coe
District Name:	Richland School District 1		Title:	Principal
School Name:	C. A. Johnson High 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		
Preparing for Success		
English Learners' Student Progress		
Student Progress		

<u>High Schools</u>		
	<u>Numerator</u>	<u>Denominator</u>
Academic Achievement	6.95	30
Preparing for Success	0.64	10
English Learners' Student Progress		N/A
School Climate Progress	2.28	5

School Climate		
Overall Score and Rating	0	0
<b>Conclusions based on Rating Points</b>		
Strengths		

Graduation Rate	10.21	30
College and Career Readiness	10.31	30
Overall Score and Rating	30.39	105
<b>Conclusions based on Rating Points</b>		
Strengths	<ul style="list-style-type: none"> <li>•A Johnson has access to Achievement, Demographic, Perception, System data sources and uses this data to conduct root cause analysis.</li> <li>•Team aligns the professional development plan to SRP, Title 1 and CSI plans.</li> <li>•The school team is supported by district (Teaching and Learning Department, Executive Director of Schools, and the Office of Federal and State Programs) to analyze school data, and secure funding and resources to help address student achievement.</li> </ul>	

**Opportunities for Growth**

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- A Johnson must define acceptable implementation of the selected action steps for each goal, along with the ownership of implementation and the monitoring of the goals and strategies.
- A Johnson must determine protocols for all meetings and data review. All stakeholders must be trained on appropriate protocols for their role.
- A Johnson must develop a yearlong calendar using the leadership guide, AVID site team monthly calendar, assessment calendar, etc.... to support school improvement efforts.
- A Johnson must develop a system for communicating progress being made on the School Renewal Plan and the school goals to all stakeholders monthly.
- A Johnson must continuously make progress to improve the academic achievement of all students.

**PHASE 2: SELECT AND PHASE 3: PLAN**

<p><b>Performance Goal #1 (SMART goal): Resource Inequity Goal</b></p>	<p><b>PERFORMANCE GOAL #1: BY SPRING 2025, STUDENTS WILL INCREASE THE PASS RATE IN EACH EOCEP AS FOLLOW:</b>                  -ENGLISH 2 BY 5% FROM 71.3% TO 76.3%;                  -ALGEBRA 1 BY 10% FROM 38.9% TO 48.9%;                  -BIOLOGY 1 BY 15% FROM 20.4% TO 35.4%; AND                  -US HISTORY BY 10% FROM 30.7% TO 40.7%.</p>			
<p><b>Strategy Description</b></p>	<p><b>Action Items from Strategy</b></p>	<p><b>Instructional Materials Needed/Used</b></p>	<p><b>Fund Location</b></p>	<p><b>Total for Strategy</b></p>
	<p>Utilize NIET to develop high yield tier 1 instruction, create structure for teacher leaders, and support instructional leadership team in learning walks and strength-based assessment and feedback.</p>		<p>State</p>	<p>\$66,000.00</p>

<p>This strategy is related to the school report card indicators; these strategies are designed to address student performance in these EOCEP courses.</p>	<p>All EOCEP teachers will be provided a stipend to participate in summer and/or afterschool professional learning that focuses on creating a pacing guide and assessments. The assessments will be created to be administered during the first five weeks of school. After each administration of the assessments, teachers will participate in a process of analyzing the results and planning support to students with deficiencies. The number of teachers participating in these professional learning sessions will be 7. The number of working hours per teacher is 23-24 hours. The stipend amount is \$30.00 per hour.</p>		State	\$6,573.00
	<p>Using bi-monthly data, teachers will participate in PLCs to analyze data and plan, chart student progress, and determine instructional strategies to maximize student growth by following an established protocol. (PLC Meeting Minutes)</p>			
	<p>All EOCEP teachers will be provided embedded professional learning opportunities (with substitute coverage) to include data analysis, differentiated instruction, and student engagement bi-weekly that is facilitated by Teaching and Learning Consultants.</p>			
	<p>Using the organization strand of the AVID advisory lessons, all students will be provided instructional supplies included in the notebook organization lessons, which will include notebook checks to determine standards, mastery, and grade checks. The school will purchase the following instructional supplies: Support Coach Algebra I book for 125 students approximately @ \$27.00 per student. Support Coach Algebra I focuses on critical foundational math skills for teachers who have students struggling with the rigorous Algebra I content. Key concepts and skills are reintroduced as prerequisites to mastering grade-level content.</p>		State	\$3,427.00
	<p>All EOCEP teachers will receive Professional Development around curriculum and EOC practice</p>		State	\$19,000.00
<p><b>What Professional Development Activities will support this strategy?</b></p>				

	Teachers will collaboratively create formative assessments that include clear connections to course/content standards and meet the criteria for high-quality assessments. (4 times per quarter)			
	<b>Total Cost</b>			<b>\$95,000.00</b>

<b>Performance Goal #2 (SMART goal)</b>	PERFORMANCE GOAL #2: BY SPRING 2025, CA JOHNSON WILL INCREASE THE NUMBER OF STUDENTS ACHIEVING COLLEGE AND/OR CAREER READINESS BY 15% FROM 38.7% TO 53.7% AND THE GRADUATION RATE FROM 73.9% TO 80%.			
<b>Strategy Description</b>	<b>Action Items from Strategy</b>	<b>Instructional Materials Needed/Used</b>	<b>Fund Location</b>	<b>Total for Strategy</b>
The school will continue to focus on these two areas as they are indicators for the State report card; CAJ seeks to improve in these two areas through the strategies identified.	Monitor graduation cohort on bi-weekly basis.			
	Maintain dedicated counselor assigned to rotate with students throughout all four years to ensure physical, mental, social, and emotional support services are consistent and guarantee students have resources needed to graduate on time.			
	Meet with each senior no later than the end of each marking period to discuss student grades and credits to ensure they stay focused on graduation requirements and are always keeping up with their progress. After the first semester, discuss options and strategies with seniors in danger of not earning the necessary credits to graduate.			
	The CTE teachers and the school job coach will work collaboratively with school counselors in creating targeted and intentional plans to prepare students for assessments and complete course enrollment. Increase opportunities for students to participate in internships and apprenticeships.			

	Create of a testing calendar with backwards mapping of college/career readiness assessments and Industry Certification Exams beginning in September and continuing through the end of the academic year with weekly tracking.			
<b>What Professional Development Activities will support this strategy?</b>	Create and administer formative practice exams before students take the College/Career Certification Exams at least once per nine weeks. (Utilization of the Virtual Tutor Series 4 times per quarter and analyze data – ASVAB, SAT, ACT etc.)			
	School counselors will conference with students at least twice per month to identify academic areas of concern and any need for credit/course recovery. Junior and Senior transcript review.			
	Conduct parent sessions on the advantages/benefits of dual enrollment, CCR, College Board and Khan Academy especially with AA Males – (Andre Noel)			
	Increase the number of dual enrollment offerings and provide support for students enrolled in the courses.			
<b>Total Cost</b>				<b>\$0.00</b>

<b>Performance Goal #3 (SMART goal)</b>				
<b>PERFORMANCE GOAL #3: BY SPRING 2025, THE OVERALL PERCEPTIONS OF SCHOOL CLIMATE WILL INCREASE FROM 5.29 OUT OF 10 POINTS TO 8 OUT</b>				
<b>Strategy Description</b>	<b>Action Items from Strategy</b>	<b>Instructional Materials Needed/Used</b>	<b>Fund Location</b>	<b>Total for Strategy</b>
	Implement the utilization of a teacher and student suggestion box to solicit feedback as well as allow for expression of opinions/thoughts without fear of being judged.			
	Implement restorative circles during homerooms once per week to improve students' feelings of positive self-identity and belonging at the school.			

Another State report card indicator. this

<p>goal is also important as the school focuses on areas designed to help students and staff improve the overall climate of CAJ.</p>	<p>Administer the PASS Survey twice a year (September and January/February) and share results during a faculty meeting.</p>			
	<p>Provide monthly professional learning on AVID strategies and NIET Instructional High Yield strategies which will be embedded in classroom practices.</p>			
	<p>Implement and monitor with fidelity AVID instructional strategies to provide students with additional academic, social and emotional support to enhance their success in rigorous courses.</p>			
<p><b>What Professional Development Activities will support this strategy?</b></p>				
<p><b>Total Cost</b></p>				<p><b>\$0.00</b></p>

**\* Include additional goals and strategies on the 3rd tab.**

<p><b>High Quality Instructional Materials</b></p>		
	<p><b>ELA</b></p>	<p><b>Math</b></p>
<p>What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?</p>	<ul style="list-style-type: none"> <li>• CA Johnson will use IXL with 9th and 10 grade students</li> <li>• A. Johnson will use National Institute of Excellence in Teaching to improve our instructional practices and provide PD for all staff members at the school</li> <li>• A. Johnson will also use MasteryConnect to build CFAs and provide data tracking across all grade levels</li> </ul>	<p>CA Johnson will use ALEKS with all EOC students</p> <ul style="list-style-type: none"> <li>• A. Johnson will use National Institute of Excellence in Teaching to improve our instructional practices and provide PD for all staff members at the school</li> <li>• A. Johnson will also use MasteryConnect to build CFAs and provide data tracking across all grade levels</li> </ul>

## 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?	The school will monitor the effectiveness of the goal through the use of various sources of data.	The school will monitor the effectiveness of the goal through the use of various sources of data.	The school will monitor the effectiveness of the goal through the use of various sources of data.

Does the data indicate that the team is <b>AT-RISK</b> , <b>LAGGING</b> , OR <b>ON TRACK</b> 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)			

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			



<b>KEY POINTS OF DISCUSSION/PLANNING</b>			
<b>Additional documentation:</b>			

\*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.