



CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Office of School Transformation



Designation Status: ATSI	Underperforming School		Person completing the form:	Mrs. Shannon Adams
District Name:	Richland County School District One		Title:	Principal
School Name:	Horrell Hill 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>High Schools</u>		
	<u>Numerator</u>	<u>Denominator</u>		<u>Numerator</u>	<u>Denominator</u>
Academic Achievement	11.46	35	Academic Achievement		
Preparing for Success	1.46	10	Preparing for Success		
English Learners' Student Progress	5.91	10	English Learners' Student Progress		

Student Progress	13.71	35
School Climate	5.49	10
Overall Score and Rating	38.03	100
Conclusions based on Rating Points		
Strengths	Horrell Hill Elementary made proress in Academic Achievement, English Learner's Student Progress, and School Climate	
Opportunities for Growth	Preparing for Success and Student Progress are opportunities for growth.	

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		

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal): Resource Inequity Goal	The percentage of students demonstrating growth on SC Ready will increase from 13% to 20% as indicated on the 23-24 State Report Card by May 2024.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy

All general education teachers and instructional assistants will receive training on differentiation practices to build their capacity to accommodate students in the inclusion setting.	Teachers will participate in monthly MTSS/Intervention Meetings to discuss students in the lowest 20th percentile and interventions implemented.	Progress monitoring binder (student work samples, benchmark data, progress monitoring data, intervention data, etc.)	Local	\$0.00
	Facilitate a Genius in Me conference for staff to learn best practices from colleagues sharing strategies that were successful in their classrooms.		Local	\$0.00
	All general education teachers and instructional assistants will receive training on differentiation practices to accommodate students in participating in SPED, ESOL, and AAP.	Districted provided/approved content area resources	Local	\$0.00
	The principal, assistant principals, and instructional coaches will conduct weekly observations to monitor fidelity of strategies shared and provide constructive feedback.	Observation tool	Local	\$0.00
	Special education and general education teachers participate in weekly PLC meetings and guided planning sessions to collaborate and align instructional practices based upon students' performance.		Local	\$0.00
What Professional Development Activities will support this strategy?	4th grade teachers will participate in monthly PLC meetings with the science consultant to plan science instruction, inquiry, and data analysis.	SAVVAS print and online resources	Local	\$0.00
Genius in Me conference will consist of teachers providing a 30-minute presentation to colleagues about the following topics: Understanding Accommodations, Literacy & Numeracy Workstations, Managing Manipulatives, etc.	Teachers will engage in data discussions with the Leadership Team (weekly for common formative assessments; monthly for summative assessments) to adjust instruction to support students mastery.	Mastery Connect	Local	\$0.00
	Total Cost			

Performance Goal #2 (SMART goal)	THE PERCENTAGE OF STUDENTS WITH SPECIAL NEEDS MEETING OR EXCEEDING SC READY BENCHMARKS WILL INCREASE FROM 15.4% TO 20% IN ELA AND 7.7% TO 15% IN MATH BY MAY 2024.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Special education teachers and instructional assistants will promote social-emotional wellness for students in the self-contained and resource settings to ensure they are available for learning. Also, targeted support through differentiated instruction based on student learning needs will be implemented using iReady, Orton Gillingham, and LETRS.	Develop a sensory room/path/boxes to support students' de-escalation when in crisis and reinforce self-regulation strategies such as Zones of Regulation, Mindfulness, etc.		Local	\$25,000.00
	All special education classrooms will receive sensory items to support students' self-regulation during special education service times.		Local	\$5,000.00
	All special education teachers will participate in LETRS training to understand the science of reading.	LETRS portal	Local	\$0.00
	All special education classrooms will have individual math aids to support students' acquisition of math skills.	Math Manipulatives	Local	\$0.00
	Selected students will participate in horse therapy with their general education peers to generalize social skills learned into their daily interactions at school.	Bus Transportation	Local	\$600.00
What Professional Development Activities will support this strategy?				
Training to learn Zones of Regulation and Mindfulness Strategies				
	Total Cost			\$30,600.00

Performance Goal #3 (SMART goal)	The percentage of chronic absenteeism will decrease from 27.6% to 20% by May 2024.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy

Improve school culture among students by increasing their satisfaction of the learning environment, school/physical environment, and school-home relations).	Provide monthly incentives for attendance as part of the school's PBIS plan.	Certificates, ribbons, pencils, and other prizes	Local	\$5,000.00
	Establish attendance contracts with parents as an intervention to follow up required AIP and special review meetings for students with at least three absences. (e.g. after school make up sessions following an absence, parent tutoring sessions, virtual check-ins after school, etc).		Local	\$0.00
	All staff will receive training from the special education teacher, therapeutic assistant, and district behavior interventionists to learn behavior management and strategies to support students in the inclusion setting.		Local	\$0.00
	Establish and implement learning dispositions to be reinforced in weekly class meetings.		Local	\$0.00
	Students will have an advocate to provide support and check in as needed throughout the instructional day.		Local	\$0.00
	What Professional Development Activities will support this strategy?	Students will participate in Club Day once per month to engage in extracurricular activities based on interest.		Local
Visible Learning, Understanding Behavior by our district's BCBA therapists, school-based PBIS training				
	Total Cost			\$5,000.00

*** 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, Orton-Gillingham, Mastery Connect, Curriculum documents published by the district's Teaching & Learning Department	Math in Practice, Big Ideas, Hands-On Standards, Mastery Connect, Curriculum documents published by the district's Teaching & Learning Department

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?	Reports from district benchmarks, STAR CBM, Mastery Connect, CASE, SC Ready, SC PASS, and i-Ready, Student Work Samples, Observation Schedule and Feedback, Meeting Agendas/Sign In Sheets	Reports from district benchmarks, STAR CBM, Mastery Connect, CASE, SC Ready, SC PASS, and i-Ready, Student Work Samples, Observation Schedule and Feedback, Meeting Agendas/Sign In Sheets	School-based SPED behavior tracker, ABE reports, Chronic Absenteeism Reports Meeting Agendas/Sign In Sheets

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 1/24/2024)			
60 Day Review (by 2/22/2024)			
90 Day Review (by 3/22/2024)			

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.