



# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

## Office of School Transformation



Designation Status:	Underperforming School		Person completing the form:	Reynard Jefferson in conjunction with the School Leadership Team
District Name:	Richland One		Title:	Principal
School Name:	Watkins Nance Elementary School			

### PHASE 1: DIAGNOSE

USE THE [CONTINUOUS IMPROVEMENT RUBRIC](#) TO ASSESS READINESS

#### MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS

Elementary/Middle Schools		
	<u>Numerator</u>	<u>Denominator</u>
Academic Achievement	8.54	35
Preparing for Success	2.14	10

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

<b>English Learners' Student Progress</b>	Not rated	Not rated
<b>Student Progress</b>	10.99	35
<b>School Climate</b>	8.04	10
<b>Overall Score and Rating</b>	29.71	90

**Conclusions based on Rating Points**

<b>Strengths</b>	The area of school climate is a strength for Watkins-Nance Elementary. Our report card results show that WNES scored 8.04 out of 10 possible points for this category. This category is scored directly from survey results administered to staff and students.
------------------	---

<b>Opportunities for Growth</b>	The area of school climate is a strength for Watkins-Nance Elementary. Our report card results show that WNES scored 8.04 out of 10 possible points for this category. This category is scored directly from survey results administered to staff and students.
---------------------------------	---

<b>English Learners' Student Progress</b>		
<b>School Climate Progress</b>		
<b>Graduation Rate</b>		
<b>College and Career Readiness</b>		
<b>Student Engagement</b>		
<b>Overall Score and Rating</b>	0	0

**Conclusions based on Rating Points**

<b>Strengths</b>	
------------------	--

<b>Opportunities for Growth</b>	
---------------------------------	--

## 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 15%.			
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 instructional practices to build their capacity providing quality, relevant, and rigorous instruction in the classroom setting.	Conduct weekly PLOs where the focus is standard aligned instruction and the creation of assessments to monitor student proficiency	SC standards, District Scope & Sequence, District ELA Framework, STAR Assessment Data, Mastery Connect Data	None	N/A
	Provide weekly, collaborative planning for teachers to review data and formulate effective lessons aligned to instructional norms	District Scope & Sequence, Reading & Writing Mini-lesson Resource	Local	N/A
	Set and regularly monitor school-wide Visible Learning expectations that address core instructional practices	District Resources (Scope and sequence), Lesson Plans , student work samples	Federal	\$30,000.00
	Provide school-wide and district provided professional development sessions focused on best practices and alignment for impact on student achievement	District Resources (Scope and sequence), Lesson Plans , student work samples	Federal	Salary and benefits
	Conduct individual data conferences with students to set goals and monitor progress	Mastery Connect, Common Formative Assessment Data, District Benchmark, Star Data	None	N/A
	<b>What Professional Development Activities will support this strategy?</b>	Implement the Balanced Literacy and Math Instructional Framework with fidelity	District Framework, Standards, Observation/Walkthroughs	None
Visible Learning Planning/PLO for Learning District PD by Teaching and Learning	Guided Literacy			

	<b>Total Cost</b>	<b>\$30,000.00</b>
--	-------------------	--------------------

<b>Performance Goal #2 (SMART goal)</b>	By Spring 2024, Watkins-Nance Elementary School will decrease the percentage of students scoring Urgent Intervention by 10% as measured by STAR Reading and STAR Math. (Reading 30% to 20% and Math 25% to 15%).			
<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>
Classroom teachers, instructional assistants, interventionists, and special education teachers will provide targeted support through differentiated instruction and small group intervention based on students' learning needs.	Analyze STAR Student Report and Instructional Planning Report, weekly, to assess students' focus skills to plan for intervention session	Formative/Summative Assessment Review Tool	None	None
	Implement the Balanced Literacy and Math Instructional Framework with fidelity	District Framework, Standards, Observation/Walkthroughs	None	N/A
	Provide site-based PLOs focused on analyzing strategic reading and math instruction	Modeling by instructional coaches and observation feedback	None	N/A
	Provide 30 minutes of targeted, effective in-class math and ela intervention through individual and small-group instruction	STAR Instructional Grouping Report (Math & ELA)	None	N/A
	Apply innovative teaching methods through the implementation of AVID, which will encompass 3rd, 4th and 5th grade students (WICOR)	Binders, dividers, paper, journals, pencils, pencil pouches, highlighters, glue sticks, sticky notes, colored pencils, markers, sheet protectors, anchor chart paper, file folders, white boards, markers, etc.	None	N/A
<b>What Professional Development Activities will support this strategy?</b>	Serve tier 2 students in 2nd- 5th grades in the Comprehensive Remediation Program	StoryWorks, STAR Student Report (Math & ELA)	None	N/A

Professional Learning Community Meetings LETRS Training Training Teaching and Learning AVID District PD by	Serve tier 2 students in 2nd- 5th grades in the Blast Afterschool Program	LEGO Education, Aerospace Connections and Education Curriculum	Federal	
	<b>Total Cost</b>			<b>\$0.00</b>

<b>Performance Goal #3 (SMART goal)</b>	During the 2023-2024 school year, students scoring meets or exceeds in Science will increase from 16.7% to 30%.			
<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>
Classroom teachers will receive continued support in regards to planning, creating, and presenting science lessons to students that are engaging, rigorous, and relevant. BLAST Magnet teachers will also provide hands on activities, project based learning opportunities, and field study opportunities to magnet and non-magnet students.	Provide STEM University professional development, monthly to focus on STEM intergration	SC Standards, scope and sequence, pacing guides, agendas, Mastery Connect data and other formative/summative assessment data points	None	N/A
	Colloborate with district science consultant to plan and align science lessons	Standards, scope and sequence, SAAVAS Science	None	N/A
	Progress monitor students using Mastery Connect and District Benchmarks	Mastery Connect & Common Formative Assessements	None	N/A
	Offer bi-weekly STEM consultants/STEM teachers planning meetings to aid in science intergration	Science Standards, District Scope and Sequence, SAAVAS Science & Project Lead The Way Training (STEM Teachers)	None	N/A

	Provide real-world field studies aligned to science standards	Science Standards/ Common Formative Assessments	None	N/A
<b>What Professional Development Activities will support this strategy?</b>				
STEM University PD Power Planning Session with Teaching and Learning Staff				
	<b>Total Cost</b>			<b>\$0.00</b>

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

<b>High Quality Instructional Materials</b>		
	<b>ELA</b>	<b>Math</b>
<b>What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?</b>	Fountas and Pinnell, Scope and Sequence, My Lexia, Mastery Connect, iReady, Literacy Continuum, Freckle, STAR IR	Scope and Sequence, Big Ideas, Math and Practice, Mastery Connect, Dreambox, Freckle, STAR IR

**PHASE 4: IMPLEMENT AND PHASE 5: MONITOR**

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	Goal 2	Goal 3
	Mastery Connect, Common Formative Assessment Data, District Benchmarks, and STAR Data	Common Formative Assessment Data, STAR Data, STAR Curriculum-Based Measurements	Common Formative Assessment 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)			

## 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.

<b>BENCHMARK PROGRESS</b>	<b>30 Days after Implementation</b>	<b>60 Days after Implementation</b>	<b>90 Days after implementation</b>
<b>MONITORING DATE</b>			
<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.