CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN
Office of School Transformation

Designation Status:			**Person completing the form:**	**Dr. Robin L. Coletrain**
District Name:	Richland County School District One		**Title:**	Principal
School Name:	**W. A. Perry Middle School**			

PHASE 1: DIAGNOSE

USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS

MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS					
Elementary/Middle Schools			**High Schools**		
	Numerator	**Denominator**		**Numerator**	**Denominator**
Academic Achievement	8.05	35	**Academic Achievement**		
Preparing for Success	1.44	10	**Preparing for Success**		

English Learners' Student Progress	N/A	10		English Learners' Student Progress		
Student Progress	14.36	35		School Climate Progress		
School Climate	4.75	10		Graduation Rate		
				College and Career Readiness		
				Student Engagement		
Overall Score and Rating	28.6	100		Overall Score and Rating	0	0
	32	100				
Conclusions based on Rating Points				**Conclusions based on Rating Points**		
Strengths	Academic Achievement - SC READY ELA increased from 22.2% met or exceed to 27.2% with 7th grade increasing 13.4% and 8th grade increasing 14.1%.			Strengths		
Opportunities for Growth	Academic Achievement - SC READY ELA 27.2% of students met or exceed. SC READY Math 6.5% of students met or exceed.			Opportunities for Growth		

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal): Resource Inequity Goal	By May 2024, 32% of ELA and 11% of math students will score approaches or above on SC READY.

Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
SC READY ELA - 27.2% of students met or exceed. SC READY math - 6.5% of studens met or exceed. Although there was a slight increase overall for ELA (with 7th and 8th grades increasing 10%+), there was a decrease with math. Thus, resulting in an overall decrease for student achievement. In addition, there was a significant decrease for student progress from 58.6% to 41%.	Reading lab and math lab classes for students identified as urgent intervention on Star reading/math (excludes SPED students). iReady reading and math for SPED students.	Read 180 resources. Newsela. Freckle. IXL. Classroom libraries. Math 180 curriculum. ALEKS. iReady. Teacher generated resouces.		
	Academic Enrichment classes for all students with groups tiered as identified by Star reading. Math - ALEKS for all students. Reading - Freckle, IXL, and direct instruction for students identified as urgent intervention or intervention.	ALEKS. Freckle. IXL. Newsela.		
	Use of Star reading/math (fall, winter and spring; progress monitoring) to determine reading/math skill levels and guide instructional practices for small group instruction in class and through Academic Enrichment and tutoring.	Star. Freckle. Teacher generated resources. Curriculum guide resources.		
	Math Mentors. Each math teacher used SC READY and Star data to determine 5 students with high growth and low achievement to tutor once per week and work with throughout the school year.	ALEKS. Star. Teacher generated assessments. CFAs. Teacher generated resources.		
	Focus Groups for ELA and math students. Used SC READY and Star data to determine 5 students with high growth and low achievement (per grade level) who will participate in tutoring sessions once per week (Tuesdays - math; Thursday - ELA) from 4p-6p.	Star. IXL. Newsela. CommonLit. ALEKS. Teacher generated resources. CFAs. Curriculum guide resources.		
What Professional Development Activities will support this strategy?	Use of Mastery Connect to administer CFAs. Grade level content teachers will administer the same assessments and analyze data to guide instruction.	CFAs. Teacher generated common assessments.		
	Visible Learning PD with Dr. Lassiter for ELA, math, and SPED Teachers. Visible Learning school-based PD facilitated by CRT and API for all teachers.	Learning intentions and success criteria		

Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Visible Learning with a focus on teacher clarity (unwrapping the standards, intent of indicator, instructional sequence, and learning intentions and succes criteria). Data analysis (i.e., academics, attendance, and behavior). IXL. Star. Mastery Connect. Guided planning.	Inclusion Model: Resource Teachers will collaborate and co-teach with English and math teachers.	Curriculum guides resources. Teacher generated resources.		
	Target tutoring sessions in reading and math during the school day for SPED students.	Newsela. Freckle. ALEKS. Teacher generated resources.		
	Total Cost			**$0.00**

Performance Goal #2 (SMART goal)	By May 2024, 65% of students will meet the SGP in ELA and math as measured by Star.			
Strategy Description	**Action Items from Strategy**	**Instructional Materials Needed/Used**	**Fund Location**	**Total for Strategy**
Fall Star - Reading - 72.1% of students met SGP. Math - 60.4% of students met SGP. Based on this, 29.1% of students are projected to score met or exceed on SC READY ELA, and 13% of students are projected to score met or exceed on SC READY math.	Use of Star reading/math (fall, winter and spring; progress monitoring) to determine reading/math skill levels and guide whole/small group and individualized instruction in class and through Academic Enrichment and tutoring.	Star. Freckle. Teacher generated resources. Curriculum guide resources.		
	Bi-weekly content PLCs to analyze CFAs, teacher generated assessments, Star progress monitoring data when available. Teachers collaborate and share best instructional practices.	CFAs. Teacher generated assessments. Star.		

What Professional Development Activities will support this strategy?				
Visible Learning with a focus on teacher clarity (unwrapping the standards, intent of indicator, instructional sequence, and learning intentions and succes criteria). Data analysis (i.e., academics, attendance, and behavior). IXL. Star. Mastery Connect. Guided planning.				
	Total Cost			$0.00

Performance Goal #3 (SMART goal)	By May 2024, the chronic absenteeism rate will decrease by 6%.			
Strategy Description	**Action Items from Strategy**	**Instructional Materials Needed/Used**	**Fund Location**	**Total for Strategy**
Chronic Absenteeism - 55.4% (2022). 51% (2023). Current - 34%.	First 10 days of school Attendance Challenge with incentive for students and drawing for parents. Students were required to attend school each day and each block (on time to class).	PowerSchool Attendance Report		
	Attendance Challenges throughout the school year; eight total each over a 10 day period. Incentive for students. Students are required to attend school each day and each block (on time to class).	PowerSchool Attendance Report		
	Quarterly Academic Celebrations to include Attendance All-Stars (students who missed 7 or less period absences for the quarter) and Attendance Superstars (students with 0 period absences for the quarter). Incentive for students.	PowerSchool Attendance Report		

	Attendance Team (social worker, grade level school counselors 3, attendance secretary, and AP) will monitor student attendance and develop AIPs (Attendance Intervention Plans) for chronically absent students. Social worker and grade level counselors conduct bi-weekly check-ins with students who have AIPs.	PowerSchool Attendance Report. AIPs.		
What Professional Development Activities will support this strategy?				
Attendance conducted by SDE for Attendance Team. School-based attendance. Data analysis.				
	Total Cost			$0.00

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* 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	Curriculum guides, IXL, Freckle, Newsela, CommonLit,	Curriculum guides, ALEKS, Freckle, Desmos, CFAs, Teacher generated

math instruction?	CFAs. Teacher generated resources.	resources.

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
	Star. CFAs. IXL. Teacher generated resources.	Star. CFAs. ALEKS. Teacher generated resources.	PowerSchool Attendance Reports. AIP list.

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)	Goal ELA SC READY 32% Math SC READY 11% Renaissance Projections ELA SC READY 25.9% Math SC READY 9.3% The school is lagging in progress. Continue to utilize ALEKS, IXL, and CFAs.	Goal: 65% will meet SGP Winter ELA SGP 58.7% Winter Math SGP 56.9% The school is on track to meet this goal. Student individual data conferences and goal setting have been beneficial. STAR incentives are in place for spring testing.	Goal: 45% Oct 34.3% Nov 35.1% Dec 43.1% The school is lagging on this goal. Monthly attendance incentives are helping to address attendance. The school will continue to monitor individual student attendance.
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	26-Jan-24		
KEY POINTS OF DISCUSSION/PLANNING	Goal 1: Weekly IXL analysis of student usage to include number of skills practiced and mastered and time spent in diagnostic area. Facilitated IXL school-based PD with all grade level academic enrichment teacher (urgent and intervention). Weekly analysis of ALEKS usage to include number of topics mastered. Incentive challenge for IXL and ALEKS. Scheduled spring Focus Days for direct instruction (mini-lessons) in ELA and math for all students. Bi-weekly monitoring of CFA usage for evidence of grade level collabaration and anaylis of student performance on subject area standards. Goal 2: Analysis of winter Star data to include AVT review. Student data conference facilitated by ELA and math teachers to discuss previous and current individual progress. Instructional planning report analysis to guide group and individual instruction.		

	analysis to guide group and individual instruction. Focus skills practice assigned to individual students through Renaissance (Freckle). Progress monitoring. Spring Star incentive. Goal 3: Bi-weekly analysis of SC38 Report (chronic absenteeism). Continued attendance challenge incentives and recognition of Attendance All-Stars at quarterly academic celebrations.		
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.