



# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Office of School Transformation



Designation Status:	Underperforming School		Person completing the form:	Kreshella Goodman
District Name:	Richland 1		Title:	Principal
School Name:	Alcorn Middle 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	7.12	35
Preparing for Success	1.13	10
English Learners' Student Progress	3.33	10
Student Progress	15.76	35
School Climate	3.72	10

<u>High Schools</u>		
	<u>Numerator</u>	<u>Denominator</u>
Academic Achievement		
Preparing for Success		
English Learners' Student Progress		
School Climate Progress		
Graduation Rate		
College and Career Readiness		
Student Engagement		

<b>Overall Score and Rating</b>	31.06	100
<b>Conclusions based on Rating Points</b>		
<b>Strengths</b>	STAR Fall (Aug) to Fall 23 (October Benchmark) Student Growth: -Math 47.9% -ELA 70.6%	
<b>Opportunities for Growth</b>	Student Progress (MAT/AVT) School Climate Academic Achievement	

<b>Overall Score and Rating</b>	0	0
<b>Conclusions based on Rating Points</b>		
<b>Strengths</b>		
<b>Opportunities for Growth</b>		

## PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal): Resource Inequity Goal	Performance Goal #1: By May 2024, 25% of students in ELA and 10% of students in Math will score Approaches or Above on SC Ready			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Continuous analysis of school data and facilitation of instruction. Staff work collaboratively to analyze student data during instructional design sessions, faculty meetings, department meetings, PLCs, etc.	Inclusion Model: Resource Teachers will co-teach with English and Math Teachers. Teachers will plan engaging lessons and activities during Professional Learning Communities, planning periods, and afterschool planning sessions. Teachers will provide academic support to SPED (special education) students. They will work together to construct lessons aligned with the students IEP (Individualized Education Plan).	Inclusion /Gen. Ed Teacher Lesson Plans Inclusion/ Gen. Ed Teacher Collaborative Planning Log Standards & Pacing Guide Student IEPs	Local	Teacher Salaries
	Students use IXL, ALEKS, & Progress Learning to remediate the content daily during the enrichment block and throughout the instructional day.	IXL, ALEKS, and Progress Learning Online Platform access Laptops	Federal	\$7,211.00
	Staff will analyze data to identify students who need additional academic support. Administrators and Curriculum Support staff will identify and model strategies that provide support for facilitation of instruction. Data will inform collaborative approaches needed to show evidence of learning.	STAR Reading/Math Data Reports IXL, ALEKS, Progress Learning Data Reports Mastery Connect Data Classroom -based Formative Data District/AVID Based Site Team Strategies	None	\$0.00

	Multi-Tiered System of Support has been implemented to address the academic needs of all students. Students demonstrating difficulty are supported by utilizing multiple approaches. The team monitors student data, (grades, attendance, and disciplinary actions in our behavior management system), to identify needed support. The team meets weekly, along with parents, to monitor the academic growth of our students. Tier II students have been identified and placed into reading and math intervention classes. Based on formative assessment results, students receive additional tiered support using IXL reading program, afterschool services, and tutorial services.	Individual Student Data (Academic, Behavioral, Social Emotional, & Attendance) MTSS Referral Packet (Teacher, Parent, Health Forms) Enrich Online Platform Research Based Strategies (PBIS.org/Intervention Central)	None	\$0.00
	Staff engage in Instructional Design sessions facilitated by the CRT/API. Staff participates in Instructional Strategy meetings facilitated by the AVID Site Team. These meetings focus on modeling strategies and use of best practices to support student achievement.	Student Exemplars AVID Strategies from www.AVID.org AVID Strategies from R1 Professional Development Lesson Plans	None	\$0.00
<b>What Professional Development Activities will support this strategy?</b>				
The Professional Development activities that will support this strategy:				
AVID				
IXL				
STAR				
MTSS				
Research-Based Academic Interventions				
ALEKS				
Progress Learning				
Teaching Models (Co-teaching, Inclusion)				
<b>Total Cost</b>				<b>\$7,211.00</b>

<b>Performance Goal #2 (SMART goal)</b>	Performance Goal #2: By May 2024, 65% of students will meet the SGP in Math and ELA as measured by STAR.			
<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>

Consistent monitoring of student performance on assessments (STAR, CFAs, teacher-made, etc.). Assessment data is utilized to guide instruction and provide individual academic interventions for student.	Alcorn Middle School will seek to foster a working relationship with Columbia College. This collaboration will provide students with Columbia College Tutors that will offer academic support for students. Using SC Ready and STAR data results, tutors will assist with students identified as in need of academic support throughout the school day as well as an afterschool service.	Fall and Winter STAR Data with identified students	None	\$0.00
	Progress Monitoring: Using data results from monthly STAR assessments. Alcorn students will be placed in tiered groups to address academic needs communicated on performance reports.	Progress Monitoring Schedule Tiered Student Lists	None	\$0.00
	PLCs (Professional Learning Communities) are conducted every week. During sessions, the team analyzes teacher's assessment data maintained in Mastery Connect. Teachers identify specific students and academic issues that need to be addressed. A presentation schedule outlines the order teachers are to present their data and model strategies used in classes.	PLC Meeting Schedules Agendas Minutes Mastery Connect Data Report	None	\$0.00
<b>What Professional Development Activities will support this strategy?</b>				
The Professional Development activities that will support this strategy: Data Analysis to guide instructional decisions Collaborative/Tiered Grouping				
<b>Total Cost</b>				<b>\$0.00</b>

<b>Performance Goal #3 (SMART goal)</b>	Performance Goal #3: During the 2023-2024 school year, all students (100%) will participate in our school-based Advocacy Program.			
<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>

Our Advocacy Program provides access to various initiatives that cultivates an environment of learning and growth.	<p>Midlands Fatherhood Coalition: Alcorn Middle School will foster a partnership with this coalition to create mentor opportunities for males and females attending Alcorn Middle School. Partnering with this coalition will provide students with tennis instruction, mentoring groups, and assistance with school and community events.</p>	Mentorship Referral Forms	None	\$0.00
	<p>Boys to Men Mentor Group: The Boys to Men mentor group helps male students build character through group field studies, college tours, and guest speakers. Our school social worker, behavior interventionists, assistant principal and other male staff members serve as mentors.</p>	Mentorship Referral Forms Social Emotional Learning Lesson Plan	None	\$0.00
	<p>AMS Advocacy Program: AMS Advocacy Program provides all students at Alcorn Middle with a designated advocate for the 2023- 2024 school year.</p>	AMS Student Data Card STAR Reading & Math Data Reports	None	\$0.00
	<p>Knights PBIS System – Students are provided with school wide rules and expectations for exhibiting positive behavior. Students are rewarded using a school based monetary system called Knights Cash. Knights Cash is then redeemed at monthly PBIS events geared towards students. Students are given monthly challenges (i.e. ID, Lunchroom behavior, attendance) to meet to encourage positive behaviors and advocates reinforce positive behaviors with Knights Cash.</p>	Knights Cash, Hallway Signage	Local	\$3,500.00
	<p>Behavior Interventionists target students that have been identified through the MTSS due to their behavioral needs. Confer with students to provide interventions using restorative practices and team building activities.</p>	Teambuilding Activities Restorative Practices Books Research-Based Behavior Interventions Student Data	Federal	\$60,000.00
	<p>Outreach Community Partners provide needed supplies to serve Alcorn students and parents. Washington Street United Methodist Church has partnered with Alcorn to stock the AMS Kitchen. Parents and students visit the AMS Kitchen weekly to shop for needed food items.</p>	Washington Street Methodist Church will supply he needed supplies for the AMS kitchen (varied food and hygiene supplies)	None	\$0.00

	City Year of Columbia Partnership – This partnership provides tutoring and mentorship services for students at Alcorn Middle School.	Varied Academic Supplies	Local	\$500.00
<b>What Professional Development Activities will support this strategy?</b>				
The Professional Development activities that will support this strategy: Mentoring SEL Coaching Conversations PBIS Restorative Practices Research-Based Behavior Interventions				
	<b>Total Cost</b>			<b>\$64,000.00</b>

\* 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?	State Standards Digital Resources (IXL, ALEKS, Progress Learning, NewsELA, CommonLit) AVID Strategies, Lessons, and Texts State Textbook (Collections) and Book Studies	State Standards Digital Resources (ALEKS, Progress Learning) State Textbook

**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?	STAR -iReady IXL - ELA IXL - Math	STAR	PowerSchool
---	--	------	-------------

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 (1/23/24)	<p>Data from Fall STAR Math 2023 indicates students are <b>on track</b> to meet goal of <b>10%</b> scoring at Approaches or Above  <b>32.5%</b> of students will score Approaches or Above  (STAR SC Ready Projections)</p> <p>Data from Fall STAR Reading 2023 indicates students are <b>on track</b> to meet the goal of <b>25%</b> scoring at Approaches or Above  <b>50%</b> of students will score Approaches or Above  (STAR SC Ready Projections)</p>	<p>Data from STAR Math Fall 2023-Winter 2023 indicates students are <b>on track</b> to meet goal of <b>65%</b> of SGP in Math    Math SGP Fall to Winter 2023 - <b>60.1%</b></p> <hr/> <p>Data from STAR Reading Fall 2023 - Winter 2023 indicates students are <b>lagging</b> in meeting goal of 65% of SGP in ELA    ELA - SGP Fall to Winter 2023 - <b>55.4%</b></p>	<p>Data from PwerSchool indicates 389/389 students have been assigned an advocate.</p> <p>Data from Powerschool indicates students are <b>On Track</b> to meet the goal of 100% of our students having an identified advocate.</p>

<b>60 Day Review (by 2/22/2024)</b>	Progress Monitoring for the STAR Reading & Math window begins March 11-th and ends March 15th. Results will be updated after testing has been completed.	SGP data will be updated after our school-wide Progress Monitoring Administration has been completed (March 11-15). Results will be updated	Advocates are conducting conferences with students discussing their academic and individual goals (Student Data Card).  Data from PowerSchool indicates 394/394 students have an assigned advocate.  Data from PowerSchool indicates that students are on track to meet the goal of 100% of students have an assigned advocate.
<b>90 Day Review (by 6/15/2024)</b>			

ADD SUPPORTING DOCUMENTATION (Hyperlink)

**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
<b>MONITORING DATE</b>	1/24/2024	2/22/2024	3/22/2024



<p><b>KEY POINTS OF DISCUSSION/PLANNING</b></p>	<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>• Revise and analyze IXL data on student and teacher usage, student progress, focus areas of success and refinement</li> <li>• Review and analyze Progress Learning data for trends indicated by STAR &amp; share analysis in PLC and use to inform instruction</li> </ul> <p><b>Goal 2:</b></p> <ul style="list-style-type: none"> <li>• Share data analysis of SGP from Fall to Winter with teachers in PLCs and students in Townhall Meetings</li> <li>• Identify students with decreased SGP</li> <li>• Set focus small group interventions in PLCs</li> </ul> <p><b>Goal 3:</b></p> <ul style="list-style-type: none"> <li>• Share monthly AMS Advocacy Day schedule</li> <li>• Collaborate with Guidance to provide students with SEL Lessons during Advocacy Period</li> <li>• Use data from MTSS Referrals to provide students with focused behavior and academic support</li> </ul>	<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>• PLCs provide opportunity to analyze student data from STAR, iReady, ALEKS, and the use of district CFAs.</li> <li>• Teachers have been provided with monthly professional development to support use of academic strategies in the classroom (State Report Card Analysis, 4 A Protocol, Cornell Notes, Process Writing) and provided with opportunity to analyze use in classrooms during PLC meetings.</li> </ul> <p><b>Goal 2:</b></p> <ul style="list-style-type: none"> <li>• Celebrate students who met the school-wide goal of increasing STAR scores by 25 points. Celebration is scheduled for February 29th.</li> <li>• Analysis of STAR data results scheduled for week after progress monitoring testing session (March 11-15)</li> <li>• Teachers created re-teach plans for students who decreased SGP (Small groups Instruction to provide additional support).</li> </ul> <p><b>Goal 3:</b></p> <ul style="list-style-type: none"> <li>• AMS Advocates have been identified for all students. Advocates meet with students on 3rd Wednesday of each month.</li> <li>• MTSS Team continues to meet weekly to identify students based on academic and behavioral needs. Reading Interventionist has started sessions with students to provide additional academic supports. Team members have identified additional interventions for students who are not making adequate academic progress. Students are attending afterschool and Saturday school for additional academic support.</li> <li>• School Counselors and City Year Staff are collaborating to provide SEL Lessons and activities during the Advocacy Period.</li> </ul>	
<p><b>Additional documentation:</b></p>	<p><a href="#">Additional Documentation</a></p>		

\*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.