



# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND Office of School Transformation

Designation Status:	Underperforming School	
District Name:	Colleton County	
School Name:	Colleton County Middle School	

## PHASE 1: DIAGNOSE

USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS

### MOST RECENT REPORT CARD ACCOUNTABILITY

#### Elementary/Middle Schools

	<u>Numerator</u>	<u>Denominator</u>
Academic Achievement	8.7	35
Preparing for Success	2.96	10
English Learners' Student Progress	3.28	10
Student Progress	11.12	35
School Climate	3.95	10

Overall Score and Rating	30	100
		Below Average
Conclusions based on Rating Points		
Strengths	Student growth is where CCMS received the most points on the student report card; however, the number of points were insufficient to move the school to an overall score of "average".	
Opportunities for Growth	CCMS needs to grow in academic achievement and student growth. CCMS also improve the score for school climate. These will be laser focused efforts to improve these scores on the school's report card.	

## PHASE 2: SELECT AND PHASE 3: PLAN

Resource Inequity Goal	By August 2024, the achievement gap between disabled district's program to increase inclusion for all teachers. F subgroup. This will assist the school in moving from "c
Strategy Description	Action Items from Strategy
<p>ELA and math teachers, exceptional learning teachers, and administrators will participate in ongoing professional learning on the inclusionary model. This is supported by research (Kauffman, et. al, 2017. Retrieved December 1, 2023 from <a href="http://www.ies.ed.gov/ncee/edlabs/regions/west/ASK/DETAILS/90">www.ies.ed.gov/ncee/edlabs/regions/west/ASK/DETAILS/90</a>.</p>	<p>ELA and math teachers, exceptional learning teachers, and administrators will participate in ongoing professional learning on the inclusionary model. This will include participation of the school's 6th ,7th, and 8th grade teachers and will be expanded to teacher assistants in Spring 2024.</p>
What Professional Development Activities will support this strategy?	

Professional development will be provided by the district consultant procured for intervention and acceleration to implement inclusion model.	Provide ongoing monthly professional development for implementation of the new curriculum. The district consultant and school leaders will meet with school staff after book studies and during PLCs.
	Provide ongoing professional development on the inclusion model of instruction via training workshops, online book studies, and coaching sessions.
	Total C

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

Performance Goal #1	By October 2024, Colleton County Middle School will inc moving the rating from "Below Average" to "Average". Th supplemental action steps (pages 45-49). With this alignn trends; designing robust instructional strategies; and "developing" on mostly all of the area on the continuous i data, diagnosing root causes, and monitoring impleme
Strategy Description 1	Action Items from Strategy

Provide intensive intervention and acceleration.

principals will implement and monitor focused intervention and acceleration strategies. These include the following: 1) Align current i-Ready data to previous state assessment data to identify students who have the potential to reach proficiency or improve their state achievement level from the prior year. 2) Track Identified students in the potential group every week to ensure students are passing required lessons in both ELA and math. 3) Accelerate students by utilizing data to group students by their common needs and connect teachers to resources for differentiation and scaffolding grade- level instruction. 4) Ensure students use i-Ready Personalized Instruction with fidelity to optimize student growth. 5) Monitor the student usage reports and celebrate when students and classes achieve fidelity. 6) Collaborate with i-Ready consultants/ district team to examine students' instructional paths, suggest adjustments, and recommend i-ready lessons that correlate to the Ready Classroom and Ready Reading Program. To this end, the school has entered into a district-wide initiative with a focus on math accelerating growth in learning math and other content areas. 7) Leverage standards mastery as a teaching tool to prepare students for state assessments. To this end, the school has entered into a district-wide initiative with a focus on math accelerating growth in learning math and other content areas. This high dosage has been proven to be effective for increasing student performance. Specifically, "In both Tier 2 and Tier 3, it is critical that students receive an adequate amount, or CCMS Writing Across the Curriculum- Used to support language arts instruction and analyze text-dependent responses.

Explore intervention opportunities such as Saturday school or afterschool GAP to accelerate student learning and close student achievement Gaps.

Increase the feedback provided to teachers on classroom instruction throughout leadership and peer observations.

**What Professional Development Activities will support this strategy?**

Professional development will occur at the school level.	Provide professional development to teachers based on observation feedback and/or needs identified. This professional development includes conferences, weekly PD, weekly PLC's, and teacher professional development days
	Total C

Performance Goal #2	By October 2024, Colleton County Middle School will increase the rating from "Below Average" to "Average" by moving the rating from "Below Average" to "Average" for Teacher/Administrator Quality as administrators will receive support the need to increase the school report card ratings from "emerging" to "developing" on mostly all of the area of the school regarding analyzing data, diagnosing root causes, and monitoring progress.
Strategy Description 2	Action Items from Strategy
Provide robust stakeholder engagement. The school and district are aligning Performance Goal 2 with Teacher Quality activities in the Strategic Plans and as part of improving Teacher Quality, the school leadership teams will conduct frequent observations. Garza, et. al., (2016) state that “the accountability pressures of the recent decade require that instructional leaders work with teachers to ensure student academic success. The "walkthrough" or "walkthrough observation" is an instructional leadership practice that has been regarded as a promising avenue to collaboratively work with teachers.” Presently, observations and feedback are conducted using both the COGNIA Student Engagement Rubric as well as the 4.0 Teacher Assessment Rubric. This “authentic feedback” will be used as part of turnaround activities for all school. (Retrieved December 6, 2023 from <a href="https://eric.ed.gov/?id=E11102507">https://eric.ed.gov/?id=E11102507</a> Both	Meet with the SIC, PTO, teachers, and community members monthly to garner input on the development and monitoring of the turnaround and school strategic plans. Monthly, present, and receive feedback from peers and district personnel on the school's intervention and acceleration strategies. November 1, December 13, January 31, 2024; February 28, 2024; March 27, 2024; and April 24, 2024. Provide written communication to stakeholders on the progress of targeted strategies in the turnaround and strategic plans via Newsletters, ClassDojo, and Youtube Channel. Hold a community meeting to receive feedback from community stakeholders on the final revision of the Turnaround Plan on December 4, 2023.
	Partner with local organizations such as the Colleton Children's museum to provide support for special events in college and career coaching.
	Survey teachers, parents, and students quarterly to receive feedback and make improvements throughout the school year.
	Increase the opportunities for community members to serve as principal for a day to receive feedback and community input on improving school safety, teaching, and learning.

<a href="https://eric.ed.gov/?id=EJ1105597">https://eric.ed.gov/?id=EJ1105597</a> ) Both instruments include checklists for reviewing instruction and providing feedback. Mihaly, et. al., (2018) found that “The relatively moderate use of the checklist by treatment group principals, combined with the reports by some control group school leaders that they were using it, implies that the estimated impacts of using the checklist would be larger than the estimated impacts of receiving it.” (Retrieved December 6, 2023 from <a href="https://ies.ed.gov/ncee/rel/Products/Region/southwest/Publication/3888">https://ies.ed.gov/ncee/rel/Products/Region/southwest/Publication/3888</a> ).	<p>Increase the participation of parents/ community members in academic, athletic, and other student recognition opportunities.</p>
<b>What Professional Development Activities will support this strategy?</b>	
Providing school based and district wide professional development for teachers in increased dosage.	Provide professional development to teachers based on observation feedback and/or needs identified. This professional development includes conferences, weekly PD, weekly PLC's, and teacher professional development days.
	<b>Total C</b>

<b>Performance Goal #3</b>	<p>By October 2024, Colleton County Middle School will increase the rating from "Below Average" to "Average" moving the rating from "Below Average" to "Average" improvement rubric. For the school's Strategic Plan, the goal is to move from "emerging" to "average" on the assessment as they recognize concerns regarding analyzing data and activities will n</p>
<b>Strategy Description 3</b>	<b>Action Items from Strategy</b>

Increase the climate and culture of the school.	Examine data monthly for evidence of PBIS fidelity in the implementation of expectations. Review goal progress and revise objectives, as warranted, to improve attendance, academic performance, and student discipline data. Monitor data to include reviewing the incentive plan for student attendance, academic performance, and meeting school-wide PBIS expectations. Reward staff members for meeting expected academic goals, intervention strategies, attendance, and PBIS expectations. Communicate to stakeholders on the progress of student attendance, academic goals, intervention progress, attendance progress, and discipline data. We based this activity on research from Conley (2020) that demonstrated the effective use of peer collaboration and feedback. Specifically, the research stated that collaboration "effectively combines data with the human-centered aspects of teaching and learning. Authors cite how the NIC approach elevated the way their teams and colleagues collaborated." Retrieved December 1, 2023 from <a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/blogs/24-swnic3-okexcel.aspx">https://ies.ed.gov/ncee/edlabs/regions/southwest/blogs/24-swnic3-okexcel.aspx</a> .
	Create a climate and culture committee to include individuals from each area (School Improvement Council member(s), parents, students, administration, instruction, PBSS, guidance, office staff, custodial and nutrition) to implement strategies to increase school culture and positive teacher-student relationships.
	Increase the quantity of field experiences/field trips for all grade levels to supplement standards-based classroom instructional units.
	Increase the number of student recognition opportunities such as honor roll, and other achievements.
What Professional Development Activities will support this strategy?	
Providing school based and district wide professional development for teachers in increased dosage.	Provide professional development to teachers based on observation feedback and/or needs identified. This professional development includes conferences, weekly PD, weekly PLC's, and teacher professional development days.
	Provide professional development for school staff on PBIS, school culture, and monitor the implementation of these practices in classroom observations.
	Total

\* Include additional goals and strategies

High Quality Instructional Materials	
What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?	ELA
	Chromebooks, iReady Curriculum, Iready workbooks, Learning paths,school supplies for every classroom,whiteboards for student use

PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	
		i-Ready student

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	
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 as well.

BENCHMARK PROGRESS	30 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 [Improvement Rubric](#) to re-assess where the team is and to make adjustments

MOVEMENT  
ND PLAN  
sformation



Person completing the form:	Eddie Peeples
Title:	Principal

TY MANUAL RATING POINTS		
High Schools		
	Numerator	Denominator
Academic Achievement		
Preparing for Success		
English Learners' Student Progress		
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		

<p>and non-disabled subgroup will decrease by 10%. CCMS will enter into the or over 50 teachers at the school site, this information is key to assisting this emerging" to "developing" as team members address resource inequality.</p>		
Instructional Materials Needed/Used	Fund Location	Total for Strategy
N/A	Federal	\$1,000.00

N/A	None	\$0.00
N/A	Federal	\$15,000.00
Cost		\$16,000.00

<p>crease the number of points earned on the school report card from 40 to 52  e activities align with the school's Strategic Plan for Student Achievement and  nent, the school will be able to affect student achievement by reviewing data  other activities. The middle school seeks to expand from "emerging" to  improvement self-assessment as they recognize concerns regarding analyzing  entation. The subsequent activities will move CCMS along an upward path.</p>		
Instructional Materials Needed/Used	Fund Location	Total for Strategy

Chromebooks, Access to Iready data, SC READY Data, Iready summary reports, Individual Learning paths summary reports, Iready Target Group reports,	State	\$25,000.00
SC READY Writing Rubric, Writing Standards,Chromebooks	None	\$0.00
Funding for Salaries	Federal	\$0.00
Classroom Mosaic Observation Reports	None	\$0.00

Classroom Mosaic Observation Reports, PLC Agendas, iReady Data, SC Ready data, Common Assessment Data	None	\$0.00
<b>Cost</b>		<b>\$25,000.00</b>

crease the number of points earned on the school report card from 40 to 52  
ge". This goal aligns with the school's Strategic Plan area of improving  
ive feedback from district staff as well as peers (pages 50-51). Other activities  
s in the area of student engagement. The middle school seeks to expand from  
n the continuous improvement self-assessment as they recognize concerns  
onitoring implementation. The subsequent activities will move CCMS along an  
upward path.

Instructional Materials Needed/Used	Fund Location	Total for Strategy
Meeting Agendas, Survey Results from peers, community members, Access to Dojo and other social media platforms for communication purposes	None	\$0.00
N/A	None	\$0.00
Survey Results	None	\$0.00
N/A	None	\$0.00

N/A	None	\$0.00
N/A	None	\$0.00
Cost		\$0.00

<p>           crease the number of points earned on the school report card from 40 to 52            e". The activities will ensure improvement with areas on the continuous            goal aligns with improving communication and other activities (pages 35-42).            "developing" on mostly all of the area on the continuous improvement self-            data, diagnosing root causes, and monitoring implementation. The subsequent            move CCMS along an upward path.         </p>		
Instructional Materials Needed/Used	Fund Location	Total for Strategy

N/A	None	\$0.00
N/A	None	\$0.00
N/A	None	\$0.00
N/A	None	\$0.00
N/A	None	\$0.00
N/A	None	\$0.00
Cost		\$0.00

gies on the 3rd tab.

Materials
Math
Chromebooks, IReady Curriculum, Iready workbooks, Learning paths,school supplies for every classroom,whiteboards for student use

Goal 2	Goal 3
y Formative Diagnostic Data, % of s meeting the expected number of weekly passed lessons	

Goal 2	Goal 3


ed above. Be sure to include what has been learned in this improvement cycle,

60 Days after Implementation	90 Days after implementation

2. The Office of School Transformation recommends using the **Continuous** before **Diagnosing** and **Selecting** new or updated goals.

[illegible]

















[illegible]

















[illegible]

















[illegible]

















[illegible]

















[illegible]

















[illegible]

















[illegible]


















--	--

















