



CONTINUOUS IMPROVEMENT PLAN/TURNAROUND Office of School Transitions

Designation Status:	Underperforming School	
District Name:	Colleton County	
School Name:	Cottageville Elementary	

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	11.28	35
Preparing for Success	3.24	10
English Learners' Student Progress		
Student Progress	14.28	35
School Climate	7.11	10
Overall Score and Rating	40	100
		Below Average

Conclusions based on Rating Points

Strengths	School climate is area of strength with an average rating scoring 7.11 out of 10 points. The small
Opportunities for Growth	To increase the amount of points earned on Student Progress, student's growth on the fall and

PHASE 2: SELECT AND PHASE 3: PLAN

Resource Inequity Goal	By August 2024, the achievement gap between disabled a
Strategy Description	Action Items from Strategy

Employ the inclusionary model of instruction for special needs students, and implement a new mathematics curriculum in fifth grade. This is supported by research (Kauffman, et. al, 2017. Retrieved December 1, 2023 from www.ies.ed.gov/ncee/edlabs/regions/west/ASK/DETAILS/90 .	CES ELA and math teachers, exceptional learning teachers, and administrators will participate in ongoing professional learning on the inclusionary model. This will include approximately 25 teachers.
	Change core mathematics curriculum for fifth grade to i-Ready Ready Classroom to strengthen student performance in mathematics. This will be a specific focus for students with disabilities.
What Professional Development Activities will support this strategy?	Provide ongoing monthly professional development for the implementation of new curriculum.
Professional development will be provided by the district consultant procured for intervention and acceleration to implement inclusion model.	Provide ongoing professional development on the inclusion model of instruction via training workshops, online book studies, and coaching sessions. District consultant will provide training for all teachers at the school.
	Total C

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1	By October 2024, Cottageville Elementary will increase the
Strategy Description 1	Action Items from Strategy

Provide intensive intervention and acceleration strategies.

Using the i-Ready Principals Academy, students are grouped for Tier 2 and Tier 3 instruction and dosage. Students were identified and then tracked daily with specific activities to 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 Big Ideas Mathematics and Open Court Reading Program; and 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 dosage, of instruction. This dosage can be intensified by reducing the size of student groups and increasing the frequency and duration of instruction" (Retrieved November 28, 2023; ies.ed.gov/ncee/wwc)

Consistent observations by the leadership team will ensure best practices are implemented in classroom instruction.

Seek additional opportunities for tutoring both in class and after school.

Implement Fluency Flight in grades 2-5 to ensure students master basic math facts.

Utilize the MTSS structures to provide intervention and support for identified students.

Implement inclusion practices for exceptional needs students to ensure students receive instruction on grade-level standards.

What Professional Development Activities will support this strategy?

i-Ready monthly professional development from Curriculum Associate consultant for Principal Academy.

Cottageville Elementary will utilize focused professional development to address strategies for intervention and acceleration.	i-Ready weekly PLC focused on data analysis.
	i-Ready weekly PLC focused on community of practice.
	Math professional Development provided by consultant to ensure lessons are aligned with standards and to strengthen teacher content knowledge
	Total C

Performance Goal #2	By October 2024, Cottageville Elementary will increase the
Strategy Description 2	Action Items from Strategy
<p>Provide robust stakeholder engagement.</p> <p>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 https://eric.ed.gov/?id=EJ1103597) Both instruments include checklists for reviewing instruction and providing feedback. Mihaly, et. al., (2018) found that “The relatively moderate use of the</p>	<p>Increase the opportunities for stakeholders to participate and provide input into the school planning and monitoring of targeted improvement strategies. These opportunities will include the following: 1)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. 2)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. 3)Provide written communication to stakeholders on the progress of targeted strategies in the turnaround and strategic plans via Newsletters, ClassDoJo, and YouTube Channel. 4)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 7, 2023. Research supports "the promise of using technology to connect rural schools, teachers, students, and families across wide distances, as well as the importance of preparing for and addressing the infrastructure challenges endemic to rural areas" (Retrieved November 28, 2023 from ies.ed.gov/ncee/rel/Products/Region/appalachia/Blog/-89761)</p> <p>Hold Town Hall Meetings for 4th - 5th Grade Students / Parents at CES.</p>

<p>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 https://ies.ed.gov/ncee/rel/Products/Region/southwest/Publication/3888).</p>	<div></div> <p>Diversify CES engagement by utilizing focus group meetings and surveys and utilize the feedback to inform the decision making process.</p>
<p>What Professional Development Activities will support this strategy?</p>	<p>Focus Group leaders and activities will be determined based on strengths of the administration, staff, and community.</p>
<p>Cottageville Elementary will utilize school based professional development to strengthen the knowledge of building positive relationships with all stakeholders within the school community.</p>	<p>The school will conduct a planning session for topics of need and interest for teachers. For example, teachers may ask questions regarding the implementation of Open Court</p> <div></div> <div></div> <div></div>
	<p>Total C</p>

Performance Goal #3	By October 2024, Cottageville Elementary will increase the
Strategy Description 3	Action Items from Strategy

Increase the climate and culture of the school.

A positive learning environment fosters a culture of student learning and growth. The school will: 1)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. 2) Monitor data to include reviewing the incentive plan for student attendance, academic performance, and meeting school-wide PBIS expectations. 3) Reward staff members for meeting expected goals, intervention strategies, attendance, and PBIS expectations. 4) Communicate to stakeholders on the progress of student attendance, academic goals, intervention progress, 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 <https://ies.ed.gov/ncee/edlabs/regions/southwest/blogs/24-swnic3-okexcel.aspx>.

Implement Level-Up Racing to target attendance and improve student and staff attendance.

Examine weekly behavior and attendance data in school leadership team meetings to guide weekly observations, professional development plans, counseling sessions, and PBIS supports.

Incorporate Collective Commitments across our school to foster a shared sense of oneness and belonging.

Share a positive photo and story every day with your stakeholders via Class Dojo, social media and website.

Implement a school Safety Patrol Program on the school bus and school to promote student safety.

What Professional Development Activities will support this strategy?	Attendance matters sessions for students, parents, and staff. These will be conducted at least twice a month to review attendance data.
Cottageville Elementary will provide ongoing professional development to strengthen the knowledge of strategies addressing school culture and climate.	Team building activities/ professional development that would include students, teachers, parents, and the community. Building leaders will provide best practices.
	Professional development with all stakeholders and the implementation of the safety patrol program.
	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
	Open Court Curriculum, Scholastic PreK My Way, i-Ready Personalized Learning Tools for Instruction,

PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	
	personalized learning reports, i-Ready	Open Court Curriculum, Scholastic PreK My Way, i-Ready Personalized Learning Tools for Instruction,
Does the data indicate that the team is AT-RISK , LAGGING , OR ON TRACK as it relates to progress towards	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

BENCHMARK PROGRESS	30 Days after	
MONITORING DATE		
KEY POINTS OF DISCUSSION/PLANNING		

Additional documentation:		
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*Upon completion of the 90-day plan, teams should begin a new continuous improvemen

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 sformation



Person completing the form:	Tasheena Allen
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		

nd non-disabled subgroup will decrease by 10% as evidenced by formative or		
Instructional Materials Needed/Used	Fund Location	Total for Strategy

N/A	None	\$4,000.00
Consumable supplies such as paper, folders and notebooks.	Federal	\$0.00
N/A		\$0.00
Consumable supplies such as paper, folders and notebooks.	Federal	\$0.00
Cost		\$4,000.00

e number of points earned on the school report card from 40 to 52 moving the		
Instructional Materials Needed/Used	Fund Location	Total for Strategy

i-Ready diagnostic data, i-Ready Report Group Data, i-Ready Personalization Summary Reports, SC Ready Data, last year testing score report, Big Ideas, i-Ready Math Alignment Document (FY23 ATSI)	State	\$25,000.00
i-Ready Personalization Summary Reports and i-Ready Report Group Reports		
Personalized Instruction Summary		\$0.00
Fluency Flight Reports		\$0.00
MTSS Data, Intervention Data and Logs		\$0.00
Inclusion schedule, inclusion documentation, lesson plans, and small group plans		\$0.00
i-Ready Personalization Summary Reports and i-Ready Report Group Reports, Fluency Flight Reports		\$0.00

PLC Agendas, i-ready Data, Open Court and Big Ideas Data		\$0.00
PLC Agenda focused on community need		\$0.00
Agendas, handouts, and materials needed or received	None	\$0.00
Cost		\$25,000.00

e number of points earned on the school report card from 40 to 52 moving the		
Instructional Materials Needed/Used	Fund Location	Total for Strategy
Agendas, meeting topics geared in ELA and Math to get interest and involvement, Principal I-Ready Academy Monthly Report, Smores Newsletters, Handouts, Shout Outs, Data Updates. I-Ready Data, Open Court and Big Ideas Data, Fluency Flight	None	\$0.00
I-Ready Data, Open Court and Big Ideas Data, Fluency Flight		\$0.00

Engaging meeting topics and survey questions	None	\$0.00
Open Court, Big ideas, Science Curriculum, Integration Opportunities	None	\$0.00
Open Court, Big ideas, Science Curriculum, Integration Opportunities, etc...	None	\$0.00
Cost		\$0.00

e number of points earned on the school report card from 40 to 52 moving the		
Instructional Materials Needed/Used	Fund Location	Total for Strategy

PBIS Data and Reports, Attendance Reports, Educator Handbook Reports, Class DoJo Reports, Student and Parent Handbook, Incentives for students and staff	None	\$0.00
Incentives for students, staff, and parents	None	\$0.00
Observation Data, Attendance Data, PBIS/ Class DOJO Data/Reports	None	\$0.00
Collective Commitment Posters	None	\$0.00
Camera and Social Media Sites	None	\$0.00
Safety Patrol Applications, Badges, Vests, etc...	None	\$0.00

Attendance data, handouts, and incentives	None	\$0.00
Materials for Team Building Activities and Professional Development based on need	None	\$0.00
Safety Patrol Information, Need, and the WHY behind the program.	None	\$0.00
Cost		\$0.00

gies on the 3rd tab.

Materials
Math
Big Ideas Math Curriculum, i-Ready Classroom (5th grade only)

Goal 2	Goal 3
5th Assessment Reports, i-Ready Personalized Learning Report, i-Ready	

Goal 2	Goal 3

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

60 Days after	90 Days after

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t cycle. The Office of School Transformation recommends using the

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