



CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Office of School Transformation



Designation Status:	Underperforming School	Person completing the form:	Brice Laughter
District Name:	Aiken County Public School District	Title:	Principal
School Name:	LBC Middle School	Date:	16-Jan-24

PHASE 1: DIAGNOSE

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

MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS

Elementary/Middle Schools		
	Numerator	Denominator
Academic Achievement	14.3	40
Preparing for Success	Not Rated	0
English Learners' Student Progress	1.75	10
Student Progress	11.3	40
School Climate	6.14	10
Overall Score and Rating	33	100
	Below Average	
Conclusions based on Rating Points		
Strengths	Langley Bath Clearwater Middle Schools strengths are indicated by an Average rating in the Academic Achievement and School Climate indicators.	
Opportunities for Growth	Opportunities for extensive growth exists in the Multilingual Learning Progress and Student Progress indicators.	

High Schools		
	Numerator	Denominator
Academic Achievement		
Preparing for Success		
English Learners' Student Progress		
School Climate		
Graduation Rate		
College and Career Readiness		
Overall Score and Rating	0	0
Conclusions based on Rating Points		
Strengths		
Opportunities for Growth		

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal):		By spring 2025, 31.8% of students will meet or exceed grade level standards as measured by the SC READY Math assessment.		
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
<p>What Professional Development Activities will support this strategy?</p>	School will use a Certified Tutor to facilitate a Math Advisory period focused on targeted interventions and skill development. The tutor will also provide in-class support through a push-in model, delivering differentiated instruction and scaffolding to address individual student needs.	Certified Tutor	Federal	Instructional materials needed have already been purchased using a combination of federal and state funding, so no additional funding is required.
	Use Illustrative Math as a core instructional resource to align instruction and assessment with state standards.	Illustrative Math	Local	
	Integrate SC Digital Coach Compass (Math) as an instructional resource for core instruction, intervention, and test preparation. Teachers will leverage the digital platform to develop common formative assessments, exit tickets, and test preparation units to effectively monitor and track student growth.	SC Digital Coach Compass	Federal	
	Use Dreambox as a core instruction and intervention resource.	Dreambox	State	
	Transformation Support Specialist, Principals and Instructional Coaches will participate in collaborative Student-Centered Coaching professional development sessions to provide standard-based coaching cycles for Math.			
	The school's Math teachers will utilize IXL as a core and intervention resource	IXL		
	The school will utilize Derivita Software as a resource for compiling, creating, and progress monitoring assessment data.	Derivita		
Total Cost				\$0.00

Performance Goal #2 (SMART goal)		By spring 2025, 40% of multilingual students will meet or exceed annual language proficiency targets as measured by the ACCESS assessment (moving from unsatisfactory to average).		
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	ESOL teachers support MLs' progress toward proficiency and collaborate with general education teachers, using ELLevate, ACCESS, and iLAPs to build capacity	ESOL Teacher Support		Instructional materials needed have already been purchased using a combination of federal and state funding, so no additional funding is required.
	The Teaching and Learning Coach facilitates yearlong Sheltered Instruction Observation Protocol (SIOP) training, focusing on language and content integration, scaffolding, and academic language, with support through coaching and observations.	SIOP Training Materials		
	Increase collaboration between ML and general education teachers, focusing on push-in support for Level 1 and Level 2 students, and reviewing scores and data .			

What Professional Development Activities will support this strategy?				
	Total Cost			\$0.00

Performance Goal #3 (SMART goal)	By spring 2025, the school will enhance teaching effectiveness and improve student achievement through continuous professional growth among educators as measured by a minimum of 80% participation in available targeted professional development opportunities.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	Ensure that professional development aligns with current school-wide priorities (e.g., technology integration, inclusive education, formative assessment practices).			Instructional materials needed have already been purchased using a combination of federal and state funding, so no additional funding is required.
	Establish teacher learning communities (TLCs) or professional learning communities (PLCs) where teachers can collaborate, share best practices, and engage in peer observations.			
	Offer professional development on differentiated instruction techniques, special education practices, and culturally responsive teaching to address the diverse needs of students.			
What Professional Development Activities will support this strategy?				
	Total Cost			\$0.00

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

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		Math	
	iXL		Illustrative Math	
	Quill	REWARDS Writing	SC Digital Coach Compass	Derivita

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?	Formative, Summative, and Benchmark data in addition to program usage summaries to progress monitor student mastery of skills and concepts.	Checkpoint observations will be used to monitor content and language learning targets for ML students.	Coaching cycles, classroom observations, and survey data regarding professional development needs and opportunities

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			
60 Day Review			
90 Day Review			

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			
KEY POINTS OF DISCUSSION/PLANNING			
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.