CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN
Office of School Transformation

Designation Status:	**Underperforming School**	Person completing the form:	**Latonia Evans**
District Name:	Aiken County Public School District	Title:	Principal
School Name:	**Leavelle McCampbell Middle School**		

PHASE 1: DIAGNOSE

USE THE **CONTINUOUS IMPROVEMENT RUBRIC** *TO* *ASSESS READINESS*

MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS

Elementary/Middle Schools	Numerator	Denominator	High School Report Card	Numerator	Denominator
Academic Achievement	14.1	40	**Academic Achievement**		
Preparing for Success	0	0	**Preparing for Success**		
English Learners' Student Progress	5.57	10	**English Learners' Student Progress**		
Student Progress	12.1	40	**Student Progress**		
School Climate	1.67	10	**School Climate**		
Overall Score and Rating	33.44	100	**Overall Score and Rating**		
	Below Average				

Conclusions based on Rating Points		Conclusions based on Rating Points	
Strengths	School met the requirement for average performance in the areas of Academic Achievement, MLL Progress, and Student Progress	**Strengths**	
Opportunities for Growth	School was unsatisfactory in the areas of Preparing for Success and School Climate	**Opportunities for Growth**	

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal):	By spring 2025, a minimum of 30% of students will meet their added value growth target in ELA and Math.			
Strategy Description	**Action Items from Strategy**	**Instructional Materials Needed/Used**	**Fund Location**	**Total for Strategy**
	FastBridge is used for diagnostic and intervention. Conduct progress monitoring consistently between diagnostic assessments to evaluate and enhance student performance.	FastBridge	State	

	Action Items	Instructional Materials Needed/Used	Fund Location	Total for Strategy
What Professional Development Activities will support this strategy?	Use Illustrative Math as a core instructional resource to align instruction and assessment with state standards.	Illustrative Math		
	The school will integrate SC Digital Coach Compass (Math/Reading) 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		
	The school will utilize Dreambox as a core instruction and intervention resource.	Dreambox		
	The school will utilize Derivita Software as a resource for compiling, creating, and progress monitoring assessment data.	Derivita		Instructional materials needed have already been purchased using a combination of federal and state funding, so no additional funding is required.
	The school will utilize Quill as an instructional and assessment resource to strengthen students writing skills in relation to prompt-based assessments.	Quill		
	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 will implement advisory groups with mentor-mentee pairs for goal setting and progress monitoring. Students will be pulled based on MAP data to receive Lexia support, and teachers will receive PD on analyzing student data to inform instruction. CFAs and incentives will be used to promote growth, and student-led conferences will track progress. While winter MAP results showed limited progress, focus will be placed on improving AVT targeting, along with PD on teacher/admin quality and understanding school ratings.			
			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.			
	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		
	The ESOL teacher uses Flashlight 360 to monitor MLs' language proficiency progress and shares data with general teachers for targeted support.	Progress Monitoring using Flashlight 360		Instructional materials needed have already been purchased using a combination of federal and state funding, so no additional funding is required.
	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			

			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		
	ELA	**Math**
What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?	FastBridge, iXL, Quill, SC Digital Coach Compass	Derivita, iXL, SC Digital Coach Compass, Dreambox

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 ussage 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.