# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN
## Office of School Transformation

| Designation Status: | Underperforming School | | Person completing the form: | Sheldon Higenbottom |
|---|---|---|---|---|
| District Name: | Aiken County Public Schools | | Title: | Principal |
| School Name: | Midland Valley High School | | | |

## PHASE 1: DIAGNOSE

*USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS*

### MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS

| Elementary/Middle Schools | | | High Schools | | |
|---|---|---|---|---|---|
| | **Numerator** | **Denominator** | | **Numerator** | **Denominator** |
| Academic Achievement | | | Academic Achievement | 8.55 | 25 |
| Preparing for Success | | | Preparing for Success | 2.74 | 10 |
| English Learners' Student Progress | | | English Learners' Student Progress | 1.71 | 10 |
| Student Progress | | | School Climate | 2.96 | 5 |
| School Climate | | | Graduation Rate | 12.04 | 19 |
| | | | College and Career Readiness | 12.7 | 19 |
| | | | High School Success | 7.82 | 12 |
| | | | | | |
| Overall Score and Rating | 0 | 0 | Overall Score and Rating | 48.52 | 100 |
| | | | | Below Average | |

| Conclusions based on Rating Points | | Conclusions based on Rating Points | |
|---|---|---|---|
| Strengths | | Strengths | Midland Valley High School has average ratings in the following indicators: Graduation Rate, School Climate, High School Success, and College & Career Readiness. MVHS has a comprehensive plan for improving that is led by their veteran administrator and involves the collaborative work of assistant administrators, school counselors, instructional coach, Curriculum Support Specialist, and students. |
| Opportunities for Growth | | Opportunities for Growth | Opportunities for growth exists in the areas of Academic Achievement, Preparing for Success, and Multilingual Learners Progress |

## PHASE 2: SELECT AND PHASE 3: PLAN

| Performance Goal #1 (SMART goal): | By spring 2025, Midland Valley students will meet or exceed the district average on the Algebra and English EOC assessments (38.2%- Algebra, 60.3%- English 2) | | | |
|---|---|---|---|---|
| **Strategy Description** | **Action Items from Strategy** | **Instructional Materials Needed/Used** | **Fund Location** | **Total for Strategy** |
| | The school will implement Math Nation and Illustrative Math as primary resources for both core instruction and intervention, ensuring all students have access to high-quality math instruction. These resources will support differentiated learning, reinforce key mathematical concepts, and provide targeted interventions to enhance student mastery and success in mathematics. | Math Nation Materials, Illustrative Math Materials | | |
| | 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 and Reading. | | | |
| | Create a structured and consistent common planning time for teachers of End-of-Course (EOC) courses to collaboratively analyze student data, plan effective units, monitor student progression, and develop strategies for early intervention. This time will be facilitated by Teaching and Learning Coaches to support teachers in using data to adjust instruction and provide timely interventions to ensure student success. | | | The instructional materials required for these strategies have already been purchased or are already in place, so no additional funding is required. |
| | Create and implement a school-wide incentive program designed to motivate students to actively participate in class activities, discussions, and extracurricular opportunities, fostering a more engaging and inclusive learning environment. | | | |
| | Provide teachers with content-specific professional development and planning days led by District Content Support Specialists, focusing on improving instructional practices, student outcomes, and overall success. These sessions will equip educators with the tools and strategies needed to address student needs, enhance content delivery, and foster academic growth | | | |
| **What Professional Development Activities will support this strategy?** | Incorporate Quill as an instructional and assessment tool to enhance students' writing skills, particularly in relation to prompt-based assessments. By utilizing Quill's interactive features and tailored activities, educators will support students in developing their writing proficiency, fostering better preparation and performance in writing assessments. | Quill Software | | |
| | The school will enhance Tier I core instruction by participating in districtwide professional development sessions, ensuring educators are equipped with the latest strategies and resources to effectively support student learning and achievement. This initiative will promote ongoing collaboration and professional growth, fostering improved instructional practices schoolwide. | Professional Development Opportunities | | |
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|---|---|---|---|---|
| | | **Total Cost** | | $0.00 |

| Performance Goal #2 (SMART goal) | By spring 2025, Midland Valley students will meet or exceed the district average on the Science and Social Studies EOC assessments (US History-37%; Biology- 40.2%) | | | |
|---|---|---|---|---|
| **Strategy Description** | **Action Items from Strategy** | **Instructional Materials Needed/Used** | **Fund Location** | **Total for Strategy** |
| | Transformation Support Specialist, Principals and Instructional Coaches will participate in collaborative Student-Centered Coaching professional development sessions to provide standard-based coaching cycles for Science and Social Studies. | | | |
| | Create a structured and consistent common planning time for teachers of End-of-Course (EOC) courses to collaboratively analyze student data, plan effective units, monitor student progression, and develop strategies for early intervention. This time will be facilitated by Teaching and Learning Coaches to support teachers in using data to adjust instruction and provide timely interventions to ensure student success. | | | The instructional materials required for these strategies have already been purchased or are already in place, so no additional funding is required. |
| | Create and implement a school-wide incentive program designed to motivate students to actively participate in class activities, discussions, and extracurricular opportunities, fostering a more engaging and inclusive learning environment. | | | |
| | Provide teachers with content-specific professional development and planning days led by District Content Support Specialists, focusing on improving instructional practices, student outcomes, and overall success. These sessions will equip educators with the tools and strategies needed to address student needs, enhance content delivery, and foster academic growth | | | |
| | The school will integrate Gizmos into high school science courses as a core instructional resource, utilizing interactive online simulations to foster inquiry, hands-on learning, and experimentation. This approach aims to enhance students' understanding of scientific concepts and skills, promoting deeper engagement and improving overall achievement in science education. | Gizmos Software | | |
| **What Professional Development Activities will support this strategy?** | The school will enhance Tier I core instruction by participating in districtwide professional development sessions, ensuring educators are equipped with the latest strategies and resources to effectively support student learning and achievement. This initiative will promote ongoing collaboration and professional growth, fostering improved instructional practices schoolwide. | | | |
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| | Total Cost | | | $0.00 |
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| Performance Goal #3 (SMART goal) | By June 2025, the school will increase the graduation rate from 82.6% to 86% (moving from average to good). | | | |
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| **Strategy Description** | **Action Items from Strategy** | **Instructional Materials Needed/Used** | **Fund Location** | **Total for Strategy** |
| | Monitor student progress regularly using data from formative assessments and adjust interventions as needed to ensure all students are on track to graduate. | | | |
| | Utilize a Graduation Coach for half a day, five days a week, to provide personalized, targeted support for students to ensure they meet the necessary requirements to graduate. The Graduation Coach will work closely with at-risk students, helping them stay on track with credits, improve academic performance, and develop a clear plan for graduation and post-graduation success. | | | |
| | Establish early warning systems to identify students who may be at risk of dropping out due to factors like attendance, behavior, or academic performance, and intervene quickly with personalized support. | | | |
| | Implement a Parent Academy to support parents of students in subgroups (e.g., English Language Learners, students with disabilities, economically disadvantaged students, etc.) by offering resources, workshops, and training to enhance their ability to support their children's academic success at home. The academy will foster a strong school-family partnership, build a sense of community, and equip parents with the tools needed to support their children's learning and well-being. | | | The instructional materials required for these strategies have already been purchased or are already in place, so no additional funding is required. |
| | The school will incorporate Edmentum Courseware as a core instruction and intervention resource, offering content recovery opportunities to support students in strengthening their understanding across key content areas. This resource will enable personalized learning paths, ensuring students can revisit and master essential concepts to improve academic performance and overall achievement. | Edmentum Courseware | | |
| **What Professional Development Activities will support this strategy?** | Maintain an attendance recovery program that allows students to earn back time for missed school days by participating in school-based activities. These activities will focus on fostering a positive school climate and culture, promoting student engagement, and reinforcing the importance of consistent attendance. The program will encourage students to take ownership of their attendance while building a stronger sense of community and belonging. | | | |
| | Monitor and support student progression through course completion for freshman, sophomore, junior, and senior cohorts, ensuring that all students receive the necessary academic advising, credit recovery, and acceleration opportunities to stay on track for graduation. | | | |

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| | Maintating a structured credit recovery program that allows students at risk of failing to earn up to a 60% in any content area class by the end of each quarter. This program will provide students with opportunities to recover credit through targeted interventions, personalized support, and flexible learning options, ensuring that all students have the chance to succeed academically. | Edmentum Courseware | |
| | Provide an additional hour after school for teachers to offer targeted support through tutorial activities, helping students master course content, improve academic performance, and enhance overall understanding of key concepts. These after-school sessions will foster a more personalized approach to learning, providing students with the opportunity to receive focused attention and support outside regular class hours. | | |
| | **Total Cost** | | $0.00 |

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| **\* 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? | **Edmentum Courseware**<br>**Quill software** | **Illustrative Math Materials**<br>**Math Nation software**<br>**Derivita software**<br>**Edmentum Courseware** |

## 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?** | Progress monitor utilizing course formative and summative assessment data (EOC, Common Assessments) | Progress monitor utilizing course formative and summative assessment data (EOC, Common Assessments) | Progress monitor using graduation audits throughout the school year |

| | GOAL 1 | Goal 2 | Goal 3 |
|---|---|---|---|
| **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** | | | |

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|---|---|---|---|
| ~~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.