



CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN of School Transformation

Office



Designation Status:	Underperforming School		Person completing the form:	Callie Herlong
District Name:	Aiken County Public School District		Title:	Principal
School Name:	Ridge Spring-Monetta Elementary 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		Denominator
Academic Achievement	14.2	35	Academic Achievement	
Preparing for Success	Not Rated	10	Preparing for Success	
English Learners' Student Progress	4.59	10	English Learners' Student Progress	
Student Progress	6.1	35	Student Progress	
School Climate	7.91	10	School Climate	
Overall Score and Rating	32.8	100	Overall Score and Rating	
	Unsatisfactory		Overall 33 (Unsatisfactory)	
Conclusions based on Rating Points			Conclusions based on Rating Points	
Strengths	School Climate is a relative strength. The school benefits from having veteran administrators		Strengths	
Opportunities for Growth	The school has identified several opportunity for growth based on this recent report card rating: Academic Achievement and Student Progress in Math, ELA, and Science are top priorities.		Opportunities for Growth	

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal)	By spring 2025, the number of students meeting or exceeding grade level standards in mathematics will increase from 26.3% to 35% as measured by the SC Ready math assessment.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	Implement Number Corner as an instructional resource to enhance students' number sense. Integrate its activities and strategies into daily instruction to build and reinforce foundational mathematical understanding	Number Corner	None	

	Implement SC Digital Coach Compass (Reading) as a primary resource for core instruction, intervention, and test preparation. Teachers will use the platform to design common formative assessments, exit tickets, and test preparation units to monitor and track student growth effectively.	SC Digital Coach Compass	Federal	Instructional materials needed have already been purchased using a combination of federal and state funding, so no additional funding is required.
	Utilize Fastbridge as a research-based universal screener for core academics, and conduct progress monitoring to address intervention recommendations and ensure targeted support for student needs.	FastBridge	Local	
	Adopt LETRS as a key reading resource for both core instruction and targeted interventions across the schools. Ensure its strategies and methodologies are integrated into daily teaching practices to support student literacy development.	LETRs Resources	State	
What Professional Development Activities will support this 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 Reading.		Local	
	The school will utilize Lexia Core 5 as reading intervention resource for multilingual language learners and targeted bottom 20% of students with disabilities. Students will receive differentiated instruction via their pathways in addition to direct instruction from a certified teacher.	Lexia Core 5 Software Resources	Federal	
	School will use Department of Education support through regular collaboration between the principal and a team of a SCDE ELASupport Specialists. This team provides data analysis, root cause analysis, action planning, classroom observations, and feedback. Math Specialists also support the leadership team and teachers in strengthening instruction, driving improvement in student performance, and achieving schoolwide math goals.		None	
	School will use collaborative planning sessions involving teacher teams, resource teachers, and instructional coaches to deconstruct standards, design instruction, plan interventions, and analyze data. These sessions focus on aligning Tier 1 and Tier 2 support, ensuring targeted instruction and interventions to meet diverse student needs and drive academic achievement.		None	
			Total Cost	\$0.00

Performance Goal #3 (SMART goal):	By June of 2025, all teachers will have the opportunity to participate in subgroup-specific professional development training with the Transformation Support Team, with a minimum of 75% participating.			
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).		None	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. .		Federal	
	Offer professional development on differentiated instruction techniques, special education practices, and culturally responsive teaching to address the diverse needs of students.		Federal	
What Professional Development Activities will support this strategy?				

			Total Cost	\$0.00
--	--	--	------------	--------

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?	HMH, HMH-Waggle, HMH-Amira, IXL-Reading, LETRS training, ONCE training, Lexia Core 5	Bridges Intervention, Number Corner, Big Ideas, IXL Math, Dreambox, IXL- Math

PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	Goal 2	Goal 3
	Formative, Summative, and Benchmark data in addition to program usage summaries to progress monitor student mastery of skills and concepts.	Formative, Summative, and Benchmark data in addition to program usage summaries to progress monitor student mastery of skills and concepts.	Checkpoint surveys to progress monitor students and staff perception of the school.

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.