

# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN





## of School Transformation

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 RE	PORT C	ARD ACCOUNTABILITY MANUAL RATING	<u>POINTS</u>
Elementary/Middle Schools					<u>Higl</u>
	<u>Numerator</u>	<u>Denominator</u>			Num
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 I	pased on Rating Poi	nts		Concl	usions ba
Strengths		elative strength. The school ng veteran administrators		Strengths	
Opportunities for Growth	The school has ident growth based on the Academic Achievem	ified several opportunity for is recent report card rating: ent and Student Progress in cience are top priorities.		Opportunities for Growth	

	<u>High Schools</u>					
	<u>Numerator</u>	<u>Denominator</u>				
Academic Achievement						
Preparing for Success						
English Learners' Student Progress						
Student Progress						
School Climate						
Overall Score and Rating						
Overall 33 (Unsatisfactory)						
Conc	lusions based on Ra	ting Points				
Strengths						
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		

	Utilize Bridges Intervention as a key instructional resource to support Tier II and Tier III math interventions. Provide targeted small group instruction to students from a certified teacher to enhance their mathematical understanding and skills.	Bridges Intervention	None	
	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	None	
	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.		None	
	School will use the Palmetto Math Project (PMP) to improve student outcomes in mathematics by partnering with an SCDE Math Specialist. PMP provides focused support through state-led instructional coaching, high-quality instructional materials, professional learning on SCCCR Mathematics Standards, and high-dose tutoring. 2 days per week in grades 3,4,5. This initiative targets enhancing Tier I instruction, implemening best practices, and accelerating student achievement toward the statewide goal of 75% meets/exceeds in math by 2030.	Palmetto Math Project School	None	Instructional materials needed have already been purchased using a combination of federal and state funding, so no additional funding is required.
What Professional Development Activities will support this strategy?	School will use Department of Education support through regular collaboration between the principal and a team of three SCDE Math Support 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 manipulative training to equip teachers with professional development on the effective use of manipulatives in math instruction as part of the CRA (Concrete, Representational, Abstract) teaching model. This training will enhance core instruction, address specific learner needs, and promote measurable growth and academic achievement.		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 #2 (SMART goal)	By spring 2025, the number of students meeting or exceeding grade level standards In English Language Arts will increase from 44.1 to 50.3% as measured by the SC Ready ELA assessment.				
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy	
	Implement HMH textbooks and instructional resources to establish a consistent framework for core instruction and Tier 1 interventions, ensuring uniformity and effectiveness across the classroom.	HMH Resources	Local		

	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	
	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	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 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			
	Establish teacher learning communities (TLCs) or professional learning communities (PLCs) where teachers can collaborate, share best practices, and engage in peer observations		Federal	Instructional materials needed have already been purchased using a combination of federal and state funding, so no additional funding is required.		
	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?						

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				

Total Cost

### **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.	Formative Summative and Renchmark data in addition to	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 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.