Purpose

The purpose of the Continuous Improvement Plan is to narrow the focus of district and school renewal plans, targeting specific areas of improvement. According to Education Accountabilitiy Act - Article 16, a Turnaround plan is a plan outlining goals for a school or district's educational improvement that includes specific strategies designed to increase student achievement and measures to evaluate the success of the implementation of the plan so that the school or district is no longer underperforming or chronically underperforming.

The OST recommends using the Continuous Improvement Rubric initially to assess readiness.

Next, teams should use the Continuous Improvement Process Guide while creating this Continuous Improvement Plan/Turnaround Plan.

Requirements

All plans must include a resource inequity goal. This goal should identify the gaps within the school/district that would lead to inequity. What strategies or activities are needed to create a high-quality learning experience for all students by ensuring ALL students have the same resources?

Title 59: Chapter 18, Section 59-18-1625

(A) Upon a school's or district's designation as an underperforming school or district, the department shall immediately place the school or district into a tiered status to provide technical assistance. The department shall notify the underperforming school or district and the district superintendent of the tiered status. (B)(1) Upon receiving notification from the department, the district superintendent, in consultation with school and community stakeholders, must review and revise the school and district's strategic plan with the assistance of the School Improvement Council, as established in Section 59-20-60, to include a turnaround plan component for any underperforming school or district.

(2) The turnaround plan component of the revised strategic plan must:

(a) be based on data or needs assessments to identify specific improvement strategies related to underperforming school turnaround;

(b) include, at a minimum, specific and measurable goals, actions, activities, resource needs, student achievement goals, professional development plans, and academic interventions that are reasonable and necessary to improve student progress toward achieving the Profile of the Graduate for each school;

(c) include broad-based community input including, but not limited to, input from parents, teachers, principals, local school board members, businesses, community leaders, health providers, social services agencies, school improvement councils, or early childhood providers; and

(d) be submitted by the district superintendent to the local board of trustees for approval.

(C) Upon approval by the local board of trustees, the turnaround plan component of the revised strategic plan must be submitted to the department for review and approval. Thereafter, the district superintendent and the local board of trustees annually shall submit updates to the department regarding the implementation of the turnaround and revised strategic plan, including metrics assessing the impact of the activities included in the plan.

(D) Once approved by the department, the revised strategic plan must be prominently posted on the respective websites of the department, district, and school. The department shall monitor the district's implementation of the revised strategic plan and evaluation of students' academic progress, as provided for in the plan, and shall apprise the State Board of Education of the district's progress once a quarter.

(E) For a school receiving an underperforming rating, the district and local board of trustees must work with the school principal to inform the parents of students of the rating. The notification must outline the steps in the revised strategic plan to improve performance, including the support that the local district board of trustees has agreed to give the plan.

HISTORY: 2021 Act No. 44 (S.201), Section 1, eff July 1, 2022.

Progress Monitoring and Submission Dates

The plan serves as a progress monitoring tool which is aligned with the Continuous Improvement Rubric and serves as a planning document for Grants Electronic Management System (GEMS) requirements. **After initial submission and approval of the plan, the school will progess monitor using the 30-60-90 intervals. The plan should be submitted to the district office with any amendments after monitoring the progress of improvement.

Schools are required to submit copies of the plan to the district office, where they will be collected and reviewed. Districts will submit the plans with completed goals and actions for approval prior to funding submission in GEMS. Progress monitoring will take place on a regular occurence. Districts should submit the plans to the Office of School Transformation when requested.

CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN   Office of School Transformation

Designation Status	Choose from the drop down menu
District Name	Type the district name
School Name	Type the school name
Person completing the form	Type the name of the person completing the Continuous Improvement Plan/Turnaround Plan
Title	Type the title of the person completing the Continuous Improvement Plan/Turnaround Plan
Phase 1: Diagnose	Goals and strategies in this plan should be clearly linked to the improvement needs as indicated by the school report card data and the results of a nee
Report Card Ratings	Under the appropriate school band, list the numerator and denominator as shown on the school report card.
Overall Score and Rating	The overall score and rating will tally for you. The denominator should equal 100.
Conclusions Based on Rating Points - Strengths	By reviewing the report card data, list strengths of the school.
Conclusions Based on Rating Points - Opportunities for Growth	By reviewing the report card data, list opportunities for growth.
Phase 2: Select and Phase 3: Plan	Focus on selecting relevant, evidence-based practices, strategies and interventions aligned to academic growth opportunities previously identified and using your established priorities to develop clear, measurable goals with specific success criteria and timelines.
Performance Goal #1: Resource Inequity Goal	Resources inequities can affect the educational growth and development of students and schools. This REQUIRED goal should address resource inequities that exist at your school.
Strategy Description	Briefly explain the overall strategy.
Action Steps for Identified Goal	Briefly explain the action items.
Instructional Materials Needed/Used	Identify all instructional materials that will be needed for implementation fidelity.
Fund Location	Identify the funding location.
Total for Strategy	The overall total will calculate for you.
Performance Goal #2 (SMART goal):	Performance Goals should include actions, activities, resource needs, student achievement goals, professional development plans, and academic interventions that are reasonable and necessary to improve student progress toward achieving the Profile of the Graduate.
Performance Goal #3 (SMART goal):	Performance Goals should include actions, activities, resource needs, student achievement goals, professional development plans, and academic interventions that are reasonable and necessary to improve student progress toward achieving the Profile of the Graduate.
Phase 4: Implement and Phase 5: Monitor	Focus on the critical components and actions steps to ensure the plan is implemented with fidelity. Then assess the impact of the plan, examining progress toward the improvement goals.
What data source is the team using to monitor this goal?	For each goal, identify how the school/district plans to monitor the progress toward meeting the goal.

Does the data indicate that the team is At-Risk, Lagging or On-Track as it relates to each priortized goal?	Under each goal, identify what the data indicates about the effectiveness of the plan. This should be recorded at the 30, 60 and 90 day marks as indicated in the plan.
Phase 6: Revise for Momentum	Focus should be placed on maintenance and sustainability. Based on your outcomes above, the plan should be revised following steps 1-5 to ensure continuous improvement.
Key Points of Discussion/Planning	Describe in detail any adjustments that have been made to the plan for each of the goals. Be sure to include what has been learned in this improvement cycle.
Additional Documentation	Include any adjustments that need to be made before the specified day of monitoring, in-between progress-monitoring dates.

*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.

CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN
Office of School Transformation

Designation Status:	Priority AND Underperforming		Person completing the form:	Jason Cook
District Name:	Florence School District Three		Title:	Principal
School Name:	Lake City Early College 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	13	25
Preparing for Success				Preparing for Success	1.01	10

English Learners' Student Progress		
Student Progress		
School Climate		
Overall Score and Rating	0	0

English Learners' Student Progress	1.82	10
School Climate Progress	3.46	5
Graduation Rate	8.96	25
College and Career Readiness	8.69	25
Overall Score and Rating	36.94	100

Conclusions based on Rating Points	
Strengths	
Opportunities for Growth	

Conclusions based on Rating Points	
Strengths	School Climate
Opportunities for Growth	Academic Achievement, Graduation Rate, and College and Career Readiness

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal): **Resource Inequity Goal*	By the end of 2024, LCHS will increase College and Career Readiness from 34.8% to 40%.

Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	Focused Advisor / Advisee classes based on student needs and test preparation for Ready to Work Career Readiness Assesssment, ASVAB, ACT and SAT.			
	Provide ACT/SAT/ASVAB Workshops (Title One) to prepare students to meet expected scores to obtain status of CCR.	ACT/SAT Workbooks	Federal	
What Professional Development Activities will support this strategy?	Provide ongoing Professional Learning Communities (PLC) to identify and address student needs by analyzing authenic student data from both formative & summative assessments through the year.		Local	
			Total Cost	$0.00

Performance Goal #2 (SMART goal)	By the end of 2024, LCHS will increase the graduation rate from 67.9% to 71%.			
Strategy Description	**Action Items from Strategy**	**Instructional Materials Needed/Used**	**Fund Location**	**Total for Strategy**
	Evaluate transcripts and monitor students to ensure they are "on track" for graduation and ensure students who need to enroll in content or credit recovery are enrolled immediately (APEX). Utilize APEX (Title One funded) as a means to assist studnets not on track.	APEX	Federal	
	Team/Content area planning meetings for alignment of standards, instruction, and assessment.		Local	
	Renew site license/subscription for NoRedInk Premium &Newsela to improve students' grammar and writing skills in grades 9 - 12.	Site License/Subscription	State	$19,000.00
What Professional Development Activities will support this strategy?	School and District Level Professional Learning Opportunities monthly		Local	
	Provide ongoing Professional Learning Communities (PLC) to identify and address student needs by analyzing authenic student data from both formative & summative assessments through the year.		Local	
			Total Cost	$19,000.00

Performance Goal #3 (SMART goal)	By the end of 2024, LCHS will increase the percentage of students scoring "C" or higher on the End of Course Exams by 10% - Algebra 1 - 17.9% to 27.9%, English 2 - 41.7% to 51.7%, Biology 1 - 10% to 25%, and US History - 10.6% to 25%.			
Strategy Description	**Action Items from Strategy**	**Instructional Materials Needed/Used**	**Fund Location**	**Total for Strategy**
	Implement Read 180 to boost student achievement with targeted / at risk students.	Read 180 subscription for teachers and students	State	$6,540.00
	Implement Read 180 to boost student achievement with targeted / at risk students.	Student books, classroom packages, and teacher guides.	State	$16,059.66
	Provide salaries / benefits for (2) two math interventionists to push into math classes / pullout small groups for math intervention	ALEK/Math Nation	State	$23,361.94
	Employ an Academic Interventionist Assistant (AIA) @ 1.0 FTE to provide additional academic support using APEX to increase Graduation Rate to help students with Content and Credit Recovery.		State	$23,238.40
What Professional Development Activities will support this strategy?	Professional Development opportunites are embedded in the Read 180 program.	Professional Development component of Read 180.	State	$11,800.00
			Total Cost	$81,000.00

	* 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?	Read 180 Instructional Materials	Math Nation, ALEK's

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?	Benchmark data through Read 180/ Math Nation/ ALEKS	APEX Reports	Reports from Test Prep software & data from test prep

	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.			
30 Day Review (by 2/1/2024)			
60 Day Review (by 4/1/2024)			
90 Day Review (by 6/15/2024)			

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.

Office of School Transformation

Performance Goal #_ (SMART goal)				
Strategy Description	Line Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	Total Cost			$0.00

Performance Goal #_ (SMART goal)				
Strategy Description	Line Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	Total Cost			$0.00

Performance Goal #_ (SMART goal)				
Strategy Description	Line Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
			Total Cost	$0.00

PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

WHAT DATA SOURCE IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	Goal 2	Goal 3
	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.	30 Day Review (By February 1, 2024)	60 Day Review (By April 1, 2024)	90 Day Review (By June 15, 2024)
Notes			

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.