



CONTINUOUS IMPROVEMENT PLAN/TURNAROUND

Office of School Transformation

Designation Status:	Underperforming School	
District Name:	Colleton County Schools	
School Name:	Forest Hills Elementary	

PHASE 1: DIAGNOSE

USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS

MOST RECENT REPORT CARD ACCOUNTABILITY

Elementary/Middle Schools

	<u>Numerator</u>	<u>Denominator</u>
Academic Achievement	10.79	35
Preparing for Success	2.2	10
English Learners' Student Progress		
Student Progress	15.28	35
School Climate	7.77	10

Overall Score and Rating	40	100
		Below Average
Conclusions based on Rating Points		
Strengths	Student engagement scores have been a strength in the school report card. The school continues to foster a sense of community and involvement and this is reflected in the school climate scores.	
Opportunities for Growth	FHES has the need for growth in student performance as evidence by student progress. Areas of challenge include math and there are opportunities to serve subgroup populations of disabled students.	

PHASE 2: SELECT AND PHASE 3: PLAN

Resource Inequity Goal	performance of this group on formative or summative students with disabilities supporting an action area of "To staffing; the school will place multi category and Gen Ed in are necessary to determine the
Strategy Description	Action Items from Strategy
Employ the inclusionary model of instruction for students in Exceptional Learning. This is supported by research (Kauffman, et. al, 2017. Retrieved December 1, 2023 from www.ies.ed.gov\ncee\edlabs\regions\west\ASK\DETAILS\90	FHE ELA, Math, Exceptional Learning teachers, and administrators will participate in ongoing professional learning on the inclusionary model. This may include participation of approximately 35 teachers and administrators.
What Professional Development Activities will support this strategy?	Exceptional Learning teachers refer to IEP Goals to create inc

Professional development will be provided by the district consultant procured for intervention and acceleration to implement inclusion model.	Conducting 18 professional development sessions and ongoing book study. This will include 25 teachers to focus on improvement of instruction for students with disabilities.
	Total C

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1	By October 2024, Forest Hills Elementary will increase the rating from "Below Average" to "Average". The goal aligns with the district's strategic plan (pages 41-47). For example, the activities below will be implemented to and support the use of best practices for teaching and learning.
Strategy Description 1	Action Items from Strategy
Provide intensive intervention and acceleration strategies.	<p>Align current i-Ready data to previous state assessment data to identify students who have the potential to reach proficiency or improve their state achievement level from the prior year.</p> <p>Track identified students in the potential group every week to ensure students are passing required lessons in both ELA and math.</p> <p>Accelerate students by utilizing data to group students by their common needs and connect teachers to resources for differentiation and scaffolding grade-level instruction. Ensure students use i-Ready Personalized Instruction with fidelity to optimize student growth. Monitor the student usage reports and celebrate when students and classes achieve fidelity.</p> <p>Collaborate with i-Ready consultants/district team to examine students’ instructional paths, suggest adjustments, and recommend i-Ready lessons that correlate to the Big Ideas Mathematics and Open Court Reading Program. Leverage standards mastery as a teaching tool to prepare students for state assessments.</p> <p>Utilize iReady data tracking charts and individual folders. To</p>

	<p>this end, the school has entered into a district-wide initiative with a focus on math accelerating growth in learning math and other content areas. This high dosage has been proven to be effective for increasing student performance. Specifically, "In both Tier 2 and Tier 3, it is critical that students receive an adequate amount, or dosage, of instruction. This dosage can be intensified by reducing the size of student groups and increasing the frequency and duration of instruction" (Retrieved November 28, 2023; ies.ed.gov/ncee/wwc).</p>
	<p>The administrative team will work with 4th Grade daily on DreamBox (Math Platform). In this way, fourth graders are provided with specific mental math techniques and manipulatives to gain skills. For Forest Hills Elementary, this grade represents the most challenges for math performance.</p>
	<p>Forest Hills will make adjustments to instructional schedule to allow more intervention time Currently ELA teachers provide small group instruction during 30 minutes of Workshop. During these 30 minutes, students are pulled to attend Orton Gillingham instruction in the Literacy Lab from Reading Interventionists. The change in schedule allows for these students being served in Literacy Lab will now also be able to be served in an additional small group by their classroom Reading Teacher.</p>
<p>What Professional Development Activities will support this strategy?</p>	
<p>The school will participate in both school-based and district-prescribed professional development.</p>	<p>iReady Consultant works monthly with 25 teachers for implementation of program. For the 4th grade initiative, the teachers within that team will receive coaching (after school) in addition the work in their PLCs.</p>

<p>Performance Goal #2</p>	<p>By October 2024, Forest Hills Elementary will increase the rating from "Below Average" to "Average". Activities sup school will "Implement shared leadership and managemer</p> <p>o</p>
<p>Strategy Description 2</p>	<p>Action Items from Strategy</p>

<p>Provide robust stakeholder engagement. The school and district are aligning Performance Goal 2 with Teacher Quality activities in the Strategic Plans and as part of improving Teacher Quality, the school leadership teams will conduct frequent observations. Garza, et. al., (2016) state that “the accountability pressures of the recent decade require that instructional leaders work with teachers to ensure student academic success. The "walkthrough" or "walkthrough observation" is an instructional leadership practice that has been regarded as a promising avenue to collaboratively work with teachers.” Presently, observations and feedback are conducted using both the COGNIA Student Engagement Rubric as well as the 4.0 Teacher Assessment Rubric. This “authentic feedback” will be used as part of turnaround activities for all school. (Retrieved December 6, 2023 from https://eric.ed.gov/?id=EJ1103597) Both instruments include checklists for reviewing instruction and providing feedback. Mihaly, et. al., (2018) found that “The relatively moderate use of the checklist by treatment group principals, combined with the reports by some control group school leaders that they</p>	<p>Meet with the SIC, PTO, teachers, and community members monthly to garner input on the development and monitoring of the turnaround and school strategic plans. "Monthly, present and receive feedback from peers and district personnel on the school’s intervention and acceleration strategies. November 1, December 13, January 31, 2024; February 28, 2024; March 27, 2024; and April 24, 2024. Provide written communication to stakeholders on the progress of targeted strategies in the turnaround and strategic plans via Newsletters, ClassDoJo, and YouTube Channel. Hold a community meeting to receive feedback from community stakeholders on the final revision of the Turnaround Plan on December 4, 2023. Research supports "the promise of using technology to connect rural schools, teachers, students, and families across wide distances, as well as the importance of preparing for and addressing the infrastructure challenges endemic to rural areas" (Retrieved November 28, 2023 from ies.ed.gov/ncee/rel/Products/Region/appalachia/Blog/-89761)</p>
<p>What Professional Development Activities will support this strategy?</p> <p>The school will conduct school-based PD for all stakeholder engagement unless provided by the district.</p>	<p>PAWSITIVE Pals - Program for community members to come to school and volunteer as buddies / mentors. An adult mentor will be provided to student on at least a one-to-one basis.</p>
	<p>Community events such as Veterans Day and Holiday in the Hills Community members facilitating clubs at FHE monthly beginning in January</p>
	<p>Activities will be discussed in PLCs and weekly updates. A sc</p>

Performance Goal #3	By October 2024, Forest Hills Elementary will increase the rating from "Below Average" to "Average". Activities align supporting activities (pages 34-40). Specifically, the school will create respectful, and caring environments for learning and work. The school will increase the climate by five percent in teach category (teacher, parent, and student) from "emerging" to "developing" on using purpose time, drive continuous improvement.
Strategy Description 3	Action Items from Strategy
Increase the climate and culture of the school.	<p>Examine data monthly for evidence of PBIS fidelity in the implementation of expectations. Review goal progress and revise objectives, as warranted, to improve attendance, academic performance, and student discipline data. Monitor data to include reviewing the incentive plan for student attendance, academic performance, and meeting school-wide PBIS expectations. Reward staff members for meeting expected academic goals, intervention strategies, attendance, and PBIS expectations. Communicate to stakeholders on the progress of student attendance, academic goals, intervention progress, attendance progress, and discipline data. We based this activity on research from Conley (2020) that demonstrated the effective use of peer collaboration and feedback. Specifically, the research stated that collaboration "effectively combines data with the human-centered aspects of teaching and learning. Authors cite how the NIC approach elevated the way their teams and colleagues collaborated." Retrieved December 1, 2023 from https://ies.ed.gov/ncee/edlabs/regions/southwest/blogs/2023/12/01/swnic3-okexcel.aspx.</p>
What Professional Development Activities will support this strategy?	
	<p>1st Wednesday of each month - Family Members of the Month recognition 1 for Certified and 1 for Classified Birthday Celebrations Monthly</p> <p>SEL Schoolwide for first 10 - 20 minutes of each day daily Cougar Cub Support Room - Reset Room (Quaver Lessons)🔗</p>

Professional development will be conducted by school leadership team.	<p>ClassDojo Class of the Week</p> <p>Highest three classes in the school will have a banner outside of their door for the week</p> <p>Golden Spatula Class of the Week for Cafeteria</p> <p>awarded by the Custodian Crew for having the cleanest and calmest tables during lunch each week</p>
	<p>Peer Mediation - Facilitated by Professional School Counselor. Students assist other students in resolving conflict.</p> <p>Safety Patrol - Trained by Assistant Principal, Students assist with the safety of the building during arrival and dismissal each day.</p>
	<p>Morning Show Run by Students. 5th Grade students are on the Morning Show as hosts and set the tone for the day with the pledge, vision statement, schoolwide expectations etc.</p>
	<p>Professional development will occur through discussions at PLCs as staff meetings. As such meetings, staff will evaluate attendance and participation of these events.</p>
	Total

* Include additional goals and strategies

High Quality Instructional Materials	
What high quality instructional materials are being used to focus on growth and continuous improvement	ELA
	Open Court Reading Orton Gillingham

for ELA and Math instruction?	Accelerated Reader i-Ready Reading
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PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	
	Open Court Assessment Reports, i-Ready Personalized Learning Report, i-Ready Growth Report,Big Ideas Assessment Reports 2	

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	
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 as well.

BENCHMARK PROGRESS	30 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 [Continuous Improvement Rubric](#) to re-assess where the team is and to make adjustments.

MOVEMENT
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Person completing the form:	Joseph Guarino
Title:	Principal

TY MANUAL RATING POINTS		
High Schools		
	Numerator	Denominator
Academic Achievement		
Preparing for Success		
English Learners' Student Progress		
School Climate Progress		
Graduation Rate		
College and Career Readiness		

Student Engagement		
Overall Score and Rating	0	0
Conclusions based on Rating Points		
Strengths		
Opportunities for Growth		

<p>assessments. This aligns with FHES ATSI continuous improvement plan for Team Teaching vs. Pullout which will be decided for students dependent upon the same classroom for co-teaching. For consideration, enrollment numbers best grade level for this model to be implemented".</p>		
Instructional Materials Needed/Used	Fund Location	Total for Strategy
Book and Author PD	State	\$4,000.00
1Town (Adapted Curriculum) / Chromebo	None	\$0.00

N/A	State	\$0.00
Cost		\$4,000.00

number of points earned on the school report card from 40 to 52 moving the
ns with Student Achievement strategies and action steps within the school's
elow support the school's plan to "conduct observations to monitor, analyze,
urning that is focused on rigor, relevance, and student engagement in all core
subject areas".

[illegible]

	None	\$0.00
DreamBox / Chromebooks	None	\$0.00
Schedule and Data for Grouping Students	None	\$0.00
	None	\$0.00
	None	\$0.00
		\$0.00
N/A		\$0.00
		\$25,000.00

number of points earned on the school report card from 40 to 52 moving the port the Strategic Plan activities for Teacher/Administrator Quality where the it strategies to ensure continuous improvement and effective, efficient school perations" (page 49).		
Instructional Materials Needed/Used	Fund Location	Total for Strategy

	None	\$0.00
Agendas, meeting topics geared in ELA and Math to get interest and involvement. Principal I-Ready Academy Monthly Report Class Dojo and handouts. Padlet and Strategic Plan	None	\$0.00
Sports equipment and books	None	\$0.00
Classroom supplies	None	\$0.00
N/A	None	\$0.00
	None	

Cost	\$0.00
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number of points earned on the school report card from 40 to 52 moving the with the School Climate sections of the school's Strategic Plan and subsequent I will be safe and secure, promote individual well-being, and provide positive, orking. By 2026, FHE will increase stakeholder perception of positive school nt, and student groups)." For FHE, the activities will move the school from en by protocols, for collaboration across grade levels and disciplines on the provement self-assessment rubric.

Instructional Materials Needed/Used	Fund Location	Total for Strategy
PBIS Data and Reports, Attendance Reports, Educator Handbook Reports . Class DoJo, Educator Handbook, Student and Parent Handbook / Incentives for students and staff needed. Incentives for students, staff, and parents. Attendance Reports, Discipline Reports, Educator Handbook Analysis Reports		\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
Flyers / Music		\$0.00
		\$0.00
Quaver Ready	None	\$0.00
	None	\$0.00

Posters	None	\$0.00
	None	\$0.00
	None	\$0.00
Curriculum / Training	None	\$0.00
	None	\$0.00
	None	\$0.00
GoogleMeet	None	\$0.00
	None	\$0.00
N/A		\$0.00
Cost		\$0.00

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Materials
Math
Big Ideas Math

DreamBox
i-Ready Math

Goal 2	Goal 3

Goal 2	Goal 3

ed above. Be sure to include what has been learned in this improvement cycle,

60 Days after Implementation	90 Days after implementation

t cycle. The Office of School Transformation recommends using the
stments before Diagnosing and Selecting new or updated goals.

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