

## Bells Elementary Turnaround Plan 2023-2024

**Goal:** When families and students are identified, the school will assist in providing non-academic support to potentially 300 students.

**Strategy:** Utilize business, community and faith-based supports to provide essential items for living  
**Activities:**

- Partner with local churches in the area (i.e., Buckhead United Methodist Church, Bedon Baptist Church) to donate items such as clothing and money for shelter.
- Partner with local organizations that have made a continuous commitment to the school. These include Ruffin High Classes of '83 and '92 and the Lowcountry Food Bank. Financial contributions from these classes are used to secure supplies and clothing for identified families. Food donations are provided when school is not in session.
- Contact and solicit donations from large county businesses (i.e., Walmart, Family Dollar) to obtain items such as food and clothing. Donations may be used to provide assistance for shelter.

**Goal:** By October 2024, Bells Elementary will increase the number of points earned on the school report from 40 to 52 moving the rating from Below Average to Average.

**Strategy 1:** Provide intensive intervention and acceleration strategies.

**Activities:**

- Using the i-Ready Principals Academy, students are grouped for Tier 2 and Tier 3 instruction and dosage. Students were identified and then tracked daily with specific activities to include the following: 1) 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. 2) track identified students in the potential group every week to ensure students are passing required lessons in both ELA and math; 3) accelerate students by utilizing data to group students by their common needs and connect teachers to resources for differentiation and scaffolding grade-level instruction; 4) ensure students use i-Ready Personalized Instruction with fidelity to optimize student growth; 5) monitor the student usage reports and celebrate when students and classes achieve fidelity; 6) 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; and 7) leverage standards mastery as a teaching tool to prepare students for state assessments. To 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.
- Math word of the day. Mathematical reading is dense, and without understanding of specific vocabulary, many students struggle to understand concepts. Because
- Use related arts teachers for exposure. Arts integration is "an approach to teaching in which students construct and demonstrate understanding through an art form.

**Strategy 2:** Provide robust stakeholder engagement

**Activities:**

- Increase ways to get information to parents (i.e., Google Classroom). Additionally, the school will continue to 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.
- Administrators will continue to 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. The school will provide written

communication to stakeholders on the progress of targeted strategies in the turnaround and strategic plans via Newsletters, ClassDojo, and newer communications. The school will also hold a community meeting to receive feedback from community stakeholders on the final revision of the Turnaround Plan on December 4, 2023.

- The school will reinvent student clubs that will meet every Friday. In this way, kids are excited to do more and have hands-on involvement. Clubs will include the gardening club, LEGO club, Arts Club, Pet Club, and The Gentleman' Group.
- Parent volunteers get special privileges as incentives (i.e., skip the line for parent pickup). Such incentives will start in January 2024.
- Create math and science nights and encourage parent participation by combining fund activities to get more parental attendance. For example, the school will stage activities within its STEM lab. Students and families will participate in hands-on activities using experiments.

**Strategy 3:** Increase the climate and culture of school

**Activities:**

- The school will assign students on patrol as safety agents (starting in December). Additionally, students will serve as class ambassadors to greet persons who visit the building (appointed weekly). In this way, students are provided with opportunities to exhibit leadership qualities.
- Incentivize teachers with breaks, awards and dress downs. The school will review goal progress and revise objectives to improve attendance, academic performance, and student discipline data every month. The school will review data for evidence of PBIS expectations and implementation and monitor the incentive plan for student attendance, academic performance, and meeting school-wide PBIS expectations; as well as reward staff members and communicate to stakeholders on the progress of student attendance, academic goals, intervention progress, and discipline data.

## Colleton County High School Turnaround Plan 2023-2024

**Goal:** The high school will increase the number of points earned on the school report card in the multilingual category from 2.19 to 5 by October, 2024. By doing so, the score on this subset will go from "Below Average" to "Average". This is in alignment with the present subscore on the report card as "Unsatisfactory". Movement for this area is critical for serving this subgroup. CCHS will use this goal as the team reviews equity of resources moving the school from "beginning" to "emerging" in this area on the continuous improvement self-assessment rubric.

**Strategy 1:** Focus on the multilinguals as the population needing access to resources.

**Activities:**

- CCHS has 31 students that have been in the US for 5 years or less and 37 ML that have been in the US longer than 5 years and should have tested out prior to making it to CCHS. CCHS will focus on these 31 students and take a deep dive into their ACCESS scores from 2023. They will be placed into groups of speaking, writing, listening and reading and the multilingual coordinator will work with them two days a week.
- CCHS will explore offering an elective credit-bearing course for multilinguals who are "newcomers" to the US. Specifically, the plan is to offer a quarter or semester course that will be targeted for both new arrivals and continuing students who have been unable to acquire the 4.4 score on WIDA ACCESS. A target start date would be Fall 2024.
- Institute incentives and recognitions for multilingual students who successfully exit the ESOL program and demonstrate proficiency. This may include special recognition at Board meetings as well as specific resources for the population to maintain and increase their English prowess. Recognitions will be shared with specific communities and hence; enhance and improve student/school/district relationships with the Hispanic community.

**Goal:** By October 2024, Colleton County High School will increase the number of points earned on the school report from 38 to 59 moving the rating from Unsatisfactory to Average.

**Strategy 1:** Provide intensive intervention and acceleration strategies.

**Activities:**

- Implement an aggressive "On Track to Graduation" initiative using the following: 1) a robust data tracking by 9GR to determine students who are in need of interventions due to the possibility of not receiving credit for his/her coursework preventing students from being on track to graduation. 2) provide students enrolled in End-of-Course coursework with testing and exam workshops. 3) provide students needing graduation intervention with acceleration opportunities such as Cap and Gown or Twilight and science/math tutors. 4) track student data at each interim and identify at-risk students for early intervention.
- Utilize data tracking to determine students who are career ready and provide additional information about the various ways to become career ready - ASVAB, dual enrollment, CTE completer with certification, WIN readiness, and work-based learning opportunities.
- Utilize a formative assessment platform) to progress monitor the mastery of content in EOC courses
- Increase opportunities for students to become college and career ready.

**Strategy 2:** Provide robust stakeholder engagement

**Activities:**

- Increase the opportunities for stakeholders to participate and provide input into the school planning and monitoring of targeted improvement strategies. These opportunities will include the following: 1) 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. 2) 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. 3) Provide written communication to stakeholders on the progress of targeted strategies in the turnaround and strategic plans via Newsletters, ClassDojo, and YouTube Channel. 4) Hold a community meeting to receive feedback from community stakeholders on the final revision of the Turnaround Plan on December 4, 2023.

- Increase opportunities for outside agencies to partner with the school for social -emotional wellbeing initiatives.

**Strategy 3:** Increase the climate and culture of school

**Activities:**

- A positive learning environment fosters a culture of student learning and growth. The school will: 1) review goal progress and revise objectives to improve attendance, academic performance, and student discipline data every month. 2) Review CCHS data for evidence of PBIS expectations and implementation. Monitoring of data will include a review of the incentive plan for student attendance, academic performance, and meeting school-wide PBIS expectations.
- Reward staff members for meeting expected academic goals, intervention strategies, and PBIS expectations.
- Communicate to stakeholders on the progress of student attendance, academic goals, intervention progress, and discipline data.
- Increase opportunities for recognizing student academic, attendance, and disciplinary success.

## Colleton County Middle School Turnaround Plan 2023-2024

**Goal:** By August 2024, the achievement gap between disabled and non-disabled subgroup will decrease by 10%. CCMS will enter into the district's program to increase inclusion for all teachers.

**Strategy 1:** ELA and math teachers, exceptional learning teachers, and administrators will participate in ongoing professional learning on the inclusionary model.

**Activities:**

- ELA and math teachers, exceptional learning teachers, and administrators will participate in ongoing professional learning on the inclusionary model. This will include participation of the school's 6th, 7th, and 8th grade teachers and will be expanded to teacher assistants in Spring 2024.

**Goal:** By October 2024, Colleton County Middle School will increase the number of points earned on the school report from 30 to 47 moving the rating from Below Average to Average.

**Strategy 1:** Provide intensive intervention and acceleration strategies.

**Activities:**

- By using Curriculum Associates i-Ready Principal Academy, principals will implement and monitor focused intervention and acceleration strategies. These include the following: 1) 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. 2) Track Identified students in the potential group every week to ensure students are passing required lessons in both ELA and math. 3) Accelerate students by utilizing data to group students by their common needs and connect teachers to resources for differentiation and scaffolding grade-level instruction. 4) Ensure students use i-Ready Personalized Instruction with fidelity to optimize student growth. 5) Monitor the student usage reports and celebrate when students and classes achieve fidelity. 6) Collaborate with i-Ready consultants/ district team to examine students' instructional paths, suggest adjustments, and recommend i-ready lessons that correlate to the Ready Classroom and Ready Reading Program. To 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. 7) Leverage standards mastery as a teaching tool to prepare students for state assessments.
- CCMS Writing Across the Curriculum-Used to support language arts instruction and analyze text dependent responses.
- Explore intervention opportunities such as Saturday school or afterschool GAP to accelerate student learning and close student achievement Gaps.
- Increase the feedback provided to teachers on classroom instruction through leadership and peer observations.

**Strategy 2:** Provide robust stakeholder engagement

**Activities:**

- 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 7, 2023.
- Partner with local organizations such as the Colleton Children's museum to provide support for special events in college and career coaching.

- Survey teachers, parents, and students quarterly to receive feedback and make improvements throughout the school year.
- Increase the opportunities for community members to serve as principal for a day to receive feedback and community input on improving school safety, teaching, and learning.
- Increase the participation of parents/community members in academic, athletic, and other student recognition opportunities.

**Strategy 3:** Increase the climate and culture of school

**Activities:**

- 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.
- Create a climate and culture committee to include individuals from each area (School Improvement Council member(s), parents, students, administration, instruction, PBSS, guidance, office staff, custodial and nutrition) to implement strategies to increase school culture and positive teacher-student relationships.
- Increase the quantity of field experiences/field trips for all grade levels to supplement standards-based classroom instructional units.
- Increase the number of student recognition opportunities such as honor roll,

## Cottageville Elementary Turnaround Plan 2023-2024

**Goal:** By August 2024, the achievement gap between disabled and non-disabled subgroup will decrease by 10% as evidenced by formative or summative assessments.

**Strategy:** Employ the inclusionary model of instruction for special needs students, and implement a new mathematics curriculum in fifth grade.

**Activities:**

- CES ELA and math teachers, exceptional learning teachers, and administrators will participate in ongoing professional learning on the inclusionary model. This will include approximately 25 teachers.
- Change core mathematics curriculum for fifth grade to i-Ready Ready Classroom to strengthen student performance in mathematics. This will be a specific focus for students with disabilities.

**Goal:** By October 2024, Cottageville Elementary will increase the number of points earned on the school report card from 40 to 52 moving the rating from "Below Average" to "Average".

**Strategy 1:** Provide intensive intervention and acceleration strategies.

**Activities:**

- Using the i-Ready Principals Academy, students are grouped for Tier 2 and Tier 3 instruction and dosage. Students were identified and then tracked daily with specific activities to include the following: 1) 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. 2) track identified students in the potential group every week to ensure students are passing required lessons in both ELA and math; 3) accelerate students by utilizing data to group students by their common needs and connect teachers to resources for differentiation and scaffolding grade-level instruction; 4) ensure students use i-Ready Personalized Instruction with fidelity to optimize student growth; 5) monitor the student usage reports and celebrate when students and classes achieve fidelity; 6) 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; and 7) leverage standards mastery as a teaching tool to prepare students for state assessments. To 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.
- Consistent observations by the leadership team will ensure best practices are implemented in classroom instruction.
- Seek additional opportunities for tutoring both in class and after school.
- Implement Fluency Flight in grades 2-5 to ensure students master basic math facts.
- Utilize the MTSS structures to provide intervention and support for identified students.
- Implement inclusion practices for exceptional needs students to ensure students receive instruction on grade-level standards.

**Strategy 2:** Provide robust stakeholder engagement

- Increase the opportunities for stakeholders to participate and provide input into the school planning and monitoring of targeted improvement strategies. These opportunities will include the following: 1) 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. 2) 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. 3) Provide written communication to stakeholders on the progress of targeted strategies in the turnaround and strategic plans via Newsletters, ClassDojo, and YouTube Channel. 4) 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 7, 2023.

- Hold Town Hall Meetings for 4th - 5th Grade Students / Parents at CES.
- Diversify CES engagement by utilizing focus group meetings and surveys and utilize the feedback to inform the decision-making process.

**Strategy 3:** Increase the climate and culture of school

- A positive learning environment fosters a culture of student learning and growth. The school will: 1) 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. 2) Monitor data to include reviewing the incentive plan for student attendance, academic performance, and meeting school-wide PBIS expectations. 3) Reward staff members for meeting expected goals, intervention strategies, attendance, and PBIS expectations. 4) Communicate to stakeholders on the progress of student attendance, academic goals, intervention progress, discipline data. We based this activity on research from Conley (2020) that demonstrated the effective use of peer collaboration and feedback.
- Implement Level-Up Racing to target attendance and improve student and staff attendance.
- Examine weekly behavior and attendance data in school leadership team meetings to guide weekly observations, professional development plans, counseling sessions, and PBIS supports.
- Incorporate Collective Commitments across our school to foster a shared sense of oneness and belonging.
- Share a positive photo and story every day with your stakeholders via Class Dojo, social media and website.
- Implement a school Safety Patrol Program on the school bus and school to promote student safety.



## Forest Hills Elementary Turnaround Plan 2023-2024

**Goal:** By August 2024, the achievement gap between disabled and non-disabled subgroup will decrease by 10% as evidenced by the performance of this group on formative or summative assessments.

**Strategy:** Employ the inclusionary model of instruction for students in Exceptional Learning.

**Activities:**

- 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.
- Exceptional Learning teachers refer to IEP Goals to create individualized lessons for students. As students meet their goals the lessons can be adjusted by case manager / Exceptional Learning Teacher.

**Goal:** By October 2024, Forest Hills Elementary will increase the number of points earned on the school report from 40 to 52, moving the rating from Below Average to Average.

**Strategy 1:** Provide intensive intervention and acceleration strategies.

**Activities:**

- 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. Track identified students in the potential group every week to ensure students are passing required lessons in both ELA and math. 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. 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. Utilize iReady data tracking charts and individual folders.
- 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.
- Forest Hills will make adjustments to the 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.

**Strategy 2:** Provide robust stakeholder engagement

**Activities:**

- 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.
- PAWSITIVE Pals - Program for community members to come to school and volunteer as buddies / mentors. An adult mentor will be provided to students on at least a one-to-one basis.

- Community events such as Veterans Day and Holiday in the Hills Community members facilitating clubs at FHE monthly beginning in January.

**Strategy 3:** Increase the climate and culture of the school

**Activities:**

- 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.
- 1st Wednesday of each month recognize Family Members of the Month: 1 for Certified and 1 for Classified along with Birthday Celebrations Monthly
- SEL Schoolwide for first 10 - 20 minutes of each day daily Cougar Cub Support Room - Reset Room (Quaver Lessons)
- Class Recognition: ClassDojo Class of the Week - Highest three classes in the school will have a banner outside of their door for the week, Golden Spatula Class of the Week for Cafeteria awarded by the Custodian Crew for having the cleanest and calmest tables during lunch each week.
- Peer Mediation - Facilitated by Professional School Counselor. Students assist other students in resolving Conflict. Safety Patrol - Trained by Assistant Principal, Students assist with the safety of the building during arrival and dismissal each day.
- 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.

## Hendersonville Elementary Turnaround Plan 2023-2024

**Goal:** By August 2024, the achievement gap between the disabled and non-disabled student subgroups will decrease by 10%.

**Strategy 1:** Employ the inclusionary model of instruction for special needs students, and implement a new mathematics curriculum in fifth grade.

**Activities:**

- HES ELA and math teachers, exceptional learning teachers, and administrators will participate in ongoing professional learning on the inclusionary model. This includes a book study on best practices for inclusion as well as professional development.
- Change core mathematics curriculum for fifth grade to i-Ready Ready Classroom to strengthen student performance in mathematics.

**Goal:** By October 2024, Hendersonville Elementary will increase the number of points earned on the school report from 28 to 52, moving the rating from Unsatisfactory to Average.

**Strategy 1:** Provide intensive intervention and acceleration strategies.

**Activities:**

- 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. Track identified students in the potential group every week to ensure students are passing required lessons in both ELA and math.  
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. Leverage standards mastery as a teaching tool to prepare students for state assessments. i-Ready weekly PLC focused on data analysis.
- Employ the services of a reading interventionist to work with students scoring in the 10th percentile or lower. For HES, this means hiring two interventionists through Kelly Services to work with 2nd and 3rd grades.
- Employ the services of Ignite tutors to work with students with the potential to reach proficiency in math and reading. This is personnel in addition to after school tutoring personnel and current teachers.

**Strategy 2:** Provide robust stakeholder engagement**Activities:**

- 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.
- The school will establish local partnerships with local churches to garner input on school initiatives and to solicit support for school initiatives (Green Pond Baptist Church, Heavenly Baptist Church, Mt. Olive Church, and Bethel United Methodist Church).
- The administrative team will plan surveys, news clips, and presentations to inform stakeholders of current progress and illicit feedback to adjust plans on an as-needed basis.

**Strategy 3:** Increase the climate and culture of the school**Activities:**

- 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.
- Alter the current student incentive plan to include robust celebrations for classes, and individual students who have met their i-Ready goals.
- Attendance matters sessions for students, parents, and staff will be conducted weekly.
- Team building activities/ professional development that would include students, teachers, parents, and the community.

## Northside Elementary Turnaround Plan 2023-2024

**Goal:** By May 15, 2024, Northside Elementary will decrease the percent of noted subgroups scoring in the Does Not Meet category by 5% as measured by SC READY.

**Strategy:** Facilitate high-quality learning experiences for all students by ensuring ALL students have the same resources to include subgroups noted (ethnicity and disabled) in the Opportunities for Growth section

**Activities:**

- Assign a Chromebook to each student to support academic instruction throughout the school year.
- Facilitate book study on Culturally Responsive Teaching and the Brain by Zaretta Hammond (2014) during the spring semester. Books will be provided for over 25 teachers and teacher assistants.
- Implement culturally responsive strategies to support increased student achievement in noted subgroups based on ethnicity (black/white) and disabled students.

**Goal:** By October 2024, Northside Elementary will increase the number of points earned on the school report from 45 to 57 moving the rating from Average to Good.

**Strategy 1:** Provide intensive intervention and acceleration strategies.

**Activities:**

- 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.
- Track identified students in the potential group every week to ensure students are passing required lessons in both ELA and math.
- 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.
- 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. To 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.
- Designate daily small group time in reading and math within the master schedule.

**Strategy 2:** Provide robust stakeholder engagement

**Activities:**

- Meet with the SIC, PTO, teachers, and community members 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 weekly newsletters and ClassDojo.
- Hold a community meeting to receive feedback from community stakeholders on the final revision of the Turnaround Plan on December 4, 2023.

**Strategy 3:** Increase the climate and culture of school

**Activities:**

- 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.