



CONTINUOUS IMPROVEMENT

PLAN/TURNAROUND PLAN

Office of School Transformation



Designation Status:	Underperforming/Below Average	Person completing the form:	Dr. Eric Blanton
District Name:	Cherokee County School District	Title:	Principal
School Name:	Gaffney 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	8.31	25
Preparing for Success			Preparing for Success	1.98	10
English Learner's Student Progress			English Learner's Student Progress	1.67	10
Student Progress			Graduation Rate	10.89	19
School Climate			College and Career Readiness	12.28	19
			High School Student Success*	6.85	12
			Climate	3.13	5
Overall Score and Rating			Overall Score and Rating	45.11	100
Conclusions based on Rating Points			Conclusions based on Rating Points		
Strengths			Strengths	Student engagement remains a strength of GHS. There was an increase in academic achievement and school climate. GHS has a strong focus on instruction to include Teacher Clarity and PLCs. The addition of Instructional Coaches and their work with core subjects has had a significant impact on teacher development.	
Opportunities for Growth			Opportunities for Growth	Student engagement remains a strength of GHS. There was an increase in academic achievement and school climate. GHS has a strong focus on instruction to include Teacher Clarity and PLCs. The addition of Instructional Coaches and their work with core subjects has had a significant impact on teacher development.	

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal): Resource Inequity Goal	By the end of the 2024-2025 school year, 36% of students in U.S. History will demonstrate mastery (scoring C or higher) on the end-of-course (EOC) examination, showing a 16% improvement from last year's results.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Implement, support, and monitor Teacher Clarity (ES=0.85) in all classrooms. Schools can double the speed of learning by aligning lessons, objectives, and learning outcomes for organized and intentional teaching. Teacher clarity is one of the most potent influences on student achievement. It has the potential to double the speed of learning, according to the Visible Learning® research. When teachers are clear, students can plan and predict, set goals, and measure their learning progress.	Purchase research-based intervention program to implement as part of our MTSS system and create a data monitoring protocol to evaluate student progress.	Utilize data from learning walks, benchmarks and instructional rounds to monitor and improve instructional practices and ensure standards alignment.	Local	0.00
	Create a tutoring protocol for students who need intervention based on data from previous three years of testing.	None.	Local	0.00
	Continuous support for teachers to develop highly effective instruction in all US History courses.	None.	Local	0.00
What Professional Development Activities will support this strategy?	Gaffney High School will further implement PLCs with a focus on Learning Intentions and success criteria, Curriculum Maps/Pacing Guides, MTSS	None.	Local	0.00
Teacher clarity and PLC training will continue to support this strategy. (0.85). Teacher Clarity professional learning workshops unpack a process for designing instruction that invites students into the learning process. Working alongside peers, teachers learn how to explicitly communicate to students what they will be learning on a given day, why they're learning it, and how to know if they were successful. The Teacher Clarity framework encourages a culture of assessment-capable visible learners who take ownership of their learning journey. And when learners have agency, student engagement and achievement soar.	Incentive Pay will be offered to teachers teaching EOC courses whose students score meets an assigned threshold.	None.	Local	\$500 per teacher
Total Cost				\$0.00

Performance Goal #2 (SMART goal):	Gaffney High School will increase the percentage of Algebra I students scoring C or higher in the spring of 2024, as determined by end-of-course examination, from 28.0% to 31.0% in the spring of 2025.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Implement, support, and monitor Teacher Clarity (ES=0.85) in all classrooms. Schools can double the speed of learning by aligning lessons, objectives, and learning outcomes for organized and intentional teaching. Teacher clarity is one of the most potent influences on student achievement. It has the potential to double the speed of learning, according to the Visible Learning® research. When teachers are clear, students can plan and predict, set goals, and measure their learning progress.	Purchase research-based intervention program to implement as part of our MTSS system and create a data monitoring protocol to evaluate student progress.	Utilize data from learning walks, benchmarks and instructional rounds to monitor and improve instructional practices and ensure standards alignment.	Local	\$0.00
	Create a tutoring protocol for students who need intervention based on data from previous three years of testing.	None	Local	\$0.00
	Implement Math 180 for selected students to increase the number of students who are at or above grade level. First (1st) semester students (approx. 60 total) in 3 classes will work on Math 180. During second (2nd) semester, those same students will take Algebra 1. Participation will be based on 8th grade SC Ready scores; 7th grade SC Ready scores and 6th grade SC Ready.	Math 180 materials	Local	\$10,000.00
What Professional Development Activities will support this strategy?	Gaffney High School will further implement PLCs with a focus on Learning Intentions and success criteria, Curriculum Maps/Pacing Guides, MTSS	Curriculum Maps, Pacing Guides, 2025 Math Standards	Local	\$0.00
Teacher clarity and PLC training will continue to support this strategy. (0.85). Professional development training with teachers on PLCs, and teacher clarity. Continued professional development on learning intentions with success criteria and Curriculum Maps/Pacing Guides. (ES-1.34)	Incentive Pay will be offered to teachers teaching EOC courses whose students score meets an assigned threshold.	None.	Local	\$500 per teacher
	Continuous support for teachers to develop highly effective instruction in all English 2 courses.	None.	Local	\$0.00
	Total Cost			\$10,000

Performance Goal #3(SMART goal):	Gaffney High School increase the number of Biology 1 students earning C or higher, as determined by end-of-course examination (EOC), from 25.8 % (spring 2024) to 30.0% (spring 2025).			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Implement, support, and monitor Teacher Clarity (ES=0.85) in all classrooms. Schools can double the speed of learning by aligning lessons, objectives, and learning outcomes for organized and intentional teaching. Teacher clarity is one of the most potent influences on student achievement. It has the potential to double the speed of learning, according to the Visible Learning® research. When teachers are clear, students can plan and predict, set goals, and measure their learning progress.	Purchase research-based intervention program to implement as part of our MTSS system and create a data monitoring protocol to evaluate student progress.	Utilize data from learning walks, benchmarks and instructional rounds to monitor and improve instructional practices and ensure standards alignment.	Local	\$3,000.00 This number was from last year system.
	Create an intervention protocol for students who need intervention based on data from previous three years of testing.	None	Local	\$0.00
	Continuous support for teachers to develop highly effective instruction in all Biology courses.	None	Local	\$0.00
What Professional Development Activities will support this strategy?	Gaffney High School will further implement PLCs with a focus on Learning Intentions and success criteria, Curriculum Maps/Pacing Guides, MTSS	None	Local	\$0.00
Teacher clarity and PLC training will continue to support this strategy. (0.85). Teacher Clarity professional learning workshops unpack a process for designing instruction that invites students into the learning process. Working alongside peers, teachers learn how to explicitly communicate to students what they will be learning on a given day, why they're learning it, and how to know if they were successful. The Teacher Clarity framework encourages a culture of assessment-capable visible learners who take ownership of their learning journey. And when learners have agency, student engagement and achievement soar.	Incentive Pay will be offered to teachers teaching EOC courses whose students score meets an assigned threshold.	None.	Local	\$500 per Teacher Expected Payout \$10,000 Total for ALL Incentives
	Total Cost			\$13,000.00

Performance Goal #4 (SMART goal):	By the end of the 2024-2025 school year, 58.6% of students in English 2 will demonstrate mastery (scoring C or higher) on the end-of-course (EOC) examination, showing a 3% improvement from last year’s results.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Implement, support, and monitor Teacher Clarity (ES=0.85) in all classrooms. Schools can double the speed of learning by aligning lessons, objectives, and learning outcomes for organized and intentional teaching. Teacher clarity is one of the most potent influences on student achievement. It has the potential to double the speed of learning, according to the Visible Learning® research. When teachers are clear, students can plan and predict, set goals, and measure their learning progress.	Purchase research-based intervention program to implement as part of our MTSS system and create a data monitoring protocol to evaluate student progress.	Utilize data from learning walks, benchmarks and instructional rounds to monitor and improve instructional practices and ensure standards alignment.	Local	\$10,000
	Implement Read 180 for selected students to increase the number of students who are at or above grade level. First (1 st) semester students (approx.. 60 total) In 3 classes will work on Read 180. During second (2 nd) semester, those same students will take English 1. Participation will be based 8 th grade SC Ready scores, 7 th grade SC Ready scores and 6 th grade SC Ready.	None	Local	\$10,000
	Create an intervention protocol for students who need intervention based on data from previous three years of testing.	None	Local	\$0.00
What Professional Development Activities will support this strategy?	Gaffney High School will further implement PLCs with a focus on Learning Intentions and success criteria, Curriculum Maps/Pacing Guides, MTSS	None	Local	\$0.00
High Quality Instructional Materials. (ES- 0.26-0.74) High Quality Instructional Materials (HQIM) when used appropriately and with fidelity can have a significant effect on student learning outcomes. The use of HQIM can empower students to engage more deeply with the standards when used to support effective teacher instructional practices, such as direct instruction, small group instruction, feedback, and concept attainment strategies. The effectiveness of materials for student learning increases as Teacher Clarity increases on how to use the material to target instruction for individual students.	Incentive Pay will be offered to teachers teaching EOC courses whose students score meets an assigned threshold.	None.	Local	\$500 per teacher
	Continuous support for teachers to develop highly effective instruction in all English 2 courses.	None.	Local	\$0.00
	Total Cost			\$20,000.00
* Include additional goals and strategies on the 3rd tab.				

High Quality Instructional Materials		
What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?	ELA	MATH
	Learning intentions have been introduced and will continue to be at the forefront of all staff development opportunities throughout the school year. We have also purchased instructional resources to help ensure that we are assessing students using correct terminology and depth of knowledge levels. We will use Mastery Connect to track student success.	Learning intentions have been introduced and will continue to be at the forefront of all staff development opportunities throughout the school year. We have also purchased instructional resources to ensure that we are assessing students using correct terminology and depth of knowledge levels. We will use Mastery Connect to track student success.

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	GOAL 4
	Professional Development Data. Attendance, MTSS Data, Highschool Success Projections and Tracking, Benchmark Data, Student grades.	Professional Development Data. Attendance, MTSS Data, Highschool Success Projections and Tracking, Benchmark Data, Student grades.	Professional Development Data. Attendance, MTSS Data, Highschool Success Projections and Tracking, Benchmark Data, Student grades.	Professional Development Data. Attendance, MTSS Data, Highschool Success Projections and Tracking, Benchmark Data, Student grades.

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	GOAL 4
30 Day Review by (2/3/2025)	After the fall administration, the passage rate for US History EOC exams stands at 26%. The goal is at risk, however there are AP level students that should help the data for spring administration. We have put in place opportunities for student receive extra help with review and test practice.	After the fall administration, the passage rate for Algebra I EOC exams stands at 18%. The goal is at risk. We have put in place opportunities for student receive extra help with review and test practice.	After the fall administration, the passage rate for Biology EOC exams stands at 27%. The goal is lagging. We have put in place opportunities for student receive extra help with review and test practice.	After the fall administration, the passage rate for English II EOC exams stands at 52%. The goal is lagging. We have put in place opportunities for student receive extra help with review and test practice.
60 Day Review by (4/1/2025)				

90 Day Review by (6/16/2025)				
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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.