



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



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 Accountability 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 and Readiness Indicators in Current State Documents 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, Section 59-20-60, 59-139-10; Article 16; SBE Regulations 43-261

(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 current approved 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 progress monitor using the 45-90-135-180 intervals. The current approved documents should be submitted to the district office with any amendments after monitoring the progress of improvement. All progress will be reported to the South Carolina Board of Education quarterly.

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 occurrence. Districts should submit the plans to the Office of Leadership Effectiveness when requested.



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



Stakeholders

All support and improvement plans are required to be developed and implemented in partnership with stakeholders.

Superintendent

Superintendent prints full name, signs, and dates

Principal

Principal of the identified school prints full name, signs, and dates

Teacher

A teacher from the identified school prints full name, signs, and dates

Parent

A parent from the identified school prints full name, signs, and dates

District Personnel

A district personnel prints full name, signs, and dates. This could include Federal Program Director, Assistant Superintendent, Curriculum Director, etc.

Subgroup Representative

A subgroup representative prints full name, signs, and dates. This could include school or district level such as Special Education Director, Multilingual Teacher, Title I Director, etc.

Other

Type the title of Stakeholder. Stakeholder prints full name, signs, and dates. This could include a Tribal representative, paraprofessional, community member, business member, non-profit organization, local government official, Institution of Higher Ed, etc.

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 needs assessment.

School Year

Type the school year of implementation

School Name

Type the school name

District Name

Type the district name

Tier Level (Identified by SCDE)	Type the tier of support designated by SCDE
All Students	Type the received score for each report card indicator for all students
Students with Disabilities	Type the received score for each report card indicator for the identified subgroup of students
Poverty	Type the received score for each report card indicator for the identified subgroup of students
Multilingual Learners	Type the received score for each report card indicator for the identified subgroup of students
Race_Black	Type the received score for each report card indicator for the identified subgroup of students
Race_White	Type the received score for each report card indicator for the identified subgroup of students
Race_Hispanic	Type the received score for each report card indicator for the identified subgroup of students
Race_Indian	Type the received score for each report card indicator for the identified subgroup of students
Race_Asian	Type the received score for each report card indicator for the identified subgroup of students
Other Relevant Data	Type a description of any relevant data such as information from a Comprehensive Needs Assessment
Goal 1 RI	Focus on selecting relevant, evidence-based practices, strategies and interventions aligned to resource inequities to develop clear, measurable goals with specific success criteria and timelines.
Needs Assessment	In 2 concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment.
Performance Goal #1: Resource Inequity Goal	Resource inequities must be identified and addressed through implementation of the plan. Schools should consider all available data that may include a review of school-level budgeting, per-pupil expenditure from Federal, State, and local sources, teacher certification, access to support personnel, access to rigorous coursework, or any other educational resource information.

District Support for Implementation	Type details as to how the district will provide support to the school in implementing the Resource Inequity goal.
Evidence-Based Interventions	Describe the evidence-based intervention chosen to implement to improve student outcome. The EBI should be established using the results of the report card indicators and CNA.
Strength of Evidence	Choose from the drop-down menu the level of evidence from which the intervention was selected. The strength should coincide with the designated tier.
High-Quality Instructional Materials Needed	Identify all instructional materials that will be needed for implementation fidelity.
Fund Location	Identify the funding location. This includes NO funding, local, State, CSI Federal, ATSI Federal, IDEA, any Federal Title funding, etc.
Total for EBI	The total amount needed to fund the intervention. This will need to be amended as funds are allocated.
Implementation Timeline/Completion Date	Type the date in which the intervention will be implemented to the date of expected completion or actual date of completion.
Person(s) Responsible	List those responsible for implementing and monitoring the intervention
Progress Monitoring Benchmark Tools/Resources	List the tool or resource used to measure the data to determine if the strategy or intervention is progressing as needed. (Ex. iReady, MAP, Benchmark Assessment, etc)
Annual Review Status	When reviewing the data and intervention, determine if the intervention should be continued, modified, or terminated.
Professional Development Plans	Describe the professional development plan that will be implemented to support the goal. Include details, any staff involved in participation of the PD, who will provide the PD, dates, and all follow-up support.
Aligned for Impact	Describe how all interventions listed for the goal are aligned.
Goal 2 ELA	Focus on selecting relevant, evidence-based practices, strategies and interventions aligned to academic achievement instruction in ELA to develop clear, measurable goals with specific success criteria and timelines.
Goal 3 Math	Focus on selecting relevant, evidence-based practices, strategies and interventions aligned to academic achievement instruction in math to develop clear, measurable goals with specific success criteria and timelines.



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



Stakeholders

Each school must develop, implement, and monitor a support and improvement plan, in partnership with stakeholders to improve student outcomes based on the indicators for all students as well as each student subgroup.

Continuous Improvement Plan Acknowledgement and Approval Statement

I, the undersigned, hereby acknowledge that I have actively participated in the development of the Continuous Improvement Plan (CIP) and approve the strategies and interventions outlined therein. I further authorize the submission of the plan to the South Carolina Department of Education (SCDE).

I understand that stakeholders, including myself, will be engaged in the implementation of the plan and any necessary amendments. Stakeholder participation will include ongoing collaboration, regular review of progress monitoring data, and providing input through scheduled meetings, surveys, and feedback sessions. Amendments to the plan will be informed by this feedback to ensure continuous alignment with identified needs and improvement goals.

Stakeholder Role	Printed Name	Signature	Date
Superintendent			
Principal			
Teacher			
Parent			
District Personnel			
Subgroup Representative			

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date

Stakeholder suggestions:

LEA Personnel	Principal	School Leaders
Teachers	Parents	Students
Tribe Representatives	Paraprofessionals	Community Members
Business Professionals	Local Government	Non-Profit Organization
Specific Subgroup Representatives		Institutions of Higher Ed



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Stakeholders

Each school must develop, implement, and monitor a support and improvement plan, in partnership with stakeholders to ensure indicators for all students as well as each student subgroup.

Continuous Improvement Plan Acknowledgement and Approval Statement

I, the undersigned, hereby acknowledge that I have actively participated in the development of the Continuous Improvement Plan outlined therein. I further authorize the submission of the plan to the South Carolina Department of Education (SCDE).

I understand that stakeholders, including myself, will be engaged in the implementation of the plan and any necessary amendments, collaboration, regular review of progress monitoring data, and providing input through scheduled meetings, surveys, and feedback by this feedback to ensure continuous alignment with identified needs and improvement goals.

Stakeholder Role

Superintendent

Printed Name

Kandace Bethen

Signature

Kandace Bethen

Principal

Kimberly L. Fagan

Kimberly L. Fagan

Teacher

INETA Urbales

INETA Urbales

Parent

Jessica Evans

Jessica Evans

District Personnel (Superintendent)

Lisa Hall-Hyman

Lisa Hall-Hyman

Subgroup Representative

Tina Ferline

Tina Ferline

Other (Specify):

Stakeholder Role

Printed Name

Signature

Director of Federal Programs

Cynthia Williams-Staive

Cynthia Williams-Staive

Stakeholder suggestions:

LEA Personnel

Principal

Teachers

Parents

Tribe Representatives

Paraprofessionals



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



School Year: 2025-2026

School Name: Johnakin Middle School

District Name: Marion County School District

Tier Level (Identified by SCDE): 2

PHASE 1: DIAGNOSE

USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS

MOST RECENT REPORT CARD
ACCOUNTABILITY MANUAL RATING POINTS

	<u>Overall Rating</u>	<u>Academic Achievement</u>	<u>Preparing for Success</u>	<u>Student Progress</u>	<u>ML Progress</u>	<u>School Climate</u>	<u>Grad Rate</u>	<u>CCR</u>	<u>High School Student Success</u>
All Students	34	7.87	1.55	15.9	Not Rated	5.02			
Students with Disabilities	42.3								
Poverty									
Multilingual Learners	N/A								
Race_Black	45.7								

Race_White	48								
Race_Hispanic	0								
Race_Indian	0								
Race_Asian									

Other Relevant Data/Comprehensive Needs Assessment									

*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.



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



* When using federal funds, the supplement not supplant law still applies.

PHASE 2: SELECT AND PHASE 3: PLAN

Needs Assessment: In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).		Report Card Data and the Comprehensive Needs Assessment indicate persistent achievement gaps for students with disabilities and students in poverty in writing, demonstrating an urgent need for more targeted and focused instructional interventions. To address these disparities, Johnakin Middle School will align research-based resources and intervention strategies to effectively meet each student's unique needs to improve ELA outcomes.						
Performance Goal #1 (SMART goal): Resource Inequity		By the end of the 2025-2026 school year, all special education students and students in poverty will show growth by a minimum of one grade level in iReady as a result of improved Tier 1 and Tier 2 Instruction and increased school-wide intervention programs that include implementing effective writing strategies.						
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?		The district will support the school by providing ongoing instructional coaching, data analysis support, and professional learning aligned to implementing effective writing strategies to help teachers effectively meet the needs identified in the Report Card Data and Comprehensive Needs Assessment. In addition, district leaders will conduct regular progress monitoring check ins, ensure access to intervention resources, and collaborate with school leadership to remove barriers and maintain fidelity to the Comprehensive Improvement Plan throughout the year.						
Evidence-Based Intervention (EBI)	Strength of Evidence (According to ESSA Levels)	High-Quality Instructional Materials Needed	Fund Location	Total for EBI	Implementation Timeline/Completion Date	Person(s) Responsible	Progress Monitoring Benchmark Tools/Resources	Annual Review Status
Ex.	Moderate Evidence		Title I - \$25,200.83 CSI- Federal - \$12,785.17	\$37,986.00	07/15/2026 - 6/30/2028	Administrative Team	Benchmark Test	
Effective implementation of schoolwide small group writing instruction	Strong Evidence	Study Sync Text Books/ workbooks Study Sync digital Mastery Connect iReady	N/A		08/11/2025-06/30/2028	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady, Zearn, Bi-weekly growth checks, mastery connect	
School-wide intervention program and benchmark assessments (i-Ready Standards Mastery)	Moderate Evidence	Study Sync Text Books/ workbooks Study Sync digital	Title I		08/11/2025-06/30/2028	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady, Zearn, Bi-weekly growth checks, mastery connect	
Weekly data chats and data review of standards mastery	Moderate Evidence	Mastery Connect assessments iReady assessments	N/A		08/11/2025-06/30/2028	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady, Zearn, Bi-weekly growth checks, mastery connect	
Modify the master schedule to include an intervention block for students	Moderate Evidence	Study Sync Text Books/ workbooks Study Sync digital	N/A		08/11/2025-06/20/2028	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady, Zearn, Bi-weekly growth checks, mastery connect	
Frequent collaboration with the district's ELA Academic Specialist to work with teachers to help improve student writing	Promising Evidence	Differentiated Instructional Plans, Small Group Plans, Interventionist plans	N/A		08/11/2025-06/30/2028	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady, Zearn, Bi-weekly growth checks, mastery connect	

Attend monthly district-level writing professional development sessions and data conferences with the Office on Instruction	Promising Evidence	District level materials	N/A		08/11/2025-06/30/2028	Administrative Team, Faculty & Staff , District Instruction and Curriculum Team	iReady, Zearn, Bi-weekly growth checks, mastery connect	
Additional external coaching support as needed	Moderate Evidence	District level materials	Title I		08/11/2025-06/30/2028	Administrative Team, Faculty & Staff , District Instruction and Curriculum Team	iReady, Zearn, Bi-weekly growth checks, mastery connect	
School-level instructional coaching PDs an PLCs	Moderate Evidence	District level materials	N/A		08/11/2025-06/30/2028	Administrative Team, Faculty & Staff , District Instruction and Curriculum Team	iReady, Zearn, Bi-weekly growth checks, mastery connect	
			Total Cost	\$0.00				

Professional Development Plans: What professional development plans will be implemented to support this goal? Include details, staff involved, PD Provider, dates, and follow-up support.	Monthly professional development provided by the district that supports all teachers in implementing effective writing strategies for students with disabilities and students in poverty. Additionally, if students are still struggling collaborate with district leaders to look at the possibility of consulting with a writing specialist.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	These interventions work together by helping to strengthen the writing and effective communication skills of students with disabilities and students in poverty, as these are lifelong very essential skills that will help to create better outcomes for students.



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



* When using federal funds, the supplement not supplant law still applies.

PHASE 2: SELECT AND PHASE 3: PLAN

Needs Assessment: In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).	Report Card Data and the Comprehensive Needs Assessment reveal multiple grade level deficits for students with disabilities and students in poverty in reading, indicating a critical need to strengthen core instruction and targeted intervention. To address these gaps, Johnakin Middle School will ensure that all students receive high quality Tier 1 instruction and tiered interventions in accordance with successful schoolwide implementation of the MTSS process.							
Performance Goal #2 (SMART goal): Student Achievement Instruction Goal (ELA Focus)	By the end of the 2025-2026 school year, the percent of students scoring MEETS or EXCEEDS on SCReady ELA will increase from 32.3% to 38%. Two percent of this increase will be students with disabilities and students in poverty across all grade levels.							
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?	The district will provide targeted support through instructional coaching, data driven professional learning, and regular progress monitoring sessions to ensure teachers implement high quality Tier 1 and small group instruction with fidelity. District leaders will also collaborate with school administration to allocate resources, remove barriers, and ensure alignment between MTSS practices and the Comprehensive Improvement Plan so students with disabilities and students in poverty can meet their growth targets.							
Evidence-Based Intervention (EBI)	Strength of Evidence (According to ESSA Levels)	High-Quality Instructional Materials Needed	Fund Location	Total for EBI	Implementation Timeline/Completion Date	Person(s) Responsible	Progress Monitoring Benchmark Tools/Resources	Annual Review Status
Ex.	Moderate Evidence		Title I - \$25,200.83 CSI- Federal - \$12,785.17	\$37,986.00	6/30/2026	Administrative Team	Benchmark Test	Continue
Major focus on high-quality Tier 1 instruction	Strong Evidence	Study sync textbooks and workbooks for ELA, study sync digital platform, mastery	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady Spring Testing	
School-wide intervention program and benchmark assessments using iReady Mastery Connect	Strong Evidence	Study sync textbooks and workbooks for ELA, study sync digital platform, mastery	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady Spring Testing	
Weekly data chats and data review of standards mastery	Promising Evidence	Mastery Connect, data notebooks, and progress monitoring	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady Spring Testing	
Modify the master schedule to include an intervention block for all students	Strong Evidence	Include in the ELA and Math Block.	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady Spring Testing	
Frequent collaboration and teacher training from the district's ELA Specialist on research-based effective comprehension strategies	Promising Evidence	District level materials	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady Spring Testing	
Attend monthly district-level ELA professional development sessions and data conferences with the Office of Instruction	Strong Evidence	District level materials	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady Spring Testing	
Collaborate with district personnel to assess any additional resources needed as necessary including external coaching support	Strong Evidence	District level materials	Title I		08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady Spring Testing	
School-level instructional coaching PDs and PLCs	Moderate Evidence	workbooks for ELA, study sync digital platform,	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady Spring Testing	

Frequent and ongoing support for the instructional coach and teachers from the Office of Exceptional Children and Academic Alliance	Moderate Evidence	Office of Exceptional Children & Academic Alliance	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady Spring Testing	
Extended learning day programs with tiered interventions for students with disabilities and students in poverty. The programs will run for four four days a week (Mon-Thurs) from 3:30-5:00. There will be a minimum of three teachers covering small groups from grades 6-8. The pay rate will be \$30/hr or their hourly pay rate. The program will run from 2/11/26--5/18/26.	Moderate Evidence	Study sync textbooks and workbooks for ELA, study sync digital platform, mastery connect, iReady, Common Lit, and Class Link	Title I-\$7,500.00	\$7,500.00	02/11/2026-05/18/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	iReady Spring Testing	
			Total Cost	\$7,500.00				

Professional Development Plans: What professional development plans will be implemented to support this goal? Include details, staff involved, PD Provider, dates, and follow-up support.	Professional development will include monthly instructional coaching from the school coach, the Office of Instruction, and the Office of Exceptional Children to help strengthen the core of Tier 1 instruction and ensure that the MTSS process is implemented with fidelity. The administrative team will maintain clear, focused, and frequent communication with the Office of Instruction to ensure that all teachers receive the necessary training that will help to create better outcomes for students with disabilities and students in poverty.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	High quality Tier 1 instruction, intervention blocks, and high-quality professional development are all essential components that help to enhance teachers' expertise in providing research-based interventions for students with disabilities and students and poverty that will help to maximize their potential to grow academically.



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



* When using federal funds, the supplement not supplant law still applies.

PHASE 2: SELECT AND PHASE 3: PLAN

Needs Assessment: In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).	Report Card Data and the Comprehensive Needs Assessment show significant gaps in students' foundational math skills for students with disabilities and students in poverty, indicating an urgent need for stronger interventions and consistent skill building supports. To address these deficits, Johnakin Middle School will continue to push personalized instruction for math to address each student's unique needs and help strengthen their foundational math skills.							
Performance Goal #3 (SMART goal): Student Achievement Instruction Goal (Math Focus)	By the end of the 2025-2026 school year, the percentage of students scoring MEETS and EXCEEDS on SCReady Math will increase from 7.3% to 14%. One percent of this increase will be students with disabilities and students in poverty.							
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?	The district will provide support through targeted coaching, data analysis assistance, and professional learning focused on effective math fluency instruction and tiered intervention practices. District leaders will also conduct regular progress monitoring check ins, ensure access to intervention resources, and collaborate with school administration to maintain fidelity to the Comprehensive Improvement Plan throughout implementation.							
Evidence-Based Intervention (EBI)	Strength of Evidence (According to ESSA Levels)	High-Quality Instructional Materials Needed	Fund Location	Total for EBI	Implementation Timeline/Completion Date	Person(s) Responsible	Progress Monitoring Benchmark Tools/Resources	Annual Review Status
Ex.	Moderate Evidence		Title I - \$25,200.83 CSI-Federal - \$12,785.17	\$37,986.00	6/30/2026	Administrative Team	Benchmark Test	Continue
Major focus on high-quality Tier 1 Instruction	Strong Evidence	iReady curriculum Workbooks iReady Fluency and skills workbook iReady digital	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	Spring iReady Benchmark Testing	
Schoolwide focus on effective small group instruction for all staff	Strong Evidence	iReady curriculum Workbooks iReady Fluency and skills workbook	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	Spring iReady Benchmark Testing	
Push personalized instruction for math	Strong Evidence	iReady curriculum Workbooks iReady Fluency and skills workbook	Title I	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	Spring iReady Benchmark Testing	
Daily classroom observations with feeding and coaching	Promising Evidence	Classroom Mosaic	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	Spring iReady Benchmark Testing	
Instructional Strategies, Instructional Leadership Team/discussion/Peer modeling /Coaching	Moderate Evidence	Coaching materials	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	Spring iReady Benchmark Testing	
Frequent and ongoing instructional coaching and collaboration with the district's Math Academic Specialist	Moderate Evidence	District Materials	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	Spring iReady Benchmark Testing	
Frequent and ongoing support for the instructional coach and teachers from the Office of Exceptional Children and Academic Alliance	Moderate Evidence	Office of Exceptional Children and Academic Alliance materials	N/A	0	08/11/2025-06/30/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	Spring iReady Benchmark Testing	
Professional development with the instructional coach and the district's iReady Consultant	Moderate Evidence	Professional development	N/A	0		Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	Spring iReady Benchmark Testing	

Extended learning day programs with tiered interventions for students with disabilities and students in poverty. The programs will run for four four days a week (Mon-Thurs) from 3:30-5:00. There will be a minimum of three teachers covering small groups from grades 6-8. The pay rate will be \$30/hr or their hourly pay rate. The program will run from 2/11/26--5/18/26.	Moderate Evidence	Progress Monitoring	Title I-\$7,500	7,500	02/11/2026-05/18/2026	Administrative Team, Faculty & Staff, District Instruction and Curriculum Team	Spring iReady Benchmark Testing	
			Total Cost	\$7,500.00				

Professional Development Plans: What professional development plans will be implemented to support this goal? Include details, staff involved, PD Provider, dates, and follow-up support.	Professional development will include monthly coaching sessions throughout the year for teachers, interventionists, and support staff, led by the school instructional coach and the district Office of Instruction and the Office of Exceptional Children. District teams will follow up with walkthroughs and data reviews to strengthen Tier 1 instruction, small group instruction, MTSS implementation, and schoolwide math foundational practices. Additional PD will be provided during weekly PLCs and monthly in-service throughout the year.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	The interventions work together by creating a cohesive system that strengthens foundational math skills through consistent practice, targeted small group instruction, and ongoing progress monitoring. Schoolwide interventions, MTSS aligned small group supports, and afterschool learning opportunities will all reinforce each student's unique needs to help move them closer to their growth targets.



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



Goal 1	45th Day	90th Day	135th Day
Does the data indicate that progress towards the goal is At-Risk , Lagging , or On-Track ?	At-Risk	At-Risk	
Based on the previous question, what evidence exists to demonstrate the progress as indicated? What factors impacted and/or continue to impact the progress of Goal 1?	Formative assessment data, tier I instruction data, and the current school report card	Formative assessment data, tier I instruction data, and the current school report card	
Based on your benchmark data, what changes need to be made to your action steps?	Increased rigor in effective writing practices	Increased rigor in effective writing practices	
Is technical assistance needed from SCDE to help reach Goal 1? If yes, describe the type of TA needed.	No	No	
Did you meet the quarterly expenditure deadline? If not, why?	N/A	N/A	
What is your plan to meet the deadlines in the future?	Increase collaboration between the school, the Office of Instruction, and the Office of Exceptional Children	Increase collaboration between the school, the Office of Instruction, and the Office of Exceptional Children	

Progression	Using the data from the Benchmark tool...
At-Risk	Less than 70% are meeting
Lagging	70%-89% are meeting
On Track	90%-100% are meeting

Goal 2	45th Day	90th Day	135th Day
Does the data indicate that progress towards the goal is At-Risk , Lagging , or On-Track ?	At-Risk	At-Risk	
Based on the previous question, what evidence exists to demonstrate the progress as indicated? What factors impacted and/or continue to impact the progress of Goal 2?	Based on comparison of fall and winter ELA scores, students grew from 12%-15%. This is not enough schoolwide growth to meet expected growth on SCReady	Same	
Based on your benchmark data, what changes need to be made to your action steps?	None at this time	None at this time	
Is technical assistance needed from SCDE to help reach Goal 2? If yes, describe the type of TA needed.	No	No	
Did you meet the quarterly expenditure deadline? If not, why?	N/A	N/A	

Quarterly Funding Claim Reminders	
1st Quarterly Expenditure (July-September)	November 15th
2nd Quarterly Expenditure (October-December)	February 15th
3rd Quarterly Expenditure (January- March)	May 15th
4th Quarterly Expenditure (April-June)	August 15th

What is your plan to meet the deadlines in the future? Increase collaboration between the school, the Office of Instruction, and the Office of Exceptional Children	Increase collaboration between the school, the Office of Instruction, and the Office of Exceptional Children	Increase collaboration between the school, the Office of Instruction, and the Office of Exceptional Children	
---	--	--	--

Goal 3

	45th Day	90th Day	135th Day
Does the data indicate that progress towards the goal is At-Risk , Lagging , or On-Track ?	At-Risk	At-Risk	
Based on the previous question, what evidence exists to demonstrate the progress as indicated? What factors impacted and/or continue to impact the progress of Goal 3?	Based on Winter iReady, only 3% of students increased from NOT MET to PROFICIENT	Based on Winter iReady, only 3% of students increased from NOT MET to PROFICIENT	
Based on your benchmark data, what changes need to be made to your action steps?	Tier 1 Instruction and small groups need to be implemented in every classroom	Tier 1 Instruction and small groups need to be implemented in every classroom	
Is technical assistance needed from SCDE to help reach Goal 3? If yes, describe the type of TA needed.	No	No	
Did you meet the quarterly expenditure deadline? If not, why?	N/A	N/A	
What is your plan to meet the deadlines in the future?	Increase collaboration between the school, the Office of Instruction, and the Office of Exceptional Children	Increase collaboration between the school, the Office of Instruction, and the Office of Exceptional Children	