CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

School Year: 2025

School Name: Denmark Olar Middle School

District Name: Bamberg County School District

Tier Level (Identified by SCDE): Unsatisfactory

PHASE 1: DIAGNOSE

USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS

MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS

	Overall Rating	Academic Achievement	Preparing for Success	Student Progress	ML Progress	School Climate	Grad Rate	CCR	High School Student Success
All Students	Unsatisfactory	7.42	1.23	10.82	Not Rated	5.54			
Students with Disabilities									
Poverty									
Multilingual Learners									
Race_Black									
Race_White									
Race_Hispanic									
Race_Indian									
Race_Asian									

Other Relevant Data/Comprehensive Needs Assessment

Additionally, our data reveals an achievement gap between African American girls and boys. To address this disparity, we will implement instructional strategies aimed at ensuring equitable access to rigourous curriculum, effective instruction and fair assessments.

*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).	A comprehensive professional development plan will be implemented to strengthen instructional quality, intervention effectiveness, and schoolwide culture. Core teachers will participate in Explicit Direct Instruction Training, Visible Learning, with ongoing coaching and follow-up support. ELA teachers will also receive additional i-Ready Pro training (TBA), along with continuous school-based professional learning—ELA on Mondays and Wednesdays. Together, these trainings ensure consistent, high-impact instructional practices aligned to the school's academic improvement goals. Future PD dates will be provided as they are finalized for the 2026-27 school year.
Performance Goal #1 (SMART goal): Resource Inequity	By June 2027, Denmark-Olar Middle School will increase its teacher retention rate by 5.6% to 77% compared to the 2025 baseline.
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 layered support across personnel, professional learning, operations, and instructional systems. District support will focus on capacity building, resource alignment, and consistent monitoring, ensuring the school has what it needs to sustain high-quality teaching and learning.

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*	*Continue*
Palmetto Math Coach	*Strong Evidence*	N/A	SCDE		6/1/2026-6/30/2027	SCDE	Observation/Benchmark Test	
The Ongoing Assessment Project(OGAP) PD	*Strong Evidence*	N/A	SCDE		6/1/2026-6/30/2028	Administrative Team	Benchmark Test	
Standards-Aligned Math Resource (Zearn) PD	*Strong Evidence*	N/A	SCDE		6/1/2026-6/30/2029	SCDE	Benchmark Test	
iReady Intervention PD	*Strong Evidence*	N/A	District	$16,000.00	6/1/2026-6/30/2030	Administrative Team	Benchmark Test	
			Total Cost	**$16,000.00**				

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.	A comprehensive professional development plan will be implemented to strengthen instructional quality, intervention effectiveness, and schoolwide culture. Core teachers will participate in Explicit Direct Instruction Training, Visible Learning, with ongoing coaching and follow-up support. ELA and Math teachers will also receive additional i-Ready Pro training (TBA), along with continuous school-based professional learning—ELA on Mondays and Wednesdays and Math on Mondays with the Math Coach. Together, these trainings ensure consistent, high-impact instructional practices aligned to the school's academic improvement goals.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	Evidence-based reading and math frameworks strengthen foundational comprehension and problem-solving skills, ensuring all students receive consistent, research-aligned instruction across classrooms. The selected interventions work in a cohesive, layered system to strengthen Tier I instruction, targeted intervention, and schoolwide culture. The interventions operate as a unified, multi-tiered system designed to close academic gaps identified in the CNA. Data-driven small groups ensure instruction is targeted to the exact skills students are missing, while high-dosage tutoring provides additional time and intensity for students who require deeper support in Reading and Math. Explicit Instruction and Visible Learning provide teachers with high-impact strategies that clarify learning intentions, strengthen modeling and guided practice, and increase student ownership—directly improving daily instructional delivery. i-Ready Pro training enhances teachers' ability to use data to identify gaps, plan small-group instruction, and monitor student progress, ensuring interventions are precise and aligned to SC Ready expectations. Restorative Practices supports a positive learning environment by reducing disruptions and increasing student engagement, allowing academic interventions to be delivered consistently. Together, these professional learning initiatives reinforce one another to build teacher capacity, improve instructional coherence, and accelerate student achievement toward the identified goal. As we continue to improve Tier 1 instruction, these instructional practices are reinforced through frequent progress monitoring, which allows teachers to quickly adjust instruction and interventions, preventing students from falling further behind.

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).	A 10% increase in ELA achievement is needed to address the significant performance gaps identified in the Report Card Data and Comprehensive Needs Assessment. This goal directly targets documented areas of academic weakness and ensures focused efforts toward improving student proficiency.
Performance Goal #2 (SMART goal): Student Acheivement Instruction Goal (ELA Focus)	By June of 2027, the school will increase overall ELA proficiency by 5%, compared to the 2025 baseline as measured by the 2026 SC READY ELA assessment.
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 this initiative by providing targeted professional development, instructional coaching, and data-driven resources aligned to identified ELA gaps. Additionally, the district will ensure access to high-quality curriculum materials, intervention programs, and progress-monitoring tools to strengthen teaching and learning.

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*
High-Dosage Tutoring / Reading/Media Specialist	*Strong Evidence*	High interest, low level readers	Underperforming funds	$25,000.00	6/30/2027	Administrative Team	Observation/Benchmark Test	
Closed Reading Routines	*Strong Evidence*	N/A			6/30/2027	Administrative Team	Observation/Benchmark Test	
InstructionVisible Learning Instruction (Hattie effect size: 0.84	*Strong Evidence*	N/A			6/30/2027	Administrative Team	Observation/Benchmark Test	
iReady Pro /Intevention Block	*Strong Evidence*	N/A	District	$16,000.00	6/30/2027	Administrative Team	Observation/Benchmark Test	
Explicit Direct Instruction PD	*Strong Evidence*	N/A			6/30/2027	Administrative Team	Observation/Benchmark Test	
EA Portal (Benchmark/State Assessment Data	*Strong Evidence*	N/A			6/30/2027	Administrative Team	Observation/Benchmark Test	
			Total Cost	**$41,000.00**				

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.	A comprehensive professional development plan will be implemented to strengthen instructional quality, intervention effectiveness, and schoolwide culture. Core teachers will participate in Explicit Direct Instruction Training, Visible Learning, with ongoing coaching and follow-up support. ELA teachers will also receive additional i-Ready Pro training (TBA), along with continuous school-based professional learning—ELA on Mondays and Wednesdays. Together, these trainings ensure consistent, high-impact instructional practices aligned to the school's academic improvement goals. Future PD dates will be provided as they are finalized for the 2026-27 school year.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	The professional development plan is intentionally designed to strengthen Tier I instruction through Explicit Instruction and Visible Learning. Intervention effectiveness is reinforced with i-Ready Pro training and ongoing Math/ELA coaching. Restorative Practices supports the creation of a positive, behavior-ready learning environment. Collectively, these PD components ensure consistent, high-quality instruction and directly contribute to improved student academic outcomes.

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).	A 10% increase in Math achievement is needed to address the critical learning gaps identified in the Report Card Data and Comprehensive Needs Assessment. This goal focuses on improving foundational math skills and overall student proficiency to ensure measurable academic growth.
Performance Goal #3 (SMART goal): Student Acheivement Instruction Goal (Math Focus)	By the end of the 2026–2027 school year, Denmark-Olar Middle School will increase overall Math proficiency by 5%, as measured by the 2026 SC READY Math assessment, through the implementation of evidence-based Tier I instruction, targeted interventions, and ongoing progress monitoring. Progress will be monitored using interim assessments (i-Ready, common formative assessments), with data reviews conducted each nine weeks to adjust instructional strategies and supports as needed.
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 in reaching this goal by providing targeted professional development in evidence-based math instructional strategies, ongoing instructional coaching, and access to district-adopted curriculum and intervention resources aligned to state standards. Additionally, the district will support CIP implementation through regular data reviews, progress monitoring, and administrative support to ensure fidelity of implementation and timely adjustments to instruction and interventions.

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*
Structured Math Interventions (Varsity Tutors)	*Strong Evidence*	Varsity Tutors contract	Underperforming	$15,000.00	6/30/2027	Administrative Team	Observation/Benchmark Test	
iReady Pro	*Strong Evidence*	N/A	District	$16,000.00	6/30/2027	Administrative Team	Observation/Benchmark Test	
Standards-Aligned Math Resource (Zearn)	*Strong Evidence*	N/A	State		6/30/2027	Administrative Team	Observation/Benchmark Test	
The Ongoing Assessment Project(OGAP)	*Strong Evidence*	N/A	State		6/30/2027	Administrative Team	Observation/Benchmark Test	
MTSS Summit Series (Math)	*Strong Evidence*	N/A	Underperforming	$10,000.00	6/30/2027	Administrative Team	Observation/Benchmark Test	
Explicit Direct Instruction PD	*Strong Evidence*	N/A	N/A		6/30/2027	Administrative Team	Observation/Benchmark Test	
EA Portal (Benchmark/State Assessment Data)	*Strong Evidence*	N/A	State		6/30/2027	Administrative Team	Observation/Benchmark Test	
			Total Cost	**$41,000.00**				

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.	A comprehensive professional development plan will be implemented to strengthen instructional quality, intervention effectiveness, and schoolwide culture. Core teachers will participate in Explicit Direct Instruction Training, Visible Learning, with ongoing coaching and follow-up support. ELA teachers will also receive additional i-Ready Pro training (TBA), along with continuous school-based professional learning—Math on Mondays. Together, these trainings ensure consistent, high-impact instructional practices aligned to the school's academic improvement goals. Future PD dates will be provided as they are finalized for the 2026-27 school year.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	The selected interventions work together by strengthening Tier I instruction while simultaneously enhancing targeted intervention and behavior readiness across the school. Explicit Instruction, Visible Learning, and OGAP build teacher capacity in lesson clarity, modeling, formative assessment, and addressing student misconceptions—directly supporting improved Math proficiency. iReady Pro training deepens teachers' ability to use diagnostic and growth data to deliver more precise small-group instruction and monitor progress. Restorative Practices and MTSS Summit training ensure a supportive, structured learning environment where students can fully engage in rigorous academic tasks. Collectively, these interventions create a coherent system that elevates instructional quality, increases student ownership of learning, and accelerates progress toward the achievement goals.