



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 requirement that the local district board of trustees has agreed to give the plan

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.

Terms and Assurances

As a reminder all state and federal terms and assurances are required to be reviewed and signed.



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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.
Progress Monitoring	Focus on monitoring the progress towards growth for each goal. This will be completed and submitted during the 45th, 90th, and 135th day of the school year.
Does the data indicate that progress towards the goal is At-Risk , Lagging , or On-Track ?	When reviewing the data and intervention, determine if the data indicates at-risk, lagging, or on track towards the goal. If the data for the intervention shows: less than 70% is meeting the goal, the school is listed as At-Risk , 70%-89% = Lagging , and 90%-100% = On Track
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?	Describe the evidence used to measure the data during the identified time. Describe any factors that have impacted or may impact the progress.
Based on your benchmark data, what changes need to be made to your action steps?	When reviewing the data, describe any changes needed over the next 45 days for growth.
Is technical assistance needed from SCDE to help reach Goal 1? If yes, describe the type of TA needed.	List and or describe any technical assistance needed from the SCDE to help with the progress of the intervention.
Did you meet the quarterly expenditure deadline? If not, why?	Explain any factors of why quarterly expenditure claims have not been met. Deadlines are set by the SCDE Office of Finance. See chart.
What is your plan to meet the deadlines in the future?	Describe the plan to meet the quarterly expenditure claims in GAPS. Describe any factors that may impede the spending down of funds by the expiration date.



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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	Dr. Matthew Ferguson		
Principal	Mrs. Kathryn Atkinson		01/08/2026
Teacher	Mrs. Jennifer Tiller		01/08/2026
Parent	Mrs. Candace Durant		01/08/2026
District Personnel	Dr. Merriman Nichols		
Subgroup Representative			

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date
Summer Craddock	Coordinating Teacher		01/08/2026
Dennis Gearhart	Assistant Principal		01/08/2026
Sequanna Phillips	Assistant Principal		01/08/2026
Sharon Byram	Literacy Coach		01/08/2026
Neal Flowers	Community Member		01/08/2026

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

Other Relevant Data/Comprehensive Needs Assessment

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*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.

<p>Aligned for Impact: How do the selected interventions work together towards the identified goal?</p>	<p>The selected interventions work together to create a cohesive, school-wide system for high-quality instructional implementation. Consistent use of designated instructional materials and digital resources provides teachers with a shared foundation for standards-based instruction. The PLC process supports alignment by allowing teachers to collaboratively internalize lessons, analyze student data, and make instructional adjustments based on student needs. Coaching, walkthroughs, and implementation checklists ensure accountability and provide targeted feedback to strengthen instructional consistency and rigor. Professional development builds teacher capacity and reinforces effective practices, while follow-up support ensures learning translates into classroom implementation. Together, these systems create a coordinated approach that supports instructional consistency, improves teaching and learning, and advances the school toward full implementation of high-quality instructional materials.</p>
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<p>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.</p>	<p>To support this goal, the school will implement a comprehensive professional development plan focused on strengthening Tier 1 ELA instruction, foundational literacy practices, intervention systems, and data-driven decision-making. Teachers will receive initial and ongoing training (7/28, 7/29, 8/7, 8/20, 9/18, 9/22, 11/3, 11/19, 1/5, 1/7, 2/11, 3/4) throughout the school year on the effective implementation of Savvas core reading instruction and UFLI foundational skills, delivered through beginning-of-year sessions and follow-up professional learning facilitated by district literacy coordinators, instructional coaches, and school-based leaders. A structured, school-wide PLC process will be implemented to prioritize consistent lesson internalization, collaborative planning, and analysis of student reading data. Weekly PLCs will support teachers in unpacking standards, internalizing lesson routines, reviewing assessment and lesson/weekly quiz data, and making instructional adjustments aligned to Savvas and UFLI expectations. Instructional coaches, administrators, and district staff will support PLCs through modeling, feedback, and guided data discussions. Additionally, the school will implement and refine a school-wide intervention schedule that protects Tier 1 ELA instructional time while expanding the capacity of interventionists to deliver targeted Tier 3 reading support. Staff will be trained to implement a systematic MTSS process to ensure Tier 2 and Tier 3 reading interventions are aligned to student data and delivered with fidelity. The MTSS Facilitator will oversee literacy interventions, coordinate progress monitoring, and provide coaching support to interventionists and classroom teachers. Throughout the year, instructional staff will participate in ongoing professional development focused on the use of high-quality ELA instructional materials, assessment administration, progress monitoring, and data analysis to strengthen instructional decision-making. Follow-up support will be provided through coaching cycles, classroom modeling, PLC structures, and regular data meetings to ensure fidelity of implementation and sustained improvement in reading instruction.</p>
<p>Aligned for Impact: How do the selected interventions work together towards the identified goal?</p>	<p>All selected interventions work together to create a cohesive and aligned approach to improving student achievement in reading. The use of Savvas and UFLI provides teachers with consistent, research-based instructional materials for core reading instruction and foundational skills. The PLC process ensures teachers collaboratively analyze data, internalize lessons, and plan instruction aligned to student needs. The school-wide intervention schedule and MTSS framework ensure that students receive timely Tier 2 and Tier 3 reading support without sacrificing Tier 1 instruction. The MTSS Facilitator plays a key role in coordinating interventions, monitoring progress, and supporting teachers and interventionists. Ongoing professional development strengthens staff capacity and ensures consistent use of high-quality materials, assessments, and data. Together, these systems reinforce one another and support sustained, school-wide improvement in ELA instruction.</p>



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

PHASE 2: SELECT AND PHASE 3: PLAN

<p>Needs Assessment: In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).</p>	<p>Our SC Ready Math data shows a significant decline in student performance as cohorts moved from 23–24 to 24–25, with third grade dropping from 62.2% to 50.6% meeting/exceeding in fourth grade, and fourth grade dropping from 38.7% to 24.7% in fifth grade. This downward trend, coupled with no measurable growth within the cohorts, indicates an urgent need for targeted instructional support and strengthened math practices to improve student proficiency and growth.</p>
<p>Performance Goal #3 (SMART goal): Student Achievement Instruction Goal (Math Focus)</p>	<p>By the end of the 2025–2026 school year, the percentage of students meeting or exceeding expectations on the SC Ready Math assessment will increase from 57.14% to 63.1% in 3rd grade, 48.39% to 61.7% in 4th grade, and 25.88% to 50.4% in 5th grade, as measured by the spring 2026 SC Ready results.</p>

<p>District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?</p>	<p>To help the school achieve its 2025–2026 SC Ready Math goals (57.14% to 63.1% in 3rd grade, 48.39% to 61.7% in 4th grade, and 25.88% to 50.4% in 5th grade), the district will provide the following support throughout the year: high quality math professional development, instructional coaching and classroom support, assessment and data analysis support, curriculum implementation resources, leadership collaboration and monitoring, and PLC support.</p>
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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
Implementation of i-Ready Classroom Mathematics	Moderate Evidence	i-Ready Classroom Mathematics	State Funded		7/15/2025-6/30/2026	Administrative Team, School-based Coaches, and Teachers	Lesson Plans, Weekly Data Analysis Spreadsheets, Unit Assessment Results, iReady	
Consistent usage of i-Ready Personalized Instruction Math	Moderate Evidence	i-Ready Personalized Instruction	State Funded, District Funded		7/15/2025-6/30/2026	Administrative Team, School-based Coaches, and Teachers	Lesson Plans, Weekly Data Analysis Spreadsheets, Unit Assessment Results, iReady	
Implement a structured PLC process that prioritizes data-driven decision-making and consistent lesson internalization to strengthen instructional practices	Strong Evidence	i-Ready Classroom Mathematics	NA		7/15/2025-6/30/2026	Administrative Team, School-based Coaches, and Teachers	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Data Analysis Spreadsheets	
Consistently analyze assessment data to guide instructional decisions and improve student outcomes.	Strong Evidence	i-Ready Classroom Mathematics	NA		7/15/2025-6/30/2026	Administrative Team, School-based Coaches, and Teachers	Formal and Informal Assessments, District Unit Assessments, Weekly Data Analysis Spreadsheets	
Create a school-wide intervention schedule that safeguards Tier 1 learning and expands the Math Interventionist's ability to provide intensive Tier 3 support.	Moderate Evidence	i-Ready Classroom Mathematics	NA		7/15/2025-6/30/2026	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and	Formal and Informal Assessments, District Unit Assessments, Weekly Data Analysis Spreadsheets,	



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Goal 1	45th Day	90th Day	135th Day
Does the data indicate that progress towards the goal is At-Risk, Lagging, or On-Track?	Lagging	On Track	
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?	Data indicates that progress toward Goal 1 is lagging at the 45th day mark. Classroom observations and lesson plan reviews revealed inconsistent implementation of the designated high-quality instructional materials across grade levels. In addition, lesson internalization work	Data indicates that progress toward Goal 1 is on track at the 90th day benchmark. Classroom observations and lesson plan reviews show more consistent implementation of high-quality instructional materials across grade levels. PLC lesson internalization work	
Based on your benchmark data, what changes need to be made to your action steps?	Based on benchmark data, action steps will be adjusted to increase targeted support for teachers as they continue learning the new curriculum and resources. PLCs will place a stronger focus on lesson internalization, including unpacking standards, modeling instructional routines, and	Based on benchmark data indicating progress is on track, action steps will be refined to sustain and strengthen implementation. PLCs will continue to prioritize lesson internalization and data analysis, with increased focus on responding to fall-to-winter diagnostic growth and	
Is technical assistance needed from SCDE to help reach Goal 1? If yes, describe the type of TA needed.	None at this time.	None at this time.	
Did you meet the quarterly expenditure deadline? If not, why?	Yes.	Yes.	
What is your plan to meet the deadlines in the future?	NA.	NA.	

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?	Lagging	On Track	
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?	Data indicates that progress toward Goal 1 is lagging at the 45th day benchmark for ELA implementation. Classroom observations and lesson plan reviews revealed inconsistent use of Savvas and UFLI instructional components across grade levels. PLC lesson	Data indicates that progress toward Goal 1 for Reading/ELA is on track at 90% at the 90th day benchmark. Classroom observations and lesson plan reviews show consistent implementation of high-quality ELA instructional materials, including Savvas core	
Based on your benchmark data, what changes need to be made to your action steps?	Based on benchmark data, action steps will be adjusted to increase targeted support for ELA teachers as they continue learning Savvas and UFLI. PLCs will place a stronger focus on lesson internalization, including unpacking ELA standards, modeling instructional routines,	Based on benchmark data indicating Reading/ELA implementation is on track at 90%, action steps will focus on sustaining and refining current practices. PLCs will continue to prioritize lesson internalization and data analysis, with increased attention to reading diagnostic	
Is technical assistance needed from SCDE to help reach Goal 2? If yes, describe the type of TA needed.	None at this time.	None at this time.	

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

Did you meet the quarterly expenditure deadline? If not, why?	Yes.	Yes.	
What is your plan to meet the deadlines in the future?	NA.	NA.	

4th Quarterly Expenditure (April-June)	August 15th
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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	On Track	
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?	Data indicates that progress toward Goal 3 in mathematics is at risk at this benchmark. Classroom observations and lesson plan reviews reveal inconsistent implementation of math instructional routines and uneven alignment to high quality instructional materials	Data indicates that progress toward Goal 3 in mathematics is on track at the 90th day benchmark. Classroom observations and lesson plan reviews show increased consistency in the implementation of high-quality math instructional materials and instructional	
Based on your benchmark data, what changes need to be made to your action steps?	Based on benchmark data indicating Goal 3 is at risk, action steps will be adjusted to provide more targeted support in mathematics. PLCs will increase emphasis on lesson internalization, with a focus on unpacking standards, clarifying lesson pacing, and strengthening	Based on benchmark data indicating progress toward Goal 3 in mathematics is on track, action steps will be refined to sustain and strengthen implementation. PLCs will continue to prioritize lesson internalization and analysis of lesson and weekly quiz data to guide timely	
Is technical assistance needed from SCDE to help reach Goal 3? If yes, describe the type of TA needed.	None at this time.	None at this time.	
Did you meet the quarterly expenditure deadline? If not, why?	Yes.	Yes.	
What is your plan to meet the deadlines in the future?	NA.	NA.	



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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	Dr. Matthew Ferguson	<i>C. Matthew Ferguson</i>	1/08/26
Principal	Mrs. Kathryn Atkinson	<i>Kathryn Atkinson</i>	01/08/2026
Teacher	Mrs. Jennifer Tiller	<i>Jennifer Tiller</i>	01/08/2026
Parent	Mrs. Candace Durant	<i>Candace Durant</i>	01/08/2026
District Personnel	Dr. Merriman Nichols	<i>Merriman Nichols</i>	1/08/26
Subgroup Representative			

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date
Summer Craddock	Coordinating Teacher	<i>Summer Craddock</i>	01/08/2026
Dennis Gearhart	Assistant Principal	<i>Dennis Gearhart</i>	01/08/2026
Sequanna Phillips	Assistant Principal	<i>Sequanna Phillips</i>	01/08/2026
Sharon Byram	Literacy Coach	<i>Sharon Byram</i>	01/08/2026
Neal Flowers	Community Member	<i>Neal Flowers</i>	01/08/2026

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