



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 assurance 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. Cortney Gehrke		
Teacher	Mrs. Ginger Stone		
Parent	Mrs. Dixie Lyde		
District Personnel	Dr. Merriman Nichols		
Subgroup Representative	Mrs. Terri Langley-Dubose		

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date
SIC Chair/Community Member	Mr. Gray Fail		
SIC Parent	Mrs. Tamekia Bruce		
School Family Facilitator	Ms. Barbara Ford		
Teacher on SIC	Dr. Sandra Hough		
Teacher on SIC	Mr. Gregory Dolce		
Math/Science Coordinating Teacher	Mr. Stanley Goodwin		
Asst. Principal	Mrs. Glennie Jacobs		
Asst. Principal	Mr. Chad Martin		
Asst. Principal	Mr. Roderick Ray		
Student on SIC	Miss Ava Hennegan		
Student on SIC	Miss Ashari Gandy		
PTO President	Mrs. Charleen Gardner		

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.



All selected interventions focus on increasing student achievement. This is either through direct instruction or work done behind the scenes on planning instruction



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

PHASE 2: SELECT AND PHASE 3: PLAN

[illegible]

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.	Teachers, instructional coaches, and administration participate in weekly professional learning communities. Teachers, instructional coaches, and administration will take part in the professional development sessions with the I-LEADR team focused on student engagement and student discourse. The school engagement professional development occurred on October 30th, 2025. The student discourse professional development will occur on January 5th, 2026.
Aligned for impact: How do the selected interventions work together towards the identified goal?	All selected interventions focus on increasing student achievement. This is either through direct instruction or work done behind the scenes on planning instruction or improving structure.



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

PHASE 2: SELECT AND PHASE 3: PLAN

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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 ?	On Track	Lagging	
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?	At the beginning of the year, we had 88 students marked as truant from the prior year on our rosters, and the attendance team worked together to get this list down by 17. Exceptional Needs students have all completed the diagnostic iReady for math and ELA and are assigned personalized pathways for growth. We are currently at 80% on track for graduation and 42% CCR already, with many more on a pathway to having CCR status.	85/108 students (from all grade levels) who are chronically truant or were no shows at the beginning of the year have been located and are actively enrolled in a diploma program. 48 seniors are enrolled to be DCIT or Internship completers in the Spring, bringing the CCR rate up to 61% before additional ASVAB and WIN candidates in Feb. and March. Only 64/154 in ELA, and 49/127 in Math moved up at least one grade level in iReady. Only 12 in ELA and 5 in math are at or above grade level. We still have much	
Based on your benchmark data, what changes need to be made to your action steps?	We need to ensure that the proper students are enrolled in Internships, completions for DCIT, and WIN prep sessions for the spring semester. Additionally, we need to ensure that teachers are consistently using iReady with their exceptional education students to enhance reading and math growth for this subgroup.	Required weekly reports to administration from teachers for iReady usage/growth for our exceptional education students, strategic scheduling with DCIT for future completion status, additional internship opportunities for candidates, work with recruiters for ASVAB tutoring sessions prior to testing in Spring.	
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?	N/A	N/A	

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	Lagging	
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?	On the English II midterm benchmark, only 22% of students passed.	We are at 48.42 % C or Better with ELA II EOC from the fall which is a huge improvement from midterms but not moving up from last year. We do still have an entire Honors Class to test in the spring. We will also reschedule those who failed English II for the Spring semester, so some of these scores will be replaced.	

Quarterly Funding Claim Reminders	
1st Quarterly Expenditure (July-September)	November 15th

Based on your benchmark data, what changes need to be made to your action steps?	Teachers need more training on the HQIM as they make adjustments. Strategic spiral review is needed to enhance instruction of standards not yet mastered.	We need to ensure that for our Ex. Ed. Students, iready prep is being used with fidelity. We need to ensure that student engagement in data based instructional strategies are being used consistently. We need to increase the rigor of questioning, and implement HQIM daily. We also need to ensure tutoring time during day is being utilized	
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	
What is your plan to meet the deadlines in the future?	N/A	N/A	

2nd Quarterly Expenditure (October-December)	February 15th
3rd Quarterly Expenditure (January- March)	May 15th
4th Quarterly Expenditure (April-June)	August 15th

Goal 3

	45th Day	90th Day	135th Day
Does the data indicate that progress towards the goal is At-Risk , Lagging , or On-Track ?	On Track	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?	For 9GR23, we had 66 seniors at the beginning of the year who needed just math or math and one other portion of the WIN test to reach CCR status. After the fall testing, we had 28 additional students score a 3 or higher on the math portion.	We have 14 students that have still not met the math portion of WIN in 9GR23 scheduled to take a math class focused on WIN prep for 2nd semester.	
Based on your benchmark data, what changes need to be made to your action steps?	The students who have not yet met need more than just a review session before testing again. These students will be strategically placed into 2 sections of math for 2nd semester that will focus for Jan/Feb on WIN instruction. The exceptional education students in this group will also be getting iready math sessions to help personalize their individual math growth.	We have placed students needing the WIN portion of math in the 9GR23 into two sections of math 2nd semester, so a large focus at the beginning of the course can be on WIN prep. These students will retest in March. Additionally, holding accountable the exceptional education teachers for the regular use of iready to reach math growth goals is needed. We also need to ensure tutoring time during day is being utilized for their two.	
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?	N/A	N/A	

Goal 4

	45th Day	90th Day	135th Day
Does the data indicate that progress towards the goal is At-Risk , Lagging , or On-Track ?	On Track	Lagging	
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?	75% of Biology I students passed the district midterm benchmark.	We are at a 25.41% C or higher with Biology from FALL EOC. This is a 4% increase from last year. Some of these students will retest in the spring because they have been rescheduled from failing the class.	

Based on your benchmark data, what changes need to be made to your action steps?	Teachers need to make predictions based on current performance and develop specific spiral review of information not mastered. Teachers will also develop after school tutoring sessions for core content for all before the EOC in December.	We will implement Varsity Tutoring sessions for 53 semester 2 biology students based on their performance on the Algebra I EOC and physical science grades. We also need to review data from district midterms/finals to EOC to see why numbers are so drastically different and develop interventions.	
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?	N/A	N/A	

Goal 5

	45th Day	90th Day	135th Day
Does the data indicate that progress towards the goal is At-Risk, Lagging, or On-Track ?	On Track	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?	66% of students passed the US History district benchmark midterm.	We were at 21.05% C or better on Fall US History EOC scores. We will have some of these retest in the spring because they failed the course. We do still have an honors class to test, as well as the majority of students for US History, as we strategically scheduled students to take English III before or during the same semester as US History.	
Based on your benchmark data, what changes need to be made to your action steps?	Continue to direct instruct reading strategies within social studies classes to improve academic achievement. Reteach standards not mastered through spiral review.	We will have 45 students participate in Varsity Tutoring for US History in the spring based on their English II EOC scores. We will continue to implement reading strategies into US History lessons, and use HQIM. We have also reorganized our Social Studies course order to have more prep before US History for future years. We also need to ensure tutoring time during day is being utilized for their two instructional practices.	
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?	N/A	N/A	



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Stakeholder Role	Printed Name	Signature	Date
Superintendent	Dr. Matthew Ferguson	<i>C. Matthew Ferguson</i>	1/21/24
Principal	Mrs. Courtney Gehrke	<i>Courtney Gehrke</i>	1/20/26
Teacher	Mrs. Ginger Stone	<i>Ginger Stone</i>	1/20/2026
Parent	Mrs. Dixie Lyde	<i>Dixie Lyde</i>	1/20/26
District Personnel	Dr. Merriman Nichols	<i>Merriman Nichols</i>	1/20/26
Subgroup Representative	Terril Vaughn, DuBoise, Terri Taylor, D.A. Ren	<i>Terril Vaughn</i>	1/20/26

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date
SIC Chair/Community Member	Mr. Gray Fail	<i>Gray Fail</i>	1-20-26
SIC Parent	Mrs. Tamekia Bruce	<i>Tamekia Bruce</i>	1-20-26
School Family Facilitator	Ms. Barbara Ford	<i>Barbara Ford</i>	1-20-26
Teacher on SIC	Dr. Sandra Hough	<i>Sandra Hough</i>	1-20-26
Teacher on SIC	Mr. Gregory Dolce	<i>Gregory Dolce</i>	1-20-26
Math/Science Coordinating Teacher	Mr. Stanley Goodwin	<i>Stanley Goodwin</i>	1-20-26
Asst. Principal	Mrs. Glennie Jacobs	<i>Glennie Jacobs</i>	1-20-26
Asst. Principal	Mr. Chad Martin	<i>Chad Martin</i>	1-20-26
Asst. Principal	Mr. Roderick Ray	<i>Roderick Ray</i>	1-20-26
Student on SIC	Miss Ava Hennegan	<i>Ava Hennegan</i>	1-20-26
Student on SIC	Miss Ashari Gandy	<i>Ashari Gandy</i>	1-20-26
PTO President	Mrs. Charleen Gardner	<i>Charleen Gardner</i>	1-20-26