



CONSOLIDATED CONTINUOUS IMPROVEMENT 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	Dr. Deborah Elder		2-4-26
Principal	Sheleea Leonard		1/28/2026
Teacher	James Daigle		01/28/2026
Parent	Jessica Sanders		01/28/26
District Personnel	Katie Barber		2-4-26
Subgroup Representative	Shannon Gonzalez - ESE		1/29/26

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date
Parent	Emily Bell		2/4/26
Parent	Corree Carelock		1/30/26
Teacher	Holly Foy		1/28/26
Assistant Principal	Daniel Fielder		1/28/26
Math Coach	Katie Sidney		1-28-26

Stakeholder suggestions:

SEA Personnel	Principal	School Leaders
Teachers	Parents	Students
Tribal Representatives	Paraprofessionals	Community Members
Business Professionals	Local Government	Non-Profit Organization



Other Relevant Data/Comprehensive Needs Assessment

Ebenezer Avenue's main priorities are focused on strengthening instruction, supporting student growth, and ensuring a cohesive, school-wide approach to teaching and learning. ELA performance is trending upward, with both fourth and fifth graders exceeding last year's goals—4th grade at 63.5% vs. a 52.63% target and 5th grade at 68% vs. a 64.73% target—showing strong momentum toward the 2026 proficiency goals. Math remains a key growth focus, as current performance (39.71% in 4th grade and 43.84% in 5th grade) is below the set targets, reinforcing the need for targeted small-group instruction, students having the time to practice and engage with the standards and aligned planning to reach the 66% goal by 2026.

These priorities include: Supporting Foundational Skills in Grades 3–5: Continued emphasis on foundational literacy and math skills for upper grades to close gaps and ensure all students have a strong academic base.

Intentional and Effective Small Group Instruction: Prioritizing the planning and execution of small group instruction across all grade levels to provide targeted, differentiated support based on student data.

Targeted Coaching Support: Using a targeted small group coaching plan to build teacher capacity, model effective practices, and provide individualized support where needed.

Earlier Spiral Review: Implementing spiral review for Math strategies earlier in the year to build retention and reinforce key concepts ahead of testing season. Our team continues to also look at Science instruction and ensuring we are teaching at the application level to ensure students have experiences with higher order thinking.

*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



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* 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).	<u>The state climate survey data shows a need to strengthen school-wide behavior expectations; however, our MRA Data shows an increase in climate from the previous year. Therefore, as a school, the goal is to continue to increase overall conditions so students have equitable opportunities to lead and learn in consistent environments that reflect the 7 habits and support every learner.</u>							
Performance Goal #1 (SMART goal): Resource Inequity	By the Spring of 2026, the percentage of teachers who agree with the statement "Teachers have high expectations for student learning" will increase from 73% to 78% as evidenced by the SCDE Climate Survey.							
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?	Access and analysis of state-approved summative and formative data (SC Ready, SCDE Climate Survey, and NWEA MAP) will be provided by the Research and Accountability Team. District Content Specialists and the Director of Instructional Program Effectiveness will provide access to data from district/local assessments (district-created benchmarks, district-created summatives, iReady, FastBridge, Spire, etc.) Instructional support will be provided by District Content Specialists, Instructional Integration Specialists, the Director of Instructional Program Effectiveness, and the Executive Director of Elementary Education through the actions listed below. 1) Data conversations focus on student growth, student ownership, and adjusting instruction to ensure learning is maximized for all students. 2) Teachers collaborate to design standards-aligned, engaging learning experiences that are intentional and responsive to student needs. 3) Teachers implement effective, research-based instructional strategies in flexible small groups based on data and learning progressions.							
Evidence-Based Intervention (EBI) or Evidence-Based Practice (EBP)	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.	<i>Moderate Evidence</i>		Title I - \$25,200.83 CSI-Federal - \$12,785.17	\$37,986.00	07/15/2026 - 6/30/2028	Administrative Team	Benchmark Test	Continue
School administrators and the leadership team will strengthen school wide systems and standard operating procedures.	Not Applicable	Not Applicable	General Funds	Not Applicable	8/4/2025 - 5/29/2026	School Leadership Team and Teachers	RHS Teacher Perception Survey	Continue
Teachers will create and implement methods for students to identify, articulate, reflect, and share learning preferences, needs, and experiences.	Not Applicable	Not Applicable	General Funds	Not Applicable	8/4/2025 - 5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	RHS Teacher Perception Survey	Continue
Administrators will provide opportunities for teachers to share insights on best practices for engaging partners in the learning process.	Not Applicable	Not Applicable	General Funds	Not Applicable	8/4/2025 - 5/29/2026	School Administrators	RHS Teacher Perception Survey	Continue
The school will utilize various platforms (social media, school messaging system, weekly communication folders, etc.) to communicate student learning updates.	Not Applicable	Not Applicable	General Funds	Not Applicable	8/4/2025 - 5/29/2026	School Leadership Team and Teachers	RHS Teacher Perception Survey	Continue
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.	The school year started with an overview of school data and setting expectations for small group instruction and morning meetings. School data for climate, MRA survey results, and reviewing school wide expectations were discussed as a school team. Discussions around morning meetings to establish classroom community with everyone reviewing the First 8 days to gain common language around the building were held. Ongoing professional development throughout the year around MTSS and behavior, PD around strategies to support students continue.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	Selections were chosen based on data trends for the district, school, and/or content area. The interconnectedness of the practices and interventions will aid in reinforcing and refining systems and structures that maximize and sustain learning outcomes.



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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).		ELA data from SC Ready, School Renewal Plan, School Reading Plan, and grade level assessments indicate a continued need to increase rigor and strengthen differentiated instruction in grades 3-5 to ensure all students have equitable opportunities to meet grade-level expectations and grow as empowered learners.						
Performance Goal #2 (SMART goal): Student Achievement Instruction Goal (ELA Focus)		By the Spring of 2026, 65% of fourth grade students and 66.4% of fifth grade students will score Meets or Exceeds in English Language Arts as measured by SC Ready assessments.						
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?		Access and analysis of state-approved summative and formative data (SC Ready, SCDE Climate Survey, and NWEA MAP) will be provided by the Research and Accountability Team. District Content Specialists and the Director of Instructional Program Effectiveness will provide access to data from district/local assessments (district-created benchmarks, district-created summatives, iReady, FastBridge, Spire, etc.) Instructional support will be provided by District Content Specialists, Instructional Integration Specialists, the Director of Instructional Program Effectiveness, and the Executive Director of Elementary Education through the actions listed below. 1) Data conversations focus on student growth, student ownership, and adjusting instruction to ensure learning is maximized for all students. 2) Teachers collaborate to design standards-aligned, engaging learning experiences that are intentional and responsive to student needs. 3) Teachers implement effective, research-based instructional strategies in flexible small groups based on data and learning progressions.						
Evidence-Based Intervention (EBI) or Evidence-Based Practices (EBP)	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
School leaders and teachers will use self-judgement and reflection when analyzing various points of data. (Effect Size: 0.81)	Not Applicable	HMH - Into Reading	General Funds	Not Applicable	8/4/2025 -5/29/2026	School Leadership Team and Teachers	NWEA MAP Reading and District Assessments	Continue
PLCs will make interpretations based on assessment of student learning to inform instructional next steps. (Effect Size: 0.64)	Not Applicable	HMH - Into Reading	General Funds	Not Applicable	8/4/2025 -5/29/2026	School Leadership Team and Teachers	NWEA MAP Reading and District Assessments	Continue
Teachers will employ high-leverage instructional strategies within small groups. (Effect Size: 0.56)	Not Applicable	HMH - Into Reading	General Funds	Not Applicable	8/4/2025 -5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	District Instructional Walkthrough Tool	Continue
University of Florida Institute (UFLI)	Not Applicable	Not Applicable	Title I Funds	Not Applicable	8/4/2025 -5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	EBI Progress Monitoring Tool	Continue
Scholastic RISE	Promising Evidence	Not Applicable	Title I Funds	Not Applicable	8/4/2025 -5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	EBI Progress Monitoring Tool	Continue
			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.	September professional learning focused on unpacking NWEA MAP data, and a partnership with Camp Explore, specific to 3-5th grade engagement strategies. 3rd-5th grade teachers attended district-quarterly planning in late September for ELA connected to district-created Benchmark assessment data. Specific, high engagement instructional strategies will remain the focus during semester 2 with teachers in grades 3-5.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	Selections were chosen based on data trends for the district, school, and/or content areas. The interconnectedness of practices and interventions will empower students to read and write for a purpose, comprehend, acquire new knowledge, and improve communication skills - ultimately leading to sustained growth and achievement.



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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).	Analysis of SC Ready, Nwea MAP, and summative assessment data indicates that math achievement and student progress are areas of need in Grades 3-5. While some students meet grade-level expectations, overall growth is below target, as reflected in the school's state report card, highlighting the need for strengthened math instruction and interventions.							
Performance Goal #3 (SMART goal): Student Achievement Instruction Goal (Math Focus)	By the Spring of 2026, 65.3% of fourth grade students and 65.35% of fifth grade students will score Meets or Exceeds in Mathematics as measured by SC Ready assessments.							
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?	Access and analysis of state-approved summative and formative data (SC Ready, SCDE Climate Survey, and NWEA MAP) will be provided by the Research and Accountability Team. District Content Specialists and the Director of Instructional Program Effectiveness will provide access to data from district/local assessments (district-created benchmarks, district-created summatives, iReady, FastBridge, Spire, etc.) . Instructional support will be provided by District Content Specialists, Instructional Integration Specialists, the Director of Instructional Program Effectiveness, and the Executive Director of Elementary Education through the actions listed below. 1) Data conversations focus on student growth, student ownership, and adjusting instruction to ensure learning is maximized for all students. 2) Teachers collaborate to design standards-aligned, engaging learning experiences that are intentional and responsive to student needs. 3) Teachers implement effective, research-based instructional strategies in flexible small groups based on data and learning progressions.							
Evidence-Based Intervention (EBI) or Evidence-Based Practices (EBP)	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
School leaders and teachers will use self-judgement and reflection when analyzing various points of data. (Effect Size: 0.81)	Not Applicable	i-Ready Classroom Mathematics	General Funds	Not Applicable	8/4/2025 -5/29/2026	School Leadership Team and Teachers	NWEA MAP Mathematics and District Assessments	Continue
Teachers will employ high-leverage instructional strategies within small groups. (Effect Size: 0.56)	Not Applicable	i-Ready Classroom Mathematics	General Funds	Not Applicable	8/4/2025 -5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	District Instructional Walkthrough Tool	Continue
PLCs will make interpretations based on assessment of student learning to inform instructional next steps. (Effect Size: 0.64)	Not Applicable	i-Ready Classroom Mathematics	General Funds	Not Applicable	8/4/2025 -5/29/2026	School Leadership Team and Teachers	NWEA MAP Mathematics and District Assessments	Continue
i-Ready Personalized Instruction - Math	Moderate Evidence	i-Ready Classroom Mathematics	General Funds	Not Applicable	8/4/2025 -5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	NWEA MAP Mathematics and District Assessments	Continue
			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.	August 18 the school math coach led PD around math in motion, focusing on math learning progressions. The following week the math coach focused on i-Ready diagnostic assessment, the prerequisite before small groups. September professional learning focused on unpacking NWEA MAP data, and a partnership with Camp Explore, specific to 3-5th grade engagement strategies. 3rd-5th grade teachers attending district quarterly planning in late September for Math. October PD focused on evidence of learning in math and i-Ready hosted PD with teachers. The data research specialist focused on Understanding AVTs with teachers in Grades 3-5 in November. Specific instructional strategies will remain the focus during semester 2 with teachers in grades 3-5.							
Aligned for Impact: How do the selected interventions work together towards the identified goal?	Targeted Teacher Clarity professional learning has been provided by Dr. Nicole Law (Corwin) to the 4th grade PLC where they have focused on crafting daily learning intentions and success criteria for the purpose of building student ownership and differentiating student learning experiences. (28 total hours of PD between September 2025 to March 2026 with observations and coaching sessions between each session)							
	Selections were chosen based on data trends for the district, school, and/or content areas. The interconnectedness of practices and interventions will empower students to use appropriate mathematical supports to make sense of problems, reason, and draw relevant connections - ultimately leading to sustained growth and achievement.							



Needs Assessment: In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).	State science report card data is currently rated unsatisfactory, indicating a need for strengthened instruction and support. Although the assessment monitors 4th grade, it is essential to build a strong science foundation and provide application opportunities across all grade levels.							
Performance Goal #3 (SMART goal): Student Achievement Instruction Goal (Math Focus)	By the Spring of 2026, 49% of fourth grade students will score Meets or Exceeds in Science as measured by SC Ready assessments.							
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?	Access and analysis of state-approved summative and formative data (SC Ready, SCDE Climate Survey, and NWEA MAP) will be provided by the Research and Accountability Team. District Content Specialists and the Director of Instructional Program Effectiveness will provide access to district/local assessments (district-created benchmarks, district-created summatives, iReady, FastBridge, Spire, etc.) Instructional support will be provided by District Content Specialists, Instructional Integration Specialists, the Director of Instructional Program Effectiveness, and the Executive Director of Elementary Education through the actions listed below. 1) Data conversations focus on student growth, student ownership, and adjusting instruction to ensure learning is maximized for all students. 2) Teachers collaborate to design standards-aligned, engaging learning experiences that are intentional and responsive to student needs. 3) Teachers implement effective, research-based instructional strategies in flexible small groups based on data and learning progressions.							
Evidence-Based Intervention (EBI) or Evidence-Based Practices (EBP)	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
School leaders and teachers will use self-judgement and reflection when analyzing various points of data. (Effect Size: 0.81)	Not Applicable	McGraw Hill - Inspire Science	General Funds	Not Applicable	8/4/2025 -5/29/2026	School Leadership Team and Teachers	District Assessments	Continue
PLCs will make interpretations based on assessment of student learning to inform instructional next steps. (Effect Size: 0.64)	Not Applicable	Discovery Education Science Techbook	General Funds	Not Applicable	8/4/2025 -5/29/2026	School Leadership Team and Teachers	District Assessments	Continue
Teachers will employ high-leverage instructional strategies within small groups. (Effect Size: 0.56)	Not Applicable	Discovery Education Science Techbook	General Funds	Not Applicable	8/4/2025 -5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	District Instructional Walkthrough Tool	Continue
			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.	Our 4th grade team analyzed district-created common summative assessment data and looked at areas of growth opportunities. The district-created benchmark assessment was used as a pretest to gain insight on the background knowledge students are entering the next unit with. Our team engaged in professional development with the District Science Specialist, on units of study, student misconceptions, and planning for science curriculum. Our team continues to work with our lead inquiry teacher in looking at areas of growth for our students.							
Aligned for Impact: How do the selected interventions work together towards the identified goal?	Selections were chosen based on data trends for the district, school, and/or content areas. The interconnectedness of practices and interventions will empower students to ask questions and analyze interpretations, construct explanations and design solutions, and effectively communicate - ultimately leading to sustained growth and achievement.							