



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		1-29-26
Principal	Robert Hamm		1-29-2026
Teacher	Beth Pearson		1-29-2026
Parent	Michelle Varney		1-29-2026
District Personnel	Katie Barber		1-28-26
Subgroup Representative	LaRonda Bomar		1-29-2026

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date
Assistant Principal	Josh Bovill		1/29/26
Dean of Students	Derek Johnson		1/29/2026
Math Coach	Chanda Church		1-29-2026
Subgroup Representative - ESE	Sabrina Welch		1/29/2026



also serves the largest population of Multi-Language (ML) learners in the district. Currently, 114 students receive direct services through the ML program, reflecting a need for staff expertise in language acquisition and culturally responsive teaching. Richmond Drive scored Below Average on the state report card, necessitating the development and implementation of a formal school turnaround plan. Fall MAP data and Q1 district-created benchmark assessments indicate a persistent need to strengthen Tier 1 literacy and math instruction, with a specific focus on small-group instruction and consistent use of data to guide differentiation. When looking at the grade level breakdown on SC Ready MATH, 35.9% of 3rd grade students scored Meets or Exceeds on SC Ready math last year. These students are currently in 4th grade. 24% of our current 5th grade students achieved met or exceeded on SC Ready last year as 4th grade students. District-created Benchmark data from Q1 shows that 57% of 3rd grade students showed mastery, achieving 75% or above on the assessment. 51% of 4th graders showed mastery on the Q1 math Benchmark and just 36% of 5th graders achieved 75% or above on this Q1 assessment in math. Our focus moving forward will be on providing differentiated instruction through tier 1 small groups and, when appropriate, ensuring students receive high quality intervention to close instructional gaps that exist. These steps are essential to improving literacy outcomes for all learners at Richmond Drive Elementary. On the 2024–25 SC READY Science assessment, 77.3% of fourth-grade students scored in the Does Not Meet or Approaches categories, with only 22.7% meeting or exceeding proficiency. The Fall 2025 benchmark assessment mirrors these results, indicating significant gaps in students' understanding of key standards across several areas of the science curriculum. These patterns point to a clear need to strengthen core, Tier 1 science instruction. Priority areas include providing more



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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).	Climate data at Richmond Drive Elementary indicates that although most teachers report maintaining high expectations for student learning, a significant portion of staff remain only partially aligned. With 71.4% expressing agreement, the data reflects a solid foundation; however, it also points to the need for greater consistency in rigorous Tier 1 instructional expectations to ensure all students experience challenging, grade-level learning across classrooms.
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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 71.4% to 75% as evidenced by the SCDE Climate Survey.
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District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?	Richmond Drive will work with District Ombudsman on climate diagnostic and strategic implementation of a systematic approach to addressing specific needs. 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, 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 notebooks have been implemented with teachers and PLCs analyze data twice a month with a coach or specialist. 2) Teacher Clarity ensures students understand learning intentions and success criteria. 3) Formative assessments help teachers know which students have mastered the content and which students need more support.
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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>		<i>Title I - \$25,200.83</i> <i>CSI-Federal - \$12,785.17</i>	<i>\$37,986.00</i>	<i>07/15/2026 - 6/30/2028</i>	<i>Administrative Team</i>	<i>Benchmark Test</i>	<i>Continue</i>
School administrators and the leadership team will strengthen school wide systems and standard operating procedures.	<i>Not Applicable</i>	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.	<i>Not Applicable</i>	Not Applicable	General Funds	Not Applicable	8/4/2025 - 5/29/2026	School Leadership Team and Teachers	RHS Teacher Perception Survey	Continue
Administrators will provide opportunities for teachers to share insights on best practices for engaging partners in the learning process.	<i>Not Applicable</i>	Not Applicable	General Funds	Not Applicable	8/4/2025 - 5/29/2026	School Leadership Team and Teachers	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.	<i>Not Applicable</i>	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 leadership team recognizes the importance of high expectations for learning. The team meets weekly to identify areas of strength and opportunities for growth, discuss specific strategies, and create targeted next steps for support.
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).		Reading achievement continues to be a critical area of need at Richmond Drive Elementary. 61% of students in grades 3–5 scored in the Does Not Meet or Approaches categories on SC READY ELA.						
Performance Goal #2 (SMART goal): Student Achievement Instruction Goal (ELA Focus)		By the Spring of 2026, 52.7% of fourth grade students and 58.55% 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, 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 notebooks have been implemented with teachers and PLCs analyze data twice a month with a coach or specialist. 2) Teacher Clarity ensures students understand learning intentions and success criteria. 3) Formative assessments help teachers know which students have mastered the content and which students need more support.						
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
Teachers leverage collective teacher efficacy to enhance authentic student learning experiences. (Effect Size: 1.34)	Not Applicable	HMH - Into Reading	General Funds	Not Applicable	8/4/2025 -5/29/2026	School Administrators	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	HMH - Into Reading	General Funds	Not Applicable	8/4/2025 -5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	NWEA MAP Reading and District Assessments	Continue
University of Florida Institute (UFLI)	Not Applicable	Not Applicable	District Funds	Not Applicable	8/4/2025 -5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	EBI Progress Monitoring Tool	Continue
i-Ready Personalized Learning - Reading	Moderate Evidence	Not Applicable	General 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.	Use of HMH with an emphasis on vocabulary and Teacher Clarity work is a focus for PLCs. AMIRA progress monitoring provides data on students' fluency. The school-based coach supports weekly PLCs and engages in partnerships with a focus on structured literacy
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.



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).	Math performance data shows a high percentage of students performing below grade level, with 73% scoring Does Not Meet or Approaches on SC READY Math. This data demonstrates a clear need to strengthen Tier 1 math instruction through more explicit, standards-aligned core teaching and consistent use of data to ensure all students receive grade-level learning and reduce reliance on intervention.							
Performance Goal #3 (SMART goal): Student Achievement Instruction Goal (Math Focus)	By the Spring of 2026, 46.25% of fourth grade students and 51.3% 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, 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 notebooks have been implemented with teachers and PLCs analyze data twice a month with a coach or specialist. 2) Teacher Clarity ensures students understand learning intentions and success criteria. 3) Formative assessments help teachers know which students have mastered the content and which students need more support.							
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 leverage collective teacher efficacy to enhance authentic student learning experiences. (Effect Size: 1.34)	Not Applicable	i-Ready Classroom Mathematics	General Funds	Not Applicable	8/4/2025 -5/29/2026	School Administrators	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 Administrators	District Instructional Walkthrough Tool	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	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.	Teacher Clarity focuses on math academic discourse and vocabulary. PLCs are analyzing formative and summative math data. Strengths Based Coaching continues to emphasize student ownership. Our district math specialist partners with PLCs every other week, ensuring high quality math instruction is planned using HQJM. Targeted Teacher Clarity professional learning has been provided by Dr. Nicole Law (Corwin) to the 3rd 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. Targeted Teacher Clarity professional learning has been provided to all core PLCs by the District Instructional Integration Specialist, where they have focused on analyzing standards, creating learning progressions, and crafting daily learning intentions.							
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 use appropriate mathematical supports to make sense of problems, reason, and draw relevant connections - ultimately leading to sustained growth and achievement.							

