



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	Keri Beth Brown		1-29-26
Teacher	Tim LeColst		1-29-26
Parent	Keisha Lightner		1-29-26
District Personnel	Dr. Katie Barber		1-28-26
Subgroup Representative	Dr. April Jones		1-28-26

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date
Assistant Principal	Brandon Sanders		1-29-2026
Dean of Students	Monique Kirk		1-29-2026
Math Coach	Tiffany Thompson		1-29-2026
Literacy Coach	Sandy Herdle		1-29-26



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School Year: 2025-2026

School Name: York Road Elementary - Mrs. Keri Beth Brown, Principal

District Name: Rock Hill Schools

Tier Level (Identified by SCDE): Underperforming - Tier 3

PHASE 1: DIAGNOSE

USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS

MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS

	Overall Rating	Academic Achievement	Preparing for Success	Student Progress	ML Progress	School Climate	Grad Rate	CCR	High School Student Success
All Students	Below Average (39/100)	Average (13.91/35)	Unsatisfactory (2.19/10)	Below Avg (12.7/35)	Not Rated	Below Avg (6.29/10)			
Students with Disabilities	Unsatisfactory (26.43/100)	Unsatisfactory (5.12/40)	Unsatisfactory (0.15/10)	Below Average (14.79/40)	Not Rated	Below Average (6.37/10)			
Poverty	Below Average (34.5/100)	Below Average (13.75/40)	Unsatisfactory (1.25/10)	Below Average (13.2/40)	Not Rated	Below Average (6.3/10)			
Multilingual Learners	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated			
Race_Black	Below Average (33.89/100)	Below Average (13.52/40)	Unsatisfactory (1.3/10)	Below Average (12.86/40)	Not Rated	Below Average (6.21/10)			
Race_White	Average (46.04/100)	Average (22.25/45)	Not Rated	Average (17.49/45)	Not Rated	Below Average (6.3/10)			
Race_Hispanic	Average (45.7/100)	Average (39.14/90)	Not Rated	Not Rated	Not Rated	Below Average (6.56/10)			
Race_Indian	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated			
Race_Asian	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated			

Other Relevant Data/Comprehensive Needs Assessment

SC READY results show that a significant portion of YRES students are performing below grade level, especially in upper grades. In ELA, 24–25 data shows 20.3% of 3rd graders, 35.8% of 4th graders, and 27.1% of 5th graders in “Does Not Meet.” In math, the concerns are more pronounced: 39.2% of 3rd graders, 53.7% of 4th graders, and 44.3% of 5th graders did not meet expectations. Science performance is the lowest area, with 64.2% of 4th graders not meeting expectations on SC READY. These results reflect ongoing gaps in literacy, numeracy, and content knowledge. NWEA MAP data mirrors these patterns. 40% of 5th graders, 33% of 4th graders, and 30% of 3rd graders score Low in reading; and in math: 30% of 4th graders and 30% of 5th graders score Low. These patterns indicate limited readiness for grade-level instruction and significant foundational skill deficits.

The School Report Card climate index remains below average, and teacher and student perception surveys indicate a need for stronger consistency, clearer expectations, and a more supportive environment for learning and behavior.

Together, SC READY and MAP show that York Road Elementary must strengthen Tier 1 instruction in ELA and math while also improving schoolwide culture, expectations, and support systems. To accelerate achievement and growth, YRES needs consistent, high-quality academic practices paired with a positive, predictable climate that allows every student to learn at high levels.



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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).	SCDE Climate survey data shows that while 67.4% of teachers believe YRES maintains high expectations for student learning, over one-third do not fully agree— including 2.3% who mostly disagree and 30.2% who only mostly agree. This indicates a need for greater consistency in rigorous Tier 1 expectations so all students experience challenging, grade-level instruction across classrooms.							
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 67.4% to 75% 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 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) PLCs work collaboratively to define learning intentions, design formative assessments, and determine next instructional steps. 2) Professional development to define best practices for differentiated, small group instruction for tier 1 in ELA & math. 3) YRES Collaboration Team and district team to participate in monthly check-ins to ensure alignment & next steps. 4) Strategic coaching cycles on use of manipulatives, visual supports, and increasing student engagement.							
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.	Moderate Evidence		Title I - \$25,200.83 CSI-Federal - \$12,785.17	\$37,986.00	07/15/2026 - 6/30/2028	Administrative Team	Benchmark Test	Continue
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 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.	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.	Teacher leaders are engaging staff members in year-long professional learning about empowering students. Sample topics include self-awareness, student advocacy, and fostering positive relationships.
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).		A significant number of students in grades 3-5 are performing below grade level in reading, with 31% scoring in the Low range on Fall 2025–26 MAP, and more than half of 3rd–5th graders below proficiency on SC READY ELA.						
Performance Goal #2 (SMART goal): Student Achievement Instruction Goal (ELA Focus)		By the Spring of 2026, 59.6% of fourth grade students, and 57.8% 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) PLCs work collaboratively to define learning intentions, design formative assessments, and determine next instructional steps. 2) Professional development to define best practices for differentiated, small group instruction for tier 1 in ELA & math. 3) YRES Collaboration Team and district team to participate in monthly check-ins to ensure alignment & next steps. 4) Strategic coaching cycles on use of manipulatives, visual supports, and increasing student engagement.						
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
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
School leaders will provide actionable feedback to teachers for reflection and to improve student outcomes. (Effect Size: 0.51)	Not Applicable	HMH - Into Reading	General Funds	Not Applicable	8/4/2025 -5/29/2026	School Leadership Team	District Instructional Walkthrough Tool	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	Teachers, Interventionists, and/or Subgroup Experts	District Instructional Walkthrough Tool	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	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
Scholastic RISE	Moderate Evidence	Not Applicable	District Funds	Not Applicable	8/4/2025 -5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	EBI Progress Monitoring Tool	Continue
SPIRE Reading	Moderate Evidence	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	District 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.	Intervention Support professional learning was provided for for 3rd, 4th and 5th, specifically around UFLI implementation, led by the district literacy specialist. Additionally, these grade levels were made aware of RISE and SPIRE that are used with their students during intervention time, as needed for literacy support. Engagement and purposeful student talk are ongoing strategies highlighted during professional learning with teachers in grades 3-5 and used to elevate Tier 1 literacy instruction. The school level literacy coach supports PLCs in these grade levels at least once a week.
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

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Needs Assessment: In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).	Science performance data shows that students are not meeting grade-level expectations, with 64.2% of 4th graders scoring Does Not Meet on the 2024–25 SC READY Science assessment and only 16.4% meeting or exceeding proficiency. Fall 2025 science benchmark results reinforce this concern, demonstrating significant gaps in mastery of core standards across tested domains.							
Performance Goal #3 (SMART goal): Student Achievement Instruction Goal (Math Focus)	By the Spring of 2026, 32.4% 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, 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) PLCs work collaboratively to define learning intentions, design formative assessments, and determine next instructional steps. 2) Professional development to define best practices for differentiated, small group instruction for tier 1 in ELA & math. 3) YRES Collaboration Team and district team to participate in monthly check-ins to ensure alignment & next steps. 4) Strategic coaching cycles on use of manipulatives, visual supports, and increasing student engagement.							
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PLCs will make interpretations based on assessment of student learning to inform instructional next steps. (Effect Size: 0.64)	Not Applicable	McGraw Hill - Inspire Science	General Funds	Not Applicable	8/4/2025 -5/29/2026	Teachers, Interventionists, and/or Subgroup Experts	District Assessments	Continue
School leaders will provide actionable feedback to teachers for reflection and to improve student outcomes. (Effect Size: 0.51)	Not Applicable	McGraw Hill - Inspire Science	General Funds	Not Applicable	8/4/2025 -5/29/2026	School Leadership Team	District Assessments	Continue
Teachers leverage collective teacher efficacy to enhance authentic student learning experiences. (Effect Size: 1.34)	Not Applicable	McGraw Hill - Inspire Science	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.	The district science specialist meets, specifically, with 4th grade teachers weekly. This support varies but includes co-teaching, planning, as well as item analysis with the common summative assessments that offers opportunities for re-teaching.							
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.							