



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 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.

<p>Progress Monitoring</p>	<p>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.</p>
<p>Does the data indicate that progress towards the goal is At-Risk, Lagging, or On-Track?</p>	<p>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</p>
<p>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?</p>	<p>Describe the evidence used to measure the data during the identified time. Describe any factors that have impacted or may impact the progress.</p>
<p>Based on your benchmark data, what changes need to be made to your action steps?</p>	<p>When reviewing the data, describe any changes needed over the next 45 days for growth.</p>
<p>Is technical assistance needed from SCDE to help reach Goal 1? If yes, describe the type of TA needed.</p>	<p>List and or describe any technical assistance needed from the SCDE to help with the progress of the intervention.</p>
<p>Did you meet the quarterly expenditure deadline? If not, why?</p>	<p>Explain any factors of why quarterly expenditure claims have not been met. Deadlines are set by the SCDE Office of Finance. See chart.</p>
<p>What is your plan to meet the deadlines in the future?</p>	<p>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.</p>



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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	Anita Huggins	<hr/>	12/11/25
Principal	Henry Darby	<hr/>	12/11/25
Teacher	Latter Rosendary	<hr/>	12/11/25
Parent	Kendell Keel	<hr/>	12/11/25
District Personnel	Trevor Strawderman	<hr/>	12/11/25
Subgroup Representative	Carmenza Londono	<hr/>	12/11/25

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date
Instructional Coach	Dylan Stimer		12/11/25
Media Specialist	Ashley Murray		12/11/25
Instructional Coach	Kelly Murphy		12/11/25
Bookkeeper	Michelle Gathers		12/11/25
Parent Advocate	Elizabeth Bowens		12/11/25
School Leader	Lisa Hiers		12/11/25
School Leader	Carl Dukes		12/11/25
School Leader	Mary Studemeyer		12/11/25
School Leader	Nathaniel Spitulski		12/11/25

Stakeholder suggestions:

LEA Personnel	Principal
Teachers	Parents
Tribe Representatives	Paraprofessionals
Business Professionals	Local Government
Specific Subgroup Representatives	



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School Year: 2025-2026

School Name: North Charleston High School

District Name: Charleston County School District

Tier Level (Identified by SCDE): 2

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	4.7 Below Average	6.87 Unsatisfactory	1.03 Unsatisfactory	n/a	3.46 Below Average	3.2 Average	11.04 Average	14.23 Good	6.98 Average
Students with Disabilities									
Poverty									
Multilingual Learners									
Race_Black									
Race_White									
Race_Hispanic									
Race_Indian									
Race_Asian									

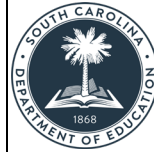
Other Relevant Data/Comprehensive Needs Assessment



*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.



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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).

NCHS needs to improve ML students' English language proficiency, as only 24.4% met annual ACCESS growth targets on the most recent Report Card, reflecting a slight decline from the prior year. The CNA identified inconsistent language supports across content areas and limited schoolwide implementation of scaffolds, vocabulary routines, and language objectives as key barriers to ML achievement.

Performance Goal #1 (SMART goal): Resource Inequity

By June 2026, NCHS will increase the percentage of Multilingual Learners meeting annual progress toward ACCESS proficiency targets from 24.4% to 32%, ensuring equitable access to academic language, grade-level content, and graduation pathways.

District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?

The district will support NCHS primarily by strengthening Elevation practices and ensuring that all ML student data, including accommodations, proficiency levels, and progress indicators, is accurate, up to date, and aligned to instructional needs. District EL specialists will assist the school in using Elevation effectively during PLCs and coaching cycles, helping teachers plan scaffolds, track progress, and implement language development strategies with fidelity across all content areas.

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	07/15/2026 - 6/30/2028	Administrative Team	Benchmark Test	Continue
Enroll English language learners in an ESOL POD model where teachers implement co-teaching structures and students complete multiple courses within a single semester through the District Proficiency Plan, provide personalized professional learning for all teachers across ESOL accommodations and evidence-based instructional strategies, including targeted coaching, PLC support, and job-embedded learning. Select teachers and staff members will attend Sheltered Instructional Observation Protocol (SIOP) training to build internal capacity and	Moderate Evidence	District Proficiency Plan curricula and assessments; co-teaching planning tools; SIOP-aligned instructional	—	—	July 2023 - August 2028	AP of Curriculum and Instruction, ML Lead Teacher, ESOL and Content Teachers,	Course completion and credit attainment data; ACCESS domain growth; proficiency	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Implement Read 180 using multi-year digital licenses to provide teachers and students with consistent access to research-based literacy instruction, personalized practice, and data-driven interventions that strengthen reading comprehension, vocabulary development, and language proficiency for struggling readers and multilingual learners.	Moderate Evidence	SIOP Training and Materials - click here for budget spreadsheet (see ML Goals Sheet) Click here for SIOP Cart .	CSI FY23 State	\$15,015.00	July 2023 - August 2028	AP of Curriculum and Instruction, Instructional Coaches, ML Lead Teacher, District EL Specialists	Professional learning; coaching logs; walkthrough data focused on accommodations and language objectives;	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Initial walkthrough cycles focused on ML supports	Promising Evidence	Multi-year licenses for digital teacher and student access; additional student REALBooks (consumables) - click here for budget spreadsheet (see ML Goals Sheet)	CSI Federal	36,278.00	July 2024 - August 2028	AP of Curriculum and Instruction, Instructional Coaches, ML Lead Teacher, Interventionists	Read 180 usage and fidelity reports; Lexile growth data; unit assessments; ACCESS reading domain growth; English 2 benchmark results	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Rigor divide tasks implemented (≥2/week) with ML scaffolds	Promising Evidence	Walkthrough tool	—	—	Aug-Sept	AP C&I	Observation data	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
PLC task analysis referencing ML needs	Strong Evidence	Task bank + scaffolds	—	—	October	Core Teachers	Task analysis + ML look-fors	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Tiered vocabulary implemented schoolwide	Promising Evidence	PLC protocol	—	—	October	ESOL Lead, Chairs	PLC minutes	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Content & language objectives referenced consistently	Moderate Evidence	Vocab lists, Frayer models	Parent Engagement Materials \$6,784.60 + \$7,018.40	Title I Parent	November	All Teachers	Vocabulary artifacts	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Small-group instruction ≥4 times/week	Moderate Evidence	Objective templates	—	—	November	Teachers	Walkthroughs	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
	Moderate Evidence	Small-group templates	—	—	December	Teachers	Group logs	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue

Grouping logs reviewed in ML PLCs	Moderate Evidence	Data trackers	—	—	December	ESOL Lead	PLC minutes	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
SOPs + daily objectives implemented schoolwide	Promising Evidence	SOP templates	—	—	January	Teachers	Walkthroughs	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Students articulate targets in all classes	Moderate Evidence	Learning target stems	—	—	January	Teachers	Student interviews	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Data-driven grouping based on ACCESS & classroom data	Moderate Evidence	ACCESS + ELlevation	—	—	February	ESOL Lead	Group rosters	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Scaffolding + vocabulary embedded in every lesson	Moderate Evidence	Scaffold banks	—	—	February	Teachers	Walkthroughs	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Rigor tasks + background-building routines	Strong Evidence	Background-building materials	—	—	March	Teachers	Student artifacts	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
ML-specific background routines (WIDA Can Do alignment)	Strong Evidence	Can Do descriptors	—	—	March	ESOL Lead	Ellevation Student Data	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Proficiency scales posted in core classes (language focus)	Moderate Evidence	Scales; rubrics	—	—	April	IC Team	Walkthroughs	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Students self-rate mastery using ML-friendly scales	Promising Evidence	Scales	—	—	April	Teachers	Self-ratings	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
ACCESS readiness checks; targeted ML intervention blocks	Strong Evidence	ELlevation	—	—	May	ESOL Lead	ACCESS simulation	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Senior ML graduation checks	Promising Evidence	Transcript audit tool	—	—	May	Counselors	Digital Audits from MTSS	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Enhance student motivation and academic success by implementing a recognition and reward program that celebrates students' achievements in academics and behavior, fostering a positive	Promising Evidence		WSF	12,442.24	August 2024 - July 2028			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Employ one Multilingual Learner Lead Teacher to provide consultative services, coach teachers on evidence-based instructional practices for ML students, support the implementation of language objectives and provide regular parent information sessions and workshops that promote family engagement in supporting students with EOC preparation, including Family Reading and Math Nights, test preparation	Promising Evidence	SIOP and language development resources; coaching tools; Ellevation and ACCESS data systems; observation and ACCESS data systems; observation parent workshop materials; EOC overview and practice guides; math and literacy resources; translated	ESSEER 3	\$60,185.60 salary \$26,279.32	August 2023 - July 2028	AP of Curriculum and Instruction, ML Lead Teacher, Instructional Coaches, School Parent Advocates; AP of Curriculum and Instruction; Instructional Coaches; Core	Coaching logs; walkthrough data; Ellevation data accuracy checks; ACCESS domain	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Employ one full-time instructional coach at 1.0 FTE to conduct ongoing professional development at the school level, facilitate teacher curriculum teams, provide job-embedded instructional coaching and	Promising Evidence	standards-aligned curriculum resources; lesson planning templates;	Title I FY24; Title I FY25; Title I Parenting FY24; Title I Parenting FY25	\$28,505.55 (Parent Advocates \$8,000.00; Title I FY24 \$7,044.35; Title I Parenting \$102,782.47 (Salary \$69,141.18; Benefits \$33,641.29)	July 2023 through August 2028, with events scheduled annually and increased	Principal; Assistant Principal of Curriculum and Instruction; Instructional Coach	Parent sign-in sheets and participation logs; family feedback surveys; increased	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Employ one instructional coach to conduct ongoing professional development at the school level, facilitate teacher curriculum teams, provide instructional coaching and feedback, and support lesson	Promising Evidence	standards-aligned curriculum resources; lesson planning templates;	Title I FY25; WSF	\$94,734.47 (Salary \$59,304.00; Benefits \$35,430.47)	July 2024 through August 2028, with ongoing coaching cycles and annual review	Principal; Assistant Principal of Curriculum and Instruction; Instructional Coach	Professional development sign-in sheets; documented coaching cycles; classroom	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
During summer and supplemental pay periods, Lead Innovators (lead teachers) will collaborate to develop and refine curriculum roadmaps for their respective subject areas that identify priority standards and ensure	Promising Evidence	standards documents; curriculum mapping templates; pacing guides; unit and lesson planning tools; priority	Title I FY24; WSF	\$17,839.83 (Salary \$16,000.00; Benefits \$1,839.83)	July 2023 through June 2024	Assistant Principal for Instruction; Lead Innovators; Department Chairs;	Completed curriculum roadmaps; aligned units and lesson plans; documentation	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue

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.	Ongoing, job-embedded professional development will focus on SIOP implementation, explicit language objectives, and scaffolding for multilingual learners. Teachers will engage in monthly PLC data cycles to analyze ACCESS, benchmark, and classroom formative data to plan targeted small-group instruction. Instructional coaches will model strategies such as building background, structured academic talk, and vocabulary routines. Walkthrough feedback and coaching cycles will reinforce consistent implementation.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	These strategies directly target the root causes of low ML performance by strengthening Tier 1 instruction and ensuring language development is embedded in daily content instruction. Consistent use of language objectives, scaffolds, and data-driven grouping increases student access to grade-level texts and tasks, leading to improved literacy and English proficiency 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).
 NCHS needs to improve English 2 achievement, as only 37.7% of students scored a C or better on the EOC, placing the school below district averages in reading proficiency. The CNA highlights gaps in vocabulary, background knowledge, and reading stamina, along with inconsistent use of CFAs, targeted small-group instruction, and tiered supports in ELA classrooms.

Performance Goal #2 (SMART goal): Student Achievement Instruction Goal (ELA Focus)
 By June 2026, NCHS will increase English 2 EOC proficiency from 39.8% to 45.75%, as measured by the percentage of students scoring A–C on the EOCÉP.

District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?
 The district will support English 2 improvement through ELA content coaching, standards-based unit planning, and districtwide benchmark assessments aligned to the SC College- and Career-Ready Standards. Teaching & Learning specialists will partner with NCHS to model rigorous tasks, support PLCs in analyzing student work, and provide professional development in literacy scaffolding, writing instruction, and formative assessment practices.

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. Provide stipends for ten teachers to deliver an afterschool tutoring program for students in grades 9–12, meeting two days per week for one hour per session over fifteen	Moderate Evidence	Standards-aligned instructional materials; EOC practice resources; Progress Learning and Derivita tools;	Title I - \$25,200.83 CSI-Federal - \$12,785.17	\$37,986.00	6/30/2026	Administrative Team	Benchmark Test	Continue
Teachers will plan and execute rigorous, grade-level, standards-based, bell-to-bell instruction using research-based instructional practices. Supplies and instructional materials will be purchased to support core content instruction and college and career readiness courses, paired with ongoing coaching and feedback cycles to strengthen instructional quality and student outcomes.	Moderate Evidence	Standards-aligned instructional materials; core content and CCR classroom supplies; lesson planning tools; research-based instructional frameworks; coaching protocols; observation and feedback tools.	Title 1 FY25 WSF	\$52,500 (10 teachers x 2 days/week x 1 hour x 15 weeks x \$35/hour)	July 2024 - August 2028	AP of Curriculum and Instruction, Department Chairs, Participating Teachers	Tutoring attendance logs; student pre- and post-assessment data; EOC practice test results; course grades;	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Initial walkthrough cycles for ELA objectives	Promising Evidence	Walkthrough tool	—	—	Aug–Sept	Admin	Teacher coaching session logs; SCTS 4.0 results; ELECOT observation data; lesson plan reviews; coaching feedback forms; student achievement and growth data	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Rigor tasks (≥2/week) in English 2	Strong Evidence	Rigor task bank	—	—	October	ELA Teachers	Feedback logs	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
PLC writing task analysis using rubrics	Moderate Evidence	Rubrics	Temporary Employee \$2,080 + \$713.18	Title I	October	PLC Lead	Task analysis	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Tiered vocabulary instruction	Moderate Evidence	Vocabulary tools	Parent Engagement Materials	Title I Parent	November	Teachers	Writing samples	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Daily content/language objectives referenced	Moderate Evidence	Objective templates	—	—	November	Teachers	Vocabulary artifacts	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Small groups (≥4/week) in English 2	Moderate Evidence	Small-group templates	Supplemental Pay \$35,000 + \$11,380	Title I	December	ELA Teachers	Walkthroughs	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Grouping logs reviewed in PLCs	Moderate Evidence	Data trackers	—	—	December	PLC Lead	Student groups in lesson plans based on data	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
SOPs + learning targets implemented	Moderate Evidence	SOP templates	—	—	January	Teachers	PLC minutes	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Students articulate learning goals	Moderate Evidence	Target stems	—	—	January	Teachers	Walkthroughs	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Data-driven grouping based on reading CFAs	Moderate Evidence	CFA data	—	—	February	ELA Teachers	Interviews	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Scaffolding + vocabulary integrated into literature + nonfiction units	Moderate Evidence	Scaffold banks	—	—	February	Teachers	Group rosters	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue

Rigorous literary tasks + background building routines	Moderate Evidence	Background texts	—	—	March	Teachers	Student writing	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Proficiency scales posted (reading/writing)	Moderate Evidence	Scales; rubrics	Guidance Clerk Support	WSF	April	IC Team	Walkthroughs	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Students self-rate mastery in reading/writing domains	Moderate Evidence	Scales	—	—	April	Teachers	Self-ratings	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
EOC simulation + small-group reteach	Moderate Evidence	Progress Learning, Derivita	—	—	May	ELA Teachers	EOC Benchmarks	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Senior graduation checks (ELA credit audit)	Moderate Evidence	Audit sheets	—	—	May	Counselors	Digital Audits in MTSS	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Parent advocates collaborate with the instructional team to deliver workshops, resources, and ongoing communication that equip families to support students	Moderate Evidence	Parent workshop materials; English 2 EOC overview guides; writing rubric explanations; reading and vocabulary	Title I WSF	\$169,954.40 salaries per year	January–May, with targeted sessions leading up to EOC testing	Parent Advocate, AP of Curriculum and Instruction, Instructional Coaches, English Department Chair	Parent workshop sign-in sheets; family feedback surveys; student participation in EOC prep activities;	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Enhance student motivation and academic success by implementing a recognition and reward program that celebrates students' achievements in academics and	Moderate Evidence	—	WSF	12,442.24	August 2024 - July 2028	—	—	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Increase opportunities for families to engage in the school and community by offering student showcases of academic success, artistic talent, and career readiness,	Moderate Evidence	Event planning materials; student showcase displays; academic data presentations; career readiness	Title I Parenting FY24	\$6,784.60	July 2023 - August 2028	Parent Advocate, School Administration, Instructional Coaches, Counselors, PTSA, Community Partners	Event calendars; sign-in sheets; participation data by subgroup; parent feedback surveys; correlations	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Provide regular parent information sessions and workshops that promote family engagement in supporting students with EOC preparation, including Family Reading	Moderate Evidence	Parent workshop materials; EOC overview and practice guides; math and literacy resources; translated materials;	Title I FY24; Title I FY25; Title I Parenting FY24; Title I Parenting FY25	\$28,505.55 (Parent Advocates \$8,000.00; Title I FY24 \$7,044.35; Title I Parenting FY24 \$6,784.60; Title I	July 2023 through August 2028, with events scheduled annually and increased	Parent Advocates; AP of Curriculum and Instruction; Instructional Coaches; Core Content Teachers; Counselors	Parent sign-in sheets and participation logs; family feedback surveys; increased mastery across instructional	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Provide summer and supplemental pay for teachers to plan and execute rigorous, grade-level, standards-based, bell-to-bell instruction using research-based instructional	Moderate Evidence	Standards-aligned curriculum resources; instructional supplies for core content areas; lesson planning tools; pacing	State CSI; Title I FY25	\$64,219.83 (State CSI Salaries \$35,000.00; State CSI Benefits \$11,380.00; Title I FY25 Supplies	July 2024 through August 2028, with annual summer planning cycles and ongoing	Principal; AP of Curriculum and Instruction; Instructional Coaches; Core Content Teachers	Standards-based lesson plans; walkthrough and observation data; evaluation evidence; coaching	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Teachers will create opportunities for student learning aligned to grade-level standards through content enhancement using project-based lessons. Increasing	Moderate Evidence	Standards-aligned curriculum resources; project-based learning materials; DOK frameworks and task banks;	WSF	\$18,127.00	July 2024 through August 2028, with annual review and refinement	Assistant Principal of Curriculum and Instruction; Instructional Coaches; Core Content Teachers; Department Chairs	Standards-aligned lesson plans; Cougar Path personalized PD sessions focused on increasing DOK and small-	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Purchase instructional materials and technology for College and Career courses and ELA/Literacy to support the Read to Succeed Plan, including rigorous, grade-level	Moderate Evidence	Standards-aligned ELA and literacy resources; digital reading platforms; College and Career course materials;	Title I FY25; CSI Federal; CSI State; EIA	\$51,497.12 (Title I FY25 \$41,658.05; CSI Federal \$5,843.63; CSI State/EIA \$3,995.44)	July 2023 through August 2028, with annual review of materials and usage	Assistant Principal of Instruction; Instructional Coaches; ELA and College and Career Teachers	Purchase orders; classroom observations; lesson plan reviews; student work samples using materials;	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Employ one full-time instructional coach at 1.0 FTE to conduct ongoing professional development at the school level, facilitate teacher curriculum teams, provide job-	Moderate Evidence	Coaching and observation tools; standards-aligned curriculum resources; lesson planning templates; professional Coaching and observation tools;	Title I FY25; WSF	\$102,782.47 (Salary \$69,141.18; Benefits \$33,641.29)	July 2024 through August 2028, with ongoing coaching cycles and annual review	Principal; Assistant Principal of Curriculum and Instruction; Instructional Coach	Professional development sign-in sheets; documented coaching cycles; classroom observations; co-teaching	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Employ one instructional coach to conduct ongoing professional development at the school level, facilitate teacher curriculum teams, provide instructional coaching	Moderate Evidence	standards-aligned curriculum resources; lesson planning templates; professional Standards documents; curriculum mapping templates; pacing guides; unit and lesson planning tools; priority	Title I FY24; WSF	\$94,734.47 (Salary \$59,304.00; Benefits \$35,430.47)	July 2023 through June 2024	Principal; Assistant Principal of Curriculum and Instruction; Instructional Coach	Professional development sign-in sheets; documented coaching cycles; classroom observations; co-teaching	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
During summer and supplemental pay periods, Lead Innovators (lead teachers) will collaborate to develop and refine curriculum roadmaps for their respective subject	Moderate Evidence	—	Title I FY25; WSF	\$17,839.83 (Salary \$16,000.00; Benefits \$1,839.83)	July 2023 through August 2028, with annual summer curriculum development	Assistant Principal for Instruction; Lead Innovators; Department Chairs; Instructional Coaches	Completed curriculum roadmaps; aligned units and lesson plans; documentation of priority standards;	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue

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.	Professional development will emphasize standards-aligned instruction, text-dependent questioning, and RACE writing strategies. Teachers will participate in bi-weekly PLCs to analyze student work and EOC-aligned assessments to adjust instruction. Instructional coaches will provide modeling and co-teaching focused on rigor, differentiation, and explicit vocabulary instruction. Teachers will also receive support in designing proficiency-scaled tasks.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	These actions ensure instruction is tightly aligned to EOC expectations and focused on the literacy skills students must master. Data-driven planning and targeted scaffolding address skill gaps, while increased rigor and writing practice build students' ability to analyze and respond to complex texts, improving EOC performance.



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



* 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).

NCHS needs to raise Algebra 1 proficiency, as only 14.9% of students earned a C or better on the EOC, signaling urgent academic gaps in foundational mathematics. The CNA identified inconsistent implementation of high-cognitive-demand tasks, limited use of real-time formative data, and uneven differentiation in Algebra 1 as primary barriers to student growth.

Performance Goal #3 (SMART goal): Student Achievement Instruction Goal (Math Focus)

By June 2026, NCHS will increase the percentage of students scoring a C or better on the Algebra 1 End-of-Course (EOC) exam from 14.9 percent to at least 25 percent, as measured by the South Carolina EOC assessment.

District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?

The district will provide instructional coaching focused on the Rigor Divide, support PLCs in developing and analyzing standards-aligned assessments, and offer PD on mathematical discourse and high-level task implementation. District math specialists will collaborate with NCHS teachers through modeling, co-planning, and data-driven feedback cycles to strengthen Tier 1 math instruction and accelerate Algebra 1 proficiency.

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
Provide stipends for ten teachers to deliver an afterschool tutoring program for students in grades 9–12, meeting two days per week for one hour per session over fifteen weeks,	Moderate Evidence	Standards-aligned instructional materials; EOC practice resources; Progress	Title I FY25 WSF	\$52,500 (10 teachers × 2 days/week × 1 hour × 15 weeks × \$35/hour)	July 2024 - August 2028	AP of Curriculum and Instruction, Department Chairs, Participating Teachers	tutoring attendance logs; student pre- and post-assessment data; EOC	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Teachers will plan and execute rigorous, grade-level, standards-based, bell-to-bell instruction using research-based instructional practices. Supplies and instructional materials will be purchased to support core content instruction and college and career readiness courses, paired with ongoing coaching and feedback cycles to strengthen instructional quality and student outcomes.	Moderate Evidence	Standards-aligned ELA and literacy resources; digital reading platforms; College and Career course materials; supplementary texts; technology and software supporting reading engagement; implementation and fidelity guides. Click here for supplies.	Title I FY24; CSI State FY25; CSI Federal; ESSER; Title I FY25	\$148,842.05 (Title I FY24: \$93,232.71; CSI State FY25: \$3,880.80; CSI Federal: \$1,729.54; Title I FY25: \$50,000.00)	July 2023 through August 2028, with annual review and refinement	AP of Curriculum and Instruction; Instructional Coaches; Core Content and CCR Teachers; Department Chairs	Teacher coaching session logs; SCTS 4.0 results; ELEOT observation data; lesson plan reviews; coaching feedback forms; student achievement and growth data	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
Baseline Algebra data collected	Moderate Evidence	Diagnostic benchmarks	—	—	Aug–Sept	Math Chair	Baseline benchmarks	<input type="checkbox"/>
Coaching cycles begin (Rigor Divide focus)	Moderate Evidence	Rigor task materials	PD Portion of \$93,232.71	Title I/CSI	Aug–Sept	IC Team	Walkthroughs	<input type="checkbox"/>
Initial walkthrough cycles (math discourse + objectives)	Moderate Evidence	Walkthrough tool	—	—	Aug–Sept	Admin	Look-for data	<input type="checkbox"/>
Rigor tasks ≥2/week in Algebra	Strong Evidence	Task bank	—	—	October	Algebra Teachers	Task analysis	<input type="checkbox"/>

PLC task analysis of Algebra tasks	Moderate Evidence	PLC protocol	—	—	October	Math Chair	PLC minutes	<input type="checkbox"/>	
Tiered vocabulary in math (functions, slope, etc.)	Moderate Evidence	Vocabulary tools	Parent Engagement Funds	Title I Parent	November	Teachers	Student artifacts	<input type="checkbox"/>	
Math objectives referenced daily	Moderate Evidence	Objective templates	—	—	November	Teachers	Walkthroughs	<input type="checkbox"/>	
Small-group math instruction ≥4/week	Promising Evidence	Group templates	Supplemental Pay \$35,000 + \$11,380	Title I	December	Algebra Teachers	Group logs	<input type="checkbox"/>	
Math grouping logs reviewed	Moderate Evidence	Data trackers	—	—	December	PLC Lead	PLC logs	<input type="checkbox"/>	
Math SOPs implemented schoolwide	Moderate Evidence	SOP templates	—	—	January	Teachers	Walkthroughs	<input type="checkbox"/>	
Students articulate math learning targets	Strong Evidence	Target stems	—	—	January	Teachers	Interviews	<input type="checkbox"/>	
Data-driven grouping using benchmarks	Strong Evidence	Benchmark data	—	—	February	Algebra Teachers	CFA rosters	<input type="checkbox"/>	
Math scaffolding + vocabulary embedded in lessons	Strong Evidence	Scaffold banks	—	—	February	Teachers	Walkthroughs	<input type="checkbox"/>	
Rigor Divide focus (high-cognitive tasks + analysis)	Strong Evidence	Task design guide	Summer Pay Applied	Title I	March	Algebra Teachers	Task analysis and Learning Walk Data	<input type="checkbox"/>	
Background-building routines (math contexts)	Strong Evidence	Context tasks	—	—	March	Teachers	Artifacts	<input type="checkbox"/>	
Math proficiency scales posted	Strong Evidence	Scales	WSF Guidance Clerk Support	WSF	April	IC & Math Chair	Walkthroughs	<input type="checkbox"/>	
Students self-rate Algebra skills	Strong Evidence	Rubrics	—	—	April	Teachers	Self-ratings	<input type="checkbox"/>	
Algebra 1 EOC simulation + targeted intervention	Strong Evidence	Progress Learning, Math Nation	—	—	May	Algebra Team	Benchmarks	<input type="checkbox"/>	
Senior math graduation checks	Strong Evidence	Audit tools	—	—	May	Counselors	Audit logs	<input type="checkbox"/>	
Parent advocates partner with the instructional team to provide workshops, resources, and ongoing communication that equip families to support students	Strong Evidence	Parent workshop materials; EOC overview guides; Algebra 1 practice resources;	Title I WSF	\$169,954.40 salaries per year	January–May, with increased emphasis prior to EOC testing	Parent Advocate, AP of Curriculum and Instruction, Instructional Coaches, Math	Parent workshop sign-in sheets; family feedback surveys; student attendance	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
Enhance student motivation and academic success by implementing a recognition and reward program that celebrates students' achievements in academics and increase opportunities for families to engage in the school and community by offering student showcases of academic success, artistic talent, and career readiness, including	Strong Evidence	Event planning materials; student showcase displays; academic data presentations;	WSF Title I Parenting FY24	12,442.24 \$6,784.60 \$7,018.40	August 2024 - July 2028 July 2023 - August 2028	Parent Advocate, School Administration, Instructional Coaches, Counselors, PTSA,	Event calendars; sign-in sheets; participation data by subgroup; parent feedback	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
Provide regular parent information sessions and workshops that promote family engagement in supporting students with EOC preparation, including Family Reading and Math	Moderate Evidence	Parent workshop materials; EOC overview and practice guides; math and literacy	Title I FY24; Title I FY25; Title I Parenting FY24; Title I Parenting FY25	\$28,505.55 (Parent Advocates \$8,000.00; Title I FY24 \$7,044.35; Title I Parenting \$64,219.83 (State CSI Salaries \$35,000.00; State CSI Benefits \$11,380.00; Title I FY25	July 2023 through August 2028, with events scheduled annually and increased	Parent Advocates; AP of Curriculum and Instruction; Instructional Coaches; Core	Parent sign-in sheets and participation logs; family feedback surveys; increased	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
Provide summer and supplemental pay for teachers to plan and execute rigorous, grade-level, standards-based, bell-to-bell instruction using research-based instructional	Strong Evidence	Standards-aligned curriculum resources; instructional supplies for core content	State CSI; Title I FY25		July 2024 through August 2028, with annual summer planning cycles and ongoing	Principal; AP of Curriculum and Instruction; Instructional Coaches; Core Content	Standards-based lesson plans; walkthrough and observation data; evaluation evidence;	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
Teachers will create opportunities for student learning aligned to grade-level standards through content enhancement using project-based lessons, increasing	Strong Evidence	Standards-aligned curriculum resources; project-based learning materials; DOK	WSF	\$18,127.00	July 2024 through July 2028, with annual review and refinement	Assistant Principal of Curriculum and Instruction; Instructional Coaches; Core	Standards-aligned lesson plans; Cougar Path personalized PD sessions	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
Purchase instructional materials and technology for College and Career courses and ELA/literacy to support the Read to Succeed Plan, including rigorous, grade-level	Strong Evidence	Standards-aligned ELA and literacy resources; digital reading platforms; College Coaching and observation tools; standards-aligned curriculum resources; lesson	Title I FY25; CSI Federal; CSI State; EIA	\$51,497.12 (Title I FY25 \$41,658.05; CSI Federal \$5,843.63; CSI State/EIA \$102,782.47 (Salary \$69,141.18; Benefits \$33,641.29)	July 2023 through August 2028, with annual review of materials and usage	Assistant Principal of Instruction; Instructional Coaches; ELA and College and	Purchase orders; classroom observations; lesson plan reviews; student work	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
Employ one full-time instructional coach at 1.0 FTE to conduct ongoing professional development at the school level, facilitate teacher curriculum teams, provide job-	Strong Evidence	tools; standards-aligned curriculum resources; lesson	Title I FY25; WSF		July 2024 through August 2028, with ongoing coaching cycles and annual review	Principal; Assistant Principal of Curriculum and Instruction; Instructional Coach	Professional development sign-in sheets; documented coaching cycles; classroom	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	

Employ one instructional coach to conduct ongoing professional development at the school level, facilitate teacher curriculum teams, provide instructional coaching during summer and supplemental pay periods, Lead Innovators (lead teachers) will collaborate to develop and refine curriculum roadmaps for their respective subject	Strong Evidence	Coaching and observation tools; standards-aligned curriculum resources; lesson	Title I FY24; WSF	\$94,734.47 (Salary \$59,304.00; Benefits \$35,430.47)	July 2023 through June 2024	Principal; Assistant Principal of Curriculum and Instruction; Instructional Coach	Professional development sign-in sheets; documented coaching cycles; classroom	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
	Strong Evidence	Standards documents; curriculum mapping templates; pacing guides; unit	Title I FY25; WSF	\$17,839.83 (Salary \$16,000.00; Benefits \$1,839.83)	July 2023 through August 2028, with annual summer curriculum development	Assistant Principal for Instruction; Lead Innovators; Department Chairs;	Completed curriculum roadmaps; aligned units and lesson plans; documentation	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	

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.	PD will focus on high-quality math tasks, conceptual understanding, and strategic small-group instruction based on mastery data. Teachers will engage in regular data dives to identify misconceptions and plan reteaching. Coaching cycles will support the use of math discourse, multiple representations, and gradual release. PLCs will prioritize common assessments and error analysis.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	This approach strengthens core instruction while ensuring timely intervention for unfinished learning. Data-informed grouping and targeted reteaching address foundational gaps, and consistent exposure to rigorous, standards-aligned tasks builds conceptual understanding, leading to increased Algebra 1 and Geometry proficiency.



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



Goal 1	45th Day	90th Day	135th Day
Does the data indicate that progress towards the goal is At-Risk, Lagging, or 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?			
Based on your benchmark data, what changes need to be made to your action steps?			
Is technical assistance needed from SCDE to help reach Goal 1? If yes, describe the type of TA needed.			
Did you meet the quarterly expenditure deadline? If not, why?			
What is your plan to meet the deadlines in the future?			

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 ?			
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?			
Based on your benchmark data, what changes need to be made to your action steps?			
Is technical assistance needed from SCDE to help reach Goal 2? If yes, describe the type of TA needed.			
Did you meet the quarterly expenditure deadline? If not, why?			
What is your plan to meet the deadlines in the future?			

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
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?			
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?			
Based on your benchmark data, what changes need to be made to your action steps?			
Is technical assistance needed from SCDE to help reach Goal 3? If yes, describe the type of TA needed.			
Did you meet the quarterly expenditure deadline? If not, why?			
What is your plan to meet the deadlines in the future?			