



CONSOLIDATED CONTINUOUS IMPROVEMENT 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

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 W. Huggins	_____	
Principal	Monica Smalls	_____	
Teacher	Alexandra Balcom	_____	
Parent	Yvonne Lambright	_____	
District Personnel	Quenetta White	_____	
Subgroup Representative	Solange Brewer	_____	

Other (Specify):


Stakeholder Role	Printed Name	Signature	Date
Director of Program	Kady Preston		

Stakeholder suggestions:

- | | | |
|-----------------------------------|-------------------|---------------------------|
| LEA Personnel | Principal | School Leaders |
| Teachers | Parents | Students |
| Tribe Representatives | Paraprofessionals | Community Members |
| Business Professionals | Local Government | Non-Profit Organization |
| Specific Subgroup Representatives | | Institutions of Higher Ed |

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	<h1 style="text-align: center;">CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN</h1> 
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>

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).	The school needs to strengthen the implementation of core math curricula, as CNA data and state report card results indicate "Below-Average" performance and a need for more consistent Tier 1 instructional delivery. Ongoing professional development, data-driven planning, and improved instructional practices are essential to raise student achievement and meet schoolwide performance goals.							
Performance Goal #3 (SMART goal): Student Achievement Instruction Goal (Math Focus)	By May 2026, the percentage of students meeting or exceeding grade-level expectations in math will increase by at least 10%, as measured by SCReady and district benchmark assessments, through effective implementation of the Bridges curriculum, intentional Tier 1 lesson planning, and targeted instructional support identified through walkthrough data.							
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 ongoing professional development in the Eureka math curriculum, data-driven instruction, and Tier 1 planning aligned to CIP priorities. District intervention and curriculum specialists will conduct school visits, participate in PLCs, review walkthrough data, and offer coaching and feedback to ensure consistent implementation and progress toward meeting the student achievement goal.							
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
Identify small groups based on iReady to target skill deficiencies with math interventionists.	Moderate Evidence	Bridges Intervention, Eureka Intervention and iReady	NA	\$76,039.57	08/15/2025-06/30/2026	Math Interventionist	Benchmark Test and iReady Assessments	Continue
Purchase Resources to support the Eureka math	Moderate Evidence	Manipulatives & Resources to support classroom instruction for Math Curricula, chart paper, pencils, copy paper, markers, crayons, sticky notes, glue, cardstock paper, construction paper, composition notebooks, tab dividers, and binders.	NA	\$0.00	6/30/2026	Administrative Team	Curriculum Assessments, Benchmark Tests, and iReady Assessments	Continue



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Goal 1	45th Day	90th Day	135th Day
Does the data indicate that progress towards the goal is At-Risk, Lagging, or On-Track?	At-Risk	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?	iReady data, benchmark assessments, and progress monitoring	iReady data, benchmark assessments, and progress monitoring	
Based on your benchmark data, what changes need to be made to your action steps?	No changes needed. Continue to monitor student progress weekly and phase change intervention and support when needed.	No changes needed. Continue to monitor student progress weekly and phase change intervention and support when needed.	
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?	At-Risk		
Based on the previous question, what evidence exists to demonstrate the progress as indicated? What factors impacted and/or continue to impact the progress of Goal 2?	iReady data, benchmark assessments, and progress monitoring	iReady data, benchmark assessments, and progress monitoring	
Based on your benchmark data, what changes need to be made to your action steps?	No changes needed. Continue to monitor student progress weekly and phase change intervention and support when needed.	No changes needed. Continue to monitor student progress weekly and phase change intervention and support when needed.	
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 ?	At-Risk		
Based on the previous question, what evidence exists to demonstrate the progress as indicated? What factors impacted and/or continue to impact the progress of Goal 3?	iReady data, benchmark assessments, and progress monitoring	iReady data, benchmark assessments, and progress monitoring	
Based on your benchmark data, what changes need to be made to your action steps?	No changes needed. Continue to monitor student progress weekly and phase change intervention and support when needed.	No changes needed. Continue to monitor student progress weekly and phase change intervention and support when needed.	
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?			