



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.



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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 |

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| 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. |

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| 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. |
| Progress Monitoring | 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. |
| Does the data indicate that progress towards the goal is At-Risk , Lagging , or On-Track ? | 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 |
| 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? | Describe the evidence used to measure the data during the identified time. Describe any factors that have impacted or may impact the progress. |

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| <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 | Dr. Keith Price | _____ | _____ |
| Principal | Jennifer Stanley | _____ | _____ |
| Teacher | Blair King | _____ | _____ |
| Parent | Rachel Marsden | _____ | _____ |
| District Personnel | Dr. Mary Gaskins | _____ | _____ |
| Subgroup Representative | Dr. Kristen Gillaspay | _____ | _____ |

Other (Specify):

| Stakeholder Role | Printed Name | Signature | Date |
|----------------------|-----------------|-----------|-------|
| Paraprofessional | Kari Gallaher | _____ | _____ |
| Literacy Coach | Michelle Faust | _____ | _____ |
| Math Coach | Cara Kropkinski | _____ | _____ |
| Lead Interventionist | Heather Brannon | _____ | _____ |
| Assistant Principal | Angela Thom | _____ | _____ |
| Assistant Principal | Drew Luangxay | _____ | _____ |

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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School Year: 2025-2026

School Name: South Lake Elementary School

District Name: Lexington County School District One

Tier Level (Identified by SCDE): Below Average

PHASE 1: DIAGNOSE

USE THE [CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS](#)

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| MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS |
|--|

| | <u>Overall Rating</u> | <u>Academic Achievement</u> | <u>Preparing for Success</u> | <u>Student Progress</u> | <u>ML Progress</u> | <u>School Climate</u> | <u>Grad Rate</u> | <u>CCR</u> | <u>High School Student Success</u> |
|----------------------------|-----------------------|-----------------------------|------------------------------|-------------------------|--------------------|-----------------------|------------------|------------|------------------------------------|
| All Students | 40 | 17.47 | 4.19 | 6.56 | N/A | 7.92 | N/A | N/A | N/A |
| Students with Disabilities | | | | | | | | | |
| Poverty | | | | | | | | | |
| Multilingual Learners | | | | | | | | | |
| Race_Black | | | | | | | | | |
| Race_White | | | | | | | | | |
| Race_Hispanic | | | | | | | | | |
| Race_Indian | | | | | | | | | |
| Race_Asian | | | | | | | | | |

| Other Relevant Data/Comprehensive Needs Assessment |
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| <p>The SLES Continuous Improvement Plan (CIP) was developed through a comprehensive analysis of multiple data sources to identify priority needs. These sources included i-Ready progress monitoring and benchmark data in reading and mathematics, as well as the South Carolina Report Card, with disaggregated subgroup data used to identify performance trends and gaps. Additionally, school-based summative assessment data and classroom observation data were analyzed to inform instructional practices and guide improvement strategies</p> |

*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

| <p>Needs Assessment: In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).</p> | <p>Based on the comprehensive needs assessment, the school will address resource inequities that contribute to disparities in student learning by aligning fiscal and instructional resources to student needs. This alignment will ensure equitable access to effective educators, evidence-based instruction, and targeted interventions for</p> | | | | | | | |
|--|---|--|---------------|-------------------|---|--|---|----------------------|
| <p>Performance Goal #1 (SMART goal): Resource Inequity</p> | <p align="center">By May 2025, the iREADY Progress to Annual Typical Growth for students in RTI Reading will be 100% (Winter 2025 Benchmark, 58% Progress (Median) to Annual Typical Growth)</p> | | | | | | | |
| <p>District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?</p> | <p>The district will support the school by prioritizing instructional coaching, professional learning, and resource allocation for students identified through disaggregated RTI Reading and i-Ready data. The district will also provide ongoing data review, implementation monitoring, and staffing support to ensure equitable access to evidence-based instruction and interventions</p> | | | | | | | |
| 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 |
| <p>Implement daily, structured small-group reading instruction aligned to identified skill deficits (phonics, fluency, vocabulary, and comprehension)</p> | Moderate Evidence | Research-based reading intervention materials aligned to phonics, fluency, vocabulary, and comprehension | | | 6/30/2026 | Reading Interventionists, Classroom Teachers, Administration, Literacy Coach | i-Ready Diagnostic and Progress Monitoring Reports; RTI Progress Monitoring Tools | Continue |
| <p>Conduct structured monthly RTI team meetings that require analysis of multiple data sources to drive timely adjustments to instructional intensity, intervention strategies, and student groupings in order to accelerate</p> | Moderate Evidence | Data Reports, RTI Documentation Spreadsheets | | | 6/30/2026 | Administration, Teachers, Interventionists., Literacy Coach | RTI Progress Monitoring Tools | Continue |
| <p>Implementation of i-Ready Personalized Instruction with fidelity and required weekly minutes for identified 4th and 5th grade students</p> | Moderate Evidence | i-Ready Personalized Instruction Platform | | | 6/30/2026 | Administration, Teachers, Interventionists., Literacy Coach | i-Ready Usage Reports; Lesson Completion and Growth Reports | Continue |
| <p>Provide ongoing, job-embedded professional development and instructional coaching to support teachers in implementing evidence-based reading practices, including standards-aligned small-group instruction, progress monitoring, and data-driven</p> | Moderate Evidence | Professional learning resources; Coaching tools, Data reports | | | 6/30/2026 | District MTSS Coordinator Literacy Coach, School Administrators, Teachers, Reading Interventionist | Walkthrough Data; Coaching Logs; Student Progress Monitoring Data | Continue |
| <p>Implement a revised master schedule that protects grade-level instructional time while strategically integrating push-in and pull-out supports to deliver targeted, data-driven interventions.</p> | Promising Evidence | Research-based reading intervention materials aligned to phonics, fluency, vocabulary, and comprehension, Intervention planning and scheduling tools to support delivery model | | | 6/30/2026 | Reading Interventionists, Classroom Teachers, Administration, Literacy Coach | Walkthrough Data; Coaching Logs; Student Progress Monitoring Data | Continue |
| | | | | | | | | |
| | | | | Total Cost | \$0.00 | | | |

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| <p>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.</p> | <p>Professional development will address identified resource inequities by building staff capacity to implement standards-aligned, evidence-based Tier 2 and Tier 3 reading instruction with fidelity. School-based literacy specialists and an external consultant will provide job-embedded coaching focused on data-driven small-group instruction, effective use of multiple data sources, and consistent implementation of the Lexington School District One Instructional Framework to ensure equitable access to high-quality instruction and targeted interventions for students with the greatest academic needs. Professional development will occur weekly during scheduled Wednesday PLCs, weekly Friday RTI data meetings, and through ongoing coaching support. Follow-up support will include classroom modeling, coaching cycles, walkthroughs, data analysis meetings, and progress-monitoring to ensure high-fidelity implementation, equitable access to effective instruction, and measurable impact on student</p> |
| <p>Aligned for Impact: How do the selected interventions work together towards the identified goal?</p> | <p>The selected interventions function as an evidence-based, multi-tiered system of supports by strengthening Tier 1 instruction and increasing the intensity of Tier 2 and Tier 3 reading interventions based on student need. Through the use of high-quality instructional materials, job-embedded professional learning, data-driven progress monitoring, and strategic scheduling, the school ensures equitable access to effective instruction and targeted supports, resulting in accelerated growth for students and</p> |



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* When using federal funds, the supplement not supplant law still applies.

PHASE 2: SELECT AND PHASE 3: PLAN

| <p>Needs Assessment: In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).</p> | <p>This goal is essential for improving overall student math proficiency because it directly addresses the identified instructional deficiency. Achieving this objective will ultimately lead to stronger academic outcomes, which will be clearly reflected in Report Card Data.</p> | | | | | | | |
|---|---|--|---------------|---------------|---|--|---|----------------------|
| <p>Performance Goal #3 (SMART goal): Student Achievement Instruction Goal (Math Focus)</p> | <p>By May 2025, the percentage of students improving at least one placement level in math, as measured by i-Ready Reading, will increase to 65% (Winter Benchmark is 43% have improved placement)</p> | | | | | | | |
| <p>District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?</p> | <p>District and school-based math coaches will strengthen standards-aligned instruction, data-driven small-group practices, and student achievement and growth by providing access to research-based mathematics instructional and intervention resources aligned to the South Carolina College- and Career-Ready Standards. Coaches will also deliver job-embedded support to model instruction that enhances conceptual understanding, procedural fluency, and problem-solving.</p> | | | | | | | |
| 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 |
| Implement research-based mathematics instructional and intervention programs aligned to the South Carolina College- and Career-Ready Standards to improve student achievement and growth. | Moderate Evidence | Standards-aligned math curriculum, intervention programs, manipulatives | | | 6/30/2026 | Administrative Team, School-Based Math Coaches, Teachers | i-READY benchmarks, unit assessments, progress monitoring tools- exit tickets | Continue |
| Provide job-embedded coaching by district and school-based math coaches to strengthen standards-aligned instruction and data-driven small-group practices. | Moderate Evidence | Coaching resources, professional learning materials | | | 6/30/2026 | District Math Specialists, Math Coaches | Walkthrough data, coaching logs, math unit assessments and exit tickets | Continue |
| Implement targeted, data-driven small-group mathematics instruction to strengthen conceptual understanding, procedural fluency, and problem-solving. | Moderate Evidence | Small-group intervention materials, diagnostic and progress-monitoring tools | | | 6/30/2026 | Teachers, Interventionists, Math Coaches | Math unit assessments, Progress monitoring data,, IREADY benchmarks | Continue |
| Tier 2: Implement targeted, data-driven small-group mathematics interventions aligned to SCCCR standards to accelerate student growth. | Moderate Evidence | Math intervention programs, manipulatives, progress-monitoring tools | | | 6/30/2026 | Math Coaches, Teachers, Interventionists | IREADY benchmarks, Math Unit assessments | Continue |
| Tier 3: Implement intensive, individualized mathematics interventions aligned to SCCCR standards to increase proficiency for students with significant learning gaps. | Strong Evidence | Intensive math intervention programs, math unit assessments | | | 6/30/2026 | Math Coaches, Interventionists, Special Education Staff | IREADY benchmarks , progress monitoring | Continue |
| | | | | | | | | |
| | | | | | | | | |
| Total Cost | | | | | | | | \$0.00 |

| | | | | | | | | |
|---|---|--|--|--|--|--|--|--|
| <p>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.</p> | <p>Professional development will concentrate on three essential domains: standards-aligned mathematics pedagogy, data-informed decision-making, and RTI interventions. This professional learning will be delivered via job-embedded coaching and specified professional learning opportunities. Sustained support for educators will be facilitated by district mathematics specialists and school-based mathematics coaches. This support encompasses modeling instruction, coordinating data analysis utilizing IREADY Math and mathematics unit assessments, and directing instructional design during Professional Learning Communities (PLCs). Professional learning sessions are scheduled to occur weekly on Wednesday, followed by support activities such as classroom observations, coaching feedback, and learning walks. Furthermore, weekly RTI data meetings on Friday will be conducted to ensure the fidelity of implementation of the</p> | | | | | | | |
| <p>Aligned for Impact: How do the selected interventions work together towards the identified goal?</p> | <p>The selected math interventions work together to extend standards-aligned core instruction through the use of evidence-based instructional resources that address common misconceptions and strengthen foundational skills. Data-driven, flexible small-group instruction allows teachers to target specific skill gaps identified through formative, diagnostic, and SC READY Math achievement and growth data. Job-embedded coaching ensures consistent, high-fidelity implementation by supporting instructional adjustments, modeling effective practices, and strengthening</p> | | | | | | | |



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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 ? | █ | █ | █ |
| 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? | | | |