



# 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.



## CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN



<b>Stakeholders</b>	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.
<b>Diagnose</b>	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
<b>Goal 1 RI</b>	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.
<b>Goal 2 ELA</b>	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.
<b>Goal 3 Math</b>	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.



# CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

## Stakeholder

Each school must develop, implement, and monitor a support and improvement plan, in partnership with the Department of Education, and include performance 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 plan outlined therein. I further authorize the submission of the plan to the South Carolina Department of Education.*

*I understand that stakeholders, including myself, will be engaged in the implementation of the plan through stakeholder collaboration, regular review of progress monitoring data, and providing input through scheduled meetings by this feedback to ensure continuous alignment with identified needs and improvement goals.*

#### Stakeholder Role

#### Printed Name

Superintendent

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Principal

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Teacher

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Parent

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District Personnel

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**Stakeholder**

Each school must develop, implement, and monitor a support and improvement plan, in partnership with the Department of Education, and include performance indicators for all students as well as each student subgroup.

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### Stakeholder Role

### Printed Name

Superintendent

Dr. Todd Walker

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Principal

Reynard Jeffeson

---

Teacher

Keshia Gladden

---

Parent

Makayla Byers

---

District Personnel

Adrian Goodman

---

Subgroup Representative

Pamela Livingston

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### Other (Specify):

### Stakeholder Role

### Printed Name

CRT

Shannon Barrett

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Reading Coach

Lachon Jones

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Assistant Principal

Majoria Pearson

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**Stakeholder suggestions:**

LEA Personnel

Principal

Teachers

Parents

Tribe Representatives

Paraprofessionals

Business Professionals

Local Government

Specific Subgroup Representatives

# CONTINUOUS IMPROVEMENT ACTION PLAN



**S**

Partnership with stakeholders to improve student outcomes based on the

*Annual Continuous Improvement Plan (CIP) and approve the strategies and interventions of the South Carolina Department of Education (SCDE).*

*and any necessary amendments. Stakeholder participation will include ongoing meetings, surveys, and feedback sessions. Amendments to the plan will be informed*

**Signature**

**Date**

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**S**

Partnership with stakeholders to improve student outcomes based on the

*the Continuous Improvement Plan (CIP) and approve the strategies and interventions of Education (SCDE).*

*and any necessary amendments. Stakeholder participation will include ongoing meetings, surveys, and feedback sessions. Amendments to the plan will be informed*

**Signature**

**Date**

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**Signature**

**Date**

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School Leaders

Students

Community Members

Non-Profit Organization

Institutions of Higher Ed



# CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

School Year: 2025-26

School Name: Watkins-Nance Elem

District Name: Richland School District

Tier Level (Identified by SCDE): Tier 2

## PHASE 1: DIAGNOSE

*USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS*

MOST RECENT REPORT CARD  
ACCOUNTABILITY MANUAL RATING  
POINTS

	<u>Overall Rating</u>	<u>Academic Achievement</u>
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<b>All Students</b>	Below Average (39)	Below Average (11.61/35)
<b>Students with Disabilities</b>	28.17	20.17
<b>Poverty</b>	38.85	13.17
<b>Multilingual Learners</b>	NA	NA
<b>Race_Black</b>	38.59	13.02
<b>Race_White</b>	NA	NA
<b>Race_Hispanic</b>	NA	NA
<b>Race_Indian</b>	NA	NA
<b>Race_Asian</b>	NA	NA

**Other Relevant Data/Comprehensive Needs Assessment**

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\*Upon completion of the 90-day plan, teams should begin a new continuous improvement cycle.

# ANNUOUS IMPROVEMENT ROUND PLAN



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t One

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<u>Preparing for Success</u>	<u>Student Progress</u>	<u>ML Progress</u>	<u>School Climate</u>	<u>Grad Rate</u>

Unsatisfactory (12/60)	Average (14/35)	NA	Good (7.91/10)	NA
NA	NA	NA	8	NA
2.03	15.74	NA	7.91	NA
NA	NA	NA	NA	NA
2.05	15.62	NA	7.9	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA

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<u>CCR</u>	<u>High School Student</u> <u>Success</u>
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NA	NA
NA	NA
NA	NA
NA	NA
NA	NA
NA	NA
NA	NA
NA	NA
NA	NA
NA	NA

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# CONSOLIDATED

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

## PHASE 2: SELECT AND PHASE 3: PLAN

<p><b>Needs Assessment:</b> In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).</p>	<p>Student attendance data sh</p>
<p><b>Performance Goal #1 (SMART goal):</b> Resource Inequity</p>	<p>By June 2027, Watkins-Nanc</p>
<p><b>District Support for Implementation:</b> How will the district provide support to the school in reaching this goal while implementing the CIP?</p>	<p><b>The district will provide si support students in reading</b></p>
<p><b>Evidence-Based Intervention (EBI)</b></p>	<p><b>Strength of Evidence (According to ESSA Levels)</b></p>
<p>Ex.</p>	<p><i>Moderate Evidence</i></p>

The intervention will focus on **increasing students' access to high-quality, standards-aligned instruction** by reducing instructional time lost to absenteeism.

*Moderate Evidence*


<p><b>Professional Development Plans:</b> What professional development plans will be implemented to support this goal? Include details, staff involved, PD Provider, dates, and follow-up support.</p>	
<p><b>Aligned for Impact:</b> How do the selected interventions work together towards the identified goal?</p>	

# DATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

ows a consistent pattern of chronic absenteeism that is negatively impacting academic p  
student achievement and meeting the goals in

we will increase academic performance for students in the Poverty subgroup by improving co  
growth targets on STAR and i-Ready. Reducing chronic absenteeism will serve as a key strat

upport to the school in reaching this goal while implementing the CIP by providing r  
g. Additionally, trainings and professional development will be offered to teachers a  
to help them support students in the area of reading.

High-Quality Instructional Materials Needed	Fund Location	Total for EBI
	<i>Title I - \$25,200.83 CSI- Federal - \$12,785.17</i>	<i>\$37,986.00</i>

NA	NA	NA
	<b>Total Cost</b>	<b>\$0.00</b>

	<p><b>The Reading coach will provide professional development focusing on the identified subgroups. PD topics are developed monthly.</b></p>
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	<p>This intervention will directly address instructional access inequities by ensuring students in the Poverty subgroup receive consistent, uninterrupted</p>
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performance of Black and Impoverished students on the school report card. Addressing this tru identified in the comprehensive needs assessment.

onsistent access to high-quality instruction, as evidenced by a **10-percentage-point increase** in the eategy to ensure students receive the instructional time necessary to achieve this academic growth.

aterials and resources to  
nd instructional assistants

Implementation Timeline/Completion Date	Person(s) Responsible	Progress Monitoring Benchmark Tools/Resources
07/15/2027 - 6/30/2028	Administrative Team	Benchmark Test

5/30/2026	Administrative Team	STAR and i-Ready growth data, weekly PLC analysis of student work, and teacher-created formative assessments.

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ent to staff regarding reading strategies and standards based on school data, specifically eloped based on school-level data and observations. Professional developments occur

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end is essential to improve

number of students meeting

**Annual Review Status**

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

## PHASE 2: SELECT AND PHASE 3: PLAN

<p><b>Needs Assessment:</b> In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).</p>	<p>An area of focus that is out</p>
<p><b>Performance Goal #2 (SMART goal):</b> Student Achievement Instruction Goal (ELA Focus)</p>	
<p><b>District Support for Implementation:</b> How will the district provide support to the school in reaching this goal while implementing the CIP?</p>	<p><b>The district will provide support students in Reading</b></p>
<p><b>Evidence-Based Intervention (EBI)</b></p>	<p><b>Strength of Evidence (According to ESSA Levels)</b></p>
<p>Ex.</p>	<p><i>Moderate Evidence</i></p>

<p>Conduct weekly PLOs where the focus is standard aligned instruction and the creation of assessments to monitor student proficiency</p>	<p><i>Strong Evidence</i></p>
<p>Provide weekly, collaborative planning for teachers to review data and formulate effective lessons aligned to instructional norms</p>	<p><i>Promising Evidence</i></p>
<p>Provide school-wide and district provided professional development sessions focused on best practices and alignment for impact on student achievement</p>	<p><i>Strong Evidence</i></p>
<p>Conduct individual data conferences with students to set goals and monitor progress</p>	<p><i>Promising Evidence</i></p>
<p>Set and regularly monitor school-wide Visible Learning expectations that address core instructional practices.</p>	<p><i>Strong Evidence</i></p>
<p>Literacy Initiative- These consultants will present to K-5 teachers: Topics include standards based writing, effective guided planning and PLC's, and increasing student engagement.</p>	<p><i>Strong Evidence</i></p>
<p>Use AVID Elementary, a foundational component of the AVID College Readiness System, to increase student organizational skills and academic achievement. AVID research-based strategies will assist with developing students' critical thinking, literacy, math skills and other academic skills in grades 3 - 5 and SPED Teachers.</p>	<p><i>Promising Evidence</i></p>

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<p><b>Professional Development Plans:</b> What professional development plans will be implemented to support this goal? Include details, staff involved, PD Provider, dates, and follow-up support.</p>	<p><b>The Reading coach will provide professional development topics are developed</b></p>
<p><b>Aligned for Impact:</b> How do the selected interventions work together towards the identified goal?</p>	<p>All general education teachers</p>

# UPDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

outlined on the Report Card and in the Comprehensive Needs Assessment for the school year 2024-25. The school received a "Average" rating in Academic Achievement.

By the end of the 2025-26 School Year, Watkins-Nance Elementary will increase the percentage of students meeting or exceeding grade level standards in Reading from 45% to 55%.

Support to the school in reaching this goal while implementing the CIP by providing materials and resources. Additionally, trainings and professional development will be offered to teachers and staff to help them support students in the area of Reading.

High-Quality Instructional Materials Needed	Fund Location	Total for EBI
	<i>Title I - \$25,200.83 CSI- Federal - \$12,785.17</i>	<i>\$37,986.00</i>

NA		
	NA	NA
NA		
	NA	NA
NA		
	NA	NA
NA		
	NA	NA
NA		
	Title I-\$7,500.00	\$7,500.00
NA		
	Title I-\$12,000.00	\$12,000
Expenditures to include membership for AVID which includes AVID Weekly materials. Other expenditures include necessary instructional supplies and resources to support the full implementation of AVID (binders, pencils, pencil	Title I-\$15,000.00	\$15,000

	<b>Total Cost</b>	<b>\$34,500.00</b>

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provide professional development to staff regarding reading strategies and standards developed based on school-level data and observations. Professional developments oc

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ers and instructional assistants will receive training on instructional practices to build t




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is the area of ELA. The purpose of this goal is to increase student proficiency as measured by SC Reading Achievement on the school report card.

Increase the percentage of students scoring Meets/Exceeds in ELA on STAR (State Benchmark Level) from 37.

Materials and resources to  
and instructional assistants

Implementation Timeline/Completion Date	Person(s) Responsible	Progress Monitoring Benchmark Tools/Resources
6/30/2027	Administrative Team	Benchmark Test

5/30/2026	School Instructional Leadership/Administrative Team	Progress will be monitored through i-Ready Reading growth reports, STAR Reading benchmarks, weekly PLC analysis of comprehension and vocabulary tasks, and student performance on standards-aligned formative assessments.
5/30/2026	School Instructional Leadership/Administrative Team	Student growth on STAR Reading assessments and the analysis of student work samples.
5/30/2026	Administrative Team	Student growth on STAR Reading assessments and the analysis of student work samples.
5/30/2026	School Instructional Leadership/Administrative Team	i-Ready diagnostics and growth reports, STAR Reading benchmarks, standards aligned formative assessments.
5/31/2026	School Instructional Leadership/Administrative Team	i-Ready diagnostics and growth reports, STAR Reading benchmarks, standards aligned formative assessments.
6/1/2026	School Instructional Leadership/Administrative Team	i-Ready diagnostics and growth reports, STAR Reading benchmarks, standards aligned formative assessments.
6/2/2026	Administrative Team/CRT/School Leadership Team	Student growth STAR Reading assessments and the analysis of student work samples.

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based on school data. PD  
occur monthly.

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their capacity providing quality, relevant, and rigorous instruction in the classroom setting.

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EADY and to move to the

.3% to 45%.



**Annual Review Status**

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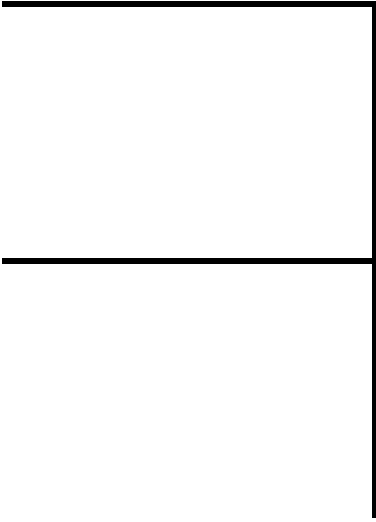
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# CONSOLI

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

## PHASE 2: SELECT AND PHASE 3: PLAN

<p><b>Needs Assessment:</b> In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).</p>	<p>An area of focus that is outl</p>
<p><b>Performance Goal #3 (SMART goal):</b> Student Achievement Instruction Goal (Math Focus)</p>	<p>By the end of the 2025-26 Sc</p>
<p><b>District Support for Implementation:</b> How will the district provide support to the school in reaching this goal while implementing the CIP?</p>	<p><b>The district will provide support students in Math</b></p>
<p><b>Evidence-Based Intervention (EBI)</b></p>	<p><b>Strength of Evidence (According to ESSA Levels)</b></p>
<p>Ex.</p>	<p><i>Moderate Evidence</i></p>

Analyze i-Ready Student Report and Instructional Planning Report, weekly, to assess students' focus skills to plan for intervention session.	<i>Moderate Evidence</i>
Implement the Math Instructional Framework with fidelity.	<i>Promising Evidence</i>
Provide site-based PLOs focused on analyzing strategic math instruction.	<i>Moderate Evidence</i>
Provide 30 minutes of targeted, effective in-class math intervention daily according to the instructional framework schedule.	<i>Strong Evidence</i>
Serve tier 2 students in 2nd- 5th grades in the Comprehensive Remediation Program	<i>Promising Evidence</i>
Serve tier 2 students in 2nd- 5th grades in the Blast Afterschool Program	<i>Promising Evidence</i>
Use AVID Elementary, a foundational component of the AVID College Readiness System, to increase student organizational skills and academic achievement. AVID research-based strategies will assist with developing students' critical thinking, literacy, math skills and other academic skills in grades 3 - 5 (approximately 200 students).	<i>Promising Evidence</i>

Create a schedule that allows all SPED teachers to attend weekly guided planning and PLC meetings.	<i>Moderate Evidence</i>
Math Manipulatives in each SPED Classroom	<i>Strong Evidence</i>
The Math Interventionist The Interventionist will deliver targeted, data-driven instruction through 1:1 and small-group sessions, using district-approved instructional platforms to diagnose skill gaps, personalize learning pathways, and monitor student progress toward proficiency	<i>Strong Evidence</i>

<b>Professional Development Plans:</b> What professional development plans will be implemented to support this goal? Include details, staff involved, PD Provider, dates, and follow-up support.	<b>The CRT coach provides ; develo</b>
<b>Aligned for Impact:</b> How do the selected interventions work together towards the identified goal?	Classroom teachers, instruct

# DATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

lined on the Report Card and in the Comprehensive Needs Assessment for the school is the  
to the "Average" rating in Academic Ac

chool Year, Watkins-Nance Elementary will increase the percentage of students scoring Meets/  
(Projected Proficiency) to 35%

support to the school in reaching this goal while implementing the CIP by providing ma  
. Additionally, trainings and professional development will be offered to teachers and i  
help them support students in the area of Math.

High-Quality Instructional Materials Needed	Fund Location	Total for EBI
	<i>Title I - \$25,200.83 CSI- Federal - \$12,785.17</i>	<i>\$37,986.00</i>

NA	NA	NA
NA		
	NA	NA
NA		
	NA	NA
NA		
	NA	NA
NA		
	NA	NA
LEGO Education, Aerospace Connections and Education Curriculum	Title 1-\$35,000.00	\$35,000
Expenditures to include membership for AVID which includes AVID Weekly materials. Other expenditures include necessary instructional supplies and resources to support the full implementation of AVID (binders, pencils, pencil pouches, glue sticks, chart paper, and markers.)	See Goal 2	See Goal 2

NA	NA	NA
Manipulatives for Centers	Title I-\$5,000.00	\$5,000
NA	NA	NA
	<b>Total Cost</b>	<b>\$40,000.00</b>

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professional development to staff regarding math strategies and standards based on school-level data and observations. Professional developments occur monthly.

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Instructional assistants, interventionists, and special education teachers will provide targeted support.

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Area of Math. The purpose of this goal is to increase student proficiency as measured by achievement on the school report card.

Exceeds in Math on i-Ready

Materials and resources to  
Instructional assistants to

Implementation Timeline/Completion Date	Person(s) Responsible	Progress Monitoring Benchmark Tools/Resources
6/30/2026	Administrative Team	Benchmark Test

5/30/2026	Instructional Leadership Team/School Leadership Team	STAR/i-Ready
5/30/2026	Instructional Leadership Team/School Leadership Team	STAR/i-Ready
5/30/2026	Instructional Leadership Team/Administrative Team	STAR/i-Ready
5/30/2026	Instructional Leadership Team/School Leadership Team	STAR/i-Ready
5/30/2026	School Leadership Team (SLT), Instructional Leadership Team (ILT), Math Interventionist, and Classroom Teachers	-Ready Math diagnostics, STAR Math benchmarks, and unit-based common formative assessments.
5/30/2026	School Leadership Team (SLT), Instructional Leadership Team (ILT), Math Interventionist, and Classroom Teachers	-Ready Math diagnostics, STAR Math benchmarks, and unit-based common formative assessments.
5/30/2026	School Leadership Team (SLT), Instructional Leadership Team (ILT)	AVID Walkthroughs Weekly, and AVID Notebook Checks

5/30/2026	School Leadership Team (SLT), Instructional Leadership Team (ILT)	i-Ready Math growth data, STAR Math benchmarks, PLC analysis of student work, and standards-aligned formative assessments
5/30/2026	School Leadership Team/Instructional Leadership Team/SPED Teachers	i-Ready Math growth data, STAR Math benchmarks, PLC analysis of student work, and standards-aligned formative assessments
5/30/2026	School Leadership Team	i-Ready Math growth data, STAR Math benchmarks, PLC analysis of student work, and standards-aligned formative assessments

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chool data. PD topics are  
onthly.

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pport through differentiated instruction and small group intervention based on stude

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by SC READY and to move



<b>Annual Review Status</b>
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nts' learning needs.



# CONSOLIDATED

## Goal 1

45th Day

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

## Goal 2

45th Day

Does the data indicate that progress towards the goal is <b>At-Risk</b> , <b>Lagging</b> , or <b>On-Track</b> ?	
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?	

**Goal 3**

**45th Day**

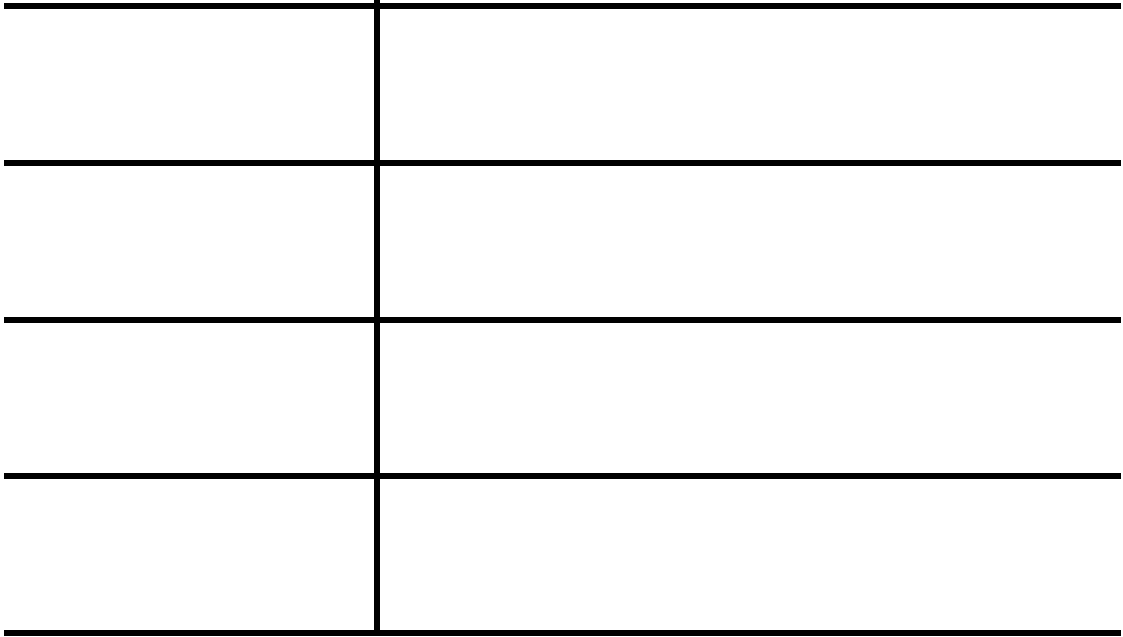
Does the data indicate that progress towards the goal is <b>At-Risk</b> , <b>Lagging</b> , or <b>On-Track</b> ?	
Based on the previous question, what evidence exists to demonstrate the progress as indicated? What factors impacted and/or continue to impact the progress of Goal 3?	
Based on your benchmark 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?	

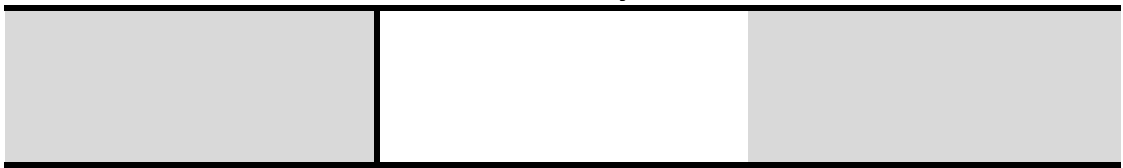
# DATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

90th Day


90th Day



90th Day






135th Day


Progression
At-Risk
Lagging
On Track

135th Day


**Quarterly Funding Cl**

1st Quarterly Expenditure  
(July-September)

2nd Quarterly Expenditure  
(October-December)

3rd Quarterly Expenditure  
(January- March)

4th Quarterly Expenditure  
(April-June)

**135th Day**



Using the data from the  
Benchmark tool...

Less than 70% are meeting

70%-89% are meeting

90%-100% are meeting

**aim Reminders**

November 15th

February 15th

May 15th

August 15th