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 progess 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 occurence. 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.

CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN

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 Suport 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 concide 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.
Based on your benchmark data, what changes need to be made to your action steps?	When reviewing the data, describe any changes needed over the next 45 days for growth.
Is technical assistance needed from SCDE to help reach Goal 1? If yes, describe the type of TA needed.	List and or describe any technical assistance needed from the SCDE to help with the progress of the intervention.
Did you meet the quarterly expenditure deadline? If not, why?	Explain any factors of why quarterly expenditure claims have not been met. Deadlines are set by the SCDE Office of Finance. See chart.
What is your plan to meet the deadlines in the future?	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.

CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN

Stakeholders

Each school must develop, implement, and monitor a support and improvement plan, in partnership with stakeholders to improve student outcomes based on the indicators for all students as well as each student subgroup.

Continuous Improvement Plan Acknowledgement and Approval Statement

I, the undersigned, hereby acknowledge that I have actively participated in the development of the Continuous Improvement Plan (CIP) and approve the strategies and interventions outlined therein. I further authorize the submission of the plan to the South Carolina Department of Education (SCDE).

I understand that stakeholders, including myself, will be engaged in the implementation of the plan and any necessary amendments. Stakeholder participation will include ongoing collaboration, regular review of progress monitoring data, and providing input through scheduled meetings, surveys, and feedback sessions. Amendments to the plan will be informed by this feedback to ensure continuous alignment with identified needs and improvement goals.

Stakeholder Role	Printed Name	Signature	Date
Superintendent	Anita Huggins		
Principal	Kevin Smith		
Teacher	Shannon Bailey		
Parent	Valerie Washington		
District Personnel	Joseph Williams		
Subgroup Representative	Lashawna Watkins		

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date
Dean of Academics	Jaclyn Rowehl		
Assistant Principal	Rich Glickman		

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

CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN

School Year: 2025-2026

School Name: Baptist Hill Middle School

District Name: Charleston County School Distict

Tier Level (Identified by SCDE):

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	30	8.5	2.18	14.86	1.9	2.99	N/A	N/A	N/A
Students with Disabilities									

Poverty									
Multilingual Learners		9			11				
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.

CONSOLIDATED CONTINUOUS IMPROVEMENT 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).	Based on my analysis of ELA/Reading data, Classroom instruction must begin with standards-based instruction with significant and consistent progress-monitoring of scholars' progress. Based on the most recent SC Report Card data, Baptist Hill Middle High School has overall ratings that are below average, with academic achievement and preparation indicators falling short of state expectations, highlighting persistent performance gaps that suggest limited access to educational resources and support compared to higher-performing schools. SC School Report Cards The need for a Resource Inequity goal is evident because these outcomes point to unequal access to instructional resources, supports, and opportunities that are critical for student success, indicating that additional targeted investments and equitable resource allocation are necessary to improve academic achievement.
Performance Goal #1 (SMART goal): Resource Inequity	By May 2026, the percentage of students scoring Meets or Exceeds on SC Ready ELA will increase from 27.6% (2025) to 32.3% for all students. If the curriculum, materials and instructional strategies are not of high quality, scholars can have unequal learning experiences. Therefore, it is important to have collective efficacy and shared beliefs that all scholars can meet or exceed grade level standards, and our practices must improve scholar outcomes.
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?	- weekly visits from district Instructional Specialists to support teacher planning - Quarterly support for full planning days by content area

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*
Identifying the strengths and weaknesses of each teacher based on the SCTS 4.0 rubric domains and classroom observations	*Strong Evidence*	N/A	$0.00	$0.00	8/12/25 - 5/29/26	Administrative and Instructional Teams	Classroom Observations in Grow	
Individual teacher planning meetings are held weekly for all core teachers.	*Strong Evidence*	N/A	$0.00	$0.00	8/12/25 - 5/29/27	Administrative and Instructional Teams	Coaching Meetings tracked in Grow	
Provide scholars with small group instruction for reading and math during Flex period on Tuesdays and Thursdays every week.	*Strong Evidence*	Minga	WSF - $2,500	$2,500	8/12/25 - 5/29/28	Administrative and Instructional Teams	Checks for Understanding created for small group lessons, IXL, and MAP	
Use of IXL as an adaptive softaware platform to support student achievement and monitor student progress.	*Moderate Evidence*	IXL	Title 1 - $3,750	$3,750	8/12/25 - 5/29/30	Administrative and Instructional Teams	Bi-Weekly IXL Diagnostic Scores and MAP	
ELA teachers will use Derivita, StudySync, and/or IXL to implement formative assessments of student progress on grade-level standards leading toward the SC Ready assessment.	*Strong Evidence*	N/A	$0.00	$0.00	8/12/25 - 5/29/31	Administrative and Instructional Teams	Bi-Weekly IXL Diagnostic Scores and MAP	
Math teachers will use Derivita, Reveal, and/or IXL to implement formative assessments of student progress on grade-level standards leading toward the SC Ready	*Strong Evidence*	N/A	$0.00	$0.00	8/12/25 - 5/29/32	Administrative and Instructional Teams	Bi-Weekly IXL Diagnostic Scores and MAP	

			Total Cost	**$6,250.00**				

Professional Development Plans: What professional development plans will be implemented to support this goal? Include details, staff involved, PD Provider, dates, and follow-up support.	25-26 PD Plan - See PD Plan Tab
Aligned for Impact: How do the selected interventions work together towards the identified goal?	These interventions work together by creating a continuous improvement cycle that strengthens both teaching and student achievement. Weekly individual planning meetings use SCTS 4.0 data and observations to identify each teacher's needs and guide targeted coaching. Formative assessments in ELA and math—delivered through Derivita, StudySync, Reveal, and IXL—provide real-time insight into student mastery, which then informs the focused small-group instruction offered during Flex periods on Tuesdays and Thursdays. IXL further supports this process as an adaptive platform that supplements instruction and monitors student progress. Together, these aligned strategies ensure that teacher development, assessment practices, and targeted interventions all reinforce one another to drive improved 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).	Instructional expectations did not consistently align with the rigor of state standards.In 2024-2025, one of the three ELA teachers missed a significant amount of instructional time.Progress monitoring and quick course corrections
Performance Goal #2 (SMART goal): Student Acheivement Instruction Goal (ELA Focus)	By May 2026, the percentage of students scoring Meets or Exceeds on SC Ready ELA will increase from 27.6% (2025) to 32.3% for all students.
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?	- weekly visits from district Instructional Specialists to support teacher planning - Quarterly support for full planning days by content area

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*
Identifying the strengths and weaknesses of each teacher based on the SCTS 4.0 rubric domains and classroom observations	*Strong Evidence*	N/A	$0.00	$0.00	8/12/25 - 5/29/26	Administrative and Instructional Teams	Classroom Observations in Grow	
Individual teacher planning meetings are held weekly for all core teachers.	*Strong Evidence*	N/A	$0.00	$0.00	8/12/25 - 5/29/27	Administrative and Instructional Teams	Coaching Meetings tracked in Grow	
Provide scholars with small group instruction for math during Flex period on Tuesdays and Thursdays every week.	*Strong Evidence*	Minga	WSF - $2,500	$2,500	8/12/25 - 5/29/28	Administrative and Instructional Teams	Checks for Understanding created for small group lessons, IXL, and MAP	
Use of IXL as an adaptive softaware platform to support student achievement and monitor student progress.	*Moderate Evidence*	IXL	Title 1 - $3,750	$3,750	8/12/25 - 5/29/29	Administrative and Instructional Teams	Bi-Weekly IXL Diagnostic Scores and MAP	
ELA teachers will use Derivita, StudySync, and/or IXL to implement formative assessments of student progress on grade-level standards leading toward the SC Ready	*Strong Evidence*	N/A	$0.00	$0.00	8/12/25 - 5/29/31	Administrative and Instructional Teams	Bi-Weekly IXL Diagnostic Scores and MAP	

			Total Cost	**$6,250.00**				

Professional Development Plans: What professional development plans will be implemented to support this goal? Include details, staff involved, PD Provider, dates, and follow-up support.	25-26 PD Plan - See PD Plan Tab
Aligned for Impact: How do the selected interventions work together towards the identified goal?	These interventions work together by creating a continuous improvement cycle that strengthens both teaching and student achievement. Weekly individual planning meetings use SCTS 4.0 data and observations to identify each teacher's needs and guide targeted coaching. Formative assessments in ELA and math—delivered through Derivita, StudySync, Reveal, and IXL—provide real-time insight into student mastery, which then informs the focused small-group instruction offered during Flex periods on Tuesdays and Thursdays. IXL further supports this process as an adaptive platform that supplements instruction and monitors student progress. Together, these aligned strategies ensure that teacher development, assessment practices, and targeted interventions all reinforce one another to drive improved outcomes.

CONSOLIDATED CONTINUOUS IMPROVEMENT 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).	Instructional expectations did not consistently align with the rigor of state standards. In the 6th grade, with inconsistent math instructional personnel, the interventionist had to assume instructional responsibilities. Progress monitoring and quick course corrections were not implemented.
Performance Goal #3 (SMART goal): Student Acheivement Instruction Goal (Math Focus)	By May 2026, the percentage of students scoring "Meets" or "Exceeds" on SC Ready Math will increase from 6.3% to 26.3% for all students.
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?	- weekly visits from district Instructional Specialists to support teacher planning - Quarterly support for full planning days by content area

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*
Identifying the strengths and weaknesses of each teacher based on the SCTS 4.0 rubric domains and classroom observations.	*Strong Evidence*	N/A	$0.00	$0.00	8/12/25 - 5/29/26	Administrative and Instructional Teams	Classroom Observations in Grow	
Individual teacher planning meetings are held weekly for all core teachers.	*Strong Evidence*	N/A	$0.00	$0.00	8/12/25 - 5/29/27	Administrative and Instructional Teams	Coaching Meetings tracked in Grow	
Provide scholars with small group instruction for math during Flex period on Tuesdays and Thursdays every week.	*Strong Evidence*	Minga	WSF - $2,500	$2,500	8/12/25 - 5/29/28	Administrative and Instructional Teams	Checks for Understanding created for small group lessons, IXL, and MAP	
Use of IXL as an adaptive softaware platform to support student achievement and monitor student progress.	*Moderate Evidence*	N/A	Title 1 - $3,750	$3,750	8/12/25 - 5/29/29	Administrative and Instructional Teams	Bi-Weekly IXL Diagnostic Scores and MAP	
Math teachers will use Derivita, Reveal, and/or IXL to implement formative assessments of student progress on grade-level standards leading toward the SC Ready	*Strong Evidence*	N/A	$0.00	$0.00	8/12/25 - 5/29/32	Administrative and Instructional Teams	Bi-Weekly IXL Diagnostic Scores and MAP	
Hire a full-time Instructional Coach to support math teachers, math instructional strategies, professional development, math supports, and adaptive software implementation.	*Strong Evidence*	N/A	CSI State - $140,000 CSI Federal - $23,000.06	$163,000.06	8/11/26 - 5/27/27	Principal	Bi-Weekly IXL Diagnostic Scores, MAP, Classroom Observations, and PLCs Conducted	Continue

Implement virtual tutoring instruction from Tutored by Teachers during Flex periods, four times per week for 15 weeks(we may modify this timeline)	*Moderate Evidence*	N/A	WSF - $125,000	$125,000.00	8/2026-5/2027	Administrative and Instructional Teams	TbT Dashboards, MAP scores, Progress Monitoring	
Hire a 1.0 FTE certified math teacher similar to an interventionist/co-teacher, providing small-group and whole-class instruction. This position will allow us to target instruction from weekly data meetings. The teacher will be able to provide support for all grade levels. This is in addition to the required math teachers.to provide additional whole-class classroom and small-group instruction. Salary and Benefits (Split Code - 0.83 CSI/ 0.17 local)	*Strong Evidence*	N/A	13th Allocation State Funds - $105,000	$105,000	8/2026-5/2027	Principal	iReady, SC Ready	Modify
			Total Cost	**$399,250.06**				

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.	25-26 PD Plan - See PD Plan Tab
Aligned for Impact: How do the selected interventions work together towards the identified goal?	These interventions work together by creating a continuous improvement cycle that strengthens both teaching and student achievement. Weekly individual planning meetings use SCTS 4.0 data and observations to identify each teacher's needs and guide targeted coaching. Formative assessments in ELA and math—delivered through Derivita, StudySync, Reveal, and IXL—provide real-time insight into student mastery, which then informs the focused small-group instruction offered during Flex periods on Tuesdays and Thursdays. IXL further supports this process as an adaptive platform that supplements instruction and monitors student progress. Together, these aligned strategies ensure that teacher development, assessment practices, and targeted interventions all reinforce one another to drive improved outcomes.

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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?			

Quarterly Funding Claim Reminders	
1st Quaterly Expenditure (July-September)	November 15th
2nd Quaterly Expenditure (October-December)	February 15th
3rd Quarterly Expenditure (January- March)	May 15th
4th Quarterly Expenditure (April-June)	August 15th

What is your plan to meet the deadlines in the future?			

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?			

Semester 1

Date	Meeting	Topic	Presenter(s)
Week of 9/29	RA PLC (Friday)	Unpacking SCTS 4.0 Questioning Component	Bailey
Week of 10/6	RA PLC (Friday) EC PLC (Wed)	Engagement Strategy: Ripple Effect	Instructional Team
Week of 10/13	Core Team PLC (Mon) RA PLC (Friday) EC PLC (Wed)	RIGOR Session 1: Names and Proximity In class learning, use videos to rate and discuss.	Instructional Team
Week of 10/20	Team PLC (Monday) RA PLC (Monday) EC PLC (Monday)	RIGOR Session 2: Names and Proximity Learning Walks	Instructional Team
Week of 10/27	Team PLC (Monday) RA PLC (Friday) EC PLC (Wed)	Student Data Conference Training	Bailey
Week of 11/3	(Friday) EC PLC (Wed) RA PLC	Unpacking SCTS 4.0 Rubric Component Engaging Students and Managing Behavior	Bailey
Week of 11/10	Team PLC (Monday) RA PLC	RIGOR Session 3: Relationship 3, 4, & 5 Use videos to rate and discuss	Instructional Team

	(Friday) EC PLC (Wed)		
Week of 11/17	Team PLC (Monday) RA PLC (Monday) EC PLC (Wed)	RIGOR Session 4: Relationship 3, 4, & 5 Learning Walks	Instructional Team
Week of 11/24			
Week of 12/1	Team PLCs	MAP Data Analysis	Instructional Team

Semester 2

Goals of PD Plan

IFT: Improve use of Flex Time
P-DDI: Improve Standards-based Planning, Planning Meetings, and DDI
ES: Engagement Strategies (engagement, questioning, discussion)
VS: Vocabulary Strategies
CS: Content Specific
MTSS: Improved MTSS
BBL: Brain Based Learning
SCRP: SC Ready Prep
SPM: System Progress Monitoring

Date	Meeting	Goal	Topic
7-Jan	ELA Flex Meeting	IFT	Small group organization and curriculum.
8-Jan	Math Flex Meeting	IFT	Small group organization and curriculum.

8-Jan	Individual Planning Meeting	P-DDI	Tier 1 Instruction: Unpack Standards, Plan Standards-Based Assessments/Checks for Understanding, Plan for Learning Gaps, Review CFU Data, Determine Areas to Re-Teach based on Data, Plan Re-Teach (DDI Model)
9-Jan	RA PLC	ES	Make and Take for: Engagement Strategy, Question Strategy, Discussion Strategy
12-Jan	ELA Flex Meeting	IFT	Small group organization and curriculum.
13-Jan	Math Flex Meeting	IFT	Small group organization and curriculum.

13-Jan	Grade Level PLC	MTSS	Grade Level MTSS (Review MAP Data)
14-Jan	ELA Flex Meeting	IFT	Small group organization and curriculum.
14-Jan	Faculty Meeting	VS IFT	Mini-PD Vocabulary Strategies ReThink Overview
15-Jan	Math Flex Meeting	IFT	Small group organization and curriculum.
15-Jan	Individual Planning Meeting	P-DDI	DDI: Set the Stage for DDI (Exemplars) - Morning or afternoon only - combined planning
16-Jan	RA PLC	ES	Engagement Strategy Follow-Up
20-Jan	Grade Level PLC	P-DDI	Non-Negotiables for Planning (Rigor: Organization)
21-Jan	ELA Planning Day	CS VS P-DDI	The Basics of Science of Reading and Literacy Development for Secondary Educators Vocabulary Strategies
21-Jan	Dept Meeting	P-DDI	Backwards Design

22-Jan	Individual Planning Meeting	P-DDI	DDI: Differentiated focus based on backwards design training (Rigor: Goals 1, 2, and 3)
23-Jan	RA PLC	P-DDI	Rigor: Organization
27-Jan	Grade Level PLC	MTSS	Grade Level MTSS
28-Jan	Math Planning Day	CS VS P-DDI	Vocabulary Strategies Lesson Internalizations
28-Jan	Faculty Meeting	P-DDI	Overview of Assessments - Summatives, Formatives, and Checks for Understanding (Rigor Unveiled, Instruction 1)
29-Jan	Individual Planning Meeting	P-DDI	Assessments - Summatives, Formatives, Checks for Understanding - Differentiated Approach (Deeper Dive)

30-Jan	RA PLC	P-DDI	Deeper Dive of Assessments - Bring a lesson you are getting ready to do, feedback on each other
2-Feb	Optional Afterschool PD	BBL	Brain-Based Learning and Trauma-Informed Classrooms
3-Feb	Grade Level PLC	P-DDI	Anticipating Gaps (Rigor Unveiled, Instruction 4)
4-Feb	Science Planning Day	CS VS ES P-DDI	Student Talk, Discourse and Consensus Models and/or Vocabulary Strategies
4-Feb	Leadership Meeting	SPM	Review of School-Wide Procedures for Effectiveness and Fidelity AND Proactive Circles
5-Feb	Individual Planning Meeting	P-DDI	DDI
6-Feb	RA PLC	P-DDI	Anticipating Gaps (Rigor Unveiled, Instruction 4)
9-Feb	Optional Afterschool PD	BBL	Brain-Based Learning and Trauma-Informed Classrooms

10-Feb	Grade Level PLC	MTSS P-DDI	Grade Level MTSS
11-Feb	SS Planning Day	CS VS ES P-DDI	Transitioning from Teacher Content Delivery to Student-Centered Teaching and Learning And Vocabulary Scaffolds and Protocols to Increase Secondary Social Studies Comprehension
11-Feb	Faculty Meeting	ES	Deepening Learning - Overview of Engagement Strategies
12-Feb	Individual Planning Meeting	ES P-DDI	DDI: Focus on Higher Order Questions or How do we take this to the next level of DOK?
17-Feb	Grade Level PLC	ES	Questioning and Discussion Strategies - Focus on Modeling One Cohesive Strategy (Rigor: Instruction 2)
		VS ES	Vocabulary Strategies AND

18-Feb	RA Planning Day		Focus on Higher Order Questions or How do we take this to the next level of DOK?
18-Feb	Dept. Meeting	ES P-DDI	Scaffolding Using Questioning - Content Area Groups (Rigor: Instruction 3)
19-Feb	Individual Planning Meeting	P-DDI	DDI: Focus on what questions and/or discussion do we plan for?
23-Feb	Optional Afterschool PD	BBL	Brain-Based Learning and Trauma-Informed Classrooms
24-Feb	Grade Level PLC	ES P-DDI	Academic Feedback through Questioning/Discussion (Rigor: Instruction 5 and Goals 4 and 5)
25-Feb	Faculty Meeting	VS	Teacher Expertise Exchange (Follow-Up Vocabulary PD)

26-Feb	Individual Planning Meeting	P-DDI VS	DDI: Focus on Questioning/Discussion and What vocab strategies are you planning for?
27-Feb	RA PLC	ES P-DDI	Academic Feedback through Questioning/Discussion (Rigor: Instruction 5 and Goal 5) *use same presentation from 2/24
3-Mar	Grade Level PLC	MTSS	Grade Level MTSS
4-Mar	Leadership Meeting		Topics Based on Need
5-Mar	Individual Planning Meeting	P-DDI ES	DDI - Refresher of Questioning/Discussion/Academic Feedback/Anticipating Gaps

6-Mar	RA PLC	ES	Make and Take Engagement Strategy
9-Mar	Optional Afterschool PD	BBL	Brain-Based Learning and Trauma-Informed Classrooms
10-Mar	Grade Level PLC RA PLC	P-DDI ES	RIGOR Unveiled: Learning Walks (RA Scheduled for Learning Walks)
11-Mar	Faculty Meeting	P-DDI	Reflection on Instruction: What's Next?
12-Mar	Individual Planning Meeting	P-DDI	DDI
17-Mar	Grade Level PLC	MTSS	Grade Level MTSS
18-Mar	ELA Planning Day	CS	TDW and SC Ready Components and Data
18-Mar	Department Meetings	ES	Make and Take Engagement Strategies
19-Mar	Individual Planning Meetings	P-DDI	DDI
20-Mar	Related Arts PLC	MTSS	Cross Level MTSS
23-Mar	Optional Afterschool PD	BBL	Brain-Based Learning and Trauma-Informed Classrooms

25-Mar	Math Planning Day	CS ES SCRP	What does OGAP look like in our lessons and how do we build it in? AND SCReady Prep
25-Mar	Faculty Meeting	ES	Reflection on Engagement Strategy: Tweaks, Barriers, Student Progress *reflect on the strategy taught on 3/18 at Department Meetings
26-Mar	Individual Planning Meetings	P-DDI	DDI
30-Mar	Optional Afterschool PD	BBL	Brain-Based Learning and Trauma-Informed Classrooms
31-Mar	Grade Level PLC RA PLC	SPM	RIGOR Unveiled: Learning Walks (RA PLC moved from Friday to participate in Learning Walks)
1-Apr	Science Planning Day	CS ES P-DDI	Reading Informational Text
1-Apr	Faculty Leadership Meeting		
2-Apr	Individual Planning Meetings	P-DDI	DDI

14-Apr	Grade Level PLC	MTSS	Grade Level MTSS - MAP Data Analysis
15-Apr	Social Studies Planning Day	VS ES P-DDI	Vocabulary Scaffolds and Protocols to Increase Secondary Social Studies Comprehension
15-Apr	Department Meetings	SCRP	Last Push Plan
16-Apr	Individual Planning Meetings	P-DDI	DDI
17-Apr	Related Arts PLC	SCRP	Last Push Plan Follow-Up
20-Apr	Optional Afterschool PD	BBL	Brain-Based Learning and Trauma-Informed Classrooms
21-Apr	Grade Level PLC	P-DDI	Rigor Unveiled: Goals 3 and 4
22-Apr	Related Arts Planning Day	P-DDI	Rigor Unveiled: Goals 3 and 4
22-Apr	Faculty Meeting	SCRP	Overview of SC Ready
23-Apr	Individual Planning Meetings	P-DDI	DDI

28-Apr	Grade Level PLC	SCRP	SC Ready Training
30-Apr	Individual Planning Meetings	SCRP	SC Ready Training
4-May	Optional Afterschool PD	BBL	Brain-Based Learning and Trauma-Informed Classrooms
13-May	Faculty Meeting	SCRP	SC Ready Check-In
18-May	Optional Afterschool PD	BBLS	Brain-Based Learning and Trauma-Informed Classrooms

Presenter(s)	Prep
Instructional Team	Bailey
Instructional Team	Harrell

Rowehl, Bailey, Harrell (Instructional Team)	ELA, SS - Bailey Math, Sci - Harrell
Instructional Team	Everts
Instructional Team	Bailey
Instructional Team	Everts

School Level MTSS Team	Everts
Instructional Team	Everts
Instructional Team	Vocab: Bailey, Harrell Re: Everts
Instructional Team	Harrell
Instructional Team	Everts
Instructional Team	Everts
Instructional Team	Rowehl
CCSD ELA Content Facilitator (confirmed)	Bailey
Instructional Team	Rowehl

Instruction Team	Bailey, Harrell
Instructional Team	Bailey, Harrell
School Level MTSS Team	Bailey
Instructional Team CCSD Math Content Facilitator	Harrell
Instructional Team	Everts
Instructional Team	Bailey, Harrell

Instructional Team	Bailey, Harrell
Instructional Team	Everts
Instructional Team	Everts
CCSD Science Content Facilitator (confirmed)	Bailey
Instructional Team	Smith
Instructional Team	Bailey, Harrell
Instructional Team	Everts
Instructional Team	Everts

School Level MTSS Team	Bailey
CCSD Social Studies Content Facilitator	Bailey
Instructional Team	Bailey, Harrell
Instructional Team	Bailey, Harrell
Instructional Team	Bailey, Harrell

Instructional Team	Bailey, Harrell
Instructional Team	Bailey, Harrell
Instructional Team	Bailey, Harrell
Instructional Team	Everts
Instructional Team	Bailey, Harrell
Instructional Team	Bailey, Harrell

Instructional Team	Bailey, Harrell
Instructional Team	Bailey, Harrell
School Level MTSS Team	Bailey
Instructional Team	Smith
Instructional Team	Bailey, Harrell

Instructional Team	Harrell
Instructional Team	Everts
Instructional Team	Bailey
Instructional Team	?
Instructional Team	Bailey, Harrell
School Level MTSS Team	Bailey
Instructional Team	Bailey
Instructional Team	Bailey, Harrell
Instructional Team	Bailey, Harrell
Instructional Team	Bailey
Instructional Team	Everts

Instructional Team	Harrell
Instructional Team	Bailey, Harrell
Instructional Team	Bailey, Harrell
Instructional Team	Everts
Instructional Team	Bailey
CCSD Science Content Facilitator	Bailey
Instructional Team	
Instructional Team	Bailey, Harrell

School Level MTSS Team	Bailey
CCSD Social Studies Content Facilitator	Bailey
Instructional Team	Bailey, Harrell, Everts
Instructional Team	Bailey, Harrell
Instructional Team	Bailey, Harrell, Everts
Instructional Team	Everts
Instructional Team	Everts
Instructional Team	Everts
Instructional Team	Bailey, Harrell
Instructional Team	Bailey, Harrell

Instructional Team	Bailey
Instructional Team	Bailey
Instructional Team	Everts
Instructional Team	Bailey
Instructional Team	Everts