



CONSOLIDATED CONTINUOUS IMPROVEMENT PLAN/TURNAROUND 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	Dr. Thomas White		
Principal	Johnnette Nesbitt		
Teacher	Julie Hall		
Parent	Starsha Camp		
District Personnel	Dr. Sharon Jefferies		
Subgroup Representative	Kaylin Harris		

Other (Specify):

Stakeholder Role	Printed Name	Signature	Date
Assistant Principal (ELC)	Charity McCluney		
Assistant Principal (ELEM)	Wanda Staley		
Instructional Coach	Robyn Davis		
Reading Coach	Aaliyah Rainey		

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: BD Lee Elementary
District Name: Cherokee County School District
Tier Level (Identified by SCDE):

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>	<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	41	85/213	9/68	17.44		7.26	n/a	n/a	n/a
Students with Disabilities	34	6/30		18.46		4.65			
Poverty	39	75/190	6/57	17.93		7.27			
Multilingual Learners									
Race_Black	37	54/146	5/47	16.83		7.17			
Race_White	50	21/39		20.41		7.4			
Race_Hispanic	36	6/23		21.84		7.37			
Race_Indian									
Race_Asian									

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. 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

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>(1) Small Group instruction with a focus on engagement and differentiation with teachers provided by school Instructional Leadership Team. (2) Behavior Alliance of South Carolina Grant training with committee for all staff members (3) Sown to Growth training by providers for all staff members for the platform and how to analyze data in regards to social emotional learning.</p>
Aligned for Impact: How do the selected interventions work together towards the identified goal?	<p>The selected interventions are intentionally aligned to work together as a cohesive system of support toward the identified goal. High-quality core instruction provides a strong foundation for all students, while targeted small group and intervention supports address specific skill gaps identified through data. Progress monitoring ensures instructional adjustments are timely and responsive, and ongoing professional learning strengthens consistent implementation across classrooms. Together, these coordinated practices reinforce one another to accelerate student growth and ensure equitable access to effective instruction.</p>



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⁸ When using federal funds, the supplement not supplant law still applies.

PHASE 2: SELECT AND PHASE 3: PLAN

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.	(1)Small Group instruction with a focus on engagement and differentiation with Teachers provided by school Instructional Leadership Team. (2) iReady Training by provider for all classroom teachers (3) Lead Cohort Training for Grade Level Chairs provided by CCS3D to increase capacity to facilitate PLCs. (4) Orton Gillingham Training provided by provider to classroom teachers (5) HMH Training provided by provider to classroom teachers.
Aligned for Impact: How do the selected interventions work together towards the identified interventions?	The selected interventions are intentionally aligned to work together as a cohesive system of support toward the identified goal. High-quality core instruction provides a strong foundation for all students, while targeted small-group and intervention supports address specific skills gaps identified through data. Progress monitoring ensures instructional adjustments are timely and responsive, and ongoing professional learning strengthens consistent implementation across the classroom. Together, these coordinated practices reinforce one another to accelerate student growth and ensure equitable access to effective instruction.



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Needs Assessment: In two concise sentences, state the need for the goal written associated with Report Card Data and Comprehensive Needs Assessment (CNA).	The State Report Card identifies mathematics as an area of need across multiple student groups. The use of High Quality Instructional Materials and evidence-based math instructional strategies will improve conceptual understanding, problem-solving skills, and overall mathematics achievement.							
Performance Goal #3 (SMART goal): Student Achievement Instruction Goal (Math Focus)	By April 2026, at least 40% of students in grades 3–5 will score meets or exceeds on the iReady Math Diagnostic, as a result of consistent implementation of Tier 1 instruction that includes daily standards-aligned reading and math lessons, use of formative assessments, and targeted feedback, monitored through bi-weekly PLC data reviews and monthly classroom observations.							
District Support for Implementation: How will the district provide support to the school in reaching this goal while implementing the CIP?	The district can support the school by providing professional development, instructional rounds, coaching with Leading Educators, and resources for research-based reading strategies using High Quality Instructional Materials. They can also assist with data analysis and progress monitoring to ensure student reading growth.							
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
Extended Learning Opportunity (K5-5th)	Afterschool	Strong Evidence	Orton Gillingham, HMH, Zearn, Heggerty, iReady, Eureka Math	tie 1 - \$38,400 CSI Federal - \$25,000	\$63,400	02/01/2026-04/30/2026	Instructional Leadership Team, Lead Teachers, Grade Level Teachers	iReady Spring Diagnostic, Zearn Reports, Reading Level
3 Weekly iReady Lessons in ELA and Math	Moderate Evidence	n/a	\$0	\$0	09/01/2025-05/30/2026	Classroom Teachers	Spring iReady Diagnostic, Reading Levels	Continue
Common Formative Grade Level Assessments	Strong Evidence	Eureka Math	\$0	\$0	09/01/2025-05/30/2026	Classroom Teachers	Spring iReady Diagnostic, Reading Levels	Continue
Small Group Instruction	Strong Evidence	Eureka Math	\$0	\$0	09/01/2025-05/30/2026	Classroom Teachers	Spring iReady Diagnostic, Reading Levels	Continue
Small Group Instruction	Strong Evidence	Zearn	\$0	\$0	09/01/2025-05/30/2026	Classroom Teachers	Spring iReady Diagnostic, Reading Levels	Continue
Weekly Sown to Grow Check-Ins (K3-5th)	Moderate Evidence	n/a	\$0	\$0	11/3/2025-05/26/26	Instructional Leadership Team, School Counselors, Classroom Teachers	District Spring Social Emotional Learning Screener	Continue
Provide professional learning for teachers and instructional leaders on using HQIM in conjunction with curriculum maps and pacing guides to plan grade-level instruction and monitor progress.	Strong Evidence	n/a	\$0	\$0	09/01/2025-05/30/2026	Instructional Leadership Team, Classroom Teachers	Spring iReady Diagnostic, Reading Levels	Continue
The EIM math course provides high-quality, standards-aligned instruction that builds conceptual understanding, procedural fluency, and problem-solving skills through explicit, systematic teaching and meaningful practice.	Strong Evidence	n/a	\$0	\$0	09/01/2025-05/30/2026	Instructional Leadership Team, Classroom Teachers	Spring iReady Diagnostic, Reading Levels	Continue
Guided Math provides targeted, small-group instruction that meets students at their level, improving understanding, fluency, and problem-solving skills.	Strong Evidence	n/a	\$0	\$0	09/01/2025-05/30/2026	Instructional Leadership Team, Classroom Teachers	Spring iReady Diagnostic, Reading Levels	Continue

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.	(1)Small Group instruction with a focus on engagement and differentiation with Teachers provided by school Instructional Leadership Team. (2) iReady Training by provider for all classroom teachers (3) Lead Cohort Training for Grade Level Chairs provided by CCSD to increase capacity to facilitate PLCs. (4) Evidence Informed Math Training provided by provider for classroom teachers (5) Zearn training provided by provider to classroom teachers.
Aligned for Impact: How do the selected interventions work together towards the identified goal?	The selected interventions are intentionally aligned to work together as a cohesive system of support toward the identified goal. High-quality core instruction provides a strong foundation for all students, while targeted small-group and intervention supports address specific skill gaps identified through data. Progress monitoring ensures instructional adjustments are timely and responsive, and ongoing professional learning strengthens consistent implementation across classrooms. Together, these coordinated practices reinforce one another to accelerate student growth and ensure equitable access to effective instruction.



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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?				