School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: Choose an item. to Choose an item.
Upcoming School Year: Choose an item.

School Name:	Dr. Eugene Sires Elementary
SIDN:	1802030
Plan Submission:	School utilizes Cognia
Grade Span:	PK to 5
District:	Dorchester 2
Address 1:	301 Chandler Creek Drive
Address 2:	
City, State:	Summerville, SC
Zip Code:	29485
School Renewal Contact Person:	Jennifer Bates
School Plan Contact Phone:	843-695-5205
School Plan E-mail Address:	jbates@dorchester2.k12.sc.us

Superintendent

Printed Name	Signature	Date
Charles Daugherty		4/13/26

Principal

Printed Name	Signature	Date
Jennifer Bates	Jennifer Bates	3/23/2026

Chairperson, District Board of Trustees

Printed Name	Signature	Date
Ashley Wimberly		4/13/26

Chairperson, School Improvement Council

Printed Name	Signature	Date
Amanda Hess	Amanda Hess	3/23/2026

School Read To Succeed Literacy Leadership Team Lead

Printed Name	Signature	Date
Leanne Fuller	Leanne Fuller	3/23/2026

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Assurances for School Renewal Plans

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
Yes	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology**

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
	The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	**Half-Day Child Development** The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
Yes	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
	readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan. A participant for each numbered position is required.

	Position	**Name**
1.	**Principal**	**Jennifer Bates**
2.	**Teacher**	**Jaylyn Irving**
3.	**Parent/Guardian**	**Latrice Cook**
4.	**Community Member**	**Chris Bornfleth**
5.	**Paraprofessional**	**Lisa Craven**
6.	**School Improvement Council Member**	**Kara Greer**
7.	**Read to Succeed Reading Coach**	**Leanne Fuller**
8.	**School Read to Succeed Literacy Leadership Team Lead**	**Leanne Fuller**
9.	**School Read to Succeed Literacy Leadership Team Member**	**Brittany Brown**

OTHERS

(May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the Literacy Leadership Team for Read to Succeed

Comprehensive Needs Assessment Data

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Note: A link to the school report card will no longer be accepted.

Dr. Eugene Sires Elementary School
Needs Assessment Data
April 2026

School Climate:

SLED Active Shooter Training for ESES Staff	2023-2024 88.4 % ESES Staff Trained	2024-2025 97.2% ESES Staff Trained	2025-2026 89% ESES Staff Trained

Feedback provided by Teachers, Students, and Parents			
	Teachers*	Students*	Parents
Numbers of surveys returned	55	391	56
Percent satisfied with learning environment	100%	83.2%	89.1%
Percent satisfied with social and physical environment	100%	82.6%	96.4%
Percent satisfied with school-home relations	100%	90.8%	87%

*****Only Certified staff members were included.
*Only students in grades 3rd-5th were included.

Teacher/Admin Quality:

	Our School	Change from Last Year
Total Number of Teachers	42	Down from 46
Percent of teachers with advanced degrees	59.5	Up from 50.0
Teacher attendance rate	94.5	Down from 94.9
Average teacher salary	$62,235	Up from $56,472
Percent of teachers on continuing contract	100.0	Up from 97.8
Percent of teachers returning from previous year - current year	77.1	Up from 66
Percent of teachers returning from previous year - three-year average	76.9	Down from 78.4
Percent of teacher vacancies for more than 9 weeks	0.0	Down from 2.2
Prime instructional time	88.1	N/A
Student-teacher ratio in core subjects	24.0 to 1	Down from 24.6 to 1
Percent of inexperienced principals	100.0	N/A
Number of inexperienced principals	1.0	N/A
Percent of inexperienced other school leaders	0.0	N/A
Number of inexperienced other school leaders	0.0	N/A
Percent of inexperienced teachers	19.6	Down from 21.6
Number of inexperienced teachers	10	Down from 11
Percent of out-of-field teachers	5.9	Up from 3.9
Number of out-of-field teachers	3	Up from 2

Student Achievement:

SC Ready Spring 2025 ELA Data

	Meets & Exceeds Expectations
Dr. Eugene Sires Elementary School	68.6%
District	66.5%
State	60.3%

ELA SC Ready Data	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Dr. Eugene Sires Elementary School	13.1%	18.3%	40.3%	28.3%
District	15%	18.3%	38.7%	27.8%
State	18.3%	20.9%	35.4%	24.9%

	Meets and Exceeds Expectations
3rd	72.2%
4th	70.3%
5th	63.8%

NWEA MAP Reading Growth Data Fall 2024 to Spring 2025

Grade	% Met or Exceeded Growth Goal
K	No Data- No Fall Assessment
1	59%
2	62%
3	65%
4	63%
5	53%

NWEA MAP Reading Growth Data Fall 2025 to Spring 2026

Grade	% Met or Exceeded Growth Goal
K	52%
1	46%
2	58%
3	57%
4	64%
5	57%

SC Ready Spring 2025 Math Data

	Meets & Exceeds Expectations
Dr. Eugene Sires Elementary School	54.2%
District	49.5%
State	44.5%

Math SC Ready Data	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Dr. Eugene Sires Elementary School	16.4%	29.4%	28.6%	25.6%
District	21.2%	29.2%	25%	24.4%
State	27.1%	27.9%	22.3%	22.2%

	Exceeds & Meets Expectations
3rd	61.7%
4th	57.6%
5th	44.1%

Percentage of Students with Disabilities Scoring Not Met on SC Ready Math	
3rd	44%
4th	36.7%
5th	44%

NWEA MAP Math Growth Data Fall 2024 to Spring 2025

Grade	% Met or Exceeded Growth Goal
K	No Data- No Fall Assessment
1	64%
2	52%
3	49%
4	50%
5	39%

NWEA MAP Math Growth Data Fall 2024 to Spring 2025

Grade	% Met or Exceeded Growth Goal
K	47%
1	47%
2	63%
3	57%
4	37%
5	60%

Executive Summary of Needs Assessment Data Findings

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement, including sub-groups
Early Childhood/Primary (PK-2): Dr. Eugene Sires Elementary School, a Title I school, serves a diverse community. Our pre-kindergarten through 5th grade student body is comprised of 801 students, of which 4% are Hispanic, 35% African American, 47% Caucasian, and 13% other. The number of Pupils in Poverty has increased from 47% to 63% in the past five years. Our school's focus has been on math since beginning this plan. One of our goals, the percentage of students in K-5 meeting Fall to Spring Growth targets on NWEA MAP Math will increase at least 3% per year as measured by NWEA MAP Math reports by the end of the 2027-2028 school year, is a district and school achievement goal for Dr. Eugene Sires Elementary School. We have continued to grow in meeting these growth targets each year. When reviewing the subgroup data, our white students continue to have higher math academic achievement and higher growth (61% to 67% from fall to spring 2025-2026 with 54th growth) when compared to our African American students (37% to 38% from fall to spring 2025-2026 with 44th growth). In addition, our males are also demonstrating higher math academic achievement and higher growth (52%-55% from fall to spring 2025-2026 with 52nd in growth) when compared to our female students (50% to 51st from fall to spring 2025-2026 with 46th in growth). Our Multilingual Language Learners are demonstrating great gains

in math academic achievement (45% to 50% from fall to spring 2025-2026 with 50th in growth).

Elementary/Middle (3-8):

In order to increase student achievement, by the end of the 2027-2028 school year:

Our SC Ready achievement goals include both a focus on students with disabilities and all students in grades 3-5 for ELA. The data from our ELA MAP and SC Ready indicate that ELA continues to be our strength while math continues to be our highest area of need for growth. Dr. Eugene Sires Elementary School was an ATSI for our disability subgroup. We are no longer listed as an ATSI school based on the growth our students have made on SC Ready.
One of the goals is "The percent of students with disabilities scoring Not Met on SC Ready Math in grades 3-5 will decrease by 2% each year." Because we have met the requirement to no longer be an ATSI school, we could remove this goal from our plan. However, we plan to continue to make this a focus for the next year to continue the progress we have seen in our math for this subgroup. Based on the 2025 SC Ready test scores, the 4th grade results indicated a significant drop from 59% of students with disabilities scoring Not Met to 36.7% of students with disabilities scoring Not Met. Our 5th grade scores dropped from 47% of students with disabilities scoring Not Met to 44% of students with disabilities scoring Not Met. We will continue to monitor this data for the next school year.

Our 2nd SC Ready goal is "The percent of students scoring Meets and Exceeds Expectations on SC Ready ELA will increase at least 2% per year." Our ELA data continues to be a great strength at Dr. Eugene Sires Elementary School. We are on track in grades 3-5 to meet this goal by the end of this 5-year plan. When reviewing the subgroup data, we have seen great gains in our Multilingual Language Learners group. They demonstrated growth in ELA academic achievement on our MAP assessment (26% to 38% from fall to spring 2025-2026 with 58th in growth). We have a few grade levels we need to focus on, but overall, we are seeing gains in this population. We also see strong ELA academic achievement and growth in our Gifted and Talented demonstrating great gains in ELA academic achievement (85% to 87% from fall to spring 2025-2026 with 68th in growth). We are seeing more growth in our 3rd and 4th grade GT students. We are looking at how to increase growth for ELA GT students in 5th grade next school year.

Teacher/Administrator Quality

Dr. Eugene Sires Elementary School has a highly qualified staff. Due to many teachers leaving the profession, teacher shortage, our goal is that the percent of teachers returning from the previous year will increase from 81.5% to 85% by the 2027-2028 school year as measured by the annual SC Report Card. As we move into the 2026-2027 school year, we currently have a high number of staff returning.

School Climate

Dr. Eugene Sires Elementary School is dedicated to creating a positive, nurturing, safe school climate by focusing on building relationships with students, parents, faculty, and community members. In today's world, safety is of utmost importance. The increase in school shootings requires that staff receive formal training on how to respond to an intruder/threat. Therefore, the percentage of DD2 employees who have successfully completed the State Law Enforcement Division's (SLED) Active Shooter training will increase from 76% to 95% by the end of the 2027-2028 school year as measured by Professional Learning (PL) attendance reports. This year we have 89% of staff complete this training. This was a slight drop from the previous school year; however, we will be ensuring that all staff complete this training during the 2026-2027 school year by having the assistant principal over safety to monitor the completion of this training instead of just relying on the district to manage the enrollment of the course.

Other (such as district and/or school priorities)

As mentioned in the previous section on achievement, Dr. Eugene Sires Elementary School will continue to focus on K-5 math achievement. In addition to this, we have district priority goals for digital learning.

One goal is "The percent of walkthroughs/observations to include the Digital Learning Environment (DLE) will increase from 18% to 75% by the end of the 2027-2028 school year as measured by Classroom Mosaic." Our school was at 23% for this goal at this point in the year. This was a significant decrease from 48% the prior school year. The three administrators had a challenging time completing observations this school year due to increase in significant behavior problems that had a negative impact on our classroom observations. After reviewing observational data, one administrator did not know how to accurately assess using the Classroom Mosaic tool. All three school administrators will discuss this over the summer break to discuss how to effectively evaluate the Digital Learning Environment for next year.

The second goal was "The ratings of students use of digital tools/technology for learning will increase from 2.1 to 3.0 by the end of the 2027-2028 school year." We are on track to meet this goal. However, we continue to see students using their digital tools to mainly use their programs such as Edmentum and Schoology. We would like to see growth in students collaborating with each other as well as using the tools for research to create new projects.

Performance Goals

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

Performance Goal Area: District Priority

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percent of students in K-5 meeting Fall to Spring Growth targets on NWEA MAP Math will increase at least 3% per year through the end of the 2027-2028 school year as measured by NWEA MAP Math reports.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
NWEA MAP Kindergarten	34.2 %	*Target: 38% Actual: 56.3%*	*Target: 59.3% Actual: NA*	*Target: 59.3% Actual: 47%*	*Target: 50% Actual:*	*Target: 53% Actual:*
NWEA MAP 1st Grade	9.5 %	*Target: 16% Actual: 61.3%*	*Target: 64.3% Actual:59%*	*Target: 62% Actual:47%*	*Target: 50% Actual:*	*Target: 53% Actual:*
NWEA MAP 2nd Grade	61.7 %	*Target: 65% Actual:71.1%*	*Target: 74.1% Actual: 62%*	*Target: 65% Actual:63%*	*Target: 66% Actual:*	*Target: 69% Actual:*
NWEA MAP 3rd Grade	34.6 %	*Target: 38% Actual:46.9%*	*Target: 49.9 % Actual: 65%*	*Target: 68% Actual: 57%*	*Target: 60% Actual:*	*Target: 63% Actual:*
NWEA MAP 4th Grade	26 %	*Target: 30% Actual: 57%*	*Target: 60% Actual:63%*	*Target: 66% Actual: 37%*	*Target: 40% Actual:*	*Target: 43% Actual:*
NWEA MAP 5th Grade	51.8%	*Target: 55% Actual: 47.7%*	*Target: 50.7% Actual: 53%*	*Target: 56% Actual:60%*	*Target: 63% Actual:*	*Target: 66% Actual:*

**Add or delete rows as needed*

DISTRICT PRIORITY STRATEGY #1
Strategy #1: Strengthen instructional practices in math through professional development.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide teachers with training and resources necessary to meet the needs of students (Math Academy and Math Model).	July 2023-June 2028	Professional Development Coaches, Administrators	$20,000	District Funds	Agendas, Lesson plans, Observations, Professional Learning records, NWEA Map data
2. Quarterly Data Debriefings to identify needs of students and intentional instruction based on assessment data.	August 2023-June 2028	Administrators and Leadership Team	$100	School General Funds	Agendas, Lesson plans, Common Assessments, Spiral Reviews, NWEA Map data, Debriefing notes.
3. Utilize and expand computer-based math programs which personalize learning for students.	August 2023-June 2028	e 2028 Curriculum coaches, Administrators, Leadership Team, Company Usage Reps.	$1000	District Funds	Agendas, Program usage reports, Sign-In sheets, Observations, NWEA Map data, assessment data.

To add a row, go to the last box and press the tab button.

Performance Goal Area: District Priority

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percent of walkthroughs/observations to include the Digital Learning Environment (DLE) will increase from 18% to 75% by the end of the 2027-2028 school year as measured by Classroom Mosaic.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Classroom Mosaic Observation Tool using Digital Learning Environment (DLE)	18%	*Target: 30%* *Actual: 49%*	*Target: 55.5%* *Actual: 48%*	*Target: 60%* *Actual: 23%*	*Target: 65%* *Actual:*	*Target: 75%* *Actual:*

**Add or delete rows as needed.*

DISTRICT PRIORITY STRATEGY #1
Strategy #1: Create a learning environment to improve communication and collaboration using digital tools.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide professional development focused on promoting creative and innovative instructional strategies that enhance communication and integrate engagement (i.e. Schoology platform for discussion board, online conferencing utilizing TEAMS, WebEX) that could include distant learning.	July 2023-June 2028	Curriculum Teams, District Personnel, Professional Development Coaches, Administration	$5000.00	Title I	Lesson Plans, Platform Conversations, PLC Notes, PLO Plan, Sign-In sheets, student work and observations, Teacher Spotlights, Copies of recorded videos.
2. Spotlight Best Technology Practices that include rigor and student engagement during monthly Faculty Meetings and professional developmental sessions.	August 2023-June 2028	Administration, PL Coach, Teachers, District Personnel	N/A	Title I	Roster of highlighted staff members, videos and agendas from meetings/trainings.

To add a row, go to the last box and press the tab button.

Performance Goal Area: District Priority

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The ratings of students use of digital tools/technology for learning will increase from 2.1 to 3.0 by the end of the 2027-2028 school year.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Classroom Mosaic Observation Tool-Digital Learning Environment	2.1	*Target: 2.2* *Actual: 2.3*	*Target: 2.4* *Actual: 2.2*	*Target: 2.6* *Actual: 3.6*	*Target: 2.8* *Actual:*	*Target: 3.0* *Actual:*

**Add or delete rows as needed.*

DISTRICT PRIORITY STRATEGY #1
Strategy #1: Students will use digital tools/technology to conduct research, solve problems, and create original works for learning.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide exemplar lessons to promote learners using digital tools so that students will create original works using digital tools.	August 2023- June 2028	Teachers and Professional Learning Coach, Administration, Curriculum Team and District Team	None	NA	Student work samples, assessments/rubrics, lesson plans, PLC notes and presentations.
2. Provide databases, guidelines and resources for students to engage in research and problem solving (i.e. digital citizenship).	August 2023- June 2028	Teachers and Professional Development Coach	No Cost	NA	Student work samples, assessments/rubrics, classroom observations, lesson plans, PLC notes.
3. Provide professional learning opportunities for teacher efficacy.	July 2023- June 2028	Professional Development Coach, Administration, Leadership Team	$5000	Title I	Agendas, student work samples, lesson plans, Professional Learning presentations, PD

					calendar, observations.

To add a row, go to the last box and press the tab button.

Performance Goal Area: District Priority

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percentage of students with disabilities suspended beyond 10 days (OSS only) in identified schools (by the SCDE Office of Special Education) will decrease by .5 % each year through the end of 2027-2028.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Educator's Handbook, Simpldiscipline and Powerschool	1%	*Target: .5%* *Actual:1%*	*Target: 0%* *Actual: 0%*	*Target: 0%* *Actual: 0%*	*Target: 0%* *Actual:*	*Target: 0%* *Actual:*

**Add or delete rows as needed.*

DISTRICT PRIORITY STRATEGY #1
Strategy #1: Strengthen instructional practices and provide interventions in the area of social emotional/behavioral support.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide Professional Development opportunities and resources necessary for teachers to meet the needs of all students which include the following: Morning Meetings, Capturing Kids Hearts, Don't Pick Up the Rope, Teach Town, Zones of Regulation, Social Worker, Mental Health Counselor, MUSC Grant for Telehealth, and Behavioral Support Task Force	August 2023-June 2023	District Personnel, Administration, Leadership Team, School Psychologist and Counselors, CKH Personnel	$5000	Title I	Agendas, Sign-In Sheets, Lesson Plans, Curriculum, Professional Development Timelines, Referrals
2. Continue to utilize the MTSS process to develop school-wide systems that monitor behavioral interventions and supports for all students.	July 2023-June 2023	Leadership Team and District Personnel	$1000	Title I	Meeting agendas, Educator's Handbook, Sign-in sheets, Pyramid of Interventions.

To add a row, go to the last box and press the tab button.

Performance Goal Area: School Climate*

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percent of DD2 employees who have successfully completed the State Law Enforcement Division's (SLED) Active Shooter Training will increase from 76% to 95% by the end of the 2027-2028 school year as measured by Professional Learning (PL) attendance reports.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Professional Learning Attendance Reports	76%	*Target: 79%* *Actual: 88.4 %*	*Target: 95%* *Actual: 97 %*	*Target: 95%* *Actual: 89%*	*Target: 95%* *Actual:*	*Target: 95%* *Actual:*

**Add or delete rows as needed*

SCHOOL CLIMATE STRATEGY #1
Strategy #1: Build faculty and staff confidence and skill set through professional development training.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide professional development training to all staff members in the areas of school safety, protocols, procedures and crisis interventions.	August 2023-June 2028	District level Instructors. SRO, Administrators, Crisis Team, Fire Chief	$100	General School Fund	Training agendas, Crisis Plan, Documentation of safety drills, Attendance sheets.
2. Review quarterly which staff members have completed the required training and follow up with those who haven't.	August 2023-June 2028	District Security Officer, School Safety Officer, Principal	None	NA	Newsletter and calendar reminders of training, attendance roster from Professional Learning.
3. Implement quarterly safety drills involving the entire student body and staff which reinforce skills and protocols learning in the Active Shooter trainings.	August 2023-June 2028	Administrators, School Safety Officer, Crisis Team, SRO, Fire Dept.	None	NA	Crisis Plan, Schedule of drills, Debriefing notes, Documentation of drills.

Performance Goal Area: Student Achievement*

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percent of students with disabilities scoring Not Met on SC Ready Math will decrease by 2% each year through the 2027-2028 school year.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
SC Ready 3rd Grade	27%	*Target: 25%* *Actual: 35%*	*Target: 33%* *Actual: 44%*	*Target: 42%* *Actual:*	*Target: 40%* *Actual:*	*Target: 38%* *Actual:*
SC Ready 4th Grade	57%	*Target: 55%* *Actual: 59%*	*Target: 57%* *Actual: 36.7%*	*Target: 34.7%* *Actual:*	*Target: 32.7%* *Actual:*	*Target: 30.7%* *Actual:*
SC Ready 5th Grade	58%	*Target: 56%* *Actual: 47%*	*Target: 45%* *Actual: 44%*	*Target: 42%* *Actual:*	*Target: 40%* *Actual:*	*Target: 38%* *Actual:*

**Add or delete rows as needed*

STUDENT ACHIEVEMENT STRATEGY #1
Strategy #1: Strengthen instructional practices in math through professional development for all teachers including special education teachers.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Continue to utilize and expand computer based math programs that personalize learning for students receiving Tier 3 Interventions.	August 2023-June 2028	District curriculum team, Special Services, Administrators, Special Education Teachers	$100	Title I	Agendas, Sign-In Sheets, Program Usage, Observations, MAP data
2. Provide teachers with training and resources necessary to meet the needs of students that include Math Academy and Math Model for Special Education teachers.	July 2023-June 2028	Professional Learning Coaches, Teachers	$20,000	District Funds	Agendas, Lesson Plans, Observations, MAP Data, Sign-In Sheets
3. Schedule quarterly data debriefings to identify needs of students along with	August 2023-June 2028	Professional Learning Coaches,	$100	School Funds	Agendas, Lesson Plans, Assessments, Spiral Review, MAP

intentional strategies for Tier 3 Intervention students.		Administrators, Leadership Team			data, Debriefing Notes

Performance Goal Area: Student Achievement*

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percentage of students scoring Meets and Exceeds Expectations on SC Ready ELA will increase at least 2% per year through the end of the 2027-2028 school year.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
SC Ready 3rd Grade	64.4%	*Target: 67%* *Actual: 67.8%*	*Target: 69.8%* *Actual: 72.2%*	*Target: 74.2%* *Actual:*	*Target: 76.2%* *Actual:*	*Target: 78.2%* *Actual:*
SC Ready 4th Grade	49.6%	*Target: 52%* *Actual: 71.8%*	*Target: 73.8%* *Actual: 70.3%*	*Target: 72.3%* *Actual:*	*Target: 74.3%* *Actual:*	*Target: 76.3%* *Actual:*
SC Ready 5th Grade	45.1%	*Target: 48%* *Actual: 64.3%*	*Target: 66.3%* *Actual: 63.8%*	*Target: 65.8%* *Actual:*	*Target: 67.8%* *Actual:*	*Target: 69.8%* *Actual:*

**Add or delete rows as needed*

STUDENT ACHIEVEMENT STRATEGY #1
Strategy #1: Strengthen instructional practices and provide interventions in the area of Language Arts.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide Professional Development opportunities and resources necessary to teachers to meet the needs of students.	July 2023-June 2028	District and School Curriculum Leaders	$10,000	Title I	Agendas, MAP data, observations, PLC minutes
2. . Provide quarterly data debriefings to identify targeted student and instructional strategies/resources that target specific needs of teachers and students.	July 2023-June 2028	District and School Curriculum Leaders	$10,000	Title I	Agendas, MAP and Common Assessment Date, Debriefing Presentation and Notes, Sign-In Sheets

To add a row, go to the last box and press the tab button.

Performance Goal Area: Teacher/Administrator Quality*

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percent of teachers returning from the previous year will be maintained by at least 85% by the 2027-2028 school year as measured by the annual SC Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
South Carolina School Report Card	81.5 %	*Target: 82 %* *Actual: 66 %*	*Target: 85%* *Actual: 77%*	*Target: 85%* *Actual:*	*Target: 85%* *Actual:*	*Target: 85%* *Actual:*

**Add or delete rows as needed*

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1
Strategy #1: Recruit highly qualified teacher candidates to replace teachers leaving Sires Elementary School.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Participate in the Dorchester District Two Educator Recruitment Fairs.	July 2023-June 2028	Administrative Team, District Personnel Dept.	$100	School Funds	School Brochure, Candidate Sign-In Sheets, Applitrack Notes
2. 2. Interview highly qualified teachers on the DD2 transfer list along with candidates in Applitrack.	July 2023-June 2028	School Administrators and District Personnel Department	None	NA	Interview questions, Roster of Applicants, Notes in Applitrack, Acceptance of offers from personnel.

To add a row, go to the last box and press the tab button.

TEACHER/ADMINISTRATOR QUALITY STRATEGY #2
Strategy #2: Retain highly qualified teachers at Dr. Eugene Sires Elementary School.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Survey staff throughout the year to determine needs via climate survey.	July 2023-June 2028	Administration and School Staff Members	None	NA	Survey Results
2. Conduct a new teacher orientation at the beginning of the school year and monthly 'Rays to Raise' meetings throughout the year to familiarize new hires with school procedures and provide professional development on needed topics.	July 2023-June 2028	Administrators, Team Leaders, Leadership Team, Teacher Mentors	$200	School Funds	Agendas, Sign In Sheets, PD slides
3. Provide 30 minutes of unencumbered time daily for all certified staff.	August 2023-June 2028	Administrators, Leadership Team, Secretarial Staff	$40,000	District Funds	Supervision Schedule, Roster of Cafeteria Monitors

School Renewal Plan Checklist

Are the following complete?

√	School Renewal Plan Signature Page
√	Assurances for Plan
√	Stakeholder Involvement for Plan
√	Comprehensive Needs Assessment Data
√	Executive Summary of Needs Assessment Data Findings
√	Performance Goal and Action Plan: Area – Student Achievement
√	Performance Goal and Action Plan: Area – School Climate
√	Performance Goal and Action Plan: Area – Teacher/Administrator Quality

Once all boxes are checked, the plan can be submitted.