

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2023-2024 to 2027-2028

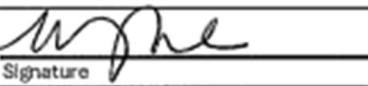
Upcoming School Year: 2026-2027

School Name:	Newington Elementary School
SIDN:	1802013
Plan Submission:	School utilizes Cognia
Grade Span:	4K-5
District:	Dorchester School District Two
Address 1:	10 King Charles Circle
Address 2:	
City, State:	Summerville, SC
Zip Code:	29485
School Renewal Contact Person:	Rachel Cubbage
School Plan Contact Phone:	8438713230
School Plan E-mail Address:	Rcubbage@dorchester2.k12.sc.us

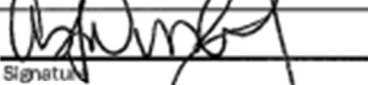
Superintendent

Mr. Chad Daugherty		4/13/26
Printed Name	Signature	Date

Principal

Mrs. Rachel Cubbage		3/26/2026
Printed Name	Signature	Date

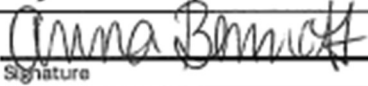
Chairperson, District Board of Trustees

Dr. Ashley Wimberly		4/13/26
Printed Name	Signature	Date

Chairperson, School Improvement Council

Mrs. Victoria Merritt		3/26/26
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Mrs. Anna Bennett		3/25/26
Printed Name	Signature	Date

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 <i>et seq.</i> (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 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 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.

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	Mrs. Rachel Cubbage
2.	Teacher	Mrs. Meghan LaScala
3.	Parent/Guardian	Mrs. Jasmine Easterlin
4.	Community Member	Mrs. Sherri Morris
5.	Paraprofessional	Mrs. Miranda Herring
6.	School Improvement Council Member	Mrs. Victoria Merritt
7.	Read to Succeed Reading Coach	Mrs. Anna Bennett
8.	School Read to Succeed Literacy Leadership Team Lead	Mrs. Anna Bennett
9.	School Read to Succeed Literacy Leadership Team Member	Mrs. Amelia Galloway

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

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.*

Diagnostic Data Provided:

1. Student Achievement
2. School Climate
3. Administrator/Teacher Quality

Met/Exemplary Longitudinal Data

Grade	Subject	2016 NES	2017 NES	2018 NES	2019 NES	2020 NES	2021 NES	2022 NES	2023 NES	2024 NES	2025 NES
3	ELA	55%	59.3%	56.7%	58%	N/A	53.4%	35.6%	54.3%	55.1%	61.3%
	Math	68%	72.3%	49.4%	68.8%	N/A	57.8%	45.2%	56.9%	46.3%	44.5%

Grade	Subject	2016 NES	2017 NES	2018 NES	2019 NES	2020 NES	2021 NES	2022 NES	2023 NES	2024 NES	2025 NES
4	ELA	58%	40.8%	55.8%	65.4%	N/A	59%	52.8%	55.5%	51.8%	69.8%
	Math	69%	57%	54.7%	63.2%	N/A	45%	47.2%	36%	54.5%	56.9%
	Science	80.5%	46.2	55.6%	58.1%	N/A	N/A	49.1	44.5%	N/A	39.52%

Grade	Subject	2016 NES	2017 NES	2018 NES	2019 NES	2020 NES	2021 NES	2022 NES	2023 NES	2024 NES	2025 NES
5	ELA	47%	57%	42.7%	51.1%	N/A	37.8%	54.1%	54.3%	52.4%	62.02%
	Math	57%	68.5%	47.1%	39.8%	N/A	32.4%	40.4%	56.9%	42.9%	42.64%
	Social Studies	72.2%	86%	77.8%	75.9%	N/A	N/A	N/A	N/A	N/A	N/A

DRA Historical Data (Students on or Above GL)

Met Expectation	Kindergarten EOY	1 st Grade EOY	2 nd Grade EOY
2015-2016	88%	78%	81%
2016-2017	66%	60%	56%
2017-2018	66%	56%	52%
2018-2019	59%	61%	60%
2019-2020	N/A	N/A	N/A
2020-2021	58.27%	57.14%	52.83%
2021-2022	60%	54%	65%
2022-2023	59%	47%	66%
2023-2024	59%	40%	51%

*DRA discontinued

FSS Historical Data (Students on or Above GL)

Met Expectation	Kindergarten EOY	1 st Grade EOY	2 nd Grade EOY
2024-2025	72%	82%	73%

MAP Data-Reading: On or Above Grade Level

Year	Kindergarten EOY	1 st -grade EOY	2 nd -grade EOY	3 rd -grade EOY	4 th -grade EOY	5 th -grade EOY
21-22	35%	45%	53%	53%	57%	65%
22-23	59%	45%	45%	55%	53%	60%
23-24	47%	42%	45%	59%	59%	56%
24-25	54%	38%	48%	56%	59%	50%

MAP Data-Math: On or Above Grade Level

Year	Kindergarten EOY	1 st -grade EOY	2 nd -grade EOY	3 rd -grade EOY	4 th -grade EOY	5 th -grade EOY
21-22	53%	49%	40%	46%	46%	43%
22-23	56%	47%	28%	53%	45%	45%
23-24	48%	47%	47%	45%	57%	32%
24-25	60%	39%	37%	50%	53%	44%

Behavior Trends

Diagnostic Data Provided:

2024-2025 Report Card DATA

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	53	372	47
Percent satisfied with learning environment	92.5%	87.4%	85.1%
Percent satisfied with social and physical environment	88.7%	86.6%	97.7%
Percent satisfied with school-home relations	92.3%	92.5%	83.3%

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): Newington Elementary is part of Dorchester County School District Two (DD2) and currently one of fifteen elementary schools. There are seven middle schools, three high schools, one alternative school, one career and technology center, and one adult education program. Newington Elementary houses approximately 925 students and sits at a poverty index of 70%, making it a Title 1 school. According to the data presented in the needs assessment, the percentage of 1st-grade students on track for ELA success is lower than both the District and State averages. However, in math, the percentage of 1st graders on track for success falls below the District average but exceeds the State average. For 2nd-grade students, the percentage on track for ELA success is lower than the District average but higher than the State average. Similarly, the percentage of 2nd-grade students on track for math success is below the District average yet above the State average. This data suggests that Newington Elementary should continue prioritizing rigorous reading and writing strategies to ensure grade-level proficiency in grades 3-5. Within our Disabilities subgroup Newington rated Unsatisfactory in SC Ready growth and achievement. With this data we are adding professional development for all Newington teachers to become better equipped to teach students with atypical needs. Within our poverty subgroup we rated Average for achievement and below average in preparing for success. With this data we will continue to ensure equity across all classrooms and grade levels. Newington will ensure all our students have the same resources and opportunities. Additionally, targeted math instruction and intervention

strategies should be implemented to support student success in these upper grades. Teachers will continue using quarterly district assessments, formative assessments, diagnostic tools, and consistent progress monitoring during differentiated instruction to track individual student performance and needs. These assessments will help identify students requiring additional intervention and/or enrichment. Classroom observations by the administrative team will provide teachers with relevant and constructive feedback on the intentional and effective implementation of engaging, rigorous instructional strategies. Coaching conversations and cycles will be scheduled based on individual and grade-level needs across all instructional areas. Furthermore, professional development opportunities will be strategically designed and implemented in response to trends identified through grade-level data and classroom observations.

Elementary/Middle (3-8):

The 3rd-5th grade needs assessment data indicates that NES students are performing below both the State and District averages in ELA, reflecting a decline from the previous year. Conversely, NES students are performing above the State averages in English Language Arts and Math. Students in grades 3 and 5 have shown a decrease in the percentage performing at or above grade-level reading expectations, whereas 4th-grade students demonstrated an increase in the percentage reading at or above grade level. Additionally, students with IEPs continue to score below their non-IEP peers. Using these data points, the leadership team will guide coaching conversations and cycles to support teachers in utilizing formative and diagnostic assessments, Read 180 intervention, and targeted differentiated instruction. Furthermore, intentional literacy and math models, instructional technology programs, and technology integration will be implemented across Gifted and Talented, Special Education, and General Education classrooms. A review of student achievement data reinforces the need for a strong focus on both literacy and math instruction. To address this, K-3 teachers and intervention specialists in grades 3-5 are participating in high-quality professional development through LETRS training. Additionally, the structure of differentiated instruction in grades 1 and 2 has been modified to better meet the specific academic needs of students. The combination of professional development and instructional model adjustments is expected to improve student achievement.

High School (9-12): N/A

Teacher/Administrator Quality

The needs assessment data for teacher and administrator quality at Newington Elementary indicates an increase in teacher retention, advanced degrees, experience, and salaries compared to the previous school year. The school's principal is currently in her eighth year at NES. In compliance with the Read to Succeed Law, all kindergarten

through fifth-grade teachers must obtain the Literacy Teacher endorsement on their South Carolina Teaching Credential.

School Climate

The needs assessment data reflects an increase in chronic absenteeism, a decline in student retention rates, and a decrease in the number of students qualifying for Gifted and Talented programs. However, the percentage of students, teachers, and parents satisfied with the learning environment, as well as the social and physical environment, has increased over time. In contrast, parent satisfaction with school-home relations has declined.

Other (such as district and/or school priorities)

According to MAP data Newington students have fluctuated between years and grade levels in both ELA and Math. The needs assessment data indicates a need for a stronger professional development in the NWEA continuum and to provide support to teachers as they complete module studies to prepare for upcoming learning through HMH into Reading and Eurkea Square. Our goal within the Digital Learning Environment has steadily seen an increase. We will continue to provide professional development for staff members on the create-collaborate-discover pieces of DLE and the digital platforms provided to staff and students. The Leadership Team at Newington will also participate in learning new platforms and rubrics within DLE. As we analyze data of our Special Education population, we noticed trends decreasing in achievement. We have put into place an action plan that will include our Special Education Teachers to join homeroom teachers for data debriefing(s), PLCS, and collaborative planning. By infusing all teachers into school wide discussions, we will be able to better serve all students within their learning levels and grade level content. All teachers will participate in module studies and prepare grade level content led by the curriculum coaches.

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: The percentage of students with disabilities scoring Not Met on SC-Ready Math in grades 3-5 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 Math Assessment	61%	Target: 59% Actual: 75%	Target: 73% Actual: 65.5%	Target: 63.5% Actual:	Target: 61,5% Actual:	Target: 59.5% Actual:

Choose an item.**STRATEGY #1:** Implementation of South Carolina College and Career Ready Standards, EDI, and differentiated instruction

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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1. Classroom teachers will utilize the universal screener data and various other data points to determine the most appropriate math intervention for students	August 2023/June 2028	Classroom Teachers	None	None	Intervention schedules and rosters Intervention request and dismissal forms
2. Teachers will receive PD opportunities to implement targeted mathematical instruction and differentiation	August 2023/June 2028	Classroom Teachers Curriculum Coaches	None	None	PD rosters and agendas

Performance Goal Area: District Priority

PERFORMANCE GOAL: The ratings of student use of digital tools/technology for learning will increase from 1.59 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 Rating using Instructional Walkthrough Observation From with DL	1.59	Target: 1.82 Actual: 2.34	Target: 2.45 Actual: 2.32	Target: 2.42 Actual:	Target: 2.52 Actual:	Target: 3.0 Actual:

Choose an item. **STRATEGY #1** Students will use digital tools/technology to gather, evaluate, and/or use information 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 professional development on new resources and integration into curriculum	August 2023/June 2028	Content Area Interventionists Curriculum Coaches Instructional Technology Specialists	None	None	PL Documentation PD Agendas and Sign-ins
2. All stakeholders continually look for new resources and have teacher leaders pilot implementation	August 2023/June 2028	Curriculum Coaches Admin Teacher	None	None	Lesson Plans

Choose an item. **STRATEGY #2** Students will use digital tools/technology to conduct research, solve problems, and/or create original works for learning

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide professional development on how to integrate digital tools in the classroom to promote research, problem solving, or creating original works	August 2023/June 2028	Curriculum Coaches	None	None	PL Documentation and PD Agendas and Sign-ins

Choose an item. STRATEGY #3 Students will use digital tools. Technology to communicate and/or work collaboratively for learning

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Students will work in small groups collaboratively, using technology, to create a project that supports their content.	August 2023/June 2028	Curriculum Coaches Classroom Teachers	None	None	Student Work Samples
Students will communicate with one another digitally on a text reflection to demonstrate their learning (book study, article, journal entry, etc)	August 2023/June 2028	Classroom Teachers Curriculum Coaches	None	None	Student Work Samples

Performance Goal Area: District Priority

PERFORMANCE GOAL: The percentage of students in K-5 meeting Fall to Spring Growth targets on NWEA MAP Math will increase by 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
Math MAP- Kindergarten	55%	Target: 58% Actual: 57%	Target: 60% Actual: 57%	Target: 63% Actual: 56%	Target: 66% Actual:	Target: 69% Actual:
Math MAP-1st grade	56%	Target: 59% Actual: 50%	Target: 53% Actual: 51%	Target: 54% Actual: 44%	Target: 57% Actual:	Target: 60% Actual:
Math MAP- 2nd grade	32%	Target: 35% Actual: 51%	Target: 54% Actual: 52%	Target: 55% Actual: 47%	Target: 58% Actual:	Target: 61% Actual:
Math MAP- 3rd grade	62%	Target: 65% Actual: 42%	Target: 45% Actual: 42%	Target: 45% Actual: 47%	Target: 57% Actual:	Target: 60% Actual:

Math MAP- 4 th grade	55%	Target: 58% Actual: 56%	Target: 59% Actual: 56%	Target: 59% Actual: 48%	Target: 62% Actual:	Target: 65% Actual:
Math MAP- 5 th grade	51%	Target: 54% Actual: 40%	Target: 43% Actual: 39%	Target: 42% Actual: 39%	Target: 45% Actual:	Target: 58% Actual:

Choose an item. **STRATEGY #1** To administer universal screeners for mathematics to all students K-5 and use results to guide curricular and instructional changes, placement decisions, and 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. Assess all students in grades K-5 with NWEA Math MAP to determine their appropriate Quantile Levels	August 2023/June 2028	Classroom Teachers	None	None	NWEA Math MAP Score Reports
2. Classroom teachers will utilize the universal screener data and various other data points to determine the most appropriate math intervention for students	August 2023/June 2028	Classroom teachers Curriculum coaches	None	None	Intervention schedules and rosters Intervention request and dismissal forms
3. Teachers will receive PD opportunities in analyzing data from Math MAP to implement targeted mathematical instruction and differentiation	August 2023/June 2028	Classroom teachers Curriculum coaches	None	None	PD rosters and agendas

Performance Goal Area: District Priority

PERFORMANCE GOAL: 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/ SimpleDiscipline Reports of time served in suspension	0	Target: 1 or 0 Actual: 1%	Target: 0.5% Actual: 1%	Target: 0% Actual: 0%	Target: 0% Actual:	Target: 0% Actual:

Choose an item. **STRATEGY #1** Staff members will be provided professional development on effective classroom management strategies

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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1. Provide opportunities for professional development on appropriate classroom management strategies for all students	August 2023/June 2028	Administrators Teachers Coaches	None	None	ERO/PL attendance PD agendas PD sign-in sheets
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Performance Goal Area: District Priority

PERFORMANCE GOAL: The percent of walkthroughs/observation to include the Digital Learning Environment (DLE) will increase from 42% 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 Rating using Instructional Walkthrough Observation From with DLE	42%	Target: 48.6% Actual: 57%	Target: 60% Actual: 69%	Target: 71% Actual:	Target: 73% Actual:	Target: 75% Actual:

Choose an item. **STRATEGY #1** Students will use digital tools/technology to gather, evaluate, and/or use information 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 professional development on new resources and integration into curriculum	August 2023/June 2028	Content Area Interventionists Curriculum Coaches Instructional Technology Specialists	None	None	ERO/PL Documentation PD Agendas Sign-ins
2. All stakeholders continually look for new resources and have teacher leaders pilot implementation	August 2023/June 2028	Curriculum Coaches Admin Teacher	None	None	Lesson Plans

Choose an item. **STRATEGY #2** Students will use digital tools/technology to conduct research, solve problems, and/or create original works for learning

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide professional development on how to integrate digital tools in the classroom to promote research,	August 2023/June 2028	Curriculum Coaches	None	None	ERO/PL Documentation PD Agendas Sign-ins

problem solving, or creating original works					
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Choose an item. STRATEGY #3 Students will use digital tools. Technology to communicate and/or work collaboratively for learning

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Students will work in small groups collaboratively, using technology, to create a project that supports their content.	August 2023/June 2028	Curriculum Coaches Classroom Teachers	None	None	Student Work Samples
2. Students will communicate with one another digitally on a text reflection to demonstrate their learning (book study, article, journal entry, etc)	August 2023/June 2028	Classroom Teachers Curriculum Coaches	None	None	Student Work Samples

Performance Goal Area:School Climate *(Parent Involvement, Safe and Healthy Schools, etc)

PERFORMANCE GOAL: The percentage of parents who are satisfied with school-home relations will maintain at least 85% through the 2027-2028 school year as measured by the SC School Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Parent school-home relation satisfaction percentage from SC School Report Card	77%	Target: 78.6% Actual: 87.5%	Target: 85% Actual: 83.3%	Target: 85% Actual:	Target: 85% Actual:	Target: 85% Actual:

Choose an item. STRATEGY #1	Increase parental involvement activities allowing more parents to become involved and informed.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Utilize a written school communication plan for staff, parents, and stakeholders to increase awareness	August 2023/June 2028	Leadership Team	2,500 annually	School Funds	Smore Newsletters Facebook Posts

of school policy, events, offered interventions, and other relevant information. Components: Calendar/Handbook, weekly digital school newsletter via 'smore,' Blackboard Connect messaging/ParentSquare, classroom newsletters, Website, and Facebook.		Classroom Teachers			ParentSquare Usage Calendar and Handbook
2. Host at least 2 parenting events monthly including "All Pro Dolphin Dads," "Tuesday Talks," "Raising Readers," "Mindful Math," and grade-level parent power-hours	August 2023/June 2028	Leadership Team Classroom teachers	2,000 annually	Title 1 Parenting funds	Parenting Event Attendance, Agenda, and feedback surveys
3. Host student-led conference annually	August 2023/June 2028	Leadership Team Classroom Teachers	None	None	Event sign-in sheets Parent feedback survey

Performance Goal Area: School Climate *(Parent Involvement, Safe and Healthy Schools, etc)

PERFORMANCE GOAL: The percentage of NES teaching completing the District Active Shooter Training will increase to 100% 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
Percentage of teacher Active Shooter PD completion in Personal Learning	100%	Target: 100% Actual: 67%	Target: 75% Actual: 100%	Target: 100% Actual: 98%	Target: 100% Actual:	Target: 100% Actual:

Choose an item. STRATEGY #1	Staff members will be provided options of time and location in which to take the required course work.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide a list of annual Active Shooter Training sessions to staff via agendas, calendar reminders, and emails from the district	August 2023/June 2028	Administrators Teachers Literacy Coaches	None	None	Percentage of teacher with course completion

Performance Goal Area: Student Achievement

PERFORMANCE GOAL: The percentage of students reading on grade level (K-5) will increase 2% each year through the end of the 2027-2028 school year using the projections as listed below. Grade Level proficiency will be defined as performing at the 50th percentile or above as measured by the NWEA Reading MAP reports.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Reading MAP- Kindergarten	55%	Target: 57% Actual: 56%	Target: 58% Actual: 47%	Target: 49% Actual: 52%	Target: 53% Actual:	Target: 55% Actual:
Reading MAP- 1st grade	47%	Target: 49% Actual: 71%	Target: 73% Actual: 42%	Target: 44% Actual: 46%	Target: 48% Actual:	Target: 50% Actual:
Reading MAP- 2nd grade	28%	Target: 30% Actual: 41%	Target: 43% Actual: 45%	Target: 47% Actual: 47%	Target: 49% Actual:	Target: 51% Actual:
Reading MAP- 3rd grade	53%	Target: 55% Actual: 56%	Target: 58% Actual: 59%	Target: 61% Actual: 56%	Target: 58% Actual:	Target: 60% Actual:
Reading MAP- 4 th grade	45%	Target: 47% Actual: 65%	Target: 67% Actual: 69%	Target: 71% Actual: 50%	Target: 52% Actual:	Target: 54% Actual:
Reading MAP- 5 th grade	46%	Target: 48% Actual: 66%	Target: 68% Actual: 56%	Target: 58% Actual: 57%	Target: 59% Actual:	Target: 61% Actual:

Choose an item. STRATEGY #1 To administer universal screeners for literacy to all students K-5 and use results to guide curricular and instructional changes, placement decisions, and 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. Assess all students in grades K-5 with NWEA Reading MAP to determine their appropriate Lexile Levels	August 2023/ June2028	Classroom Teachers	None	None	NWEA REading MAP Score Reports
2. Classroom teachers will utilize the universal screener data and various other data points to determine the most appropriate math intervention for students	August 2023/ June2028	Classroom Teachers	None	None	Intervention schedules and rosters Intervention request and dismissal forms
3. Teachers will receive PD opportunities in analyzing data from Reading MAP to implement targeted mathematical instruction and differentiation	August 2023/ June2028	Classroom Teachers	None	None	PD Rosters and Agendas

Performance Goal Area: Teacher/Administrator Quality

PERFORMANCE GOAL: The percentage of teachers returning from the previous year will increase from 66% to 75% 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
Teacher retention percentage from SC School Report Card	66%	Target: 68% Actual: 59.9%	Target: 74.2% Actual: 84.4%	Target: 75% Actual:	Target: 75% Actual:	Target: 75% Actual:

Choose an item. STRATEGY #1 Promote collaboration among teachers

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide time in daily schedule for common planning among teachers on the same grade-level/team	August 2023/ June2028	Administrators Teachers	None	None	School's Master Schedule PLC Meeting Minutes
2. Employ Effective PLCs	August 2023/ June2028	Curriculum Coaches Administrators Teachers	None	None	PLC Meeting Minutes
3. Provide PD on effective PLC's to empower Team Leaders	August 2023/ June2028	Curriculum Coaches Team Leaders	None	None	PD Agenda

					PL documentation PLC Meeting Minutes
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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.