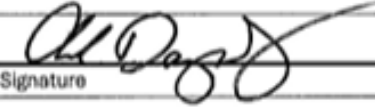


School Renewal Plan Signature Page

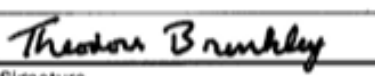
Strategic Plan for 5 Year Cycle: 2023-2024 to 2027-2028
Upcoming School Year: 2026-2027

School Name:	Charles DuBose Middle School
SIDN:	18-02-016
Plan Submission:	School utilizes Cognia
Grade Span:	6-8
District:	Dorchester School District Two
Address 1:	1005 DuBose School Road
Address 2:	
City, State:	Summerville, SC
Zip Code:	29485
School Renewal Contact Person:	Theodore Brinkley
School Plan Contact Phone:	843-875-7012
School Plan E-mail Address:	tbrinkley@dorchester2.k12.sc.us

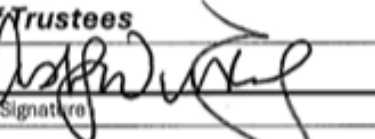
Superintendent

Charles Daughtery		4/13/26
Printed Name	Signature	Date

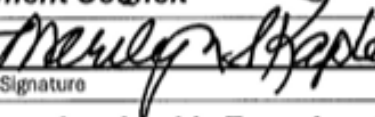
Principal

Theodore Brinkley		4/6/26
Printed Name	Signature	Date

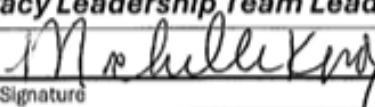
Chairperson, District Board of Trustees

Ashley Wimberly		4/13/26
Printed Name	Signature	Date

Chairperson, School Improvement Council

Marilyn Kaple		4-07-26
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Michelle Knox		4/6/26
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))
N/A	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.
N/A	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.
N/A	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.

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	Theodore Brinkley
2.	Teacher	Amber Dunn
3.	Parent/Guardian	Kendra Baughman
4.	Community Member	Marilyn Kaple
5.	Paraprofessional	Judith Pezza
6.	School Improvement Council Member	Kelly Simpson
7.	Read to Succeed Reading Coach	Lesley Brantley
8.	School Read to Succeed Literacy Leadership Team Lead	Michelle Knox
9.	School Read to Succeed Literacy Leadership Team Member	Joseph Ocasek

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

**Add rows as necessary*

Comprehensive Needs Assessment Data

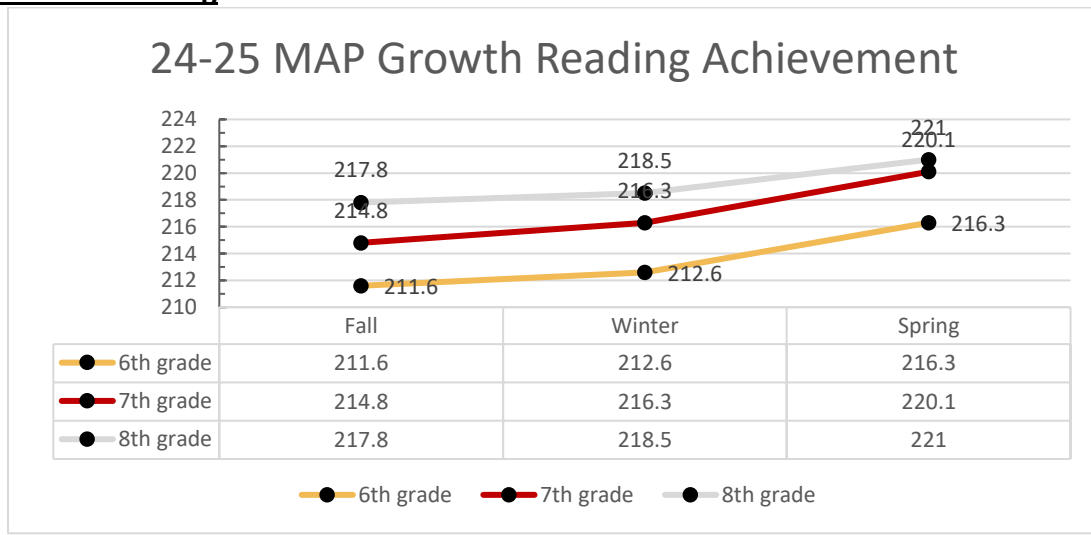
Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any 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.

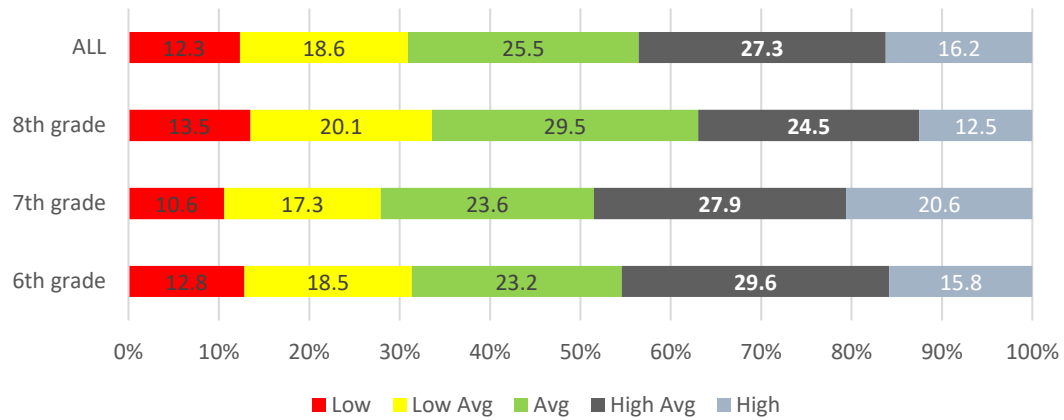
Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.) *Note: A link to the school report card will no longer be accepted.*

Needs Assessment for Student Achievement

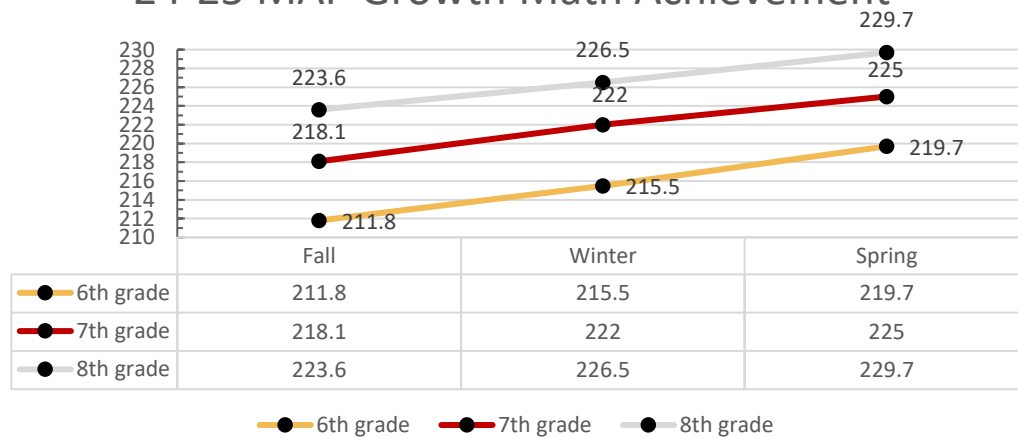
MAP Growth Reading

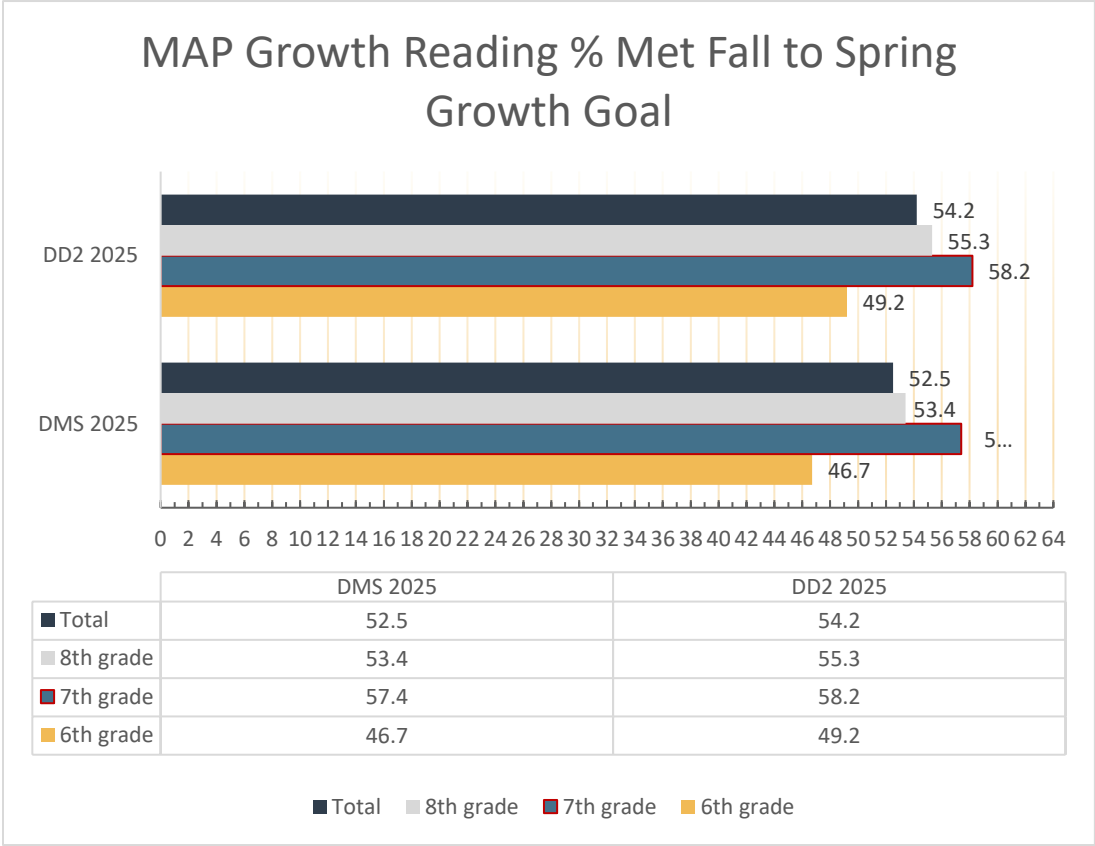
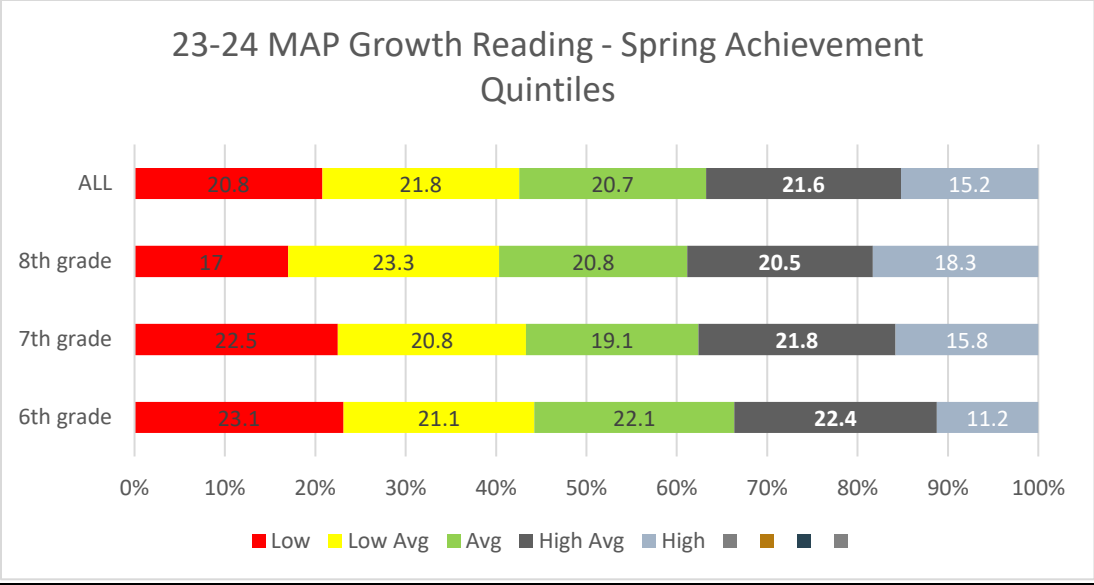


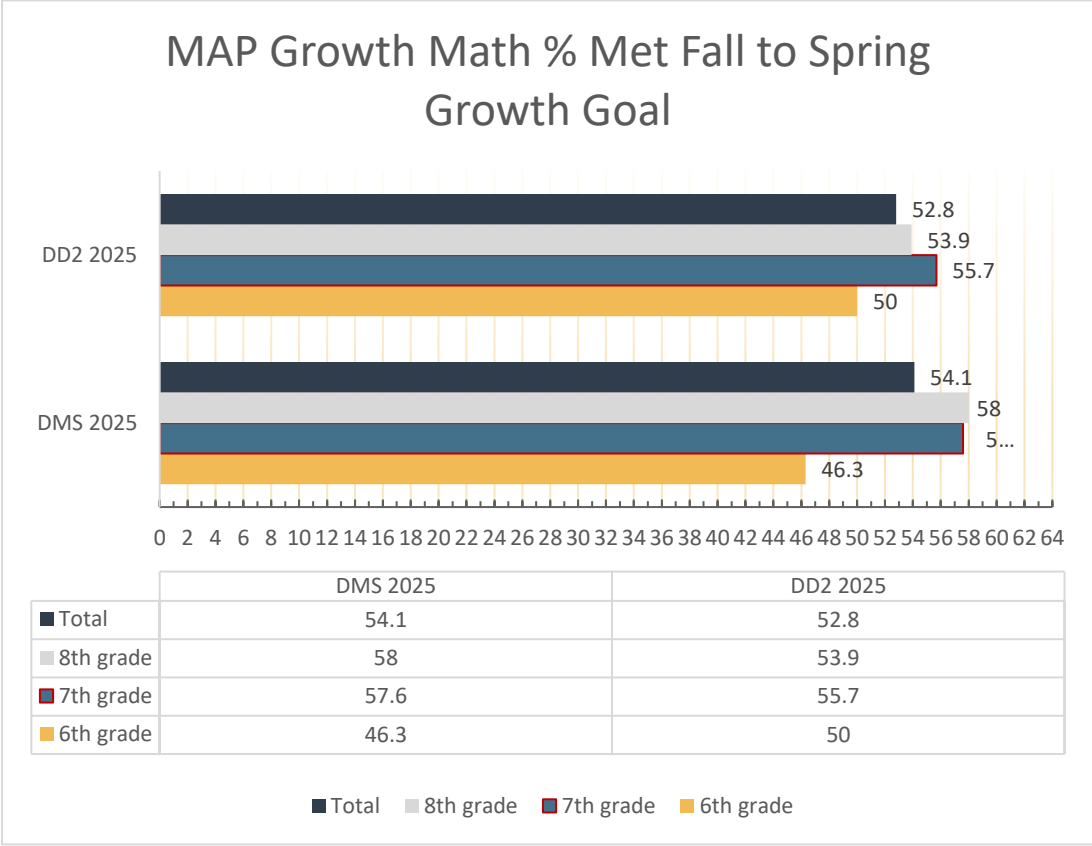
23-24 MAP Growth Reading - Spring Achievement Quintiles



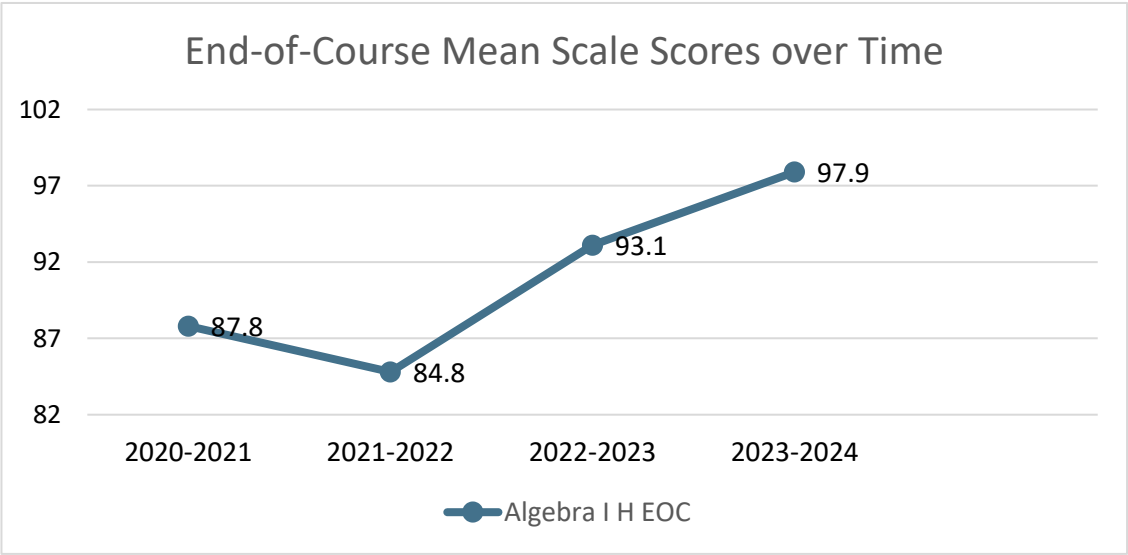
24-25 MAP Growth Math Achievement







EOC Score



- Passage Rate

Percent of tests with scores of 60 or above on:				
	2020-2021	2021-2022	2022-2023	2023-2024
Algebra I EOC	98.5	96.7	100	100

SC Ready Scores

- ELA Over Time By Grade

SC Ready - Mean Scores - Grade 6			
	2022-2023	2023-2024	2024-2025
DMS	603.4	592.6	572.7
DD2	595.1	603.9	584.3

SC Ready - Mean Scores - Grade 7			
	2022-2023	2023-2024	2024-2025
DMS	619.4	637.6	598.81
DD2	627.5	627.3	599.4

SC Ready - Mean Scores - Grade 8			
	2022-2023	2023-2024	2024-2025
DMS	650.9	646.1	607.3
DD2	665.8	652.1	608.3

SC READY - % Met and Above - ELA - Grade 6					
	22-23	23-24	24-25	2 Yr %	3 Yr %
School	Total	Total	Total	Change	Change
DMS	59.6	58.4	58.4	0	-1.2
DD2	56.3	60.2	63.1	2.9	6.8

SC READY - % Met and Above - ELA - Grade 7					
	22-23	23-24	24-25	2 Yr %	3 Yr %
School	Total	Total	Total	Change	Change
DMS	52.6	58.7	67.3	8.6	14.7
DD2	53.8	53.8	66.2	12.4	12.4

SC READY - % Met and Above - ELA - Grade 8					
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	22-23	23-24	24-25	2 Yr %	3 Yr %
School	Total	Total	Total	Change	Change
DMS	53.8	53	61.5	8.5	7.7
DD2	57.7	54.5	57.7	3.2	0

- Math Over Time By Grade

SC Ready - Mean Scores - Grade 6			
	2022-2023	2023-2024	2024-2025
DMS	511.9	514.2	527.1
DD2	512	530.8	543.9

SC Ready - Mean Scores - Grade 7			
	2022-2023	2023-2024	2024-2025
DMS	540	553.4	556.5
DD2	550.2	540.4	563.2

SC Ready - Mean Scores - Grade 8			
	2022-2023	2023-2024	2024-2025
DMS	596.6	591.1	609.1
DD2	585.1	581	592.6

SC READY - % Met and Above - Math - Grade 6					
	22-23	23-24	24-25	2 Yr %	3 Yr %
School	Total	Total	Total	Change	Change
DMS	34.5	37.5	40.9	3.4	6.4
DD2	33.6	42	45.3	3.3	11.7

SC READY - % Met and Above - Math - Grade 7					
	22-23	23-24	24-25	2 Yr %	3 Yr %
School	Total	Total	Total	Change	Change
DMS	32.6	34.6	37.6	3	5
DD2	33.2	33	40.5	7.5	7.3

SC READY - % Met and Above - Math - Grade 8					
	22-23	23-24	24-25	2 Yr %	3 Yr %
School	Total	Total	Total	Change	Change
DMS	37.2	35.9	46	10.1	8.8
DD2	34.4	33.5	38.9	5.4	4.5

SC READY - % of Students with IEPS scoring Does Not Meet - Math - Grade 6			
	2022-2023	2023-2024	2024-2025
IEP	DNM	DNM	DNM
Yes	61	72	62
No	27	28	22

SC READY - % of Students with IEPS scoring Does Not Meet - Math - Grade 7			
	2022-2023	2023-2024	2024-2025
IEP	DNM	DNM	DNM
Yes	81	74	79
No	26	21	17

SC READY - % of Students with IEPS scoring Does Not Meet - Math - Grade 8			
	2022-2023	2023-2024	2024-2025
IEP	DNM	DNM	DNM
Yes	81	72	66
No	21	19	14

- Scores By Subgroup

SC Ready/SCPASS	2022-2023			2023-2024			2024-2025		
	% Met and Above			% Met and Above			% Met and Above		
	AA	W	GAP	AA	W	GAP	AA	W	GAP
ELA 6th grade	41	71	-30	42	70	-28	35	66	-31
ELA 7th grade	34	62	-28	44	68	-24	59	75	-16
ELA 8th grade	38	59	-21	41	63	-22	48	69	-21
Math 6th grade	16	43	-27	19	52	-33	21	51	-30
Math 7th grade	15	44	-29	17	42	-25	18	52	-34
Math 8th grade	19	43	-24	22	41	-19	32	54	-22
Science 6th grade	29	61	-32	N/A	N/A	N/A	31	65	-34

Needs Assessment for Teacher/Administrator Quality

Percent of teachers with Advanced Degrees

62, up from 52

Percent of Teachers Returning

78.4, up from 66.1

Percent of Certified Staff with GT Endorsement

31, down from 33

Percent of out-of-field teachers

4.5, down from 14.9

Percent of inexperienced teachers*

23.9, up from 14.9

* An inexperienced teacher is defined as a teacher who has three or fewer years of teaching experience as indicated on his/her South Carolina license

Needs Assessment for School Climate

Chronic Absenteeism Rate

30.6, down from 34.9

Percent of Teachers, Students, and Parents Satisfied with the Social and Physical Environment

T = 75.4, down from 85

S = 80.3, down from 81.9

P = 89, up from 77.4

Percentage of Teachers, Students, and Parents Satisfied with Home-school relations

T = 84.1, up from 81.4

S = 93.9, up from 91.5

P = 82, up from 72.1

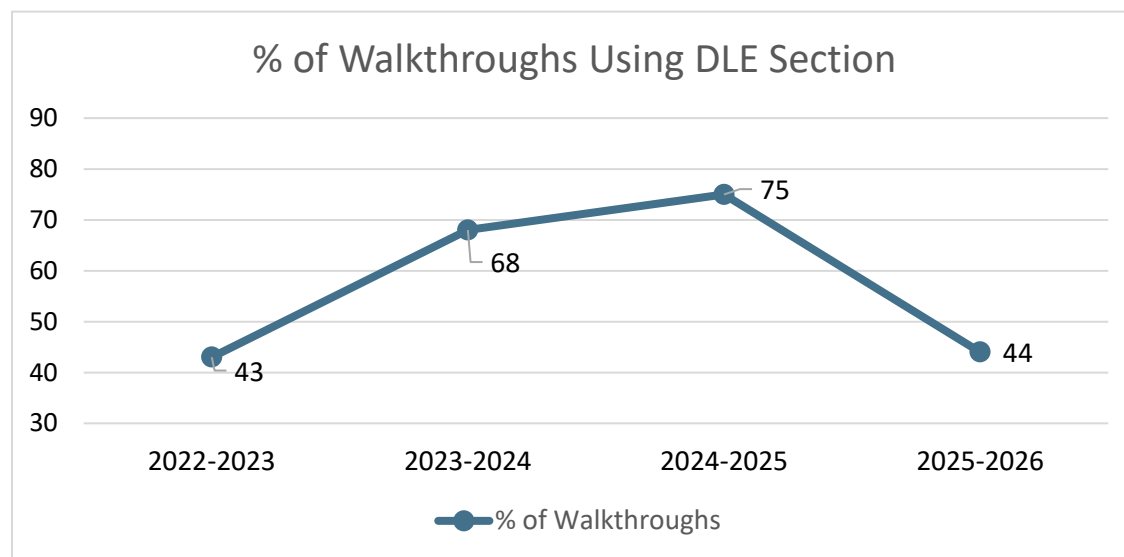
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment

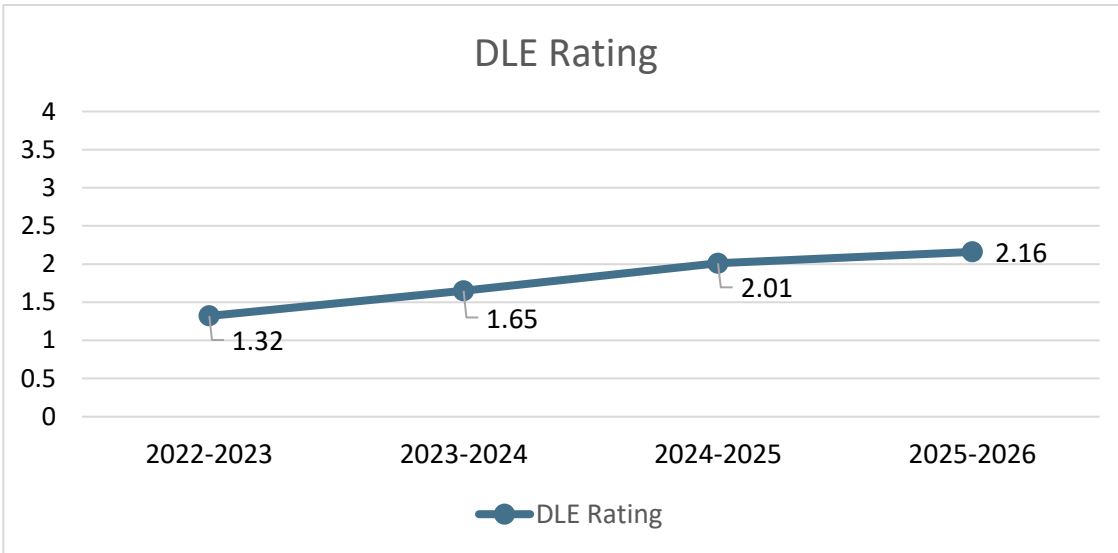
T = 80, down from 91.7

S = 75.4, down from 80.1

P = 80, down from 84.9

Needs Assessment for Digital Learning Environment





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):	
Elementary/Middle (3-8): After an intensive review of our Needs Assessment and Student Achievement, we were excited to see to see continued gains in overall MAP and SC Ready scores. The Percentage of students who Meet or Exceeds on the SC Ready Math has continually grown over the last three testing cycles in all three grade levels. Data also shows that students are continuing to show growth on the MAP testing across all grade levels with each grade level increasing their score by at least three points from the fall score in Reading and by at least 6 points in Math. However, there is still an area of improvement that has been identified. While the percentage of students with disabilities scoring Not Met on the SC Ready Math assessment in grades 6-8 compared to the scores of those students without disabilities has decreased in grades 7 & 8, it is still a large gap. During the 2024-2025 school year testing cycle, 62% of 6th grade students with disabilities, 79% of 7th grade students with disabilities, and 66% of 8th grade students with disabilities scored Not Met on the SC Ready Math Assessment.	
High School (9-12):	
Teacher/Administrator Quality	

After a thorough review of our Needs Assessment with regards to Teacher/Administrator Quality, the data shows some positive trends. A few positives are the rise in the number of teachers with GT Endorsement and the lowering of the number of inexperienced teachers. Nevertheless, with a focus on providing students with the highest quality instruction possible, there are some areas of improvement to focus on for our future. One area of focus is to raise our number of returning teachers. Currently, 78.4% of teachers are returning to teaching at our school for the next year, which, while up from 66.1%, is still lower than we would like.

School Climate

After a thorough review of our Needs Assessment in regards to School Climate, we have found that we have been consistent in getting staff, returning and new, to complete the SLED Active Intruder training. This is an important area for us to continue to focus on.

Other (such as district and/or school priorities)

After a thorough review of our Needs Assessment in regards to School Climate, we have identified our main area in need of improvement is the percentage of students with disabilities suspended 10 or more days during the school year. During the 2023-2024 school year, 9% of our students with disabilities were suspended (OSS) for 10 or more days compared to only 4% total for DD2. Despite this percentage being a decrease from the previous year of 13%, it is still an increase from 2021-2022, when it was 3%. Another area of focus is the percentage of administrator walkthroughs where DLE (Digital Learning Environment) is rated and the DLE Rating. Up until this school year, the percentage of walkthroughs where DLE is rated has gone up each year, with a high in 2024-2025 of 75%. In addition, the DLE rating has increased with this year (2025-2026) being the highest rating of 2.16. Despite these positive trends, we still need to implement strategies to continue improving in both areas.

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 in 6-8 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
What is being measured?	48.5	Target: 51.5 Actual: 53.1	Target: 56.1 Actual: 54.1	Target: 57.1 Actual:	Target: 60.1 Actual:	Target: 63.1 Actual:

DISTRICT PRIORITY STRATEGY #1

To administer universal screeners for Math to all students 6-8 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. MAP Growth Math Assessment will be given to all students in grades 6-8 three times per year to determine RIT level and areas of strength/areas of need.	July 2023-June 2028	School Testing Coordinator Classroom teachers	None	None	Variety of score reports
2. Provide Math teachers half-day planning days to meet in grade level PLCs to disaggregate data and debrief with district personnel and school administrator for the purpose of identifying areas of need and strategies needed to improve areas of need.	July 2023-June 2028	School administration District content specialists Classroom teacher	\$1800	Title I	Action plan created at meeting

DISTRICT PRIORITY STRATEGY #2

Implement SC College and Career-Ready Standards in order to improve student achievement in mathematics.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Review and update curriculum maps for SC College and Career Ready	July	Curriculum & Instruction	\$50,000	Title II	District Curriculum Map

Standards (SCCRS) for Mathematics to ensure alignment to grade level expectations and consistent core curriculum for all students.	2023-June 2028	Team Curriculum Writing Teams		General Funds	
2. Utilize explicit direct instruction and inquiry-based instruction, which includes standards-based, problem solving, instructional practices that support student mastery of the rigorous expectations of the SCCRS for Math.	July 2023-June 2028	Curriculum & Instruction	None	N/A	District Curriculum Maps Common Assessment Data
3. Ensure usage of common assessments in Math along with data debriefing during PLC times.	July 2023-June 2028	District Curriculum team Administration	None	N/A	PLC debriefing action plans
4. Utilize progress monitoring in intervention groups/courses to provide differentiated instruction targeted to individual student needs/weaknesses.	July 2023-June 2028	Administrators Teachers Professional Development Coaches	None	N/A	Data Debriefing Notes Data Reports
5. Provide professional development, coaching and support on teaching practices, standards-based instruction, differentiated small group instruction, formative assessments, technology tools, and math routines.	July 2023-June 2028	Curriculum & Instruction Department Professional Development Coaches	None	N/A	Professional Development Plan Lesson Plans

Performance Goal Area: District Priority

(*required)

PERFORMANCE GOAL: The percentage of walkthroughs/observations 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 Reports	43.5	Target: 49.5 Actual: 71	Target: 72 Actual: 77	Target: 77 Actual: 44	Target: 59.5 Actual:	Target: 75 Actual:

DISTRICT PRIORITY STRATEGY #1

Require administration to complete the DLE questions on the walkthrough form in Classroom Mosaic.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Require administration to complete the DLE questions on the walkthrough form in Classroom Mosaic.	August 2023-June 2028	Principal	N/A	N/A	Walkthrough forms
2. Provide time during Weekly Admin Leadership Team meetings to discuss DLE progress on walkthroughs.	August 2023-June 2028	Principal	N/A	N/A	Agendas of ALT Meetings

Performance Goal Area: District Priority

(*required)

PERFORMANCE GOAL: The ratings of student use of digital tools/technology for learning will increase from 1.3 to 3.0 by the end of the 2027-2028.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Classroom Mosaic Reports	1.3	Target: 1.64 Actual: 1.66	Target: 1.98 Actual: 2.02	Target: 2.32 Actual: 2.14	Target: 2.57 Actual:	Target: 3.0 Actual:

DISTRICT PRIORITY STRATEGY #1

Provide teachers with a stronger understanding of DLE and how it affects their classroom and their students' learning.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Facilitate yearly PD on DLE and what evaluators are looking for in each section of the walkthrough form.	August 2023-June 2028	Administration	N/A	N/A	Completion of training

DISTRICT PRIORITY STRATEGY #2

Make DLE discussion a regular part of the POP process for evaluated teachers.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. As part of the POP process, provide questions and follow up about how the lesson will incorporate the parts of the DLE questions on the walkthrough.	August 2023-May 2028	Administration	N/A	N/A	Formal observation notes

DISTRICT PRIORITY STRATEGY #3

Provide continued PD on digital tools and LMS including Schoology.

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Facilitate training for all new teachers on Schoology and other digital tools for the purpose of improving effectiveness of instruction.	August 2023-May 2028	Administration District Technology staff	N/A	N/A	Completion of trainings

2. Facilitate yearly refresher training for all teachers on Schoology and other digital tools for the purpose of improving effectiveness of instruction.	August 2023-May 2028	Administration District Technology staff	N/A	N/A	Completion of trainings
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Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL: The percentage of teachers returning from the previous year will increase from 71.4% to 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
Annual SC School Report Card	71.4	Target: 74.12 Actual: 71.7	Target: 75 Actual: 66.1	Target: 72.4 Actual: 78.4	Target: 82.7 Actual:	Target: 85 Actual:

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1
Implement Josten's Renaissance program with all teachers and students to improve school culture.

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. Send a variety of staff members to the yearly Josten's Renaissance conference.	July 2023-June 2028	Administration	\$10,000/yr	Title I School funds PTSA funds	Attendance at conference
2. At the beginning of every school year, provide refresher trainings on Josten's Renaissance.	August 2023-June 2028	Administration Renaissance Team	\$500	School funds	Completion of training

TEACHER/ADMINISTRATOR QUALITY STRATEGY #2

Ensure all incoming teachers have a mentor or buddy teacher.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Recruit effective, appropriate staff to serve as mentor or buddy teacher.	July 2023-June 2028	Administration	N/A	N/A	Mentor/Buddy List and qualifications
2. Provide appropriate training to all mentors (district level training) or buddy teachers (school level).	August 2023- June 2028	Administration	N/A	N/A	Completion of trainings
3. Conduct quarterly check-ins with mentors and buddy teachers to check on progress and any concerns with new teachers.	September 2023- June 2028	Administration	N/A	N/A	Notes from check-ins

Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL: The percentage of DuBose Middle School employees who have successfully completed the State Law Enforcement Division's (SLED) Active Shooter Training will stay 100% through 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 (PL) attendance reports	90	Target: 92 Actual: 100	Target: 100 Actual: 100	Target: 100 Actual: 100	Target: 100 Actual:	Target: 100 Actual:

SCHOOL CLIMATE STRATEGY #1
Provide multiple opportunities for staff to complete training.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Work with district to provide quarterly opportunities for the school safety training.	August 2023-June 2028	Administration District Safety staff	N/A	N/A	Completed trainings

2. Provide new employees hired throughout the year the expectation and information to complete the safety training as part of their on-boarding process.	August 2023-June 2028	Administration District Safety staff	N/A	N/A	Onboarding checklist
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SCHOOL CLIMATE STRATEGY #2
Establish a more stringent completion expectation for all staff.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Send out training information early and encourage early completion.	August 2023-June 2028	Administration	N/A	N/A	Emails announcing opportunities for trainings
2. Run a completion report after every district-provided training and send reminders to those who have yet to complete the training.	August 2023-June 2028	Administration District Safety staff	N/A	N/A	Reports and communications
3. Provide staff the time and space to complete the trainings for those who fail to complete it when given the opportunity.	August 2023-June 2028	Administration District Safety staff	N/A	N/A	List of completed trainings

Performance Goal Area: District Priority

(*required)

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
PowerSchool Discipline Report	3	Target: 2.5 Actual: 13	Target: 12.5 Actual: 9	Target: 8.5 Actual:	Target: 8.0 Actual:	Target: 7.5 Actual:

DISTRICT PRIORITY STRATEGY #1

District facilitated PD in the areas of: Trauma-Informed practices, alternatives to suspension, PBIS-type interventions, and evidence-based interventions to reduce the use of suspension for students with disabilities.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Schedule PD in the areas of Trauma-informed practices, alternatives to suspension, PBIS interventions, and evidence-based interventions to reduce	August 2023-June 2028	Special Services Team	N/A	N/A	Completion of training

the use of suspension for students with disabilities.					
2. At the conclusion of each professional development session, the special services team will meet with participants to discuss potential action steps to be taken as indicated by existing data and lessons learned in the professional development sessions.	August 2023-June 2028	Special Services Team	N/A	N/A	Completion of action plan

DISTRICT PRIORITY STRATEGY #2
Identify an assistant principal who is primarily tasked with working with students with disabilities in order to work collaboratively with the administrative team on discipline data and SDE/OSES discipline-related reports.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Identify specific Assistant Principal.	August 2023-June 2028	Principal	N/A	N/A	Name provided to Special Services.
2. Chosen Assistant Principal will receive specific training through Special Services regarding the requirements	August 2023-June 2028	Special Services Coordinator	N/A	N/A	Completion of training

from the SDE/OSES for disciplinary actions for students with disabilities.					
3. At the conclusion of the school year 2023-2024, special services will debrief with each school's identified administrator to determine possible action steps needed before the beginning of the 2024-2025 school year.	June 2024-June 2025	Special Services Team	N/A	N/A	Creation of action plan

DISTRICT PRIORITY STRATEGY #3
Investigate an updated process for reducing the number of days away from school while waiting on an MDR and/or a hearing for students with disabilities.

ACTION PLAN FOR STRATEGY #3

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Special services will propose necessary amendments to our internal procedures for students with disabilities to move through our existing policies and procedures without the unnecessary loss of school days (learning opportunities as well as	August 2023-June 2028	Special services team	N/A	N/A	Adjustments of procedures and policies

opportunities with their non-disabled peers).					
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DISTRICT PRIORITY STRATEGY #4
Create an annual schedule of data checks to monitor our disciplinary data; with the goal of making necessary adjustments to our “activities” or action steps.

ACTION PLAN FOR STRATEGY #4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Create an annual schedule of data checks to monitor our disciplinary data.	August 2023-June 2028	Special Services Team	N/A	N/A	Calendar of data checks.
2. Completion of discipline data checks three times per year to monitor our disciplinary data, identify trends, and make plans to address concerns.	August 2023-June 2028	Special Services Team Administration	N/A	N/A	Data Check reports
3. Create an appropriate menu of action steps based on the data checks and their results.	August 2023-June 2028	Special Services Team Administration	N/A	N/A	Creation of menu

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: The percent of students with disabilities scoring Not Met on SC-Ready Math in grades 6-8 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 Scores by Subgroup - 6th Grade	86	Target: 84 Actual: 61	Target: 59 Actual: 62	Target: 60 Actual:	Target: 58 Actual:	Target: 56 Actual:
SC Ready Scores by Subgroup - 6th Grade	91	Target: 89 Actual: 81	Target: 79 Actual: 79	Target: 77 Actual:	Target: 75 Actual:	Target: 73 Actual:
SC Ready Scores by Subgroup - 6th Grade	77	Target: 75 Actual: 81	Target: 79 Actual: 66	Target: 64 Actual:	Target: 62 Actual:	Target: 60 Actual:

Choose an item: STRATEGY #1
Purchase curriculum materials, provide professional development, provide release time and funding.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Purchase additional curriculum resources.	August 2023-June 2028	School Principal Chief Academic Officer Assistant Director of Instructional Technology Assistant Director of Elementary Education Elementary PD Coaches Special Education Content Area Interventionists Office of Special Services	\$20,500	ATSI/TSI	List of additional resources

2. Provide professional development for appropriate implementation of district curriculum and supplemental curriculum.	August 2023-June 2028	Office of Special Services SpEd Coordinators SpEd Interventionists	\$7500	ATSI/TSI Title II	Agendas, minutes, and presentations from professional development
3. Provide release time and funding for school psychologists, special education teachers, and/or regular education teachers to attend professional development conferences relative to the student achievement of students with disabilities	August 2023-June 2028	School Principal Chief Academic Officer Assistant Director of Instructional Technology Assistant Director of Elementary Education	\$3000	ATSI/TSI Title II	Conference agenda School based staff development plan

Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL: The percentage of certified staff who is Gifted and Talented endorsed according to their state teaching certificate will increase from 31% to 60% by the 2027-2028 school year as measured by the Certified Staff Details Report.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Certified Staff Details Report	31	Target: 37 Actual: 39	Target: 43 Actual: 33	Target: 42 Actual: 42	Target: 51 Actual:	Target: 60 Actual:

Choose an item: STRATEGY #1
Offer incentives for certified staff to earn their Gifted and Talented endorsement.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Work with the Director of Gifted and Talented for DD2 to identify certified staff who can participate in a GT training cohort.	August 2023-June 2028	Director of GT Administration	TBD	TBD	Creation of cohort
2. Use school funds to pay for certified staff to take each of the two required courses for Gifted and Talented endorsement.	August 2023-June 2028	Administration	\$2000	General funds	Reimbursement forms

School Renewal Plan Checklist

Are the following complete?

√	School Renewal Plan Signature Page
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√	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.