

RIVER OAKS

MIDDLE SCHOOL

School Renewal Plan

2023 – 2028

8642 River Oaks Dr.
North Charleston, SC 29420
Principal: Jennifer Tracy

Dorchester School District 2
Summerville, SC

Superintendent: Mr. Charles Daugherty
"Leading the way: Every Student, Every Day"

River Oaks Middle School
Mission Statement

The mission of River Oaks Middle School is to provide students with the knowledge, skills, and experiences that enable them to reach their fullest potential as independent thinkers as well as responsible and productive citizens.

River Oaks Middle School
Vision Statement

By providing an education in an atmosphere that encourages creativity, physical and emotional well-being, and tolerance for diversity, we seek to address the unique needs of the young adolescent in an ever-changing society.

School Profile

River Oaks Middle School is a school where relationships, innovation, and individual success are our primary focus. Our school community is located in North Charleston, SC within a beautiful neighborhood in the southern corner of Dorchester County. River Oaks Middle School is on a mission to provide a world-class education to our students that will prepare them to be responsible and productive citizens.

At River Oaks Middle School, we are focused on building strong relationships with our students, parents, and community to foster academic success. We strive to teach the whole child with instruction that focuses on three main areas of the Profile of the South Carolina Graduate. Our instruction fosters growth in academics, fine arts, technology, and communication skills. River Oaks provides our students with a rigorous platform to enter high school using South Carolina State Standards in English Language Arts, Mathematics, Science, and Social Studies, and offers advancement through the GATE program or remediation through several intervention courses. We also offer many courses to earn high school credit and to explore future career pathways.

River Oaks Middle School is excited about our clubs and program offerings to students to assist in preparation for future academics and careers. Our students exemplify their all-inclusive abilities through athletics, performing arts, Academic Competition Teams, as well as multiple other curricula support offerings. Countless hours are dedicated to student career preparation through interest inventories, which are used to create Individualized Graduation Plans for 8th graders transitioning to high school.

Through creativity, innovation, critical thinking, collaboration, teamwork, and communication, we strive to support self-confident and diverse learners with world-class skills. In developing a partnership with local community leaders and businesses, we continue to offer our students opportunities to understand the relevance of their learning while applying this knowledge to real-world scenarios. Our community offers a vast array of support for our school and its students as a collaboration of learning.

River Oaks Middle School works in partnership with our stakeholders to further meet the social-emotional needs of our students and build lasting relationships with them. Since the creation of River Oaks, our students, staff, and community have established a caring, academically committed environment. We look forward to maintaining and growing our focus on excellence in the coming years and appreciate the support of our community in helping develop future South Carolina graduates and leaders.

School Renewal Plan Signature Page

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

Upcoming School Year: 2026-2027

School Name:	River Oaks Middle School
SIDN:	1802026
Plan Submission:	School utilizes Cognia
Grade Span:	6 th -8 th Grades
District:	Dorchester School District 2
Address 1:	8642 River Oaks Drive
Address 2:	
City, State:	North Charleston, SC
Zip Code:	29420
School Renewal Contact Person:	Jennifer Tracy, Principal
School Plan Contact Phone:	843-695-2470
School Plan E-mail Address:	jtracy@dorchester2.k12.sc.us

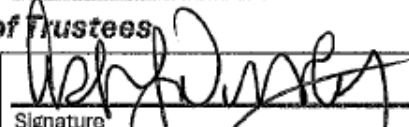
Superintendent

Charles Daugherty		4/13/26
<small>Printed Name</small>	<small>Signature</small>	<small>Date</small>

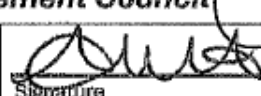
Principal

Jennifer Tracy		3/25/2026
<small>Printed Name</small>	<small>Signature</small>	<small>Date</small>

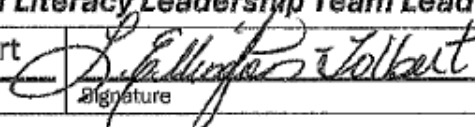
Chairperson, District Board of Trustees

Ashley Wimberly		4/13/26
<small>Printed Name</small>	<small>Signature</small>	<small>Date</small>

Chairperson, School Improvement Council

Amber Annese		3/25/2026
<small>Printed Name</small>	<small>Signature</small>	<small>Date</small>

School Read To Succeed Literacy Leadership Team Lead

LaShone Ellington-Tolbert		3/25/2026
<small>Printed Name</small>	<small>Signature</small>	<small>Date</small>

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	Jennifer Tracy
2.	Teacher	Maria Barnes
3.	Parent/Guardian	Elizabeth Hughes
4.	Community Member	Jamie Buchan
5.	Paraprofessional	Zena Dagley
6.	School Improvement Council Member	Megan Link-Bocksnick
7.	Read to Succeed Reading Coach	Stephanie Washington
8.	School Read to Succeed Literacy Leadership Team Lead	LaShone Ellington-Tolbert
9.	School Read to Succeed Literacy Leadership Team Member	Michael Peters
10.	Administrator	Tyler Wynne

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.

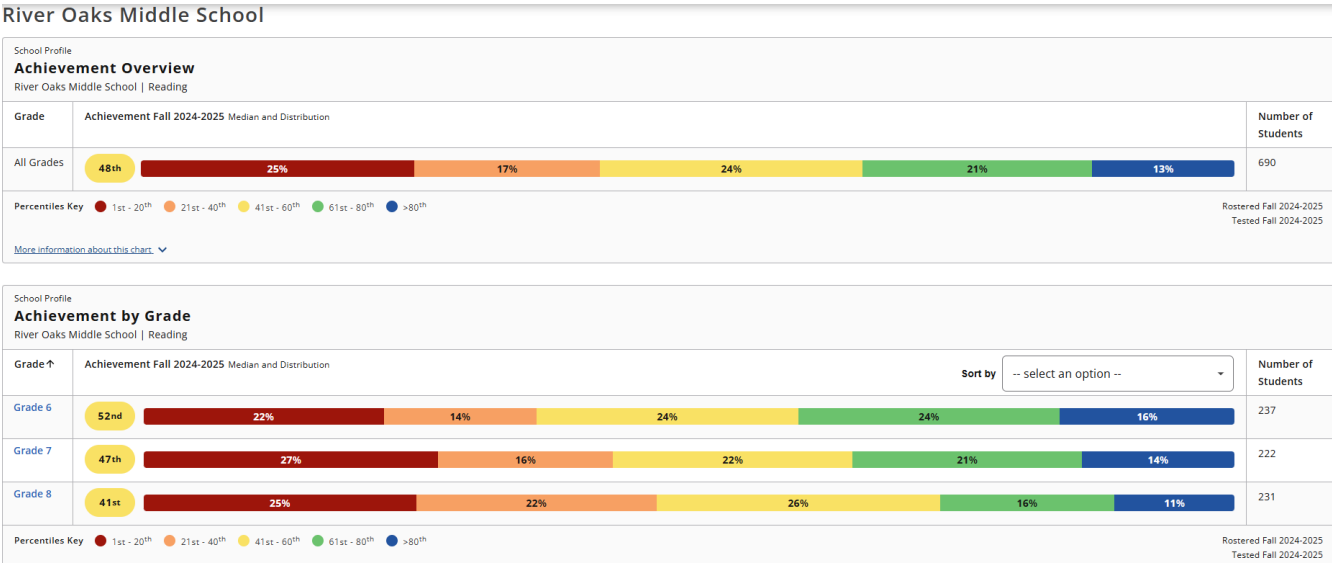
Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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.*

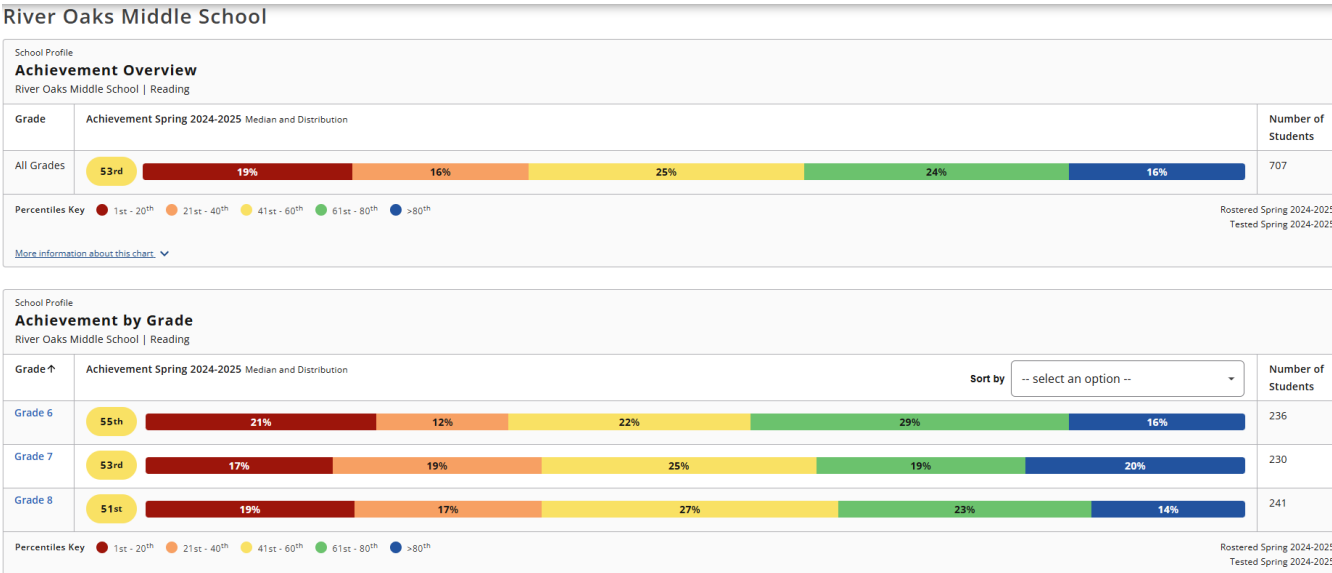
Section I – Student Achievement

Part A: MAP *Reading* Achievement & Growth (Fall 2024 compared to Spring 2025)

Fall 2024 (Achievement)

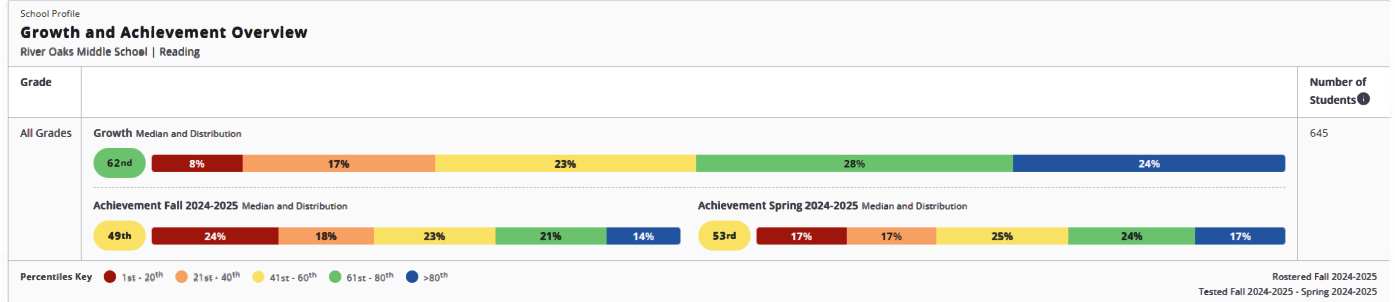
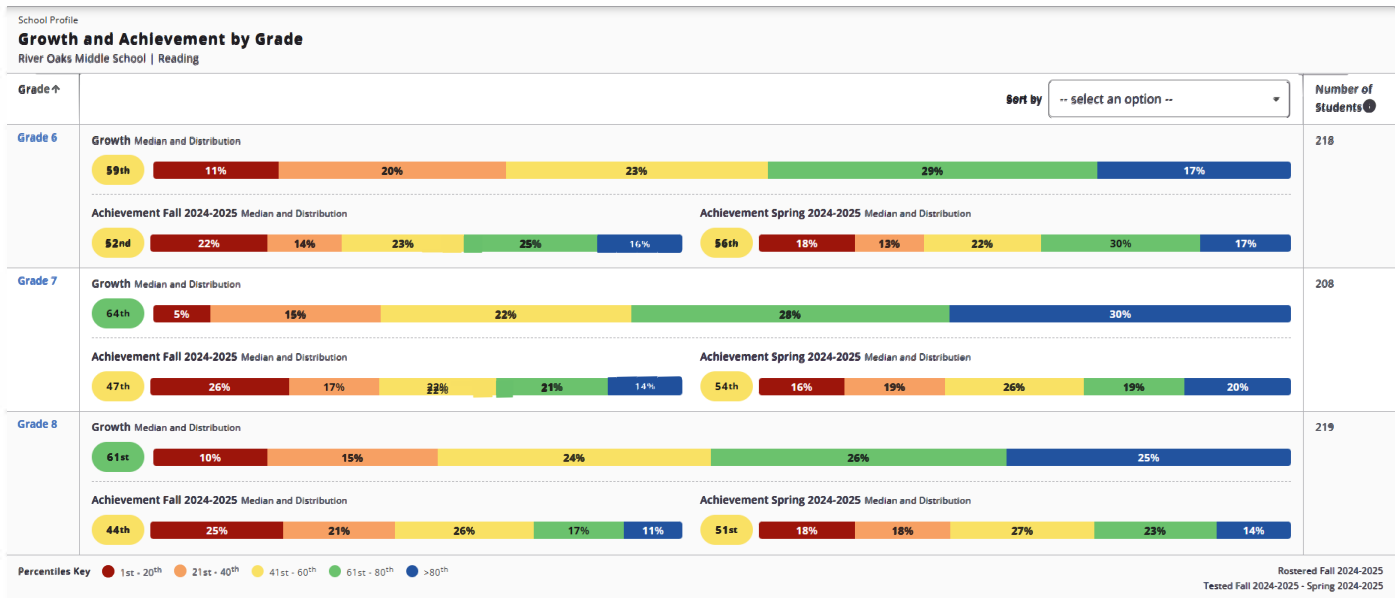


Spring 2025 (Achievement)
(same students rostered in Fall 2024)



Fall 2024 – Spring 2025 (Growth)

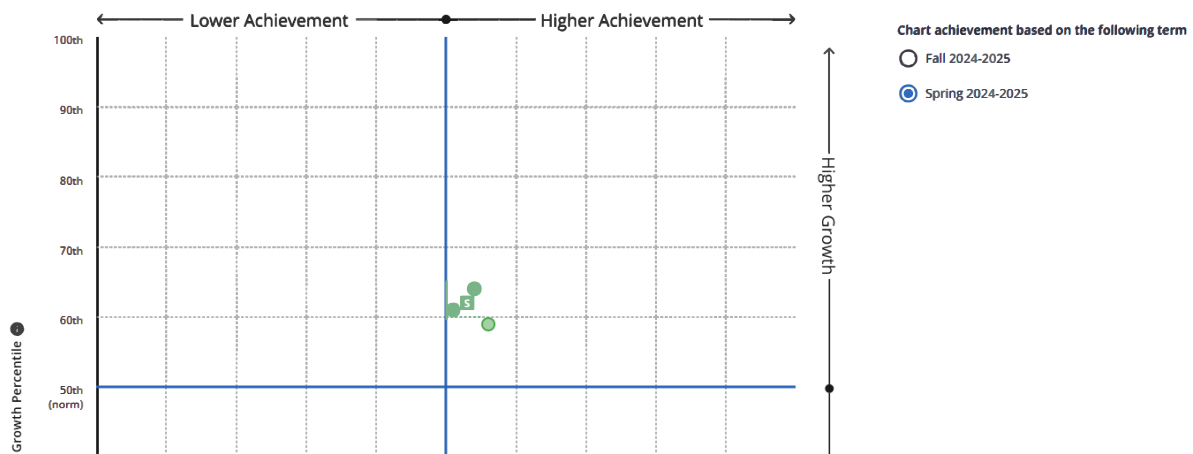
River Oaks Middle School



School Profile

Growth and Achievement Quadrant By Grade

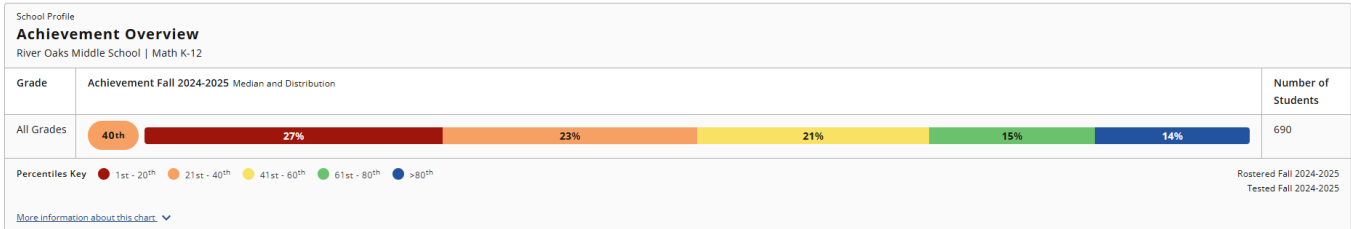
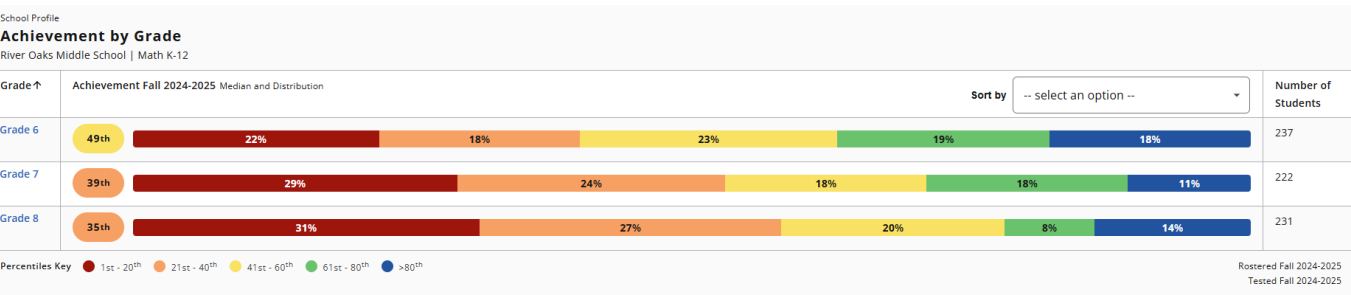
River Oaks Middle School | Reading



Part B: MAP Math Achievement & Growth (Fall 22 compared to Spring 23)

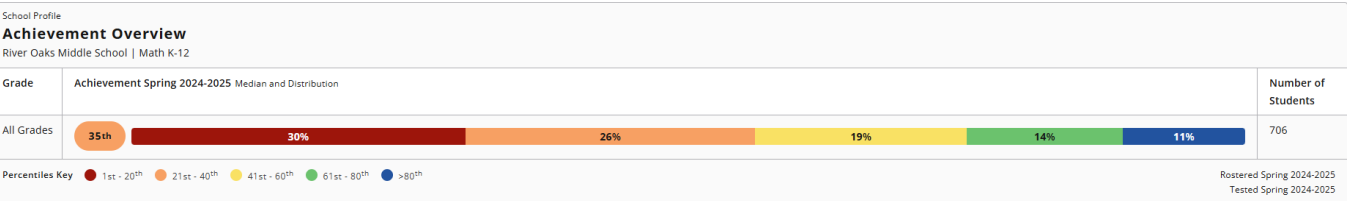
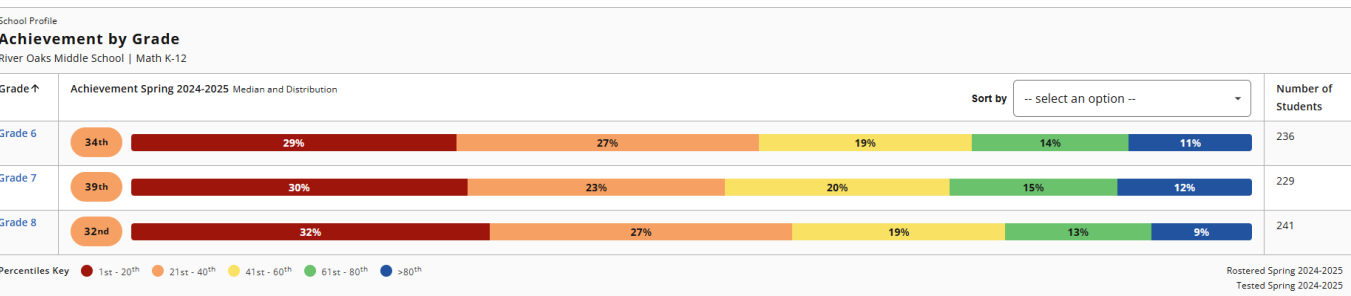
Fall 2024 (Achievement)

River Oaks Middle School



Spring 2025 (Achievement)
(same students rostered in Fall 2024)

River Oaks Middle School



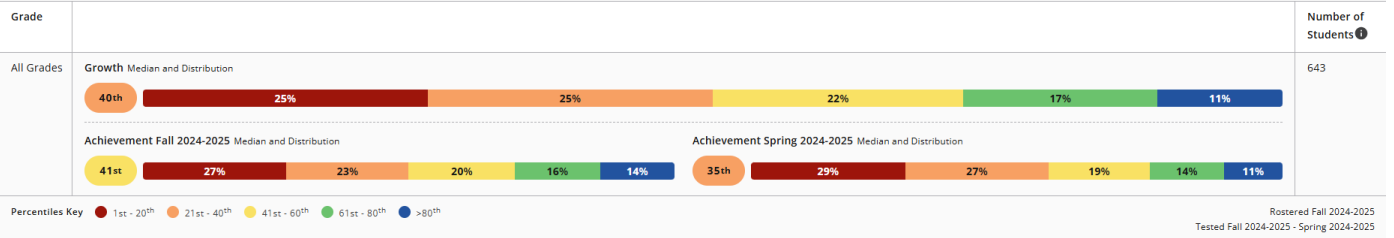
Fall 2024 – Spring 2025 (Growth)

River Oaks Middle School

School Profile

Growth and Achievement Overview

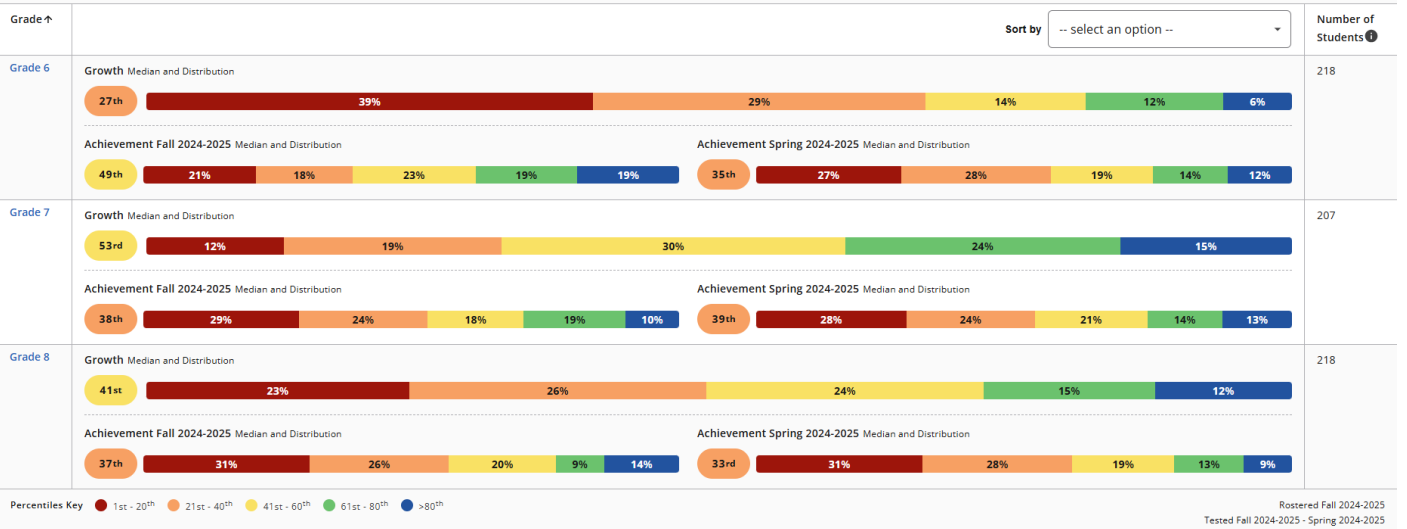
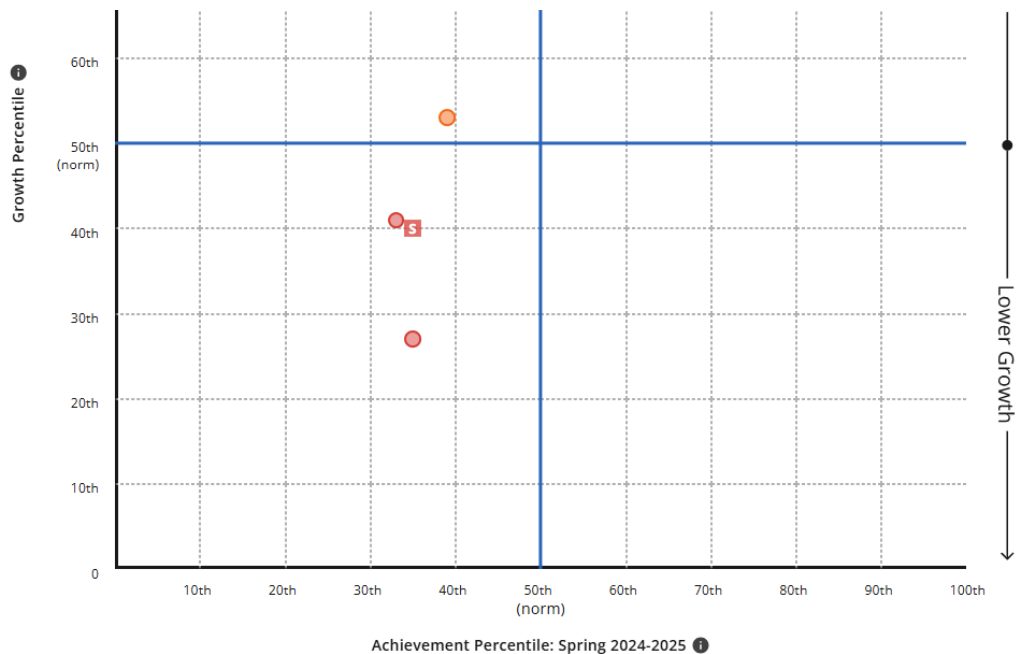
River Oaks Middle School | Math K-12



School Profile

Growth and Achievement by Grade

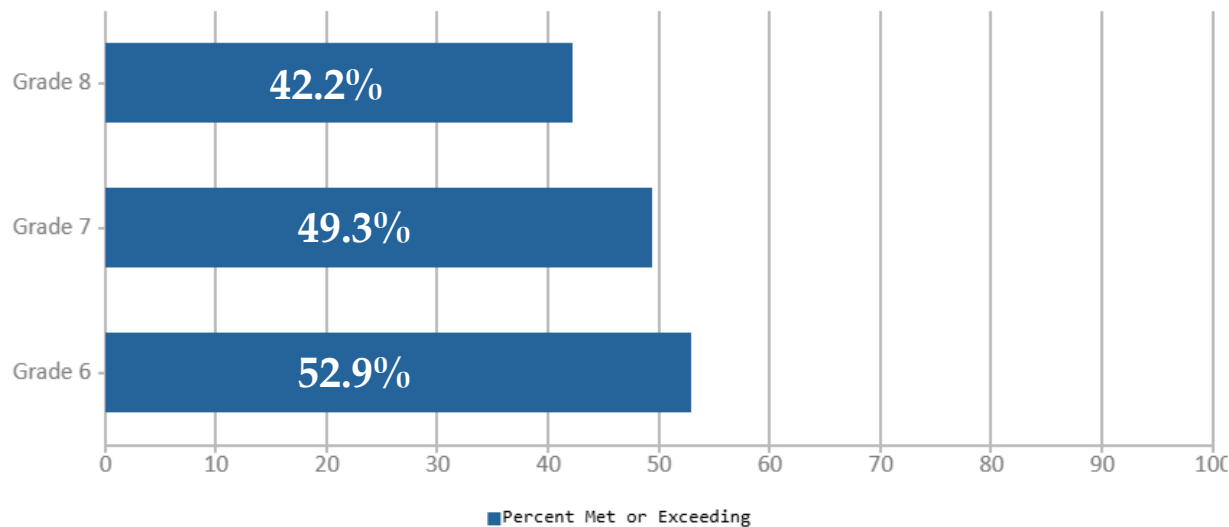
River Oaks Middle School | Math K-12



Part C: SC READY 2025 Performance Data: **ELA [Reading & Writing]** (by grade level)

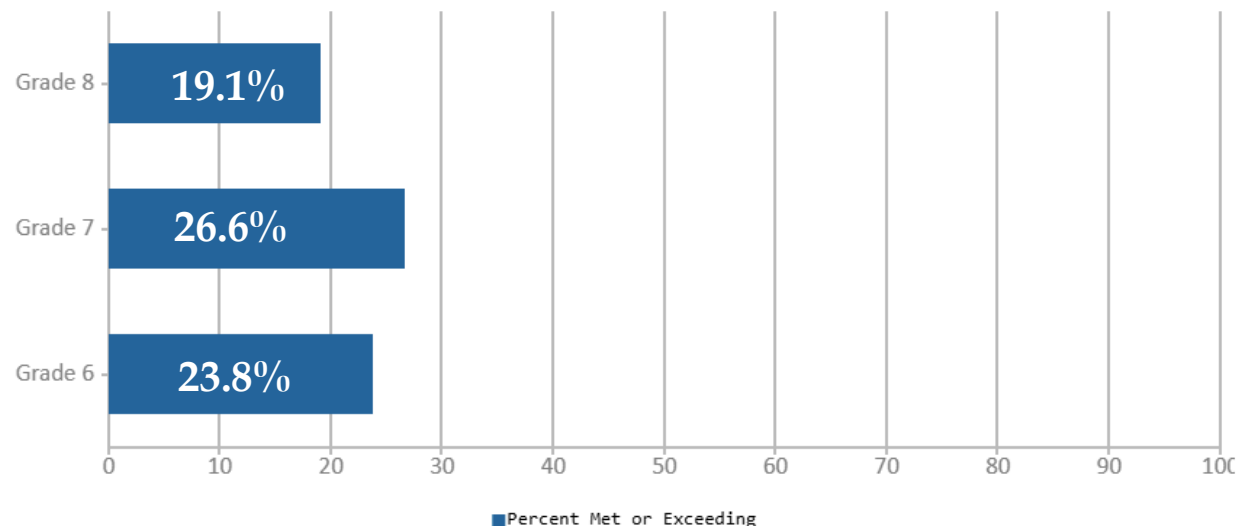
SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



Part D: SC READY 2025 Performance Data: **Math** (by grade level)

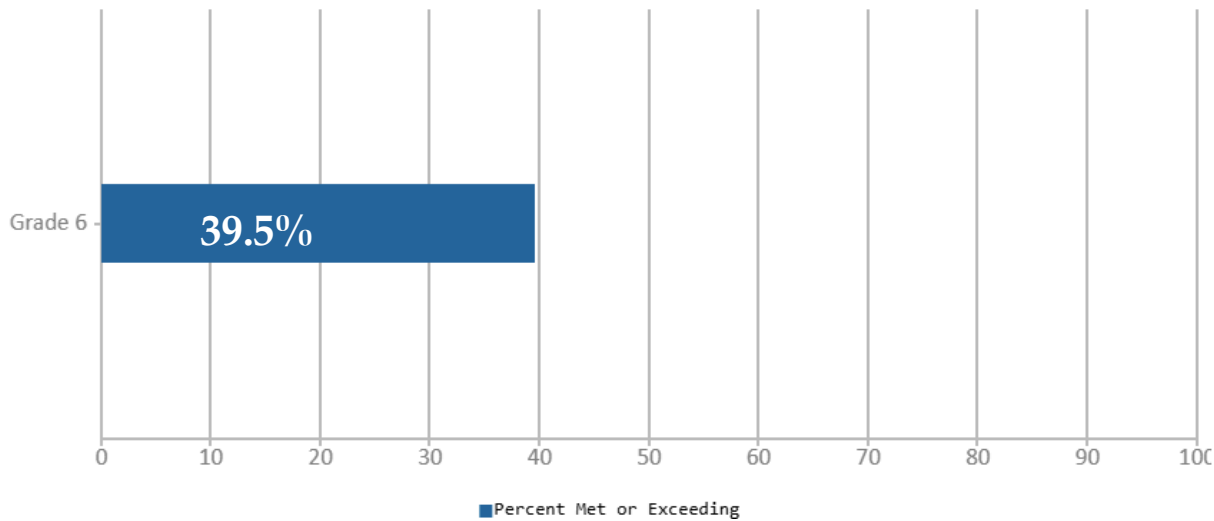
Mathematics



Part E: SC PASS 2025 Performance Data: **Science** (comparison to state & district)

SC-Ready Performance by Grade Level

Science

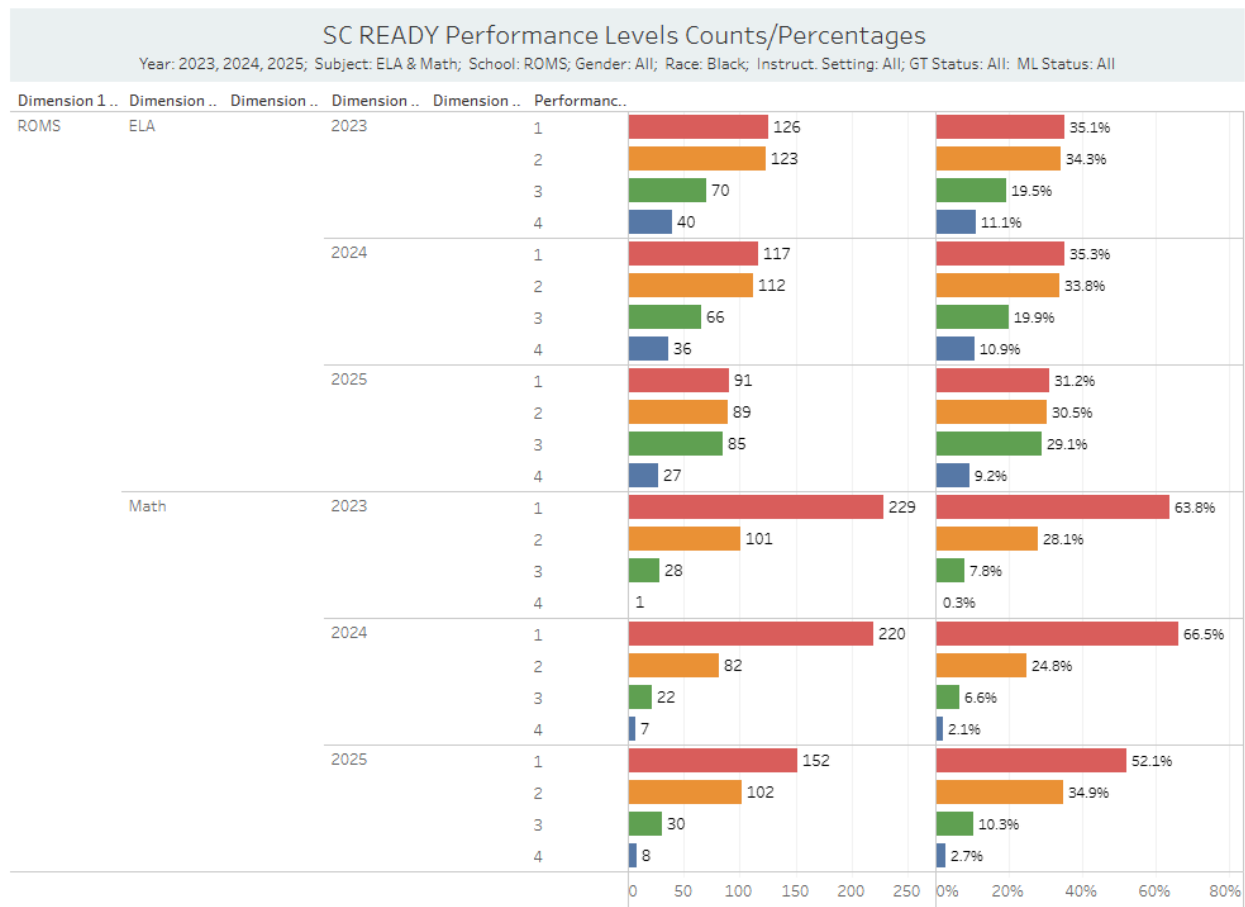


Part F: Three – Year Trend Data

ELA (Reading & Writing)				
Year	Assessment	Not Met	Approaches	“Met” (Meets & Exceeds)
2023	SC READY	24.3%	33.2%	42.1%
2024	SC READY	25.4%	30.1%	44.1%
2025	SC READY	25%	26.9%	48.1%

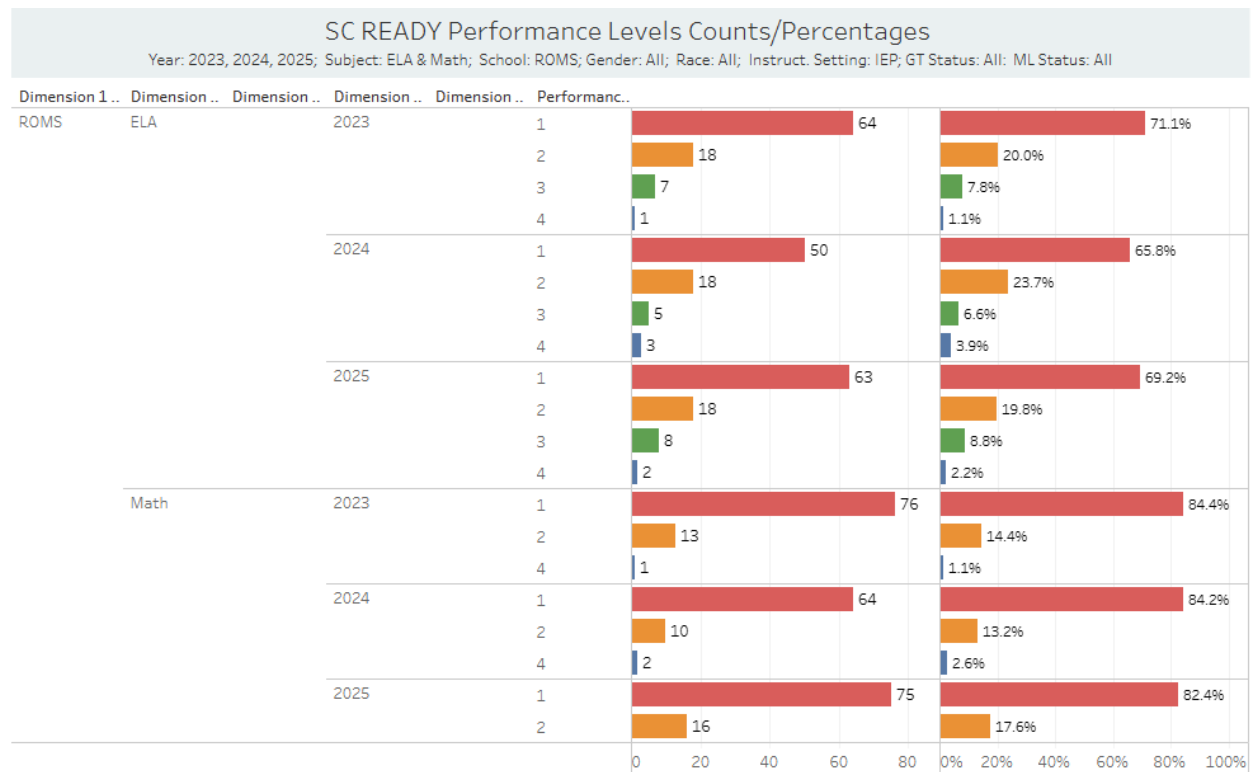
Math				
Year	Assessment	Not Met	Approaches	“Met” (Meets & Exceeds)
2023	SC READY	49%	32.1%	18.8%
2024	SC READY	52.2%	26.9%	20.5%
2025	SC READY	44.3%	32.7%	23.1%

Part H: Three – Year Trend Data for Black or African American students scoring “Not Met” on SC Ready (ELA and Math): Grades 6 – 8



SC READY Performance Levels Counts/Percentages													
Year: 2023, 2024, 2025; Subject: ELA & Math; School: ROMS; Gender: All; Race: Black; Instruct. Setting: All; GT Status: All; ML Status: All													
				Count of Union				Performance Level					
Dimension ..	Dimension ..	Dimension ..	Dimension ..	1	2	3	4	% of Total Count of Union along Pane (Acros..				Count of ..	% of Tot..
				1	2	3	4	1	2	3	4	Total	Total
ROMS	ELA		2023	126	123	70	40	35.10%	34.26%	19.50%	11.14%	359	100.00%
			2024	117	112	66	36	35.35%	33.84%	19.94%	10.88%	331	100.00%
			2025	91	89	85	27	31.16%	30.48%	29.11%	9.25%	292	100.00%
	Math		2023	229	101	28	1	63.79%	28.13%	7.80%	0.28%	359	100.00%
			2024	220	82	22	7	66.47%	24.77%	6.65%	2.11%	331	100.00%
			2025	152	102	30	8	52.05%	34.93%	10.27%	2.74%	292	100.00%
			Grand Total										

Part I: Three – Year Trend Data for Special Education students scoring “Not Met” on SC Ready (ELA and Math): Grades 6 – 8



SC READY Performance Levels Counts/Percentages													
Year: 2023, 2024, 2025; Subject: ELA & Math; School: ROMS; Gender: All; Race: All; Instruct. Setting: IEP; GT Status: All; ML Status: All													
				Count of Union				Performance Level					
Dimension ..	Dimension ..	Dimension ..	Dimension ..	1	2	3	4	% of Total Count of Union along Pane (Acros..				Count of ..	% of Tot..
								1	2	3	4	Total	Total
ROMS	ELA	2023		64.0	18.0	7.0	1.0	71.11%	20.00%	7.78%	1.11%	90.0	100.00%
		2024		50.0	18.0	5.0	3.0	65.79%	23.68%	6.58%	3.95%	76.0	100.00%
		2025		63.0	18.0	8.0	2.0	69.23%	19.78%	8.79%	2.20%	91.0	100.00%
	Math	2023		76.0	13.0		1.0	84.44%	14.44%		1.11%	90.0	100.00%
		2024		64.0	10.0		2.0	84.21%	13.16%		2.63%	76.0	100.00%
		2025		75.0	16.0			82.42%	17.58%			91.0	100.00%
Grand Total				392.0	93.0	20.0	9.0	76.26%	18.09%	3.89%	1.75%	514.0	100.00%

Section II – School Climate

Part A: Student Survey Results: District compared to ROMS (2025)

Student Surveys for 2024-2025 Report Cards	10952 District	696 ROMS
	Mostly Agree/ Agree	Mostly Agree/ Agree
1 My classes are challenging (not too easy, they make me think).	79.7	74.9
2 My teachers want me to understand what I am learning, not just remember facts.	90.4	86.2
3 My teachers expect students to learn.	96.0	94.3
4 My teachers expect students to behave.	95.9	91.7
5 My teachers help me learn.	92.1	84.9
6 My teachers help students when they do not understand something.	90.8	84.6
7 My teachers do a good job teaching me mathematics.	89.1	83.1
8 My teachers do a good job teaching me English language arts.	89.3	84.1
9 My teachers give tests on what I learn in class.	95.5	93.0
10 My teachers give assignments that help me learn better.	87.6	83.1
11 My classes are interesting and fun.	71.2	58.0
12 Students at my school believe they can do good work.	73.1	57.6
13 My teachers praise students when they do good work.	79.5	69.8
14 Student work is displayed by my school.	81.7	72.7
15 My school provides a good selection of reading materials and online resources.	89.0	82.9
16 The learning materials I use for school help me to learn.	85.7	79.6
17 I use technology for school to help me learn.	93.0	91.0
18 I am satisfied with the learning environment of my school. **	80.8	70.1
19 The grounds around my school are kept clean.	74.1	56.3
20 The hallways at my school are kept clean.	84.4	68.5
21 The bathrooms at my school are kept clean.	49.5	35.1
22 Broken things at my school get fixed.	79.0	68.0
23 There is enough room for students to learn at my school.	88.7	86.8
24 Students behave well in class.	53.1	35.8
25 Students behave well in the hallways, in the lunchroom, and on school grounds.	46.9	30.7
26 Students know the rules and what happens when students break the rules.	88.1	83.1

Student Surveys for 2024-2025 Report Cards	10952	696
	District	ROMS
	Mostly Agree	Mostly Agree
27 The rules about how students should behave are fair.	82.3	70.0
28 The rules for behavior are enforced by my school.	86.0	77.7
29 I feel safe at my school before and after school hours.	85.1	77.4
30 I feel safe at my school during the school day.	86.0	75.9
31 I feel safe going to or coming from my school.	89.0	84.2
32 Students from different backgrounds get along well at my school.	75.4	64.9
33 Teachers and students get along well with each other at my school.	80.4	66.7
34 Teachers work together to help students at my school.	89.0	79.9
35 I am satisfied with the social and physical environment at my school. **	80.4	70.1
See questions 36-42 at bottom		
43 My parent knows what I am expected to learn in school.	87.5	85.5
44 My parent knows how well I am doing in school.	94.4	93.1
45 My school informs parents about school programs and activities.	89.8	84.9
46 Parents at my school know their childrens assignments.	76.1	68.3
47 My parent helps me with my assignments when I need it.	85.7	79.0
48 My school is welcoming to parents.	90.0	85.2
49 Parents volunteer, participate, and help support the school community.	83.9	67.8
50 I am satisfied with home and school relations. **	87.3	82.6
36 I have seen or know of another student being bullied at my school.	49.6	51.1
37 I have been bullied by someone from school.	32.1	25.3
38 I have been bullied (check all that apply) See district/school detail reports for results on this question		
42 I have bullied another student at my school.	9.7	10.1
39 Adults at my school prevent bullying from happening.	73.4	58.9
40 I can always go to adults at my school if I am being bullied.	79.9	67.5
41 An adult at my school has talked to me about bullying.	75.2	60.6

Part B: Parent Survey Results: District compared to ROMS (2025)

Parent Surveys for 2024-2025 Report Cards Elementary/Middle	935			81		
	District			ROMS		
	Agree	Mostly Agree	Agree/ Mostly Agree	Agree	Mostly Agree	Agree/ Mostly Agree
1 My child's teachers give assignments that help my child learn.	63.8	24.9	88.7	51.9	27.2	79.0
2 My child's school has high expectations for student learning.	64.8	23.1	87.9	48.2	29.6	77.8
3 My child's teachers encourage my child to learn.	68.7	19.1	87.8	48.2	29.6	77.8
4 My child's teachers provide extra help when my child needs it.	60.2	20.7	80.9	42.0	27.2	69.1
5 I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	59.9	22.0	81.9	39.5	29.6	69.1
6 My child's teachers contact me to say good things about my child.	47.2	19.7	67.0	34.6	16.1	50.6
7 My child's teachers tell me how I can help my child learn.	48.8	21.5	70.4	25.9	27.2	53.1
8 I feel welcomed at my child's school.	67.9	17.4	85.2	53.1	24.7	77.8
9 My child's school responds promptly when I have concerns.	60.5	20.9	81.4	44.4	27.2	71.6
10 My child's school gives me information about what my child should be learning in school.	56.0	23.1	79.1	29.6	28.4	58.0
11 My child's school considers changes based on what parents say.	36.8	19.7	56.4	22.2	27.2	49.4
12 My child's school schedules activities at times that I can attend.	53.0	27.5	80.5	40.7	39.5	80.3
13 I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	51.5	18.8	70.3	37.0	27.2	64.2
14 My child's school is kept clean.	72.4	15.7	88.1	53.1	30.9	84.0
15 My child's teachers care about my child.	67.4	18.4	85.8	46.9	23.5	70.4
16 MY CHILD FEELS SAFE DURING SCHOOL.	67.4	19.5	86.9	46.9	28.4	75.3
17 MY CHILD'S TEACHERS AND SCHOOL STAFF PREVENT OR STOP BULLYING AT SCHOOL.	47.9	22.3	70.2	27.2	27.2	54.3
18 My child's school has an anti-bullying program to prevent or deal with bullying.	45.4	14.1	59.4	29.6	12.4	42.0
19 I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	59.8	22.4	82.3	35.8	34.6	70.4

Parent Surveys for 2024-2025 Report Cards Elementary/Middle				935			81		
				District			ROMS		
				Agree	Mostly Agree	Agree/ Mostly Agree	Agree	Mostly Agree	Agree/ Mostly Agree
20	The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.			Not applicable For Not Available			50.0	25.0	75.0
21	During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.						53.6	21.4	75.0
22	I recommend that all parents/guardians attend IGP conferences with their children.						60.7	14.3	75.0
				YES	NO		YES	NO	
23	I receive timely communication from my child's school (such as telephone calls, newsletters, emails, etc.).			84.9	5.9		85.2	1.2	
24	I receive regular updates of my child's educational progress.			75.3	13.7		65.4	17.3	
25	I participate in school events (in-person or virtually) such as open houses, parent-teacher conferences, and parent workshops.			80.4	7.1		65.4	16.1	
26	I participate in school committees or organizations, such as the PTO, or School Improvement Council.			29.3	54.0		9.9	70.4	
27	I volunteer at my child's school.			37.0	46.6		14.8	67.9	
28	I help my child with school assignments when needed.			90.1	0.6		86.4	0.0	
				YES	NO	DON'T KNOW	YES	NO	DON'T KNOW
29	Has your child or children been bullied at school this year?			21.3	58.0	10.9	19.8	45.7	19.8

Part C: Teacher Survey Results: District compared to ROMS (2025)

Teacher Surveys for 2024-2025 Report Cards	1691	54
	District	ROMS
	Mostly Agree/ Agree	Mostly Agree/ Agree
My school provides challenging instructional programs for students.	97.1	96.3
Teachers at my school effectively implement the state standards.	98.1	98.2
Teachers at my school focus instruction on understanding, not just memorizing facts.	96.9	90.8
Teachers at my school have high expectations for students learning.	97.4	96.3
There is enough classroom time allocated to instruction in essential skills.	91.6	92.6
Teachers use student assessment information effectively to plan instruction.	96.9	96.3
Effective instructional strategies are used to meet the needs of low achieving students.	95.6	90.7
My school offers effective programs for students with disabilities.	94.2	94.5
Instructional strategies are used to meet the needs of academically gifted students.	95.7	92.6
Students at my school are motivated and interested in learning.	87.3	68.5
There are sufficient resources available for classroom and instructional use.	92.5	92.6
Our school has a good selection of reading and media materials.	96.1	96.3
Our school has sufficient technology for instructional use.	97.5	96.3
Technology is used effectively for instruction.	97.1	98.1
There are relevant professional opportunities offered to teachers at my school.	91.9	98.1
The school administration has high expectations for teacher performance.	96.2	96.3
Student assessment information is used to set goals and plan programs for my school.	96.3	92.6
The grounds around my school are kept clean.	96.6	94.4
The hallways at my school are kept clean.	97.7	98.1
The bathrooms at my school are kept clean.	93.0	92.6
The school building is maintained well and repaired when needed.	93.5	100.0
There is sufficient space for instructional programs at my school.	90.6	98.1
Students at my school behave well in class.	89.0	76.0
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	82.6	66.7
The rules about how students should behave in my school are fair.	95.9	96.3
My school or district provides me with training to assist in preventing and/or dealing with bullying.	87.7	87.1
Students from different backgrounds get along well at my school.	96.1	94.5
Teachers and students get along well with each other at my school.	97.5	92.6
Teachers at my school collaborate for instructional planning.	96.9	98.1
I am satisfied with the social and physical environment at my school.	94.1	90.7
My students parents and guardians are aware of school policies.	95.5	96.3
My students parents and guardians know about school activities.	96.6	98.2
My students parents and guardians understand the schools instructional programs.	93.4	92.5
My students parents and guardians are interested in their childrens schoolwork.	86.9	74.1
My students parents and guardians support instructional decisions regarding their children.	93.6	90.7
Parents and guardians participate in conferences requested by teachers from my school.	94.4	87.0

Teacher Surveys for 2024-2025 Report Cards	1891	54
	District	ROMS
	Mostly Agree/ Agree	Mostly Agree/ Agree
My students parents and guardians cooperate regarding discipline problems.	91.4	85.2
Parents and guardians participate in school meetings and events.	89.6	83.4
Parents and guardians participate as volunteer helpers for the school or classroom.	77.8	50.0
Parents and guardians are involved in school decisions through advisory committees.	81.9	62.9
I am satisfied with home and school relations.	92.0	85.2
The level of teacher and staff morale is high at my school.	87.3	81.5
Teachers respect each other at my school.	95.2	92.6
Teachers at my school are recognized and appreciated for good work.	93.8	94.4
The school administration communicates clear instructional goals for the school.	95.3	94.5
The school administration sets high standards for students.	93.9	90.8
The school administration provides effective instructional leadership.	92.2	94.5
Teacher evaluation at my school focuses on instructional improvement.	95.8	96.3
School administrators and other teacher leaders observe instruction.	97.5	100.0
The school administration arranges for collaborative planning and decision making.	96.1	98.1
I am satisfied with the learning environment in my school.	95.0	90.8
Rules and consequences for behavior are clear to students.	88.7	88.9
The rules for behavior are enforced at my school.	86.7	90.7
I feel supported by administration at my school.	93.6	98.2
The faculty and staff at my school have a shared vision.	94.2	96.3
The school leadership makes a substantial effort to address teacher concerns.	92.1	94.5
My decisions in areas such as instruction and student progress are supported.	96.7	96.3
Teachers at my school are encouraged to develop innovative solutions to problems.	96.0	98.2
I feel comfortable raising issues and concerns that are important to me.	91.4	94.4
I am satisfied with my current working conditions.	93.9	92.6
I have sufficient space in my classroom to meet the educational needs of my students.	89.5	94.5
My noninstructional duties do not interfere with my essential role of educating students.	87.5	81.5
I have access to reliable communication tools.	98.1	100.0
I am familiar with local, state, and national policies and how they affect teaching and learning.	96.6	92.6
Local, state, or national policies assist me in meeting the educational needs of my students.	87.9	79.6
Sufficient resources are available to allow teachers to take advantage of professional development activities.	93.9	94.4
My class sizes allow me to meet the educational needs of my students.	80.8	79.7
I feel safe at my school before and after school hours.	98.6	100.0
I feel safe at my school during the school day.	98.7	100.0
I feel safe going to or coming from my school.	99.1	100.0
I have been bullied by a student at this school.	13.1	14.9
I have been bullied by an adult at this school.	11.0	7.4

Section III – Student Interventions

Part A: Student Discipline

ROMS Discipline Data 2024-2025								
	Male	Female	White (W)	Hispanic/ Latino (H)	Black or Afr. Am. (B)	Other (A, I, M, P)	Two or More Referrals	Total Students Receiving a Referral
6 th Grade	80	49	18	26	67	19	100	129
7 th Grade	64	50	14	15	70	14	89	114
8 th Grade	98	65	30	32	88	13	125	163

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):
<p>Elementary/Middle (3-8): The Needs Assessment Data for 6th, 7th, and 8th grade MAP Reading and Math assessments from 2024–2025, along with SC READY data, reveal varied trends across grade levels and proficiency bands. Recent growth data provides additional insight into student performance. In ELA, 60% of 6th grade students, 70% of 7th grade students, and 62% of 8th grade students met their growth targets. In contrast, math growth data indicates a greater need for support, with 26% of 6th grade students, 59% of 7th grade students, and 41% of 8th grade students meeting their growth targets. To address these challenges and promote continuous improvement in student achievement, the school renewal plan establishes a measurable goal of increasing the percentage of students scoring proficient on MAP Reading and Math assessments by 2% from 2025 to 2026. This goal focuses on improving outcomes across all percentiles while providing targeted support where it is most needed.</p> <p>To achieve this, the school will implement targeted interventions tailored to the specific needs of students at each performance level. These strategies will include differentiated instruction, personalized learning plans, ongoing professional development for teachers, and consistent progress monitoring to ensure instructional practices are responsive and effective.</p> <p>By setting a clear, measurable goal and implementing intentional, data-driven strategies, the school is committed to equipping all students with the skills and knowledge necessary for academic success and long-term growth.</p>
High School (9-12):
Teacher/Administrator Quality
<p>The findings from the Needs Assessment Data reveal fluctuations in teacher retention rates across recent academic years, underscoring the need for a more consistent and stable workforce. Maintaining a strong, experienced teaching staff is essential for fostering a positive learning environment and ensuring continuity in instruction.</p> <p>To address this need, the school renewal plan establishes a measurable goal of achieving a 2% annual increase in teacher retention over the next five years. This goal is critical, as a stable faculty supports consistency in instructional practices, strengthens school culture, and contributes to improved student outcomes. Retaining experienced</p>

educators also promotes collaboration, preserves institutional knowledge, and enhances overall school performance.

To support this goal, the plan includes targeted strategies designed to improve teacher satisfaction and longevity. These may include expanding professional development opportunities, implementing mentorship programs for new teachers, advocating for competitive compensation and benefits at the district level, creating pathways for career advancement, and fostering a supportive and inclusive school culture.

By prioritizing a steady increase in teacher retention, the school aims to cultivate an environment where educators feel valued, supported, and motivated to remain in the profession long term. This commitment directly aligns with the school’s mission to provide high-quality instruction and sustain a positive, effective learning environment for all students.

School Climate

The findings from the Needs Assessment Data highlight the critical importance of addressing school climate in order to foster a positive and supportive learning environment for all stakeholders. These insights are especially meaningful as River Oaks Middle School experienced a leadership transition, with an entirely new administrative team beginning in the fall of 2023. Recognizing the significant impact that school climate has on student success and overall school performance, the leadership team is committed to cultivating a culture grounded in the belief of “Make It Happen.”

In response to the challenges and opportunities identified through the needs assessment, the school renewal plan establishes a measurable goal of improving school climate satisfaction among students, parents, and staff. This goal will be supported through targeted strategies aimed at strengthening key areas of satisfaction.

For students, the focus is on increasing satisfaction with school culture, safety, and support systems. This will be achieved by expanding student engagement opportunities, implementing student-centered programs, and enhancing support services to better meet the diverse needs of all learners.

For parents, the goal is to improve satisfaction with communication, opportunities for involvement, and overall perceptions of the school environment. Strategies will include strengthening communication channels, increasing opportunities for family engagement, and providing resources that empower parents to take an active role in their child’s education.

For staff, the plan aims to enhance satisfaction related to leadership support, professional development, and collaborative decision-making. This will involve offering meaningful professional learning opportunities while fostering a culture of collaboration, trust, and shared leadership.

By prioritizing a measurable increase in school climate satisfaction, River Oaks Middle School is working to create an environment where all stakeholders, students, parents,

and staff, feel valued, respected, and empowered. This work reflects the administrative team’s strong commitment to the well-being and success of the entire school community, aligned with the “Make It Happen” mindset.

Other (such as district and/or school priorities)

In conclusion, the comprehensive school renewal plan is thoughtfully designed to address the key areas needed to promote academic excellence and foster a positive learning environment at River Oaks Middle School. Through a careful analysis of needs assessment data, the plan identifies specific challenges and sets measurable goals to strengthen student achievement, enhance teacher and administrator effectiveness, and improve the overall school climate.

A strong focus is placed on increasing student achievement, particularly in reading and math proficiency across all performance levels. By implementing targeted interventions and consistently monitoring progress, the plan aims to ensure that all students develop the skills necessary for academic success. Additionally, teacher retention is recognized as a vital component of a stable and effective school community, as it directly impacts instructional quality and school culture. To support this, the plan includes a goal of increasing teacher retention by 2% annually through initiatives such as professional development and mentorship opportunities.

Equally important is the commitment to fostering a positive school climate. By prioritizing the satisfaction and well-being of students, parents, and staff, the plan promotes a culture of collaboration, inclusivity, and shared responsibility.

Overall, this school renewal plan reflects a strong commitment to continuous improvement and to the success of every member of the school community. With clear strategies and measurable goals in place, River Oaks Middle School is well-positioned to create a dynamic and supportive environment where all students can thrive and reach their full potential.

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 percent 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
NWEA MAP Data 6th Grade	25.6%	Target: 28.6% Actual: 31.1%	Target: 34.1% Actual: 25.6%	Target: 37.1% Actual:	Target: 40.1% Actual:	Target: 43.1% Actual:
NWEA MAP Data 7th Grade	20.8%	Target: 23.6% Actual: 50.5%	Target: 53.5% Actual: 59.2%	Target: 56.5% Actual:	Target: 59.5% Actual:	Target: Actual:
NWEA MAP Data 8th Grade	18.5%	Target: 21.5% Actual: 54.6%	Target: 57.6% Actual: 40.9%	Target: 60.6% Actual:	Target: 63.6% Actual:	Target: 66.6% Actual:

*Add or delete rows as needed.

STRATEGY #1

Provide professional development to teachers in grades K-8 focusing on best practices in math instruction

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide refresher training each fall on District Math Model expectations to all school faculties and administrators.	July 2023/May 2028	Professional Development Coaches Administrators	None	None	Professional Development Schedule Professional Learning Transcript
2. Utilize district Professional Development Coaches to provide support such as modeling, collaborative planning, and instructional feedback.	July 2023/May 2028	Administrators District Leadership	None	None	Professional Development schedule Coaching log/notes Observation log
3. 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 SCCCRS for Math.	July 2023/May 2028	Professional Development Coaches Administrators District Leadership	None	None	Curriculum Maps Lesson Plans

4. Teachers will participate in PLC discussions on a regular basis to discuss student achievement as well as their teaching practices.	July 2023/May 2028	Teachers Professional Development Coaches Administrators	None	None	PLC Notes PLC Schedule
--	--------------------	--	------	------	---------------------------

STRATEGY #2

Provide high-quality classroom instruction in math.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Teachers will meet with students in small groups to target specific student needs and differentiate instruction	July 2023/May 2028	Teachers	None	None	Small-group assignments Lesson plans

2. Implement Explicit Direct Instruction and inquiry-based instruction, which includes standards-based, problem solving, instructional practices that support student mastery of the SCCRS math standards	July 2023/May 2028	Teachers	None	None	Lesson plans Classroom Observations/Feedback
3. Follow district pacing guide in all schools.	July 2023/May 2028	Teachers	None	None	District Pacing Guide Tracking
4. Conduct quarterly benchmarks to identify strengths and weaknesses of instruction. Debrief data to design and implement activities to address weaknesses.	July 2023/May 2028	Teachers Administrators Coaches	None	None	Debriefing Document

STRATEGY #3

Utilize District MTSS process to provide intervention and enrichment for students.

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
----------	--------------------------------------	--------------------------	-------------------	-------------------	--

1. Administer universal screener three times per year.	August 2023/May 2028	Teachers	None	None	Score Reports/Growth Reports
2. Provide math interventions for students in need of remediation.	August 2023/May 2028	Teachers	None	None	Class rosters Placement documentation
3. Use the MTSS Flow Chart to review progress and make decisions for students based on their present level of learning.	August 2023/May 2028	Teachers	None	None	MTSS Meeting Notes
4. Provide tutoring and Academic Overtime (after school, Saturdays) for students needing targeted support.	August 2023/May 2028	Teachers Administrators Coaches	None	None	Student rosters Tutoring Schedule

STRATEGY #4

Provide instructional technology resources for students that differentiate based on the needs of the learner.

ACTION PLAN FOR STRATEGY #4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement Edmentum Exact Path in grades K-8 as a differentiated instructional technology tool.	August 2023/May 2028	District Leadership Administrators	None	None	Usage Reports

		Classroom teachers			
2. Implement Explicit Direct Instruction and inquiry-based instruction, which includes standards-based, problem solving, instructional practices that support student mastery of the SCCRS math standards	August 2023/May 2028	District Leadership Administrators Classroom teachers	None	None	Usage Reports

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL:

The percentage of Black or African American students scoring Not Met on SC Ready (ELA and Math) grades 6-8 at River Oaks will decrease by 2% each 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
Percent of Black or African American Students	43%	Target: 41% Actual: 35.1%	Target: 33.1% Actual: 35.3%	Target: 31.1% Actual: 31.16%	Target: 29.1% Actual:	Target: 27.1% Actual:

scoring Not Met on SC Ready ELA						
Percent of Black or African American Students scoring Not Met on SC Ready Math	67.7%	Target: 65.7% Actual: 63.8%	Target: 61.8% Actual: 66.5%	Target: 59.8% Actual: 52.05%	Target: 57.8% Actual:	Target: 55.8% Actual:

STRATEGY #1

Progress monitor students identified in the subgroup to provide targeted support

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Prevention and intervention team will identify students in the subgroup and progress monitor/mentor students.	July 2023/May 2028	Prevention and Intervention Team Administrators	\$50000 per year	Title One	Panorama

2. Teachers will meet in PLC to address specific students' needs	August 2023/May 2028	Teachers Administrators	None	None	PLC Action Plan Data
3. Tutoring opportunities will be provided to supplement instruction for students in subgroup.	August 2023/May 2028	Administrators Teachers	\$12,050.00	Title One	Attendance Documentation
4. Increase the number of students identified in the subgroup identified for math intervention course.	July 2023/May 2028	Administrators Teachers	None	None	Math 180 Class Counts

STRATEGY #2

Provide opportunities for teachers to engage in professional development to address targeted support

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Teachers provided targeted professional development to meet the needs of students identified in subgroup.	July 2023/May 2028	Administrators Professional Development Coach	\$5000 per year	TSI Funding	Agendas Professional Learning Documentation

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					
PowerSchool	10%	Target: 9.5% Actual: 12%	Target: 11.5% Actual: 5.3%	Target: 11% Actual: 0%	Target: 10.5% Actual:	Target: 10% Actual:

STRATEGY #1

School will work collaboratively to implement professional development plans that focus on trauma informed practices and response to disruptive behaviors.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Train school-based staff in trauma informed practices.	August 2023/May 2028	Administrators District Team	None	None	Professional Learning Report
2. Provide Adverse Childhood Experiences ACEs training options for all staff.	August 2023/May 2028	District Team	None	None	Professional Learning Report

3. Provide professional development in classroom management.	August 2023/May 2028	Administrators	None	None	Professional Learning Report
--	----------------------	----------------	------	------	------------------------------

STRATEGY #2

School will work collaboratively to modify and/or implement structures, services, and programs in response to disruptive behaviors.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Restructure Special Education Continuum of Services to add/change/delete service delivery options and models.	July 2023/May 2028	District Team	None	None	Meeting Documents Revised Plan
2. Conduct routine meetings with case managers and general education teachers to review discipline data.	July 2023/May 2028	Administrators Teachers	None	None	Simple discipline Reports

Performance Goal Area: District Priority

(*required)

PERFORMANCE GOAL:

The percent of walkthroughs/observation to include the Digital Learning Environment (DLE) will increase from 26% 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	26%	Target: 36% Actual: 61.7%	Target: 65% Actual: 75.5%	Target: 68.5% Actual: 56.8%	Target: 71.5% Actual:	Target: 75% Actual:

STRATEGY #1

Provide teachers with a stronger understanding of DLE and how it affects their classroom and their student's 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 teachers with professional development on the digital resources available in the district.	July 2023/May 2028	Administrators Technology Specialist Professional Development Coach	None	None	Classroom Observations Walkthroughs Classroom Mosaic Data

2. Conference/follow up with teachers after walkthroughs are complete to discuss their DLE scores and what can be done to improve.	July 2023/May 2028	Administrators	None	None	Classroom Observations Walkthroughs Classroom Mosaic Data
3. Track usage of DLE walkthroughs and review monthly.	August 2023/May 2028	Evaluation Administrator	None	None	Classroom Mosaic

Performance Goal Area: District Priority

(*required)

PERFORMANCE GOAL:

The ratings of student use of digital tools/technology for learning will increase from 1.7 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	1.7	Target: 2.0 Actual: 2.31	Target: 2.50 Actual: 2.63	Target: 2.65 Actual: 2.34	Target: 2.80 Actual:	Target: 3.0 Actual:

STRATEGY #1

Provide teachers with a stronger understanding of DLE and how it affects their classroom and their student's 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 teachers with professional development on the digital resources available in the district.	July 2023/May 2028	Administrators Technology Specialist	None	None	Classroom Observations Walkthroughs Classroom Mosaic Data
2. Conference/follow up with teachers after walkthroughs are complete to discuss their DLE scores and what can be done to improve.	July 2023/May 2028	Administrators	None	None	Classroom Observations Walkthroughs Classroom Mosaic Data
3. Communicate to students the expectations of digital tools in the classroom.	July 2023/May 2028	Administrators Technology Specialist	None	None	District Provided Presentation Provided to all Staff and Students

Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL:

The percent of ROMS employees who have successfully completed the State Law Enforcement Division's (SLED) Active Shooter Training will increase from 64% 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	64%	Target: 72% Actual: 60%	Target: 68.75% Actual: 83.7%	Target: 77.5% Actual: 89%	Target: 86.25% Actual:	Target: 95% Actual:

STRATEGY #1

Establish expectations for completion and track/monitor progress

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Communicate expectations for completion and information to complete. Encourage early completion	August 2023/May 2028	Administrators	None	None	Newsletters

2. Run a completion report after every district provided training.	August 2023/May 2028	Safety Administrator	None	None	Professional Learning Report
3. Provide incentives for early completion.	August 2023/May 2028	Administrator	None	None	Incentive Examples (ex. Passes)

Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL:

Maintain percentage of parents who report being satisfied with home-school relations at 90% as measured by SC Parent Survey question #13 (I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.) by focusing on increasing positive contact, prompt replies, communication of student learning goals, timing of school activities, and welcoming and available principal.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
SC Report Card	84%	Target: 86% Actual: 93.3%	Target: 90% Actual: 53.7%	Target: 90% Actual: 64.2%	Target: 90% Actual:	Target: 90% Actual:

STRATEGY #1

Monitor/record, and collect data for positive parent contacts and prompt replies. (Q6 and Q9)

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Require teachers/staff to log positive phone calls/emails into Log Entries in PowerSchool.	July 2023/May 2028	All Faculty and Staff	None	None	PS Report of Log Entries
2. Provide staff development to teach strategies to manage parent contact.	July 2023/May 2028	Administrators, Grade Chair, Team Leaders	None	None	Presentations/Survey Results
3. Implement and communicate response policy (Staff will respond within 24-48 hours during school week)	July 2023/May 2028	Administration	None	None	Evidence of communication to teachers and parents
4. Conduct surveys and avenues for feedback to parents to maintain a pulse check on communication	July 2023/May 2028	Administration	None	None	Survey/Feedback Results

STRATEGY #2

Make regular use of website, newsletter, and other communication tools (social media) to ensure parents are well-informed of classroom curriculum and school activities. (Q11)

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Update websites/social media weekly.	July 2023/May 2028	All staff	None	None	Reports from website and social media pages
2. Send newsletter to parents bi-weekly (minimum) to inform of all school information	July 2023/May 2028	Administration	None	None	Parent Square

STRATEGY #3

Recognize students for achievements and increase parent involvement in school committees.

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
----------	------------------------	-----------------------	----------------	----------------	---

	End Dates)				
1. Host monthly engagement nights for students and families to educate stakeholders.	July 2023/May 2028	Teachers/Administrators/Counselors /Title I Staff	\$7500 over 5-year period	Title Funding	Reports from website and social media pages
2. Inform parents of involvement opportunities	July 2023/May 2028	Administration/PTSA President/SIC Chair/Title I Staff	None	None	Flyers; School Website; Parent Square
3. Showcase student work/performances/achievement in conjunction with parent engagement nights.	July 2023/May 2028	Teachers/Administrators/Title I Staff	None	None	Sign in sheets; Performance programs; meeting agendas

Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL:

The percent of teachers returning from the previous year will increase from 80.8% 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
SC Report Card	80.8%	Target: 81% Actual: 74.5%	Target: 77.13% Actual: 59.3%	Target: 79.75% Actual: 70.0%	Target: 82.38% Actual:	Target: 85% Actual:

STRATEGY #1

Determine and implement improvements to the Induction and Mentoring Program.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Personnel will conduct Induction needs assessment conferences with first year educators.	October 2023/October 2028	Personnel Department/Evaluation Administrator	None	None	Survey Data Conference Notes

2. The school will increase the number of trained mentors to better support first year teachers.	July 2023/May 2028	Administrators	None	None	Classroom Observations Walkthroughs Classroom Mosaic Data
3. The school will provide multiple opportunities for mentors to attend the SCTS 4.0 evaluator training.	July 2023/May 2028	Administrators	None	None	Professional Learning Transcripts SCADEPT Report

STRATEGY #2

Provide educators with high quality professional development opportunities and educator support.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. The school will offer various opportunities for teachers to obtain certifications/endorsements to further learning.	July 2023/May 2028	Administrators	\$25000 over 5-year period	Title Funding	Title Budget Certification Roster Professional Learning Report
2. The school will be staffed with Professional Development Coach/Title I staff to support	July 2023/May 2028	Administrators/District	\$500,000 over 5-year period	Title Funding	Staff Rosters Professional Development

teachers' continued growth and development.					Offerings Agendas and Training Rosters
---	--	--	--	--	--

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.