

School Renewal Plan Signature Page

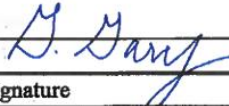
Strategic Plan for 5 Year Cycle: 2025-2030
Upcoming School Year: 2026

School Renewal Plan Signature Page

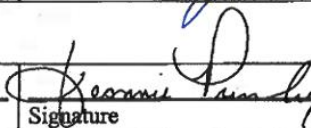
Strategic Plan for 5 Year Cycle: 2025-2030
Upcoming School Year: 2026

School Name:	Alice Drive Middle School
SIDN:	4301014
Plan Submission:	School Utilizes Cognia
Grade Span:	6th-8th
District:	Sumter School District
Address 1:	40 Miller Rd.
Address 2:	
City, State:	Sumter, SC
Zip Code:	29150
School Renewal Contact Person:	Jeannie Pressley
School Plan Contact Phone:	(803) 775-0821
School Plan E-mail Address:	jeannie.pressley@sumterschools.net

Superintendent

Dr. Gerald Gary		4/30/2026
Printed Name	Signature	Date

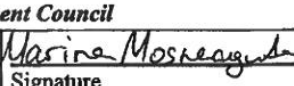
Principal

Jeannie Pressley		4-14-26
Printed Name	Signature	Date

Chairperson, District Board of Trustees

Dr. Shawn Ragin		4/30/2026
Printed Name	Signature	Date

Chairperson, School Improvement Council

Dr. Marina Mosneaguta		4.14.2026
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Christine Carnes		
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 names 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	Jeannie Pressley
2.	Teacher	Rhonda Evans
3.	Parent/Guardian	Shelley Simpson
4.	Community Member	Daniel Kiernan
5.	Paraprofessional	Morgan Ivey
6.	School Improvement Council Member	Marina Mosneaguta
7.	Instructional Coach	Stephanie Barrineau
8.	STEM Advisory Board	Lorenzo Brooks
9.	Assistant Principal	Thomas Swearingen
10.	Lead School Counselor	Cicely Brown
11.	Special Education Lead Teacher	Donna Bearor
12.	Math Lead Teacher	Caitlin Dabkowski
13.	Read to Succeed Reading Coach	N/A
14.	School Read to Succeed Literacy Leadership Team Lead	Christine Carnes
15.	School Read to Succeed Literacy Leadership Team Member	Christine Shuler

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.)

Alice Drive Middle School is located within a suburban community and approximately an hour from metropolitan Columbia. Our non-Title I school serves approximately 800 students in grades 6-8. The school population is a diverse, high-needs community, with 68.2% of students identified as economically disadvantaged, 3% English Language Learners, 11% receiving special education or behavior services, 11.5% military dependents, 26.9% served in the school's Talented and Gifted Program, and 1% classified as transient, homeless, or receiving McKinney-Vento services through the district. These vast demographic differences underpin a variety of needs within our building. We are in the eleventh year of implementing an all-inclusive Cognia STEM (Science, Technology, Engineering, and Mathematics) Program. In 2026, we underwent a successful external review confirming adherence to the 10 standards. We will continue integrating STEM as we address our identified needs to prepare all students for a rapidly evolving, high-tech workforce, fostering critical thinking, innovation, and essential skills for modern careers. STEM education helps ensure students can tackle real-world challenges, provides a foundation for future career opportunities, and supports economic development across our state.

Academic Performance Overview

2024-2025 Fall MAP Achievement (Measures of Academic Progress) Reading

Grade	1st-20th Percentile	21st-40th Percentile	41st-60th Percentile	61st- 80th Percentile	> 80th Percentile
6th	27%	15%	25%	24%	9%
7th	44%	15%	16%	14%	11%
8th	27%	17%	18%	24%	14%

Key Insight: Reading scores show that 48% of our students fall in the 40% or lower range compared to the national average.

2024-2025 Spring MAP Achievement (Measures of Academic Progress) Reading

Grade	1st-20th Percentile	21st-40th Percentile	41st-60th Percentile	61st- 80th Percentile	> 80th Percentile
6th	25%	15%	17%	24%	19%
7th	21%	21%	20%	19%	19%
8th	18%	14%	21%	27%	20%

Key Insight: We are improving Reading by reducing the number of students who fall at or below the 40th percentile to 39%. We still have more work to do to ensure all of our students are reading at grade level.

2024-2025 Fall MAP Achievement (Measures of Academic Progress) Math

Grade	1st-20th Percentile	21st-40th Percentile	41st-60th Percentile	61st- 80th Percentile	> 80th Percentile
6th	21%	19%	24%	23%	13%
7th	30%	28%	16%	15%	11%
8th	32%	21%	16%	20%	11%

Key Insight- Mathematics is our biggest area of concern, with 50% of our students falling in the 40th percentile or less range compared to the national average.

2024-2025 Spring MAP Achievement (Measures of Academic Progress) Math

Grade	1st-20th Percentile	21st-40th Percentile	41st-60th Percentile	61st- 80th Percentile	> 80th Percentile
6th	25%	26%	23%	18%	8%
7th	25%	27%	18%	16%	14%
8th	30%	23%	24%	12%	11%

Key Insight- Our students did not show any growth over the course of the year. We still have 51% of our students scoring at or below the 40th percentile, compared to the national average. We really need to strengthen our Tier 1 and Tier 2 math classes using rigor and appropriate academic language.

One of our biggest areas of focus moving forward is centered on academic growth and student success. We acknowledge that Alice Drive Middle School has room to improve academically. To address this, we will continue to improve our Multi-Tier Systems of Support (MTSS) to provide targeted academic support for all students. First, we will address our Tier 1 students by strengthening all classrooms by ensuring they have academically appropriate rigor embedded throughout the curriculum. We will implement the Visible Learning Framework in all classrooms and incorporate evidence-based strategies from SC Innovation Station. We have been identified as a Palmetto Math Project Tier Two Support School and look forward to working with our assigned teacher to implement best practices in our math classrooms. We will also begin implementing Zearn Math. Second, we will implement a more targeted intervention plan using our Multi-Tiered System of Support (MTSS) team, Reading Assistance Teacher, and Math Assistance Teacher to support Tier 2 and 3 students identified through MAP data, SC Ready data, and teacher recommendations. Third, we have been identified as an Additional Targeted Support and Intervention (ATSI) school by the SCDE due to the academic performance of our Students with Disabilities subgroup. We have developed a Continuous Improvement Plan to address this subgroup's academic needs and will continue to implement it. Fourth, we will strengthen our PLCs by making collaboration purposeful, focused, and consistent. We know the strongest PLCs are tightly aligned around improving student learning by tracking data and implementing evidence-based strategies. It's a system of continuous learning focused on student success. Lastly, we will address attendance issues by reinvigorating the school climate. At ADM, we believe school attendance is crucial for academic success, social development, and the development of long-term habits such as responsibility and discipline.

Teacher/Administrator Quality

Teacher Profile:

- Certified Teachers: 92%
- Continuing Contract Teachers: 70%
- LOA Teachers: 22%

- **Years of Experience:**
 - 15% 0-5 years
 - 24% 6-15 years
 - 61% 16+ years

- **Professional Development Participation:**
 - 97% attended district and/or school PD sessions.
 - 8% of our new teachers are currently in induction or year two of formal observations.

Administrator Profile:

- The leadership team includes a principal and three assistant principals with a combined 42 years of administrative experience.
- Administration is highly visible in classrooms, the cafeteria, hallways, and throughout the building, and upholds high standards for student behavior.

Alice Drive Middle School's administrative team firmly believes in the importance of investing in its staff members. They understand that qualified, motivated educators are the primary drivers of student achievement, improved school culture, and high staff retention. Because of our beliefs, our school regularly offers personalized professional development to support school and district initiatives. We have bi-monthly curriculum & department/grade-level meetings, as well as classroom coaching/model lessons from the instructional coach and the district technology coach. We encourage teachers to take on leadership roles and share their knowledge by leading professional development. Currently, 92% of our staff are certified, and our goal is to reach 100% by the following year and consistently maintain that percentage. Approximately 47% of our certified teachers have an advanced degree, and four National Board Certified Teachers. Our school plans to continue using strategies to recruit, retain, and place teachers who meet the highly qualified status requirements. We seek to hire teachers who have strong instructional delivery skills, demonstrate the initiative and motivation to invest in our students and families, have a strong command of their subject matter/content knowledge, and a desire to embrace the STEM movement & classroom implementation.

School Climate

Alice Drive Middle School is evolving when it comes to school climate, as our data shows below:

- Student Survey Results (Spring 2025)
 - 77.6% Students are satisfied with the social and physical environment
 - 76.8% Students are satisfied with the learning environment
 - 92% Students are satisfied with school-home relations
 - 68.1% of students agree or strongly agree that “adults at my school prevent bullying from happening.”
 - 90.9% of students agree that rules are enforced at their school
- Behavioral Data
 - Chronic absenteeism affects 34.5 % of students, with higher rates among economically disadvantaged students.
 - 1077 referrals for behavior were written during the 2024-2025 school year
- Staff Perception
 - 95.9 % Teachers satisfied with the school learning environment
 - 97.9 % Teachers satisfied with the social and physical environment

At Alice Drive Middle School, we recognize the importance of cultivating a positive and supportive school climate that promotes both emotional well-being and academic success. To strengthen our learning environment, we plan to:

- Increase student voice and leadership opportunities to ensure that all students feel heard, valued, and empowered to contribute to their school community.
- Enhance our social-emotional learning (SEL) to better equip students with the skills needed to manage emotions, build relationships, and make responsible decisions.
- Expand behavior intervention to address the growing needs of students impacted by adverse experiences and the impact on student behavior.
- Increase more opportunities for incentives for our students to help with our attendance issues.
- Increase opportunities for students to build community and take ownership of their academic achievements, and build social skills

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
Elementary/Middle (3-8): ADM Fall 2025-2026 MAP Scores revealed that 47% of our students scored at or below the 40th percentile, compared to the national average. Our 6th graders have 41%, 7th graders have 51%, and 8th graders have 46% scoring at or below the 40th percentile. Mathematics performance is equally concerning, with 45% of 6th graders, 46% of 7th graders, and 50% of 8th graders scoring at or below the 40th percentile when compared to the national average. These academic gaps are worsened by additional challenges such as student poverty (68.2% of students), an increase in English language learners, and our special needs subgroup performing at or below the level of the "all students" group in the lowest-performing 5% of Title I schools (CSI schools)-all of which become significant barriers to success. Behavioral data show that last year, 1,077 referrals were written, and as of March 26, 2026, we are at 913 referrals, indicating a downward trend. Chronic absenteeism is 34.5%. All of these challenges disproportionately compound the situation for students with economically disadvantaged backgrounds. Student achievement data is constantly being analyzed. The faculty and staff of Alice Drive Middle School recognize the need to continue to strategically plan intervention and enrichment classes in the curricular areas of literacy and mathematics. We recognize the need for customized professional development for our faculty related to the delivery of instruction and to understanding the needs of at-risk students to improve the student achievement profile. Professional development requires more emphasis to be placed on closing the gap between our disabled student population and our non-disabled student population. To meet the academic needs of all students, teachers are expected to use differentiation in their lesson preparation and delivery. We plan to continue moving from teacher-centered models to student-centered ones, while the focus on students must be informed by an understanding of their needs, coupled with best practices to meet them. We have an all-classroom approach to student engagement, including a conversation during each lesson where students answer the questions, "What are you learning? Why are you learning it? How will you learn it? And how will you know you have learned it? We plan to increase opportunities for students' voices to be heard in decision-making that affects their everyday experience. Alice Drive Middle will also prioritize targeted academic interventions through MTSS and expand special education support. We will use MAP data to drive our math and reading intervention classes.
Teacher/Administrator Quality
Alice Drive Middle School is proud to be staffed by a fully certified and committed team of educators, yet professional development relevance and instructional leadership remain key areas of growth. We seek to strengthen the capacity of all staff members. With 15% of teachers in their first five years and 8% of our educators currently in induction or formal observation, targeted support is essential for retention and instructional consistency. To reach our goal,

teachers continue to receive ongoing professional development to stay current with state and national trends in literacy, math, science, and social studies instruction, with a growing focus on implementing visible learning across curricular areas. Teachers express a desire for additional support in differentiating instruction and accelerating students toward mastery on assessments. Structured coaching, professional learning communities (PLCs meeting weekly), and regular administrative walkthroughs with feedback are in place to build instructional capacity, particularly for early-career teachers. Currently, 92% of our staff are certified, and our goal is to reach 100% by the following year and consistently maintain that percentage. Our school will continue to offer personalized professional development to support various school initiatives through bi-monthly curriculum & department/grade-level meetings, as well as classroom coaching and lesson modeling by the instructional coach and district technology coach. Our Administrative Team comprises one principal and three assistant principals, with a combined 42 years of experience in school administration. Our teachers desire increased visibility in halls and classrooms, as well as more observations with actionable feedback.

School Climate

A positive school climate is mandatory at Alice Drive Middle School if we expect students to work to their full potential. We strive to ensure a safe and orderly educational environment where a cooperative spirit of learning prevails, and the school atmosphere is characterized by mutual respect. We want ADM to be a place students want to be, which will reduce referrals (1,077 last school year) and help with attendance issues, since this affects 34.5% of our students. We recognize the challenge of strengthening the elements of school culture, but we must do so to create the best possible learning environment for our students. With the adoption and implementation of common school-wide behavior expectations and incentives and adherence to the emerging stages of Social and Emotional Learning (SEL), our school continues to work to reduce the number of discipline referrals. While 67% of our students rated our school climate as good, only 20% perceive our social and physical environment as good. To strengthen the overall climate, school-wide initiatives—including SEL lessons, MTSS, and positive behavior incentives — will be ingrained in our everyday practices. We will include our students in determining the incentives, giving them a voice. These efforts will aim to ensure that all students feel safe, respected, happy, and empowered to engage fully in their learning. Although we have a strong staff with strong collegiality, we need to ensure our teachers are supported through the implementation of new initiatives. We will offer professional development in social-emotional learning, trauma-informed supports, and giving students both voice and choice so they can take ownership of their learning.

Other (such as district and/or school priorities)

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: Student Achievement

(*required)

PERFORMANCE GOAL: By Spring of 2030, Alice Drive Middle School will improve ELA & Math achievement by decreasing the number of students in each grade level (6-8) who are below the 40th percentile by 20% over the next five years. This will be measured by the Measurement of Academic Progress (MAP). Each year, progress will be monitored using the Fall and Winter MAP diagnostic results, and students will set goals for the Spring MAP test using those results.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline Spring of 2025	2025-2026 Spring 2026	2026-2027 Spring 2027	2027-2028 Spring 2028	2028-2029 Spring 2029	2029-2030 Spring 2030
NWEA MAP Reading 6th	40%	Target: 36% Actual: 37%	Target: 32% Actual:	Target: 28% Actual:	Target: 24% Actual:	Target: 20% Actual:
NWEA MAP Reading 7th	42%	Target: 38% Actual: 36%	Target: 34% Actual:	Target: 30% Actual:	Target: 26% Actual:	Target: 22% Actual:
NWEA MAP Reading 8th	32%	Target: 28% Actual: 39%	Target: 24% Actual:	Target: 20% Actual:	Target: 16% Actual:	Target: 12% Actual:

*Add or delete rows as needed.

Data Source(s)	Average Baseline Spring of 2025	2025-2026 Spring 2026	2026-2027 Spring 2027	2027-2028 Spring 2028	2028-2029 Spring 2029	2029-2030 Spring 2030
NWEA MAP Math 6th	51%	Target: 47% Actual: 42%	Target: 43% Actual:	Target: 39% Actual:	Target: 35% Actual:	Target: 31% Actual:
NWEA MAP Math 7th	52%	Target: 48% Actual: 41%	Target: 44% Actual:	Target: 40% Actual:	Target: 36% Actual:	Target: 32% Actual:
NWEA MAP Math 8th	53%	Target: 49% Actual: 44%	Target: 45% Actual:	Target: 41% Actual:	Target: 37% Actual:	Target: 33% Actual:

*Add or delete rows as needed.

Strengthen our classroom instruction (Tier 1) to ensure rigor, clarity, and purpose are evident in all classes.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATIO N
1. Analyze test data from the Measurement of Academic Progress (MAP) Growth Reading and Math to drive instructional decisions and determine lesson pacing to ensure the teaching and reteaching, if necessary, of all standards.	Fall and Spring Semesters	Leadership Team, Math, ELA, SPED Teachers, Palmetto Math Coach, Instructional Coach	-0-	N/A	MAP Diagnostic Reports, Lesson Plans, IEPs, Intervention Groups, MTSS Agendas, PLC Meeting Notes
2. Implement our 4 intentional questions to ensure learning intentions and success criteria are driving daily instruction. <i>What am I going to learn today? Why do I need to learn it? How will I learn it? How will I know that I learned it?</i>	August-May (daily)	Leadership Team, Teachers, Instructional Coach	\$400.00	General Funds	Posters in every classroom, lesson plans, ELEOT observations and formal observations.
3. Strengthen Professional Learning Communities (PLCs) to ensure a structured way for teachers and school staff to work together to improve student learning by analyzing data and student work. We will incorporate the Visible Learning Framework.	August-May (monthly)	Instructional Coach, Teachers, Department Chairs, Palmetto Math Coach, School Administrators	N/A	N/A	Sign-in Sheets, Agendas, Google Forms, UT Professional Learning, Certificates from PD's

STUDENT ACHIEVEMENT STRATEGY #2

Develop and implement an ELA and Math Intervention Plan for students.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATIO N
1. Analyze MAP Data using Class Reports and Student Profiles to ensure standards are being taught and retaught when necessary to ensure a deeper understanding of the curriculum. Focus instruction on the “learning continuum” to target what students are ready to learn	August-May (Fall, Winter, Spring)	Administrators, Instructional Coach, Palmetto Math Coach, Grade Level Teams, SPED Teachers	N/A	N/A	MAP Data, PLC Agendas and Notes, MTSS Notes, Lesson Plans, Intervention Rosters
2. Incorporate student-led conferences in the fall and spring semesters, allowing students to reflect on their academic progress, analyze their MAP and SC Read data, and create their SMART goals. Students will present their findings to their parents.	Fall and Spring Semesters	Teachers Admin Students	\$500.00	General Funds	Participation data Student/parent survey feedback Awards for students meeting their MAP goals
3. Analyze MAP Data using Class Reports and Student Profiles, to identify students scoring below the 40th percentile so they can be placed in an intervention class. (Tier 2 and 3 students identified for MTSS)	August-May (Fall, Winter, Spring)	Administrators, Instructional Coach, Palmetto Math Coach, Grade Level Teams, SPED Teachers	N/A	N/A	MAP Data Analysis, PLC Agendas, Action Plans, Class Rosters, School Master Schedule, MTSS Agendas and Notes

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: Teacher/Administrator Quality
*(*required)*

PERFORMANCE GOAL:

By Spring of 2030, Alice Drive Middle School will increase the number of staff and paraprofessionals appropriately certified and/or teaching in the field by at least 1% each year by implementing a comprehensive recruitment, retention, and professional development program.

INTERIM PERFORMANCE GOAL: Meet annual targets below:

Data Source(s)	Average Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
SC Lead, School Report Card Data	95% 2024-2025	Target: 96% Actual: 92%	Target: 97% Actual:	Target: 98% Actual:	Target: 99% Actual:	Target: 100% Actual:

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1

Provide all employees with a support system that enables them to be effective and committed to the organization, thereby increasing retention.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATIO N
1. Utilize Collaborative Coaching Cycles so the Instructional Coach can support teachers by planning together, co-teaching, modeling lessons, and analyzing student work and data to determine best practice strategies and the next steps in student learning.	August-May (3-6 week cycles)	School Administrators, Instructional Coach	N/A	N/A	Coaching Cycle Data, ELEOT Data, Formal Evaluation Data, MAP Data
2. Conduct instructional walkthroughs/formal observations and provide constructive feedback to identify areas of strength/needs	August 2025-August 2030	Administrators & Instructional Coach	N/A	N/A	Observation templates: Cognia ELEOT /ADEPT Reflection/Feedback forms
3. Schedule & organize collaborative PLCs for all content areas and grade levels so teachers and administrators can work together to support each other.	August 2025-August 2030	Administrators, Instructional Coach, Counselors, Teachers	N/A	N/A	Master Schedule, PLC Meeting Agendas and Notes
4. Assign Mentors and Building Buddies: New teachers and new to our building teachers will be assigned master teachers for overall support	August 2025-August 2030	Administrators, Instructional Coach, Counselors, Teachers	N/A	N/A	Mentor Log, SC Lead Data

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TEACHER/ADMINISTRATOR QUALITY STRATEGY #2
Implement a relevant, differentiated professional development plan aligned with the district's professional development plan.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen PLCs at ADM by aligning meeting agendas with our School Improvement goals, our Continuous Improvement Plan goals, and instructional needs. This will include Visible Learning and the Palmetto Math Project professional developments.	August- May (monthly)	Administrators, Teachers, Department Chairs, Instructional Coach	N/A	N/A	PLC Agendas, PLC Meeting Notes, Teacher Surveys
2. Utilize our Innovative Specialist to provide group and individualized instructional technology sessions to enhance classroom instruction and strengthen STEM initiative.	August- May (monthly)	Instructional Technology Coach, Administrators, Instructional Coach, Teachers	N/A	N/A	Agendas, Lesson Plans, Student Work, Sign-in Sheets, Teacher Surveys
3. Allow teachers to choose professional development that is relevant to their individual needs and students' needs through the use of Cognia Labs, SC Innovation Station, PLC book studies, and continued choice at district PD sessions.	August-May	Teachers, Leadership Team, District Professional Development Team, Instructional Coach	\$500.00	Principal Funds, HIP Funds	Professional Development Certificates, Lesson Plans, UT Professional Transcripts, Attendance Logs

Performance Goal Area: School Climate

(*required)

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

By the end of May 2030, Alice Drive Middle School will create an inclusive learning environment by reducing student absenteeism by 25% and office referrals by 20% through expanded SEL Supports and a variety of student incentives.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Percent of Students with Absentee Issues	35% as of Spring 2025	Target: 30% Actual:	Target: 25% Actual:	Target: 20% Actual:	Target: 15% Actual:	Target: 10% Actual:
Number of Office Referrals	1077 office referral for the 2024-2025 academic year	Target: 1034 Actual:	Target: 993 Actual:	Target: 955 Actual:	Target: 917 Actual:	Target: 880 Actual:

*Add or delete rows as needed.

Choose an item. **STRATEGY #1**

Establish systems and programs that ensure all students feel safe, seen, and heard at school.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATI ON
1. Re-establish our school mentoring program (Hawk Builders) with teachers, college students, and community leaders to support at-risk students.	September-May (monthly)	Administrators, Teachers, School Counselors, Community Partners	N/A	N/A	Mentor logs, Newsletter, MTSS Documents
2. Implement the Jostens Renaissance framework to continue strengthening the school's culture where teachers and students thrive.	August- May (monthly)	Administrators, Teachers, School Counselors	\$2500.00	General Funds (700 account), HIP Donations	Renaissance Calendar, newsletter, social media posts
3. Create a school-wide attendance competition across grade levels connected to the district attendance awards.	August- May (monthly)	School Staff, Students, Parents, District Attendance Team	\$250.00	General Funds (700 account)	PowerSchool attendance, MTSS logs, newsletter
4. Maintain a safety committee that includes a cross-section representation of the faculty & local agencies to assess and update the		Administrators, School Nurse, District Safety	N/A	N/A	Safety plan, drills, meeting agendas/notes

school emergency plans and guide for crisis management.		Coordinator, SRO, Teachers, Students			
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To add a row, go to the last box and press the tab button.

Choose an item. STRATEGY #2
Strengthen support for students to improve their social and emotional needs.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Increase Positive Pupil Referrals given to students to celebrate success and build self-esteem.	August-May Weekly	Teachers, Administrators, Counselors	\$300.00	General Funds, HIP Donations	ADM Positive Pupil Referrals
2. Provide teachers and staff with professional development on social-emotional learning, trauma-informed practices, and restorative approaches.	August/Jan.	Counselors, District Team	N/A	N/A	Agendas, Sign-in Sheets, Surveys
3. Incorporate an advisory/SEL time into our schedule.	Daily	Teachers, Administrators, Counselors	N/A	N/A	Lesson Plans, Counselors Meeting Notes, Implementation Plan

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

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.