

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2026-2027 - to 2030-2031 -
Upcoming School Year: 2026-2027.

School Name:	Darlington County Institute of Technology
SIDN:	1601995
Plan Submission:	School utilizes Cognia -
Grade Span:	10-12
District:	Darlington County
Address 1:	160 Pinedale Drive
Address 2:	
City, State:	Darlington, SC
Zip Code:	29532
School Renewal Contact Person:	Robert S. Smith III
School Plan Contact Phone:	843-398-3515
School Plan E-mail Address:	robert.smith@darlington.k12.sc.us

Superintendent

<u>Matthew Ferguson</u> Printed Name	<u>C. Matthew Ferguson</u> Signature	<u>3/16/26</u> Date
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Principal

<u>Robert S. Smith III</u> Printed Name	<u>[Signature]</u> Signature	<u>3/16/26</u> Date
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Chairperson, District Board of Trustees

<u>Wanda Hargis</u> Printed Name	<u>[Signature]</u> Signature	<u>3/16/26</u> Date
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Chairperson, School Improvement Council

<u>Nicki Spears</u> Printed Name	<u>[Signature]</u> Signature	<u>3/16/26</u> Date
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School Read To Succeed Literacy Leadership Team Lead

<u>Jennifer Gribben</u> Printed Name	<u>[Signature]</u> Signature	<u>3/16/25</u> Date
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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.

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_____	_____	_____
Printed Name	Signature	Date

Principal

Robert Smith	_____	_____
Printed Name	Signature	Date

Chairperson, District Board of Trustees

_____	_____	_____
Printed Name	Signature	Date

Chairperson, School Improvement Council

Nicki Spears	_____	_____
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

_____	_____	_____
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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	Robert S. Smith III
2.	Teacher	Bert Sandifer
3.	Parent/Guardian	Eddie Shuler
4.	Community Member	Danny Johnson
5.	Paraprofessional	Karen Perkins
6.	School Improvement Council Member	Nicki Spears
7.	Read to Succeed Reading Coach	
8.	School Read to Succeed Literacy Leadership Team Lead	
9.	School Read to Succeed Literacy Leadership Team Member	

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.)

EOCEP

				Letter Grade	Values			
				A	B	C	D	F
Reported School Name	Subject	% C or Better	% D or Better	%	%	%	%	%
Darlington High	Algebra 1	26.59%	59.18%	1.12%	5.62%	19.85%	32.58%	40.82%
	Biology 1	22.71%	43.43%	5.18%	7.17%	10.36%	20.72%	56.57%
	English 2	51.23%	72.54%	7.38%	17.21%	26.64%	21.31%	27.46%
	U.S. History	27.59%	41.38%	10.78%	5.17%	11.64%	13.79%	58.62%
Darlington Middle	Algebra 1	80.00%	100.00%	15.56%	15.56%	48.89%	20.00%	
Hartsville High	Algebra 1	37.19%	66.88%	5.94%	8.75%	22.50%	29.69%	33.13%
	Biology 1	29.39%	48.56%	5.75%	6.39%	17.25%	19.17%	51.44%
	English 2	65.69%	82.68%	11.76%	30.39%	23.53%	16.99%	17.32%

	U.S. History	39.43%	54.07%	13.41%	11.79%	14.23%	14.63%	45.93%
Hartsville Middle	Algebra 1	80.85%	93.62%	29.79%	25.53%	25.53%	12.77%	6.38%
Lamar High	Algebra 1	31.15%	55.74%		6.56%	24.59%	24.59%	44.26%
	Biology 1	8.86%	29.11%	1.27%	3.80%	3.80%	20.25%	70.89%
	English 2	58.33%	75.00%	4.76%	21.43%	32.14%	16.67%	25.00%
	U.S. History	24.24%	40.91%	12.12%	7.58%	4.55%	16.67%	59.09%
Mayo High School For Math Science & Technology	Algebra 1	100.00%	100.00%	38.10%	38.10%	23.81%		
	Biology 1	90.53%	94.74%	43.16%	28.42%	18.95%	4.21%	5.26%
	English 2	100.00%	100.00%	63.16%	26.32%	10.53%		
	U.S. History	74.63%	88.06%	35.82%	26.87%	11.94%	13.43%	11.94%
Spaulding Middle	Algebra 1	61.90%	90.48%	4.76%	28.57%	28.57%	28.57%	9.52%
DCSD		43.54%	63.11%	11.30%	13.55%	18.69%	19.57%	36.89%

Career Readiness Assessment (WIN)

% CertLevel	% Certificate Level					
	School	0	2	3	4	5
Darlington High		37.55%	32.02%	17.39%	12.65%	0.40%
DCIS		75.00%		25.00%		
DCVA		50.00%	33.33%	11.11%	5.56%	
Hartsville High		27.52%	30.89%	22.94%	18.04%	0.61%
Lamar High		27.50%	27.50%	21.25%	22.50%	1.25%

<i>% CertLevel</i>	<i>% Certificate Level</i>				
Mayo High School For Math Science & Technology	2.99%	13.43%	17.91%	65.67%	
Grand Total	29.51%	29.24%	20.16%	20.56%	0.53%

DCIT had 230 new completers during the 2024-2025 school year. 226 of the 230 met the criteria for Career-Readiness as defined by the SDE.

275 graduates in the class of 2025 were CTE completers, and 273 of those students met the criteria for Career-Readiness.

Executive Summary of Needs Assessment Data Findings

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

Student Achievement, including sub-groups
Early Childhood/Primary (PK-2):
Elementary/Middle (3-8):
High School (9-12): Student achievement data indicate a significant and urgent need for improvement across the district, particularly at the high school level, where overall proficiency remains low, and failure rates are high in multiple core content areas. With only 43.54% of students earning a C or better district-wide and over one-third receiving failing grades, there is clear evidence that many students are not mastering grade-level standards. This concern is especially evident in subjects such as Biology 1 and U.S. History, where several schools report failure rates exceeding 50%, signaling systemic gaps in content understanding and instructional effectiveness. While pockets of excellence exist, the inconsistency across schools highlights inequities in access to high-quality instruction and academic support. Additionally, the noticeable decline in performance from middle to high school suggests challenges with vertical alignment, academic rigor, and student preparedness for End-of-Course assessments. Career readiness data further underscores these concerns, as a large percentage of students score at the lower levels on the WIN assessment, indicating limited readiness for postsecondary workforce demands. DCIT had 230 new completers during the 2024-2025 school year. 226 of the 230 met the criteria for Career-Readiness as defined by the SDE. 275 graduates in the class of 2025 were CTE completers, and 273 of those students met the criteria for Career-Readiness. To address these issues, the district must prioritize strengthening Tier 1 instruction, implementing targeted interventions for struggling students, improving curriculum alignment, and expanding opportunities that promote both academic and career readiness for all learners, including expanding opportunities at DCIT which align to the area's economic development plan to ensure job placement/readiness for graduating students..
Teacher/Administrator Quality
The disparities in student performance across schools strongly suggest inconsistencies in teacher effectiveness and instructional leadership, making Teacher and Administrator Quality a critical area for improvement. High failure rates and low percentages of students achieving at advanced levels indicate a need for more rigorous, standards-aligned instruction and the consistent use of research-based teaching strategies. In some schools, the data reflect a lack of effective differentiation, insufficient student engagement, and limited use of formative

assessment practices to guide instruction. Additionally, the variation in outcomes between schools with similar student populations points to differences in leadership practices, including how administrators support, monitor, and evaluate instruction. To improve in this area, the district must invest in ongoing, job-embedded professional development focused on data-driven instruction, scaffolding techniques, and strategies for increasing student engagement and mastery. Instructional coaching should be strengthened to provide teachers with real-time feedback and support. At the same time, Professional Learning Communities must be leveraged more effectively to analyze student data, share best practices, and plan targeted interventions. Administrators must also play a more active role in instructional leadership by conducting frequent classroom observations, providing actionable feedback, and holding staff accountable for student outcomes. Building a culture of continuous improvement among educators will be essential to ensuring consistent, high-quality instruction across all schools.

School Climate

School climate, while not directly measured in the data provided, can be inferred from patterns in student performance, engagement, and career readiness, all of which indicate a need for improvement in the overall learning environment. High failure rates and low levels of workforce readiness often correlate with issues such as low student motivation, disengagement, inconsistent attendance, and a lack of connection between students and their learning experiences. In contrast, schools and programs demonstrating higher levels of success likely benefit from stronger cultures of high expectations, supportive relationships, and clear pathways to future success. To strengthen school climate across the district, there must be a deliberate focus on fostering positive relationships between students and staff, creating engaging and relevant learning experiences, and promoting a sense of belonging and accountability among students. Schools should work to increase student voice, recognize academic growth and achievement, and provide meaningful opportunities for students to connect their education to real-world goals, including college and career pathways. Furthermore, a focus on the reduction in chronic absenteeism will enhance climate and student belonging. Additionally, implementing systems that support social-emotional learning and address barriers to student success will be critical. By improving school climate, the district can create environments where students are more motivated, engaged, and equipped to succeed academically and beyond.

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 2031, the percentage of students enrolled at the Darlington County Institute of Technology who earn an industry-recognized credential or score at the “proficient” level on program end-of-course technical assessments will increase from 68% to 80%, as measured by credentialing exam results, program technical assessments, and course completion data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
PowerSchool– completion results	68%	Target: 70.4% Actual:	Target: 72.8% Actual:	Target: 75.2% Actual:	Target: 77.6% Actual:	Target: 80% Actual:

*Add or delete rows as needed.

Student Achievement* STRATEGY #1
Implement targeted academic support.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide credential preparation sessions and practice assessments.	July 2026	Director	TBD	Perkins, EIA, Proviso	Agendas, sign-in sheets, results.
2. Monitor credential readiness through quarterly instructor data reviews.	Fall 2026	Director	n/a	n/a	Credential spreadsheets
3. Offer targeted support for students needing remediation before certification exams.	Fall 2026	Director, Instructors	TBD	Perkins, EIA, Proviso	Agendas, sign-in sheets, and results
4. Implement benchmark skill assessments each quarter.	Fall 2026	Instructors	TBD	Perkins, EIA, Proviso	Benchmark exams and results
5. Conduct instructor collaboration meetings to review student performance data.	Fall 2026	Director, Instructors	TBD	Perkins, EIA, Proviso	Agendas, sign-in sheets, and results
6. Strengthen student advisement and pathway planning with counselors.	Fall 2026	Director, Counselor	TBD	TBD	Schedule and documentation

7. Monitor student progress through semester reviews.	Fall 2026	Director	n/a	n/a	Student progress spreadsheets
8. Provide academic and technical tutoring for students at risk of not completing programs.	Fall 2026	Director, Instructors	TBD	TBD	Schedule, curriculum, results, comprehensive data document
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Student Achievement* STRATEGY #2

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: Darlington County Institute of Technology will initiate a **Professional-in-Residence** by ensuring that each program area hosts at least one industry expert-led experience annually—such as guest instruction, mentorship, or project collaboration—by 2031, to enhance real-world learning and career readiness for all students.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Sign-in sheets and contact logs	40%	Target: 52% Actual:	Target: 64% Actual:	Target: 76% Actual:	Target: 88% Actual:	Target: 100% Actual:

*Add or delete rows as needed.

District Priority STRATEGY #1
Implementing and establishing stronger partnerships with local industry professionals and organizations.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Increase partnerships with local businesses, trade organizations, and workforce development agencies to identify professionals who can serve as guest instructors, mentors, or project collaborators within each program area.	Fall 2026	Director, Instructors, WBL Team	TBD	Perkins, EIA, Proviso	Advisory Committee agendas and summaries, Chamber and Progress event schedules
2. Develop clear guidelines outlining the expectations, roles, and responsibilities for industry professionals, including the types of experiences they may provide (guest lectures, demonstrations, mentoring, or collaborative projects).	Fall 2026	Director, Instructors, WBL Team	n/a	n/a	Agendas, summaries

3. Ensure each Professional-in-Residence experience aligns with program competencies, industry standards, and student credentialing expectations so that learning remains relevant and rigorous.	Fall 2026	Director, Instructors, WBL Team	n/a	n/a	SDE Student Reporting Procedures Guide
4. Each program area will plan and schedule at least one Professional-in-Residence activity annually, ensuring that all students have access to industry exposure.	Fall 2026	Director, Instructors, WBL Team	n/a	n/a	Plans and documentation
5. Collaborate with industry professionals to design project-based learning experiences that mirror authentic workplace challenges and allow students to apply technical skills.	Fall 2026	Instructors	TBD	Perkins, EIA, Proviso	Agendas, summaries
6. Allow instructors time to plan with industry professionals to develop lessons, demonstrations, or projects that integrate real-world expertise with classroom instruction.	Fall 2026	Director	TBD	TBD	Agendas, summaries

7. When in-person visits are not feasible, leverage virtual guest speakers, industry panels, and remote mentoring sessions to ensure consistent industry engagement.	Fall 2026	Director, Instructors, WBL Team	TBD	TBD	Schedule
8. Collect feedback from students, instructors, and industry partners after each Professional-in-Residence experience to measure effectiveness and refine the program annually.	Fall 2026	Director, Instructors, WBL Team	n/a	n/a	Surveys
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District Priority STRATEGY #2

ACTION PLAN FOR STRATEGY #2: *To add a row, go to the last box and press the tab button.*

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL: By June 30, 2031, Darlington County Institute of Technology will reduce chronic absenteeism from 23% to 5%, as measured by district PowerSchool attendance records.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Chronic absenteeism reports in PowerSchool/Education Analytics	23%	Target: 19.4% Actual:	Target: 15.8% Actual:	Target: 12.2% Actual:	Target: 8.6% Actual:	Target: 5% Actual:

*Add or delete rows as needed.

School Climate* **STRATEGY #1**

Implement a comprehensive attendance improvement plan that includes early identification of at-risk students, consistent parent communication, and targeted interventions.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Use PowerSchool and Navigator attendance reports to identify students approaching chronic absenteeism and intervene before attendance issues become severe.	Fall 2026	Director, SDM, Asst Director	n/a	n/a	PS reports
2. Create a team of administrators, counselors, and instructors that meets regularly to review attendance data, identify at-risk students, and coordinate intervention strategies.	Fall 2026	Director, SDM, Asst Director	n/a	n/a	PS reports, schedule, agendas, summaries, data
3. Develop a structured communication plan that includes phone calls, emails, letters, and meetings with	Fall 2026	Director, SDM, Asst Director	n/a	n/a	District communication system reports

parents or guardians when students demonstrate patterns of excessive absences.					
4. Develop targeted attendance improvement plans for students identified as chronically absent, including goal setting, counseling support, and progress monitoring.	Fall 2026	Director, SDM, Asst Director	n/a	n/a	Attendance plans, attendance data
5. Enhance hands-on learning, real-world projects, and career pathway activities to increase student motivation and reinforce the importance of consistent attendance.	Fall 2026	Director, Instructors	TBD	Perkins, EIA, Proviso	Agendas, copies of project information
6. Implement attendance incentives and recognition programs that celebrate students who demonstrate improved or exemplary attendance.	Fall 2026	Director, Instructors	TBD	Perkins, EIA, Proviso, Local	Schedule of events
7. Promote the importance of daily attendance through student orientations, parent meetings, classroom discussions, and school-wide messaging.	Fall 2025	Director	n/a	n/a	Schedule, agendas

8. Review attendance data each quarter	Fall 2026	Director, SDM, Asst Director	n/a	n/a	PS reports, summaries of meetings
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School Climate* STRATEGY #2

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL: By 2031, 100% of teachers and administrators at the Darlington County Institute of Technology will participate in at least four targeted professional learning experiences focused on high-quality instruction, industry alignment, and student engagement, resulting in 90% of classrooms demonstrating effective instructional practices, as measured by classroom observations, evaluation data, and professional development participation records.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Observation, evaluations, PD sign-in sheet	60%	Target: 66% Actual:	Target: 72% Actual:	Target: 78% Actual:	Target: 84% Actual:	Target: 90% Actual:

*Add or delete rows as needed.

Teacher/Administrator Quality* **STRATEGY #1**

Develop and implement a structured professional learning plan that includes scheduled training sessions, ongoing coaching, and support.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide quarterly professional learning sessions focused on instructional best practices, student engagement strategies, and integrating academic standards within career and technical education programs.	Fall 2026	Director	TBD	Perkins, EIA, Proviso	SRPG, schedule, agendas
2. Administrators will conduct formal and informal classroom walkthroughs to provide timely, constructive feedback aligned with instructional expectations and program standards.	Fall 2026	Director	n/a	n/a	Schedule of formal and informal observations and evaluations. SRPG
3. Teachers will participate in PLC meetings to analyze student performance data, share instructional strategies, and	Fall 2026	Director	n/a	n/a	PLC schedule and agendas

collaborate on improving technical and academic instruction.					
4. Provide opportunities for teachers to participate in industry externships, certification updates, or professional training to ensure that instruction remains aligned with current workforce expectations.	Fall 2026	Director, Instructors, WBL Team	TBD	Perkins, EIA, Proviso	Meeting agendas, advisory committee documentation
5. Pair new or developing teachers with experienced mentors or instructional coaches to support lesson planning, classroom management, and technical instruction.	Fall 2026	Director	n/a	n/a	Mentor list, documentation of meetings
6. Teachers and administrators will review credential attainment, assessment results, and program performance data each quarter to identify areas for improvement and adjust instruction.	Fall 2026	Director, Instructors	n/a	n/a	Credential spreadsheets, PS reports
7. Facilitate opportunities for teachers across different career pathways to collaborate on	Fall 2026	Director, Instructors	TBD	Perkins, EIA, Proviso	Meeting schedule, agendas, list of collaborative projects

interdisciplinary projects that integrate technical skills with academic content.					
8. Highlight exemplary instructional practices during faculty meetings and professional learning sessions to encourage continuous improvement and shared success among staff.	Fall 2026	Director, Instructors	n/a	n/a	Faculty meeting schedule and agendas
9.					
10.					

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Teacher/Administrator Quality* STRATEGY #2

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

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Performance Goal Area: District Priority

(*required)

PERFORMANCE GOAL: By 2031, student enrollment at the Darlington County Institute of Technology will increase by 15%, growing from approximately 377 students to 434 students per semester, as measured by official program enrollment data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
official program enrollment data	377	Target: 388 Actual:	Target: 400 Actual:	Target: 411 Actual:	Target: 423 Actual:	Target: 434 Actual:

*Add or delete rows as needed.

District Priority	STRATEGY #1
Develop and implement a targeted recruitment and marketing plan.	

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Conduct regular recruitment presentations at feeder middle schools and high schools to introduce students to available career pathways and program opportunities.	Fall 2026	Director, Instructors	TBD	Perkins, EIA, Proviso, Local	Schedule of middle and high school meetings, SRPG
2. Organize open house events where students and parents can tour labs, observe demonstrations, and interact with instructors and current students to learn more about programs.	Fall 2026	Director, Instructors	TBD	Perkins, EIA, Proviso, Local	Schedule of events, agendas, sign in sheets
3. Use social media, district websites, newsletters, and local media to highlight student success stories, industry certifications, and career	Fall 2026	Director	n/a	n/a	Social media accounts. Copies of newsletters and Report to Parents

outcomes associated with the programs.					
4. Work closely with counselors at feeder schools to ensure they are informed about program offerings, prerequisites, and benefits so they can effectively guide students toward enrollment.	Fall 2026	Director, Counselor	n/a	n/a	Schedule of meetings with counselors, copies of pathway documents
5. Highlight the ability for students to earn industry-recognized certifications, dual credit, and career-ready skills while still in high school.	Fall 2026	Director	n/a	n/a	Schedule of meetings with high school students, social media accounts, and program videos
6. Utilize current students as ambassadors to share their experiences during recruitment events, school visits, and community outreach activities.	Fall 2026	Director, Counselor	TBD	Perkins, EIA, Proviso, Local	Schedule of events, list of student ambassadors, and info about their training
7. Provide informational sessions for parents and community members to explain the value of career and technical education and the opportunities available through the institute.	Fall 2026	Director, Instructors	TBD	Perkins, EIA, Proviso	Schedule of events at DCIT and home schools

8. Review enrollment trends each semester to identify successful recruitment practices and adjust outreach strategies to target underrepresented student groups or programs with available capacity.	Fall 2026	Director, SDM, Assistant Director	n/a	n/a	PS reports
9.					
10.					

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District Priority STRATEGY #2

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.					
2.					
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School Renewal Plan Checklist

Are the following complete?

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

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