

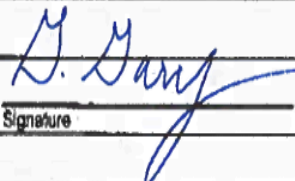
School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: July 2026 to June 2031

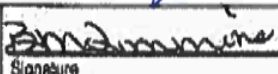
Upcoming School Year: 2026-2027

School Name:	Ebenezer Middle School
SIDN:	4301002
Plan Submission:	School Utilizes Cognia
Grade Span:	6-8
District:	Sumter School District
Address 1:	3440 Ebenezer Road
Address 2:	
City, State:	Sumter, SC
Zip Code:	29153
School Renewal Contact Person:	Bertha Timmons
School Plan Contact Phone:	803-469-8571
School Plan E-mail Address:	Bertha.Timmons@sumterschools.net

Superintendent

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

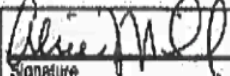
Principal

Bertha M. Timmons		3-31-26
Printed Name	Signature	Date

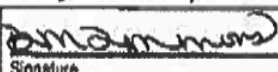
Chairperson, District Board of Trustees

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

Chairperson, School Improvement Council

Alice Miller		3/31/2026
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Bertha M. Timmons		3-31-26
Printed Name	Signature	Date

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for 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 et seq. (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.

	P	r	
o		3. Parent/Guardian	
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1		Parap	
P		rofes siona	

r i n c i p a l 2 T e a c h e	I 6. School Improvement Council Member 7. Read to Succeed Reading Coach 8. School Read to Succeed Literacy Leadership Team Lead 9. School Read to Succeed Literacy Leadership Team Member
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Name

Bertha Timmons Fashonda Oliver
Ashley Sabb Ta'Kara Brooks Tara

Lowery Alice Miller
Dr. Emily Kimpton Bertha Timmons
Yesha Danggod

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.

Ebenezer Middle School, a Title I school located in the Midlands of South Carolina, serves approximately 360 students in grades 6–8. The school supports a diverse, high-needs population, with 81% of students identified as economically disadvantaged, 1% as English Language Learners, 9% receiving special education or behavioral services, and less than 1% classified as transient or homeless, or receiving McKinney-Vento services through the district. These varied demographics create a broad range of academic, social, and emotional needs within the Ebenezer school community. Recently, our Media Center was renovated into a modern, flexible learning space that can accommodate a large number of students. This updated facility allows us to provide more intensive intervention and reteaching opportunities, with a primary focus on strengthening academic achievement. We have created dedicated time in our master schedule to focus specifically on reading, writing, and math, as these are currently the lowest-performing content areas in our school. During this block, teachers provide targeted support to all students, including additional one-on-one guidance as needed. We are also partnering with the Palmetto Math Project from the South Carolina Department of Education to strengthen math instruction and improve overall student achievement.

Academic Performance Overview

Executive Summary of Needs Assessment Data Findings Academic Performance Overview MAP Trend Data Spring 2025 - Reading

No or more Grades below	Two Score	One grade below	On Target	Above grade level
	14.7%		0	0

23.4%

61.7%

MAP Baseline Spring 2026 - Reading

No or more Grades below	Two Score	One grade below	On Target	Above grade level
	20.5		5.8	0

11.6

61.1

MAP Trend Data Spring 2025 - Math

No or more Grades below	Two Score	One grade below	On Target	Above grade level
	2.9%		2.9%	0

23.4%

70.5%

MAP Baseline Spring 2026 - Math

No or more Grades below	Two Score	One grade below	On Target
	76.3%	5.8%	2.9%

11.7%

Above grade level 2.9%

Teacher/Administrator Quality

Teacher Profile:

Certified Teachers: 83.4%

1 principal 1 assistant principal 1
guidance counselor 1 instructional coach 21
certified classroom teachers

1 media specialist 1 career
specialist 5 non-certified
classroom teachers

Professional Development Participation:

- o 95% attended district PD sessions.
- o 11 teachers are Induction 1 or Annual 1

Administrator Profile:

- The leadership team includes a principal and one assistant principal with over 55 years of experience.

Although the administration demonstrates effective instructional leadership, teachers desire more regular engagement and actionable guidance.

A committed team of educators supports Ebenezer Middle School; however, Ebenezer's faculty and staff need consistent follow-through on existing systems and targeted professional development in key areas. With a significant portion of staff in the early years of their careers, targeted support is essential to ensure instructional consistency and long-term retention. While many educators have participated in district-led professional development, staff feedback indicates a need for learning opportunities that are more directly aligned with classroom needs and individual growth goals.

The administrative team, composed of a principal and assistant principal with combined experience in instructional leadership, has made meaningful strides in supporting teachers. Ebenezer Middle School is committed to expanding professional learning through initiatives such as district coaching partnerships, differentiated professional development sessions, and structured peer collaboration. These strategies aim to strengthen teaching practices, foster professional growth, and ensure high-quality learning experiences for all students.

School Climate

Ebenezer Middle School continues to develop its school climate, as reflected in the data below.

Student Climate Survey Results (Spring 2025):

- 60.48% of students feel safe at school.
- 52.56% report that teachers and students get along well. ●
- Only 43.5% find their classes to be interesting and fun.

Behavioral Data:

- Office referrals for all students are relatively the same as last year at the time of this report.
- Chronic absenteeism affects 14.7% of our students who receive special services.

Staff Perception:

- Teachers express concerns about student behavior.
- 63.4% feel that school leadership makes a substantial effort to address their concerns. ●
- 40% do not feel that there is adequate time for essential skill instruction.

At Ebenezer, a positive school climate drives academic success and supports both students and teachers. To strengthen our learning environment, we will:

- Increase access to high-quality instructional practices aligned to district curriculum frameworks, including targeted support in reading and mathematics.
- Build a support system to provide relevant Active Learning Strategies that engage our students.
- Deepen our implementation of the Leader in Me practices to improve student behavior and leadership development.

Directions In the appropriate boxes, use school data to identify areas for 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): The 2025 NWEA Fall MAP data signify that none of our students who receive special services are on target to pass the state reading assessment in the spring. According to the NWEA Linking Document for South Carolina, 50% of these students are reading at least two grades below grade level and 29.4% one grade below grade level. The Spring MAP data reveals an increase in the percentage of students receiving special services who are at least two grade levels below grade level (60.7%); however, two of these students are projected to pass the state assessment in the spring. Mathematics performance is even more concerning, with 70.5% of our students who receive special services performing below expectations on Fall MAP and 70.5% are falling below expectations on Spring MAP. These academic gaps are intensified not only by students' identification as receiving special services, but also by broader equity challenges—particularly high rates of student poverty—which contribute to systemic barriers to success. Behavioral data shows office referrals are relatively the same as last year at the time of this report, and chronic absenteeism affects 14.7% of students who receive special services. Ebenezer Middle School is addressing this through a Multi-Tiered System of Supports (MTSS) focused on targeted academic interventions. Driven by MAP and Classroom Formative Assessment (CFA) data, students receive differentiated support through a daily intervention time, with additional assistance from our Palmetto Math Coach and expanded special education services.
High School (9-12):
Teacher/Administrator Quality
At Ebenezer Middle, we are committed to investing in the professional growth and instructional leadership of our staff to drive student achievement. To support this, we will expand access to embedded professional learning opportunities, more data-driven conversations, district professional development with learning coaches, and support from our Palmetto Math Project teacher from SCDE. In alignment with Visible Learning principles, we will implement regular classroom walkthroughs and feedback cycles that focus on evidence-based practices, clear learning intentions, and actionable feedback to promote reflective teaching, consistent expectations, and continuous improvement across all grade levels.

School Climate
Ebenezer Middle School continues to develop a positive and supportive school climate. While most students feel safe and report good relationships with teachers, fewer than half find their classes engaging. Office referrals remain steady, and chronic absenteeism affects 14.7% of students receiving special services. Staff express concerns about student behavior and note limited time for essential skill instruction, though many feel leadership addresses their concerns. To strengthen the learning environment, the school will expand high-quality instructional practices, implement active learning strategies to engage students, and deepen Leader in Me practices to improve behavior and foster student leadership.
Other (such as district and/or school priorities)
N/A

STUDENT ACHIEVEMENT STRATEGY #1					
Launch an ELA Intervention plan for students.					

ACTION PLAN FOR STRATEGY #1:

AC TIV ITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMAT ED COST	FUNDING SOURCE	EVALUATIO N: INDICATORS OF
	August 2026-May 2027	Classroom Teachers	\$4000	Title I	
1. Apply explicit Vocabular y	August 2026-May 2027	Classroom Teachers	\$2000	Title I	Lesson Plan Review Walk-through Observations
Instructio n with Morpholo gy					Lesson Plan Review Walk-through Observations
2. Use self-regulated					
strategy development (SRSD) for Writing					
3. Analyze Text Structure Instruction with	Purposeful Annotation	4. Continue efforts to reduce class size through the	retention of the additional ELA teacher.	5. Hire 1 additional ELA teacher to provide instruction	

aligned with the SC College and Career Ready English Language Arts Standards, to reduce class size, and to have 2 ELA teachers per grade level.	August 2026-May 2027	Classroom Teachers	\$2000	Title I	Lesson Plan Review
	August 2026-May 2027	Principal	\$76,000	Title I	Walk-through Observations
	August 2026-May 2027	Principal			ELA Teacher Hired Lesson Plans Class Rosters
			\$50,000	Title I	ELA Teacher Lesson Plans Class Rosters

STUDENT ACHIEVEMENT STRATEGY #2
Launch a Math Intervention plan for students.

ACTION PLAN FOR STRATEGY #2:

A C	Formative Assessment with Immediate Corrective Feedback	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE
		August 2026-May 2027	Classroom Teachers	\$3,000	ATSI
		August 2026-May 2027		\$2000 \$2000	Title I Title I
	4. Continue efforts to reduce class size through	August 2026-May 2027	Classroom Teachers	NA	NA
1. Apply Explicit Direct Instruction with	the retention of the additional Math teacher.	2027	Classroom Teachers	\$76,000	Title I
Manipulatives within the Visible Learning Framework	5. Incorporate manipulatives into the classroom		Principal	\$3000	Title I
2. Implement Peer-Assisted Learning Strategies (PALS)			Instructional Coach Math Coordinator Math Teachers SPED Teachers		

3. Use Frequent

Lesson Plan	Plan Review	Walkthrough	Class	Plans
Review	Walkthrough	Observation	Rosters	Classroom
Walkthrough	Observation	Data Math	Sign out	Observations
Observation	Data Lesson	Teacher Hired	sheets	
Data Lesson	Plan Review	Lesson Plans	Lesson	

Performance Goal Area: Teacher/Administrator Quality

(*required)

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

By May 2031, 90% of teachers will complete at least one data-driven instructional cycle (plan-teach-assess-adjust) per quarter, documented in meeting notes and confirmed by classroom observations.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline 2025-2026 Spring 2026	2026-2027 Spring 2027	2027-2028 Spring 2028	2028-2029 Spring 2029	2029-2030 Spring 2030	2030-2031 Spring 2031
		<i>Target: 66%</i>	<i>Target: 72%</i>	<i>Target: 78%</i>	<i>Target: 84%</i>	
PD/PLC	60%	<i>Actual:</i>	<i>Actual:</i>	<i>Actual:</i>	<i>Actual:</i>	

<i>a</i>	<i>e</i>	<i>9</i>	<i>A</i>	<i>u</i>	:
<i>r</i>	<i>t</i>	<i>0</i>	<i>c</i>	<i>a</i>	
<i>g</i>	:	%	<i>t</i>	<i>l</i>	

*Add or delete rows as needed.

Teacher/Administrator Quality STRATEGY #1
Implement a Structured PLC Framework

ACTION PLAN FOR STRATEGY #1:

A C T	Reassessme nt)	TIMELINE (Start and End Dates)		PERSON(S) RESPONSIBL E	ESTIMATE D COST	FUNDING SOURCE
		August 2026-March 2027				
	2. Provide PLC templates for agendas, data tracking, and action planning	August 2026-March 2027		Principal Assistant Principal Instructional Coach Principal Assistant Principal	NA	NA
1. Develop and implement a	3. Establish clear expectations for weekly PLC meetings	August 2026-March 2027		Principal Instructional Coach Principal Assistant Principal Instructional	NA	NA
standard PLC protocol (Data → Strategy → Implementat				Coach Teachers	NA	NA

ion →

PLC Schedule		Sign in Sheets Data Trackers	Action Plans Posted Norms	Visual Observations PLC Notes
	Agendas			

Teacher/Administrator Quality **STRATEGY #2**

Strengthen Data-Driven Instruction

ACTION PLAN FOR STRATEGY #2:

A C T	use real-time data to adjust instruction	TIMELINE (Start and End Dates)		PERSON(S) RESPONSIBLE		ESTIMATE D COST	FUNDING SOURCE
		August 2026-March 2027		Principal Assistant	NA		NA
		August 2026-March 2027		Principal Instructional Coach Principal Assistant			
	3. Align PD topics directly to PLC focus areas and student needs	August 2026-March 2027		Principal Instructional Coach Teachers	NA		NA
1. Train staff on analyzing MAP, benchmark, and formative assessment data		August 2026-March 2027		Principal Assistant Principal Instructional Coach	NA		NA
2. Ensure PLCs							

	minutes, PLC		logs	
Agendas,	logs	Agendas, minutes, PLC		PLC Schedule

4. Professional Development Conferences Get Your Teach On, Innovative Schools Conference, State Reading Conference (SCIRA), State Math Conference (SCCTM), State Literacy Conference (SCCTE) SC Association of Black Student Educators (SCABSE) State Title I Conference, State	planning meetings to prepare for the upcoming school year	August 2026-July 2027	Principal Assistant Principal Instructional Coach Teachers	\$10,000	Title I
		May 2026	Principal		

Department of Education trainings for teachers and administration I. All conferences listed may not be attended, but listed as options for staff members to attend based on instructional goals and/or needs. Conferences may be attended virtually and/or in-person.					\$3500	Title I
5. Conduct leadership						

PLCs upon return

Agendas

Sign in

Planning agendas

Sign in sheets

Performance Goal Area: School Climate.

(*required)

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

By May 2031, Ebenezer Middle School will strengthen the school climate by decreasing discipline referrals by 20% and chronic absenteeism by 10 percentage points over 5 years.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline 2025-2026 Spring 2026	2026-2027 Spring 2027	2027-2028 Spring 2028	2028-2029 Spring 2029	2029-2030 Spring 2030
		<i>Target: 458</i>	<i>Target: 366</i>	<i>Target: 293</i>	<i>Target: 234</i>
Discipline Referrals	572	<i>Actual: Target: 19%</i>	<i>Actual: Target: 17%</i>	<i>Actual: Target: 15.7%</i>	<i>Actual: Target: 13%</i>
		(3.1 points)	(2 points)	(2 points)	(2 points)
	22%	Actual:	Actual:	Actual:	Actual:

Absenteeism

2
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3
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2
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3
1

<i>T</i>	<i>g</i>	<i>l</i>	<i>c</i>	<i>l</i>	r	1
<i>a</i>	<i>e</i>	8	<i>t</i>	:	g	2
<i>r</i>	<i>t</i>	7	<i>u</i>	T	e	%
	:	<i>A</i>	<i>a</i>	a	t	(1 point)
					:	Actual:

School Climate. STRATEGY #1
Implement Leader in Me practices schoolwide to build student leadership, increase engagement, and strengthen a sense of belonging.

ACTION PLAN FOR STRATEGY #1:

A C T I V I T Y	2. Provide staff professional learning on student engagement and relationship-building strategies.	attendance incentives and targeted interventions for chronically absent students	TIMELINE (Start and End Dates)		PERSON(S) RESPONSIBLE	ESTIMATE D COST
			August 2026-May 2027	August 2026-May 2027	Teachers	\$500
			August 2026-May 2027	August 2026-May 2027	Principal Instructional Coach Teachers MTSS Team Attendance Clerk	NA
	1. Implement consistent schoolwide behavior expectations and recognition systems	3. Use discipline and attendance data in PLCs to identify and support at-risk students			Principal Assistant Principal Attendance	NA
		4. Implement				\$500

Title I

Tiger Bucks

NA

Agendas

Sign Ins

NA

Lesson

Plans

Title I

Agenda

s Sign

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Evaluati

ons

Printed Records

	August 2026-May 2027		Clerk	
5. Reduce hallway traffic and instructional time loss, while also addressing behavioral concerns.			Principal Title I Assistant	\$2500 Printed Reports,
6. Provide structured opportunities for students to engage with representatives from various companies and industries in order to build professional relationships, increase awareness of career pathways, and gain insight into diverse roles and organizations.	August 2026-May 2027		Principal Career Specialist	\$7,000 Flyer Title I

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.

