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School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28
Upcoming School Year: 2024/25**

School Name:	Longleaf Middle School
SIDN:	4002095
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Richland 2
Address 1:	1160 Longreen Parkway
Address 2:	
City:	Columbia, SC
Zip Code:	29229
School Renewal Plan Contact Person:	Teresa Price Boyd
School Plan Contact Phone:	803-691-4870
School Plan E-mail Address:	tboyd@richland2.org

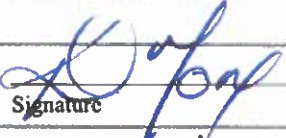
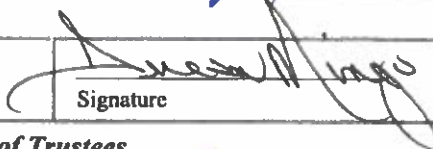
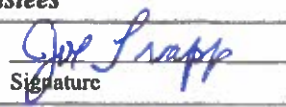
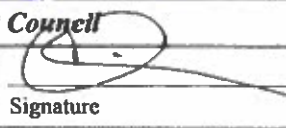
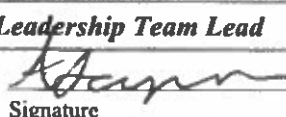
Required Signature Page

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 assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Kim D. Moore</u> Printed Name	 Signature	4/8/2024 Date
<i>Principal</i>		
<u>Teresa Price Mingo</u> Printed Name	 Signature	3-25-24 Date
<i>Chairperson, District Board of Trustees</i>		
<u>Joe Trapp</u> Printed Name	 Signature	4/10/24 Date
<i>Chairperson, School Improvement Council</i>		
<u>Calvin Rascoc</u> Printed Name	 Signature	3/25/2024 Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Aneitra Gaymon</u> Printed Name	 Signature	3-25-24 Date

Assurances for School Renewal Plan

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	<p>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.</p>
N/A	<p>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.</p>
N/A	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>

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	Teresa Price Mingo
2.	Teacher	Tabitha Cuffy
3.	Parent/Guardian	Dr. Chanda Robinson
4.	Community Member	Ursula Lovejoy
5.	Paraprofessional	Angela McDowell
6.	School Improvement Council Member	Hersula Davis (SIC Co-Chair)
7.	Read to Succeed Reading Coach	N/A
8.	School Read To Succeed Literacy Leadership Team Lead	Aneitra Gaymon
9.	School Read To Succeed Literacy Leadership Team Member	Kenneth Creech
<p>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</p>		

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (SBE Regulation 43-261) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

Not Applicable

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (SBE Regulation 43-261)	
2. Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3. Teachers teaching more than 4 preps (SBE Regulation 43-205)	
4. High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9NDAwMjA5NQ>

Executive Summary of Needs Assessment Data Findings

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.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

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	
Elementary/Middle School (3 - 8)	
1.	Our 2021-2022 SC READY data revealed that our students experienced significant regression in mathematics. This regression was common throughout our district. In 2019, 45.1% of our students were met or exceeded expectations in mathematics. In 2021-2022, our only 26.4% of our students met or exceeded expectation in mathematics. To address the regression, we will implement leveled and targeted instruction in mathematics during our academic intervention periods. In addition, our teachers will participate in professional development that equips them with strategies that yield positive outcomes.
2.	Our most recent SC READY data for reading revealed that we have returned to pre-pandemic performance levels. Our 2019 data indicates that 42.9% of our students met or exceeded expectations in ELA. Our 2021-2022 data reveals a slight increase of 44.2% of Longleaf students meeting or exceeding expectations in ELA. However, we still have less than 50% of our students who either met or exceeded expectations in ELA. Instruction in ELA will continue to be a priority.
Teacher/Administrator Quality	
3.	AVID is a schoolwide college and career readiness system. It is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. Because AVID helps close the achievement gap and opportunity gap for ALL students, it is our goal to maintain AVID certification and strive to become an AVID school of distinction. As a school we will focus on the integration of WICOR strategies across all content areas.
School Climate	
4.	Reviewing data from previous school climate surveys, it has become evident that focusing on students' satisfaction with the physical and social environment of our school should be a priority. As a result, we have established student groups that activate student voice as we explore ways to improve the school environment. Additionally, we will ensure that all students engage in social emotional learning in our efforts to develop the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, the percent of students satisfied with the social and physical environment will increase from 66.8% to 76.8%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
LMS State Report Card Climate Survey	66.8%	Projected Data: 68.8%	70.8%	72.8%	74.8%	76.8%
		Actual Data: TBD				

Action Plan

Strategy #1: Assess student and staff social-emotional needs and increase their overall well-being.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Deliver weekly SEL instruction in Seven Mindsets through LEAP intervention period	2023-2028	Counselors and Teachers	N/A	N/A	SEL Lesson Plans
2. Expand our Student of the Month celebration to encourage students to exhibit LEAP principles	2023-2028	Counselors, Teachers and Admin	\$500	Pupil Activities Fund	Student of the Month Rosters and Ceremony Programs
3. Implement a schoolwide positive behavior reward system.	2023-2028	LMS Staff	\$1500	Pupil Activities Fund	Positive Behavior Incentive Program Description and Student Awards Lists
4. Administer monthly pulse check surveys to staff.	2023-2028	Administration	N/A	N/A	Survey Results
5. Administer quarterly climate surveys to students	2023-2028	Administration and Teachers	N/A	N/A	Survey Results
Strategy #2: To create a clean and safe physical environment					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Coordinate with Service Solutions to ensure that student and staff restrooms are checked and maintained regularly throughout the school day.	2023-2028	Admin and Custodians	N/A	N/A	Daily Bathroom Cleaning Schedule/Checklist
2. Implement monthly Adopt a Hallway competition to encourage students to keep our physical environment clean.	2023-2028	Teachers, Students and Custodians	N/A	N/A	Hallway Judging Rubric
3. Implement an effective alternative learning program (RESET) in lieu of suspension.	2023-2028	Administration and RESET Teacher	N/A	N/A	RESET Data
4. Implement an anonymous reporting system for reporting vandalism and other disruptive behavior.	2023-2028	Administration	N/A	N/A	Incident Reporting Data

Performance Goal

Performance Goal Area:		Student Achievement *				
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.		By 2028, Longleaf Middle School will increase the percentage of 7th grade middle school students scoring meets or exceeds on SC READY ELA from 44.5% to 59.5%. (3% annually)				
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
21-22 Longleaf Middle School Report Card	44.5%	Projected Data: 47.5%	50.5%	53.5%	56.5%	59.5%
		Actual Data: TBD				

Action Plan

Strategy #1: The LMS staff will engage in frequent monitoring of student progress.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will administer formative assessments in each content area.	2023-2028	Teachers, CES Administration	N/A	N/A	Mastery Connect trackers and reports
2. Teachers will administer common benchmark assessments in ELA.	2023-2028	Teachers, CES Administration	N/A	N/A	Mastery Connect trackers and reports
3. Teachers will collect and analyze quarterly benchmark data to determine targeted, effective in-class intervention.	2023-2028	Teachers, CES Administration	N/A	N/A	Benchmark Reviews
4. Engage in content collaboration to identify student strengths and weaknesses.	2023-2028	Teachers, CES Administration	N/A	N/A	Weekly-content collaboration
5. Develop a yearly professional development calendar and plan based on best practices and research addressing the academic, behavioral and social/emotional needs of students and school community, which includes a survey of needs from the teachers.	2023-2028	CES and Administration	N/A	N/A	PD Calendar
6. Provide RTI (Response to Intervention) to students scoring below the 25th percentile on the Math MAP assessment.	2023-2028	CES, counselors and Administration	N/A	N/A	RTI rosters
7. Teachers will engage in reflection of quarterly grade distributions.	2023-2028	Teachers and Administration	N/A	N/A	Agendas showing topic was discussed during meetings
Strategy #2: LMS will establish a system of early identification of students with academic needs in ELA so that appropriate support and interventions are provided.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Conduct Intervention Assistance Team Meetings.	2023-2028	Teachers, Counselors and Administration	N/A	N/A	IAT referrals and minutes
2. Engage in content collaboration to identify student strengths and weaknesses.	2023-2028	Teachers	N/A	N/A	Content Collaboration Minutes/Notes
3. LMS will host Academic Blitz Conferences to set goals and improve student performance	2023-2028	Counselors and Administrators	N/A	N/A	Academic Conference records
4. Provide extra opportunities for students to be successful through Content Recovery, LEAP Ahead Grade Recovery, Extended Day and RTI (Response to Intervention)	2023-2028	Teachers and Administration	N/A	N/A	Student Participation Rosters and Data after recovery efforts
5. Teachers will engage in reflection of quarterly grade distributions.	2023-2028	Teachers and Administrators	N/A	N/A	Quarterly Teacher Reflection forms.

Performance Goal

Performance Goal Area:		Student Achievement *				
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.		By 2028, Longleaf Middle School will increase the percentage of 7th grade students scoring meets or exceeds on SC READY Math from 28.9% to 43.9%. (Annual increase of 3%)				
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY	28.9%	Projected Data: 31.9%	34.9%	37.9%	40.9%	43.9%
		Actual Data: TBD				

Action Plan

Strategy #1: The LMS staff will engage in frequent monitoring of student progress.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will administer formative assessments in mathematics	2023-2028	Teachers, CES Administration	N/A	N/A	Mastery Connect trackers and reports
2. Teachers will administer common benchmark assessments in math.	2023-2028	Teachers, CES Administration	N/A	N/A	Mastery Connect trackers and reports
3. Teachers will collect and analyze quarterly benchmark data to determine targeted, effective in-class intervention.	2023-2028	Teachers, CES Administration	N/A	N/A	Benchmark Reviews
4. Engage in content collaboration to identify student strengths and weaknesses.	2023-2028	Teachers, CES Administration	N/A	N/A	Weekly-content collaboration
5. Develop a yearly professional development calendar and plan based on best practices and research addressing the academic, behavioral and social/emotional needs of students and school community, which includes a survey of needs from the teachers.	2023-2028	CES and Administration	N/A	N/A	PD Calendar
6. Provide RTI (Response to Intervention) to students scoring below the 25th percentile in mathematics	2023-2028	Counselors, Teachers and Administration	N/A	N/A	RTI Rosters
7. Teachers will engage in reflection of quarterly grade distributions.	2023-2028	Teachers and Administration	N/A	N/A	Quarterly Teacher Reflection Forms
Strategy #2: LMS will establish a system of early identification of students with academic needs in math and provide appropriate support and interventions .					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Conduct Intervention Assistance Team Meetings	2023-2028	Teachers, Counselors and Administration	N/A	N/A	IAT Minutes and Referrals

2. Engage in content collaboration to identify student strengths and weaknesses	2023-2028	Teachers	N/A	N/A	Content Collaboration Minutes/Notes
3. LMS will host Academic Blitz Conferences to set goals and improve student performance	2023-2028	Counselors and Administration	N/A	N/A	Academic Blitz conference records
4. Provide extra opportunities for students to be successful through Content Recovery, LEAP Ahead Grade Recovery, Extended Day and RTI (Response to Intervention)	2023-2028	Teachers and Administration	N/A	N/A	Student Participation Rosters and Data after recovery efforts
5. Teachers will engage in reflection of quarterly grade distributions.	2023-2028	Teachers and Administration	N/A	N/A	Quarterly Teacher Reflection Forms

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	By 2028, Longleaf Middle School will maintain "certified" or higher distinction by the AVID Center-based on the annual Coaching and Certification Instrument (CCI).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
AVID's CCI Instrument	Certified	Projected Data: Certified	Certified	Site of Distinction	Site of Distinction	Site of Distinction
		Actual Data: Certified				

Action Plan

Strategy #1: To increase the integration of WICOR strategies in daily instruction..					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Students will use interactive notebooks to assist with organization.	2023-2028	Teachers and students	N/A	N/A	Teacher Learning Pathways and Student INBs
2. Teachers will use WICOR strategies to promote college and career readiness.	2023-2028	AVID Site Team and Teachers	N/A	N/A	Teacher Weekly Learning Pathways
3. The AVID Coordinator and Site Team will collect school-wide evidence to maintain a yearly “certified” status.	2023-2028	AVID Coordinator and Site Team	N/A	N/A	Electronic Folder of AVID artifacts
4. The Leadership Team will model the concentrated AVID strategy which drives our goals on the AVID Site Team Plan.	2023-2028	AVID Site Team and Leadership Team	N/A	N/A	Meeting Agendas
5. AVID Learning Walks will be conducted quarterly to collect evidence of WICOR during instruction.	2023-2028	AVID Site Team and Leadership Team	2023-2028		Learning Walk Data
Strategy #2: Increase student enrollment in the AVID elective					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Invite parents to an AVID Family Night where students and teachers showcase AVID strategies and student work.	2023-2028	AVID Site Coordinator and Teachers	N/A	N/A	AVID Family Night Announcement and Agenda
2. Students will continue to be recruited and interviewed for the AVID Elective Class	2023-2028	AVID Site Team	N/A	N/A	Recruitment Announcement and Interviewee Roster