

School Renewal Plan Table of Contents

Signature Page	2
Assurances	3
Stakeholders	5
Waiver Requests	6
Needs Assessment Data	7
Executive Summary of Needs Assessment (Summary of Conclusions)	8
Performance Goals and Action Plans	10
Read to Succeed	22

School Renewal Plan Cover Page

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

School Name:	Muller Road Middle
SIDN:	4002098
Plan Submission:	School utilizes Cognia
Grade Span:	K To 8
District:	Richland 2
Address 1:	1031 Muller Road
Address 2:	
City:	Blythewood, SC
Zip Code:	29016
School Renewal Plan Contact Person:	Dr. Brandon Ross
School Plan Contact Phone:	803-691-6851
School Plan E-mail Address:	braross@richland2.org

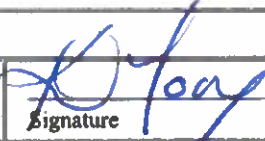


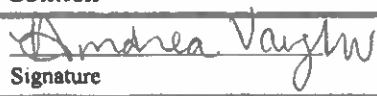
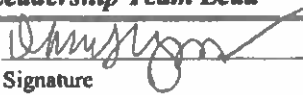
Required Signature Page

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 Educator on 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 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

Superintendent		
<u>Dr. Kim Moore</u> Printed Name	 Signature	4/8/2024 Date
Principal		
<u>Dr. Brandon Ross</u> Printed Name	 Signature	_____ Date
Chairperson, District Board of Trustees		
<u>Mr. Joe Trapp</u> Printed Name	 Signature	4/10/24 Date
Chairperson, School Improvement Council		
<u>Mrs. Andrea Vaughn</u> Printed Name	 Signature	_____ Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Mrs. Dana Thompson</u> Printed Name	 Signature	_____ 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))	
Yes	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>
Yes	<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	Dr. Brandon Ross
2.	Teacher	Emily Eberlin
3.	Parent/Guardian	Megan Byrum
4.	Community Member	Tim Ford
5.	Paraprofessional	Stacy Branham
6.	School Improvement Council Member	Chris Nesmith
7.	Read to Succeed Reading Coach	Dana Thompson
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Dana Thompson
9.	School Read To Succeed Literacy Leadership Team Member	Kaitlin Manchester
	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	

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/>

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 (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (<i>Include the SBE Regulation number to be waived</i>)	43-205(III)(B)(3)(a)- Muller Road Middle School is experiencing a more significant teacher shortage, as well as increasing enrollment, than our other middle schools. Therefore, a few classes exceed the class sizes. In order to ensure all students have access to all courses, size classes were graciously waived for these two schools.
6. Other (<i>Include the SBE Regulation number to be waived</i>)	

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9NDAwMjA5OA>

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.	<p>The SC Ready ELA scores (grades 6-8) showed a slight decline from the 2020-2021 to the 2021-2022 school year. In this data, male students decreased more than female students. Hispanic and White students both declined in the percent of meets or exceeds expectations in ELA. General education students also declined in SC Ready ELA data over that same time frame. There was a slight increase on SC Ready ELA for students in poverty and African American students. Our Limited English Proficient students and Asian students demonstrated the biggest increases in meets or exceeds expectations. On SC Ready Math, our students (grades 6-8) showed an increase in meets or exceeds expectations from 31.5% in the 2020-2021 school year to 36.7% in the 2021-2022 school year. Male and female students alike showed an increase in their Math scores as did students in poverty and not in poverty, non-limited English Proficient students and African American students. Populations with much larger increases in meets or exceeds expectations on SC Ready Math were Hispanic and White students. Asian students showed the greatest decrease in SC Ready Math scores going from 72.7% to 50.0%. To improve our SC Ready ELA & Math scores, some of our school's action plans include further training on using differentiated instruction in the classroom, training teachers on Costa's Level of Thinking, sending teachers to AVID training to further grow in their teaching methodologies, strategies and activity development and increasing the rigor in our classroom instruction. Teachers will also have additional training in how to use and follow the R2 Instructional Model and the components required for that professional requirement. Teachers will also continue to meet and discuss common assessments being administered, create quarterly grade distribution sheets and meet as content and grade level teams to conduct data analysis as they look at areas of Strengths, Weaknesses, Opportunities and Threats. Additionally, we were able to hire an extra Math teacher to split between grades 6 & 7, to help reduce class sizes in Math. Moving forward, we would like to train all teachers in the Inclusion Model and help all teachers understand the criteria for a student being enrolled in an Inclusion class versus students who might need other supports such as a support lab (resource class), modified instruction and/or a check-in/check-out accommodation daily.</p>
Teacher/Administrator Quality	
2.	<p>Based on the recent teacher survey data from 2021-2022, most teachers agreed that the school administration has set high standards for students and holds students accountable. School administrators were also noted for having high expectations for teacher performance in the classroom and communicating clear instructional goals for the school. Teachers acknowledged that school administrators visit their classrooms to observe instruction and arrange for collaborative planning time and time for decision-making accordingly. Teachers also noted a mutual respect for one another, however, the teacher and staff morale was not as high. Some areas of opportunities for school administration are providing more support to teachers needing additional training & coaching and reviewing our school's mission & vision to help ensure both are 'shared' among teachers and staff. We look forward to continuing to recognize Teacher of the Month & Staff of the Month, share 'shout-outs' to our colleagues and team members for going above and beyond to help others at school, highlight and celebrate with them professional accomplishments and provide support for teachers identified by the MTSS team who need additional training in Effective Classroom Management.</p>
School Climate	

3. The percent of students satisfied with the social and physical environment of our school decreased from 86.1% in 2020-2021 to 74.8% in 2021- 2023. An increased amount of students indicated that our school grounds were not always kept clean nor were the restrooms always kept clean. Most students did acknowledge in the most recent student survey that when things around the school were broken, they were repaired quickly. Overall, students said the hallways were kept clean and they felt they had enough room in the classroom and around the school to learn. About 22% of our students do not feel challenged in class and about 26% do not believe the HW assigned to them helps them learn. About 15% of students surveyed did not believe their classes were fun or believe they are capable of good work. A number of students also reported that the books & workbooks are not helping them to learn. Overall, students agreed they know the school rules and what happens when they break those rules. Teachers expect kids to behave and are willing to spend time helping kids learn and understand. Moving forward, our plan is to institute monthly grade level Town Hall Meetings to focus on areas of strengths and areas where improvement is needed. We are looking forward to implementing a Hall Pass System (to help document who is out of the classroom, the time they are out of the classroom and their location). We are also planning to assign specific Service Solutions Team Members to specific areas of the building to aid in the improved cleanliness of our restrooms and school grounds, in general. As a school team, we will stress our SOAR expectations and what those expectations look like in different areas of the school- Safety- Organization- Accountability- Responsibility in the following areas: Classroom, Restrooms, Cafeteria, Buses/Car Rider Line, Using Technology, etc. We have also just implemented 4 Golden Rules at our school focused on doing the right thing at the right time, doing ones' personal best, giving respect in order to get respect and showing empathy towards others. Our Muller Bucks system has had a positive effect on encouraging students to do the right thing and to go above and beyond. We hope to be able to continue to open our Muller Store once or twice a month so students can redeem their Muller Bucks on snacks, school supplies and school spirit wear. On the topic of bullying, there was a high number of students and teachers who reported being bullied either by another student or another colleague. Our school counselors will increase their time in the classrooms teaching students about what bullying is and what it is not. We will look for more consistency with our Monday Mindfulness Lessons that we train and teach our faculty to use every Monday. Our entire faculty has been trained in Capturing Kids' Hearts, in an effort to make connections and build trust between adults and students. On Fridays, we look forward to building on our Creating Connections Lessons that our school counselors create and share with all classroom teachers. Keys to our success are consistency and intentionality. We will continue to offer students a mindset break when they need to regroup and reflect on their actions within the classroom. Students will continue to be redirected using the 4 questions from Capturing Kids' Hearts- What are you doing? What should you be doing? What are you going to do about it? What will happen if you break our social contract again? Social contracts are another expectation for all classroom teachers to create with each of their classes and refer back to them when redirected any student in regards to violating those expectations for the learning environment.

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Muller Road Middle School will have exited from the 2022 ATSI designation for special education students.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
ATSI	ATSI	Projected Data: ATSI	ATSI	No longer identified as ATSI	No longer identified as ATSI	No longer identified as ATSI
		Actual Data: ATSI				

Action Plan

Strategy #1: Increase academic achievement of our students identified as Special Education students.					
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. Train all teachers in the Inclusion model.	August 2023- June 2028	Admin	\$5,000/year	At Risk	Walkthroughs Master Schedule Lesson Plans
2. Train a select group of teachers in the RTI model.	August 2023- June 2028	Admin	\$10,000/year	At Risk	Walkthroughs Master Schedule Lesson Plans
3. Teachers trained in RTI will provide specific intervention to these students in the area of Math and ELA during the school day.	August 2023- June 2028	Admin Teachers Curriculum Effectiveness Specialist	No Cost		Walkthroughs Lesson Plans Master Schedule

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 74.8% to 86.8%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Student Climate Survey	74.8%	Projected Data: 76.8%	80.8%	82.8%	84.8%	86.8%
		Actual Data: TBD				

Action Plan

Strategy #1: To improve the condition of our facilities.					
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. Implement the use of a digital hall pass system.	August 2023- June 2028	Admin	\$5,000	PTO	Monthly Discipline Reports
2. Continue to provide incentives (Muller Bucks) for students who go above and beyond the expectations.	August 2023- June 2028	All Faculty and Staff	\$5,000	PTO	Monthly Discipline Reports
3. Assign a Service Solutions staff member to address the cleanliness of restrooms at MRM throughout the day.	August 2023- June 2028	Service Solutions Admin	No Cost	No Cost	Monthly Facilities Report
4. Adopt-A-Hallway with monthly awards.	August 2023- June 2028	Students	\$500	PTO	Monthly Facilities Report
5. Monthly Town Hall meetings to remind students of expectations.	August 2023- June 2028	Admin	No Cost	No Cost	Town Hall Presentation Monthly Discipline Reports
6. SOAR posters around the school remind students of expectations.	August 2023- June 2028	Admin	No Cost	No Cost	SOAR posters Monthly Discipline Reports

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, Muller Road will increase the percent of 7th grade students scoring meets or exceeds on SC READY ELA from 54.7% to 64.7%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SCReady ELA	54.7%	Projected Data: 56.7%	58.7%	60.7%	62.7%	64.7%
		Actual Data: TBD				

Action Plan

Strategy #1: To increase the rigor in 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. Teachers will be trained in how to differentiate instruction in their classrooms.	August 2023-June 2028	Curriculum Effectiveness Specialist	\$10,000/year	PD Funds At Risk Funds	Professional Development Plan
2. Teachers will be trained in AVID pedagogy, methodology and effective teaching strategies.	August 2023-June 2028	Admin Curriculum Effectiveness Specialist	\$10,000/year	At Risk Funds	Walkthrough reports Weekly Lesson Plans
3. Teachers will be trained in the R2 Instructional Model and best practices.	August 2023-June 2028	Admin Curriculum Effectiveness Specialist	No Cost		Walkthrough reports Weekly Lesson Plans
4. Teachers will collect and analyze quarterly benchmark data to determine targeted, effective in-class intervention.	August 2023-June 2028	Teachers Admin Curriculum Effectiveness Specialist	No Cost		Benchmark Data Reports Benchmark Reviews Benchmark Review Plans
5. Teachers will create a quarterly grade distribution sheet to reflect their individual student data.	August 2023-June 2028	Teachers Curriculum Effectiveness Specialist	No Cost		Quarterly Grade Level Distribution Sheets
6. Teachers will conduct quarterly assessment reviews to determine if their assessments meet the rigor of the standards being taught.	August 2023-June 2028	Teachers Curriculum Effectiveness Specialist	No Cost		Assessment Reviews

7. The teachers will be taught Costa’s Level of Questioning so they can incorporate higher order questions in their lessons & activities.	August 2023- June 2028	Teachers Curriculum Effectiveness Specialist	No Cost		Lesson Plans Walkthroughs
Strategy #2: To increase student engagement in instruction.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide students with relevant and meaningful learning experiences.	August 2023- June 2028	Teachers	No Cost		Walkthrough reports Weekly Lesson Plans
2. Teachers will be taught strategies that incorporate a wider variety of learning styles.	August 2023- June 2028	Curriculum Effectiveness Specialist	No Cost		Walkthrough reports Weekly Lesson Plans
3. Teachers will be taught how to WICORize lessons.	August 2023- June 2028	Select Teachers Curriculum Effectiveness Specialist Admin	No Cost		Professional Development Plan Walkthrough reports Weekly Lesson Plans
4. Teachers (identified by administration) will participate in professional development on the topic of Effective Classroom Management.	August 2023- June 2028	Admin	\$5,000/year	At Risk	Professional Development Plan Walkthrough reports
5. Teachers will be trained in Capturing Kids Hearts Strategies to assist them in building positive relationships in their classrooms.	August 2023- June 2028	Admin	No Cost		Professional Development Plan
6. Teachers will be trained in Capturing Kids Hearts Strategies to assist them in implementing the common language and systems needed to positively impact student behavior in classrooms.	August 2023- June 2028	Admin	No Cost		Professional Development Plan Walkthrough reports Monthly Discipline Reports

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, Muller Road Middle School will increase the percentage of 7th grade students scoring meets or exceeds on SC READY Math from 28.6% to 43.6%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SCReady Math	28.6%	Projected Data: 31.6%	34.6%	37.6%	40.6%	43.6%
		Actual Data: TBD				

Action Plan

Strategy #1: To increase the rigor in 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. Teachers will be trained in how to differentiate instruction in their classrooms.	August 2023-June 2028	Curriculum Effectiveness Specialist	\$10,000/year	PD Funds At Risk Funds	Professional Development Plan
2. Teachers will be trained in AVID pedagogy, methodology and effective teaching strategies.	August 2023-June 2028	Admin Curriculum Effectiveness Specialist	\$10,000/year	At Risk Funds	Walkthrough reports Weekly Lesson Plans
3. Teachers will be trained in the R2 Instructional Model and best practices.	August 2023-June 2028	Admin Curriculum Effectiveness Specialist	No Cost		Walkthrough reports Weekly Lesson Plans
4. Teachers will collect and analyze quarterly benchmark data to determine targeted, effective in-class intervention.	August 2023-June 2028	Teachers Admin Curriculum Effectiveness Specialist	No Cost		Benchmark Data Reports Benchmark Reviews Benchmark Review Plans
5. Teachers will create a quarterly grade distribution sheet to reflect their individual student data.	August 2023-June 2028	Teachers Curriculum Effectiveness Specialist	No Cost		Quarterly Grade Level Distribution Sheets
6. Teachers will conduct quarterly assessment reviews to determine if their assessments meet the rigor of the standards being taught.	August 2023-June 2028	Teachers Curriculum Effectiveness Specialist	No Cost		Assessment Reviews

7. The teachers will be taught Costa’s Level of Questioning so they can incorporate higher order questions in their lessons & activities.	August 2023- June 2028	Teachers Curriculum Effectiveness Specialist	No Cost		Lesson Plans Walkthroughs
Strategy #2: To increase student engagement in instruction.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide students with relevant and meaningful learning experiences.	August 2023- June 2028	Teachers	No Cost		Walkthrough reports Weekly Lesson Plans
2. Teachers will be taught strategies that incorporate a wider variety of learning styles.	August 2023- June 2028	Curriculum Effectiveness Specialist	No Cost		Walkthrough reports Weekly Lesson Plans
3. Teachers will be taught how to WICORize lessons.	August 2023- June 2028	Select Teachers Curriculum Effectiveness Specialist Admin	No Cost		Professional Development Plan Walkthrough reports Weekly Lesson Plans
4. Teachers (identified by administration) will participate in professional development on the topic of Effective Classroom Management.	August 2023- June 2028	Admin	\$5,000/year	At Risk	Professional Development Plan Walkthrough reports
5. Teachers will be trained in Capturing Kids Hearts Strategies to assist them in building positive relationships in their classrooms.	August 2023- June 2028	Admin	No Cost		Professional Development Plan Walkthrough reports
6. Teachers will be trained in Capturing Kids Hearts Strategies to assist them in implementing the common language and systems needed to positively impact student behavior in classrooms.	August 2023- June 2028	Admin	No Cost		Professional Development Plan Walkthrough reports Monthly Discipline Reports

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, Muller Road Middle School will continue to maintain AVID site of Distinction status as identified by 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	Site of Distinction	Projected Data: Site of Distinction	Site of Distinction	Site of Distinction	Site of Distinction	Site of Distinction
		Actual Data: Site of Distinction				

Action Plan

Strategy #1: Train teachers in AVID methodology, pedagogy, and strategies.					
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. The teachers will be trained in AVID pedagogy, effective teaching practices and methodology.	August 2023- June 2028	Admin Key Teachers Curriculum Effectiveness Specialist	\$10,000	At Risk	Lesson Plans Walkthroughs
2. The teachers will incorporate WICOR activities on Wednesdays during Advisory lessons (provided by AVID teacher).	August 2023- June 2028	AVID Elective Teacher Teachers	No Cost		Advisory Google Classroom- lessons/activities Walkthroughs
3. Teachers will utilize the Lesson Plan template shared by the District Instructional Coaches (Agenda, Warm-Up, Direct Instruction, Guided Practice, Independent Practice, Closure, HW and WICOR strategies embedded).	August 2023- June 2028	Admin Teachers Curriculum Effectiveness Specialist	No Cost		Lesson Plans Walkthroughs

South Carolina Department of Education
Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section A: This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.

Assessment

- Summative Assessment
 - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
 - MAP
 - Star Reading
 - iReady
 - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
 - Identify Problem; Explore Why It Is Occurring; Develop Action Plan; Monitor and Evaluate the Plan
- Documentation of Data

Possible Sources of Evidence:

Universal Screening Data, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, PAST (Phonological Assessment Screening Test)

Reflections	Rarely	Sometimes	Routinely
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	x
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	x
A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data).	<input type="checkbox"/>	<input type="checkbox"/>	x
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	x

Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section B: This school provides Tier 1 reading and writing achievement and growth at the classroom and school levels with decisions about intervention based on all available data.

Research-Based and Evidence-Based Instructional Practices

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Explicit and Systematic Phonics, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading, Explicit Reading Instruction, Small Group Reading Instruction, Conferring and Systematic Data Collection • Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

Possible Sources of Evidence:

Teacher Observations, Schedules, Lesson Plans

Reflections	Rarely	Sometimes	Routinely
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	x	<input type="checkbox"/>
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input type="checkbox"/>	x	<input type="checkbox"/>
B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	x
B4. Teachers monitor student engagement in reading and writing and use this data to build stamina.	<input type="checkbox"/>	<input type="checkbox"/>	x
B5. Teachers make instructional decisions and program choices aligned with scientific research, strategic use of assessments and observations of students.	<input type="checkbox"/>	<input type="checkbox"/>	x
B6. Teachers model reading using literary texts and informational texts to build accuracy and fluency in reading.	<input type="checkbox"/>	<input type="checkbox"/>	x
B7. Teachers model through interactive writing experiences to build accuracy and	<input type="checkbox"/>	x	<input type="checkbox"/>

fluency in writing.			
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, and speaking.	<input type="checkbox"/>	<input type="checkbox"/>	x

Updated August 2023 Page 2
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Reflections	Rarely	Sometimes	Routinely
B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses.	<input type="checkbox"/>	<input type="checkbox"/>	x
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	x

Updated August 2023 Page 3
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section C: This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Supplemental Instruction

- Foundational Reading Skills
 - Listening Comprehension
 - Print Concepts
 - Decoding and Encoding
 - Phonological Awareness and Phonics
 - Fluency
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)
- Small Group and Individual Instruction to Target and Intensify Instruction

Possible Sources of Evidence:

Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors

Reflections	Rarely	Sometimes	Routinely
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3. Teachers provide targeted, effective in-class intervention which: <ul style="list-style-type: none">• must provide individual and small-group instruction; and• must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Updated August 2023 Page 4
South Carolina Department of Education
Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section D: This school embeds practices reflective of exemplary literacy-rich environments.

Literacy-Rich Environmental Components

- Immersion in literacy and language experiences
- Classroom libraries across disciplines
- Materials meet the needs of all children including students with disabilities and multi-language learners
- Appropriate academic language including student led conversations
- Atmosphere of room conducive to learning

Possible Sources of Evidence:

Schedules reflecting an appropriate number of minutes for foundational skills instruction, independent reading, intervention, and writing independently for a sustained period of time during writing instruction, environments displaying a variety of print materials, authentic student work, co-created anchor charts, and sound walls.

Reflections	Rarely	Sometimes	Routinely
D1. Teachers use predictable structures so that students construct knowledge by reading and writing authentic texts.	<input type="checkbox"/>	<input type="checkbox"/>	X
D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	X	<input type="checkbox"/>
D3. Teachers provide instruction and practice time in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	X
D4. Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	X
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	X
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	X
D7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	X

Updated August 2023 Page 5
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section E: This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels.

Reading Engagement

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous grade-level appropriate books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genres.

Possible Sources of Evidence:

Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries

Reflections	Rarely	Sometimes	Routinely
-------------	--------	-----------	-----------

E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	x
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	x	<input type="checkbox"/>
E3. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	x
E4. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms. Texts should include decodable texts and culturally diverse, authentic texts.	<input type="checkbox"/>	<input type="checkbox"/>	x

Updated August 2023 Page 6
South Carolina Department of Education
Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section F: This school provides teacher and administrator training in evidence-based reading and writing strategies.

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on What Works Clearinghouse
- Foundational Reading Skills

Possible Sources of Evidence:

Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans, LETRS Progress Reports

Reflections	Rarely	Sometimes	Routinely
--------------------	---------------	------------------	------------------

<p>F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:</p> <ul style="list-style-type: none"> • Study groups • Collaboration through coaching cycles with school coach • Professional book clubs • Teacher action research • Collaborative planning • Peer coaching 	<input type="checkbox"/>	x	<input type="checkbox"/>
<p>F2. Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:</p> <ul style="list-style-type: none"> • Study groups • Collaboration with school coach • Professional book clubs 	<input type="checkbox"/>	x	<input type="checkbox"/>

Updated August 2023 Page 7
South Carolina Department of Education
Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section G: This school strategically partners with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Literacy Partnerships

Possible Sources of Evidence:

Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer

Reflections	Rarely	Sometimes	Routinely
<p>G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing.</p> <ul style="list-style-type: none"> • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists 	<input type="checkbox"/>	x	<input type="checkbox"/>

G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	x	<input type="checkbox"/>
---	--------------------------	----------	--------------------------

Updated August 2023 Page 8
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section H: This school utilizes a system for helping parents understand how they can support the student as a reader at

home. Family Support of Literacy Development

Possible Sources of Evidence:

Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

Reflections	Rarely	Sometimes	Routinely
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	x

Updated August 2023 Page 9
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section I: Analysis of Data

Strengths	Possibilities for Growth
------------------	---------------------------------

- Students success with Inquiry increased based on SCReady data
- Power Lessons on half days to strengthen key literacy skills based on school data.
- AVID WICOR lessons are taught through advisory.
- Increased focus on independent reading in both ELA and content classes.
- Increased emphasis on choice in reading selections and reader identity.
- AVID strategies are encouraged school-wide.
- PD with AVID strategies – WICOR (Writing, Inquiry, Collaboration, Organization and Reading)
- PD on AVID Reading Process.
District Data Analysis protocol with District Benchmark Assessments.
- Teacher collaboration with grade-level subjects every Thursday.
- Book Fairs
- Common processes for TDA writing.
- Common Assessments and benchmarks in grade-level content teams.
- Media Specialist collaborates with teachers with informational literacy via lessons, research instruction, compiling resources.
- Assessment Review of Benchmark Data quarterly
- Diversification in our class sets with high interest novels.
- District funds allocated for library diversification requested annually with approvals pending
- Advisory groups organized with reading needs in mind.
- Summer Reading incentive program - student rewards

- Analytical Writing
- Time to Read - book talks
- Reading informational texts: meaning/context and language/craft/structure
- Writing across the curriculum
- Interdisciplinary or Cross Curricular planning
- Increasing writing stamina via the writing workshop model
- Continue to increase library collection to fit the needs of our growing population
- Increase focused reading intervention.
- Continue to diversify class sets with high interest novels
- Increase access to class libraries for every teacher
- Increase access to informational texts in classroom
- Reading with the Gamecocks program
- Participate in Fireflies Reading Program
- Incorporate School Wide Reads/author visits by grade level - incorporate immersion, project, going public
- Independent Choice Reading encouraged school wide
- School-Wide Writing Practice in the Fall within ELA classes
- Opportunities to engage in varied texts used throughout instruction

Section J: Previous School Year SMART Goals and Progress Toward Those Goals

Please provide your school’s goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<p><u>Goal #1</u></p> <p>By June, 2023, students will participate in independent choice reading as assigned by their ELA classes for at least 3 days per week.</p>	<p>Progress was not consistent throughout all ELA classes</p> <p>Consistent Practices:</p> <p>Reading Preferences survey administered</p> <p>Encourage choice reading in ELA classes</p> <p>Reading conferences</p> <p>Biweekly visits to media center in ELA classes</p>
<p><u>Goal #2:</u></p> <p>By June, 2023, teachers will engage with and utilize the E-C-A (Evidence-Commentary-Analysis) model of analytical writing across content areas and grade levels in classrooms school-wide.</p>	<p>Progress was not school-wide.</p> <p>Action toward goal:</p> <p>Teacher-led PD on a half day in the fall to teach faculty about E-C-A and how to implement it in their classroom appropriately for all contents and grade levels.</p> <p>ELA content teams collaboration</p>
<p><u>Goal #3:</u></p> <p>The percent of students in grades 6 through 8 scoring Met Expectations or higher on SC Ready ELA will increase:</p> <ul style="list-style-type: none"> ● in 6th grade from 52.2% to 56%, ● in 7th grade from 49.5% to 53%, and ● in 8th grade from 57.6% to 61%, <p>from Spring 2022 to Spring 2023.</p>	<p>The percent of students in grades 6 through 8 scoring Met Expectations or higher on SC Ready ELA increased in all grades, 6th and 7th met the goal set for the year.</p> <ul style="list-style-type: none"> ● in 6th grade from 52.2% to 60.1%, ● in 7th grade from 49.5% to 54.7%, and ● in 8th grade from 57.6% to 59.4%, <p>from Spring 2022 to Spring 2023.</p> <p>Power Lessons focused on data</p> <p>Choice Reading</p> <p>Use of E-C-A school wide (Evidence-Commentary-Analysis) in some classes</p>

	<p>Muller Road Middle School teachers will implement Writing, Inquiry, Collaboration, Organization and Reading (WICOR) lessons with every student at Muller Road to increase rigor and reading and writing skills. Teachers embedded WICOR strategies with lessons. WICOR strategies were delineated on Lesson Plans to assist teachers in strategically planning to incorporate tWICOR.</p> <p>AVID Celebration Showcased during faculty meetings</p> <p>The AVID Site team created WICOR Wednesday lessons to be taught during Advisory on Wednesdays.</p> <p>The Technology Learning Coach teamed up to create lessons using technology with WICOR.</p>
--	--

Updated August 2023 Page 11
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section K: Current SMART (2023-2024) Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. **Schools may continue to use the same SMART goals from previous years or choose new goals.** Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<p><u>Goal #1</u> The percent of students in grades 6 through 8 scoring Met Expectations or higher on SC Ready ELA will increase in all grades as evidenced by SC Ready Score Reports.</p> <ul style="list-style-type: none"> ● in 6th grade from 60.1% - 63.1%, ● in 7th grade from 54.7% to 57.7%, and ● in 8th grade from 59.4% to 62.6%, <p>from Spring 2023 to Spring 2024.</p>	<p>Continue to develop the following: Power Lessons focused on data Choice Reading Muller Road Middle School teachers will implement Writing, Inquiry, Collaboration, Organization and Reading (WICOR) lessons with every student at Muller Road to increase rigor and reading and writing skills. Teachers embedded WICOR strategies with lessons. WICOR strategies were delineated on Lesson Plans to assist teachers in strategically planning to incorporate tWICOR.</p> <p>AVID Celebration Showcased during faculty meetings</p>

	<p>The AVID Site team created WICOR Wednesday lessons to be taught during Advisory on Wednesdays.</p> <p>The Technology Learning Coach teamed up to create lessons using technology with WICOR.</p>
<p><u>Goal #2:</u></p> <p>By June, 2024, teachers will increase cross curricular reading and writing tasks with 2 or more teachers working collaboratively in each grade level at least once per nine weeks.</p>	<p>Planning collaboratively to read and write cross curricularly as evidenced in collaborative team minutes and lesson plans</p> <p>Professional Development on reading and writing in the content area during half days</p> <p>Teachers provide exemplars for students and other team teachers</p> <p>Reflections by teachers on successes and growth areas</p>

Updated August 2023 Page 12