

School Renewal Plan Table of Contents

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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:	Blythewood High
SIDN:	4002092
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Richland 2
Address 1:	10901 Wilson Boulevard
Address 2:	
City:	Blythewood, SC
Zip Code:	29016
School Renewal Plan Contact Person:	Matt Sherman
School Plan Contact Phone:	803-691-4090
School Plan E-mail Address:	msherman@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

Superintendent		
<u>Dr. Kim Moore</u> Printed Name	 Signature	3.25.24 Date
Principal		
<u>Matt Sherman</u> Printed Name	 Signature	3/19/24 Date
Chairperson, District Board of Trustees		
<u>Joe Trapp</u> Printed Name	 Signature	4/10/24 Date
Chairperson, School Improvement Council		
<u>Hollie Torok</u> Printed Name	 Signature	3/19/24 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Odora Coleman</u> Printed Name	 Signature	3/20/2024 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>
N/A	<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	Matt Sherman
2.	Teacher	Lisa McAlpine
3.	Parent/Guardian	Amy Ely
4.	Community Member	David Holton
5.	Paraprofessional	Danielle Koelsch
6.	School Improvement Council Member	Elaina Arnold
7.	Read to Succeed Reading Coach	Jacquelyn Marsha
8.	School Read To Succeed Literacy Leadership Team Lead	Odora Coleman
9.	School Read To Succeed Literacy Leadership Team Member	Erin Zehner
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 (SBE Regulation 43-261)	
2. Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	Richland Two is committed to providing quality instruction to all students. In order to do so, quality instruction from qualified professionals must be provided to all students. Given the current national teacher shortage, and the shortage at BHS, to meet the academic goals of the strategic plan, it may be necessary to increase class size. This may be the only way to ensure quality instruction and to meet state regulations while increase the quality of instruction.
3. Teachers teaching more than 4 preps (SBE Regulation 43-205)	Richland Two is committed to providing quality instruction to all students. In order to do so, quality instruction from qualified professionals must be provided to all students. Given the current national teacher shortage, and the shortage at BHS, to meet the academic goals of the strategic plan, it may be necessary to increase class size. This may be the only way to ensure quality instruction and to meet state regulations while increase the quality of instruction.
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=eT0yMDIzJnQ9SCZzaWQ9NDAwMjA5Mg>

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	
High School (9 - 12)	
1.	Since returning to in person learning, we have experienced a decline in EOCEP scores. Percent of Student Who Received a Passing Score on the Algebra 1 EOCEP is 77.8%. Percent of Student Who Received A Passing Score on the English 2 EOCEP is 91.9%.
Teacher/Administrator Quality	
2.	From the 2022 School Climate Survey, the percentage of students served by gifted and talented programs is 24.2% which is down from 26.4 %. The percentage of students retained is up from 1.6% to 3.6%. The percentage of students and parents who are satisfied with school-home relations is 91.9% (Students) and 82.5% (Parents) To increase student college and career readiness and success, 50% of teachers at Blythewood High School have completed at least 4 hours per year of AVID professional development.
School Climate	
3.	From the 2022 School Climate Survey, Percent of Students Satisfied with the Social and Physical Environment dropped from 92.5% to 81.5%. With an 11.3% drop in satisfaction, this is a priority area for Blythewood High School. The overall perception of school climate for Blythewood High School is 5.87 which is higher than Richland School District Two's 5.58 but is below the State average of 6.33.
Other (such as district and/or school priorities)	
4.	Blythewood High recognizes that ensuring our students are CCR and graduate on time is a major priority. Post pandemic we are doubling down on ensuring we meet these goals and increase where possible.

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, Blythewood High School will maintain its current on-time graduation rate of 92.1% as calculated and reported at the end of each academic year for the SC State Report Card.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
9GR Cohort Tracking Data	92.1%	Projected Data: 92.1%	92.1%	92.1%	92.1%	92.1%
		Actual Data: TBD				

Action Plan

Strategy #1: Provide opportunities for students to master content and recover grades to remain on time for annual promotion.					
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. Utilize Tier 1 intervention of content recovery for major assignments	08/23-5/28	Classroom Teacher	N/A	N/A	Weekly Grade Feedback
2. Utilize Tier 2 intervention of content recovery to master concepts at the end of each quarter.	08/23-05/28	House Team	N/A	N/A	Quarterly Grade Reports
3. Utilize Tier 3 intervention of credit recovery at the end of the course. (Semester or Year-long)	08/23-05/28	Credit Recovery Admin.	N/A	N/A	Semester Garding Reports
Strategy #2: Track real-time progress of students and apply tiered interventions to insure on-time promotion.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Meet with students and parents, by cohort year, to track progress and forecast on time promotion.	08/23-05/28	School Counselor	N/A	N/A	Annual Meetings
2. Review and monitor House Intervention list weekly.	08/23-05/28	House Team	N/A	N/A	Weekly House Meetings
3. Prescribe tutoring or acceleration during our WIN (What I Need) lunch time.	08/23-05/28	Classroom Teachers	N/A	N/A	Weekly Monitoring

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, Blythewood High School will increase the percent of students who are College and Career Ready from 85.8% to 90.8% as calculated and reported annually for the State Report Card.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
College and Career Readiness Tracking Reports	85.8%	Projected Data: 86.8%	87.8%	88.8%	89.8%	90.8%
		Actual Data: TBD				

Action Plan

Strategy #1: Provide opportunities for students to gain exposure, access, and experience with college and career opportunities.					
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. Monitor and update IGP (Individual Graduation Plan) annually with students and parents	08/23 - 06/28	School Counselor, Student, Parent	N/A	N/A	Annual IGP Meetings with students, staff, and parents.
2. Provide opportunities to job shadow, visit colleges, and meet with military recruiters annually.	08/23-05/28	CDFs, School Counselors, College and Career Specialist. House Admin., Student, Parent.	N/A	N/A	Annual EEE Day Feedback (Enrollment, Employment, Enlistment)
3. Provide guest speakers and career fair opportunities during WIN time.	08/23-05/28	CDFs, School Counselors, School, Social Worker.	N/A	N/A	Monthly Event Scheduling
4. Provide Work-based learning credit for students who are working within their major/ cluster area	08/23-05/28	WB Learning Coordinator, CDF's	N/A	N/A	Monthly 9GR Meetings

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 percentage of students satisfied with the social and physical environment will increase from 81.5% to 91.5%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
School Climate Survey Data File	81.5%	Projected Data: 83.5%	85.5%	87.5%	89.5%	91.5%
		Actual Data: TBD				

Action Plan

Strategy #1: Cultivate student ownership of school culture					
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. Institute an Adopt-a-Hallway	8/23-5/28	Club/Organization sponsor and athletic coaches	\$1,200	Annual Discretionary	Weekly Check-ins
2. Post and promote QR code: Scan4Clean so that needs and serving can be seamlessly reported and addressed.	8/23-5/28	Facilities Administrator	N/A	N/A	Regular reporting using the QR code
3. Promote and support new and ongoing Social Awareness Campaigns	8/23-5/28	Clubs Sponsors, Student Activities Director	\$1500	Annual Discretionary Budget	Weekly meetings and quarterly events.
4. Token Economy for celebrations and accomplishments: Triple R Bengal Bucks (Respect, Responsibility, Relationships).	8/23-5/28	Admin Team	\$5000	At-Risk Funding	Weekly reporting and recognitions.

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, Blythewood High School will increase the percentage of students passing English 2 (with a C or higher) from 80.1% to 85.1%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
South Carolina School Report Card	80.1%	Projected Data: 81.1%	82.1%	83.1%	84.1%	85.1%
		Actual Data: TBD				

Action Plan

Strategy #1: Develop students' reading skills across all curricula.					
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. Schedule Reading Seminar courses for at-risk students in English 1 as identified by Middle School Counselors.	8/23-5/28	Assistant Principal for Instruction	N/A	N/A	Sections created to meet the need to accommodate all at-risk rising freshmen.
2. Professional development utilizing AVID Strategies across the content areas developing teachers' ability to teach reading strategies in their content.	8/23-5/28	School AVID Coordinator and School AVID Leadership Team.	N/A	N/A	50% of All staff have completed 4 hours of AVID Professional Development.
3. Technology Learning Coach offering reading strategies during Tech Tuesdays, TEE time, and Instructional Rounds for all staff.	8/23-5/28	TLC (Technology Learning Coach)	N/A	N/A	Each participant completes at least 4 professional development opportunities.
Strategy #2: Develop students' Writing skills across all curricula.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. 2. Professional development utilizing AVID Strategies across the content areas developing teachers' ability to teach writing strategies in their content.	8/23-5/28	AVID Lead Teacher and School AVID Site Team	N/A	N/A	50% of all staff have completed 4 hours of AVID Professional Development.
2. Technology Learning Coach offering writing strategies during Tech Tuesdays, TEE time, and Instructional Rounds for all staff.	8/23-5/28	TLC	N/A	N/A	Each participant completes at least 4 professional development opportunities.

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, Blythewood High School will increase the percentage of students passing Algebra 1 from 77.8% to 82.8%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
EOC Data File	77.8%	Projected Data: 78.8%	79.8%	80.8%	81.8%	82.8%
		Actual Data: TBD				

Action Plan

Strategy #1: Increase student engagement and parent involvement/awareness of the importance of freshmen math.					
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. Communicate the importance of freshman math; math newsletter with progress update; math university (How to help students study math at home.)	8/23-5/28	Freshmen At Blythewood Leadership Team	N/A	N/A	Monthly updates shared with student and families. Quarterly Parent Univeristy Opportunities
2. Reduce the % of incomplete assignments by students through teacher PLC (Professional Learning Community) collaboration.	8/23-5/28	Department Leaders	N/A	N/A	Monthly PLC Collaboration meetings.
3. Mandatory tutoring/retaking required attendance if a grade is below 60% through tutoring sessions and Saturday School.	8/23-5/28	Teachers and Admin.	\$2500 (Saturday School Supervsion)	At-risk Funding	3 Week interim 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 the end of the 2028 school year, 50% of teachers at Blythewood High School will have completed at least 4 hours per year of AVID professional development, resulting in an increase in student college and career readiness and success.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
AVID School Plan Data File	25%	Projected Data: 30%	35%	40%	45%	50%
		Actual Data: 36.2%				

Action Plan

Strategy #1: Increase access and training for AVID Strategies for all teachers.					
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. AVID (Advancing Via Individual Determination) Site team will announce the target AVID strategy for each school-wide WICOR Wednesday. (Writing, Inquiry, Collaboration, Organization, Writing)	8/23-5/28	AVID Site Team	N/A	N/A	Weekly WICOR Wednesday Updates.
2. Model WICOR Strategies in Faculty/Staff Meetings	8/23-5/28	School Principal	N/A	N/A	Monthly Faculty Meetings
3. WICOR Master Recognition: Acknowledge and celebrate the WICOR experts in our school	8/23-5/28	AVID Administrator/AVID Coordinator	\$500	AVID Annual Budget	Monthly Recognitions.
Strategy #2: Increase AVID professional development opportunities.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Offer Instructional Rounds for all staff during their planning periods to see best practices at work.	8/23-5/28	TLC (Technology Learning Coach)	\$500	AVID Annual Budget	Quarterly Instructional Rounds.
2. Support teachers who attend District AVID Professional Development	8/23-5/28	AVID Administrator/AVID Coordinator	Annual Substitute Vouchers	Annual Substitute Vouchers	Annual PD Opportunities