

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	9
Read to Succeed	

School Renewal Plan Cover Page

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

School Name:	Blythewood Middle
SIDN:	4002085
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Richland 2
Address 1:	2351 Longtown Rd. East
Address 2:	
City:	Blythewood, SC
Zip Code:	29016
School Renewal Plan Contact Person:	Mrs. Karis Mazyck
School Plan Contact Phone:	8036916850
School Plan E-mail Address:	kmazyck@richland2.org

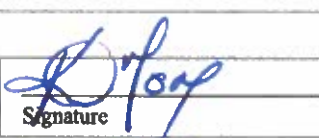
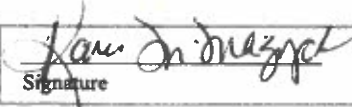

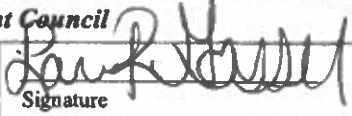
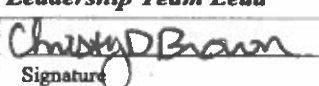
Required Signature Page

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	<u>4/8/2024</u> Date
Principal		
<u>Mrs. Karis Mazyck</u> Printed Name	 Signature	<u>3/28/24</u> Date
Chairperson, District Board of Trustees		
<u>Mr. Joe Trapp</u> Printed Name	 Signature	<u>4/10/24</u> Date
Chairperson, School Improvement Council		
<u>Mrs. Lauren Gasser, Co-Chair</u> Printed Name	 Signature	<u>3-28-24</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Mrs. Christy Brown</u> Printed Name	 Signature	<u>3-28-24</u> 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</p> <p>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</p> <p>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</p> <p>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>
N/A	<p>Parenting and Family Literacy</p> <p>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</p> <p>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</p> <p>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	Mrs. Karis Mazyck
2.	Teacher	Mrs. Lisa McDowell
3.	Parent/Guardian	Mrs. Kelly Eiffert
4.	Community Member	Mr. Will Bonniville
5.	Paraprofessional	Mrs. Patricia Howe
6.	School Improvement Council Member	Mrs. Denean Rivers
7.	Read to Succeed Reading Coach	NA
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Christy Brown
9.	School Read To Succeed Literacy Leadership Team Member	Mrs. Greta Carter
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		
	Teacher	Mrs. Carson Coomes
	Parent/Guardian	Mrs. Meg Caristi
	Assistant Principal	Mr. Robert Ratterree
	Assistant Principal	Mr. Cedric Jones
	Curriculum Effectiveness Specialist	Mrs. Denise Webster

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 (<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 (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZaWQ9NDAwMjA4NQ>

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.	<ul style="list-style-type: none">• We continue to look for ways to close the achievement gap that exists between our African American students and their counterparts by offering additional tutoring, focused study hall sessions based on the needs of students as evidenced by benchmark testing and Seminar Days for extra skill focus for students based on benchmark needs on district set aside Early Dismissal Days. Our African American students performed at 13.5 percent less than their grade level peers on the 2022-2023 SCReady for Math.• Math scores continue to be an area of focus as we work on ensuring that learning loss that occurred during the pandemic is recovered by ensuring that our teachers have the skillset they need by having them participate in district sponsored professional development, school-wide math professional and ensuring this carries over into the classroom. Over the past two years, our math scores have declined 7.7%
Teacher/Administrator Quality	
2.	<ul style="list-style-type: none">* As we work to improve student achievement we believe that AVID is the tool to support part of that work.• Our school is currently an AVID School of Distinction. We provide AVID strategies via an Enrichment class that is offered to all students, grades 6-8. Our AVID teacher also provides professional development regularly to all teachers, and teachers are expected to implement these strategies as part of their daily strategies for teaching.• As we work to incorporate more AVID strategies on a daily basis, as well as incorporate these strategies school-wide, and ensure that all of our faculty/staff are AVID trained, our goal is to become an AVID Showcase School.
School Climate	
3.	<ul style="list-style-type: none">• Based on our school climate data, more of our parents, students and teachers are satisfied with our overall school environment, with 94.6% of teachers, 81.4% of students, and 83.3% of parents agreeing that they are satisfied with our school climate.• Based on our school climate data, as well helping our students return to a sense of normalcy after the COVID pandemic, we continue to assist our students with Social Emotional needs, counseling and addressing students' needs/issues as they may relate to concerns that we see with student behaviors and bullying as indicated within our school climate data.

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 81.4% to 91.4%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC Report Card	81.4%	Projected Data: 85.4%	87.4%	89.4%	90.4%	91.4%
		Actual Data: TBD				

Action Plan

Strategy #1: Item 1:					
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. Maintain an advisor/advisee program that integrates the “Seven Habits of Highly Effective Teens.”	2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Admin team; CES TOY; Advisor/Advisee Team; Faculty	\$1500	General Fund	Advisory offered daily.
2. Continue consistency of discipline procedures throughout the building emphasizing the characteristics of “The Five Lifelong Guidelines of Highly Effective Teens”	2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administrative team; school counselors; SDC	N/A	N/A	Reduction in suspensions and expulsions.
3. Coordinate with service provider to insure that student and staff restrooms are checked and maintained regularly throughout the school day.	2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administrative team; Service Provider	N/A	N/A	Improved daily state of restrooms.

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 Middle School will increase the percent of 7th grade middle school students scoring meets or exceeds on SC READY ELA from 66% to 76%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY Data File	66%	Projected Data: 68%	70%	72%	74%	76%
		Actual Data: TBD				

Action Plan

Strategy #1: Item 1					
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. Analyze SC Ready data in ELA and adjust curriculum goals.	2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administrative team, Curriculum Specialist Faculty Department Leaders, Grade level	NA	NA	During grade level and/or dept. PLC meetings, teachers will determine Tier 2 & 3 students and determine additional interventions for these students as needed.
2. Utilize grade distribution and analyze pass/failure rate report to identify students who need academic assistance and teachers who need support.	2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administrative team, Director of Guidance, Curriculum Specialist, Faculty	NA	NA	Review grade distribution immediately after grades are posted and identify students and teachers who may need assistance.
3. Implement a “Focused” Study Hall for students who score at the 2+ or 3- level on quarterly Benchmark assessments to provide targeted instruction to move students to Met or Exceeds by the administration of SCReady assessment.	2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administrative Team, Curriculum Specialist, Teachers.	\$5000	At-Risk Funds	3rd quarter Focused Study Hall implementation; SCReady Test Scores

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 Middle School will increase the percent of 7th grade middle school students scoring “Meets or Exceeds” on SC READY Math from 39.8% to 49.8%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY Data File	39.8%	Projected Data: 41.8%	43.8%	45.8%	47.8%	49.8%
		Actual Data: TBD				

Action Plan

Strategy #1: Item 1					
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. Analyze 7th grade SC Ready math data and adjust curriculum goals	2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administrative team, Curriculum Specialist Faculty Department Leaders, Grade level	NA	NA	During grade level and/or dept. PLC meetings, teachers will determine Tier 2 & 3 students and determine additional interventions for these students as needed.
2. Utilize grade distribution and analyze pass/failure rate report to identify students who need academic assistance and teachers who need support	2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administrative team, Director of Guidance, Curriculum Specialist, Faculty	NA	NA	Review grade distribution immediately after grades are posted and identify students and teachers who may need assistance.
3. Implement a “Focused” Study Hall for students who score at the 2+ or 3- level on quarterly Benchmark assessments to provide targeted instruction to move students to Met or Exceeds by the administration of SCReady assessment.	2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administrative Team, Curriculum Specialist, Teachers.	\$5000	At-Risk Funds	3rd quarter Focused Study Hall implementation; SCReady Test Scores

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, we will maintain or increase our AVID certification based on the annual Coaching and Certification Instrument (CCI) from an “AVID School of Distinction” to an “AVID Showcase School”.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
AVID CCI Report	AVID School of Distinction	Projected Data: AVID School of Distinction	AVID School of Distinction/Maintaining	AVID Showcase School	AVID Showcase School	AVID Showcase School
		Actual Data: AVID School of Distinction				

Action Plan

Strategy #1: Item 1					
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 school wide, AVID strategies and goals that the school will strive to implement school wide.	2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	AVID Teacher; Administrative team; Faculty/staff	\$5,000	General Fund	AVID teacher along with VID site demo. Team and contact administrator will implement school-wide goals to aid in increasing AVID strategies on a school-wide level; Maintain current AVID designation level for school; Increase AVID designation level for school