

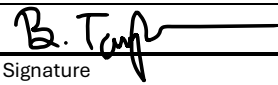
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School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2024-2025 to 2028-2029

Upcoming School Year: 2026-2027

School Name:	Riverbank Middle School
SIDN:	2306520
Plan Submission:	School utilizes Cognia
Grade Span:	6-8
District:	Magnolia River School District
Address 1:	1236 Blossom Lane
Address 2:	
City, State:	West Columbia, SC
Zip Code:	29172
School Renewal Contact Person:	Bill Taylor
School Plan Contact Phone:	803-555-1240
School Plan E-mail Address:	BTaylor@magnoliaschools.org

Superintendent		
Dr. Calvin Whitaker		4/24/26
Printed Name	Signature	Date
Principal		
Bill Taylor		4/24/26
Printed Name	Signature	Date
Chairperson, District Board of Trustees		
Evelyn Carrington		4/24/26
Printed Name	Signature	Date
Chairperson, School Improvement Council		
Amber Martin		4/24/26
Printed Name	Signature	Date
School Read To Succeed Literacy Leadership Team Lead		
John Stokes		4/24/26
Printed Name	Signature	Date

Required Signature Page

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

Assurances for 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 assurances requirements including ACT 135 assurance pages.

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Assurances for School Renewal Plans

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <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.

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Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for

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	secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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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	Bill Taylor
2.	Teacher	Ashley Truss
3.	Parent/Guardian	Lisa Eldon
4.	Community Member	Tiffany Hart
5.	Paraprofessional	Laura Wilms
6.	School Improvement Council Member	Amber Martin
7.	Read to Succeed Reading Coach	Jim Smith
8.	School Read to Succeed Literacy Leadership Team Lead	John Stokes
9.	School Read to Succeed Literacy Leadership Team Member	Michelle Lee
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed		

**Add rows as necessary*

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Comprehensive Needs Assessment Data

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Riverbank Middle School is a Title 1 school located in the midlands of South Carolina, serving approximately 660 students in grades 6th through 8th. The school population is a diverse, high-needs community with 60% of students identified as economically disadvantaged, 23% English Language Learners, 15% receiving special education or behavior services, and 3% classified as transient, homeless, or receiving McKinney-Vento services through the district. These vast differences in demographics lay the foundation of a variety of needs within the walls of our building, which was recently renovated due to population growth in our area in 2022. With our updated facilities, we can now accommodate more intensive services throughout our building, with intervention and re-teaching opportunities becoming our primary focus academically. In the past year, we have also become an AVID school to help our students become more college/career-ready. A new AVID elective was started at all grade levels, which also helps with student organization. One of our new academic focus points is going to be WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). We are also going to be utilizing two coaches from the SCDE, one from the Palmetto Math Project and another from the Palmetto Reading Project.

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Academic Performance Overview

I-READY Baseline 2023- ELA Reading

Grade	2 grades below or more	1 grade below	Early On	Mid/Above
6 th	20%	30%	36%	14%
7 th	15%	28%	40%	17%
8 th	14%	26%	20%	20%

Key insight- ELA Reading continues to have 40-50% of students below grade level.

I-READY 2024 Spring Diagnostic- ELA Reading

Grade	2 grades below or more	1 grade below	Early On	Mid/Above
6 th	18%	29%	37%	16%
7 th	11%	25%	43%	21%
8 th	12%	22%	22%	22%

Key Insight- ELA Reading is growing at a much slower rate than we had expected. We are hoping to add two learning coaches to our staff (SCDE) to help with reading.

I-READY Baseline 2023- Mathematics

Grade	2 grades below or more	1 grade below	Early On	Mid/Above
6 th	25%	35%	31%	9%
7 th	20%	33%	35%	12%
8 th	19%	31%	15%	15%

Key Insight- Mathematics continues to be an area of concern with our below-grade-level students coming in at 60% in 6th grade, 53% in 7th grade, and 50% in 8th grade.

I-READY Spring 2024 Diagnostic- Mathematics

Grade	2 grades below or more	1 grade below	Early On	Mid/Above
6 th	23%	34%	33%	10%
7 th	19%	30%	34%	15%
8 th	16%	30%	20%	14%

Key Insight- We are making progress towards our goals, but we have more work to do. One upcoming challenge will be the transition from the Algebra 1 district math progression to Geometry in 8th grade.

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One of our biggest areas of focus moving forward will be centered around academic growth. We acknowledge that Riverbank Middle has room to grow academically, and to address that main issue, we are going to layer student support moving forward. First, we will implement an intervention plan using our ELA and Math interventionists, targeting the students who are 2 or more grade levels below. We will open two elective courses per grade level (6 classes total) for the intervention periods. These students will be taught an intensive Math and ELA curriculum using the district frameworks provided by our district math and ELA coaches. Students will be able to test out of these courses by showing progress on their stretch growth and I-Ready diagnostic tests, taken in August, December and April. Second, we will utilize our Palmetto Math Project teacher, Ms. Costa and Palmetto Reading Project teacher, Mr. Williams to assist our Math and ELA teachers with using best practices in the classroom when it comes to strategies, Delta Math and other math manipulatives. Third, we will reinvigorate our Professional Learning Communities (PLCs) that meet quarterly to monitor student progress and adjust instructional practices based on performance trends by having grade-level teams begin to meet a minimum of once a month. Fourth, we will utilize the AVID elective to house 8-10% of students per grade level to help them with strategies centered around Writing, Inquiry, Collaboration, Organization, and Reading. AVID elective students will apply to be in the elective class or be nominated by a teacher for the course. AVID organization strategies of the AVID binder will also be used school-wide starting this year, as well as one of our instructional non-negotiables. Lastly, we will strengthen partnerships with local elementary schools to improve middle school and high school readiness through aligned expectations, transitional activities, and family engagement. These recommendations reflect our commitment to continuous improvement and student success.

Teacher/Administrator Quality

Riverbank Middle School is staffed by a dedicated team of educators, but professional development and retention remain critical focus areas.

Teacher Profile:

- Certified Teachers: 100%
- Years of Experience:
 - 40% have 0–5 years
 - 45% have 6–15 years
 - 15% have 16+ years

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- Professional Development Participation:
 - 87% attended district PD sessions.
 - 10 of our new teachers are currently in induction or year two of formal observations.
 - Only 40% report PD as “highly relevant” to their instructional needs.

Administrator Profile:

- The leadership team includes a principal and two assistant principals with a combined 13 years of experience.
- Strong instructional leadership noted, but staff desire more visibility and feedback from administration.

At Riverbank Middle, we recognize the importance of investing in professional growth and instructional leadership of our staff to drive student achievement. To support this goal, we aim to increase access to job-embedded professional learning opportunities such as the AVID Summer Institute, District professional development with our district learning coaches and assistance from our two Palmetto Project teachers from SCDE. To further strengthen our instructional leadership, we will implement regular walkthroughs and feedback cycles that promote reflective practice, consistency in expectations, and continuous improvement across all grade levels. We also hope to have a model session, where our AVID-trained teachers will lead PD sessions and walkthroughs to help with AVID Binder setup and to model AVID strategies in the classroom to support WICOR.

School Climate

Riverbank Middle School is a work in progress when it comes to school climate, as our data shows below.

- Student Survey Results (Spring 2025):
 - 68% of students feel safe at school.
 - 72% report positive relationships with teachers.
 - Only 42% feel their voice is heard in decision-making.
- Behavioral Data:
 - Office referrals increased by 22% from the previous year
 - Chronic absenteeism affects 17% of students, with higher rates among economically disadvantaged and ML populations.

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- Staff Perception:
 - Teachers report strong collegiality but express concerns about student behavior and emotional regulation.
 - 58% of staff feel supported by administration in managing classroom challenges.
 - 65% of staff are unsure of familiarity with new academic programs such as AVID, Math course changes and I-Ready Diagnostic data-driven instruction.

At Riverbank Middle School, we recognize the importance of cultivating a positive and supportive school climate that promotes both academic success and emotional well-being. To strengthen our learning environment, we plan to:

- Enhance our character and resilience education (CARE) programs to better equip students with the skills needed to manage emotions, build relationships, and make responsible decisions.
- Expand resilience practices and behavior intervention supports to address the growing needs of students impacted by adverse experiences and the impacts on student behavior.
- Increase exposure to new learning practices in the realms of AVID, I-Ready and Math curriculum frameworks.
- Increase student voice and leadership opportunities, ensuring that all students feel heard, valued, and empowered to contribute to their school community.

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Executive Summary of Needs Assessment Data Findings

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, including sub-groups
Elementary/Middle (3-8): The I-READY Fall 2024 Diagnostic reveals that 40–50% of students in grades 6–8 are reading below grade level, while mathematics performance is even more concerning, with 60% of 6th graders, 53% of 7th graders, and 50% of 8th graders performing below expectations. These academic gaps are compounded by broader equity challenges, including high rates of student poverty, a growing population of English language learners, and a significant number of students receiving special education services—all of whom face systemic barriers to success. Behavioral data shows a 22% increase in office referrals, particularly in upper grades (7/8), and chronic absenteeism affects 17% of students, disproportionately impacting those from economically disadvantaged backgrounds. While 70% of students report positive relationships with teachers, only 42% feel their voices are heard in decision-making, and just 58% of staff feel supported in managing classroom challenges. In response, Riverside Middle School is prioritizing targeted academic interventions (AVID and Palmetto Coaches) and expanded multilingual and special education supports. We hope to use the I-Ready data to drive our two intervention classes, one in ELA and one in Math, to help with targeted intervention during the school day, allowing us to eliminate transportation challenges with after-school programs.
Teacher/Administrator Quality
Riverbank Middle School is proud to be staffed by a fully certified and committed team of educators, yet professional development relevance and instructional leadership remain key areas for growth. With 40% of teachers in their first five years and 10 new educators currently in induction or formal observation, targeted support is essential for retention and instructional consistency. While 87% of staff have participated in district professional development, only 40% find it highly relevant to their instructional needs, signaling a need for more personalized professional learning. The administrative team—comprised of a principal and two assistant principals with a combined 13 years of experience—has demonstrated strong instructional leadership, yet staff express a desire for increased visibility and actionable feedback. In response, Riverside Middle is committed to enhancing professional learning through initiatives such as the AVID Summer Institute, collaboration with district learning coaches, and support from Palmetto Project teachers. Additionally, we will implement regular classroom

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walkthroughs and feedback cycles to promote reflective practice and instructional alignment. To build internal capacity, AVID-trained teachers will lead model sessions and peer-led PD focused on AVID Binder setup and WICOR strategies, ensuring that all staff are equipped to meet the diverse needs of our students.
School Climate
Riverbank Middle School continues to evolve in its efforts to build a positive and inclusive school climate, as reflected in recent data. While 72% of students report strong relationships with teachers and 68% feel safe at school, only 42% believe their voices are heard in decision-making. Behavioral trends show a 22% rise in office referrals and chronic absenteeism affecting 17% of students, with elevated rates among economically disadvantaged and multilingual learners. Staff perceptions highlight strong collegiality but also concerns about student behavior and emotional regulation, with only 58% feeling supported by administration and 65% expressing uncertainty around new academic initiatives such as AVID, math curriculum changes, and I-Ready data-driven instruction. In response, Riverside is committed to enhancing character and resilience education (CARE) and behavioral supports, increasing staff capacity around instructional shifts, and amplifying student voice and leadership to ensure all learners feel valued, supported, and empowered.
Other (such as district and/or school priorities)
n/a

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Performance Goals

Per SBE Regulation 43-261, 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.

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By Spring of 2029, Riverbank Middle School will improve ELA & Math achievement by decreasing the number of students who are 1 or more grade level below by 4 percentage points per year. We will monitor progress by using the I-Ready diagnostics and have students set goals to meet their stretch growth targets using the Fall Data each year to set goals for the Spring Diagnostic.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Cohort	Average Baseline Fall of 2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
			Spring '25	Spring '26	Spring '27	Spring '28	Spring '29
I-Ready Reading - Students 1 or more grade levels below	5 th Incoming 6th	52%	Spring MAP from Elem. 52%	Target: 48% Actual:	Target:44% Actual:	Target: 40% Actual:	Target:36% Actual:
	6 th	50%	Target: 46% Actual: 47%	Target: 42% Actual:	Target:38% Actual:	Target: 34% Actual:	Target: 30% Actual:
	7 th	43%	Target: 39% Actual: 36%	Target: 35% Actual:	Target:31% Actual:	Target:27% Actual:	Target: 23% Actual:
	8 th	40%	Target:36% Actual: 34%	Target: 32% Actual:	Target:28% Actual:	Target: 24% Actual:	Target: 20% Actual:

*Add or delete rows as needed.

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Data Source	Cohort	Average Baseline Fall of 2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
			Spring '25	Spring '26	Spring '27	Spring '28	Spring '29
I-Ready Math - Students 1 or more grade levels below	5 th Incoming 6th	52%	Spring MAP from Elem. 52%	Target: 48% Actual:	Target:44% Actual:	Target: 40% Actual:	Target:36% Actual:
	6 th	60%	Target: 56% Actual: 57%	Target: 52% Actual:	Target:48% Actual:	Target: 44% Actual:	Target: 0% Actual:
	7 th	53%	Target: 49% Actual: 49%	Target: 45% Actual:	Target:41% Actual:	Target:37% Actual:	Target: 33% Actual:
	8 th	50%	Target:46% Actual: 46%	Target: 42% Actual:	Target:38% Actual:	Target: 34% Actual:	Target: 30% Actual:

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STUDENT ACHIEVEMENT STRATEGY #1

Launch an ELA and Math Intervention plan for students.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Analyze I-Ready Diagnostic Data after the Diagnostic assessments to set or reset lesson pacing to ensure all standards are being taught and re-taught for understanding. Reorganize students' schedules to include an intervention elective if needed.	August-May (monthly)	-Admin -Instructional Coaches -SCDE Palmetto Coaches -Grade Level Teams	n/a	n/a	-Intervention Groups -Student Data Profiles, ensuring students are meeting stretch growth targets
2. Incorporate student-led conferences into both the fall and spring semesters, providing students with an opportunity to reflect on their academic progress, analyze their i-Ready data, and present their insights to their parents. Students set smart goals to help achieve stretch growth targets for the next assessment.	Fall and Spring Semesters	-Teachers -Admin -Students	n/a	n/a	-Participation data -Parent survey feedback -Awards for those meeting their targets (printed)

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3. Targeted Small Group instruction through an intervention period. Using I-Ready diagnostic data, students scoring 2 or more grade levels below will be placed in an intervention period for Math, ELA or both.	Fall and Spring Semesters	-Grade-level Teachers -Instructional Coach -Interventionists	\$3,500	Title 1	-Small group lesson plans -I-Ready diagnostic data -Formative & Summative assessment data -Grades and grade progressions -Meeting stretch growth and goals
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STUDENT ACHIEVEMENT STRATEGY #2

Launch the AVID Elective School-wide to support learning and instruction with best practices.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Add the AVID Elective in all grades to teach students WICOR strategies of Writing, Inquiry, Collaboration, Organization, and Reading. Train teachers of AVID strategies with AVID Summer Training.	Yearly	-AVID Admin -District AVID director -Principal -Elective Teacher	\$5,000 to join the AVID program.	Title 1	-Increased enrollment in the AVID Elective -Summative assessment data collected in the CCI
2. Create AVID Binders Schoolwide as an organization strategy to help increase organization and re-visiting of standards-based materials. The principal's secretary will assist in ordering organizational supplies.	Monthly check-ins via social studies classes	-AVID Administrator -AVID elective teacher -Principal's secretary	\$5,000	School materials fund	-Use of binders via data collected from Walkthroughs -AVID scholar awards to students using and keeping an orderly binder, 6 students per 9 wk -Organization of notes, handouts, worksheets and formative assessments.

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3. Implementation of WICOR Strategies in all classes as a means to organize, use and reflect on best classroom instruction. Have CORE teachers watch the AVID elective teacher use a strategy and challenge them to use the same strategy within 10 school days in their classes. Then give feedback on how the strategy worked in their classes.	Yearly and monitored monthly	-AVID Admin -District AVID director -Principal -Elective Teacher	n/a	n/a	-Spotlight strategies in the AVID elective. -Follow up with teachers when they use the strategy. -Give feedback on strategy use in a walkthrough format
4. Sending 6 teachers per year to AVID Summer Institute training to familiarize them with AVID strategies and WICOR implementation in the classroom.	Yearly in the summer	-AVID Admin -District AVID director -Principal -Various CORE teachers	\$1,500 per teacher. Totaling \$9,000 + travel.	Title 1 & School funds	-Implementation via walkthroughs -Increased enrollment in the AVID elective

To add a row, go to the last box and press the tab button.

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Performance Goal Area: Teacher/Administrator Quality*

(*required)

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

By May 2029, Riverbank Middle School will enhance the relevance of professional development by 10% annually through targeted support, consistent implementation, and alignment with AVID Schoolwide strategies.

By May 2029, at least 90% of teachers will report that instructional professional development is more relevant and aligned with their classroom practices.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Average Baseline		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Staff Survey related to Professional Development	40%	Projected Data	50%	60%	70%	80%	90%
		Actual Data	41%	48%			

*Add or delete rows as needed

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TEACHER/ADMINISTRATOR QUALITY STRATEGY #1
Implement a relevant and differentiated professional development program.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. PLCs - Strengthen Professional Learning Communities by aligning meeting agendas with school improvement goals and instructional needs.	August – May yearly	-Administration -Grade-level Team Leads -Grade-level Teachers	n/a	n/a	-Agenda -Meeting Minutes
2. Mini AVID-PD Sessions: Offer short, targeted AVID professional development sessions during planning periods or staff meetings focused on WICOR use in the classroom.	August – May monthly	-Administration -AVID trained teachers -AVID Administrator -District AVID coordinator	n/a	n/a	-AVID-Based Session Presentations -Teacher Feedback form at the end of each session
3. Choice Boards for PD: Allow teachers to select PD pathways (e.g., classroom management, literacy strategies, tech integration) based on their goals and student needs.	August – May monthly	-Administration -Instructional Coach -Teacher Leaders	\$3,000	Title I	-Session Presentations -Session Attendance Log -Teacher Feedback Form

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4. Diagnostic Data Dig Meetings: Use I-Ready diagnostic data to inform future PD topics and coaching priorities.	August – May monthly	-Administration -Instructional Coach -Grade-level Team Leads	n/a	n/a	-Student Data -Meeting Agenda -Meeting Minutes
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TEACHER/ADMINISTRATOR QUALITY STRATEGY #2

We will implement a personalized professional learning community that gives teacher-driven feedback.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Instructional walkthroughs: Conduct grade-level instructional walkthroughs every 2–3 weeks during planning. Use a template highlighting instructional goals and space for feedback.	September-March (excluding April & May)	-Admin -Instructional coaches -District subject area leaders	n/a	n/a	-Walkthrough templates -Reflection and feedback forms -Lesson plan templates using feedback
2. Use Walkthrough data and feedback to drive next PLC cycles. Identify areas of strength and weakness. Weakness areas, drive the PLC on the following Thursday after the walkthrough.	September-March (excluding April & May)	-Admin -Instructional coaches -District subject area leaders	n/a	n/a	-Walkthrough templates -Reflection and feedback forms -Lesson plan templates using feedback

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3. Pair- Share-Compare: Pair new teachers with a veteran or master teacher to help model lessons and give instant feedback during and after lessons. Teachers will be within the same subject but can be from a different grade level.	September-March (excluding April & May)	-Admin -Instructional coaches -District subject area leaders	n/a	n/a	-Walkthrough templates -Reflection and feedback forms -Lesson plan templates using feedback
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Performance Goal Area: School Climate*

(*required)

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

By June of 2029, Riverbank Middle School will increase student voice in decision-making from 42% to 80% and reduce office referrals by 12% yearly by expanding Character and Resilience Education (CARE), strengthening staff/teacher capacity around instructional shifts, and establishing an inclusive learning environment.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Average Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Student voice in decision-making.	42%	Target: 52% Actual: 53%	Target: 59% Actual: 60%	Target: 66% Actual:	Target: 73% Actual:	Target: 80% Actual:
Number of office referrals	# of referrals 900	Target: 792 Actual: 802	Target: 697 Actual: 832	Target: 613 Actual:	Target: 539 Actual:	Target: 474 Actual:

*Add or delete rows as needed.

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SCHOOL CLIMATE STRATEGY #1
Amplify Student voice and engagement in school-level decision-making

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Establish a student leadership council or student council to help in school decision-making and school activities. Include ML, SPED, truant, and regular education students.	Yearly, meetings held monthly	-Admin -Student Club Sponsor	Stipend for sponsor \$1500.00	General Funds	-Monthly meetings and monthly calendars of events -Feedback from teachers, nominations for members from teachers
2. Launch classroom-based or club-based student activities where students can give ideas and suggestions on school activities. Create a suggestion box (using an old locker) to collect student feedback.	Once every 9 weeks	-Admin -Student Club Sponsors	n/a	n/a	-Feedback from the suggestion box, surveys sent to students
3. Celebrate students who organize, create, and plan student events with success at the 9-week award ceremonies.	Ending of each 9 weeks.	-Admin, grade level leaders	n/a	n/a	-Allow teachers to nominate stellar students for the awards. 3 students per grade level.

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4. Host student forums or town halls where students can share feedback on the school climate, the school year in general, and lift academic initiatives. Also, celebrate students who have met I-ready or academic goals from their student led conferences.	Ending of each 9 weeks.	-Admin, grade level leaders	n/a	n/a	-Town halls are hosted by 1 grade level per 9 weeks. For the 4 th nine weeks, the school-wide town hall is held by administrators.
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SCHOOL CLIMATE STRATEGY #2
Strengthen behavioral supports and teacher/staff capacity for character and resilience education (CARE).

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Expand professional development on character and resilience education (CARE) and restorative approaches.	August-May	-Administration -School Counselor -Classroom Teachers	\$2500	General Fund	-CARE Lesson Plans -Classroom Observation Data showing CARE Integration -Practice Restorative strategies and highlight those doing them with fidelity.
2. Create a behavior intervention team to support students with chronic behavioral challenges and track progress. Also track attendance and truancy challenges via attendance intervention plans or parent/school conferences.	August - May, meet tri-weekly to track attendance	-Administration -School Counselor -Classroom Teachers	n/a	n/a	-Reduction in OSS/ISS days -Reduction in overall referrals -Decrease in truancy cases and

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					Attendance Intervention plans
3. Provide ongoing coaching and dedicated collaborative planning time to support staff in effectively integrating AVID strategies, implementing math curriculum updates, and utilizing i-Ready data. The primary objective is to boost student engagement, which will in turn support improved compliance.	August-May, during collaborative planning time on Thursdays.	-Admin -Learning coaches -Team Leaders -AVID elective teacher	n/a	n/a	-PLC learning surveys -Walkthrough feedback -I-Ready data and stretch growth achievement data
4. Implement a tiered CARE aligned curriculum across all grade levels, with targeted supports for high-need groups.	August-May, every 3 rd Thursday	-Administration -School Counselor -Classroom Teachers -District behavior coaches	\$2500 (approx. curriculum cost)	General fund	-Staff Training Attendance and Feedback -Reduction in Behavioral Referrals for high needs groups using Educator Handbook
5. Establish clear communication channels between staff and administration to increase perceived support and transparency.	August- May Weekly outlook sent by admin, every Sunday	-Administration -School Counselor -All school leadership -Classroom Teachers	n/a	n/a	-Weekly School Newsletters -Data team meetings to discuss referrals and “hot spots” of student behavior

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School Renewal Plan Checklist

Are the following complete?	
√	School Renewal Plan Signature Page
√	Assurances for Plan
√	Stakeholder Involvement for Plan
√	Comprehensive Needs Assessment Data
√	Executive Summary of Needs Assessment Data Findings
√	Performance Goal and Action Plan: Area – Student Achievement
√	Performance Goal and Action Plan: Area – School Climate
√	Performance Goal and Action Plan: Area – Teacher/Administrator Quality
Once all boxes are checked, the plan can be submitted.	