

School Renewal Plan

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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:	E. L. Wright Middle
SIDN:	4002078
Plan Submission:	School utilizes Cognia
Grade Span:	K To 8
District:	Richland 2
Address 1:	2740 Alpine Road
Address 2:	
City:	Columbia, SC
Zip Code:	29223
School Renewal Plan Contact Person:	Malinda Taylor
School Plan Contact Phone:	803 736 8740
School Plan E-mail Address:	mtaylor@richland2.org

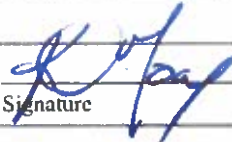
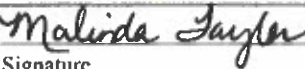
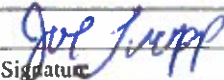
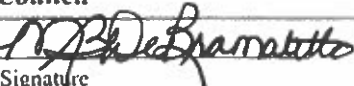

Required Signature Page

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 assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Dr. Kim D. Moore</u> Printed Name	 Signature	4/8/2024 Date
Principal		
<u>Malinda Taylor</u> Printed Name	 Signature	March 29, 2024 Date
Chairperson, District Board of Trustees		
<u>Mr. Joe Trapp</u> Printed Name	 Signature	4/10/24 Date
Chairperson, School Improvement Council		
<u>Mattie DeBramatta</u> Printed Name	 Signature	3/29/24 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Konnie Jordan</u> Printed Name	 Signature	3-29-24 Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
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</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>
No	<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>
Yes	<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>
Yes	<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>
Yes	<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	Malinda Taylor
2.	Teacher	Monterria Farr
3.	Parent/Guardian	Natalie Brown
4.	Community Member	Leather Brown
5.	Paraprofessional	LaShondra Landrum
6.	School Improvement Council Member	Jordan Baker
7.	Read to Succeed Reading Coach	N/A
8.	School Read To Succeed Literacy Leadership Team Lead	Konnie Jordan
9.	School Read To Succeed Literacy Leadership Team Member	Kechia Williams
	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/>



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=eT0yMDIzJnQ9TSZaWQ9NDAwMjA3OA>

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.	Students in 7th grade have gap in levels of math achievement. Post pandemic we have seen 66.18% of 7th grade students scoring not met on Expressions, Inequalities and Equations for math standards. This are focus areas for our school.
2.	EL Wright has had a problem recruiting and maintaining math teachers. 75% of the teachers for math for grade 7 were international teachers who were experiencing their first time teaching in the United States. Continued support will be give to our International and American math teachers to ensure that they are meeting the math needs of all of our students. Students in 7th grade continue to achieve behind students in 6th and 8th grade in math achievement.
3.	El Wright was identified as a 2022 ATSI school for our low performance with our special education subgroup. The gaps between our non-SPED students and our SPED students needs to be reduced. Only 1.7 percent of our 118 SPED students scored met on SC Ready for 2022-23 school year.
4.	By. 2028, E. L. Wright will increase the precent of 7th grade students scoring meets or exceeds on SC Ready ELA from 38.7 to 52.3
Teacher/Administrator Quality	
5.	Teacher recruitment and retention has been a problem for the past couple of years at EL Wright. For the last two years, we have replaced approximately 14% of our teachers. We must increase the quality of teachers and decrease the vacancies. This trend has increased post pandemic.
School Climate	
6.	EL Wright has gone through two and a half years of construction. Our students have not had space for any outside activities. EL Wright has experienced a decrease in student satisfaction with social and physical environment. Our students satisfaction decreased from 72.2 to 56.6.

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, E. L. Wright will increase the percent of students satisfied with the social and physical environment 56.6% to 66.6%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
South Carolina State Report Card	56.6	Projected Data: 58.6	60.6	62.6	64.6	66.6
		Actual Data: TBD				

Action Plan

Strategy #1: The percentage of students that are satisfied with the social and physical environment as reported on the School Climate survey, will increase from 56.6% in 2021-2022 to 66.6% in 2027-28.					
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. Create clubs for students to increase student engagement with school	2023-2028	Technology Learning Coach	\$1,000	TBD	Hold number of club days throughout year where teacher sponsors club for students to sign up and attend;
2. Create student council representatives to meet monthly with Principal periodically throughout the year	2023-2028	Principal & Student Council Chair	N/A	N/A	Establish a calendar of meeting times for students to meet with Principal by grade level to discuss student issues
3. Establish a calendar of meeting times for students to meet with Principal by grade level to discuss student issues	2023-2028	Technology Learning Coach Media Specialist Media Assistant	N/A	N/A	News Show shown daily at least three times a week with reminders of behavior expectation
4. Creating or redesigning attendance policy for Athletic Events to increase school spirit	2023-2028	Athletic Department	N/A	N/A	evidence of policy creation
5. Create Student Climate Survey to solicit student feedback on improving school culture	2023-2028	Teacher Committee	N/a	N/A	Create Student Climate Survey to solicit student feedback on improving school culture
6. Create a Teacher Committee dedicated to improving school culture	2023-2028	Leadership Team Team Committee	N/A	N/A	Teachers interested in improving school culture with students will sign up and hold regular meetings
7. Increasing the number of SEL Pep rallies/school passion building throughout the year to celebrate school spirit and student engagement	2023-2028	Grade Level Committes Grade Level Assistant Principal Leadership Team	N/A	N/A	Teachers will create and plan a pep rally each nine weeks to promote school spirit throughout the year.

8. Fall and Spring Field Studies for each grade level	2023-28	Grade Level Assistant Principal Grade Level Teacher Committee	N/a	N/A	Grade Levels will take students on a field study each semester
9. Create a designated time the school's schedule for recess.	2023-2028	Administrative Team Grade Level Team	N/A	N/A	Recess time added to advisory schedule time with rotation throughout the week for classes during advisory period

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, E. L. Wright will increase the percent of students scoring meets or exceeds on 7th grade SC Ready ELA 39.1% to 54.1%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC Ready	39.1	Projected Data: 42.1	45.1	48.1	51.1	54.1
		Actual Data: TBD				

Action Plan

Strategy #1: The percentage of students who score “Meet” or “Exceed Expectations” in ELA grades 6-8 will increase their overall from 37.3% in 2021-22 will increase to 52.3% in 2027-228 as measured on the SC Ready state test.

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. Evalutate 7th grade quarterly common assessments and data protocol	2023-28	Administrators Curriculum Effective Specialist Assistant Principal of Curriculu,	N/A	N/A	7th grade teachers will use quarterly common assessments and data protocol.
2. Half-day lessons focus on weaknesses identified in quarterly 7th grade common assessments or spiral/interleaving lessons	2023-28	Assistant Principal of Instruction Curriculum Specialist ELA teachers	N/A	N/A	Half day lessons are focused on weaknesses identified in 7th grade quarterly common assessments or spiral/interleaving lessons.
3. Continued PD with 7th grade ELA teachers on the writing rubric, scoring, and content-specific instructional strategies (SDE, D.O, in-house PD); also PD for non-ELA teachers to assist with writing across the curriculum	2023-28	ELA Teachers Curriculum Effective Specialist Leadership Team ELA Instructional Coach	N/A	N/A	The continuation of PD with 7th grade ELA teachers on the writing rubric, scoring, content-specific instructional strategies (SDE, D.O., in house PD) PD for non-ELA teachers to assist with writing across the curriculum.
4. Regular checks to ensure alignment of 7th grade of lessons and assessments to state standards	2023-28	ELA Department Chairs Curriculum Effective Specialist	N/A	N/A	The use of regular checks to ensue alignment of lessons and assessments to state standards.

		Administrative Team			
5. Continued collaborative planning time for 7th grade teachers.	2023-28	ELA teachers Assistant Principal of Instruction Curriculum Effective Specialist Administrative Team	N/A	N/A	Continuation of collaborative planning time for 7th grade teachers.
6. Certified teacher in every 7th grade ELA classroom (since this has been an issue for the past 2 years.	2023-28	District Human Resources Principal	N/A	N/A	A certified ELA teacher will be in every 7th grade ELA classroom.
7. Increased coaching sessions and modeling with and for new 7th grade ELA teachers; Allow department chairs time to do walk-throughs	2023-28	District Instructional Coach Curriculum Effectiveness Specialist Assistant Principal of Instruction	N/A	N/A	The number of coaching sessions and modeling with and for new 7th grade ELA teachers increases. ELA department chairs will do walk-through observations.
8. Identify borderline 7th grade students - look at scheduling (with a particular teacher?) and other strategies/supports to address target weaknesses	2023-28	Assistant Principal of Instruction Curriculum Specialist	N/A	N/A	Borderline 7th grade students are scheduled to be in specific teachers' classes. Additional strategies/supports are used to address targeted weaknesses.

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, E. L. Wright will increase the percent of 7th grade students scoring meets or exceeds on SC Ready Math 27.1% to 43.1%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC Ready	27.1	Projected Data: 30.1	33.1	36.1	40.1	43.1
		Actual Data: TBD				

Action Plan

Strategy #1: The percentage of students who score “Meet” or “Exceed Expectations” in Math grades 6-8 will increase their overall from 28.4% in 2021-22 will increase to 43.4% in 2027-28 as measured on the SC Ready state test.

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. Provide professional development for 7th grade teachers in AVID, district pacing guides, curriculum and formative and common assessments in all subject areas aligned with state standards.	2023-2028	Leadership Team	N/A	N/A	7th grade teachers and staff will be involved in professional development in AVID pacing guides, curriculum and formative common assessments in all subject areas aligned with state standards
2. Develop a yearly professional development calendar for 7th grade math teachers that addresses academic, behavior and SEL needs of students and school community.	2023-2028	Leadership Team	N/A	N/A	A yearly professional development calendar that addresses academics, behavior and SEL needs of students and the school community will be utilized.
3. Analyze 7th grade math class walkthrough data monthly and provide professional development to teachers based on reinforcement and refinements findings.	2023-2028	Leadership Team	N/A	N/A	Leadership will analyze 7th grade math walkthrough data monthly and provide professional development to teachers based on reinforcement and refinement findings.
4. Collaborate with the instructional coach to provide technology professional development to increase 7th grade student engagement and achievement while using district vetted online platforms and educational sites.	2023-28	Leadership Team	N/A	N/A	Leadership will collaborate with the math instructional coach to provide and target technology professional development to increase 7th student engagement and achievement while using district vetted online platforms and educational sites.
5. Monthly and weekly collaboration with the 7th grade math teachers. 7th grade teachers will create and use common formative assessments created from Mastery Connect. MasteryConnect will also be utilized routinely to expose students to DOK level 2 and 3 questions.	2023-28	Assistant Principal of Instruction Curriculum Specialist	N/A	N/A	Monthly and weekly collaboration meeting occur with the math department. 7th grade math teachers will create and use common formative assessments created from MasteryConnect. MasteryConnect is utilized routinely to expose students to DOK level 2 and 3 questions.

6. 7t grade math teachers will use MasteryConnect as daily Get Started Activity to review previously taught standards and concepts.	2023-2028	Math Teachers	N/A	N/A	Percentage of students who score "Meet" Or "Exceed Expectations" in Math grade 7th increases from 28.4% to 43.4% in 2027-28 as measured buy the SC Ready state test.
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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, E. L. Wright will exit the 2022 ATSI (Additional Targeted Support Improvement)list.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SCDE 2022 ATSI Designation List	ATSI Designaiton	Projected Data: ATSI Designation	ATSI Designation List	No longer on the ATSI Designation List	No longer on the ATSI Desingation List	No Longer on the ATSI Designation List
		Actual Data: ATSI				

Action Plan

Strategy #1: E. L. Wright will work to increase the students in the special education scores on SC Ready. Over a three year time period, professional development, data analysis and resource that target the needs of these students will be implemented to improve mastery of skills.

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. Make sure that there is a certified Special Education teacher in each classroom.	2023-28	District Human Resource Department Principal	N/A	N/A	A certified special education teacher in every special education classroom.
2. Increase the number of Walkthrough observations done by Administrators in special education classes and utilize the data to develop professional development workshop for teachers by teachers.	2023-28	Administrators District Special Education support Special Education Department Chair	N/A	N/A	Teaches will conduct and participate in workshop based the specific needs.
3. Continue with progress monitoring and using that data to drive instruction.	2023-28	Special Teachers Special Education Department School Administrators	N/A	N/A	Instruction that utilizing information from progress monitoring that increase students' mastery of goals.
4. Continue to provide time for general education teachers and special education to plan and work together.	2023-28	Leadership Team	N/A	N/A	General education teachers plan and working with special education with a focus on student goals.
5. Establish appropriate student goals in a timely manner	2023-28	Special Department School Psychologist Special Education Teacher	N/A	N/A	Appropriate goals for students are develop in a timely manner.

6. Provide access to general education resources and teachers.	2023-28	Leadership Team	N/A	N/A	Special education teachers and students have access to general education teachers and resources.
7. Address social, emotional, and behavioral needs of special education students in a timely manner.	2023-28	Administrators Special Education Department	N/A	N/A	Students' social, emotional and behavioral needs of a students are being met as needed.
8. Target specific professional development for students who are both ESOL and Special Needs.	2023-28	Principal Leadership Team	\$2,000	At-Risk Funds	An increase in the amount and focus professional development for teachers who teach students who are both ESOL and special needs.
9. Administrators and Special Teachers analysis of EZ CBM progress monitoring data.	2023-28	Special Education Coordinator Leadership Team Special Education Teachers	N/A	N/A	Administrators and teachers analyzing and using data from progress monitoring

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, E. L. Wright Middle will have obtained a “certified” or higher distinction by the AVID Center-based on the annual Coaching and Certification Instrument (CCI).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
AVID Coaching and Certification Instrument	Certified AVID School	Projected Data: Higher distinction by the AVID Center	Higher distinction by CCI	Higher Distinction by CCI	Higher Distinction by CCI	Showcase
		Actual Data: Not Certified				

Action Plan

Strategy #1: Implement initiative to provide students with College and Career Readiness skills by providing them with qualified teachers in all content areas.					
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 3 years of assessment data including all relevant data to determine individual and group areas for improvement and strength pertaining to student achievement.	2023-28	Administrative Team Faculty Curriculum Effectiveness Specialists	N/A	N/A	Have faculty and staff use the data protocol to identify patterns and trends from the past 3 years and set goals for each content area. Review lesson plans for formative and summative assessment data quarterly.
2. Monitor changes in demographics (ESOL, disabilities, socio economics, etc.) to assure appropriate strategies are in place.	2023-28	Student Data Coordinator Administrative Team Faculty Assistant Principal of Instruction Curriculum Effectiveness Specialist	N/A	N/A	Analyze demographic data every quarter. Discuss report with the administrative team.
3. Provide continued professional development for implementing AVID school wide.	2023-28	AVID Coordinator	N/A	N/A	Class Observations Lesson Plans Surveys List of completed professional development sessions.
4. Provide a variety of academic programs to meet the needs of individual students to support academic achievement. June 2018-2023	2023-28	Administrative Team AVID Coordinator	N/A	N/A	Classroom observations and lesson plan reviews indicating alignment to the district curriculum guide to determine student needs

5. . Utilize grade distribution report and analyze pass/failure rate report to identify students who need academic assistance and teachers who need support	2023-28	Administrative Team Curriculum Effectiveness Specialist Teachers Counselors	N/A	N/A	Review grade distribution immediately after grades are posted for end of the nine weeks and identify students and teachers who may need assistance. Review Bright Byte data for at-risk students.
6. Hold individual conferences quarterly with students who are failing one or more content areas.	2023-28	Teachers Counselors Administrative Team Assistant Principal of Instruction	N/A	N/A	Teachers will review and monitor students' goals and plans for improvement. Counselors will work with students and parents. Academic Blitz day when Administrators and Counselors review grades with failing students and provide information for Wright Track Credit Recovery Program.
7. . Aligned all lessons to state standards.	2023-28	Adminstrative Team Curriculum Effective Specialist District Content Specialist Teachers	N/A	N/A	Lessons submitted weekly and reviewed by API, CES and grade level administrator. Classroom Observations using the Walkthrough instrument.
8. Design lessons to engage students in relevant learning.	2023-28	Teachers Curriculum Effective Specialists	N/A	N/A	Students are engaged in learning. Observed through lesson plans and classroom observations.
9. Increase collaborative opportunities for students.	2023-28	Teachers Assistant Principal of Instruction Curriculum Effective Specialist	N/A	N/A	CES provides professional development. Collaboration observed using Walkthrough instrument. Feedback from students and teachers is also considered.
10. Implement reading strategies across the curriculum.	2023-28	Literacy Team Curriculum Specialists Assistant Principal of Instruction	N/A	N/A	Reading strategies are included in all lesson plans. Walkthrough observations indicate that reading strategies are used 75% of the time. Observations discussed by the administrative team weekly.

11. Increase writing in the content areas to require students to evaluate information.	2023-28	Administrative Team Curriculum Specialist Assistant Principal of Instruction	N/A	N/A	Writing is included in daily lesson plans for all content areas. Observations indicate daily use. Observations discussed by the administrative team weekly.
12. Students will be evaluated using a variety of formative and summative assessments (rubrics, formative, authentic, etc.)	2023-28	Administrative Team Teachers Curriculum Specialist Assistant Principal of Instruction	N/A	N/A	Lesson Plan Reviews, Classroom Observations, and sample Work Products from students.