

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:	Jackson Creek Elementary
SIDN:	4002103
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	7150 Trenholm Rd Exn
Address 2:	
City:	Columbia, SC
Zip Code:	29223
School Renewal Plan Contact Person:	Dr. Sabina Mosso-Taylor
School Plan Contact Phone:	803-790-3800
School Plan E-mail Address:	smosso@richland2.org


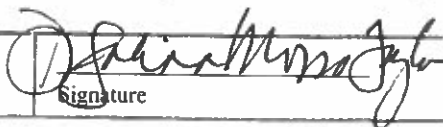

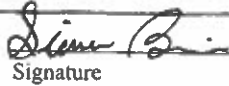
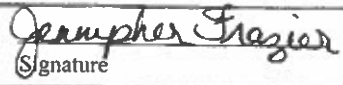
Required Signature Page

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	<u>4/8/2024</u> Date
Principal		
<u>Dr. Sabina Mosso-Taylor</u> Printed Name	 Signature	<u>3/15/24</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>Sierra Bussie</u> Printed Name	 Signature	<u>3/18/24</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Dr. Jennipher Frazier</u> Printed Name	 Signature	<u>3/18/24</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))	
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>
Yes	<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	Dr. Sabina Mosso-Taylor
2.	Teacher	Valente' Gibson
3.	Parent/Guardian	Felisha Trezevant
4.	Community Member	Eliza Braden
5.	Paraprofessional	Amber Morgan
6.	School Improvement Council Member	Keda Dubard
7.	Read to Succeed Reading Coach	Latazia Williams
8.	School Read To Succeed Literacy Leadership Team Lead	Dr. Jennipher Frazier
9.	School Read To Succeed Literacy Leadership Team Member	Lindsey Dixon
	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=eT0yMDIzJnQ9RSZzaWQ9NDAwMjEwMw>

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.	Looking at our overall data both in MAP and SCReady (ELA and Math), we are seeing major gaps in our 3rd-grade groups specifically. Our baseline data for 3rd grade is 18% Met or Exceeds in ELA and 18.6% in Math. Mostly attributed to the pandemic, these students missed valuable learning opportunities, especially in foundational skills in reading. We are seeing students who have limited if any phonemic awareness. We are seeing 3rd graders who cannot identify letters. Despite all efforts to maintain growth for all students during the past few years, we are seeing gaps in both ELA and Math across the board. We are still experiencing high absences among students which also affects their learning outcomes. In the next 5 years, we need to work feverishly to support tier 1 ELA and math instruction as well as target small groups to provide both individual and whole-class support
Teacher/Administrator Quality	
2.	The need for AVID is clear in our MAP and SCReady data. It is critical that we have strong school-wide systems in place to support both teaching and learning. AVID provides a foundation of support for students to learn key strategies and a common language that allows them to matriculate through the grade levels with an understanding of what is expected. Due to the transiency of our students, it is paramount to offer AVID as a solid structure for learning. However, due to teacher turn over we have to continually offer teacher training, model strategies, and provide feedback for growth. We lost two years of providing structures for students. Now, more than ever before we need to provide these solid research-based approved AVID systems into place.
School Climate	
3.	The student school climate survey decreased in 2022 from 2021 by 2.9%. Students are struggling with learning how to get along with each other after being out of school during the pandemic. Because we have one of the highest poverty indexes in the district with 10% of our school identifying as MCV, means that we have a high turnover in students, transient students, and students dealing w/ trauma. This means we have to reiterate year after year the school-wide expectations, we have to ensure a solid Character Curriculum like 7 mindsets to support our students' social and emotional needs. It is especially important to have the resource both human and material to ensure student success.

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 86.9% to 91.9%. (1% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Student Climate Survey	86.9% agree or mostly agree	Projected Data: 87.9% agree or strongly agree	88.9%	89.9%	90.9%	91.9%
		Actual Data: TBD				

Action Plan

Strategy #1: Develop positive pride for our school's physical resources and facility					
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 roles and jobs for students to take responsibility for our school Safety Patrol Gardening Club Bathroom Monitors	2023-2028 adding clubs as needed	Admin Teachers Students Custodial Staff SRO	NA	Na	Student feedback Sign-in Rosters
2. Classroom teachers provide classroom jobs for students in each of their classrooms to ensure a safe and clean environment	2023-2028	Classroom teachers Students	NA	NA	Classroom Jobs list
Strategy #2: Develop positive pride for our social choices and interactions with each other					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Establish and maintain student leadership groups JCE Kings JCE Blossoms JCE Student Council JCE Student Ambassadors	2023-2028	Admin Teachers Students Community Partners	500/year	Discretionary Pupil Activity	Calendar of meeting dates Sign in Service Learning Projects Student feedback forms
2. Conduct school-wide Monday morning community meetings	2023-2028 Weekly on Mondays	Admin School Counselor AVID Lead Teachers Students	NA	NA	Presentations at meetings Student feedback Photos
3. Establish and maintain afterschool groups. For example: Girls on the Run Run Hard	2023-2028	Teachers Community Members Students	NA	NA	Student feedback Event sign ups Photos

4. Continue to apply for and provide 21st century afterschool opportunities	2023-2028	District Grant Person Admin Teachers Students Parents	250. 000	21st Century Learning Grant	Student attendance
5. Proactively engage in anti-bullying messages regularly	2023-2028	School Counselor Admin Classroom teachers	NA	NA	Anti-Bullying presentation Student feedback
6. Utilize 7 Mindsets tier 1 character curriculum schoolwide	2023-2028	School Counselor Admin Classroom teachers	6,000/licence	At Risk Discretionary	Receipt of payment
7. Utilize "Creek Cash" for positive behavior incentives to be used in the Creek Store each Friday	2023-2028	Admin All Faculty and Staff Students	200/paper for "creek cask" 1,000/school items for store	Discretionary /Pupil Activity	Document of cash earned for each positive behavior

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, the percent of 1st and 2nd-grade students meeting their MAP Growth goal in Reading will increase from 30.3 % to 40.3 %. (2% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
ELA Reading MAP Data	30.3 %	Projected Data: 32.3%	34.3%	36.3%	38.3%	40.3%
		Actual Data: TBD				

Action Plan

Strategy #1: Increased focus on foundational skills in grades Prek- 2nd grade					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize Orton Gillingham's strategies in small group instruction in all classrooms.	September - May 2023-2028	Classroom teachers RTI Specialists	1500/OG teacher training	District At Risk	MAP Data Fall/Winter/Spring
2. RTI shift in structure- more emphasis on K-2 to build strong foundational skills	2023-2028	RTI Specialists	NA	NA	MAP Data Easy CBM Data
3. Engage in vertical planning between grade levels focusing on foundational skills out of one grade/into another	2023-2028 2-3 times a year	Classroom teachers RTI specialists Reading Coaches Administration	600/year for light snacks during meetings	Discretionary budget	Documented notes/pictures/teacher feedback
Strategy #2: Improve teacher accountability and data-focused instruction					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Conduct monthly ELA data discussions with Prek-2nd grade teachers	Monthly Sept-May 2023-2028	Principal Assistant Principals Reading Coaches	NA	NA	Scheduled calendar invites Meeting notes/pictures
2. Conduct classroom walkthroughs and provide specific feedback on ELA instruction	5 weekly/ Sept-May 2023-2028	Principal Assistant Principals Reading Coaches	NA	NA	Walkthrough feedback form from Principal and APs Notes from Reading Coaches
3. Teachers use data protocols and assessment reviews to plan for instruction	3-5 times a year 2023-2028	Admin Teachers Coaches	NA	NA	Completed data protocols and assessment reviews

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, Jackson Creek Elementary will increase the percentage of 3rd-grade elementary students scoring meets or exceeds on SC READY ELA from 18% to 43%. (5% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC Ready ELA	18% meet or exceeds	Projected Data: 23% meet or exceeds	28% meet or exceeds	33% meet or exceeds	38% meet or exceeds	43% meet or exceeds
		Actual Data: TBD				

Action Plan

Strategy #1: Improve Tier 1 ELA Instruction in all grades K-5th					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize reading coaches to support new teachers in ELA curriculum by modeling and observing and providing specific and abundant feedback	2023-2024	Admin Reading Coaches Teachers	NA	NA	Sign in Sheets Feedback forms
2. K-5th grade teachers attend biweekly ELA PD sessions with reading coaches	2023-2028	Admin Reading Coaches Teachers	NA	NA	Sign in Sheets Photos
3. Provide family literacy events to share with families the importance of building foundational skills: read alouds letter recognition letter/sound recognition attendance	2023-2026 2 times a year (one face to face and one virtual)	Admin Leadership Team Teachers AVID Lead Parents/Families	500/each night for books, games, take home materials for parents/students	Discretionary Budget Pupil Activity At Risk	Parent sign in sheets Parent feedback documentation
Strategy #2: Improve instruction in Tier 2 - Tier 4					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Focus on foundational skills in all tiers - especially in upper grades 3rd-5th - by providing OG training	2023-2028	Admin RTI Specialists Reading Coaches	1500/teacher training	At Risk	Completion of training certificate Sign in sheets Walkthrough observations
2. Maintain 2 RTI certified specialists	2023-2028 Yearly	Admin	100,000/ certified staff	Title 1 Funding	RTI schedule
3. Provide teachers with opportunities to select breakout PD sessions in areas of need in ELA	2023-2028 Monthly	Admin Reading Coaches RTI Specialists Teachers	200/month	Discretionary budget	Teacher feedback Sign in sheets

4. Monitor and support SPED (tier 4) classrooms by providing specific and abundant feedback for improvement	2023-2028 Weekly	Admin	NA	NA	Walkthrough feedback
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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, Jackson Creek Elementary will increase the percent of 3rd-grade students scoring meets or exceeds on SC READY Math from 18.6% to 43.6%. (5% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SCReady Math	18.6%% meets or exceeds	Projected Data: 23.6% meets or exceeds	28.6% meets or exceeds	33.6% meets or exceeds	38.6% meets or exceeds	43.6% meets or exceeds
		Actual Data: TBD				

Action Plan

Strategy #1: Improve Tier 1 Whole Group Math Instruction in all grades K-5th					
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. Support new teachers in math curriculum by modeling and observing providing specific and abundant feedback on walkthroughs	2023-2028	Admin Teachers District Math Coach	NA	NA	Feedback forms Walkthroughs
2. The district math coach meets with grade levels teams to review math data and discuss instructional plans	2023-2028 3 times a year	District Math Coach Admin Teachers	NA	NA	Sign in sheets Data protocol documents
3. Vertical team meetings to discuss areas to address and support	2023-2028 2-3 times a year	Admin Leadership Team	200/meeting	Discretionary	Sign in sheets Photos Slide presentation
4. Conduct family math nights to showcase what students are learning and to support students at home	2023-2028 2 times a year (one virtual/one face to face)	Admin Leadership Team Teachers AVID Lead Parents/Families	500/event	Discretionary Pupil Activity At Risk	Sign in sheets Parent feedback Photos
5. Deep dive data conversations with grade level teams using information from SCReady, Benchmark, MAP, and other data sources to focus on instruction	2023-2028 Monthly	Teachers Admin	NA	NA	Teacher Feedback forms Data documents Notes from meeting
Strategy #2: Improve Tier 1 Small Group Math Instruction in all grades K-5th					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. .Provide PD in Differentiated Instruction for all staff. Specifically highlighting current teachers who engage in DI successfully.	2023-2028 Bimontly PD sessions	Admin AVID Lead District Math Coach	NA	NA	Sign in for Professional Development Feedback on walkthroughs
2. Provide feedback during classroom walkthroughs	2023-2028 Weekly Walkthroughs	Admin	NA	NA	Lesson plans Walkthrough observations
3. Deep dive data conversations with grade-level teams using information from SCReady, Benchmark, MAP, and other data sources to focus on small-group math instruction.	2023-2028 Monthly	Admin District Math Coach	NA	NA	Lesson plans Walkthrough observations

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, Jackson Creek will have obtained or maintained “Certified” or higher distinction by AVID Center - based on the annual Coaching and Certification Instrument (CCI).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
AVID CCI report	not certified	Projected Data: certified	maintain certified status	AVID Schoolwide	Maintain AVID Schoolwide	AVID Showcase School
		Actual Data: Certified				

Action Plan

Strategy #1: Provide Teachers with Professional Development in AVID strategies					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide teachers with opportunities to attend AVID training - district	2023-2028	Principal will assign teachers to attend	Approximately 600/person	At Risk Professional Development Funds	Official participation reports/attendance records from AVID Center and on-time submission of Site Goals/Plans aligned directly to CCI to AVID District Director (September)
2. Provide teachers with opportunities to attend Summer Institute	2023-2028	Principal will assign teachers to attend	Up to 2,850/person	At Risk Professional Development Funds	Registration Rosters
3. Administration and AVID lead model and use AVID strategies during Faculty Meetings and PD sessions	2023-2028	Administration, AVID lead	NA	NA	Classroom observations and walkthroughs Feedback from PD sessions
4. Utilize district AVID personnel for in-house AVID training at least annual	2023-2028	District AVID lead	Up to 1,720/person	At Risk Discretionary funds	Presentation Exit Slip Agenda
Strategy #2: Monitor and provide regular feedback for accountability for classroom use of AVID/WICOR strategies					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Follow annual AVID site team plans (CCI tool)	2023-2028	AVID Site Team Administration AVID Lead	NA	NA	Annual EOY CCI documentation
2. Conduct routine classroom walkthroughs providing feedback	2023-2028	Administration AVID Lead District AVID Lead	NA	NA	Walkthrough observations w/feedback

3. Provide and monitor teachers with AVID Tracker Posters to document WICOR strategies used	2023-2028	AVID Lead Media Specialist	2,000/Ink for poster maker	Discretionary funds	Utilized tracker posters Classroom walkthroughs w/feedback
4. Provide AVID materials for all students	2023-2028	Admin Community Partners Parents	1,000 10,000-13,000	District Funding At Risk	Receipts of purchase Student Binder Accountability Checks
5. Student Showcase/Parent Night in conjunction with other content areas	2023-2028 Annually	Admin AVID Lead Classroom Teachers Students	200/event	Discretionary Pupil Activity	Presentation of our students Parents/Families sign in Family Feedback