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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:	Joseph Keels Elementary
SIDN:	4002075
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	7500 Springcrest Drive
Address 2:	
City:	Columbia, SC
Zip Code:	29223
School Renewal Plan Contact Person:	Alvera Butler
School Plan Contact Phone:	(803) 736-8754
School Plan E-mail Address:	abutler@richland2.org

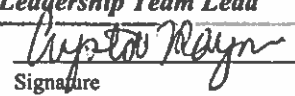
Required Signature Page

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>Alvera C. Butler</u> Printed Name	 Signature	<u>3/28/24</u> Date
Chairperson, District Board of Trustees		
<u>Mr. Joe Trapp</u> Printed Name	 Signature	<u>4/10/24</u> Date
Chairperson, School Improvement Council		
<u>Malcolm Pressley</u> Printed Name	 Signature	<u>3/28/24</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Crystal Haynie</u> Printed Name	 Signature	<u>3/28/24</u> Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
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	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.
No	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.
Yes	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 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.

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	Alvera C. Butler
2.	Teacher	Ashley Bushell
3.	Parent/Guardian	Ebony Gunter
4.	Community Member	Kate Hart
5.	Paraprofessional	Kimberly McKnight
6.	School Improvement Council Member	Malcolm Pressley
7.	Read to Succeed Reading Coach	Crystal Haynie
8.	School Read To Succeed Literacy Leadership Team Lead	Crystal Haynie
9.	School Read To Succeed Literacy Leadership Team Member	Michaela Peterson
	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=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA3NQ>

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	
Primary School (K - 2)	
1.	Post Pandemic, Joseph Keels has noticed a decrease in ELA achievement on the MAP assessment. During the 2018-2019 sy, , students in grades 3-5 have scored 32.8% met , 22.6% met the 20-21 SY and 38.1% met during the 21-22 sy. Teachers would benefit from additional Lucy Calkins and Text Dependent Analysis training. In addition, JKE students would gain specific writing skills through teacher training and data driven learning experiences.
Elementary/Middle School (3 - 8)	
2.	Joseph Keels Elementary has recently experienced consistent achievement in the area of ELA. During the 20-21 SY, 38.2% of our e-learning students scored met along with 37.1% met from our students who were learning in person. We witnessed a drop during the 21-22 sy down to 21% met. After analyzing walk through data, we noticed that differentiation and small group instruction were areas of growth. Keels would benefit from professional development around this area as well as foundational literacy.
Teacher/Administrator Quality	
3.	Joseph Keels is in the process of implementing AVID Elementary and will benefit from training all teachers in AVID. We will support teachers with this implementation by hosting AVID professional development and conducting WICOR walkthroughs followed by coaching cycles to increase teacher capacity.
School Climate	
4.	Joseph Keels experienced students not satisfied with the social and physical environment. 36% of students disagreed to the statement that bathrooms are kept clean at school. 24% of students surveyed feel that their classmates do not behave well. An increase in student recognition and a school wide behavior system would benefit our learners. Also, the purchase of reading materials geared towards social emotional learning and developing a school-wide character trait program would support Keels in this aspect.
Other (such as district and/or school priorities)	
5.	Joseph Keels was identified as an ATSI school in 2022 based on low achievement and growth scores for our SPED subgroup. During the 2020-2021 SY, our SPED subgroup was at 0% met and increased to 6.9% met in 21-22 in the subject of ELA. To support this area, Keels would benefit from providing curriculum training for all SPED teachers, conducting quarterly data conversations specific to our SPED subgroup and engaging teachers in coaching cycles in relation to student IEP goals.

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Joseph Keels will have exited the 2022 identified ATSI schools from that designation.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SCDE Designation Status	2022 ATSI Designation	Projected Data: 2022 ATSI Designation	2022 ATSI Designation	Not 2022 ATSI Designation	Not 2022 ATSI Designation	Not 2022 ATSI Designation
		Actual Data: ATSI				

Action Plan

Strategy #1: Analysis of Student Data					
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. Three times a year data conversations specific to the special education subgroup at each ATSI school.	2023-2025	Principal, Literacy Coach, Assistant principal	NA	NA	Minute meetings, data template completed
2. Provide coaching cycles to SPED teachers.	Ongoing as needed 2023-2028	Admin team, Instructional Support Teacher, Reading Coach, TLC, District Content Specialist	NA	NA	Meeting agendas, lesson plans
Strategy #2: Increase professional learning opportunities for special education teachers.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Ensure special education teachers are trained on HHM, Open Court and Big Ideas.	2023-2025	Admin team, Reading Coach, Instructional Support Coach, TLC, District Content Specialist	NA	NA	PD agendas and attendance logs

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 91.8% to 96.8%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
School Report Card	91.8%	Projected Data: 92.8%	93.8%	94.8%	95.8%	96.8%
		Actual Data: TBD				

Action Plan

Strategy #1: Increase student recognition for behavior and academic successes.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement student recognition/celebration programs for the following areas: Honor Roll, Attendance ,Benchmark, Behavior, MAP and SCREADY.	Annually 2023-2028	School Counselor, Admin team, team leads, classroom teachers	\$3,500	Discretionary funds	Program flyers/agendas
2. Train staff to use PBIS and Conscience Discipline practices to foster a culture of respect, trust and support among stakeholders.	Annually 2023-2028	Admin team, School Counselor, Coaches/TLC, District Content Specialist	\$20,000	Title 1	Training agendas and attendance forms, meeting agendas
Strategy #2: Improve classroom and school community through targeted SEL strategies.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Establish a school wide monthly character trait program which consists of monthly focus supported through guidance lessons.	Monthly 2023-2028	School Counselor, Admin team, Coaches/TLC, Team Leads, Teachers	NA	NA	JKE morning new show slides, School and classroom newsletters, walkthrough data forms
2. Purchase texts that support positive relationships to add to classroom libraries and used as read alouds to foster community conversations.	Texts purchased by the end of the 23-24Y Ongoing usage 2024-2028	Admin team, Reading Coach, School Counselor, Media Specialist	\$5,000	Title 1	Lesson plans, evidence of implementation during class visits, purchase orders,

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, Joseph Keels Elementary will increase the percentage of 3rd grade students scoring meets or exceeds on SC READY ELA from 31.9% to 46.9%. (3% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SCReady Data	31.9%	Projected Data: 34.9.%	37.9%	40.9%	43.9%	46.9%
		Actual Data: TBD				

Action Plan

Strategy #1: Faculty and staff will continue to participate in ongoing, data-driven learning experiences in order to increase the capacity of teachers to best support students.					
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. Teachers will Unpack ELA and Writing standards using the district unpacking template and state assessment boundaries and participate in vertical articulation meetings.	2023-2028	Admin team, Coaches and TLC, District Curriculum Specialist	NA	NA	Unpacking documents, Meeting agendas, walkthrough forms
2. Quarterly data conversations will be ongoing and targeted to support the behavioral and academic needs of all teachers and students. (i.e., MTSS Meetings, bi-monthly data meetings, grade level meetings)	2023-2028	Admin team, Coaches, RTI Interventionists and RTI Staff, TLC, District Curriculum Specialist, Resource Teacher	NA	NA	Meeting agendas, walkthrough forms
3. Teachers will participate in Writing PD (eg. Homegrown Writing Institute, Lucy Calkins, Text Dependent Analysis)	2023-2028	Admin team, Coaches/TLC, District Curriculum Specialist	NA	NA	PD sign in sheets, Lesson plans, evidence of implementation during walk throughs,
Strategy #2: Teachers will focus on supporting students with developing ideas (conventions, evidence and elaboration, and structure) for writing through the writing workshop model.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Grades 3-5 will participate in quarterly TDA practice, followed by PLC discussions that are focused on writing strategies.	2023-2028	Team leads, Admin team, Coaches/TLC, District Curriculum Specialist	NA	NA	Student TDA rubric scores, PLC agendas, Lesson plans
2. Focused writing walkthroughs that look for evidence of best practices as discussed in PLCs to inform instruction and implement coaching cycles with teachers that need support.	2023-2028	Admin team, Coaches/ TLC, District Curriculum Specialist	NA	NA	Walkthrough rubrics, PLC agendas, lesson plans, Coaching agendas, Lesson videos

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 grade students at Joseph Keels Elementary meeting their MAP Growth goal in Reading will increase from 38% to 48%. (2% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
NWEA Data File	38%	Projected Data: 40%	42%	44%	46%	48%
		Actual Data: TBD				

Action Plan

Strategy #1: Increase our structured literacy practices to support reading fluency.					
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 Orton Gillingham training for all K-2 and SPED teachers and RTI interventionists.	Annually 2023-2028	Admin, Coaches, District Curriculum Specialist	\$32,000 over 5 yrs	Title 1	Attendance logs from annually PD, exit slips from PD, evidence of OG implementation in classroom walkthroughs
2. Focused PLC's to include structured literacy practices to support foundational learning.	Quarterly 2023-2028	Admin team, Reading coach, District Curriculum Specialist	NA	NA	Admin team, Reading coach, District Curriculum Specialist, lesson plans
Strategy #2: Use targeted small group instruction to increase student achievement.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use the NWEA Learning Continuum, Reading A-Z and Worldly Wise resources to create targeted small group lessons for students.	Annually 2023-2028	Admin team, Coaches, TLC District Curriculum Specialist, RTI staff	NA	NA	Lesson plans including these items, evidence of resources as observed during class visits
2. Conduct focused walk throughs and data PLCs to assist teachers in identifying areas of growth and create action plans to support student achievement	Annually 2023-2028	Admin team, Grade level teams, Team Leaders, Coaches/TLC, District Curriculum Specialist	NA	NA	Meeting agendas, Walkthrough forms, action plan data, lesson plans

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, Joseph Keels Elementary will increase the percentage of 5th grade students scoring meets or exceeds on SC READY Math from 28.6% to 43.6%. (3% 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 Data	28.6%	Projected Data: 31.6%	34.6%	37.6%	40.6%	43.6%
		Actual Data: TBD				

Action Plan

Strategy #1: Faculty and staff will continue to participate in ongoing, data-driven learning experiences in order to increase the capacity of teachers to best support students.

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. Teachers will unpack math standards using the district unpacking template and participate in vertical articulation meetings.	Monthly 2023-2028	Admin team, Coaches and TLC, District Curriculum Specialist	NA	NA	Unpacking documents per grade level, PLC and team meeting agendas, walk through data forms
2. Quarterly data conversations will be ongoing and targeted to support the behavioral and academic needs of all teachers and students. (i.e., MTSS Meetings, bi-monthly data meetings, grade level meetings).	Quarterly 2023-2028	Admin team, Coaches, RTI Interventionists and RTI Staff, TLC, District Curriculum Specialist, Resource Teacher	NA	NA	Meeting agendas, data protocol template, student work samples, student behavior plans, student academic plans
3. Establish a data room with various data points displayed to drive instructional conversations.	2023-2028	Admin team, Coaches/TLC, RTI team, Grade level teams,	NA	NA	Designation of data room, meeting agendas

Strategy #2: Increase our usage of specific Math best practices to boost student achievement.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Train teachers to incorporate Math Talks into our weekly math block to increase student capacity to solve mental math and usage of math vocabulary.	2023-2028	Teachers, Admin team, coaches/TLC, District Curriculum Specialist	NA	NA	Lesson plans, evidence of math talks during class walkthroughs, PD agendas, PLC agendas
2. Increase the usage of math manipulatives, interactive tools, word walls, and math read alouds.	Ongoing 2023-2028	Teachers, Admin team, coaches/TLC, District Curriculum Specialist	\$5,000	Title 1	Evidence of implementation during class visits, Evidence of implementation in lesson plans,

3. Focused Math walkthroughs that look for evidence of best practices as discussed in PLCs to inform instruction, and implement coaching cycles with teachers that need support.	Monthly 2023-2028	Teachers, Admin team, coaches/TLC, District Curriculum Specialist	NA	NA	PLC agendas, Instructional leadership meeting agendas, evidence of implementation on walk through forms, lesson plans
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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, JKE will become an AVID showcase school based on the annual Coaching and Certification Instrument (CCI) given by AVID					
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	Certified	Projected Data: Certified	Certified	Certified	Certified	Showcase
		Actual Data: Certified				

Action Plan

Strategy #1: Increase our usage of AVID strategies in classrooms as observed through walk throughs.					
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. Ensure that all teaching staff is trained in AVID Elementary Foundations.	Annually 2023-2028	AVID site coordinator, Admin team, coaches/TLC	\$10,000/yr over 5yrs	Title 1	Training registration forms, evidence of usage during class walkthroughs, lesson plans
2. Adjust lesson plan template to include WICOR strategies.	2023-2028	AVID site coordinator, admin team, coaches/TLC	NA	NA	Weekly team lesson plans, WICOR walk through forms, PLC agendas
3. Conduct focused WICOR walkthroughs with team discussions, highlighting areas of strength as a school and provide coaching cycles for areas of growth.	Monthly 2023-2028	AVID site coordinator, admin team, coaches/TLC, District Content Specialist	NA	NA	Meeting agendas, walkthrough forms,
Strategy #2: Conduct quarterly and monthly meetings to analyze our current implementation of AVID.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Quarterly WICOR PD to introduce AVID strategies and to keep AVID in the forefront of what we do.	Quarterly 2023-2028	Admin team, coaches/TLC, District Specialist	NA	NA	PLC and PD agendas, Lesson plans, evidence of implementation during walkthroughs
2. Monthly AVID site team meetings to discuss implementation, analyze data and set goals as a school.	Monthly 2023-2028	AVID site coordinator, Admin team, Coaches/TLC, Team Leader	NA	NA	WICOR walk through forms, Meeting agendas, meeting notes
3. Monthly PLC focus for all teams regarding our implementation of WICOR	Monthly 2023-2028	AVID site coordinator, Admin team, Coaches/TLC, Team Leader	NA	NA	PLC agendas, PLC meeting notes

