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:	Polo Road Elementary
SIDN:	4002094
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	1250 Polo Road
Address 2:	
City:	Columbia, SC
Zip Code:	29223
School Renewal Plan Contact Person:	Dr. Cassandra S. Bosier
School Plan Contact Phone:	8034192226
School Plan E-mail Address:	cbosier@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		
Dr. Kim Moore Printed Name	Signature	4/8/2024 Date
Principal		
Dr. Cassandra S. Bosier Printed Name	Signature	3/20/2024 Date
Chairperson, District Board of Trustees		
Joe Trapp Printed Name	Signature	4/10/24 Date
Chairperson, School Improvement Council		
Stacy Cruz Printed Name	Signature	3.28.2024 Date
School Read To Succeed Literacy Leadership Team Lead		
Jessica Eastman Printed Name	Signature	3/20/2024 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 *et seq.* (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.
Yes	**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**	Dr. Cassandra S. Bosier
2.	**Teacher**	Jessica Eastman
3.	**Parent/Guardian**	Heather Thomas
4.	**Community Member**	Angela Jones
5.	**Paraprofessional**	Glenn McCain
6.	**School Improvement Council Member**	Sharelle Harlan
7.	**Read to Succeed Reading Coach**	Brittany Daniels
8.	**School Read To Succeed Literacy Leadership Team Lead**	Jessica Eastman
9.	**School Read To Succeed Literacy Leadership Team Member**	Elizabeth Lawrence Baez
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	
	Teacher	Tracey Ratchford
	Assistant Principal	Dr. LeCinda Jennings
	Assistant Principal	Kenneth Brazell

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 (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
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=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA5NA

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.	Our most recent MAP data has illuminated a clear area of deficiencies for our 1st and 2nd grade students. In the area of MAP Math, there's a slight 5.5% increase in the number of students who met their growth target from the 2020-21 SY (20.1 %) to the 2021-22 SY (25.6%). Even with this slight increase, our students are still performing well below the district average. As a result, there is a clear and defined need for strengthened TIER 1 instruction and greater development of conceptual understanding of number and mathematical reasoning. In the area of MAP Reading, our students have shown significant growth from 2020-21 SY (28.0%) to the 2021-22 SY (41.8%). With the significant increase, we understand that our current practices are positively impacting student success. However, we must continue to give special attention to ensuring highly skilled literacy teachers are consistently in front of our students providing cutting edge literacy instruction.
Elementary/Middle School (3 - 8)	
2.	Our most recent SC Ready ELA data reflects significant growth for our 3rd-5th grade students. In the area of ELA, there's a significant 13.8% increase in the number of students who scored meet or exceeds expectations from the 2020-21 SY (28.0 %) to the 2021-22 SY (41.8%). Even with this increase, our students are still performing below the district and state average. As a result, there is a clear and defined need for continuous improvements of TIER 1 instruction and greater opportunities for teachers to be trained in the consistent use of best practices. In the area of SC Ready Math, our students have a slight increase from 2020-21 SY (24.1%) to the 2021-22 SY (28.8%). With the slight increase, we understand that our current practices are having some positive impacts on student success. However, we must continue to give special attention to ensuring highly skilled math teachers are consistently in front of our students providing cutting edge mathematics instruction.
Teacher/Administrator Quality	
3.	AVID provides our school with the strategies and tools needed to prepare our students for college and career readiness even at the elementary level. Our students understand that there is a future for them beyond the walls of Polo Road Elementary and we as teachers and staff are responsible for empowering them in pursuing their hopes and dreams. Becoming AVID certified provides a sure pathway of strategic checks & balances to assess the degree of quality AVID-based, practices that will afford all of our K-5 students the opportunity to succeed.
School Climate	
4.	Our most recent school climate survey results show reflect that the majority of our students are satisfied with the social and physical environment of our school. However, in analyzing the results from 2021 to 2022, it is crucial to take note of the 6.5% decrease of our students' satisfaction level. As a school, we must work to pinpoint and address the source of decline in this area.

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, Polo Road Elementary will have exited the 2022 ATSI designation.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
Designations from SDE	Current ATSI Designation	**Projected Data:** Current ATSI Designation	Current ATSI Designation	No designation	No designation	No Designation
		Actual Data: ATSI				

Action Plan

Strategy #1: Special Education teachers will undergo additional professional development that is aligned with general education instructional practices and curriculum.					
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. Open Court Training	2023-2028	District ELA Content Specialist	Funded by the district	District	Special Education Teacher attendance at the Open Court Training
2. Attend general education teacher Professional Learning Team data meetings	2023-2028	All student support spED teachers (speech pathologists, resource) Admin	N/A	N/A	PLT agenda attendance notation
3. Targeted professional development (rigor, SDI in resource room, creating standards-aligned IEP goals)	2023-2028	Special Education Coordinator, Teachers	N/A	N/A	PD attendance, observation of implementation, feedback and coaching
4. Attend quarterly Extended Learning professional development.	2023-2028	SpED Teachers, Admin, Instructional Coaches, District Content/SpED Specialists	N/A	N/A	Sign-in sheets/ agendas
Strategy #2: Special Education Teachers will receive frequent feedback about instructional strategies and practices.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Focused & frequent Admin Walkthru's and follow-up coaching	2023-2028	Admin, Teachers	N/A	N/A	District Online Walkthrough Platform
2. Focused & frequent walkthroughs from SpED specialists and follow-up coaching	2023-2028	District SpED Specialists	N/A	N/A	Record of feedback logs
3. Targeted professional development (rigor, SDI in resource room, creating standards-aligned IEP goals)	2023-2028	Special Education Coordinator	N/A	N/A	PD attendance, observation of implementation, feedback and coaching

4. Calibration with district SpEd specialists on feedback to ensure alignment	2023-2028	District SpED specialists, Admin	N/A	N/A	Calibration feedback agreements

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 84.7% to 89.7%. (1% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
SC Report Card	84.7	**Projected Data:** 85.7	86.7	87.7	88.7	89.7
		Actual Data: TBD				

Action Plan

Strategy #1: Strengthen a positive climate through the continued implementation of Capturing Kids Hearts.					
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. Monthly Capturing Kids professional learning session	2023-2028	Admin, Process Champions	N/A	N/A	Faculty meeting agenda
2. Process Champions team development and use to lead smaller grade level teams regarding Capturing Kids Hearts best practices	2023-2028	Teachers, Process Champions	N/A	N/A	Process Champions PLT meeting agenda; Grade level PLT Agendas
3. Capturing Kids Hearts teacher, student and parent surveys	2023-2028	Teachers & Staff, 3-5 students and Parents	N/A	N/A	Survey Data
Strategy #2: Increase the level of school cleanliness in common areas, classrooms and restrooms					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Service Solutions daily/hours bathroom checks	2023-2028	Custodians	N/A	N/A	Bathroom cleaning log
2. Complete monthly Service Solutions report card and use data to identify areas of strength and growth	2023-2028	Admin Custodians	N/A	N/A	Completed Report Cards
3. Monthly chat with head custodian to review monthly report cards data and devise plans of action for sustaining strengths and developing areas of growth	2023-2028	Principal/ Custodians	N/A	N/A	Schedule of meetings

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 25.6% to 40.6%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
NWEA MAP reports	25.6%	**Projected Data:** 28.6	31.6	34.6	37.6	40.6
		Actual Data: TBD				

Action Plan

Strategy #1: Strengthening PreK instructional best practices.					
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. Coaching by the Reading Interventionist	2023-2028	School level interventionist	N/A	N/A	Targeted academic interventions for students; progress monitoring
2. Employ, facilitate and participate in Monthly MTSS meetings	2023-28	Admin, Literacy Coach, Interventionist, Teachers, MLP Teacher, Resource Teacher, Speech, School Psych, School Counselor	N/A	N/A	Targeted interventions for specific students; regular progress monitoring; monthly meeting notes and rosters
3. Plan and Implement Targeted Parent University Events for PreK students	2023-2028	SIC, Parent educator, Admin, PreK Support Staff, instructional coaches, Teachers, Instructional aides	N/A	N/A	Parent University agendas/ Sign-in sheets
4. Calibration with district PreK specialists on feedback to ensure alignment	2023-2028	District PreK specialists, PreK Admin	N/A	N/A	Calibration feedback agreements
Strategy #2: Strengthening K-2 instructional best practices.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Embedded Lit Days for teachers w/ the Literacy Coach	2023-2028	Admin, Instructional Coaches, Teachers	$3,633.84	Title One	Schedule of Extended Learning Days for the year
2. LETRS Training for all K-3 , MLP and SpED teachers	2023-2028	Admin, Instructional coaches, teachers	N/A	State Funded	Schedule of training days for the school year
3. Orton Gillingham Training for all K-3 teachers	2023-2028	Admin, Instructional Coaches, Teachers, Rti Instructional Assistants	$1500 per teacher plus sub costs	Title One	Schedule of training days

4. Quarterly Extended Learning Days for ELA teachers	2023-2028	Admin, Instructional Coaches, Teachers	$9,084.60	Title One	Schedule of Extended Learning Days for the year

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, Polo Road Elementary will increase the percentage of 5th grade students scoring meets or exceeds on SC READY ELA from 30.9% to 45.9%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
SC Ready Test Scores.	30.9	**Projected Data:** 33.9	36.9	39.9	42.9	45.9
		Actual Data: TBD				

Action Plan

Strategy #1: Develop and refine effective Spanish and ELA instruction for K-5 teachers					
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. Quarterly Extended Learning Days for ELA teachers	2023-2028	Admin, Instructional Coaches, Teachers (with a focus on 5th grade literacy)	$9084.60	Title One	Schedule of Extended Learning Days for the year
2. Embedded Lit Days for teachers w/ the Literacy Coach	2023-2028	Admin, Instructional Coaches, Teachers (with a focus on 5th grade literacy)	$3,633.84	Title One	Schedule of Extended Learning Days for the year
3. Dual Language Immersion Professional Learning Team Meetings w/ the Lead Teacher	2023-2028	Admin, Instructional Coaches, Teachers (with a focus on 5th grade)	$1816.92	Title One	Schedule of Extended Learning Days for the year
4. Literacy Coach observations, coaching cycles, co-teaching, model teaching	2023-2028	Admin, Instructional Coaches, 5th Grade Teachers	N/A	N/A	Literacy Coach notes, calendar and timelines
Strategy #2: Increase best practices for teaching Multi-Lingual Learners					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Visit high performing schools similar to ours to observe best practices (significant Spanish population)	2023-2028	Admin, MLP teachers, Instructional Coaches, teachers and Interventionists	$500-$1000	Title One	Debrief of take-aways & planning school level practices
2. Addalingua Spanish Literacy Curriculum Training and Implementation	2023-2028	DLI Teachers, Lead Teacher & Curriculum Consultants	$24, 360.00	Title One	Training Dates, Lesson Plans, PLT Agendas
3. Dual Language Immersion Professional Learning Team Meetings w/ the Lead Teacher	2023-2028	Admin, Instructional Coaches, DLI Teachers, DLI Lead Teacher	$1816.92	Title One	Schedule of DLI PLT, Agendas

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, Polo Road Elementary will increase the percent of 4th grade students scoring meets or exceeds on SC READY Math from 14% to 39%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
SC Ready Test Scores	14%	**Projected Data:** 19%	24%	29%	34%	39%
		Actual Data: TBD				

Action Plan

Strategy #1: Develop and refine effective Math instruction for K-5 teachers					
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. Embedded Math Days for teachers w/ the Math Content Specialist	2023-2028	Admin, Instructional Coaches, Teachers (with a focus on 4th grade)	$3,633.84	Title One	Schedule of Embedded Math Days for the year
2. Math Coach observations, coaching cycles, co-teaching, model teaching	2023-2028	Admin, Instructional Coaches, 4th Grade Teachers, Content Specialists	N/A	N/A	Math Coach/Content Specialists notes, calendar and timelines
3. Dual Language Immersion Professional Learning Team Meetings w/ the Lead Teacher	2023/2028	Admin, Instructional Coaches, Teachers (with a focus on 4th grade)	$1816.92	Title One	Schedule of PLT dates & agendas
Strategy #2: Increase best practices for teaching Multi-Lingual Learners					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Visit high performing schools similar to ours to observe best practices (significant Spanish population)	2023-2028	Admin, MLP teachers, teachers, instructional coaches and Interventionists	$500-$1000	Title One	Debrief of take-aways & planning school level practices
2. Dual Language Immersion Professional Learning Team after school Meetings w/ the Lead Teacher	2023-2028	DLI Teachers & Lead Teacher, Admin	N/A	N/A	Meeting Agendas and Notes
3. Dual Language Immersion Professional Learning Team Meetings w/ the Lead Teacher	2023-2028	DLI Teachers & Lead Teacher, Admin	$1816.92	Title One	Meeting Agendas and Notes, PLT Schedule

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, Polo Road Elementary will obtain “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	Not Certified	**Projected Data:** Non-Certified	Non-Certified	Non-Certified	Non-Certified	Certified
		Actual Data: Not Certified				

Action Plan

Strategy #1: WICOR is rated "Meets AVID Implementation Expectations"					
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. All students in 3rd-5th grade will use grade level appropriate systems and tools for organization (folder system, AVID binders, and/or portfolios, etc.)	2023-2028	AVID Coordinator AVID Site Team Grade Level Teachers	$1500	AVID & Title One Funds	Binder Assessment Tools Classroom Walkthroughs
2. All AVID Trained Teachers will use primary adaptation suggestions in AVID Elementary Foundations resource (e.g., sketch/draw, sentence stems, anchor charts, modeling, think aloud)	2023-2028	AVID Coordinator AVID Site Team AVID-Trained Teachers	N/A	N/A	Lesson plans Classroom Walkthroughs AE Foundations/Access to MyAVID Usuage
3. AVID Coordinator will conduct walkthroughs to site evidence of professional learning related to WICOR	2023-2028	AVID Coordinator AVID Site Team Principal Administrators Instructional Team	N/A	N/A	AVID Classroom Obervation Walkthrough Form & Data
Strategy #2: Systems is rated "Meets AVID Implementation Expectations."					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. The AVID Site Team uses the AVID site goals document as "a living document" that is discussed at each Site Team meeting and revised according to data and certification results.	2023-2028	AVID Site Team AVID Coordinator AVID Admin Principal/Admin	N/A	N/A	AVID Site Team Goal AVID Site Team meeting agendas

2. The AVID Site Team meets at least monthly to collaborate and advocate on planning, logistics, and student access, and influences policy concerning student access to rigorous curriculum at each grade level.	2023-2028	AVID Site Team AVID Coordinator AVID Admin Principal/Admin	N/A	N/A	AVID Site Team meeting agendas AVID Months at a Glance Calendar
3. The school principal and leadership team implement, monitor, and adjust academic support structures and rigorous instructional practices as needed to develop deeper levels of understanding in rigorous work.	2023-2028	AVID Coordinator AVID Admin Principal/Admin	N/A	N/A	AVID Professional Development opportunities Classroom Walkthroughs Weekly PLTs
4. Teachers, staff, counselors, and administrators receive professional learning from the AVID Site Team on AVID instructional methodologies, and it is part of the school's overall professional learning plan.	2023-2028	AVID Coordinator Principal AVID Admin AVID District Coordinator	N/A	N/A	School level AVID Professional Developments & Feedback Data District AVID Professional Development

Strategy #3: Leadership is rated "Meets AVID Implementation Expectations."

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The school's mission and vision are aligned with AVID's mission and vision for students on their path to college and career readiness, which serve as a foundation for decision-making and are integrated throughout existing school documents such as the School Improvement Plan.	2023-2028	AVID Coordinator AVID Site Team AVID Admin Principal/Admin	N/A	N/A	Schools current mission and vision statement AVID mission statement
2. At least 50% of the SLT is on the AVID Site Team, which includes the administration, AVID Elementary teachers and, when possible, a counselor and/or instructional specialists/coaches.	2023-2028	AVID Coordinator AVID Site Team AVID Admin	N/A	N/A	Site Team Roster

3. .SLT, AVID Site Team, and principal have a plan in place for how o make decisions that promote college and career readiness and high expectations of students.	2023-2028	AVID Coordinator AVID Site Team Principal Administrators Instructional Team	N/A	N/A	AVID Site Team Agendas

Strategy #4: Culture is rated "Meets AVID Implementation Expectations"

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers collaborate through PLCs or other formal collaboration structures in the design of lessons that engage elementary students throughout the school in rigorous curriculum.	2023-2028	Teachers Instructional Coaches Admins	N/A	N/A	Grade Level PLT Agenda
2. Community/College awareness activities to ensure at least 50% of AVID Elementary students and their families participate in workshops offered by the school such as enrichment activities, community service, service learning, and college/ career exploration.	2023-2028	School Families, Teachers, AVID-Site Coordinator AVID Site Team	Varies	AVID & Title One Funds	College & Career Explorations Workshops