

School Renewal Plan Table of Contents

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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:	Round Top Elementary
SIDN:	4002090
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	449 Rimer Pond Road
Address 2:	
City:	Blythewood, SC
Zip Code:	29016
School Renewal Plan Contact Person:	Clarissa Vega Bennett
School Plan Contact Phone:	803-691-8678
School Plan E-mail Address:	cbennett@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

<i>Superintendent</i>		
<u>Dr. Kim Moore</u> Printed Name	_____	_____
	Signature	Date
<i>Principal</i>		
<u>Clarissa Vega Bennett</u> Printed Name	_____	_____
	Signature	Date
<i>Chairperson, District Board of Trustees</i>		
<u>Joe Trapp</u> Printed Name	_____	_____
	Signature	Date
<i>Chairperson, School Improvement Council</i>		
<u>Ayanna Bolton</u> Printed Name	_____	_____
	Signature	Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Kaitlyn Arendale</u> Printed Name	_____	_____
	Signature	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 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 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 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 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 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 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	Clarissa Vega Bennett
2.	Teacher	Meghan Sonatore
3.	Parent/Guardian	Jessica Bennett
4.	Community Member	Inger Brown
5.	Paraprofessional	Nikki Dennis
6.	School Improvement Council Member	Phil Cobb
7.	Read to Succeed Reading Coach	Kaitlyn Arendale
8.	School Read To Succeed Literacy Leadership Team Lead	Kaitlyn Arendale
9.	School Read To Succeed Literacy Leadership Team Member	Cindy Symonds
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	Jessie Steedly
	Teacher	Caroline Shaver
	Teacher	Hannah Cummings
	Teacher	Michelle Gundlach
	Teacher	Greg Lewis
	Teacher	Kerry Sparrow
	Assistant Principal	Harold Johnson
	Assistant Principal	Alison Whisenant

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 Waiver 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA5MA>

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, Round Top Elementary 2nd grade student performance data indicates a decrease in the number of students scoring At or Above Grade Level expectations from 67.8% (spring 2019) to 42.7% (spring 2021) on district Reading assessments (MAP). During this time interval, Round Top has not been allocated a full time Certified Interventionist position to provide academic remediation for at-risk students, which has resulted in the use of classified staff to provide support. Round Top would benefit from having at least one full time Certified Interventionist to provide individual and small group remediation to our at risk students.
Elementary/Middle School (3 - 8)	
2.	Post pandemic, Round Top Elementary 3rd Grade student performance data indicates a decrease in the number of students scoring Meets or Exceeds from 65.5% to 50.9% on the state ELA assessment (SC READY). Round Top would benefit from intensive schoolwide training and coaching to increase classroom implementation of the Balanced Literacy Model, resulting in increased small group differentiated learning opportunities for students.
3.	Post pandemic, Round Top Elementary student performance data indicates a decrease in the number of 3rd Grade students scoring Meets or Exceeds from 55.3% to 54.5% on the state MATH assessment (SC READY). Round Top would benefit from intensive schoolwide training and coaching to increase classroom implementation of the Balanced Math Model, resulting in increased small group differentiated learning opportunities for students.
Teacher/Administrator Quality	
4.	Round Top Elementary has been an AVID Elementary site since 2013. Although RTE increasingly experiences annual teacher turnover, the number of formally AVID trained classroom teachers increased from 68% in spring 2019 to 84% in spring 2022 (2020 and 2021 data not available). Round Top will benefit from monthly professional learning opportunities to train teachers in the use of AVID strategies designed to differentiate instruction, while increasing student engagement, ultimately resulting in continued AVID Elementary Certification.
School Climate	
5.	Post pandemic, Round Top Elementary school climate survey results indicate minimal change in perception of appropriate student behavior and supportive relationships from 88.4% in spring 2021 to 89% in spring 2022. Round Top would benefit from school wide professional learning about social and emotional learning competencies and cultivating emotional resilience.

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 spring 2028, the percent of Round Top students satisfied with the social and physical environment will increase from 89.1% to 94.1%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC SDE School Climate Survey	89.1%	Projected Data: 90.1%	91.1%	92.1%	93.1%	94.1%
		Actual Data: TBD				

Action Plan

Strategy #1: RTE will increase school wide Social Emotional Learning (SEL) opportunities for 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. Annual renewal of the 7 Mindsets license for schoolwide teacher use.	June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Principal	\$12,000	General Funds Budget	Signed Contract for Services
2. Monthly Student Focused Social Emotional Learning (SEL) Professional Learning Community meetings.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	SEL PLC Members	N/A	N/A	Meeting Minutes
3. Schoolwide implementation of weekly 7 Mindsets Social Emotional Learning (SEL) elementary student curriculum lessons.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Classroom Teachers	N/A	N/A	Implementation Calendar
4. Monthly student SEL Challenges for student engagement.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	SEL PLC Members	N/A	N/A	Challenge Flyers/ Advertisements
5. Monthly incentives for students who meet SEL Challenge expectations.	August - June 2023-2024 2024-2025 2025-2026 2026-2027	Counselor	\$2,000	After School Program Funds	Receipts for products purchased

Strategy #2: RTE will increase Social Emotional Wellness (SEW) learning opportunities for adults.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Monthly Social Emotional Wellness (SEW) Professional Learning Community meetings.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Counselor	N/A	N/A	Meeting Minutes
2. Monthly SEW professional development for adult learning.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	SEW PLC Members	N/A	N/A	Presentations
3. Monthly SEW activities for faculty and staff engagement.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Counselor	\$1,000	After School Program Funds	Receipts for products purchased Event Announcements
4. Schoolwide book study of Onward: Cultivating Emotional Resilience in Educators (by Elena Aguilar) for continuing education credits.	August - May 2023-2024	BSP Teacher & Administration	\$1,600	After School Program Funds	Certificate of Completion (Go Sign Me Up) Presentations
5. Engage in partnership with Columbia College Trauma Informed Educator (TIE) program for resources to support school wide learning/ book study.	August - May 2023-2024	BSP Teacher & Administration	N/A	N/A	Presentations Participation Records

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By spring 2028, the percent of 2nd grade students scoring At or Above Grade Level Mean on MAP Reading will increase from 59% to 74%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Measures of Academic Performance (MAP) Reading	59%	Projected Data: 62%	65%	68%	71%	74%
		Actual Data: TBD				

Action Plan

Strategy #1: RTE will increase differentiated learning experiences for students at the classroom level.					
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. Professional development will be provided to teach strategies for differentiating the content, process, and product of ELA lessons.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Presentations Meeting Agendas
2. Teachers will implement the Balanced Literacy Workshop model to provide small group instruction targeting individual student needs.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Teachers	N/A	N/A	Walkthrough Feedback
3. Teachers will participate in coaching cycles with the Literacy Coach to support implementation of the Balanced Literacy Workshop model.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Literacy Coach	N/A	N/A	Coaching Logs
Strategy #2: RTE will increase intervention resources to support achievement growth of at-risk students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Response to Intervention services will be provided daily to students who score “low/ at risk” on at least two screening or benchmark assessments in the area of reading.	September - May 2023-2024 2024-2025 2025-2026	Certified Interventionist	N/A	N/A	Bright Bytes documentation

	2026-2027 2027-2028				
2. After school tutoring will be provided for students who score “low/ at risk” on at least two screening or benchmark assessments in the area of reading.	October - April 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administration	\$20,000	DoDEA Grant	Attendance Records Parent Sign Up Sheets
3. Response to Intervention instructional block will be scheduled for all students at a time designated in the school’s Master Schedule.	Annually 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administration	N/A	N/A	Master Schedule

Strategy #3: RTE will increase formative assessments to monitor student progress and ongoing needs.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will administer beginning of year, middle of year, and end of year MAP assessments.	Fall, Winter, Spring 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administration	N/A	N/A	Benchmark Class Reports
2. Teachers will administer at least one formative reading assessment per month to monitor student progress in reading development.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Teachers	N/A	N/A	Progress Monitoring Data (ie. DRA, easyCBM)
3. Students will utilize goal setting cards for MAP testing.	Fall, Winter, Spring 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Goal Setting Cards

Strategy #4: RTE will implement professional learning experiences aligned to student achievement needs.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will engage in ongoing professional learning aligned to standards, curriculum, and/or evidence based practices with the Literacy Coach.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Literacy Coach	N/A	N/A	Presentations Meeting Agendas
2. Teachers will engage in vertical planning discussions to discuss grade level standards progression and curriculum.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Meeting Minutes
3. Teachers will engage in quarterly peer observations of other teachers to see evidence based practices implemented in other classrooms. (Pineapple Week)	Quarterly 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Peer Observation Reflections
4. Teachers will engage in beginning, middle, and end of year Data Review meetings to discuss student outcomes and instructional practices.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Presentations Meeting Agendas
5. Teachers will engage in quarterly Response to Intervention meetings with the Certified Interventionist to review progress monitoring data and learning goals.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Certified Interventionist	N/A	N/A	Meeting Minutes
6. Teachers will implement Student Learning Outcomes (SLO) plans targeting goals to address class level needs based on beginning of the year assessment results.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Teachers, Administration	N/A	N/A	SLO Results Data Collection

7. Certified staff will engage in a book study of Uncovering the Logic of English (by Denise Eide) for continuing education credits.	August - May 2023-2024	Literacy Coach & Administration	\$800	After School Program Funds	Certificate of Completion (Go Sign Me Up) Presentations
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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 spring 2028, Round Top Elementary will increase the percentage of 3rd Grade elementary students scoring meets or exceeds on SC READY Reading from 50.9% to 65.9%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY Reading	50.9%	Projected Data: 53.9%	56.9%	59.9%	62.9%	65.9%
		Actual Data: TBD				

Action Plan

Strategy #1: RTE will increase differentiated learning experiences for students at the classroom level.					
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. Professional development will be provided to teach strategies for differentiating the content, process, and product of ELA lessons.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Presentations Meeting Agendas
2. Teachers will implement the Balanced Literacy Workshop model to provide small group instruction targeting individual student needs.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Teachers	N/A	N/A	Walkthrough Feedback
3. Teachers will participate in coaching cycles with the Literacy Coach to support implementation of the Balanced Literacy Workshop model.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Literacy Coach	N/A	N/A	Coaching Logs
Strategy #2: RTE will increase intervention resources to support achievement growth of at-risk students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Response to Intervention services will be provided daily to students who score “low/ at risk” on at least two screening or benchmark assessments in the area of reading.	September - May 2023-2024 2024-2025 2025-2026	Certified Interventionist	N/A	N/A	Bright Bytes documentation

	2026-2027 2027-2028				
2. After school tutoring will be provided for students who score “low/ at risk” on at least two screening or benchmark assessments in the area of reading.	October - April 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administration	\$20,000	DoDEA Grant	Attendance Records Parent Sign Up Sheets
3. Response to Intervention instructional block will be scheduled for all students at a time designated in the school’s Master Schedule.	Annually 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administration	N/A	N/A	Master Schedule

Strategy #3: RTE will increase formative assessments to monitor student progress and ongoing needs.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will administer beginning of year, middle of year, and end of year Benchmark assessments.	Fall, Winter, Spring 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administration	N/A	N/A	Benchmark Class Reports
2. Teachers will administer at least one Mastery Connect assessment per week to monitor student acquisition of learning targets.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Teachers	N/A	N/A	Benchmark Trackers & Usage Reports
3. Students will utilize goal setting cards for MAP testing.	Fall, Winter, Spring 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Goal Setting Cards

Strategy #4: RTE will implement professional learning experiences aligned to student achievement needs.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will engage in ongoing professional learning aligned to standards, curriculum, and/or evidence based practices with the Literacy Coach.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Literacy Coach	N/A	N/A	Presentations Meeting Agendas
2. Teachers will engage in vertical planning discussions to discuss grade level standards progression and curriculum.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Meeting Minutes
3. Teachers will engage in quarterly peer observations of other teachers to see evidence based practices implemented in other classrooms. (Pineapple Week)	Quarterly 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Peer Observation Reflections
4. Teachers will engage in beginning, middle, and end of year Benchmark Review meetings to discuss student outcomes and instructional practices.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Presentations Meeting Agendas
5. Teachers will engage in quarterly Response to Intervention meetings with the Certified Interventionist to review progress monitoring data and learning goals.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Certified Interventionist	N/A	N/A	Meeting Minutes
6. Teachers will implement Student Learning Outcomes (SLO) plans targeting goals to address class level needs based on beginning of the year assessment results.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Teachers, Administration	N/A	N/A	SLO Results Data Collection

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By spring 2028, Round Top will increase the percentage of 3rd Grade students scoring meets or exceeds on SC READY Math from 54.5% to 69.5%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY Math	54.5%	Projected Data: 57.5%	60.5%	63.5%	66.5%	69.5%
		Actual Data: TBD				

Action Plan

Strategy #1: RTE will increase differentiated learning experiences for students at the classroom level.					
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. Professional development will be provided to teach strategies for differentiating the content, process, and product of math lessons.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Presentations Meeting Agendas
2. Teachers will implement the Math Workshop model to provide small group instruction targeting individual student needs.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Teachers	N/A	N/A	Walkthrough Feedback
3. Teachers will participate in coaching cycles with the Math Coach to support implementation of the Math Workshop model.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Math Coach	N/A	N/A	Coaching Logs
Strategy #2: RTE will increase intervention resources to support achievement growth of at-risk students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Response to Intervention services will be provided daily to students who score “low/ at risk” on at least two screening or benchmark assessments in the area of math.	September - May 2023-2024 2024-2025 2025-2026	Certified Interventionist	N/A	N/A	Bright Bytes documentation

	2026-2027 2027-2028				
2. After school tutoring will be provided for students who score “low/ at risk” on at least two screening or benchmark assessments in the area of math.	October - April 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administration	\$20,000	DoDEA Grant	Attendance Records Parent Sign Up Sheets
3. Response to Intervention instructional block will be scheduled for all students at a time designated in the school’s Master Schedule.	Annually 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administration	N/A	N/A	Master Schedule

Strategy #3: RTE will increase formative assessments to monitor student progress and ongoing needs.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will administer beginning of year, middle of year, and end of year Benchmark assessments.	Fall, Winter, Spring 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Administration	N/A	N/A	Benchmark Class Reports
2. Teachers will administer at least one Mastery Connect assessment per week to monitor student acquisition of learning targets.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Teachers	N/A	N/A	Benchmark Trackers & Usage Reports
3. Students will utilize goal setting cards for MAP testing.	Fall, Winter, Spring 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Goal Setting Cards

Strategy #4: RTE will implement professional learning experiences aligned to student achievement needs.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Certified staff will engage in a book study of Visible Learning for Mathematics (by Hattie, Fisher, and Frey) for continuing education credits.	October 2023 - May 2024	Instructional Coaches and Administration	\$800	100 Funds	Certificate of Completion (Go Sign Me Up) Presentations
2. Teachers will engage in ongoing professional learning aligned to standards, curriculum, and/or evidence based practices with the Math Coach.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Math Coach	N/A	N/A	Presentations Meeting Agendas
3. Teachers will engage in vertical planning discussions to discuss grade level standards progression and curriculum.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Meeting Minutes
4. Teachers will engage in quarterly peer observations of other teachers to see evidence based practices implemented in other classrooms. (Pineapple Week)	Quarterly 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Peer Observation Reflections
5. Teachers will engage in beginning, middle, and end of year Benchmark Review meetings to discuss student outcomes and instructional practices.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Instructional Leadership Team	N/A	N/A	Presentations Meeting Agendas
6. Teachers will engage in quarterly Response to Intervention meetings with the Certified Interventionist to review progress monitoring data and learning goals.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Certified Interventionist	N/A	N/A	Meeting Minutes

7. Teachers will implement Student Learning Outcomes (SLO) plans targeting goals to address class level needs based on beginning of the year assessment results.	August - June 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Teachers, Administration	N/A	N/A	SLO Results Data Collection
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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 spring 2028, Round Top Elementary will maintain “Certified” or higher distinction by AVID Center - based on the annual Coaching and Certification Instrument (CCI) annually through 2028.					
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 (CCI)	Certified	Projected Data: Certified	Certified	Certified	Certified	Certified
		Actual Data: TBD				

Action Plan

Strategy #1: RTE will establish an AVID Elementary Site Team team, representative of all grade levels and teams in the school, that will meet monthly to complete all required certification tasks.					
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. Establish AVID Site Team and Site Administrator annually to include members representative of: Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, Related Arts, Specialists, and Administration.	August 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Principal	N/A	N/A	Teacher Selection Survey
2. Schedule and facilitate monthly Site Team meetings.	September-May 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	AVID Site Administrator	N/A	N/A	Meeting Agenda/ Minutes
3. Facilitate quarterly review of Coaching and Certification Instrument (CCI) to monitor AE implementation progress.	Quarterly 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	AVID Site Administrator	N/A	N/A	Meeting Agenda/ Minutes Coaching and Certification Instrument submissions (fall and spring)
Strategy #2: RTE will increase the frequency of schoolwide AVID Elementary professional learning opportunities from annually to monthly (during the school year) to support high expectations for continuing education for certified staff.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Faculty members will engage in peer collaboration opportunities to engage in the Plan Do Study Act Cycle to explore solutions to instructional challenges.	August-April 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	AVID Site Team members	N/A	N/A	PLC Meeting Minutes
2. Provide monthly professional development to teach core AE Writing and Reading strategies. (ie. Focused Note Taking and the Critical Reading Process)	August-April 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	AVID Site Team members	N/A	N/A	Faculty Meeting Presentations
3. Schedule quarterly peer observations for teachers to observe best practices implemented in other classrooms. (Pineapple Week)	Quarterly 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	AVID Site Administrator	N/A	N/A	Peer Observation Reflection Responses (survey submissions)
4. Host one AVID Showcase event annually.	Spring 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	AVID Site Team members	\$200	AVID Center	AVID Showcase Program Attendee Sign In Sheets
5. Register a minimum of 3 faculty members to regional or national AVID training annually.	Summer 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028	Principal	\$3,500 - \$8,500 (depending on location and travel requirements)	District and/or School* *After School Program Funds	Registration Confirmation Emails Participant Certificate of Completion