

School Renewal Plan Table of Contents

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Read to Succeed	

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28
Upcoming School Year: 2024/25

School Name:	Westwood High
SIDN:	4002100
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Richland 2
Address 1:	180 Turkey Farm Road
Address 2:	
City:	Blythewood, SC
Zip Code:	29016
School Renewal Plan Contact Person:	Robert Jackson
School Plan Contact Phone:	8036914049
School Plan E-mail Address:	rjackson@richland2.org

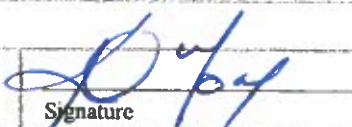
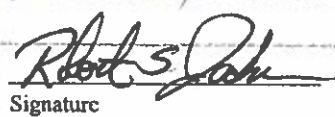
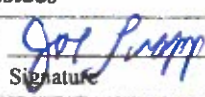
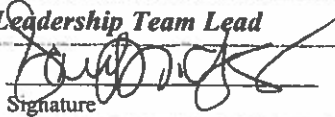
Required Signature Page

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>Robert Jackson</u> Printed Name	 Signature	<u>3-5-24</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>Christian Grant</u> Printed Name	 Signature	<u>3/7/2024</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Tameka Nicholson</u> Printed Name	 Signature	<u>3/5/24</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))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Robert Jackson
2.	Teacher	Paige Brown
3.	Parent/Guardian	Shondelle Simmons
4.	Community Member	Tyrone Gibson
5.	Paraprofessional	Austine Gant
6.	School Improvement Council Member	Christian Grant
7.	Read to Succeed Reading Coach	Mary Haile
8.	School Read To Succeed Literacy Leadership Team Lead	Tameka Nicholson
9.	School Read To Succeed Literacy Leadership Team Member	Shamarli Johnson
	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	Angie Hill
	Parent/Guardian	Ruth Nagee
	Assistant Principal	Vanessa Rhoden
	Student	Luther Bells
	Student	Aiden Keck
	Student	Peyton Pilot

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/>

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)	Richland Two is committed to providing quality instruction to all students. In order to do so, quality instruction from qualified professionals must be provided to all students. Given the current national teacher shortage, and the shortage at WHS, to meet the academic goals of the strategic plan, it may be necessary to increase class size. This may be the only way to ensure quality instruction and to meet state regulations while increase the quality of instruction.
3. Teachers teaching more than 4 preps (SBE Regulation 43-205)	Richland Two is committed to providing quality instruction to all students. In order to do so, quality instruction from qualified professionals must be provided to all students. Given the current national teacher shortage, and the shortage at WHS, to meet the academic goals of the strategic plan, it may be necessary to increase class size. This may be the only way to ensure quality instruction and to meet state regulations while increase the quality of instruction.
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=eT0yMDIzJnQ9SCZzaWQ9NDAwMjEwMA>

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	
High School (9 - 12)	
1.	<p>All students at Westwood High School's Institute of Research, Engagement & Design (iRED) are STEM students. One of the school's powerful practices is in the integration of technology resources when conducting research, demonstrating creative and critical thinking, and communicating and working collaboratively. Students also connected to the Studio D and Convergence Media studios to create powerful learning products that serve as concrete examples of deeper learning.</p> <p>Westwood High's end-of-course (EOC) exam scores continue to straggle behind Richland 2 and SC averages. For example, in 2021-22, the percent passing Algebra 1 EOC fell to 49.4%, down from 65.7% the previous year. English 2 scores fell to 79% from a high of 85.9% the previous year.</p> <p>Westwood has one of the highest CCR scores in the district; the percentage of students college or career ready has increased steadily over the past three years. With the addition of a new Work Based Learning Coordinator and aligned initiatives between academics and learning support services, we project significant gains by our students in the years to come.</p> <p>Westwood's on-time graduation rate has trended downward to 79% in 2022. We have very detailed plans, precise strategies, and targeted interventions to ensure our graduation rate reaches 85% or higher by 2028.</p> <p>Subgroups of students continue to remain behind school, district, and state averages. In particular, achievement gaps are distinctive for students with disabilities & LEPs, students in poverty and for students of color. On the English 2 EOCEP, African American students are performing slightly behind district averages.</p> <p>Westwood has made teaching course standards and ensuring mastery for all students a school priority through our common structures for learning, pedagogical approaches that meet the needs of our learners, and plans for aligned professional development to support the growth and achievement of all scholars.</p>
Teacher/Administrator Quality	
2.	<p>Unpacking performance data and trends from the past three years, we have learned that our performance results and professional practices are directly impacted by the absence of a common language and pedagogical framework that will significantly impact learner outcomes. With pandemic era attrition, we have lost a lot of teachers and staff personnel who were AVID trained. To increase our EOC performance, improve our on time graduation rate, and increase our CCR results, we are implementing professional development of common best practices via AVID.</p>
School Climate	
3.	<p>Westwood is working hard to create an environment that is conducive for optimal learning experiences. Students, unlike any era before, balanced learning during a pandemic while teachers adjusted to new modalities for instruction. These instructional shifts complicated processes, strained relationships, and decelerated performance outcomes. Reviewing report card data from the previous school revealed that student morale is rebounding from pandemic era lows (59.8% in 2022). We have created habits of success to serve as a map for aligning expectations and outcomes while serving as a catalyst for cultivating nurturing and supportive relationships.</p>
Other (such as district and/or school priorities)	
4.	<p>In reviewing our data, we have learned that our students are gaining valuable experiences that are reflected in our positive College and Career Readiness Data (68.5). Due to a high rate of mobility and the significant impact of the pandemic, our graduation rate fell sharply to 79% from 85% in 2017). We are laser focused on increasing our graduation rate by 10% and CCR by 10% over the next five years.</p>

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, Westwood High School will increase our on-time graduation from 79% to 85% as calculated and reported at the end of each academic year for the SC State Report Card.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
9Gr Cohort Tracking Data	79%	Projected Data: 81%	82%	83%	84%	85%
		Actual Data: TBD				

Action Plan

Strategy #1: Provide opportunities for all students to master content and show evidence of achievement to remain on track for annual promotion.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize Tier 1 Recovery and Intervention Strategies to assist students in mastering content knowledge and remaining on track for annual promotion and on-time graduation.	8/23 - 5/28	Classroom Teachers	No Cost Associated	No Funding Source Associated	Weekly Gradebook Checks, Interim Grade Reports with Teachers, Content Recovery Forms.
2. Implement interim intercessions to help students who are falling behind (Tier 2 Intervention Services) with attendance and academics.	8/23 - 5/28	Attendance Secretary Admin Team Key Leaders Teachers	\$15,000	At Risk Budget	Interim Progress Reports
3. Provide extended learning opportunities for students to demonstrate content mastery via credit recovery.	8/23-5/28	Classroom Teachers, Counselors, Administrators	No Cost Associated	No Funding Source Associated	PowerSchool Grade Reports, Credit Recovery Spreadsheets, Edgenuity Progress Reports.

Strategy #2: Track real-time data for academics and attendance to provide interventions for on-time promotion/graduation.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Conduct Fall graduation for meetings (grades 9-12) to monitor progress and provide supports for on-time graduation.	8/23-6/28	Counselors	No Associated Cost	No Associated Funding Source	9Gr Spreadsheet, Meeting Roster
2. Track, monitor, and follow-up on daily attendance to ensure our students are present for learning.	8/23-5/28	Teachers Counselors Administrators Attendance Clerk Social Worker	No Cost Associated	No Funding Source Needed	PowerSchool Attendance Reports, Attendance Tracking Sheet.

3. Provide weekly/monthly intervention services to help students who are falling behind.	8/23-5/28	Teachers Administrators Academic Support Team Social Worker	\$15,000	At Risk Budget	AIP's, Content Recovery Reports, Interim/Attendance/Grading Reports
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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, Westwood High School will increase the percentage of students who are College and Career Ready from 65.8% to 75.8% as calculated and reported annually for the State Report Card.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
College and Career Readiness Tracking Reports	68.5	Projected Data: 70.5	72.5	74.5	76.5	78.5
		Actual Data: TBD				

Action Plan

Strategy #1: Provide opportunities for students to gain exposure, access, and experience with college and career opportunities. parents					
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. Monitor and update IGP (Individual Graduation Plan) annually with students and parents	8/23 - 5/28	Counselors, Career Development Facilitators, Work Based Learning Coordinators	No Cost Associated	No Funding Source Associated	IGP Reports
2. Provide opportunities to job shadow, visit colleges, and meet with military recruiters annually.	8/23-5/28	Work Based Learning Coordinator, Counselors, Gear-Up Coordinator, College Information Specialist, Career Development Facilitator	\$10,000	At Risk Budget	Job Shadow Reports, GearUp Reports, ASVAB Testing Rosters
3. Provide Work-based learning credit for students who are working within their major/cluster area	8/23-5/28	Work Based Learning Coordinator, School Counselors	No Cost Associated	No Funding Source Associated	CCR Tracking Sheet, IGP Reports, WBL Reports
4. Advance the implementation of the Lyceum Series to include college and career field experts on a monthly basis to ensure students are prepared to enroll, enlist and be gainfully employed.	8/23-5/28	SIC, Administration, Learning Support Services	No Cost Associated	No Funding Source Associated	Lyceum Schedule, Rosters, Feedback Surveys

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 percentage of students satisfied with the social and physical environment will increase from 59.8 % to 69.8 %					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
School Climate Survey Report	59.8	Projected Data: 61.8	63.8	65.8	67.8	69.8
		Actual Data: TBD				

Action Plan

Strategy #1: Cultivate student ownership of a positive and inviting learning environment.					
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 with fidelity the RISE (Resilience, Integrity, Scholarship, and Engagement) habits of success with all students.	8/23-5/28	All Campus Personnel	\$5,000	Discretionary Budget	RISE Curriculum, Lesson Plans, Time Allocated in Master Schedule, Benchmark Surveys
2. Expand the implementation of the Adopt-A-Hallway (AAH) Initiative to include representation from all student organizations.	8/23-5/28	Student Council, Clubs and Organizations, Administrators	\$2,500	Student Activities Budget	AAH Yearly Plan, Progress Reports, Task Completion Lists, Student Surveys
3. Implement the See Something/Say Something Bathroom Alert system to address expedite resolutions to reported issues.	8/23-5/28	Assistant Principal for Facilities, Student Activities, AAH Committee, School Administration, Service Solutions Team	No Cost Associated	No Funding Source Associated	Alert Reports, Student Feedback, Student Surveys
4. Implement a RISE Recognition program (School Service Awards) to honor and celebrate students who are contributing to a positive environment.	8/23-5/28	Administrators, Counselors, Teachers, SIC	\$5,000	Discretionary Budget	Nomination Forms, Honoree Roster, Agendas for Celebrations

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, Westwood High School will increase the percentage of students passing English 2 (with a C or higher) from 79% to 84%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
South Carolina School Report Card	79%	Projected Data: 80%	81%	82%	83%	84%
		Actual Data: TBD				

Action Plan

Strategy #1: Develop students' literacy skills across all content areas.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Schedule Reading Seminar courses for at-risk students in English 1 as identified by Middle School Counselors.	8/23-5/28	API	No Cost Associated	No Funding Source Associated	Master Schedule
2. Mandatory professional development focused on reading and writing instructional strategies across all content areas.	8/23-5/28	API, AVID Lead Teacher, TLC, Academic Support Team	No Cost Associated	No Funding Source Associated	PD Plan, Agendas, Attendee Rosters, Lesson Plans
3. Implement an annual book study designed to provide teachers specific strategies to utilize in classes with students.	8/23/5-28	API, Key Leaders, Teachers	\$5,000	At Risk Budget	Books, Book Study Implementation Plan, Agendas, Classroom Observations, Grade Reports

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, Westwood High School will increase the percentage of students passing Algebra 1 from 49.4% to 59.4%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
End of Course Data File	49.4	Projected Data: 51.4	53.4	55.4	57.4	59.4
		Actual Data: TBD				

Action Plan

Strategy #1: Provide specialized instruction in Algebra 1 EOCEP courses to increase success in Algebra I EOCEP courses.					
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. Increase the number of Common Formative Assessments administered in Algebra 1 and Intermediate Algebra courses.	8/23-5/28	Teachers, API, Academic Support Team	No Associated Cost	No Associated Funding Source	Weekly PLC+ Meetings, Gradebook Reports, Targeted Classroom Observations in Alg classrooms, Data Dives
2. Mandatory tutoring and content recovery for students who earn 60% and below on major assessments. Services provided through morning study Hall, SLT, and After School Tutoring	8/23-5/28	Teachers, API, Academic Support Team	\$15,000	At Risk Budget	Tutoring Schedule, Rosters, Time Sheets, Services Spreadsheet, Content Recovery Reports, Gradebook Reports
3. Deepen implementation of Theory to Practice professional development for all teachers of Algebra 1 and Intermediate courses.	8/23-5/28	Math Department Chair Math Teachers API Academic Support Team District Content Specialist	No Cost Associated	No Funding Source Associated	Theory to Practice Schedule, Attendee Rosters, Classroom Observations of Alg classes, Instructional Coaching Logs.

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 the end of the 2028 school year, 48% of teachers at Westwood High School will have completed AVID training and we will maintain AVID Certification through the Coaching and Certification Instrument.					
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	28%	Projected Data: 32%	36%	40%	44%	48%
		Actual Data: TBD				

Action Plan

Strategy #1: Increase comprehensive access, targeted support, and PD for AVID Strategies (mandatory for all 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. Implement mandatory WICOR (Writing, Inquiry, Collaboration, Organization, Writing) Wednesdays to include specialized professional development and target strategies for implementation.	8/23-5/28	AVID Lead Teacher, API, Academic Support Team, AVID Site Team, TLC	No Cost Associated	No Funding Source Associated	AVID CCI, Agendas, AVID Strategies Google Site, PD Plan, Classroom Observations (EOC Classes)
2. Model WICOR Strategies in Admin/Faculty/Staff Meetings and showcase AVID Instructional Labs	8/23-5/28	AVID Lead Teacher, API, AVID Site Team, Admin Team, TLC	No Cost Associated	No Funding Source Associated	AVID Site Plan, CCI, Agendas, Sample Strategies, PD Plan, Classroom Observations, Faculty Feedback.
3. Implement an AVID Teacher Spotlight to showcase mastery implementation of AVID strategies across all content areas.	5/23 - 5/28	AVID Site Team, AVID Lead Teacher, TLC, Academic Support Team	No Cost Associated	No Funding Source Associated	Lesson Plans, Classroom Observations, Model Lessons, PD Plan, Instructional Rounds
4. Increase opportunity and participation in district, regional, and national AVID professional development for all teachers	8/23 - 5/28	AVID Site Team Principal API AVID Lead Teacher	\$15,000	PD Budget, AVID Budget, Discretionary Budget, At-Risk Budget	CCI, AVID Dashboard, PD Plan, Institute/Seminar Schedule, Attendee Rosters