

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:	L. B. Nelson Elementary
SIDN:	4002076
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	225 North Brickyard Road
Address 2:	
City:	Columbia, SC
Zip Code:	29223
School Renewal Plan Contact Person:	Twanisha Garner, Ph.D
School Plan Contact Phone:	(803) 736-9083
School Plan E-mail Address:	tgarner@richland2.org



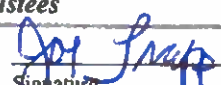
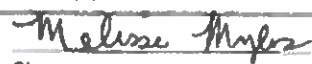

Required Signature Page

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>Twanisha Garner, Ph.D</u> Printed Name	 Signature	<u>3/12/2024</u> Date
Chairperson, District Board of Trustees		
<u>Honorable Joe Trapp</u> Printed Name	 Signature	<u>4/10/24</u> Date
Chairperson, School Improvement Council		
<u>Melissa Myers</u> Printed Name	 Signature	<u>3/12/2024</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Kim Krapfel</u> Printed Name	 Signature	<u>3-12-24</u> Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
No	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Twanisha Garner, Ph.D
2.	Teacher	Sheena Ryant
3.	Parent/Guardian	Kassandra Haskins
4.	Community Member	Amber Caicedo
5.	Paraprofessional	Kisha Mickle
6.	School Improvement Council Member	Melissa Myers
7.	Read to Succeed Reading Coach	Kim Krapfel
8.	School Read To Succeed Literacy Leadership Team Lead	Kim Krapfel
9.	School Read To Succeed Literacy Leadership Team Member	Carlton Gamble
	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	Amanda Frye
	Teacher	Jordan Carone
	Teacher	Deadra Bowden
	Teacher	Nicole Washington
	Teacher	Menandro Abarido
	Teacher	Renee Homad
	Teacher	Kristen Mattson
	Teacher	Savannah Jordan
	Assistant Principal	Carol O'Connor
	Magnet Lead Teacher	Tara Simmons

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

☒ Not Applicable

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA3Ng>

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.	<p>After the COVID-19 pandemic and virtual learning, academic gaps in the area of Reading were evident. The areas of need are outlined below. Based on Fall 2022 Measures of Academic Progress and Easy CBM, we will focus on Principles of Reading and Phonological/Phonemic Awareness.</p> <ul style="list-style-type: none"> * K- 32% scored some risk for either Letter Names or Letter Sounds (Easy CBM) * 1st-36% scored in the low category (MAP); 18% scored high risk in word reading fluency * 2nd-Informational Text (Language, Craft, and Structure)- 23% scored in the low category; Vocabulary(Determine and Clarify Word Meaning)- 33% scored in the low category (MAP) <p>Based on assessment results and the needs of our early childhood students, we will continue to monitor and increase our intervention support in the early grades to ensure that all of our students are ready to meet the grade level expectations. Additionally, we will continue to implement vetted district-level ELA resources in Kindergarten through second grade such as Open Court, Orton- Gillingham, and Heggerty to ensure that all of our students have a solid phonics background.</p>
Elementary/Middle School (3 - 8)	
2.	<p>Based on post-pandemic data, there are decreases in ELA scores. During the 2022 Spring administration of SC READY, 56.6% of our third-fifth graders scored met or exceeds in ELA. 53.4% of African American students and 52.4% of male students scored met or exceeded in ELA. Based on our ELA data, we are pleased with the improvement from last year but will continue to strive to improve student achievement. We will also continue to use vetted district resources and AVID strategies to ensure equity at all levels of student needs. To implement this process with fidelity, the administration and teachers are working closely with our district content specialists to ensure that instruction in ELA is fully aligned to the standards. Additionally, we will continue to focus on improving student achievement in ELA by providing more professional development support for teachers in the balanced literacy model, more of a literacy-rich environment, and whole school implementation of a writing curriculum.</p>
Teacher/Administrator Quality	
3.	<p>Our school understands how critical AVID is for the development of students; therefore, Lonnie B. Nelson Elementary School will maintain certified AVID distinction. Quality professional development opportunities will address the group and school needs in order to maintain enhanced growth based on student achievement and observations. As an AVID-certified school, all employees' strengths will be maximized and areas of improvement addressed thus positively impacting student achievement.</p>
School Climate	
4.	<p>Perception data is an important way to gain insight from all stakeholders to understand our climate. Reviewing data from previous year's school climate surveys has increased concerns about student perceptions of their environment post-pandemic. During the 2022 Spring administration, 83% of our students were satisfied with the social and physical environment, which is a decrease from 2021 of which 95% of our students indicated satisfaction. For this reason, Lonnie B. Nelson will increase positive recognition of student accomplishments and continue to work with the community to increase mentorship and leadership opportunities for all students.</p>
Other (such as district and/or school priorities)	

- | | |
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| 5. | Based on post-pandemic data, there are decreases in Math scores. During the 2022 Spring administration of SC READY, 49.6% of our third-fifth graders scored met or exceeds in ELA. 43.5% of African American students and 51.6% of male students scored met or exceeded in Math. Based on our data, we are pleased with the improvement from last year but will continue to strive to improve student achievement. We will also continue to use vetted district resources and AVID strategies to ensure equity at all levels of student needs. To implement this process with fidelity, the administration and teachers are working closely with our district content specialists to ensure that instruction in Math is fully aligned with the standards. Additionally, we will continue to focus on improving student achievement in Math by providing more professional development support for teachers in the use of manipulatives, fluency, and problem-solving instructional strategies. |
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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 83% to 93%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
South Carolina Department of Education School Climate Surveys	83%	Projected Data: 85%	87%	89%	91%	93%
		Actual Data: TBD				

Action Plan

Strategy #1: The Lonnie B. Nelson Elementary community will reduce student discipline referrals by 5%.					
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. Continue restorative justice practices, and culturally relevant practices throughout the school and in the classroom.	2023-2028	Administrators, School Counselor, District Behavior Intervention Specialist, Teachers, Students, School Social Worker, Families	\$2,000	Discretionary PD funds	Grade Level Community Town Halls, MVP Student Recognition Ceremonies, Professional Development, Classroom Guidance Lesson, Parent Town Halls, Extracurricular Family and Community Events
2. Continue the implementation of monthly grade-level Town Hall meetings.	2023-2028	Administrators, Magnet Lead Teacher, School Counselor, Teachers, Students, School Social Worker, Families, Community Partners, Mentors	n/a	n/a	Grade Level Community Town Halls, MVP Student Recognition Ceremonies, Classroom Guidance Lesson, Parent Town Halls, Extracurricular Family and Community Events
Strategy #2: 100% of classrooms will implement a behavior management plan.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue supporting the 4 Bees and 7 Mindsets of the character development program.	2023-2028	Administrators, School Counselor, District Behavior Intervention Specialist, Teachers, Students, School Social Worker, Families	\$8,000	Title One Discretionary	Professional Development, Classroom Management Plan, Behavior Management Plan, Parent Contact Logs, Student Recognition Ceremonies
2. Continue quarterly parent/teacher conferences.	2023-2028	Administrators, School Counselor, School Social Worker, Families, Teachers, Students	n/a	n/a	Professional Development, Parent Contact Logs, Classroom Management Plan, Behavior Management Plan

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, Lonnie B. Nelson will increase the percentage of fourth-grade students scoring meets or exceeds on SC READY English Language Arts from 54.4 % to 64.4%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC Ready Assessment data	54.4%	Projected Data: 56.4%	58.4%	60.4%	62.4%	64.4%
		Actual Data: TBD				

Action Plan

Strategy #1: Our students will meet or exceed state-defined proficiency levels and will develop overall academic success on all key measures in ELA.					
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. 1. Implement a vetted writing curriculum (i.e Lucy Calkins).	2023- 2028	Administration, Teachers, Literacy Coach, Curriculum specialists	\$5,000	At-risk, discretionary (materials and supplies- kits for all teachers)	Increase in writing/TDA scores on SC Ready Classroom observations
2. Maintain the implementation of Fountas and Pinnell Guided Reading and Leveled Literacy Intervention.	2023-2028	Administration, Teachers, Literacy Coach, Curriculum specialists	5,000	At-risk and Title One (materials and supplies- kits for all teachers)	Increase in ELA scores on SC Ready Classroom observations
Strategy #2: Our staff will continue to participate in ongoing, relevant professional learning experiences.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Ratification of pacing guides, unit curriculum maps, and common assessments/benchmarks in all subject areas aligned with State Standards, through the framework of AVID	2023-2028	Admin. Team, Reading Coach, District Curriculum Spec. , Teachers, AVID leaders	\$10,000	Title One	Alignment of documents with standards, curriculum maps, and common assessments to evaluate rigor Development of the alignment document during summer planning
2. Develop a yearly professional development calendar based on best practices and research addressing the academic, behavioral and social/emotional needs of students and school community through the AVID framework	2023-2028	Admin. Team, Reading Coach, District Curriculum Spec. , Teachers, AVID leaders	n/a	n/a	Implementation of the Professional Development calendar Teacher survey results and measure of student data for growth

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 Lonnie B. Nelson Elementary 1st and 2nd grade students meeting their MAP Growth goal in Reading will increase from 51.4% to 61.4%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
MAP Assessment Data	51.4%	Projected Data: 53.4%	55.4%	57.4%	59.4%	61.4%
		Actual Data: TBD				

Action Plan

Strategy #1: Our students will meet or exceed normed scores and will develop overall academic success on all key measures in MAP Reading.					
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 the implementation of the Orton Gillingham resource.	2023-2028	Administrators, Literacy Coach, Teachers, and Curriculum Specialists	\$5,000	Title One At- Risk	Increase in MAP Reading Scores Classroom Observations
2. Provide students access to field studies and hands-on experiences that utilize reading and writing components.	2023-2028	Administrators, Teachers, and Community Members	\$6,000	Title One At- Risk	Increase in MAP Reading Scores Documentation of Field Studies
Strategy #2: Our staff will continue to participate in ongoing, relevant professional learning experiences tailored towards MAP assessments and data.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop a yearly professional development calendar based on best practices and research addressing the reading and writing needs of students based on MAP data.	2023-2028	Administration, Literacy Coach, Teachers, Curriculum Specialists	N/A	N/A	Professional Development calendar to guide our work towards implementing best practices. Attendance Logs from PD
2. Facilitate data conversations between families and the school community in understanding MAP data.	2023-2028	Administration, Literacy Coach, Teachers, Community Members	N/A	N/A	Parent-teachers conferences, Literary Assessment Portfolio (LAP) conferences, and family outreach events.

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, Lonnie B. Nelson will increase the percentage of fourth-grade students scoring meets or exceeds on SC READY Math from 41.1% to 51.1%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY assessment data	41.1%	Projected Data: 43.1%	45.1%	47.1%	49.1%	51.1%
		Actual Data: TBD				

Action Plan

Strategy #1: Our students will meet or exceed state-defined proficiency levels and will develop overall academic success on all key measures in math.					
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. Vetted math curriculum to support Tier 1 instruction.	2023-2028	Administration, Teachers, Curriculum specialists	\$10,000	At-risk, discretionary funds (materials and supplies- kits)	Alignment of documents with standards, curriculum maps, and common assessments to evaluate rigor
2. Provide students access to field studies and hands-on experiences in math.	2023-2028	Administration, Teachers, Curriculum specialists, Community Members	\$6,000	Discretionary funds, Grants, PTO funds, Community contributions	Increase in math scores on SC Ready and benchmarks
Strategy #2: Our staff will continue to participate in ongoing, relevant professional learning experiences.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop a yearly professional development calendar based on best practices and research addressing the academic needs of students through the AVID framework.	2023-2028	Administration, Lead Teacher, Curriculum Specialists, Teachers	n/a	n/a	Professional Development calendar to guide our work towards implementing best practices
2. Ratification of pacing guides, unit curriculum maps, and common assessments/benchmarks in all subject areas aligned with State Standards, through the framework of AVID.	2023-2028	Administration, Teachers, Curriculum specialists	\$10,000	Title One At Risk Discretionary	Increase in math scores on SC Ready and benchmarks

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, Lonnie B. Nelson will maintain “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 (CCI)	We are currently a certified school.	Projected Data: Maintain certified or higher distinction	Maintain certified or higher distinction	Maintain certified or higher distinction	Maintain certified or higher distinction	Maintain certified or higher distinction
		Actual Data: certified				

Action Plan

Strategy #1: Students will increase critical thinking, inquiry, and higher level questioning skills.					
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. Students will actively participate in questioning and Costa's Levels of Thinking during class lessons, discussions, and problem-solving activities.	2023-2028	AVID Site Team, Administration, Teachers, and School Leadership Team	\$5,000	Title One	MasteryConnect Benchmark Data, grades 3-5; MAP Data, grades 1-2.
2. Students will participate in collaboration and inquiry based activities such as Philosophical Chairs, Jigsaw, Four Corners and Socratic Seminars.	2023-2028	AVID Site Team, Administration, Teachers, and School Leadership Team	\$5,000	Title One	MasteryConnect Benchmark Data, grades 3-5; and MAP Data, grades 1-2.
Strategy #2: Students will routinely use AVID organizational tools to keep track of work and organize their thinking and learning.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Students will use AVID Binders as an organizational tool to store learning resources, and maintain a planning calendar.	2023-2028	AVID Site Team, Administration, Teachers, and School Leadership Team	\$7,000	Title One	MasteryConnect Benchmark Data, grades 3-5; MAP Data, grades 1-2.
2. Students will routinely take notes using the 2 and 3 column note-taking strategy, and use graphic organizers to record information to support learning.	2023-2028	AVID Site Team, Administration, Teachers, and School Leadership Team	\$5,000	Title One	MasteryConnect Benchmark Data, grades 3-5; and MAP Data, grades 1-2.