

148-Nash ES

Blanca M. Galindo

Shawn Buchanan

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 148-Nash ES

Principal: Blanca M. Galindo

Executive Director: Shawn Buchanan

## State Accountability Status

**Met Standard**

### Campus Distinctions

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

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### Campus Mission/Vision Statement

*t-centered, where the unique and whole development of each child is nurtured in a shared p*

### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

**YES** the Fort Worth ISD School Board;

**YES** the Texas Education Code;

**YES** Title I, Part A; and

**YES** Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

## 2018 -2019 State Accountability Domain Scores

Domain 1: <b>Student Achievement</b>	
Domain 2: <b>School Progress</b>	
Domain 3: <b>Closing The Gaps</b>	

## SBDM Members

Name	Role
Cora Arechiga	Teacher
Sharon Gartrell	Teacher
Cecilia Rodriguez	Teacher
Mornee Brown	Teacher
Sheri Young	Teacher
Barbara Sutton	District-Level Staff
Monique Purdon	Parent
Ricky Cotto	Community Rep
Lisa Gurturt	Business Rep
Blanca Galindo	Campus Non-Tch Prof
Christine Kelley	Additional Appointed Rep
	Select
	Select
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	Select

## Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

# Comprehensive Needs Assessment Summary

## Comprehensive Needs Assessment Summary for 2018-2019

**Campus:** Charles E. Nash Elementary #148

**Principal:** Blanca M. Galindo

<b>Data Sources Used</b>  Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	No	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
Yes	Student Data	No	Achievement Gap	No	Other - enter data source here	
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
<b>Demographics</b>	1.	PK – 5th Grade Campus	1.	Increase attendance average of 95.6%	<b>1.</b> Counselor and CIS social worker will continue to strengthen our social emotional learning initiatives to meet students emotional needs and build confidence. <b>2.</b> Implement growth mindset throughout the school to development conceptual understanding of learning and to empower students to achieve at higher levels. <b>3.</b> Ensure students not on grade level receive targeted small group interventions which will be documented. <b>4.</b> Implement lesson alignment including intentional monitoring in 1st- 5th grades to increase instructional rigor.  <b>5.</b> Continue to development strategies to engage our parents as partners in their child's education.	
	2.	78.6% ED; 70% Hispanic; 20% African American; 8% Caucasian; 2% Other; 31% ELL				
	3.	Positive school culture contributes to a lack of discipline issues and referrals	2.	Decrease the amount of times in which students have emotional meltdowns		
<b>Student Achievement</b>	1.	School received TEA distinctions for ELA/Reading, Science, Student Progress and Closing the Performance Gap	1.	Increase the number of students scoring at Level II and III on each STAAR assessment		
	2.	69% of students are reading at or above grade level in 1st and 2nd grades	2.	ELL, Rtl and Special Education students have the lowest reading levels		

	3.	2018 benchmark data: 5th Reading 67%; 5th Math 67% and 4th Reading 74%	3.	2018 benchmark data: 3rd Reading 38%; 3rd Math 23% and 4th Math 48% - Several new students with academic gaps; lack of rigorous instruction, lesson alignment, and intentional monitoring
<b>School Culture and Climate</b>	1.	High parental involvement and support	1.	Parents want to know how to help their children succeed
	2.	Consistency of procedures and standards	2.	Need an efficient way to communicate with parents (mass communication) and teachers
	3.	Safety measures are in place	3.	Not everyone agrees with the new safety measures (the time doors lock; using the front door after 8am, visitor's pass, etc.)
<b>Staff Quality/ Professional Development</b>	1.	Targeted professional development	1.	Professional learning to increase academic rigor and lesson alignment
	2.	Teachers have diverse backgrounds and various years of teaching experiences	2.	30% of teachers are new to their grade level or subject area
	3.	Vertical PLCs (K-2nd and 3rd-5th grades)	3.	Vertical alignment PLCs (PreK-5th Grades)
<b>Curriculum, Instruction, and Assessment</b>	1.	Teacher receive and implement feedback	1.	Instructional alignment is not utilized in every classroom
	2.	Teachers actively participate in designing their curriculum	2.	Different formats used for lesson plans
	3.	Current technology used in the classroom and the computer lab for assessment of learning and basic skills	3.	Need to use technology for student enrichment and formative assessments
<b>Family and Community Involvement</b>	1.	Active participation from community, parents and school leaders	1.	Evening events are not well attended

	2.	Instant communication with parents through ClassDojo	2.	More contact with parents on a consistent basis (face to face parent conferences) with Skype, FaceTime, etc.
	3.	Charitable drives for annual charity	3.	Have a greater involvement in charity drives
<b>School Context and Organization</b>	1.	Dedicated and collaborative staff that ensures every student progresses academically	1.	Small staff must take on multiple responsibilities
	2.	Staff provides input in the decision making process of the campus		Teachers unable to collaborate with others who teach the same grade level and subject due to only two teachers per grade level
	3.	Small staff ensures continuity in addressing specific student needs		

	→ 148-Nash ES							
<b>Budget Summary</b>	<b>Local</b> (Basic Allotment)	<b>SCE</b>	<b>CTE</b>	<b>Bilingual</b>	<b>Gifted &amp; Talented</b>	<b>Special Education</b>	<b>Title I</b>	<b>TOTAL</b>
	\$ 15,402	\$ 2,730		\$ 411	\$ 187	\$ 687	\$ 65,821	85,238

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Budget Summary**

Principal: Blanca M. Galindo

Leadership Director: Shawn Buchanan

**Summary by Fund Source**

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	2,800	0	0	0	0	0	4,000	\$ 6,800
Campus Needs - Student Achievement	27,150	0	0	0	0	0	13,500	\$ 40,650
Campus Needs	0	0	0	0	0	0	0	\$ -
Parent/Family Engagement Health Related	0	0	0	0	0	0	200	\$ 200
<b>TOTAL</b>	<b>\$ 29,950</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 17,700</b>	<b>\$ 47,650</b>
<b>Allocations</b>	<b>15,402</b>	<b>2,730</b>	<b>-</b>	<b>411</b>	<b>187</b>	<b>687</b>	<b>65,821</b>	85,238
<b>Percent Budgeted</b>	194%	0%	NA	0%	0%	0%	27%	56%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							2,600
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Blanca M. Galindo

## Student Outcome Goals Action Plan

Leadership Director: Shawn Buchanan

<b>Fort Worth ISD Student Outcome Goal Alignment</b>	Goal:	1 Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

<b>Focus SMART Goal Student Achievement and Progress</b>	<b>Campus Level</b> - Student Outcome <b>Goal</b> and <b>Progress Measures</b> (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from			EOY
	1.1 Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	56%	75%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	63%	100%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	51%	75%	EOY
	1.3 Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from	56%	75%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3, 9, 10	LEP	Teachers will plan and prepare quality instruction utilizing best instructional practice	Teachers	on going		Title I	\$ 1,500.00	Closing Gaps
1, 2, 3, 6, 9,	LEP	Progressive monitoring will be administered (BOY, MOY, EOY) using Achieve 3000 and Smarty Ants	Teachers	Sept. 2018; Jan. 2019; May 2019				Progress
1, 2, 3, 6, 9	LEP	Teachers will conduct two parent conferences a semester for Rtl students	Teachers	Dec. 2018; Apr. 2019				Culture and Climate
1, 2, 9	LEP	Students will engage in Smarty Ants during centers	Teachers	on going				Closing Gaps
1, 2, 9	LEP	Saxon Phonics will be used in Kinder and 1st grades		on going		Other	\$ 2,500.00	Achievement
1, 2, 3, 9	LEP	Students will receive small group interventions during the school day and/or after school based on their reading data	Teachers			Title I	\$ 500.00	Closing Gaps
1, 2, 9	LEP	Students' independent reading will be monitored with weekly AR assessments	Teachers, Librarian	on going		Local	\$ 2,500.00	Achievement
1, 2, 3, 9	LEP	Teachers will use Achieve 3000 to provide students with individualized reading instruction	Teachers			Other	\$ 100.00	Progress
1, 2, 3, 9	LEP	Learning A-Z will be used for differentiated reading	Teachers			Local	\$ 300.00	Closing Gaps
4, 5, 8	LEP	Professional Learning: Reading Instruction	Administrators	Nov-18	Faculty Mgt/PLC			Progress
4, 5, 8	LEP	Professional Learning: SGGR and Centers	Administrators	2-Nov-18	Faculty Mgt/PLC			Closing Gaps

12	4, 5, 8	LEP	Professional Learning: Social Emotional Learning	Counselor	17-Aug-18	Faculty Mgt			Culture and Climate
13	4, 5, 8	LEP	Professional Learning based on staff members' specific need	Administrators	May-18	Pull-Out	Title I	\$ 2,000.00	Tchr/Staff Quality
14									
15									

**2018-19 Schoolwide Programs: Campus Improvement Plan**

Principal: Blanca M. Galindo

**Student Outcome Goals Progress Monitoring**

Leadership Director: Shawn Buchanan

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 0 to 0 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool				75%%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				100%%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				75%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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# Campus Needs - Student Achievement

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Blanca M. Galindo

## Campus Needs - Student Achievement Action Plan

Leadership Director: Shawn Buchanan

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus	SMART Goal	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Goal 1	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will	75.00%	43.00%	18.00%	85.00%	70.00%	30.00%
	Goal 2	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will	75.00%	42.00%	19.00%	85.00%	70.00%	30.00%
	Goal 3	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will	69.00%	39.00%	3.00%	80.00%	70.00%	25.00%
	Goal 4	Science - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will	78.00%	32.00%	5.00%	85.00%	70.00%	25.00%

		Alignment	Expectations						
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &	
1	1, 2, 3, 9, 10	LEP	Teachers will plan, prepare and deliver instruction utilizing best practices.	Teachers	on going		Title I	\$ 1,500.00	Progress
2	1, 2, 4, 8 9	SPED	Teachers and administrators will participate in PLCs and data meetings to adjust instruction and determine interventions for reteach and Rtl.	Administrators and Teachers	on going		Local	\$ 100.00	Closing Gaps
3	5	LEP	Students will engage in various webbased instructional tools.	Comp. Lab TA	on going		Local	\$ 27,000.00	Closing Gaps
4	1, 2, 3, 9	LEP	Teachers will use Achieve 3000 to provide students with individualized reading instruction to ensure students' reading growth.	Teachers, Comp LA TA	Aug. 27, 2018 - May 24, 2019				Progress
5	1, 9	LEP	Communities in Schools will provide students with physical and emotional resources to ensure their needs are met.	Social Worker	on going		Title I	\$ 1,500.00	Culture and Climate
6	2, 9	LEP	Students will receive enrichment and/or interventions after school and/or in the summer.	Administrators			Title I	\$ 1,000.00	Closing Gaps
7	10	LEP	Essential supplies for differentiation and STAAR formatted resources will be used to measure student mastery, reteaching, Rtl and small group instruction.	Administrators	Nov. 30, 2018		Title I	\$ 2,000.00	Closing Gaps
8	2, 3	LEP	Students will write in all contents.	Teachers	on going				Progress
9	2, 3	LEP	All students will speak and write using complete sentences.	Teachers	on going				Progress
10	6, 10	LEP	Students and families will attend museum night at The Fort Worth Museum of History and Science.	Administrators and Teachers	Apr-19		Title I	\$ 500.00	Culture and Climate
11	4, 5, 10	LEP	Educational consultant will deepen teachers' conceptual learning understanding for lesson planning and lesson delivery.	Administrator, Vendor	Aug. 2018 - May 2019	After Sch/ Vendor	Title I	\$ 3,000.00	Closing Gaps
12	4, 5, 8	LEP	Professional Learning: Writing Across the Curriculum	Administrators	Nov-18	Pull-Out	Title I	\$ 1,000.00	Progress
13	4, 5, 8	LEP	Professional Learning: Teaching Trust Best Practices	Administrators	2-Nov-18	Pull-Out	Title I	\$ 1,000.00	Closing Gaps
14	4, 5, 8	LEP	Professional Learning: Social Emotional Learning	Counselor	17-Aug-18	Faculty Mgt	Local	\$ 50.00	Culture and Climate
15	4, 5, 8	LEP	Professional learning based on individual staff members' needs.	Administrators	May-18	Pull-Out	Title I	\$ 2,000.00	Tchr/Staff Quality

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Campus Needs - Student Achievement Progress Monitoring**

Principal: Blanca M. Galindo

Leadership Director: Shawn Buchanan

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>MOY</b>			<b>EOY</b>		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will						
	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will						
	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will						
	Science - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will						

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/Δ)</b>
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Blanca M. Galindo

Leadership Director: Shawn Buchanan

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)		Baseline (BOY)	to Target	by Deadline
	Goal 1	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from	95.6%%	97%%	EOY
	Goal 2				EOY
	Goal 3				EOY
	Goal 4				EOY

	Title I Components	PBMAS	Alignment		Expectations				Focus
			Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1, 6, 9	LEP	Communities in Schools will conduct home visits with the school counsleor	Counselor, Social Worker	on going				Closing Gaps
2	1, 6, 9	LEP	Attendance plan will be implemented	Adminstrators, Counselor, Social Worker, Teachers	on going				Closing Gaps
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Blanca M. Galindo

Leadership Director: Shawn Buchanan

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from				97%%	
					0%	
					0%	
					0%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+ / Δ)</b>
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# Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Blanca M. Galindo

Leadership Director: Shawn Buchanan

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Parent/family participation in at least 1 training on student academic performance will increase from	60%%	70%%	
	Goal 2	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	90%%	95%%	
	Goal 3 (Optional)				
Goal 4 (Optional)					

	Title I Component	PBMAS	Alignment		Expectations				Focus
			Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1, 3, 6	LEP	Open House - Reading and Math Strategies	Administrators, Counselor, Teachers	27-Sep-18		Title I	\$ 100.00	FAMILY
2	1, 3, 6	LEP	Preparing for STAAR	Administrators, Counselor, Teachers	Mar-19		Title I	\$ 100.00	FAMILY
3	1, 3, 6	LEP	All students will be tested using FitnessGram	PE Coach					HEALTH
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Family/Community Engagement and Health Related Progress Monitoring**

**Principal: Blanca M. Galindo**

**Leadership Director: Shawn Buchanan**

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>
	Parent/family participation in at least 1 training on student academic performance will increase from				70%%	
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from				95%%	
					0%	
					0%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/-Δ)</b>
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