

209-Briscoe ES

Octavia Gray

Sonja Starr-Malone

2018-19 Schoolwide Programs: Campus Improvement Plan

209-Briscoe ES

Principal: Octavia Gray

Executive Director: Sonja Starr-Malone

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

emotional learning and academic achievement through an actionable plan. The mission of

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: Student Achievement	67
Domain 2: School Progress	74
Domain 3: Closing The Gaps	76

SBDM Members

Name	Role
Chantle Simpson	Teacher
Tina Ward	Teacher
Amy Carroll	Teacher
Andrea Amerson	Teacher
Lequeta Taylor-Johnson	Parent
Al Sutton	Business Rep
Jerome Johnson	Community Rep
Jasmine Posada	District-Level Staff
Marilyn Hickerson	Campus Non-Tch Prof
Tamiko Daniels	Additional Appointed Rep
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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: Edward J. Briscoe

Principal: Octavia Johnson

Data Sources Used	No Graduation Yes Attendance Yes Discipline Yes Instruction Yes Curriculum Yes Student Data	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Make a selection for each by choosing from the	No Feeder Pattern Analysis No Cohort Analysis Yes Support Systems Yes Intervention Services No Dropout Identification Yes Achievement Gap		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.
No Data Accuracy Yes Surveys No Fund Balance Yes Recruit & Retain Quality Staff Yes VOC-Customer Feedback Yes MCP		Demographics	1. 470 Students 2. Two full day PK3 classrooms and three PK4 (Kindergarten Readiness) 3. Diversity/Inclusive Culture	1. Briscoe families need social services and support for basic needs to remove barriers that hinder academic success. 2. Scholars need direct instruction and support on how to self-regulate, problem solve and build effective relationships. 3. Parents lack specific knowledge on how to manage behavior to increase academic success.	1. Address Chronic Absenteesim 2. Increase Instructional Time 3. Students reading on grade-level in grades K-5
Student Achievement		Student Achievement	1. Increase in 5th Grade Science MOY benchmark from 16% (2017) to 67% (2018). 2. Reduction in number of lost instructional days due to behavior 3. 3rd & 5th Grade Math are slated to increase recommended level of achievement based on the new	1. Accelerate instruction for students reading below grade level in grades K-5. 2. Decrease loss of instructional time due to classroom disruptions and suspensions by teaching scholars to self-regulate, problem solve and build effective relationships. 3. Eliminate chronic absenteeism (90% or below) and increase attendance for at-risk students (90% - 95%).	4. Increase level of math reasoning and fact fluency in grades K-5 5. Increase parent engagement and involvement
School Culture and Climate		School Culture and Climate	1. Effective systems and procedures are in place to implement and monitor PBIS with fidelity and consistency 2. Faculty and staff recognition and incentive program (monthly)	1. Establish and maintain productive working relationships with colleagues and scholars. 2. Address teacher attendance and it's impact on school climate and student	
Staff Quality/ Professional Development		Staff Quality/ Professional Development	1. Teacher-Led PLCs 2. Differentiated professional learning opportunities	1. We need campus-wide Restorative Practices and SEL training 2.	
Curriculum, Instruction, and Assessment		Curriculum, Instruction, and Assessment	1. Utilize multiple data points to assess student needs and academic growth. 2. Instructional Coaches that provide specialized support to teachers for instructional programs and practices (coaching, planning, modeling, mentoring, PLC collaboration, resources, data, grouping, Achieve 2000).	1. Students in grades K-2 struggle with math reasoning and fact fluency which creates a deficit that affects their ability to effectively solve multi-step problems in 2.	
Family and Community Involvement		Family and Community Involvement	1. Continued partnerships with First Tee Golf, Read 2 Win, Reading Partners, CIS, and MCP. 2. Parent Liasion conducts monthly parent involvement meetings. 3. Weekly Parent Newsletter	1. Need to strengthen family partnerships to connect with scholars and build a stronger school community. 2.	
School Context and Organization		School Context and Organization	1. Departmentalized in 1st through 5th grade 2. Fort Worth After School Program	1.	

	209-Briscoe ES							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 26,690	\$ 4,128		\$ 683	\$ 173	\$ 1,163	\$ 127,000	159,837

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Octavia Gray

Leadership Director: Sonja Starr-Malone

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	5,000	3,278	0	683	173	0	51,766	\$ 60,900
Campus Needs - Student Achievement	4,000	850	0	0	0	1,163	18,984	\$ 24,997
Campus Needs	12,690	0	0	0	0	0	50,000	\$ 62,690
Parent/Family Engagement Health Related	5,000	0	0	0	0	0	6,250	\$ 11,250
TOTAL	\$ 26,690	\$ 4,128	\$ -	\$ 683	\$ 173	\$ 1,163	\$ 127,000	\$ 159,837
Allocations	26,690	4,128	-	683	173	1,163	127,000	159,837
Percent Budgeted	100%	100%	NA	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount						\$ 435,000.00	
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Octavia Gray

Student Outcome Goals Action Plan

Leadership Director: Sonja Starr-Malone

Fort Worth ISD Student Outcome Goal Alignment	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.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (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	32%	44%
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	27%	37%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	22%	90%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	8%	70%	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	42%	70%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Updating and analyzing campus data using the Master Database which includes the following sources: 1. Renaissance (STAR Reading/Math/Early Lit.) 2. District Interim Assessments/Benchmarks 3. STAAR Data	Administrators, Campus Leadership Team, Teachers	Monthly (Ongoing)	Faculty Mgt/PLC	SCE	\$ 3,278.00	Progress
2		Achieve 3000 - Monitoring usage of 1st try scores, number of activities, and classroom instructional framework. Creating /maintaining data displays and purchasing student incentives.	Administrators, Literacy Specialist, Data Analyst, FWCP Computer Lab Asst.	Weekly (Ongoing)	Faculty Mgt/PLC	Local	\$ 5,000.00	Progress
3		PLCs will focus on understanding standards, aligning instruction and assessments to the standards to increase student achievement.	Administrators, Instructional Leadership Team	Monthly (Ongoing)	Faculty Mgt/PLC	Title I	\$ 5,000.00	Achievement
4	LEP	Achieve 3000 - Monitoring usage of 1st try scores, number of activities, and classroom instructional framework. Creating /maintaining data displays and purchasing student incentives and instructional hardware.	Administrators, Literacy Specialist, Data Analyst, FWCP Computer Lab Asst.	Weekly (Ongoing)	After Sch/ PLC	Bilingual	\$ 683.00	Closing Gaps
5		PLCs will focus on understanding standards, aligning instruction and assessments to the standards to increase student achievement.	Administrators, Literacy Specialist, Data Analyst, FWCP Computer Lab Asst.	Monthly (Ongoing)	After Sch/ PLC	GT	\$ 173.00	Achievement
6		Professional Learning (High-Leverage Best Practices)	ILT/CLT/SST	Feb-19	Pull-Out/ Vendor	Title I	\$ 46,766.00	Closing Gaps
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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Octavia Gray

Student Outcome Goals Progress Monitoring

Leadership Director: Sonja Starr-Malone

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 32 to 44 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				37%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				90%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				70%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	1-(Progress) Updating and analyzing campus data using the Master Database which includes the following sources: 1. Renaissance (STAR Reading/Math/Early Lit.) 2. District Interim Assessments/Benchmarks 3. STAAR Data	Master Database (Campus-Wide Student Data), Data Meeting Documentation, Intervention/PM Plans				
2	2-(Progress) Achieve 3000 - Monitoring usage of 1st try scores, number of activities, and classroom instructional framework. Creating /maintaining data displays and purchasing student incentives.	Achieve Implementation Plan, data displays, teacher correspondence monitoring usage				
3	3-(Achievement) PLCs will focus on understanding standards, aligning instruction and assesments to the standards to increase student achievement.	Standards Alignment and Student Assessments				
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Octavia Gray

Campus Needs - Student Achievement Action Plan

Leadership Director: Sonja Starr-Malone

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 (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	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 increase by 25% for Approaches, 20% for Meets, and 8% for		40%	25%	2%	65%	45%	10%
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 increase by 14% for Approaches, 18% for Meets, and 6% for		66%	32%	14%	80%	50%	20%
Goal 3								
Goal 4								

		Alignment	Expectations					Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Writing Professional Learning - PD, PLCs (across campuses), observing other writing teachers, webinars, etc.	Administrators, Literacy Specialist	Ongoing	Pull-Out	Local	\$ 2,000.00	Closing Gaps
2		Writing Camp	Teacher, Administrators, Literacy Specialist, Data Analyst	January	After Sch	Local	\$ 2,000.00	Closing Gaps
3		Education Galaxy - writing software that provides online STAAR assessment and practice for students in Grades K-5 to help build mastery towards the Texas Essential Knowledge and Skills (TEKS). Students work on their Study Plans practicing important concepts while teachers pull formative assessment reports to identify the strengths and weaknesses of their classroom and individual students.	Administrators, Literacy Specialist, 3rd & 4th Grade Writing Teachers	Ongoing	Pull-Out/ Vendor	SCE	\$ 850.00	Closing Gaps
4		Weekly instructional planning and coaching support to our teachers in tested grade levels.	Literacy Learning Model Coach, FWCP Math Coach, Administrators	Ongoing	PLC	Title I	\$ 9,000.00	Tchr/Staff Quality
5		Use Achieve with fidelity and be strategic and meaningful with all instructional decisions and student groupings/intervention.	Administrators, Literacy Specialist, FWCP Computer Lab Asst.	Ongoing	After Sch/ PLC	Title I	\$ 4,984.00	Progress
6		Targeted Student Intervention - LLI, Leveled Library, Student Expectations Intervention based on student data	FWCP Literacy Interventionist	Ongoing	After Sch/ PLC	Title I	\$ 5,000.00	Progress
7		Targeted Student Intervention - LLI, Leveled Library, Student Expectations Intervention based on student data	SpEd/Inclusion	Ongoing	Pull-Out/ PLC	SPED	\$ 1,163.00	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Octavia Gray

Leadership Director: Sonja Starr-Malone

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	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 increase by 25% for Approaches, 20% for Meets, and 8% for Masters.						
	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 increase by 14% for Approaches, 18% for Meets, and 6% for Masters.						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	Conduct Vertical Alignment Meetings (Reading/Writing) to ensure alignment of strategies and standards from K-5.	Sign In Sheets, Agenda, PL Materials, Student Data (K-5)				
2	Bi-Weekly Writing Folder Checks (Process)	Schedule, Feedback Sheets				
3	Instructional Leadership Team will develop Instructional Planning Calendars with teachers to ensure alignment and instructional focus on high levergae TEKS.	Submitted IPCS				
4	Push In/Pull Out Support (Reading Interventionist)	Schedule, Progress Monitoring Data				
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Octavia Gray

Leadership Director: Sonja Starr-Malone

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	PBIS - Percentage of unduplicated count of students referred as documented in FWISD Cycle Reports will decrease from 85% to 65%.			85%	65%	EOY
	Goal 2	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 93.9% to 96.9%.			94%	97%	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		Utilize Student Support Team to provide direct support to students, teachers and families as needed to limit loss of instructional time and decrease number of referrals.	Administrators, Student Support Team	Ongoing	Faculty Mgt	Title I	\$ 5,000.00	Achievement
2		Campus Incentive/Awards to maximize and recognize effort and ability (Honorable Character, Faculty, Staff, Student of the Month, Class Dojo, Academic Celebrations)	Assistant Principal, Staff and Student Recognition Committee	Monthly/Six Weeks/Semester	Faculty Mgt	Title I	\$ 5,000.00	Culture and Climate
3		Comprehensive Attendance Plan (Parent Commitment Letter, Student/Teacher/Parent Incentives, Daily Announcement of Perfect Attendance Classes, Parent Phone Calls and Home Visits when students are absent)	Assistant Principal, Attendance Team	Daily, Weekly, Six Weeks/Semester	Faculty Mgt	Title I	\$ 5,000.00	Culture and Climate
4		From the Heart Curriculum - Campus Program	SST	Ongoing	Pull-Out/Vendor	Title I	\$ 35,000.00	Culture and Climate
5		From the Heart Curriculum - Campus Program	SST	Ongoing	After Sch/Vendor	Local	\$ 12,690.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Octavia Gray

Leadership Director: Sonja Starr-Malone

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)				
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	PBIS - Percentage of unduplicated count of students referred as documented in FWISD Cycle Reports will decrease from 85% to 65%.	85.0%			65%	20.0%
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 93.9% to 96.9%.	94.0%			97%	-3.0%
					0%	
				0%		

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	1-() Utilize Student Support Team to provide direct support to students, teachers and families as needed to limit loss of instructional time and decrease number of referrals.	Student/Parent Contact Logs, Agendas (PD/Coaching), Behavioral PLC (book/Study Guide - 50 Ways to Improve Student Behavior), Student Data (Top 40)				
2	2-() Campus Incentive/Awards to maximize and recognize effort and ability (Honorable Character, Faculty, Staff, Student of the Month, Class Dojo, Academic Celebrations)	Daily, Weekly, Monthly Announcement Schedule, Outcome				
3	3-() Comprehensive Attendance Plan (Parent Commitment Letter, Student/Teacher/Parent Incentives, Daily Announcement of Perfect Attendance Classes, Parent Phone Calls and Home Visits when students are absent)	Signed Parent Letters, Daily Contact Logs, Staff and Student Attendance Data (Chronic Absenteeism)				
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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: Octavia Gray

Leadership Director: Sonja Starr-Malone

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 2 campus-based events will increase from 20% to 50%.	20%	50%	
	Goal 2	Parent/family participation in at least 1 campus-based organization will increase from 0% to 15%.	0%	15%	
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	ex. 1, 3,	Utilize Family Engagement Liasion and Parent Action Team to increase participation in parent conferences (academic, behavioral, attendance, Rtl) academic nights, and volunteer opportunities.	Campus Leadership Team	Ongoing		Title I	\$ 3,000.00	FAMILY
2		All Pro Dads (Lockett Family Foundation)	SST	Ongoing		Title I	\$ 1,500.00	FAMILY
3		Family Science Night	ILT	1-Nov		Title I	\$ 1,750.00	FAMILY
4		STARRR Parent Academy (Ready, Respectful, Responsible)	Family Communciations Liasion/Principal	Ongoing		Local	\$ 5,000.00	HEALTH
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Octavia Gray

Leadership Director: Sonja Starr-Malone

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

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Parent/family participation in at least 2 campus-based events will increase from 20% to 50%.				50%	
	Parent/family participation in at least 1 campus-based organization will increase from 0% to 15%.				15%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	Parent Meetings (6) - STARRR Parent Academy	Sign In Sheets, Agenda, Presentation				
2	Family Science Night	Sign In Sheets, Flyer/Smedia Marketing,				
3	Report Card/Student Support Conferences	Parent Schedule, Sign In Sheets				
4	All Pro Dads (6 Events)	Calendar of Events, M.O.B Squad Registration, Volunteer Sign In,				
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