

123-SS Dillow ES

Erika L. Moody

Sonja Starr-Malone

2018-19 Schoolwide Programs: Campus Improvement Plan

123-SS Dillow ES

Principal: Erika L. Moody

Executive Director: Sonja Starr-Malone

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

S. S. DILLOW MISSION STATEMENT: We will prepare our students to become successful, productive citizens who are able to compete in a global society by cultivating the skills and

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	58
Domain 2: School Progress	72
Domain 3: Closing The Gaps	71

SBDM Members

Name	Role
Erika L. Moody	Campus Non-Tch Prof
Ylana Rhynes	Campus Non-Tch Prof
Nelida Puente	Campus Non-Tch Prof
Jonathan Olivencia-Caban	Teacher
Monica Rojas	Teacher
LaTyon Henderson	Dist Emp Relations Council Rep
Benjamin Esenstad	Teacher
Nina Shuster	Teacher
Sharon Littleton	Additional Appointed Rep
LaTonya Copeland	District-Level Staff
Mary Redmon	Community Rep
Melissa Hernandez	Business Rep
Roshunda Bell	Parent
LaNell Dancer	Parent
Maria Regis	Parent
	Select
	Select
	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: S. S. Dillow ES #123

Principal: Erika L. Moody

Data Sources Used 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	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	No	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	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.	
Demographics	1.	Steady enrollment	1.	Underrepresented in GT	1. Increase reading levels of all students.	
	2.	Slight increase in identifying	2.	Underrepresented of Dyslexic	2. Improve mastery and achievement in all content	
	3.	Slight increase in identifying GT	3.	Low socioeconomic campus with	3. Increased teacher and student attendance.	
Student Achievement	1.	Students are demonstrating	1.	Consistent SPED pullout and support	4.	
	2.	Both Hispanic and African	2.	Tier 3 students are not benefiting	5.	
	3.	We met standards on all 4	3.	Resources/ Intervention programs	6.	
School Culture and Climate	1.	Overall Campus Discipline	1.	Attendance and tardies	7.	
	2.	Cleanliness of school	2.	Informing parents the importance of	8.	
	3.	Encouraging students and staff	3.	Student accountability for learning	9.	
Staff Quality/ Professional Development	1.	Professional development is	1.	More mentoring support for new	10.	
	2.	On campus DII support	2.	Teachers building content knowledge		
	3.	Teach for America hiring fair	3.	Instructional collaboration (during		
Curriculum, Instruction, and Assessment	1.	Using student data to drive	1.	Technology based data tracking		
	2.	Using student data to create	2.	Valid aligned assessments		
	3.	We met standards on all 4	3.	Consistent school wide tracking		
Family and Community Involvement	1.	School/Family Collaborations	1.	Increase Positive Parent Involvement		
	2.	Cultural Programs Implemented	2.	Informational Parent workshop		
	3.	Partnership with Santa Fe	3.	Offering GED and or English classes		
School Context and	1.	Class Sizes are smaller (Student-	1.	Lack of consistent Parental		
	2.	Teacher Involvement in school	2.	Lack of understanding/interpretation		

Organization	3. Tutoring and Boot Camp for	3. Spending more time using the	
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	→ 123-SS Dillow ES							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 28,172	\$ 5,580		\$ 5,121	\$ 259	\$ 1,429	\$ 146,362	186,923

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Erika L. Moody

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	16,172	0	0	5,121	259	0	93,000	\$ 114,552
Campus Needs - Student Achievement	12,000	0	0	0	0	0	21,362	\$ 33,362
Campus Needs	0	5,580	0	0	0	1,429	18,000	\$ 25,009
Parent/Family Engagement Health Related	0	0	0	0	0	0	14,000	\$ 14,000
TOTAL	\$ 28,172	\$ 5,580	\$ -	\$ 5,121	\$ 259	\$ 1,429	\$ 146,362	\$ 186,923
Allocations	28,172	5,580	-	5,121	259	1,429	146,362	186,923
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							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Erika L. Moody

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	25%	38%
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	63%	70%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	41%	54%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	43%	56%	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		70%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,6,8,9,10	SPED	Provide materials, resources and supplies to ensure campus wide focus on increased alignment, differentiation, student engagement and collaboration during classroom instruction.	Moody, Rhynes, Havlik, Reese, Teachers	Sept. 2018 - May 2019 (Ongoing)	Faculty Mgt/PLC	Title I	\$ 25,000.00	Closing Gaps
2,4	LEP	Ensure teachers effectively implement clear instructional expectations, routines and procedures that result in evidence of concept mastery in the development of quality Authentic Student Work Products by intentional modeling, use of exemplars and rubrics, as well as communication utilizing the ELPS Quadrant and Agendas.	Moody, Rhynes, Puente, Havlik, Reese, Teachers	Sept. 2018 - May 2019	Faculty Mgt/PLC	Bilingual	\$ 5,121.00	Culture and Climate
1,2,3,4,5,8,9,10	SPED	Retain a Data & Assessment Analyst to engage teachers and staff in data analysis provide timely feedback and analysis regarding student data, and monitor achievement, performance and growth data with All in Learning.	Moody, Rhynes, Puente, Stone	August 2018 - June 2019	Faculty Mgt/PLC	Title I	\$ 68,000.00	Progress
2,4,1	LEP	Address student data identified needs through the consistent use of the Continuous Cycle of Improvement by providing formal and informal assessment, differentiated instruction and targeted intervention to make instructional decisions during Tier 1 instruction and after school.	Moody, Rhynes, Havlik, Reese, Teachers	Sept. 2018 - May 2019 (Ongoing)	After Sch/ PLC	Local	\$ 16,172.00	Achievement

5	3,2,4,5	LEP	Build teacher capacity by providing intentional teacher collaboration focused on instructional planning, consistent use of PLC Data Analysis & Studying Student Work Protocols and campus wide implementation of focused Learning Model Best Practice.	Moody, Rhynes, Havlik, Reese, Teachers	Sept. 2018 - May 2019 (Scheduled)	Faculty Mgt/PLC			Tchr/Staff Quality
6	1,2,3,4,5,8,9,10	LEP	Ensure appropriate levels of rigor and instructional expectations identify, communicate, teach and assess appropriate evidence of Masteries of Learning; Deconstructing & Unpacking of the TEKS, ARD, Rtl & 504 meetings to discuss, review and develop a plan of action to address student needs collaboratively.	Moody, Rhynes, Havlik, Reese, Teachers	Sept. 2018 - May 2019 (Scheduled)	Faculty Mgt/PLC	GT	\$ 259.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Erika L. Moody

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)
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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 25 to 38 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		63.0%			70%	-7.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		41.0%			54%	-13.0%
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 Walk-through Feedback; PLC Agenda/Notes	1-(Closing Gaps) Provide materials, resources and supplies to ensure campus wide focus on increased alignment, differentiation, student engagement and collaboration during classroom instruction.					
2 Authentic Student Work Products; Lesson Plans; PLC Protocols; Student Journals; Walk-through Feedback	2-() Ensure teachers effectively implement clear instructional expectations, routines and procedures that result in evidence of concept mastery in the development of quality Authentic Student Work Products by intentional modeling, use of exemplars and rubrics, as well as communication utilizing the ELPS Quadrant and Agendas.					
3 Data Meeting Agenda/Notes; Data Displays	3-(Progress) Retain a Data & Assessment Analyst to engage teachers and staff in data analysis provide timely feedback and analysis regarding student data, and monitor achievement, performance and growth data with All in Learning.					
4 Tutoring Attendance Documentation; Lesson Plans; Data Meeting Agenda/Notes	4-() Address student data identified needs through the consistent use of the Continuous Cycle of Improvement by providing formal and informal assessment, differentiated instruction and targeted intervention to make instructional decisions during Tier 1 instruction and after school.					
5 Faculty & Grade-level PLC Agenda/Notes	5-() Build teacher capacity by providing intentional teacher collaboration focused on instructional planning, consistent use of PLC Data Analysis & Studying Student Work Protocols and campus wide implementation of focused Learning Model Best Practice.					
6 Faculty & Grade-level PLC Agenda/Notes; RtI & 504 Meeting Notes	6-() Ensure appropriate levels of rigor and instructional expectations identify, communicate, teach and assess appropriate evidence of Masteries of Learning; Deconstructing & Unpacking of the TEKS, ARD, RtI & 504 meetings to discuss, review and develop a plan of action to address student needs collaboratively.					
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Erika L. Moody

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		36%	11%	2%	48%	23%	14%
Goal 2								
Goal 3								
Goal 4								

Title I Components	PBMAS	Alignment		Expectations				Focus → Achievement &
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,6,7,8,9,10	LEP	Study authentic student work/products and disaggregate data during Vertical and Horizontal PLC Articulation to build capacity, identify trends/patterns and share best practice.	Moody, Rhynes, Puente, Reese, Havlik, Teachers	Sept. 2018 - May 2019 (Ongoing)	Faculty Mgt/PLC	Title I	\$ 1,362.00	Tchr/Staff Quality
1,2,6,7,8,9,10	SPED	Build content knowledge and pedagogical expertise through participation in campus and district professional development and as well as other collaborative learning opportunities such as participation in the Coaching and Feedback Cycle, Peer Teaming, Learning Walks etc.	Moody, Rhynes, Havlik, Puente, Lead Teachers, Teachers	Sept. 2018 - May 2019 (Ongoing)	Pull-Out/ PLC	Title I	\$ 20,000.00	Culture and Climate
1,2,6,7,8,9,10	LEP	Provide feedback to students about strengths and weaknesses and document mastery of goals established during writing conferences.	Moody, Rhynes, Puente, Teachers	Sept. 2018 - May 2019 (Ongoing)	PLC	Local	\$ 12,000.00	Closing Gaps
2,3,4	SPED	Ensure students write daily for a variety of purposes and audiences in all content areas.	Moody, Rhynes, Puente, Teachers	Sept. 2018 - May 2019 (Ongoing)	PLC			Culture and Climate
3,4,5	CTE-SPED	Engage Writing teachers in professional learning and development that results in feedback and support regarding best practice and next steps on student-writing samples, completed using the entire writing process.	Moody, Rhynes, Reese, Havlik, Puente Teachers	Sept. 2018 - May 2019 (Ongoing)	Faculty Mgt/PLC			Progress

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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Erika L. Moody

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)	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	36.0%	11.0%	2.0%			

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Feedback Notes; Grade-level Rubrics; FWISD Checklist	1-() Study authentic student work/products and disaggregate data during Vertical and Horizontal PLC Articulation to build capacity, identify trends/patterns and share best practice.					
2 Learning Walk Reflections	2-() Build content knowledge and pedagogical expertise through participation in campus and district professional development and as well as other collaborative learning opportunities such as participation in the Coaching and Feedback Cycle, Peer Teaming, Learning Walks etc.					
3 Conference Notes; Data Binders ; 6 Wks Checklist; Journals; Lesson Plans	3-()Provide feedback to students about strengths and weaknesses and document mastery of goals established during writing conferences.					
4 Student Journals; Lesson Plans	4-()Ensure students write daily for a variety of purposes and audiences in all content areas.					
5 PLCs; PD Notes; Reflection	5-()Engage Writing teachers in professional learning and development that results in feedback and support regarding best practice and next steps on student-writing samples, completed using the entire writing process.					
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Erika L. Moody

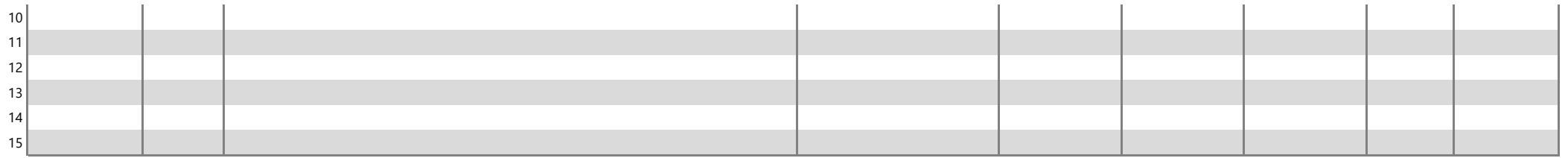
Campus Needs - Student Achievement Action Plan

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 (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			93%	95%	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	
1,2,3,5,6	SPED	Provide biweekly Grade-level PLC, ARD, Rtl & 504 Meetings to review, discuss and address student progress, attendance and behavioral needs and/or concerns.	Moody, Rhynes, Puente, Guerrero, Teachers, Parents	Sept. 2018 - May 2019 (Ongoing)	PLC	SPED	\$ 1,429.00	Progress
2,3,6	LEP	Provide incentives to motivate and encourage increased student attendance through the implementation of our Campus Attendance Incentive Plan.	Moody, Rhynes, Teachers, Clerk	Oct 18' - May 19'		SCE	\$ 5,580.00	Culture and Climate
1,2,8,9,10	LEP	Encourage increased student attendance, engagement, and accountability through the implementation of the "Dillow Wildcat Store" and "Wildcat of the Week Awards" to provide incentives and rewards to motivate and encourage students regarding improving academic achievement, attendance, and behavior.	Moody, Rhynes, Guerrero, Teachers, Secretary, Clerk	Oct 18' - May 19' (weekly; @ 6 wks)		Title I	\$ 18,000.00	Progress
1, 3,6,7	LEP	Collaboratively address parents and families of students with chronic tardiness and attendance concerns.	Moody, Rhynes, Stay-in-School Coordinator, Clerk Guerrero, Teachers	Oct 18' - May 19' (weekly)	PLC			Culture and Climate
1,2,6,8,9,10	LEP	Provide incentives and awards to recognize Outstanding, Perfect Attendance and Significant Progress etc. during campus wide 6 Weeks Awards Programs.	Moody, Rhynes, Guerrero, Teachers, Secretary, Clerk	Aug. 2018 - May 2019 (@ 6 wks)				Achievement



2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Erika L. Moody

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
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from	93.4%			95%	-1.6%
					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 Rtl & 504 Meeting Notes	1-) Provide biweekly Grade-level PLC, ARD, Rtl & 504 Meetings to review, discuss and address student progress, attendance and behavioral needs and/or concerns.					
2 Monthly Attendance Reports; Attendance Displays	2-) Provide incentives to motivate and encourage increased student attendance through the implementation of our Campus Attendance Incentive Plan.					
3 Attendance Displays; Morning Announcements	3-) Encourage increased student attendance, engagement, and accountability through the implementation of the "Dillow Wildcat Store" and "Wildcat of the Week Awards" to provide incentives and rewards to motivate and encourage students regarding improving academic achievement, attendance, and behavior.					
4 SART & Attendance Committee Notes	4-) Collaboratively address parents and families of students with chronic tardiness and attendance concerns.					
5 6 Wks Awards Celebrations	5-) Provide incentives and awards to recognize Outstanding, Perfect Attendance and Significant Progress etc. during campus wide 6 Weeks Awards Programs.					
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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: Erika L. Moody

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	60%	75%	EOY
	Goal 2				
	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
1,2,6,7,8,9,10	LEP	Strategically engage parents in learning sessions regarding student academic performance expectations and achievement, and provide practical strategies to assist them in supporting their child's learning in all content areas on relevant grade-level academic measures such as grade-level TEKS expectations, universal screeners, TXKEA, STAAR, TELPAS, Achieve 3000, Smarty Ants etc.	Moody, Rhynes, Puente, Havlik, Reese, Teachers, Parents	Sept. 2018 - May 2019 (Ongoing)	After Sch/ PLC	Title I	\$ 9,000.00	FAMILY
1,6,7	LEP	Provide training and support to parents of students that will begin school in 2019 (next year) through the Parents As Teachers Program.	Moody, Rhynes, Puente, Garcia, Parents	Aug. 2018 - May 2019 (Ongoing)				FAMILY
1,2,6,7,8,9	LEP	Engage parents each 6 weeks through Parent/Teacher Conferences to discuss student performance and progress immediately following the distribution of Report Cards.	Moody, Rhynes, Teachers, Parents	Sept. 2018 - May 2019 (every 6 wks)	After Sch/ PLC			FAMILY
1,3,6,10	SPED	Intentionally engage parents, families and community members in fun learning activities and opportunities to encourage and provide strategies to help them motivate and support their child's learning and exploration in Science, Mathematics and Literacy as well as foster a welcoming, inviting campus culture and environment such as Night at the Family Science Museum, Health and Wellness Night, Field Day etc.	Moody, Rhynes, Puente, Havlik, Reese, Teachers, Parents	Sept. 2018 - May 2019 (Ongoing)	After Sch	Title I	\$ 5,000.00	HEALTH

5	1,3,6	LEP	Engage parents, families and community members in activities that celebrate and support diversity and multicultural traditions and perspectives such as Hispanic, Latino and African American/Black History Heritage, Winter celebrations, etc.	Moody, Rhynes, Jones, Zwald, Garcia,Puente, Teachers, Parents	October 2018 - May 2019 (Ongoing)	After Sch				FAMILY
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