

125-Eastern Hills ES

Whitney Scott

Dr. Marion Mouton

2018-19 Schoolwide Programs: Campus Improvement Plan

125-Eastern Hills ES

Principal: Whitney Scott

Executive Director: Dr. Marion Mouton

State Accountability Status

Met Standard

Campus Distinctions

Academic Achievement in Reading/Language Arts

Postsecondary Readiness

Top 25% Closing Achievement Gap

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

Eliminate the achievement gap for all students. Mission: Our mission at Eastern Hills Elem

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	72
Domain 2: School Progress	83
Domain 3: Closing The Gaps	81

SBDM Members

Name	Role
Grace St. John	Teacher
Emma Ipaye	Teacher
Anthony Smith-Wright	Teacher
Paige Paul	Teacher
Susie Davis	Teacher
Tracy Barnett	Campus Non-Tch Prof
David Rush	District-Level Staff
Shirley Pace	Business Rep
Bill Schwensen	Business Rep
Debbie Wright	Community Rep
Audrey Burnett	Community Rep
Noemi Torres	Parent
Somer Harlley	Parent
	Parent
	Select
	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: Eastern Hills Elementary School

Principal: Whitney Scott

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	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.	Increase in the diversity of the population of students	1.	High mobility rate of students affects academic achievement	1. Continue PBIS and Restorative Practice in order to build student character 2. Provide differentiated professional learning opportunities for Pre-K - 5th grade teachers to increase the percentage of students achieving on grade level in all subjects 3. Increase unified effort of student, family, and community education and involvement in school culture, attendance, and achievement of students	
	2.	Pre-K, Dual Language, PPCD, and TAP classes are offered	2.	90% attendance rate for lower grade students impacts the acquisition of foundational skills		
Student Achievement	1.	18% -22% increase in the approaches column for 3rd - 5th grade reading, math, and	1.	Less than 45% of students achieved the meets standard on the reading, math, writing, and science STAAR	4. Allocate funds for Title 1 Data Coach to provide professional development and coaching to teachers to assure appropriate tracking and response to student data 5.	
	2.	All grades levels had an average lexile growth of 100 points or more on their middle of the	2.	Students in grades K-5th are averaging below grade level on Lexile (reading) and RIT (math) score		
School Culture and Climate	1.	Increase in staff morale as measured by climate surveys/ staff recognition montly	1.	Increase collaboration and leaderhisp among teachers across grade levels and programs		
	2.	Student and cultural artwork displayed around the school	2.	Increase the consistency and quality of student work posted		

	<ol style="list-style-type: none"> Implementation of honorable character traits, Restorative Practice, and Morning Meetings has led to decreased discipline 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Bi-Weekly PLCs focused on instructional priorities and responding to student data 	<ol style="list-style-type: none"> Professional learning on lesson planning and delivery
	<ol style="list-style-type: none"> K-2nd grade teachers received Neuhaus training and coaching 	<ol style="list-style-type: none"> Pre-K through 5th grade vertical alignment on academic expectations for students in the area of reading, math, writing, science, and social
	<ol style="list-style-type: none"> 3rd-5th grade teachers have data driven planning sessions lead by Instructional Coaches 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Data meetings are held to disaggregate data and plan 	<ol style="list-style-type: none"> Consistent data meetings for Pre-K - 2nd grade teachers
		<ol style="list-style-type: none"> Leveled readers for DLE
Family and Community Involvement	<ol style="list-style-type: none"> Establishment of PTA 	<ol style="list-style-type: none"> Increase opportunities for parents and the community to be involved in the culture of the school and academic achievement of students
	<ol style="list-style-type: none"> High family attendance at after school programs 	<ol style="list-style-type: none"> Increase reading partners for students in grades K-2
	<ol style="list-style-type: none"> Business, church, and community groups provide resources for students, families, 	
School Context and Organization	<ol style="list-style-type: none"> Safety procedures are reviewed and in place to ensure safety and academic success 	<ol style="list-style-type: none"> Increase student organizations and voice for decisions on campus
	<ol style="list-style-type: none"> Common grade level planning time 	<ol style="list-style-type: none"> Collaborative system for recognizing great work by students
	<ol style="list-style-type: none"> SBDM committee is active in school decisions 	<ol style="list-style-type: none"> Increase staff voice through CERC and DERC

		125-Eastern Hills ES							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL	
		\$ 32,788	\$ 5,196		\$ 852	\$ 223	\$ 1,834	\$ 149,643	190,536

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Whitney Scott

Leadership Director: Dr. Marion Mouton

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	18,594	5,196	0	0	0	0	122,982	\$ 146,772
Campus Needs - Student Achievement	10,098	0	0	852	223	1,834	15,000	\$ 28,007
Campus Needs	4,096	0	0	0	0	0	0	\$ 4,096
Parent/Family Engagement Health Related	0	0	0	0	0	0	11,280	\$ 11,280
TOTAL	\$ 32,788	\$ 5,196	\$ -	\$ 852	\$ 223	\$ 1,834	\$ 149,262	\$ 190,155
Allocations	32,788	5,196	-	852	223	1,834	149,643	190,536
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							20,080
	Student Achievement							-
	Campus Needs							-
	Family/Health							11,000

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Whitney Scott

Student Outcome Goals Action Plan

Leadership Director: Dr. Marion Mouton

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	34%	50%
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	54%	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			EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	63%	82%	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	0%	65%	EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3,4,5,8,9	LEP	Bi-weekly Data PLC meetings with Pre-K - 3rd grade teachers to analyze student reading progress	Principal, AP, Instructional Coaches, Data Coach, and Pre-K - 3rd grade teachers	Every Two Weeks	PLC	SCE	\$ 5,196.00	Achievement
1,2,3,4,5,8,9	LEP	Professional development through Neahaus Education Center Launching Literacy Leadership and Structured Literacy Instruction K-2nd grade	Principal, AP, Instructional Coaches, Data Coach, and K-2nd grade teachers	Monthly	Pull-Out	Other	\$ 20,080.00	Tchr/Staff Quality
1,2,3,4,5,8,9	LEP	K-3rd grade students will complete 2 lessons weekly on FWISD progress monitoring system	Principal, AP, Instructional Coaches, Data Coach, and K-3rd grade teachers	Weekly	Faculty Mgt/PLC	Local	\$ 6,198.00	Achievement
1,2,3,4,5,8,9	LEP	2nd - 3rd grade students will score 75% of higher on the 1st try on the FWISD progress monitoring system for reading	Principal, AP, Instructional Coaches, Data Coach, and 2nd - 3rd grade teachers	Weekly	Faculty Mgt/PLC	Local	\$ 6,198.00	Achievement
1,2,3,8,9	SPED	Students will take grade 3 common assessments based on taught and targeted standards	Principal, AP, Instructional Coaches, Data Coach, and 3rd grade teachers	Once a Six Weeks	Faculty Mgt/PLC	Local	\$ 6,198.00	Achievement
1,2,3,8,9	SPED	Data will analyze data, plan instructional next steps, facilitate PLCs, and provide professional learning for teachers to improve student achievement	Principal, AP, Instructional Coach, and Data Coach	Weekly	Faculty Mgt/PLC	Title I	\$ 65,000.00	Closing Gaps

7	1,2,3,4,5,8,9	LEP	Family Academic Night to engage family members in strategies to help students master targeted standards	Principal, AP, Instructional Coaches, and Teachers	Once a Year		Title I	\$ 11,363.00	Progress
8	1,2,3,4,5,8,9	LEP	Implement Leveled Literacy Intervention to guide 1st and 2nd grade students through guided reading to ensure all students are on or above grade level	Principal, AP, Instructional Coach	Weekly	Faculty Mgt/PLC	Title I	\$42,134	Achievement
9			Promote independent reading with up to date literature that engages all students of all cultures and ages	Principal, AP, and Librarian	Weekly	Faculty Mgt/PLC	Title I	\$ 4,485.11	Closing Gaps
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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Whitney Scott

Student Outcome Goals Progress Monitoring

Leadership Director: Dr. Marion Mouton

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 34 to 50 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		54.0%			75%	-21.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		63.0%			0%	63.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading					65%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Minutes from PLC, Progress on FWISD Reading Progress Monitoring System and Campus Common Assessments	1-(Achievement) Bi-weekly Data PLC meetings with Pre-K - 3rd grade teachers to analyze student reading progress and determine next instructional steps	Minutes of PLC with % of student mastery, misconceptions, and reassessment data				
2 Progress on FWISD Reading Progress Monitoring System and Campus Common Assessments	2-(Tchr/Staff Quality) Professional development through Neahaus Education Center Launching Literacy Leadership and Structured Literacy Instruction K-2nd grade	Minutes of PLC and Implementation Feedback				
3 Achieve3000 data: 2 Lessons Weekly	3-(Achievement) K-3rd grade students will complete 2 lessons weekly on FWISD progress monitoring system	Achieve3000 Leadership Edition				
4 Achieve3000 Data: 75% or higher on the 1st try	4-(Achievement) 2nd - 3rd grade students will score 75% of higher on the 1st try on the FWISD progress monitoring system for reading	Achieve3000 Leadership Edition				
5 3rd Grade Reading Common Assessments	5-(Achievement) Students will take grade 3 common assessments based on taught and targeted standards	Common Assessment Data				
6 Progress on FWISD Reading Progress Monitoring System and Common Assessments	6-(Closing Gaps) Data and Literacy Coach will analyze data, plan instructional next steps, facilitate PLCs, and provide professional learning for teachers to improve student achievement	Agendas, Minutes, and Implementation Feedback				
7 Progress on FWISD Reading Progress Monitoring System	7-(Progress) Family Academic Night to engage family members in strategies to help students master targeted standards	Agenda, Sign-In Sheets, and Parent Surveys				
8 Running Records and Common Assessments	8-(Achievement) Implement Leveled Literacy Intervention to guide 1st and 2nd grade students through guided reading to ensure all students are on or above grade level	Running Records and Common Assessments				
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Whitney Scott

Campus Needs - Student Achievement Action Plan

Leadership Director: Dr. Marion Mouton

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	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 increase to the Target EOY goals set.	77.00%	40.00%	16.00%	85.00%	65.00%	25.00%	
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 increase to the Target EOY goals set.	77.00%	41.00%	19.00%	85.00%	65.00%	25.00%	
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 to the Target EOY goals set.	59.00%	28.00%	6.00%	70.00%	50.00%	15.00%	
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 to the Target EOY goals set.	81.00%	31.00%	6.00%	86.00%	50.00%	15.00%	

		Alignment		Expectations				Focus → Achievement &	
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	1,2,3,5,8,9	SPED	During school and after school, students will receive small group instruction	Principal, AP, Data Coach,	Weekly	Faculty	Title I	\$ 11,000.00	Closing
	1,2,3,4,5,8,9	LEP	Students will take weekly common assessments based on taught and targeted standards	Principal, AP, Data Coach, Instructional Coach, and 3rd-5th grade teachers	Weekly	PLC	Bilingual	\$ 852.00	Progress
2									
3	1,2,3,5,8,9	SPED	Teachers will engage in data PLC meetings to analyze assessment data and plan strategic next steps to improve student mastery	Principal, AP, Data Coach, Instructional Coach, and 3rd-5th grade teachers	Weekly	PLC	Title I	\$ 4,000.00	Tchr/Staff Quality
4	1,2,3,4,5,8,9	LEP	Students will take district interim assessment on targeted standards	Principal, AP, Data Coach, Instructional Coach, and 3rd - 5th grade teachers	Once a Six Weeks	Faculty Mgt/PLC	Local	\$ 6,198.00	Progress
5	1,2,3,5,8,9	SPED	Instructional Coach will provide professional development to 3rd -5th grade teachers on instructional strategies to improve the mastery of students on targeted standards	Principal, AP, and Instructional Coach	Once a Six Weeks	Faculty Mgt/PLC	SPED	\$ 1,834.00	Tchr/Staff Quality
6	1,2,3,5,8,9	SPED	Purchased Education Galaxy to regularly assess students academic progress in writing, math, and science to increase mastery on target skills.	Principal, AP, and Instructional Coach	Weekly	PLC	Local	\$ 3,900.00	Progress
7	1,2,3,4,5,8,9	LEP	GT Students will engage in the Learning Model and participate in Invention Convention	Principal, AP, Science Teacher, and Invention Convention Coordinator	Once a Semester	Faculty Mgt/PLC	GT	\$ 223.00	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Whitney Scott

Leadership Director: Dr. Marion Mouton

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
	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 increase to the Target EOY goals set.	77.0%	40.0%	16.0%			
	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 to the Target EOY goals set.	77.0%	41.0%	19.0%			
	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 to the Target EOY goals set.	59.0%	28.0%	6.0%			
	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 to the Target EOY goals set.	81.0%	31.0%	6.0%			

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Weekly Common Assessments	Students will receive small group instruction based on academic need	Small Group Planning Sheets and Data				
2 Weekly Common Assessments	Students will take weekly common assessments based on taught and targeted standards	Common Assessment and Data				
3 Minutes from PLC Meetings	Teachers will engage in data PLC meetings to analyze formative assessment data and plan strategic next steps to improve student mastery	Agenda and Minutes from PLC				
4 Data from Interim	Students will take district interim assessment on targeted standards	Data				
5 Minutes from PLC Meetings	Instructional Coach will provide professional development to 3rd -5th grade teachers on instructional strategies to improve the mastery of students on targeted standards	Agenda, Minutes from PLC, and Feedback from Observation Implementation				
6 Student Progress Data	Purchased Education Galaxy to regularly assess students academic progress in writing, math, and science to increase mastery on target skills.	Education Galaxy Student Progress Data				
7 Invention Convention Project	GT Students will engage in the Learning Model and participate in Invention Convention	Invention Convention Project				
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Whitney Scott

Leadership Director: Dr. Marion Mouton

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%	96%	EOY
	Goal 2				EOY
	Goal 3				EOY
	Goal 4				EOY

	Title I Components	PBMA	Alignment		Expectations				Focus
			Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,2,6,7,9,10	LEP	Attendance committee will meet once a six weeks to review attendance data and determine next steps	Principal, AP, and Counselor	Once a Six Weeks				Achievement
2	1,2,6,7,9,10	LEP	Attendance Plan will be created with action steps for each week of the six weeks. The action steps will address attendance awareness and chronic absentism	Principal, AP, and Counselor	Each Six Weeks		Local	\$ 4,096.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Whitney Scott

Leadership Director: Dr. Marion Mouton

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				96%	
					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 Weekly Attendance Percentage	1-(Achievement) Attendance committee will meet once a six weeks to review attendance data and determine next steps	Agenda and Minutes from Meeting				
2 Weekly Attendance Percentage	2-(Achievement) Attendance Plan will be created with action steps for each week of the six weeks. The action steps will address attendance awareness and chronic absentism	Attendance Plan and Six Weeks Attendance Data				
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Whitney Scott

Leadership Director: Dr. Marion Mouton

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 1 student-lead individual conference will increase from	0.0%			100%	-100.0%
	#REF!				5%	
	Parent/family participation in at least 1 campus-based organization will increase from	0.0%			0%	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 Student Conference Sheet	Students will lead a beginning of the year and middle of the year conference with their parents and teachers stating their current progress and goals for the next cycle	Student Conference Sheet and Parent Log				
2 Membership in Scottie Support Team	Establish the Scottie Support Team with one parent per homeroom to be a part of the Scottie Support Team	Membership Log and Participation in Events				
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