



Priority Area: Academics

Refine the instructional program and develop the faculty to deliver quality programming and acceleration.

School-Wide

Unpacking the Standards is the instructional strategy that will guide the planning in all content areas. Observation notes from class walk-throughs, student performance data, and student work samples denoted the need to increase student exposure to rigorous content. Moreover, 18-19 PARCC scores revealed a significant decrease in our students performing at level one in ELA (-13%) and math (-8%). Although we were able to decrease the percentage of students performing at level one, students performing at the levels 3-5 remained consistent. This trend was also seen in our ANET data. Students performing at the top two quintiles decreased slightly while students performing at the lower quintiles remained consistent with previous years.

To address these concerns, planning, specifically, ensuring that all lessons and tasks are aligned to the CCSS is an important step forward. To this end, LEAP seminars will prioritize the planning and review of lesson plans with educators. During our planning sessions we will use the common core companion to develop educator efficacy with regards to understanding and unpacking standards and subskills. In addition, in an effort to provide a foundation for teachers to plan effectively, our instructional coaching model will ensure review of unit and lesson plans, student artifacts, and quarterly data analysis.

Promoting Productive Struggle in Math (K-8)

Teachers will build upon their focus on Standards of Mathematical Practice 1 (**Make sense of problems and persevere in solving them**) from the previous school year in ensuring students are employing concise approaches when addressing rigorous and challenging tasks. To further enhance this learning journey, teachers will emphasize Standards of Mathematical Practice 3 (**Construct viable arguments and critique the reasoning of others**) and Standards of Mathematical Practice 4 (**Model with mathematics**). Teachers have generally implemented the Eureka curriculum with fidelity, however, the quality of implementation has been inconsistent. Through numerous classroom observations, it was evident that some math teachers struggled in ensuring students were engaged with rigorous task which resulted in students not being challenged and teachers providing much of the cognitive lift during lessons. Additionally, PARCC Data from the previous school year (18-19) show that students in grades 3-8 are not exhibiting mastery of mathematical reasoning (Subclaim 3) and modeling and application of concepts and skills (Subclaim 4). Another observation identified as a priority for our school was students lacking consistency in focusing their thinking and generating coherent and well-crafted written responses to math word problems.

We must therefore build educator capacity for addressing the needs of our most vulnerable mathematicians by way of problem solving during guided stations, finding more opportunities for students to grapple with the content using manipulatives (SMP1 & 4): Subclaim 4), and implement a math writing protocol to ensure students generate clear and concise written responses when answering multi-step word problems (SMP1 & 3: Subclaim 3).

The goal is to ensure students have increased opportunities to engage in strategically crafted learning that will highlight interactions (cooperative learning) with productive struggle and their experience in accomplishing SMP 1 & 4. One major approach to this work will be an emphasis on using targeted manipulatives that will push student learning. Also, in conjunction with increased manipulatives work during guided math rotations, we will implement a school-wide math writing protocol that will address SMP1 and SMP3.

Students will demonstrate their understanding of the math content by constructing viable arguments and being able to articulate their answers coherently.

It is imperative that we simultaneously provide our teachers with PD on implementing mathematical practices aligned to Eureka curriculum. Focusing on **Productive Struggle** will shift the learning experience back to students with teachers being facilitators of learning. Through LEAP seminars, purposeful planning, informal observations, and providing targeted constructive feedback, teachers will have the necessary support to ensure these initiatives are implemented with fidelity.

Writing

Writing is the most extensive brain workout a child can get. It includes reading, thinking critically, motor coordination, and if writing for an audience, social emotional intelligence. Writing promotes self-confidence and independent thinking skills. Analysis of student writing samples and student performance on 18-19 PARCC assessment denotes a need for increased attention to students appropriately responding to tasks in a concise manner while also meeting the parameters of the task. Of the 16% of students who were proficient or advanced on PARCC ELA, almost all of those students (87%) who score a 4/5 on PARCC met or exceeded expectations on



ELA Subclaim 4 (written expression).

Teachers will:

- a) Teachers will focus on planning and implementing the writing process through using mentor texts/exemplars, prewriting organizers and a schoolwide prescriptive writing tool.
 - a. Prioritize ensuring that student compositions meet the demands of the writing prompt by providing specific and timely feedback.
 - b. Allow time for the revision process for at least one curricular PARCC aligned writing task as well as the unit test (ANET) PARCC aligned writing task.
 - c. Ensure that students are normed in their approach when crafting coherent written responses in alignment to appropriate subskills checklist based on grade bands and CCSS.
 - d. Provide exemplar/mentor text to frame expectations so that students can emulate clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

The cycle of specific and timely feedback from teachers and peers using the PARCC writing rubric and the subskills checklist (after unpacking the standard during LEAP) will assist students in their development as writers.

CSP Goals:

- Increase overall ELA PARCC rating of students earning 2 from 37% to 42%
- Increase overall ELA PARCC rating of students earning 3 from 24% to 29%
- Increase overall ELA PARCC rating of students earning 4+ from 16% to 23%
- Increase overall Math PARCC rating of students earning 2 from 33% to 40%
- Increase overall Math PARCC rating of students earning 3 from 25% to 32%
- Increase overall Math PARCC rating of students earning 4+ from 16% to 23%
- Increase overall PARCC Writing rubric rating of students earning “Proficient” from 13% to 23%

ACTION PLAN		
<i>What will be done, when, and by whom</i>		
Strategy 1: Planning	Person Responsible	Timeline/Frequency
Create lesson plan template; design rubric to evaluate lesson plans; make a sample lesson plan for each of the core subject areas.	Instructional Coach, LEAP Lead, Assistant Principal	August 31st
Develop professional development calendars for strategy with dedicated time each term for unit planning, lesson plan tuning, and student work analysis.	Instructional Coach, LEAP Lead, Assistant Principal	August (by end of month)
Conduct grade-level co-planning sessions to support teachers in planning standards-aligned, objective driven lessons.	Instructional Coach, LEAP Lead	At least twice per term
Provide teachers with proactive feedback after review of unit plans and daily lesson plans; provide feedback from classroom observations with a lens of bringing plans “to life”.	Instructional Coach, LEAP Lead	-Lesson Plans Feedback: At least once per month -Observation Feedback: At least once per month
Norm of expectations, review of data from formal/informal observations and student achievement, evaluate success of training and coaching, and revise practices and action steps where necessary.	Instructional Support Team (Principal, AP, etc.)	At least once per term (preferably near the end of each term)
Strategy 2: Promoting Productive Struggle in Math (K-8)	Person	Timeline/Frequency



	Responsible	
Teachers will make use of following the Lesson Internalization Protocol introduced in LEAP seminars to ensure lessons are annotated and/or modified to identify key opportunities within the Eureka lesson to strategically engage students with Productive Struggle.	Instructional Coach, APM, LEAP Lead	1 st Term LEAP Reviewed/Practiced Bi-Weekly
Conduct grade band co-planning sessions to support teachers in planning for productive struggle and effectively implementing the strategy in the classroom using The Common Core Mathematics Companion: The Standards Decoded	Instructional Coach, APM, LEAP Lead	Weekly: (Wednesday Team Meetings)
Create a rubric to monitor implementation CIP (Core Instructional Practices) “look-fors” during walkthroughs that note teacher and student actions. Provide teachers feedback from classroom observations.	Instructional Coach, APM, LEAP Lead	Beginning of each term
Introduce Hand2Mind Hands-On Standards Curriculum to math teachers to ensure students have an opportunity to engage in hands-on manipulative learning opportunities. Planning sessions will include scripting mini-lessons, identifying appropriate manipulatives for mini-lessons, and student practice sheets to reinforce learning.	Instructional Coach, APM, LEAP Lead	Beginning of the year Quarterly schoolwide Refreshers Weekly check-in LEAP
Introduce schoolwide prescriptive writing tools, Problem Solving in Mathematics & RICE , to math team. Provide teachers with opportunities to practice responding to PARCC aligned writing prompts using the Problem Solving in Mathematics and the RICE strategy.	Instructional Coach, APM, LEAP Lead	Quarterly
Strategy 3: Writing		Timeline/Frequency
Develop tracker for collecting student scores on curricular PARCC aligned writing task and ANET assessment per term. Use collected data to determine if targeted students are demonstrating growth as measured by PARCC writing rubric and subskills checklist through weekly Data meetings.	Instructional Coach, APL, LEAP Lead	BOY
ELA and Social Studies Teachers will plan and implement weekly PARCC writing prompts. Teachers will then collect bi-weekly writing samples from students. The samples will be reviewed during LEAP/ALT meetings. ALT members will utilize the Quick Sort protocol to deduct trends to measure the effectiveness of the writing instruction at Browne EC. LEAP members will utilize the Reflection and Synthesis protocol (ELA teachers) and the Social Studies assessment rubric (Social Studies teacher) during LEAP seminar. Science teachers will submit writing samples based on student completion of the 6 th - 8 th unit assessments that are writing based.	Instructional Coach, APL, LEAP Lead	Baseline writing sample collected by September 13. Biweekly review of writing samples in ALT and LEAP data seminars.
Schedule and send calendar holds for scoring, feedback, and revision dates (based on assessment windows) for at least one curricular task and ANET assessment within each major unit as an ELA and/or ALT team.	Instructional Coach, APL, LEAP Lead	Two weeks prior to the start of the quarter.
Introduce schoolwide prescriptive writing tool, RACE , as well as the suggested prewriting graphic organizers to entire staff. Provide teachers with opportunities to practice responding to PARCC aligned writing prompts and the RACE strategy. Introduce schoolwide attack-the-prompt strategy to teachers and allow teachers opportunity to practice applying the strategy. Develop norms and expectations around scoring using the PARCC rubric and the district-created Writing Anchor Standards Checklist. Teachers will use Mentor Texts/exemplars to teach writing style and strategies.	Instructional Coach, APL, LEAP Lead	Ongoing during LEAP
Create a rubric to monitor implementation CIP (Core Instructional Practices) “look-fors” during walkthroughs that note teacher and student actions. Look-fors will include specific items for ELLs.	Instructional Coach, APL, LEAP Lead	BOY
Leverage LEAP seminars to include common planning for ELA teachers, Social Studies teachers, ELL teachers and Special Educators. During LEAP seminars, student work samples will be analyzed using specific protocols and lesson studies will be conducted.	Instructional Coach, APL, LEAP Lead	Ongoing during LEAP



Resources to Support Implementation- *The staff and financial resources allocated to support this initiative*

- 3rd – 8th grade humanities teachers will each be provided with a copy of the following text: Writing is Magic, Or is it? Using Mentor Text to Develop the Writer’s Craft.
- K – 8th grade math teachers will each be provided with a copy of grade-level specific: Hand2Mind Hands-On Standard: Common Core Edition Curriculum focusing on Math Manipulatives
- DCPS created Writing Handbook & Eureka Math Curriculum
-

Measuring Impact – Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior observed if the initiative is having its desired impact.</i>	Status <i>On-track, off-track, n/a</i>			
	Status at Term 1	Status at Term 2 (MOY)	Status at Term 3	Status at Term 4 (EOY)
A lesson plan rubric will be used by the ALT to evaluate teacher plans at least monthly: Q1: 50% teachers proficient or above, Q2: 75%, Q3: 90%, Q4: 100%				
Lesson plans will be reviewed weekly to ensure compliance and alignment.				
Math LEAP leader and Admin. to evaluate Math lessons at least monthly on use of Progressive Struggle: Q1: 50% effectively implementing strategy, Q2: 75%, Q3: 90%, Q4: 100%				
Quarterly Math benchmark results will be examined by the Math LEAP Team and Admin. Against the following goals: Q1: Baseline, Q2-4: Progressive increase of 10% each term.				
Tracking quality of feedback samples (ex “The-5 Indicators”) from teachers from ANET writing tasks; Q1: 80% of feedback has 5/5 indicators, Q2: 85% of feedback has 5/5 indicators, Q3: 90% of feedback has 5/5 indicators, Q4: 95% of feedback has 5/5 indicators.				
Growth of student writing proficiency samples after feedback is provided and revisions are made; Q1: Baseline growth average, Q2-4: Progressive increase of 5% each term.				
Student assessment and revision scores for all students on ANET and a curricular writing task; Q1: 80% of student assessment and revision scores are entered, Q2-3: Progressive increase of 5% each term.				
Last year, the achievement gap between SpEd and non-disabled peers was 30%. Reduce Achievement gap on benchmarks by 5% each quarter.				

Culture of Achievement

Establish routines and expectations that enable instruction, even as instruction is improving.

Schoolwide: Our 18- 19 panorama data showed a 9% increase in overall student satisfaction for students in grades 3rd through 5th. Additionally, students felt that educators challenged and valued their learning experiences. This is evidenced in the 8% increase in rigorous expectation (74%- 82%). Lastly students in grades 3- 5 also experienced a greater sense of belonging. Browne’s sense of belonging index saw an increase of 6% (57%-63%).

In contrast Our 18- 19 panorama data showed a 3% decrease in overall student satisfaction for students in grades 6th through 8th. Although students felt challenged, they reported that they did not feel that their educators held high expectations for them. This is evidenced in the 6% decrease in rigorous expectations. Specifically, there was a 12% decrease when asked, “Overall how high are your teachers’ expectation of you?” Lastly students in grades 6- 8 also experienced a decreased sense of belonging. Browne’s sense of belonging index saw a decrease of 3% (52%-49%). Specifically, there was a 7% decrease when asked, “Overall how much do you feel you belong at your school” and How connected do you feel to the adults at your school?”

Overall our middle school struggled to provide a sense of belonging and rigorous expectations for our scholars. We feel these struggles

are directly related to mid- year staff turnover and staff absenteeism (maternity, paternity, medical). In total, 6 out of 9 (66%) middle school faculty members were out for at least 4 months of the school year.

In an effort to sustain the gains made in elementary will implement double down on responsive classroom and the use of collaborative learning structures within all classrooms. We will also leverage school wide celebrations for all scholars. To address our middle school concerns, we will leverage our advisory block, collaborative learning structures, and school wide celebrations and clubs to cultivate a greater sense of belonging and higher expectations in our middle school scholars.

In addition to staff absences, Browne’s student truancy rate was a staggering 29% (113 students). With regards to chronic absenteeism 27% of our scholars missed 18+ days of school. Despite the high number of absences our attendance team was able to reach 100% SST compliance and 91% compliance for CFSA referrals. This will be an area of great focus for our care team.

CSP Goals:

- 75% (8% Increase) of middle school scholars will respond favorably on panorama student satisfaction survey. We specifically want to see improvement in the areas of:
 - Rigorous Expectation
 - Perseverance
 - Sense of Belonging
 - Social Awareness
- 88% (2% increase) of elementary school scholars will respond favorably on panorama student satisfaction survey. We specifically want to see improvement in the areas of:
 - Sense of Belonging
 - Self- Efficacy
 - Self- Management
- Reduce truancy from 29% to 19%
- Reduce chronic absenteeism 27% to 17%

ACTION PLAN

What will be done, when, and by whom

Strategy 1: Build stronger relationships between families, educators, students, and the community.	Person Responsible	Timeline/Frequency
Home Visiting and APTT meetings- via our partnership with the Flamboyan Foundation we will leverage relationships with families to increase parental involvement and engagement.	FELT	Weekly/Monthly
Poll our scholars using Browne’s simulated Student Satisfaction Survey.	Brown Care Team	MOY/EOY
Leverage our Edgewood Brookland Collaborative Partnership to engage families through workshops and school activities.	Admin Team	Weekly
Utilize our Kagan Cooperative Learning Strategies PD to teach educators the academic and social emotional benefits of cooperative learning	Admin Team	11/4th- 5 th , 2019/ Ongoing
PBIS Celebrations	Ongoing	Monnthly/ Biweekly (MS)
Strategy 2: Schoolwide Attendance Intervention	Person Responsible	Timeline/Frequency
Attendance Interventions and Celebration	Browne Care Team	Ongoing
Expand attendance to include: Social Workers, Dean of Students, Registrar, Behavior Tech, and Special Educator. Grade level leads will be selected and responsible for regular check in with students in grades K, 1, 2, and 8.	Browne Care Team	Ongoing
PBIS Celebrations	Browne Care Team	Monthly
Leverage our Edgewood Brookland Collaborative Partnership programing	Browne Care	Monthly

(SUSO)	Team	
--------	------	--

Resources Needed to Support Implementation- <i>The staff and financial resources allocated to support this initiative</i>
<ul style="list-style-type: none"> Edgewood Brookland provide funding to help in both of these categories.
Programs/Partners Supporting Culture of Achievement
<ul style="list-style-type: none"> Edgewood Brookland Collaborative Flamboyan Foundation Central Office (Cluster 7 Attendance POC)

Measuring Impact - Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior observed if the initiative is having its desired impact.</i>	Status <i>On-track, off-track, n/a</i>			
	Status at Term 1	Status at Term 2 (MOY)	Status at Term 3	Status at Term 4 (EOY)
Reduce chronic absenteeism 27% to 22%	15%	18%	20%	22%
At least a 75% rating by students on school-based classroom satisfaction surveys for each term (Middle School).	70%	73%	76%	80%
At least 88% rating by students on school-based classroom satisfaction surveys for each term (Elementary School).	86%	88%	NA	90%

Shared Leadership <i>Quality school leadership is the foundation of school improvement.</i>
<p>Our vision is to bolster shared leadership to increase commitment to schoolwide goals and distribute leadership more broadly to increase investment and mutual accountability. During the 2019-2020 school year, Browne EC will have an Assistant Principal of Literacy (APL), Assistant Principal of Math (APM), Instructional Coach of Literacy (K-4 focus) and Instructional Coach of Technology. Through shared leadership, we are focusing on increasing accountability to allow for improved alignment with Browne EC teams, committees and schoolwide initiatives. We would like to leverage each member of the leadership team’s expertise to increase the productivity of our Academic Leadership Team (ALT) to provide educators with support in ensuring continuous professional development to enhance overall educator quality and to implement school initiatives with fidelity. These leaders will be pivotal in facilitating on-going professional develop through the implementation of LEAP, analyzing student data and measuring the impact and effectiveness of school-wide initiatives and systems.</p>
<p>CSP Goals:</p> <ul style="list-style-type: none"> Increase overall articulation on how teacher actions contribute to school goals from 3.7 to 5.0 on Insight Survey. Increase the overall involvement of teacher-to-teacher led professional development sessions through Morning Collaborative and Monthly Staff meetings Increase professional development Insight Domain Score from 3.7 to 5.0. Integrate Social Studies and Science into the LEAP framework. Provide Inner Core teachers with LEAP seminars.

ACTION PLAN <i>What will be done, when, and by whom</i>		
Strategy 1: Adjust master schedule to allow common time for educators within grade bands to participate in LEAP seminars and allowing administration to be more efficient in keeping seminars consistent	Person Responsible	Timeline/Frequency
Provide common planning periods for SS and Science to provide LEAP release time	ALT	By July
Broaden LEAP experience to include all core subjects.	ALT	By July

Monitor Whetstone feedback to ensure alignment to schoolwide goals across all subjects	LEAP Leads	Bi-weekly
Engage all LEAP leaders in LEAP training and support, beginning with SLI and then ongoing Coaches team meetings and direct coaching	Principal	Beginning in July, then bi-weekly
Strategy 2: Increase ALT investment and accountability in school-wide goals	Person Responsible	Timeline/Frequency
Meet to review behavioral and academic data with ALT team.	Admin Team	Bi-weekly
Create ALT with collaborative data review, goal-setting and action steps	ALT	Begin July, then quarterly
Creating an ALT scope and sequence identifying key benchmarks and POCs for action steps with review and revision	Team leads	Bi-Weekly
Identify quarterly data review points to assess instructional quality and intervention effectiveness	IC, LEAP Leads, APs	Monthly
Review subgroup data on academic and SEL initiatives to assess progress	ALT/IC	Monthly
Strategy 3: Create an Advisory/PBIS committee to support and monitor SEL progress	Person Responsible	Timeline/Frequency
Create a PBIS committee to develop incentives and monitor usage and effectiveness of new PBIS system	APs	By August
Create monthly schoolwide feedback sessions along with monthly PBIS experiences to receive student input	SEL Team	Monthly
Embedded Equity Action Steps	Person Responsible	Timeline/Frequency

Resources to Support Implementation <i>The staff and financial resources allocated to support this initiative</i>
Utilize SAF funds to purchase incentives stock school store
Programs/Partners Supporting Shared Leadership
LEAP support

Measuring Impact - Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior observed if the initiative is having its desired impact.</i>	Status <i>On-track, off-track, n/a</i>			
	Status at Term 1	Status at Term 2 (MOY)	Status at Term 3	Status at Term 4 (EOY)
Quarterly Staff surveys related to connection between actions and school goals				
Review of Whetstone feedback to assess frequency and quality of schoolwide instructional feedback and support				



Engagement

Working with parents, families, and community members to support student learning.

We believe that families are essential partners in student success. To this end, we listen to families in order to cultivate trusting and collaborative relationships. When these relationships are built; student outcomes improve, teachers are more effective, families are honored and valued, the community becomes stronger than the individual parts. Hence, through consistent and effective communication, family visiting, academic parent teacher team meetings, student lead conferences, partnerships with the PTO, and community organizations; Browne will cultivate stronger relationships with all stakeholders in an effort to catapult achievement and develop a community school.

CSP Goals:

Families feel welcomed, supported, and included within the school community via ongoing communication and school celebrations. Communicate effectively with parents and community stakeholders through weekly robo calls, social media (school website), and weekly newsletters (Take Home Tuesday).

All teachers will complete and log family visits with at least 60% of families with 50% being complete by October 30th

All teachers will complete and log academic partnering meetings with 60% of families each round

- PreK 3 and Pre K 4 will do 1:1 PTCs
- Kindergarten through 4th grade will do APTT
- 5th through 8th grade will do SLCs

ACTION PLAN

What will be done, when, and by whom

Strategy 1: Coordinate Consistent and Frequent Parent Workshops/Community Events/Community Engagement	Person Responsible	Timeline/Frequency
Coordinate events to educate and empower parents related to school initiatives such as: Sneak Peak, Grandparents Day, Math Night, Literacy Night, Parents Night Out, Parent Appreciation Week, etc.	Family Engagement Committee	Monthly
Themed Workshops for Parents related to targeted issues, such as bullying, social media, etc.	Edgewood Brookland Collaborative/ Family Engagement Committee	Bi- Monthly
Weekly newsletter, Take Home Tuesday, will be sent to inform parents of events and activities taking place at the school.	Admin Team	Weekly
Partner with community based organizations to provide engaging events that help to cultivate the social emotional needs of our scholars.	Edgewood Brookland Collaborative/ Family Engagement Committee/ Teacher Leaders	Continuous
Strategy 2: Communicating consistently and updating communication platforms	Person Responsible	Timeline/Frequency
Website will be updated weekly with key events, messages, etc.	Social Media Committee	Weekly (or as needed)
Take Home Tuesday sent to parents via blackboard and disseminated by hand.	Admin Team	Weekly (Each Sunday and Tuesday)
Conducting APTT, SLC, and PTC with our families	All Staff	3X per year
Updating grades once every ten days in Aspen in all classes/subject	Teachers	Weekly



Responding to parent outreach in a courteous and timely manner	All staff	Within 2 business days
Strategy 3: Solicit Feedback and Input from the Community on the needs and direction of the school	Person Responsible	Timeline/Frequency
Leverage our partnership with the Flamboyan Foundation to solicit critical feedback from our community on the effectiveness and impact of: <ul style="list-style-type: none"> home visits increased on-going communication with families APTT and SLC structures School & Family partnerships on overall student achievement Transparency around major school-wide initiatives 	All Staff	Ongoing
LSAT will provide input on school needs and budgetary decisions.	Principal/LSAT	4 times per budget cycle
“Coffee with the Principal” and regular PTO meetings will provide opportunities for parents to provide the admin team and school community critical feedback.	Admin Team/ PTO	Monthly
Coordinate Open Houses for all prospective students and their families	Enrollment Committee	5 times per year

Resources to Support Implementation *The staff and financial resources allocated to support this initiative*

Resources needed to implement would be financial as needed.

Programs/Partners Supporting Engagement

Flamboyan Foundation, The Edgewood Brookland Collaborative, PTO, St. Stephens Church

Measuring Impact - Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior observed if the initiative is having its desired impact.</i>	Status <i>On-track, off-track, n/a</i>			
	Status at Term 1	Status at Term 2 (MOY)	Status at Term 3	Status at Term 4 (EOY)
Parent focus groups (Coffee with the Principal & PTO) will provide feedback on communication initiatives.				
All teachers will complete and log family visits with at least 60% of families with 50% being complete by October 30 th	25%	60%		
All teachers will complete and log academic partnering meetings with 60% of families each round	60%	60%		60%