



2018-19 School Scorecard

School: Creekside Elementary

Principal: Jillian Block

Link to [District Scorecard](#)

Link to [Elementary TLE Scorecard](#)

Associated Results Policies: [Mega Result SR-1](#), [SR-2 Academics \(Literacy\)](#), [SR-2 Academics \(Math\)](#), [SR-3 Student Personal Development](#), [OE-10 Learning Environment/Discipline](#), [OE-11 Instructional Program](#)

Teaching, Learning and Equity Annual Goal:

All students surpass their annual academic growth targets and graduate ready for success.

District Objective: Increase the number of schools exceeding expectations on statewide school report cards

Results Measures	Q1	MY	Q3	EOY
<p><b>Numeracy Goal</b> 50% of all FAY 1st-5th grade students below benchmark will meet or exceed their “catch up/keep up” growth goal for the 2018-19 school year according to STAR Math.</p>	<p>Baseline Proficiency: Grade 1: 73%, Grade 2: 55%, Grade 3: 83%, Grade 4: 56%, Grade 5: 71%</p>	<p>55% (54/98) of our target population is on track to meet their accelerated growth goal. An additional 23% is making nice progress, but slightly behind their expected mid-year progress.</p>	N/A	<p>55% (54/98 students) of FAY students that were below benchmark in the fall met or exceeded their accelerated growth goal on the spring STAR Math assessment. An additional 5% (5/98) of students came within 10 scale score points of meeting their goal.</p>
<p><b>Literacy Goal</b> 50% of all FAY 1st-5th grade students below benchmark will increase their reading level the equivalent of 1.5 years and/or meet the grade level benchmark goal by the spring assessment window according to Fountas &amp; Pinnell.</p>	<p>Baseline: 62% at or above benchmark</p>	<p>41% (40/98) of our target population is on track to their 1.5 years growth. An additional 37% (36/98) is making growth, but slightly behind their expected mid-year progress.</p>	N/A	<p>48% (46/96 students) of FAY students that were below benchmark in the fall met or exceeded 1.5 years worth of growth or hit grade level benchmark on their spring F&amp;P assessment. An additional 24% (23/96 students) came within one level of their goal... meaning they made more than 1 year’s worth of growth, just not quite 1.5 years. We didn’t firmly meet the 50% goal, but with the additional 24%, we had 72% of our below level</p>

				students make more than a year's growth in a year's time. They are closing their gap, which is what this goal is all about.
<p><b>Equity/Gap Closing Goals</b></p> <p>MATH = The number of FAY Black students testing at or above proficiency according to STAR Math will increase from 37.5% to 47.5% by the spring assessment window.</p> <p>READING = The number of FAY Black students testing at or above proficiency according to F&amp;P will increase from 35% to 45% by the spring assessment window.</p>	<p>MATH Baseline Proficiency: 37.5%</p> <p>READING Baseline Proficiency F&amp;P: 21.9% STAR Reading 24.1%</p>	<p>45% of our Black student population are currently at benchmark according to STAR Math. That is an increase of 7.5%.</p> <p>31% of our Black student population are currently at benchmark according to F&amp;P Reading. When controlling for students who were represented in fall data and are still at Creekside, the fall benchmark was really 35% of students at or above benchmark. That means we've seen a 4% decrease (1 student who went from proficient to basic). We have identified the students who are in the basic range and have the ability to get to proficient this year during our Data Summit action planning.</p>	N/A	<p>The number of FAY Black students testing at or above grade level benchmark on STAR math went from 37.5% to 54%.</p> <p>The number of FAY Black students testing at or above grade level benchmark according to F&amp;P went from 35% to 46%.</p>
<p><b>Workforce Focus Goal</b></p> <p>In our effort to create a district where the needs of all students are met, we will maintain a retention rate in the 2018-19 school year of 90% or higher. (National avg. 84%)</p> <p>In an effort to create an asset-based school district where staff feel engaged in our work as a school district, we will have an increase in the percentage of staff answering "agree" or "strongly agree" from 65.5% in the Spring 2018 to 71% or higher by the Spring 2019 to the survey item, "All things considered, this District is a good place to work" on the School Perceptions Survey.</p>	<p>Developing our staff during faculty meetings on topics they have identified needing more knowledge and skills in...</p> <p>8/28 - Restorative Practices 10/10 - Trauma Sensitive Practices</p>	<p>Additional Learning Opportunities during faculty meetings...</p> <p>1/16 - SEL Competencies &amp; Application to Building SEL Action Plan &amp; Grade Level Data Summit Action Plans</p> <p>Faculty took a survey indicating if our learning around TSS, Restorative Discipline and SEL is meeting their needs. 27 faculty took the survey.</p> <p>96% indicated that the whole group learning has been meeting their needs.</p>	<p>Faculty meeting on 2/20 that taught tools for growing one's cultural consciousness</p> <p>Creekside has spent three faculty meetings learning the process of Analyzing Student Learning and putting it to practice as a way to build teacher toolboxes with ways to analyze data and track student learning of CCSS. After our 3rd meeting, the teachers were asked to reflect on their proficiency with this skill.</p> <p>They reported:</p> <ul style="list-style-type: none"> <li>96% reported feeling very comfortable using this process with their</li> </ul>	<p>85.3% of staff indicated, "All things considered, this District is a good place to work" on the School Perceptions Survey.</p>

			<ul style="list-style-type: none"> <li>team</li> <li>77% reported feeling very comfortable using this process on their own</li> </ul>	
<p><b>Parent Engagement (Community)</b> DISTRICT GOAL</p> <p>In an effort to develop strong school to parent partnerships and ensure parents are accurate ambassadors, we will increase overall parent satisfaction (School Perceptions Survey) from 3.68 to 3.83.</p>	<p>Fifty-nine parents &amp; guardians have completed our survey.</p> <p><i>With 1 indicating Strongly Disagree &amp; 5 indicating Strongly Agree</i></p> <p>Conferences &amp; Learner Profiles help me see how my child's experience is personalized: 4.8</p> <p>Conferences &amp; Learner Profiles help me understand the high expectations for my child: 4.7</p>	<p>Because Creekside is focusing our efforts toward increasing overall parent satisfaction by making sure parents have a clear understanding of our academic expectations and how instruction is personalized, we sent out a survey asking parents to indicate if they would like contact with the classroom teacher about their child's report card. The results were as follows:</p> <ul style="list-style-type: none"> <li>36 students' parents responded</li> <li>83% reported having no questions</li> <li>17% would like contact from the classroom teacher. All are taking initiative to email the teacher with their questions.</li> </ul> <p><u>Common Concerns Included:</u></p> <ul style="list-style-type: none"> <li>-being able to navigate Infinite Campus</li> <li>-not understanding some of the standards kids were graded on</li> <li>-wanting more personal comments</li> </ul>	<p>Thirty-seven parents &amp; guardians have completed our survey.</p> <p><i>With 1 indicating Strongly Disagree &amp; 5 indicating Strongly Agree</i></p> <p>Conferences &amp; Learner Profiles help me see how my child's experience is personalized: 4.5</p> <p>Conferences &amp; Learner Profiles help me understand the high expectations for my child: 4.5</p>	<p>We didn't see any growth in our overall parent satisfaction with the school district. It went from 3.68 in spring 2018 to 3.67 in spring 2019 with our new cohort of Creekside families following the boundary change.</p> <p>One goal was to increase parent participation in the survey, which we did from 42 parents in 2018 to 65 parents in 2019. It's still not high enough.</p> <p>Because focusing on overall satisfaction is pretty ambiguous, we focused on two specific indicators and implemented learner profiles and student-led conferences to increase those indicators. The results show...</p> <p>75% Agree or Strongly Agree that Creekside parents personalize learning to their child as compared to 67.8% satisfaction in spring 2018.</p> <p>Parents also indicated a slight increase in the high expectations we have for their children from 71.2% in spring 2018 to 72.3% in spring 2019.</p>
<p><b>Student Engagement</b></p> <ol style="list-style-type: none"> <li>"I feel I belong at this school" will increase by the percent of students responding usually or always from 64.8% to 68.8%.</li> <li>"My culture and identity is valued at my school" will increase by the percent of students</li> </ol>	<p>On 10/26, a sampling of 4th &amp; 5th graders were asked to complete a survey during lunch. Sixty-eight students participated.</p> <ol style="list-style-type: none"> <li>80.9%</li> </ol>	<p>On 1/29/19, a sampling of 4th &amp; 5th graders once again were asked to complete the same survey they did in October where they indicated their personal feelings about each of the</p>	<p>On 3/14/19, a sampling of 4th &amp; 5th graders completed a survey during lunch. Ninety-two students participated, indicating their personal feelings about each of the targeted Student</p>	<p>On Spring 2019 School Perceptions survey, 112 4th &amp; 5th grade students responded:</p> <ol style="list-style-type: none"> <li>64.3%</li> <li>65.2%</li> </ol>

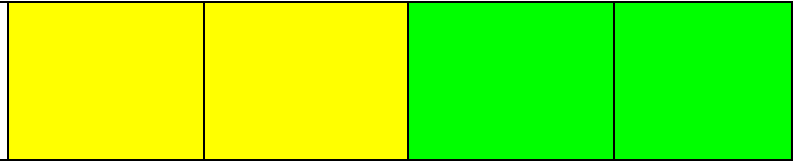
<p>responding usually or always from 69.3% to 73.3%.</p> <p>3. "I believe what I am learning in school will help me to be successful in life" will increase by the percent of students responding usually or always from 82.1% to 84.1%.</p>	<p>2. 68.3%</p> <p>3. 84.1%</p>	<p>targeted Student Engagement Survey items using a scale of "always, usually, sometimes, never:" 83 students participated</p> <p>Students indicating Always or Usually:</p> <p>1. 81.9% - met goal</p> <p>2. 81.9% - met goal</p> <p>3. 83.1%</p>	<p>Engagement Survey items using a scale of "always, usually, sometimes, never: "</p> <p>Students indicating Always or Usually:</p> <p>1. 75.0%</p> <p>2. 76.1%</p> <p>3. 80.4%</p>	<p>3. 80.7%</p> <p>These will be continued areas of focus for 2019-20 with a more specific focus on students feeling they belong at our school and students feeling that their culture and identity are valued.</p>
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## Literacy Goal

50% of all FAY 1st-5th grade students below benchmark will increase their reading level the equivalent of 1.5 years and/or meet the grade level benchmark goal by the spring assessment window according to Fountas & Pinnell.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
<b>Literacy walkthrough visits used to guide site based PD/coaching</b>				
<ul style="list-style-type: none"> <li>Complete reader situation reports</li> </ul> <p><a href="#">Reader Situation Report - Fall 2018</a> <a href="#">Reader Situation Report - Winter 2019</a></p>	Completed 11/5/18		Completed 2/18/19	
<ul style="list-style-type: none"> <li>Complete coaching cycle using the environmental checklist for workshop with all new classroom teachers and long-term substitutes</li> </ul>		Completed, but planning to review in the 2nd semester	Review was done & feedback given to teachers	
<b>Refinement of grade level Data Summit work</b>				
<ul style="list-style-type: none"> <li>Teacher teams will create academic goal plans for students below benchmark including authentic engagement strategies they will be using to close the students' academic and/or social/emotional gap</li> </ul>	Data Summit 11/15	Data Summit 2/1	Changed 3rd Quarter Data Summit to using three faculty meetings for analyzing student learning	Data Summit 5/24
<b>Implement grade level action plans related to authentic engagement strategies</b>				
<ul style="list-style-type: none"> <li>Action Plans                             <ul style="list-style-type: none"> <li><a href="#">Kindergarten</a></li> <li><a href="#">1st Grade</a></li> <li><a href="#">2nd Grade</a></li> <li><a href="#">3rd Grade</a></li> <li><a href="#">4th Grade</a></li> <li><a href="#">5th Grade</a></li> </ul> </li> <li>Learner Profiles = student profiles will include elements of...                             <ul style="list-style-type: none"> <li>Knowing the whole child using both student and family input</li> <li>Goals related to academics and SEL</li> <li>Student preferences for their learning to help inform ways the teacher can give the individuals more voice and choice throughout the school day                                     <ul style="list-style-type: none"> <li>Templates:   <ul style="list-style-type: none"> <li><a href="#">Kindergarten</a></li> <li><a href="#">1st Grade</a></li> </ul> </li> </ul> </li> </ul> </li> </ul>	Learner Profiles shared with parents/guardians at conferences on 11/8 & 11/9	Authentic engagement showcase by each grade level at faculty meeting on 12/12	Learner Profiles shared with parents/guardians at conferences on 3/12 & 3/29	BLC Meetings to reflect on what went well & what needs to be changed/learner for learner profiles to go even better next

- [2nd Grade](#)
- [3rd Grade](#)
- [4th Grade](#)
- [5th Grade](#)



## Numeracy Goal

50% of all FAY 1st-5th grade students below benchmark will meet or exceed their "catch up/keep up" growth goal for the 2018-19 school year according to STAR Math.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
<b>Math classroom walkthrough tool</b>				
<ul style="list-style-type: none"> <li>● Complete math feedback tool</li> <li>● <a href="#">Math Situation Report</a></li> </ul>	n/a		Used Tool w/ Kindergarten & 4th Grade.	
<b>Online math resource adoption</b>				
<ul style="list-style-type: none"> <li>● Freckle Implementation: Including teacher, student and parent training on the tool</li> </ul>				
<b>Refinement of grade level Data Summit work</b>				
<ul style="list-style-type: none"> <li>● Teacher teams will create academic goal plans for students below benchmark in math including authentic engagement strategies they will be using to close the students' academic and/or social/emotional gap</li> </ul>	Data Summit 11/15	Data Summit 2/1	ASL Faculty Meetings on 2/13, 3/13, 3/20	Final Data Summit on 5/24
<b>Implement grade level action plans related to authentic engagement strategies</b>				
<ul style="list-style-type: none"> <li>● Action Plans                             <ul style="list-style-type: none"> <li>○ <a href="#">Kindergarten</a></li> <li>○ <a href="#">1st Grade</a></li> <li>○ <a href="#">2nd Grade</a></li> <li>○ <a href="#">3rd Grade</a></li> <li>○ <a href="#">4th Grade</a></li> <li>○ <a href="#">5th Grade</a></li> </ul> </li> <li>● Learner Profiles = student profiles will include elements of...                             <ul style="list-style-type: none"> <li>○ Knowing the whole child using both student and family input</li> <li>○ Goals related to academics and SEL</li> <li>○ Student preferences for their learning to help inform ways the teacher can give the individuals more voice and choice throughout the school day                                     <ul style="list-style-type: none"> <li>■ Templates:   <ul style="list-style-type: none"> <li>● <a href="#">Kindergarten</a></li> <li>● <a href="#">1st Grade</a></li> <li>● <a href="#">2nd Grade</a></li> <li>● <a href="#">3rd Grade</a></li> <li>● <a href="#">4th Grade</a></li> <li>● <a href="#">5th Grade</a></li> </ul> </li> </ul> </li> </ul> </li> </ul>			Learner Profiles used at both November & March conferences	Students will make final updates to learner profiles before end of year and profiles will then be shared with next year's teacher.

## Equity/Gap Closing Goal

MATH = The number of FAY Black students testing at or above proficiency according to STAR Math will increase from 37.5% to 47.5% by the spring assessment window.

READING = The number of FAY Black students testing at or above proficiency according to F&P will increase from 21.9% to 31.9% by the spring assessment window.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
<b>Implement student centered coaching cycles</b>				
<ul style="list-style-type: none"> <li>Training with Diane Sweeney for Instructional Coach, LMS, AP and Principal</li> </ul>	Trainings on 10/23 & 10/24	Training on 12/5	Trainings on 2/26 & 2/27	Training on 4/3, 5/7, 5/8
<ul style="list-style-type: none"> <li>Coaching cycle data and fidelity check data</li> </ul>				
<ul style="list-style-type: none"> <li>Successful completion of action steps and benchmarks</li> </ul>				
<b>Facilitate and implement E-Team</b>				
*Creekside Team Members - Jillian Block, Jacquie Gouldthorp, Brianne Pitts, Chelsea Krenn, Emily Clevestine, Brandie Becker, Alyssa Rohde, Tobie Langhans, Joel Swissdorf, Stacy Stecker				
<ul style="list-style-type: none"> <li>Beyond Diversity Training</li> </ul>	8/23 & 8/24			
<ul style="list-style-type: none"> <li>Two additional training days - topic TBD</li> </ul>	n/a this quarter	1/17	3/7 & 3/28	
<b>Refine equity-based PLCs</b>				
<ul style="list-style-type: none"> <li>Partnership with AWSA</li> </ul>	10/25	1/29	2/22	SAIL Training - 6/3, 6/4, 6/10
<ul style="list-style-type: none"> <li>Train BLC on elements of Adaptive Schools and Beyond Diversity so they have the capacity to facilitate equity conversations in their PLCs</li> </ul>			BLC led faculty meeting with racial equity focus on 2/20	Continued focus area for 2019-20
<ul style="list-style-type: none"> <li>Consistent administrator and/or instructional coach presence during PLCs as an engaged participant/knowledge authority to help guide conversation and coach up BLC facilitator</li> </ul>				
<b>Meet &amp; Greet appointments with 1st-5th grade families</b>				
<ul style="list-style-type: none"> <li>Opportunity for family &amp; teacher to begin building their relationship during an individual meeting</li> <li>Teachers will gain valuable insight into the family and learner to help inform their understanding of who the child is and how he/she learns best</li> <li>Families will be informed about classroom procedures/routines, given opportunities to share</li> </ul> <p>★ Kindergarten families are given a fairly extensive introduction to the school by the building principal while their child is engaged in their orientation appointment. Families have a chance to meet the teacher and begin building that relationship at Ready, Set, Go.</p>	August 2018			*Reflecting on must-do may-do list to make these even better for 2019-20
<b>Implement Creekside's Social/Emotional Action Plan - Year 2</b>				



<ul style="list-style-type: none"> <li>● Universal instruction of Zones of Regulation, Mindfulness &amp; Second Step</li> <li>● Student access to the Zen Den</li> <li>● Training for staff on Restorative Practices</li> <li>● Training for staff on Trauma Sensitive Classrooms</li> <li>● Continued focus on relationship-building through morning meeting, classroom circles, Pack Pride groups, Coyote Connection, classroom identity development, WatchDOGS, PBIS Student Recognition systems, extracurricular clubs, etc.</li> </ul> <p><a href="#">Creekside Social Emotional Learning Action Plan</a></p>		<p>Reviewed progress of SEL strategies and matched each strategy to SEL competencies at the 1/16 faculty meeting</p>	<p>Integrated Tier 2/3 Student Planning into 3rd Quarter LLT</p> <p>PBIS Revamp prep Work in full swing</p>	<p>Full implementation of universal SEL taught by both Classroom Teachers &amp; School Counselor</p>
<p><b>Leverage Peer Learning Opportunities to Grow Teacher Practice Around Equity</b></p>				
<ul style="list-style-type: none"> <li>● Teachers will have the opportunity to visit classrooms of other teachers in the building, the district or other Wisconsin school districts to help refine their instructional practices related to authentic engagement and social/emotional learning</li> </ul>		<p>10 teachers have submitted a proposal for a peer learning experience in the 2nd semester</p>	<p>This process has evolved into funding teachers that are in a coaching cycle so they can have a day of observation &amp; planning with our Instructional coach</p>	<p>15 teachers accessed time away from their classroom for learning and/or instructional coaching</p>

## Student Engagement Goal

"I feel I belong at this school" will increase by the percent of students responding usually or always from 64.8 % to 68.8%.

"My culture and identity is valued at my school" will increase by the percent of students responding usually or always from 69.3% to 73.3%.

"I believe what I am learning in school will help me to be successful in life" will increase by the percent of students responding usually or always from 82.1% to 84.1%.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
<b>PBIS Revamp = The PBIS team will take the year to define what we believe about teaching a whole student and how to bring our PBIS practices</b>				
<ul style="list-style-type: none"> <li>● Developing belief statements</li> <li>● Changing core teaching practices from CARES to words that more accurately describe our current SEL practices</li> <li>● Developing common language for SEL</li> <li>● Developing a student matrix</li> <li>● Creating a continuum of teaching practices related to restorative justice (both proactive and reactive)</li> </ul> <p><i>*Staff and students will have opportunities to weigh into decisions throughout the school year. The plan will come to fruition in the fall of 2019.</i></p>	Belief statements finalized	New character education words selected	Student matrix created	*Long list of summer work toward the PBIS revamp
<b>Investigate/Implement school and/or classroom based innovations (focus on students seeing the relevancy in their learning)</b>				
<ul style="list-style-type: none"> <li>● Learner Profiles - incorporating more voice/choice and learner goals</li> <li>● Student-led Conferences</li> <li>● SEL Universal Teaching</li> </ul> <p><i>Strategies Developed by the Students in September:</i></p> <ol style="list-style-type: none"> <li>1. <i>School-wide celebration for "Keeping Creekside Clean!"</i></li> <li>2. <i>Have a day where students pair up with younger students and 'show kindness' by helping them with a technology project.</i></li> </ol>			Student-led Conferences on 3/12 & 3/28	Drop Everything & Clean Day - April 26th

## Workforce Strategy Goal

- In our effort to create a district where the needs of all students are met, we will maintain a retention rate in the 2018-19 school year of 90% or higher. (National avg. 84%)
- In an effort to create an asset-based school district where staff feel engaged in our work as a school district, we will have an increase in the percentage of staff answering “agree” or “strongly agree” from 65.5% in the Spring 2018 to 71% or higher by the Spring 2019 to the survey item, “All things considered, this District is a good place to work” on the School Perceptions Survey.

<b>Strategic Initiatives</b> School Leadership teams will set specific school goals based on the following question in order to support our larger goal supporting retention of staff and staff engagement: “How will our school include, and act on, all perspectives into improving staff responses to “All things considered, this District is a good place to work” that is in our control?”	<b>Q1</b>	<b>Mid-Year</b>	<b>Q3</b>	<b>EOY</b>
District Indicator = “All things considered, this District is a good place to work” (86% agree or strongly agree in Spring 2018) Creekside Focus Areas: <ul style="list-style-type: none"> <li>→ “The social and emotional needs of students are being met.” (43% agree or strongly agree in Spring 2018)</li> <li>→ “Student discipline is handled in a consistent manner by all staff.” (31.6% agree or strongly agree in Spring 2018)</li> <li>→ “I feel comfortable sharing my ideas and opinions.” (64.6% agree or strongly agree in Spring 2018)</li> </ul>				
<ul style="list-style-type: none"> <li>● Staff training on Restorative Discipline, establishing a Trauma-Informed Classroom and Social/Emotional Learning Competencies</li> </ul> <p><i>*Other strategies to be developed during staff training in August and September BLC meeting</i></p>	8/28 Restorative Practices PD 10/10 Trauma Sensitive Practices PD	1/16 - SEL Competencies & Application to Building SEL Action Plan & Grade Level Data Summit Action Plans	2/20 - Faculty Meeting on tools for growing your cultural consciousness led by E-Team	5/8 - Faculty Meeting on PBIS Revamp to gain staff input

## Community Engagement Goal

- In an effort to develop strong school to parent partnerships and ensure parents are accurate ambassadors, we will increase overall parent satisfaction (School Perceptions Survey) from 71.4% of parents identifying satisfied or very satisfied to 77.4% by Spring 2019.
- We will increase the overall participation rate on our parent survey from 42 parents to 70+ parents for the Spring 2019 parent survey window.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
SPASD <a href="#">Parent Engagement Goals</a>				
<b>CREEKSIDE GOALS</b> <ul style="list-style-type: none"> <li>● In an effort to develop strong school to parent partnerships and ensure parents are accurate ambassadors, we will increase overall parent satisfaction (School Perceptions Survey) from 71.4% of parents identifying agree or strongly agree to 77.4% by Spring 2019.</li> <li>● We will increase the overall participation rate on our parent survey from 42 parents to 70+ parents for the Spring 2019 parent survey window.</li> </ul>				
<b>CREEKSIDE FOCUS INDICATORS</b> <ul style="list-style-type: none"> <li>● Teachers personalize instruction to meet my child's needs. (63.8% of parents agreed or strongly agreed in Spring 2018; will increase to 67.8% by Spring 2019)</li> <li>● Academic expectations in this school are... (65.5% of parents indicated that academic expectations are "just right" in Spring 2018; will increase to 69.5% by Spring 2019)</li> <li>● Teachers have a culture of high expectations for my child. (67.3% of parents agreed or strongly agreed in Spring 2018; will increase to 71.3% by Spring 2019)</li> </ul>				
<ul style="list-style-type: none"> <li>● School-wide strategy for engaging parents                             <ul style="list-style-type: none"> <li>○ Meet &amp; Greet appointments for 1st-5th grade families in August to begin building a personal relationship and get to know whole child</li> <li>○ Use of Learner Profiles at November &amp; March conferences as well as parent access between conferences</li> <li>○ <a href="#">Creekside Family Nights 2018-19</a></li> </ul> </li> <li>★ <i>Strong focus throughout all of these strategies to inform parents about how we are personalizing instruction for their child and holding each child to a high expectation of growth and achievement.</i> <ul style="list-style-type: none"> <li>○ <i>Teachers personalize instruction to meet my child's needs (increase from 63.8% to 67.8% of parents identifying agree or strongly agree by Spring 2019)</i></li> <li>○ <i>Academic expectations in this school are... (increase from 65.5% to 69.5% of parents indicating "just right" by Spring 2019)</i></li> <li>○ <i>Teachers have a culture of high expectations for my child (increase from 67.3% to 71.3% of parents identifying agree or strongly agree by Spring 2019)</i></li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>● Positive Teacher-Based/Parent Interactions to Support Learning                             <ul style="list-style-type: none"> <li>○ Each classroom will offer 2-3 academic/SEL showcases during the school day when parents can join their children to see/hear about what the child is learning at school.</li> <li>○ <a href="#">Academic Showcase Schedule for Each Grade Level</a></li> </ul> </li> </ul>		Almost every grade level has completed their 1st showcase	Parent attendance at showcases has been really good!	Completed initial meeting for diverse parent group on 4/29

- Establish Site Councils of Diverse Parents
  - Meeting 1 on 12/3: Sharing and analysis of disaggregated school data, Brainstorming ideas to improve experiences of families of color
  - Meeting 2 on 1/10: Reviewed ideas from 1st meeting & selected ideas to pursue
  - Meeting 3 on 2/21: Meet w/ Sarah Smith to gain a better understanding of Community Schools
  - Meeting 4 on 4/29: 1st Village Project Meeting @ Dream Bank off East Washington Ave.

★ Resources - "Beyond the Bake Sale" & "101 Ways to Create Real Family Engagement"

Exploring an opportunity to do an off-shoot of this involving Black parents & students in a leadership team