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# 2013 – 2014 SIP

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Elizabeth Carter  
Brooks

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Kevin J Sullivan, Principal

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**NBPS School Improvement Plan (SIP)  
School Year 2013-2014**

**School's Name: Brooks School  
Date Updated: 10.09.2013**

**Timeline and Process Checklist**

<b>Overall Timeline</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>By When</b>	<b>Complete?</b>
<i>May-September 2013</i>	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> <li>• Alignment between DIP &amp; SIP</li> <li>• SIP development process and principles</li> </ul>	Superintendent	July 8 & 9	Yes
	Complete the <b>DESE Conditions for School Effectiveness Self-Assessment</b>	Principal	June-September	Yes
	Record, review, and analyze key school data	Principals	May-September	Yes
	Complete MCAS SIP Target Sheets for 2013-2014	Principals	Aug 19	Yes
	Action plan and set school targets with input from the School Instructional Leadership Team (SILT)	Principals	May-Sept	Yes
	Complete Initial DRAFT of SIP & Submit to Director of School Support	Principals	Sept 13	Yes
<i>September-October 2013</i>	Provide support to Principals on SIP development	Dir of School Support & Asst. Supt for Accountability & School Improvement	Aug-Sept	Yes
	Review DRAFT with input from the School Council	Principals	Sept	Yes
	Submit FINAL SIP to Director of School Support	Principals	On or before Oct 4	Yes
	Review and approve SIPs	Superintendent	Oct 14	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principals	Oct 21	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Superintendent	Oct 14	<input type="checkbox"/>
<i>Oct 2013 – June 2014</i>	School Instructional Leadership Teams (SILT) meet at least monthly to monitor progress on plan, analyze performance data, and plan for future improvement <ul style="list-style-type: none"> <li>• School and district generate data for ongoing monitoring</li> <li>• SILT meeting topics focus on:               <ul style="list-style-type: none"> <li>– Generating concrete intervention and improvement strategies</li> <li>– Sharing what is working via measurable increases in student learning</li> <li>– Analyzing performance data</li> <li>– Updating data to display and share progress towards goals</li> </ul> </li> </ul>	Principals with District ILT support	School year	<input type="checkbox"/>
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>



## NBPS School Improvement Plan (SIP) School Year 2013-2014

**School's Name: Brooks School**

### Overview of District and School Improvement Planning

#### Focusing on the "Instructional Core"

The New Bedford Public Schools Accelerated Improvement Plan focuses on the quality of classroom instruction. Building on the same four strategic objectives from previous years, the 2013-2014 Accelerated Improvement Plan focuses on increasing the rigor of classroom instruction in reading, math, and science for all students.

The district's theory of action creates an articulated, coherent strategy for the district. The strategic initiatives included in the AIP focus on the core elements outlined in the district's theory of action that will bring about systemic change and improvement.

#### Theory of Action

IF the NBPS focuses on and persists in expecting, developing, supervising, and evaluating educators' capacity to deliver rigorous and engaging instruction that is:

- Aligned to state standards,
- monitored so student progress in attaining those standards reaches to a level of proficiency,
- adjusted and differentiated so that all students will be supported and stretched to make progress
- and evidence of student learning is demonstrated every day in every classroom in every school

THEN student achievement will significantly increase in each New Bedford school and in the New Bedford Public Schools as a district.

**Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency**

**Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making**

**Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students**

**Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders**

To ensure that principals can easily identify the final outcomes, strategic initiatives, activities, and action steps for which they are accountable, the document uses specific district language and maps early evidence of change and short-term outcomes to the goal-setting process in the educator evaluation cycle. For example:

- Schools will be expected to use the AIP final outcomes as the final outcomes in their individual



## NBPS School Improvement Plan (SIP) School Year 2013-2014

### School Improvement Plans

- Educators will be expected to set student learning goals that are aligned with the short-term outcomes in the AIP, and professional practice goals that are aligned with the early evidence of change

These through-lines to school-level and educator-level work will help ensure that the district maintains a narrow yet intense focus on the district's four strategic objectives.

### Members of School's ILT:

Name of Staff Member	Position
Kevin Sullivan	Principal
Janet Peitavino	Special Education
Kimberly Calheta	Grade 3
Joyce Sylvia	K
Joseph Chagnon	School Psychologist
Daniel Viegas	TLS

### School Analysis of Needs in Relation to the District Improvement Plan (AIP) *(Include reference to completed DESE Conditions for School Effectiveness Self-Assessment)*

AIP Obj	Strengths	Focus areas
<p><b>Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency</b></p>	<ul style="list-style-type: none"> <li>• The Brooks School for the first time in three years in 2012 – 2013 had positive numbers in growth in DIBELS: K +17%, 1 +18%, and 2 +4% as compared to 2011 – 2012 with K – 12%, 1 – 16%, and 2 – 7%.</li> <li>• Teachers, according to the 2013 DESE Conditions of School Effectiveness Self-Assessment, feel that the screening and monitoring of students and the supports and interventions are quickly moving from developing into meeting the standard. Through continued PD embedded into the instructional day this will only strengthen through constant monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• According to the DESE School Achievement Distribution by year; the three trends in ELA at the Brooks School has increased the percentage of Warning students from 18% in 2011 to 19% in 2012 to a remarkable increase to 27% in 2013. On the contrary the Advanced has remained the same about 2%.</li> <li>• According to the DESE School Achievement Distribution by year; the three trends in Math at the Brooks School has increased the percentage of Warning students from 7% in 2011 to 40% in 2012 to a remarkable decrease to 28% in 2013. Furthermore the Advanced has decreased 4 percentage points in the last three years.</li> <li>• The Brooks School over the past three years has consistently scored on average between 9% - 19% off of the State Differential on open response answers across all three grade levels.</li> </ul>



## NBPS School Improvement Plan (SIP) School Year 2013-2014

<p><b>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</b></p>	<ul style="list-style-type: none"> <li>• The Brooks School ILT is well represented by all aspects of the Brooks School Community. With representation from the educational, social/emotional, and administrative perspectives.</li> <li>• Principal according to 2013 DESE Conditions of School Effectiveness Self-Assessment has been an active member of the classroom instructional day.</li> <li>• The Brooks School Teachers over the past three years have provided evidence to the principal outlining in detail the collaboration and data analysis completed in all common planning meetings. This will provide a seamless transition into this current format of TCT meetings and documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will utilize information derived from TCT meetings and adjust their instruction accordingly.</li> <li>• The Brooks School ILT will regulate quick and efficient transfer of individual student data &amp; information to classroom teacher's relevant to the individualized classroom instruction. According to the 2013 DESE Conditions of School Effectiveness Self-Assessment this process did not receive an acceptable rating for transferring relevant information.</li> </ul>
<p><b>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</b></p>	<ul style="list-style-type: none"> <li>• The Brooks School 2013 Summer Teacher Professional Development focused on observing and reviewing classroom observations (themselves and peers) equipping teachers with the skills to observe themselves and others and identify the signs of rigor. This positive experience was echoed in rating the teachers scored in the 2013 DESE Conditions of School Effectiveness Self-Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal will administrator Mini Observations (minimum 10 per week) with timely feedback either verbal or written to the classroom teacher highlighting the positive and negative aspects of the classroom (with a consistent focus on rigor). Providing feedback on a regular basis both written and verbal on an ongoing basis was an area of concern on the 2013 DESE Conditions of School Effectiveness Self-Assessment.</li> <li>• Teachers believe, in accordance to the 2013 DESE Conditions of School Effectiveness Self-Assessment, that there is not an adequate amount of follow up on previous professional development. Therefore, there will be consistent review of prior PD material through staff meetings and conversations embedded into TCT and ongoing teacher check-ins with the principal.</li> <li>• The topic of "Rigor" will resonate through all faculty meetings and be an expected conversation in TCT meetings when conversing about instructional purpose.</li> </ul>
<p><b>Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders</b></p>	<ul style="list-style-type: none"> <li>• 2013 DESE Conditions of School Effectiveness Self-Assessment ranked family and community involvement one of the highest ranking of the school. We as a school will continue to foster relationships with families and community partners.</li> </ul>	<ul style="list-style-type: none"> <li>• The topic of "Rigor" will resonate through all family meetings and be an expected conversation topic in parent (guardian conferences, held at least one time per year, when conversing about instructional purpose.</li> <li>• The Brooks School will reach out and develop new community connections that can enhance our school resources and build sustainability in all areas of growth.</li> <li>• Rekindle connections with Foster Grandparents, SMILES, Big Brother/Big Sister, &amp; strengthen our Parent/Guardian Volunteer group facilitated through the Brooks School Council.</li> <li>• Build a strong and content focused IS team that involves families in the educational decisions of the students.</li> </ul>



## NBPS School Improvement Plan (SIP) School Year 2013-2014

### **WHAT WE WILL ACHIEVE (Elementary Schools)**

#### **DISTRICT & SCHOOL Improvement Plan FINAL OUTCOME 1.1:**

All elementary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 3rd, 4th, and 5th grade ELA and Math MCAS by the end of the year

Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

#### **Short-Term Outcomes 1.1 (Student Learning Goals)**

*[Administrator and teacher student learning goals will be aligned to these outcomes.]*

##### DIBELS

- From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest
- From BOY to EOY, all K-2 teachers will reduce by at least 40% the # of students not meeting benchmark on the DIBELS composite score

##### GALILEO

- From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math
- From BOY to EOY, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math

##### DISTRICT WRITING BENCHMARKS

- From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments
- From MOY to EOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments

### **HOW WE WILL GET THERE**

#### **STRATEGIC INITIATIVES are listed in the District Improvement Plan that support FINAL OUTCOMES**

#### **Early Evidence of Change (Examples of Professional Practice Goals)**

*[Administrator and teacher professional practice goals will be aligned to this early evidence of change.]*

- By MOY 100% of K-5 teachers will score at least Proficient on the school learning walk look fors for specific and rigorous instruction aligned to the written curriculum (aligned to Standard I-A-3. Rigorous Standards-Based Unit Design)



## **NBPS School Improvement Plan (SIP)**

### **School Year 2013-2014**

- By December, all K-2 teachers progress monitor strategic students every 4 weeks and intensive students every 2 weeks 100% of the time using DIBELS software.
  
- By January 2014, all building administrators can demonstrate that at least 75% of teacher collaboration team (TCT) decisions have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, SILT minutes, and reports on usage through DIBELS and GALILEO software, all of which can be included in the educator's evidence collection
  
- By May, develop and administer at least 4 grade-level common assessments in Math, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions.



**NBPS School Improvement Plan (SIP)**  
**School Year 2013-2014**

<b>SMART Goals that link to Final Outcomes</b>	<b>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)</b>	<b>OWNER</b>	<b>TIMELINE</b>
<p><u>DISTRICT WRITING BENCHMARKS</u>            From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments</p> <p>From MOY to EOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments</p>	<p><b>Establish a protocol for identifying at-risk students in the writing process</b></p> <ul style="list-style-type: none"> <li>There will be a weekly writing assignment through a Grade 3 – 5 “Monday Morning Write”</li> <li>The “Keys to Literacy” two column format will be utilized to assist students in grades 3 – 5 to navigate through the writing process and assist in open response.</li> <li>Teachers to participate in a monthly one hour TCT for data and instruction utilize the Looking at Student Work Protocol to develop short-cycle action plans to address writing instruction.</li> <li>The monthly TCT action plans will be followed up monthly during the after-school TCT using the reflection protocol to monitor the action plans</li> <li>Monitor through at least two mini observations per week and TCT meeting minutes and action plans, how the (TCT) decisions on writing (through the use of the Looking at Student Work Protocol) have been implemented in classroom instruction.</li> </ul>	<p>Teacher Principal TLS</p> <p>Teachers</p> <p>Gr. 3-5 Teachers</p> <p>Gr. 3-5 Teachers</p> <p>Principal SILT</p>	<p align="right">☐</p> <p>September</p> <p align="right">☐</p> <p>October</p> <p align="right">☐</p> <p>October, then Monthly</p> <p align="right">☐</p> <p>October, then Monthly</p> <p align="right">☐</p> <p>October- Ongoing</p>
<p><u>DIBELS</u>            From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest</p> <p>From BOY to EOY, all K-2 teachers will reduce by at least 40% the # of students not meeting benchmark on the DIBELS composite score</p>	<p><b>Identify and monitor K-2 student data/progress that do not meet literacy grade level benchmarks.</b></p> <ul style="list-style-type: none"> <li>Teachers will utilize the TCT protocols to identify students from BOY DIBELS and develop intervention groups that will be implemented in small group instruction utilizing guided reading, Early Interventions in Reading, and DIBELS interventions</li> <li>Teachers will use progress monitoring data to review “At Risk” students’ interventions biweekly at TCT meeting and identify targeted strategies for differentiating instruction.</li> <li>Teachers are provided with professional development on K-2 Effective Literacy small-group Instruction</li> <li>TLS, Principal, and Title I staff will conduct K-2 classroom learning walks using the Literacy Block Implementation Rubric and look-fors</li> </ul>	<p>Teacher TLS</p> <p>Teacher TLS</p> <p>Principal, TLS, Dir. Of Title I</p> <p>Principal, TLS, Dir. Of Title</p>	<p align="right">☐</p> <p>October</p> <p align="right">☐</p> <p>October</p> <p align="right">☐</p> <p>October 24, 2013</p> <p align="right">☐</p> <p>October 14 – weekly until calibrated</p>



## NBPS School Improvement Plan (SIP) School Year 2013-2014

	<ul style="list-style-type: none"> <li>● SILT reviews DIBELS Progress monitoring data and students identified as “at-risk” quarterly to ensure that “at-risk” students do not remain “at-risk” and adjust supports based on need.</li> <li>● Teachers will take part in embedded professional development with the TLS applying the 9-week coaching cycle for improved instructional strategies</li> <li>● Teachers in grade k – 2 will meet weekly for a 1 hour TCT during the week (Tuesday Grade 2 &amp; Wednesday K / 1) to monitor and discuss actions being implemented for “at risk” students as well as tier I and II.</li> <li>● Conduct at least four mini-observations per week by using the Literacy Block Implementation Rubric and look-fors to monitor targeted instruction and provide growth-producing feedback</li> </ul>	<p>SILT, Dir. Of School Support</p> <p>Principal, TLS, Dir. Of Title I</p> <p>Teachers &amp; TLS</p> <p>Principal</p>	<p>November, monthly <input type="checkbox"/></p> <p>November <input type="checkbox"/></p> <p>January, then weekly <input type="checkbox"/></p> <p>October, then weekly <input type="checkbox"/></p>
<p><u><b>GALILEO</b></u> From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math</p> <p>From BOY to EOY, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math</p>	<p><b>Strategically assign based upon Data students to the appropriate intervention and remediation programs with content-strong teachers (Improve core instruction aligned to common core for all)</b></p> <ul style="list-style-type: none"> <li>● Use TCT process to analyze Galileo BOY and MOY data to identify standards to focus on to develop CFA at least 4 x per year</li> <li>● Classroom teachers will utilize TCT meetings to develop and administer at least 4 grade-level common assessments in Math &amp; ELA o d f a</li> <li>● Teachers will collaborate within their TCT to develop and implement targeted lessons and differentiated instruction based on student assessment data discussions.</li> <li>● Teachers will participate in professional development on Mastery objectives and effective lesson planning, and higher-order questioning skills with a connection to the common core</li> <li>● Principal will conduct at least six mini-o’s per week in Grades 2-5 using the Rigor Rubric to inform pd needs and provided targeted feedback for improvement</li> <li>● Teachers will be submitting the TCT monitoring form to the building principal for review and principal will follow-up with the SILT and TLS and deliver feedback to those teams.</li> </ul>	<p>Gr. 2-5 Teacher</p> <p>Gr. 2-5 Teacher</p> <p>Gr 2 - 5 Teacher</p> <p>Teacher Principal</p> <p>Teacher Principal TLS</p> <p>Teacher Principal TLS</p>	<p>September <input type="checkbox"/></p> <p>October , December, February, April <input type="checkbox"/></p> <p>October, then ongoing <input type="checkbox"/></p> <p>October 24, 2013 <input type="checkbox"/></p> <p>September, then weekly <input type="checkbox"/></p> <p>October, ongoing <input type="checkbox"/> (After each TCT Meeting)</p>



## NBPS School Improvement Plan (SIP) School Year 2013-2014

	<ul style="list-style-type: none"> <li>At monthly faculty meetings, principal and TLS will continue to discuss common core standards and the connection to Mastery Objectives and how to increase the lessons rigor through the rigor rubric.</li> <li>Lesson plans will be collected monthly by the principal to sample for rigor. Feedback will be given on an individual basis.</li> </ul> <p><b><i>Provide focused monitoring and coaching for Pre K – 5 teachers on delivering effective, engaging, and rigorous classroom instruction.</i></b></p> <ul style="list-style-type: none"> <li>The principal will administrator Mini Observations (minim 10 per week) with timely feedback, either verbal or written, to the classroom teacher highlighting the positive and negative aspects of the classroom (with a consistent focus on rigor).</li> <li>Principal will monitor progress of teachers Mastery Objectives and how they are linked to the lesson through the use of a Mastery Objective Snap-Shot” one time per week.</li> <li>Teachers will monitor and track their classroom tier groupings based on the data generated by the teacher created assessments and reviewed during their TCT meetings.</li> <li>Principal and TLS will develop and implement embedded professional development outlining and addressing the connection between Mastery Objectives &amp; Standards.</li> <li>Teachers will either observe another a lesson at another NBPS or a peer at the Brooks School or apply the skills learned in the summer professional development day for observing rigor in the classroom.</li> <li>All teachers will have a personal lesson videotaped and will utilize the skills learned in the summer professional development day for observing rigor (based on the rigor rubric) in the classroom. Teachers have the option to invite administration on the coding of the video. The teacher will identify his/her strengths and or weakness based upon the observation checklist and the Rigor Rubric.</li> </ul>	<p>Principal TLS</p> <p>Principal TLS</p> <p>Principal</p> <p>Principal</p> <p>Teacher TLS</p> <p>Principal</p> <p>Teacher TLS</p> <p>Teacher TLS</p>	<p>November, then <input type="checkbox"/> monthly</p> <p>November, then <input type="checkbox"/> monthly</p> <p>September <input type="checkbox"/></p> <p>September <input type="checkbox"/></p> <p>October <input type="checkbox"/></p> <p>October <input type="checkbox"/></p> <p>October <input type="checkbox"/></p> <p>October <input type="checkbox"/></p> <p>February <input type="checkbox"/></p> <p>January <input type="checkbox"/></p>
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## NBPS School Improvement Plan (SIP) School Year 2013-2014

### WHAT WE WILL ACHIEVE

#### **DISTRICT & SCHOOL Improvement Plan FINAL OUTCOMES 4.1& 4.2**

By EOY, all schools and classrooms will have a welcoming environment, as measured by

A) 100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level (indicators III-A and III-C for teachers, and III-A, III-C, and III-D for school administrators)

B) Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments

#### **Short-Term Outcomes 4.1 & 4.2 (Student Learning Goals)**

*Objective 4 directly supports the Final Outcomes in Objective 1. Please refer Objective 1 for Short-Term Outcomes (Student Learning Goals).*

### HOW WE WILL GET THERE

#### **STRATEGIC INITIATIVE 4.1**

Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively

#### **Early Evidence of Change 4.1 (Professional Practice Goals)**

- By MOY, over two-thirds of schools exhibit the criteria for a welcoming environment, as assessed by school learning walks and community feedback
- By MOY, over two-thirds of families rate their schools and teachers as effectively creating a welcoming environment and meeting their communication needs, as reported in parent surveys and/or at parent teacher meetings and conferences
- By MOY, over two-thirds of teachers and school administrators believe their schools are welcoming environments to all families and can point to specific changes in their schools that led to an improved environment in self appraisals of their schools, as measured on the Massachusetts TELL survey

#### **STRATEGIC INITIATIVE 4.2**

Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for academic success.

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- By the end of October, baseline data is collected, analyzed, and interpreted on the current state of overall family engagement, and an action plan is created based on the data.
- By MOY all families have had one or more opportunities to engage in dialogue with district or school leaders regarding the vision and direction for NBPS, as measured by collection of agendas, meeting materials, etc.



## NBPS School Improvement Plan (SIP) School Year 2013-2014

<b>SMART Goals that link to Final Outcomes</b>	<b>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)</b>	<b>OWNER</b>	<b>TIMELINE</b>
<p>70% of Brooks families responding to a survey will demonstrate an understanding of the district's overall</p> <p>Vision and direction concerning rigor and actively take regular actions to support their student(s)' academic success by June 2013.</p>	<p><b>Establish a process of authentic two – way communication between the school and our families.</b></p> <ul style="list-style-type: none"> <li>• Teachers will inform parents and guardians of the expectations of academic rigor during Open House and during regular conversations they have about student work. Teachers will provide exemplars of expectations to parents and guardians so as to have a tangible object that they can compare their child's work.</li> <li>• PTA Schedule of Meetings and Events will be regularly posted in three languages with a translator available at a parent/guardian request.</li> <li>• The Brooks School Council will generate a list of parent/guardian volunteers who want to be active members of the school community and develop a schedule for implementation. 100% of teachers and administrators at the Brooks School will provide evidence as to how they as a community have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level by June of 2014.</li> <li>• Teachers will provide authentic student data to parents as well as exemplars of expectations of rigor to parents and guardians so as to have a tangible object that they can compare their child's work.</li> <li>• The Brooks School will have an IST team in place reviewing Tier II referrals in academics and any behavior issues that may arise. This team will use evidence based interventions for all team decisions on students (PRIM). Teachers will, during parent/guardian conference, revisit the discussion of rigor and review student work samples with families and discuss their child's progress</li> <li>• Teachers will facilitate Teacher/Parent/Guardian meetings with all families situated within their classrooms to discuss parental/guardian concerns as well as the progress of their child at this specific point in the year.</li> </ul>	<p>Teachers</p> <p>Principal PTA</p> <p>Principal School Council</p> <p>Teachers</p> <p>Principal Teachers</p> <p>Teachers Principal</p>	<p>September <input type="checkbox"/></p> <p>October <input type="checkbox"/></p> <p>November <input type="checkbox"/></p> <p>December <input type="checkbox"/></p> <p>December <input type="checkbox"/></p> <p>February <input type="checkbox"/></p>