



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

**School's Name: Abraham Lincoln Elementary School  
Date Updated: October 9, 2013**

**Timeline and Process Checklist**

<b>Overall Timeline</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>By When</b>	<b>Complete?</b>
Plan Development  May-September 2013	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	<input type="checkbox"/>
	Record, review, and analyze key school data	Principals	May-September	<input type="checkbox"/>
	Complete MCAS SIP Target Sheets for 2013-2014	Principals	Aug 19	<input type="checkbox"/>
	Action plan and set school targets with input from the School Instructional Leadership Team (SILT)	Principals	May-Sept	<input type="checkbox"/>
	Complete Initial DRAFT of SIP & Submit to Director of School Support	Principals	Sept 13	<input type="checkbox"/>
Plan Approval  September-October 2013	Provide support to Principals on SIP development	Dir of School Support & Asst. Supt for Accountability & School Improvement	Aug-Sept	<input type="checkbox"/>
	Review DRAFT with input from the School Council	Principals	Sept	<input type="checkbox"/>
	Submit FINAL SIP to Director of School Support	Principals	On or before Oct 4	<input type="checkbox"/>
	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"/>
Implementation & Progress Monitoring  Oct 2013 – June 2014	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"/>

Template Modified: 8/21/2013



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School's Name: Abraham Lincoln

### 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 School Improvement Plans
- Educators will be expected to set student learning goals that are aligned with the short-term outcomes in the



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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.

**School Improvement Planning:** Each School Improvement Plan in the district aligns to the District Improvement Plan. While each school has its unique character, it is critical for the district to operate as one whole to support all students. The basic principles each school should keep in mind for SIP planning are:

- Schools will be expected to use the AIP final outcomes as the final outcomes in their individual School Improvement Plans
- Complete the **DESE Conditions for School Effectiveness Self-Assessment**, prepare/revise accordingly to reflect the planning or implementation of one or more corrective actions or restructuring steps based on NCLB Accountability Status
- Involvement of SILT is integral to the implementation of each schools' SIP and the AIP
- School suggested ILT members include:
  - Principal
  - School Data Team Representative/TLS
  - One representative from Special Education team
  - One representative from ELL team
  - For Elementary Schools: One representative each from K–2 and 3–5
  - For Secondary Schools: One representative from each content area
  - Representative from Guidance team
  - 'At large' representative
- Schools should not take on lots of “other” initiatives, unless a solid plan is in place to achieve the objectives and outcomes laid out in the district plan.



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**Members of School's ILT:**

<b>Name of Staff Member</b>	<b>Position</b>
Lina DeJesus	Principal
Aaron Vieira	Assistant Principal
Jennifer Nunes	First Grade Teacher
Susan Green	Fifth Grade Teacher
Sara Anuszczyk	Teaching and Learning Specialist
Joanne Medeiros	Fourth Grade Teacher
David Pacheco	Kindergarten Teacher
Amy Cavanaugh	Third Grade Teacher
Vanessa Tavares	Second Grade Teacher
Deb Perry	Special Education Teacher

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

<b>AIP Obj</b>	<b>Strengths</b>	<b>Focus areas</b>
<p><b>Objective 1:</b>  <b>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>	<p>According to the Conditions for School Effectiveness Self-Assessments, the staff has found that as a school, we school high-quality, challenging core instruction for all students.</p> <ul style="list-style-type: none"> <li>Teachers demonstrate responsibility for the learning of all students.</li> <li>All lessons integrate differentiated instruction so that 80-90% of students learn key concepts through core instruction and without the need for tiered support.</li> </ul> <p>Leaders routinely monitor the effectiveness of the core curriculum/instruction.</p> <p>Trends in MCAS over the past three years show a trajectory increase of the annual PPI points of 5 in 2011, 45 in 2012, and 90 in 2013. Although targets have not been met, an improvement is noted.</p>	<p>Although in the beginning stages, a culture of teachers who plan lesson that are rigorous for all students is noted but needs to be focused. In addition, identifying students who are not meeting standards and provide a rigorous approach to intervention for all students to show significant progress toward attainment of grade level goals is in need.</p> <p>DIBELS and DRA data shows that the areas of phonemic awareness, fluency, and comprehension are not mastered by all students. According to DIBELS 2013 BOY Kindergarten scores in FSF (First Sound Fluency), 53% are below benchmark. Although 2013 DIBELS first grade PSF (Phonemic Sound Fluency) results are slightly higher than 2013 results with 21% of students scoring in the intensive group, our goal is to have 100% of first grade students' benchmark in PSF. The writing Benchmarks in 2-5 grade show that student achievement levels in writing compositions and responding to open response questions vary greatly among students at all grade levels. A need is seen to bring cohesion to the process through an analysis of the skills that are taught at each grade level to allow students to increase points earned on the topic development portion of the grade 4 MCAS ELA Long Composition Areas of concern in mathematics as reflected by both Benchmark and MCAS scores are place value and number sense, particularly in the</p>



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		<p>understanding of fractions.</p>
<p><b><u>Objective 2:</u></b></p> <p><b>Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</b></p>	<p>According to the Conditions for School Effectiveness Self-Assessments, instructional staff use a range of assessments (formative and benchmark) that are aligned to state standards and grade-level learning outcomes.</p> <ul style="list-style-type: none"> <li>• Common formative and benchmark assessments are horizontally/vertically aligned.</li> <li>• Instructional staff receives PD and supports to help in developing assessments, analyzing assessment data, and drawing meaningful conclusions from results.</li> <li>• Instructional staff has begun to work collaboratively to develop and score common assessments.</li> <li>• Instructional staff embeds formative assessments in daily classroom practice and use results to target and modify instruction.</li> </ul>	<p>The results of The DESE Conditions for School Effectiveness Survey taken by the school staff and as discussed by the school's Instructional Leadership Team points out that there is a need for the teachers to have more time to analyze data that is generated from various assessment and time to discuss and build teacher knowledge about current best practice research regarding strategies to improve teaching in order to raise student achievement levels. It was also gathered from the survey that the teachers feel that common planning time is needed for each grade level and for the general education staff and SPED staff who work together in co-taught classrooms. It is apparent to all that each teacher at each grade level has a stake in helping students succeed. Opportunities for professional discourse are seen as necessary to achieve true cohesion as a staff and increase best practices school wide. As a school we have developed a bi-weekly common planning time for teacher by manipulating the specialist schedule. Due to this teachers have the opportunity to meet more frequently and have discussions based on data.</p> <p>Through the TCT and SILT, teachers are receiving formative data that they can discuss in TCT twice monthly.</p>
<p><b><u>Objective 3:</u></b></p> <p><b>Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students</b> (Rigor)</p>	<p>The Lincoln staff is very receptive and is eager to receive feedback on improving daily instruction. With the goal of being more effective in their teaching, teachers have begun assessing the level of rigor in their lessons.</p>	<p>Teachers need to receive ongoing feedback that will help them continue to make adjustments to their instruction. We will continue to work on setting student learning goals and professional practice goals that align with the District Accelerated Plan. Our teachers' goals need to also continue to focus on improving student success and lead to a higher percentage of students who receive proficiency and advanced performance scores on MCAS.</p> <p>Developing a culture of teachers to plan lesson that are rigorous for all students. Identify students who are not meeting standards and provide a rigorous approach to intervention for all students to show significant progress toward attainment of grade level</p>



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		<p>goals.</p> <p>Professional Development needs to be targeted and focused on building capacity in teachers to provide quality instruction that stretches each child's thinking and performance.</p>
<p><b>Objective 4:</b></p> <p><b>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>	<p>According to the Conditions for School Effectiveness Self-Assessments, the staff has found that effective two-way communication with both families and community partners is being accomplished in several ways.</p> <ul style="list-style-type: none"> <li>• Leaders and staff regularly provide families and community partner's information on student status and progress.</li> <li>• The principal or a designee meets regularly with the school council, parent, and student government/leadership groups and keeps them informed of current school issues, concerns, and solutions.</li> <li>• The school, in conjunction with community partners, offers families resources and activities that support student academic and social/emotional success.</li> <li>• Leaders evaluate the school's efforts to communicate with and engage families and community partners, and adjustments are made as necessary.</li> </ul>	<p>The Lincoln School needs to focus on jointly analyzing student performance data with families, community partners, and other constituent groups. Although teacher regularly communicate student performance on assessment and participation level, the questions remains if parents understand the data being presented and what its implications mean to their student. Teachers and parents need to confer often and analyze student data so that parent can gain an understanding of their student's success and areas of needs.</p>

**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



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- 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)
- 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.



## Objectives 1-3

SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)	OWNER	TIMELINE
<p><b>DIBELS:</b> From BOY to MOY, all K-2 teachers will reduce by 25% 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 45% the # of students not meeting benchmark on the DIBELS composite score.</p>	<p><i>Provide focused professional development and growth producing feedback for Grades K - 2 on delivering effective, engaging, and rigorous content and instruction.</i></p> <ul style="list-style-type: none"> <li>• Professional Development on the implementation of the Lexia Program in the area of English Language Arts</li> <li>• Professional Development on Rigor and Higher Order Thinking.</li> <li>• Conduct a minimum of 5 classroom visits per week monitor reading block schedule, rigor, and higher order thinking using the Literacy Block Implementation Tool and providing growth-producing feedback</li> <li>• Provide professional development on SPED strategies for differentiation.</li> </ul>	<p>Jean Welch</p> <p>Administrators</p> <p><b>Administrators</b></p> <p><b>Administrators</b></p> <p>Administrators</p> <p>Assistant Superintendent</p> <p>Teachers</p> <p>SILT, TCT</p> <p>SILT, TCT</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p> <p>SILT, TCT</p>	<p><b>October 24, 2013</b></p> <p><b>October 24, 2013</b></p> <p><b>Weekly/Ongoing</b></p> <p><b>January 27, 2014</b></p> <p><b>September 2013</b></p> <p><b>October 3, 2013</b></p> <p><b>October 2013</b></p> <p><b>October 2013</b></p> <p><b>January 2014</b></p> <p><b>October 2013</b></p> <p><b>October 2013</b></p> <p><b>October 2013</b></p> <p><b>October 2013-ongoing</b></p> <p><b>December 2013</b></p> <p><b>February 2013</b></p> <p><b>April 2013</b></p> <p><b>Beginning in October, then Monthly</b></p>
	<p><i>Implement and finalize the K – 2 approach to reading instruction including establishing a reading block instructional framework.</i></p> <ul style="list-style-type: none"> <li>• Create a schedule that allows for an uninterrupted K-2 Literacy Block</li> <li>• Professional Development provided to K-2 staff on the literacy instructional framework</li> <li>• Implementation of the K-2 literacy instructional framework including the structure for whole group and small group instruction.</li> </ul>	<p>Teachers</p> <p>SILT, TCT</p> <p>SILT, TCT</p> <p>Administrators</p> <p>Administrators</p>	<p><b>October 2013</b></p> <p><b>October 2013</b></p> <p><b>October 2013</b></p> <p><b>October 2013</b></p> <p><b>October 2013-ongoing</b></p>
	<p><i>Strategically identify and assign intensive or strategic students to the appropriate intervention and remediation programs</i></p> <ul style="list-style-type: none"> <li>• Identify intensive and strategic students during TCT and SILT meetings using BOY and MOY data</li> <li>• Identify the appropriate interventions for intensive and strategic students and related action plans</li> <li>• Establish set 35-40 minute intervention time</li> <li>• Conduct at least 2 mini-observations each week with a specific focus on instruction of intensive and strategic students to inform professional development needs and provide growth producing feedback utilizing the K-2 Literacy Implementation Tool</li> </ul>	<p>Administrators</p> <p>Administrators</p> <p>SILT, TCT</p>	<p><b>October 2013-ongoing</b></p> <p><b>December 2013</b></p> <p><b>February 2013</b></p> <p><b>April 2013</b></p> <p><b>Beginning in October, then Monthly</b></p>



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	<p><i>Re-assign students to the appropriate interventions based on formative assessment data throughout the year</i></p> <ul style="list-style-type: none"> <li>Meet with teachers to identify intensive and strategic students based on progress monitoring in order to appropriately group students for intervention.</li> <li>TCT protocol will be followed on a monthly basis to review progress monitoring results and provide targeted intervention as monitored by observations and review of meeting minutes and agendas by the Principal and the SILT</li> </ul>		
<p><b><u>GALILEO (ELA &amp; Math):</u></b></p> <p>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 45% the # of students not proficient on Galileo ELA and math.</p>	<p><b>Provide focused professional development and feedback for Grades 2 – 5 on delivering effective, engaging, and rigorous reading and math content and instruction.</b></p> <ul style="list-style-type: none"> <li>Professional Development on the implementation of the Lexia Program in the area of English Language Arts</li> <li>Professional Development on Rigor and Higher Order Thinking.</li> <li>Conduct a minimum of 5 classroom visits per week to ensure rigorous ELA &amp; Math instruction with an emphasis on grade level content and higher order thinking strategies and tasks, using the Rigor Rubric</li> <li>Provide professional development on SPED strategies for differentiation.</li> <li>Provide professional development opportunity for staff by offering on-site the Harvard Course, <i>Teaching to Standards with Technology</i></li> </ul> <p><b><i>Strategically identify and assign students whom do not meet the standard to the appropriate intervention and remediation programs</i></b></p> <ul style="list-style-type: none"> <li>Identify students who did not meet proficiency or advanced during TCT and SILT meetings using Galileo benchmark data</li> <li>Identify the appropriate interventions for students and related action plans</li> <li>Establish set 35-40 minute intervention time</li> <li>Conduct at least 2 mini-observations each week with a specific focus on instruction of students who did not meet the standard to inform professional development needs and provide growth producing feedback utilizing the district rigor rubric</li> </ul> <p><i>Re-assign students to the appropriate interventions based on formative assessment data throughout the year</i></p>	<p>Jean Welch</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p> <p>Kathryn Gaudette, Center for Education Innovation</p> <p>SILT, TCT</p> <p>SILT, TCT</p> <p>Administrators</p> <p>Administrators</p> <p>SILT, TCT</p> <p>Administrators</p>	<p><b>October 24, 2013</b></p> <p><b>October 24, 2013</b></p> <p><b>Weekly/Ongoing</b></p> <p><b>January 27, 2014</b></p> <p><b>Spring, 2014</b></p> <p><b>October 2013 January 2014</b></p> <p><b>October 2013</b></p> <p><b>October 2013</b></p> <p><b>October 2013-ongoing</b></p> <p><b>December 2013 February 2013 April 2013</b></p> <p><b>December, 2013 February, 2013 April, 2013</b></p>



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	<ul style="list-style-type: none"> <li>TCT protocol will be followed to review formative assessment results and provide targeted intervention, as monitored by observations and review of meeting minutes and agendas by the Principal and the SILT</li> <li>Meet with teachers to identify students who did not meet the standard based on common formative assessments in order to appropriately group students for intervention.</li> </ul>		
<p><b>WRITING:</b> 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><i>Conduct monthly writing assessments aligned to the ELA curriculum guide and review at least four times per year to analyze and inform instruction.</i></p> <ul style="list-style-type: none"> <li>Analyze student work samples of the grade-level writing assessments using the MCAS rubrics and exemplars and district rubrics (K-2) and the <i>Looking at Student Work Protocol (LSW)</i>.</li> <li>TCT's to use the LSW protocol to develop action plans for improved writing instruction based on analysis of student writing samples</li> <li>Conduct at least 2 mini-observations each week with a specific focus on writing instruction and provide growth producing feedback utilizing the Literacy Implementation Rubric/Tool</li> </ul>	<p>TCTs</p> <p>SILT, TCTs</p> <p>Administrators</p>	<p><b>November, 2013</b> <b>January, 2013</b> <b>March, 2013</b> <b>May, 2013</b></p> <p><b>November, 2013</b> <b>January, 2013</b> <b>March, 2013</b> <b>May, 2013</b></p> <p><b>October, Ongoing</b></p>

### 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).*



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**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

SMART that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)	OWNER	TIMELINE
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- 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.

**Early Evidence of Change 4.2 (Professional Practice Goals)**

- 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.

**Objective 4**

100% of teachers and administrators will provide evidence as to how they have ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level.	Parents and School two-way communication will be established and used as a means to ensure a welcoming environment. <ul style="list-style-type: none"> <li>• Teacher will respond to parent’s notes or phone calls the day they are received.</li> <li>• Establish a monthly newsletter</li> <li>• Teachers will develop parent communication systems to insure a home/school connection</li> <li>• Parental based activity nights will be held (minimum of 4x a year) to foster positive relations and share information</li> </ul>	Teachers  Administrators  Teachers  Administrators, Teachers, TLS	<b>September 2013- June 2014</b>  <b>September 2013- June 2014</b>  <b>September 2013 October 2013 January 2014 March 2014</b>
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