



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

**School's Name: Thomas R. Rodman
Date Updated: October 11, 2013 Revision**

Timeline and Process Checklist

Overall Timeline	Action	Who is Responsible	By When	Complete?
Plan Development <i>May-September 2013</i>	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> • Alignment between DIP & SIP • SIP development process and principles 	Superintendent	July 8 & 9	Yes
	Complete the DESE Conditions for School Effectiveness Self-Assessment	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 <i>September-October 2013</i>	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 <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"> • School and district generate data for ongoing monitoring • SILT meeting topics focus on: <ul style="list-style-type: none"> – Generating concrete intervention and improvement strategies – Sharing what is working via measurable increases in student learning – Analyzing performance data – Updating data to display and share progress towards goals 	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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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:

Name of Staff Member	Position
Andrea Curtis	Principal
Carl Correia	SPED Teacher
Emanuel Vieira	Grade 1 Teacher
Alaina Baptiste	Grade 3 Teacher
Erin Allen	Grade 4 Teacher

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>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</p>	<ul style="list-style-type: none"> • Write Mastery Objectives aligned to CCSS. (By June of 2013, 100% of classrooms evidence of indicator 1, on district learning walk) • Shift delivery of instruction from teacher directed to student centered (By June of 2013, 83% of classrooms evidence of indicator 3 on district learning walk) • Progress Monitor K-2 DIBELS consistently (usage reports; intensive 1 every 2 weeks, strategic 1 every month) • Use time effectively-time on learning (On DESE CSE Standard II. 1&2, 100% of staff rated district providing comprehensive, accessible & rigorous instructional program) • Instruct with rigor & establish strategic and flexible intervention groups in ELA and Math grades 3 & 4. 	<p>Data indicate areas of concern in ELA and Math grades K-5. The focus is to increase the rigor of instruction & establish strategic and flexible intervention groups to address these areas.</p> <p>MCAS ELA 2011-2012-2013</p> <p>Following the district downward trend, grade 3</p> <ul style="list-style-type: none"> • Decreased Adv. & Prof. & Increased NI & W <p>Following the district trend of stagnation, grade 4</p> <ul style="list-style-type: none"> • Decreased Adv. & Prof. & Increased NI & W <p>MCAS Math 2011-2012-2013</p> <p>Following the district downward trend, grade 5</p> <ul style="list-style-type: none"> • Decreased Adv. & Prof. & Increased NI & W <p>Following the district trend of stagnation, grade 4</p> <ul style="list-style-type: none"> • Decreased Adv. & Prof. & Increased NI & W



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	<p>MCAS ELA 2012-2013:</p> <ul style="list-style-type: none"> Grade 5 Adv. & Prof. increased by 10% & NI & W decreased by 9%. <p>MCAS MATH 2012-2013</p> <ul style="list-style-type: none"> Grade 3 Adv. & Prof. increased by 22% & NI & W decreased by 23%. <p>MCAS data indicate stagnation in Gr. 4, however</p> <p>ATI-Galileo Reading 2012-2013</p> <ul style="list-style-type: none"> Gr. 4 (NI & W) decreased by 33%. Gr. 4 (Adv & Pro) increased by 34% <p>MCAS data indicate similar results in Gr. 5 as compared to</p> <p>ATI-Galileo Reading 2012-2013</p> <ul style="list-style-type: none"> Gr. 5 (NI & W) decreased 19%. GR.5 (Adv & Pro) increased 18% <p>MCAS data indicate similar results in Gr. 3 as compared to</p> <p>ATI-Galileo Math 2012-2013</p> <ul style="list-style-type: none"> Gr. 3 (NI & W) decreased by 23%. GR.3 (Adv & Pro) increased by 23% 	<p>DIBELS BOY-EOY 2012-2013</p> <ul style="list-style-type: none"> K-12% decrease at benchmark /composite score Gr. 1-14% increase (minimal) at benchmark/composite score Gr. 2- 18% decrease at benchmark/composite score <p>ATI-Galileo Reading 2012-2013 indicates no progress in Gr. 2</p> <ul style="list-style-type: none"> Gr. 2 MOY 74.08% /EOY 74.07% (NI & W) GR.2 MOY 25.93%/EOY 25.92% (Adv & Pro) <p>ATI-Galileo Reading 2012-2013 indicates minimal progress in Gr. 3</p> <ul style="list-style-type: none"> Gr. 3 MOY 50% /EOY 59.097% (NI & W) increase 9%. GR.3 MOY 50%/EOY 40.91% (Adv & Pro) decrease 10% <p>ATI-Galileo Math 2012-2013 2013 indicates no progress in Gr. 2</p> <ul style="list-style-type: none"> Gr. 2 MOY 62.96% /EOY 62.96% (NI & W) GR.2 MOY 37.03%/EOY 37.03% (Adv & Pro) <p>ATI-Galileo Reading 2012-2013 indicates minimal progress in Gr. 4</p> <ul style="list-style-type: none"> Gr. 4 MOY 69.57% /EOY 72.72% (NI & W) GR.4 MOY 30.43%/EOY 27.27% (Adv & Pr) <p>ATI-Galileo Reading 2012-2013 indicates poor progress in Gr. 5</p> <ul style="list-style-type: none"> Gr. 5 MOY 43.75% /EOY 68.75% (NI & W) increase 25% GR.5 MOY 56.25%/EOY 31.25% (Adv & Pr) decrease 25%
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<p>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</p>	<ul style="list-style-type: none"> Work collaboratively in vertical teams PreK-Grade 2 and Grades 3-5 LASW, analyze data to improve instruction <p>(On DESE CSE Standard IV. 3, 100% of staff rated district as providing Professional Development</p> <ul style="list-style-type: none"> Use Galileo data to guide instructional decisions .Use Galileo to create common assessments. <p>ATI-Galileo Reading 2012-2013</p> <ul style="list-style-type: none"> Gr. 4 MOY 78.26%/EOY 45.46% (NI & W) decreased by 33%. GR.4 MOY 21.47%/EOY 54.55% (Adv & Pro) increased by 34% Gr. 5 MOY 62.5%/EOY 43.75% (NI & W) decreased by 19%. GR.5 MOY 37.50%/EOY 56.25% (Adv & Pro) increased by 18% 	<ul style="list-style-type: none"> Establish SILT with support from former Data team and Principal. Establish a system of disseminating the data by the SILT to the staff Collaborate with other schools in grade level teams <p>(On DESE CSE Standard III.2, 100% of staff rated district as providing some aspects of using student assessments to improve instruction but, inconsistently)</p>
<p>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</p>	<ul style="list-style-type: none"> Implement <u>Open Court Reading</u> Grades 3-5 (By June of 2013, 83% of classrooms evidence of indicators 3 & 4, on district learning walk) Principal regularly monitors reading instruction and provides oral and written feedback to teachers after each observation. Regular independent reading for grades 4-5 homework to support classroom instruction in reading. 	<p>Build independent literacy skills for all grades.</p> <ul style="list-style-type: none"> Implement <u>The Daily 5</u> in Grades K-3 Implement <u>Accelerated Reader</u> in Grades 4 & 5 <p>(refer to data in objective 1)</p>
<p>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</p>	<ul style="list-style-type: none"> Partner with community organizations; Foster Grandparents, Boys & Girls Club, GNBVRT Early Childhood Program, NBHS Little Whalers, Gifts to Give, Boy & Girl Scouts of America <p>(On DESE CSE Standard V. 3 100% of staff rated district as providing wraparound support services)</p>	<ul style="list-style-type: none"> Establish an active PTO (recruit @ Open House) Plan family events combining both academic and social goals (Trimester Celebrations of Learning (On DESE CSE Standard I. 4, 100% of staff rated district as having little evidence of progress in establishing a sound budget to support students, schools & improvement plans



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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).
- 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 (**action steps and follow through**) 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 ELA, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions.
- By the end of each month, teachers submit to the principal writing samples along with a rubric, drafts with feedback to students as evidence of making progress to decrease by 25% the # of students not meeting proficiency on the benchmark writing assessments.



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>DIBELS: 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>Establish a curriculum framework for K-2 literacy to promote small flexible groups that increase rigorous instruction in ELA.</p> <ul style="list-style-type: none"> • K-2 teachers will implement The Daily 5 structure and strategies following facilitated professional development and the provision of regular feedback based on instructional monitoring. • K-2 teachers will implement the K-2 literacy block initiative based on the Daily 5 including the structure for whole group and small group instruction to build independent literacy skills. • K-2 teacher will individually collaborate with principal for 30 minutes every other week to identify and monitor targeted interventions and progress towards DIBELS goals. • K-2 teachers will identify at risk students through data analysis of DIBELS assessment during SILT & TCT. • The K-2 teachers will provide daily focused instruction during the literacy block to meet the identified needs by developing and reflecting on Short-Cycle action plans using the TCT protocols • Principal and colleagues will conduct observations and learning walks & provide feedback to teachers to monitor implementation of the literacy block using the Literacy Implementation Tool. • Teachers will reassess students to check progress and adjust intervention groups to meet student needs. 	<p>K-2 PLC (Teachers & Principal)</p> <p>Teachers</p> <p>Principal, Teachers</p> <p>SILT</p> <p>TCT's</p> <p>Principal</p> <p>TCT/SILT</p>	<p>September 2013-December 2013 (monthly) October 24, 2013</p> <p>Oct. 18, 2013</p> <p>Oct. 18, 2013</p> <p>Every other week/monthly</p> <p>Every other week</p> <p>At least 4x per week.</p> <p>Every other week/monthly</p>
<p>GALILEO (ELA & Math): From BOY to MOY, all grade 2-5 teachers will reduce by 20% 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>Review student progress Galileo Benchmark assessments to determine the effectiveness of targeted interventions and make necessary adjustments to instruction.</p> <ul style="list-style-type: none"> • Grades 2-5 teachers will develop and administer at least 4 grade-level common assessments in ELA & Math. • Grades 2-5 teachers will individually collaborate with principal for 30 minutes every other week to identify and monitor targeted interventions and progress towards Galileo goals. • Grades 4-5 teachers will implement the Accelerated Reader Program to increase independent literacy skills. • Grades K-5 students will reflect on Math strategies and assess learning evidenced by Math Journals. Monitored by SILT using the Looking at Student Work Protocol. • Grades 2-5 teachers will identify at risk students through data analysis of Galileo assessments during SILT & TCT. 	<p>Grade 2-5, Teachers</p> <p>Principal & Teachers</p> <p>Principal & Gr. 4-5 Teachers</p> <p>SILT</p> <p>TCT/SILT</p>	<p>October, December, February, April</p> <p>October 24, 2013</p> <p>Oct. 31, 2013</p> <p>October 24, 2013</p> <p>Every other week/monthly</p>
<p><i>New Bedford Public Schools</i></p>			<p>8</p>
<ul style="list-style-type: none"> • The Gr. 2-5 teachers will provide daily focused instruction to 			



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	<p>meet the identified needs by developing and reflecting on Short-Cycle action plans using the TCT protocols</p> <ul style="list-style-type: none"> Principal and colleagues will conduct observations and learning walks & provide feedback to teachers to monitor implementation using the Rigor Rubric Teachers will reassess students to check progress and adjust intervention groups to meet student needs. 	<p>TCT's</p> <p>Principal</p> <p>Principal & Teachers</p>	<p>Every other week</p> <p>At least 6x per week</p> <p>Every other week</p>
<p>WRITING: 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>Review growth in student writing ability to determine the effectiveness of instruction and make necessary adjustments.</p> <ul style="list-style-type: none"> Principal will guide teachers in the use of Mentor Texts as models to implement the 6+1 traits in writing instruction. Teachers will submit scored monthly student writing samples (whole class set) that focus on a writing trait and align to the ELA curriculum guide. K-2 teachers will utilize and implement district writing rubric <ul style="list-style-type: none"> -- K-2 (district writing benchmark rubric) -- 3-5 (DESE/MCAS writing rubric) Teachers will complete a monthly data sheet to reflect class writing scores and areas of strength and weakness and submit to Principal Grade level teams will meet monthly for the purpose of <i>Looking at Student Work</i> Protocol to determine grade/assignment specific writing trends to inform instruction. 	<p>Principal</p> <p>Teachers</p> <p>Teachers</p> <p>Principal</p> <p>TCT's</p>	<p>October 24, 2013 and Ongoing</p> <p>1x per month, September 2013-June 2014</p> <p>1x per month, September 2013-June 2014</p> <p>1x per month, September 2013-June 2014</p> <p>Once a month, beginning in September</p>



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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.

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.



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Objective 4

SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)	OWNER	TIMELINE
By June 2014, 100% of teachers will participate in a PTO/school sponsored event.	<p>Strengthen parent/family engagement to support student learning and engagement.</p> <ul style="list-style-type: none"> All staff members will be informed of PTO/School sponsored events by email, Google Calendar and/or in written form. 	PTO Teachers Principal	Monthly, September 2013-June 2014
By the end of each trimester; December, March and June, every staff member will communicate with families of their students regarding academic and/or social progress.	<p>Communicate with families to establish academic and social expectations.</p> <ul style="list-style-type: none"> Teachers will keep a Parent Contact Log to document all communication with families regarding student performance. Communication from school both written and oral will be translated into Spanish/Portuguese as necessary. DIBELS and Galileo Parent Reports will be distributed to families each trimester. 	Teachers Principal Principal, Teachers	Beginning September, than ongoing Beginning September, than ongoing November, March, June
By June 2013, 80% of families will participate in a school sponsored event	<p>Provide various opportunities for families to engage in school community.</p> <ul style="list-style-type: none"> Schedule and conduct curriculum nights with families (math/reading/science nights, homework help for parents, understanding assessments) Sign-in sheets will be used to monitor participation. Principal meets regularly with parents with limited English proficiency to address any questions and/or concerns. 	PTO, Teachers, Principal	November, 2013 February, 2014