



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

**School's Name: Roosevelt Middle School  
Date Updated: October 10, 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  <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	<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"> <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"/>

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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 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.



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**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>
Margaret Mongiello	Principal
Vanessa Santos	TLS
Ann Cinquini	Assistant Principal
Erin Estevez	Assistant Principal
Lisa Pratt	8 <sup>th</sup> grade science
Dominique Branco	8 grade social studies
Christine Olveda	Special Education
Julia Lewis	7 <sup>th</sup> Grade ELA
Barbara Swire	6 <sup>th</sup> Grade math
Lynn Souza	Unified Arts
Caitlin Ormsby	7 <sup>th</sup> science
	SEI



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**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>	<p>The data from the conditions for School Effectiveness” showed that the majority of the teachers feel that the school is structured for student growth. The belief that “all students can succeed” is in practice in classrooms and in activities and resources we provide for students.</p> <p>The use of the Galileo Data has structured TCT meetings and served to develop action plans. In 2011-12, the use of benchmark testing confirmed that students’ scores in 6<sup>th</sup> grade ELA increased by 19% from BOY to EOY. In 2012-2013, the same student group improved 6%. This data has increased the instruction using non-fiction text and the teaching of vocabulary using context clues. “Road Maps” including standards and essential questions are a way of practice at Roosevelt. 90% of the classrooms on a district walk through had a clear direction identified for students.</p> <p>A PD Day was devoted in March 2013 to instruction on “Checking for Understanding”. 75% of the responses from the staff were positive in regards to implementing these strategies. Two learning walks were conducted in the spring that some of these strategies were now in place.</p> <p>100% of the content teaching teams in 2012-2013 were involved in designing and scoring common assessments. These results were then used to create short action plans. This process will continue in 2013-2014.</p>	<p>On the 2013 Science MCAS, 86% of the students scored failing or needs improvement. No students scored advanced. This same low scoring occurred in 2012 and 2011 with zero advanced at any year and our proficient only be 12% in 2012 and 14% in 2011. Our warning and needs improvement percentages are large with 87% below proficient in 2012 and 85% in 2011. This data is driving our goal of re-examining the rigor and consistency in our science 6-8 curriculum. We also do not have any a technology and design strand in our program at Roosevelt and this refers to 15% of the material covered on the test.</p> <p>On the 2013 ELA MCAS, 65% of 6<sup>th</sup> graders, 52% of the 7<sup>th</sup> graders and 51% of 8<sup>th</sup> graders scored warning or needs improvement. These high percentages were repeated with 58% in 2011, and 57% in 2012 in grade 6, 54% in 2011 and 56 % in 2012 for grade 7 and 51% in 2011 and 43% in 2012 for grade 8. These percentages are directing us to search for more targeted interventions in reading and writing.</p> <p>On the 2013 Math MCAS, 60% of the 6<sup>th</sup> graders, 73% of 7<sup>th</sup> graders, and 68% of 8<sup>th</sup> graders scored warning or needs improvement. These high percentages were repeated with 64% in 2011, and 62 % in 2012 in grade 6, 81% in 2011 and 77 % in 2012 for grade 7 and 74% in 2011 and 81% in 2012 for grade 8. Although our percentages- 13%,4% and 6% for grades 6-7 and 8 – are low, we do not have any opportunities for our more accelerated students.</p>
<p><b>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</b></p>	<p>Galileo/Benchmark Data Data Team-SILT Content meetings Open Response Writing</p>	<p>Scheduling and staffing of appropriate interventions has been difficult as highly skilled content teachers are not always available to teach these interventions. In 2012-2013, health teachers and other unified arts were teaching the Study for Success intervention. For three years, special education teachers have not been an integral part of the common core team. For 2012- to now, SPED teachers do not have time allowed to plan for co-taught classes. Understanding how to retool instruction for intervention to be successful and providing time to implement these modifications- On a scale of 1-4 on the DESE Conditions survey, Roosevelt teachers gave a 2.5 score for the emphasis on providing tiered instruction and a 2.5 on professional development in this area.</p>



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<p><b>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</b></p>	<p>TLS- The vast majority of teachers indicated on both the Conditions Survey and the group activity of strengths that the IPS now TLs has provided strong direction in the use of data. CT (co-taught) classes are identified by 6 out of 8 discussion summaries as a strength and needed intervention for students. In addition though, teachers said time must be provided for this to be truly effective. In 2012-13 and in the first four weeks of 2013, teachers have all used a common lesson plan template for their lesson design. On a scale of 1-4 on the DESE Conditions survey, Roosevelt teachers gave a 3.2 for teacher use of assessment data and a 3.1 for aligned curriculum.</p>	<p>The new MARS program creates an organic intervention for content specific teachers, but 72% of the teachers indicated on the “Conditions” survey that professional development for differentiated instruction is needed. This was confirmed when the majority of the teachers responded to how they could increase rigor in their lesson with the acknowledgment that more professional development is needed. Lesson plan feedback In a weekly review of the first four weeks of school, rigor was not identified in aims, activities or assessments in over half of the lesson plans submitted on a weekly basis by all teachers. A common definition of rigor is not agreed upon at this point by the Roosevelt staff. At the first faculty meeting, over 50% could not identify key elements of rigor. The rigor rubric will help us in this discussion.</p>
<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>	<p>Many community partnerships Amigos program Agenda books to use for communication</p>	<p>More opportunities to bring parents into the school- On a scale of 1-4 on the DESE Conditions survey, Roosevelt teachers gave a 2.5 score in the area of Family and School engagement. Only three people attended most PTO meetings last year and only 2 came to the first PTO in 2013 school year.</p>

**WHAT WE WILL ACHIEVE (Secondary Schools)**

**DISTRICT AND SCHOOL Improvement Plan FINAL OUTCOMES 1.2**

All secondary schools will reduce by at least 40% of the # of students who are not proficient or advanced on the 6th, 7th, 8th, and 10th grade ELA, Math, and Science MCAS exams by the end of the year

Because 2013-14 drop-out and graduation data is not made available until January 2015, the following indicators provide a proxy for measuring drop-out rate:

- A) All secondary schools will reduce by at least half the percentage of students who are retained in 9th grade compared to June 2013
- B) All secondary schools will increase by 20% the # of students who remain enrolled in school from BOY 9th grade to EOY 10th grade as measured by MCAS participation

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(Student Learning Goals)**

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

- From the BOY to MOY, reduce by 25% the # of students not proficient on Galileo in grades 6-10



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- From the BOY to EOY, reduce by 40% the # of students not proficient on Galileo in grades 6-9
- Reduce the number of Ds and Fs given at the end of each quarter compared to the previous quarter by 25% in English and math courses in grades 6-9

### 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 the end of September 2013, all at-risk students in grades 6-10 will be identified as “at-risk” using previous year’s grades and other early warning signs
- 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 to help students master the content
- By the end of each quarter, each school will identify the at-risk students in grades 6-10 using early warning signs and create differentiated action plans to target student needs



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### WHAT WE WILL ACHIEVE

#### District and School Improvement Plan Final Outcome 2.1

By January 2014, 100% of district data team and school instructional leadership teams will make data-driven decisions to provide differentiated instruction and additional learning time for struggling students as evidenced by a representative sampling of data team observations and minute

### HOW WE WILL GET THERE

#### Strategic Initiative 2.1

Establish a system to make data-driven decisions to improve student outcomes by

- (1) Administering common formative assessments aligned to rigorous standards at minimum 4x/year in ELA/math in K-10, and science in 6-10
- (2) Creating a common data inquiry cycle and protocol at the district, school, and grade-level/content level
- (3) Strengthening and implementing accountability structures for district and school-level data teams to ensure decisions result in differentiated instruction and additional learning time for struggling students

#### Early Evidence of Change (Professional Practice Goals) 2.1

- By December, 100% of district data team meetings will use the data inquiry cycle to make decisions to improve student outcomes in ELA and math, as measured by the established monitoring structures
- 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
- By January 2014, 100% of principals will provide evidence of adjustments to instruction and learning arising out of school instructional leadership team decisions and the ability to assess the effectiveness of their interventions.
- By January 2014, principals demonstrate effective facilitation of school data teams as measured by Supt/Asst. Supt observations of school data teams and principals
- By the end of the year, 100% of principals report on a survey that the central office has managed, provided, and customized data for principal and school data team use, and provided sufficient growth-producing feedback to principals and school data teams in the use of that data to improve instructional practice

Objectives 1-3

#### Guidance on Activities and Action Steps:

- Refer to objective 1, 2, and 3 in the AIP to build your action plan
- The action plan must include these key “buckets” of activities:
  - Training, implementing, and monitoring the ELA lesson frameworks in K-5
  - Setting expectations for SILT and TCTs aligned to AIP, ensuring that they implement the protocol, monitoring that data-driven decisions are implemented and assessed for impact in the classroom
  - Defining, training, and supervising rigorous instruction
  - Defining, training, and supervising using data to inform instruction
  - Ensuring any and all training impacts the classroom





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>RMS will reduce by 25% the # of students who are not proficient or advanced on the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade MOY Galileo ELA and Math Benchmarks</p> <p>RMS will reduce by at least 40% the # of students who are not proficient or advanced on the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> EOY Galileo ELA and Math Benchmark exams by the end of the year</p>	<p><b>Establish a system for identifying where grade 6-8 students are in their learning progress and assign and monitor appropriate interventions.</b></p> <ul style="list-style-type: none"> <li>➤ All students' progress will be <b>assessed</b> and <b>identified</b> at the BOY, MOY and EOY through the use of the EWIS toolkit, MCAS results, Galileo Benchmarks, progress reports and teacher recommendations to assign students to appropriate interventions with content strong teachers</li> <li>➤ Using Galileo and MCAS data, students will be <b>placed</b> appropriately in MARS, Math Plus and reading labs.</li> <li>➤ TCTs will <b>monitor</b> students' progress in each intervention once a term using the TCT protocol to <b>realign student placement</b> to meet targeted student needs both for remediation and acceleration</li> <li>➤ <b>Conduct</b> at least 2 mini-observations each week in intervention classes using central office templates on rigor, elements of a good lesson and learning walk indicators with a specific focus on the match of instruction to the needs of the students.</li> <li>➤ <b>Provide feedback</b> to TCTs from walk through and mini observation and follow up that needed retooling of rigorous instruction has occurred for each intervention group</li> <li>➤ TCTs will use protocols to examine feedback and design short action plans that address the identified instructional modifications</li> </ul>	<p>SILT</p> <p>Principal guidance/TLS</p> <p>TCTs/TLS</p> <p>TCT/TLS/ Math Supv</p> <p>Principal/AP</p> <p>Principal, TLS</p> <p>TCT/TLS</p>	<p>October 21</p> <p>November 8</p> <p>November 8</p> <p>November 8</p> <p>Jan 31</p> <p>April 18</p> <p>Oct-June</p> <p>Nov-June</p> <p>Oct-June</p> <p>1x/month</p>



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<p><b>RMS will reduce by 25% the # of students who are not proficient or advanced on the 8<sup>th</sup> grade MOY Galileo Science Benchmarks</b></p> <p><b>RMS will reduce by at least 40% the # of students who are not proficient or advanced on the 8<sup>th</sup> grade EOY Galileo Science Benchmark exams by the end of the year</b></p>	<p><b>Analyze 8<sup>th</sup> grade MCAS and Galileo Science Benchmark data to determine gaps in grade level curriculum for 6-8 grades and make necessary instructional and curricular modifications</b></p> <ul style="list-style-type: none"> <li>• <b>Increase</b> the science content knowledge that students receive in 6<sup>th</sup> grade as evidenced by lesson plan analysis and developed common assessments results</li> <li>• Review the PARCC and Next Generation Science Standards (NGSS) with science TCTs and <b>compare</b> to our current Map</li> <li>• Use vertical Science team at one PD time per month to <b>identify power standards</b> that will form core of grade 6/7/8 science program</li> <li>• Continually <b>monitor</b>, using the rigor rubric, grade 6 science instruction through one Science instruction monthly through observations to ensure rigor is delivered</li> <li>• Use science TCT meetings to <b>articulate</b> curriculum for 2014-2015</li> <li>• Present revised science 6-8 curriculum for incorporation in 2014-2015 program of studies</li> </ul>	<p>SILT Teachers</p> <p>TCTs</p> <p>Principal/TLS</p> <p>Prin/AP</p> <p>TLS</p> <p>SILT</p>	<p>Oct-Dec</p> <p>October -Nov</p> <p>Nov. -Dec</p> <p>Oct-June</p> <p>Oct-June</p> <p>March</p>
<p><b>By January 2014, 100% of the school instructional leadership teams will make data-driven decisions to provide differentiated instruction and additional learning time for all learners, including our struggling and advanced students as evidenced by a representative sampling of TCT observations and minutes</b></p>	<p><b>Utilizing the SILT and TCT protocol, Silt will meet bi weekly and TCTs will meet twice a cycle to analyze data and make decisions on providing rigorous instruction for all learners and providing appropriate interventions</b></p> <ul style="list-style-type: none"> <li>➤ Math Content Level grade team and District Math Coordinator will meet once a cycle to have on-going assessment of student intervention instructional practice and TLS will follow the same model with ELA, Science and Social Studies core content area.</li> <li>➤ By January and again by June, <b>develop and administer</b> at least 4 grade-level common assessments in all CORE academic classes and have teachers collaboratively score, analyze results, post on data walls using district established protocols</li> <li>➤ Use LSW protocol to <b>analyze data and implement</b> action plans to improve instruction and student achievement</li> </ul>	<p>Principal</p> <p>Math Dir/TLS</p> <p>TLS/Teachers</p> <p>Teachers/TLS</p>	<p>Sept-Jan</p> <p>Sept-June</p> <p>Oct-June</p> <p>Oct-June</p>



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	<ul style="list-style-type: none"> <li>➤ At least two vertical <b>peer observations</b> by each teacher ( one between Oct-Jan and one between Jan-April) will occur and insights shared at TCTs and Asst. Superintendent meetings as to how our content and our instruction can be more rigorous</li> <li>➤ Provide PD training for teachers with an emphasis on <b>Differentiating Instruction</b> for Tier 1 and 2 in the general education classes</li> <li>➤ With assistance from DMC, examine current <b>schedule and school structure</b> and make needed changes to more efficiently and effectively meet students' needs and utilize resources</li> <li>➤ <b>Strengthen</b> the <b>school leadership</b> team by actively involving assistant principals in curricular and instructional decision making process, membership in SILT, co-facilitating TLT meetings, and structure and school design</li> <li>➤ Utilize elementary and secondary <b>feeder team meetings</b> to more effectively identify and place students based on their learner needs and to coordinate horizontal experiences for students</li> <li>➤ <b>Rigor</b> will continually be discussed and identified through Assistant Superintendent meetings, TCT meetings, use of rigor rubric, walk throughs and peer observations</li> </ul>	<p>Principal TLS/AP</p> <p>Prin/AP</p> <p>SILT</p> <p>SILT</p> <p>Principal/ Guidance</p> <p>Assistant Superintende nt, Administratio n</p>	<p>Oct-June</p> <p>October- March</p> <p>Jan-Feb</p> <p>Oct-March</p> <p>Sept-June</p> <p>October - June</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**

**By EOY, over 70% of families responding to a survey will demonstrate an understanding of the district's overall vision and direction concerning rigor and actively take regular actions to support their student(s)' academic success.**



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### 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, Roosevelt exhibits the criteria for a welcoming environment, as assessed by school learning walks and community feedback
- By MOY, over two-thirds of families rate Roosevelt 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 surS

### 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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<p>4. By EOY, 70% of families responding to a survey will rate their schools and students' classrooms as welcoming environments and take an active part in supporting their student's academic success</p>	<ul style="list-style-type: none"> <li>➤ By MOY, 100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming environment using 2 way communication and resolving issues with the family fairly and equitably at the school level</li> <li>➤ At faculty meeting, use "real" case studies to model welcoming interactions, conflict resolution and child support efforts</li> <li>➤ Provide three Workshops for parents to aid in supporting their child's learning</li> <li>➤ Examine current progress report system and increase opportunities to provide parent feedback</li> <li>➤ Develop at least one "Showcase" opportunity for parents to celebrate</li> </ul>	<p>Principal</p>     <p>Guidance Counselors</p>    <p>SILT</p> <p>SILT</p>  <p>SILT</p>	<p>January</p>     <p>November</p>    <p>April</p>  <p>May</p>
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