## Timeline and Process Checklist

<table>
<thead>
<tr>
<th>Overall Timeline</th>
<th>Action</th>
<th>Who is Responsible</th>
<th>By When</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan Development</strong></td>
<td>Introduce DIP/SIP topics to principals</td>
<td>Superintendent</td>
<td>July 8 &amp; 9</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>• Alignment between DIP &amp; SIP</td>
<td></td>
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<tr>
<td></td>
<td>• SIP development process and principles</td>
<td></td>
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<tr>
<td></td>
<td><strong>Complete the DESE Conditions for School Effectiveness Self-Assessment</strong></td>
<td>Principal</td>
<td>June-September</td>
<td></td>
</tr>
<tr>
<td><strong>May-September 2013</strong></td>
<td>Record, review, and analyze key school data</td>
<td>Principals</td>
<td>May-September</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Complete MCAS SIP Target Sheets for 2013-2014</strong></td>
<td>Principals</td>
<td>Aug 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action plan and set school targets with input from the School Instructional Leadership Team (SILT)</td>
<td>Principals</td>
<td>May-Sept</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Complete Initial DRAFT of SIP &amp; Submit to Director of School Support</strong></td>
<td>Principals</td>
<td>Sept 13</td>
<td></td>
</tr>
<tr>
<td><strong>Plan Approval</strong></td>
<td><strong>Provide support to Principals on SIP development</strong></td>
<td>Dir of School Support &amp; Asst. Supt for Accountability &amp; School Improvement</td>
<td>Aug-Sept</td>
<td></td>
</tr>
<tr>
<td><strong>September-October 2013</strong></td>
<td><strong>Review DRAFT with input from the School Council</strong></td>
<td>Principals</td>
<td>Sept</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Submit FINAL SIP to Director of School Support</strong></td>
<td>Principals</td>
<td>On or before Oct 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Review and approve SIPs</strong></td>
<td>Superintendent</td>
<td>Oct 14</td>
<td></td>
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<tr>
<td></td>
<td><strong>Share SIP with parents and other stakeholders</strong></td>
<td>Principals</td>
<td>Oct 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Share forum and timeline for monitoring progress</strong></td>
<td>Superintendent</td>
<td>Oct 14</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation &amp; Progress Monitoring</strong></td>
<td><strong>School Instructional Leadership Teams (SILT) meet at least monthly to monitor progress on plan, analyze performance data, and plan for future improvement</strong></td>
<td>Principals with District ILT support</td>
<td>School year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School and district generate data for ongoing monitoring</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• SILT meeting topics focus on:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Generating concrete intervention and improvement strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sharing what is working via measurable increases in student learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Analyzing performance data</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Updating data to display and share progress towards goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Share progress towards goals with key stakeholders</strong></td>
<td>Principals</td>
<td>School year</td>
<td></td>
</tr>
</tbody>
</table>

*Template Modified: 8/21/2013*
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 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.

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.
Members of School’s ILT:

<table>
<thead>
<tr>
<th>Name of Staff Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanne Dakin</td>
<td>School Adjustment Counselor</td>
</tr>
<tr>
<td>Lisa Melo</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Billie-Jean Santiago</td>
<td>Kindergarten (ESL)</td>
</tr>
<tr>
<td>Tonya Vitorino</td>
<td>TLS</td>
</tr>
<tr>
<td>Roberto Soto</td>
<td>Principal</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>AIP Obj.</th>
<th>Strengths</th>
<th>Focus areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>In reviewing MCAS performance data in ELA and mathematics, the following was observed. ELA: The performance from 2011 to 2013 has fluctuated as follows.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Increased by 39% the number of kindergarten students meeting benchmark by EOY 2013 on DIBELS. At BOY, % of students were at benchmark.</td>
<td>2011</td>
</tr>
<tr>
<td></td>
<td>o Percent of students in warning level in MCAS Gr. 3 ELA decreased from 25% to 0% between 2012 and 2013.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Gr 5 - 43% Prof               22% Warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Gr 4 – 41% Prof               12% Warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Gr 3 – 59% Prof &amp; Adv         7% Warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Gr 5 - 31% Prof &amp; Adv         16% Warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Gr 4 – 31% Prof &amp; Adv         38% Warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Gr 3 – 52% Prof &amp; Adv         10% Warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Gr 5 - 40% Prof               28% Warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Gr 4 – 24% Prof &amp; Adv         26% Warning</td>
</tr>
</tbody>
</table>
### Objective 1: Increase student performance on benchmark assessments

#### Math
- **2011**
  - Gr 5 - 30% Prof  48% Warning
  - Gr 4 - 47% Prof  18% Warning
  - Gr 3 - 48% Prof & Adv  11% Warning
- **2012**
  - Gr 5 - 22% Prof & Adv  47% Warning
  - Gr 4 - 21% Prof  34% Warning
  - Gr 3 - 41% Prof & Adv  25% Warning
- **2013**
  - Gr 5 - 16% Prof  36% Warning
  - Gr 4 - 20% Prof & Adv  29% Warning
  - Gr 3 - 39% Prof & Adv  14% Warning

Math: The performance from 2011 to 2013 has fluctuated as follows:

- Facilitate instruction and interventions for students not meeting benchmarks based on DIBELS for grades 1st and 2nd.
- Use common assessments in grades 3-5 in ELA and Math to identify performance of students, and interventions using differentiated instruction within each classroom.

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

- Due to performance of 2nd grade students in Math (Galileo) at 59% for at or above proficiency level in 2013, use TCT to:
  - Look at student work;
  - Design rigorous assessments
  - Develop groups based on types of interventions for grades K-2 using data from assessments, such as DRA and Accelerated Reader.
  - Use of TCT to look at students’ writing samples and develop instructional strategies across all grade levels to improve on student performance.

- Gr. 2 students at or above proficiency level increased from 64% (BOY) to 91% (EOY) in ELA Galileo in 2012-2013.
- Performance at or above proficiency level of students in Galileo for 5th grade Science was 39% (BOY) and increased to 74% (EOY) in 2012-2013.
### Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)

- Staff receptiveness to feedback based on classroom observations.
- Teacher collaboration through planning time and staff meetings to address instructional practices.
- Establish a schedule for teacher-principal meetings to focus on teaching and learning, data analysis, and feedback based on NBPS Rigor Rubric.
- Train ESL teachers on the implementation of Empowering Writers in ESL classrooms.

### 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

- Involvement of teachers and support staff to address the needs of students and their well-being.
- Frequent communication with families in regards to academic progress, social and emotional well-being, and school-based family activities.
- Increase two-way communication with families in regards to events – academic, extra-curricular, PTO – to promote engagement and participation of all, including those whose first language is not English.
- Use of Positive Behavior Incentive System (“Gotcha”) to maintain a school climate that fosters respect, readiness, on time, and hands-free zone.

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

➢ 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

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.

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
- From the BOY to EOY, reduce by 40% the # of students not proficient on Galileo in grades 6-10
- 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
<table>
<thead>
<tr>
<th>SMART Goals that link to Final Outcomes</th>
<th>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)</th>
<th>OWNER</th>
<th>TIMELINE</th>
</tr>
</thead>
</table>
| From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest. | **Implement rigorous Literacy and Language Arts Curriculum in grades K-2.**  
• Provide professional development on the K-2 Literacy Block.  
• Implement the K-2 Literacy block structure with fidelity focusing on whole group and small group instruction.  
• Conduct five mini observations per week using the K-2 Literacy Walk-Through Rubric, and provide growth-producing feedback and identify professional development needs.  
• Provide targeted and embedded professional development on implementing a rigorous Literacy and Language Arts Curriculum through the coaching cycle every 4-6 weeks. | Principal | October |
| 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. | **Identify K-2 students not meeting grade level benchmarks on DIBELS and match them to appropriate interventions.**  
• Using DIBELS BOY & MOY assessment results, identify students at strategic and intensive levels.  
• TCT will develop action plans, and follow up with appropriate interventions (Accelerated Reader).  
• Assign students to flexible groups consistent with student needs and provide with research based interventions.  
• Reassess students per intervention assessment schedule to check progress and adjust groups to meet student needs. | SILT and TCT | October 2013 and January 2014 |
| From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math. | **Implement a rigorous ELA and Math Curriculum in grades 3-5.**  
• Implement a rigorous ELA block and Math block structure with fidelity focusing on whole group and small group instruction.  
• Provide professional development on learning objectives and higher order questioning.  
• Use of coaching by TLS to support teachers in team teaching, and differentiated instructional strategies that focus on higher order thinking skills. | Principal | November - June |
| From BOY to EOY, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math. | | TLS | November - June |

**New Bedford Public Schools**
**Focus upon writing across the curriculum in grades K–5**

- Develop grade level expectations for student writing along with a pacing guide for K–5 to calibrate writing instruction.

- Conduct five mini observations per week using rigorous rubrics focusing on mastery writing prompts aligned with the curricular goals.

- Develop writing prompts aligned with the curricular goals and aligned with rubrics, criteria for success and exemplars at each grade level.

**Provide supports and interventions for students not meeting grade level standards in ELA and mathematics in grades 3–5**

- Submit scored monthly student writing samples (common assessment) to include one sample of each score on the rubric (i.e., 0, 1, 2, 3, and 4).

- Plan a “Looking at Student Work” protocol, every 4 weeks using common interventions, every 4 weeks using common writing samples and a Galileo platform.

- Construct a “Visual Data” wall for at-risk students.

- Complete a monthly data sheet to reflect class data analysis.

**Implement a common data inquiry cycle and protocol at the school level (SILT) and at the grade level (TCT)**

- Principals will lead and implement the Empowering Writers program.

- ESL teachers will review student work, using the Looking at Student Work Protocol to review writing work and identify progress.

- TCT will meet biweekly, focusing on mastery objectives for weekly lessons in ELA and mathematics.

**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 40% the # of students not meeting proficiency on the benchmark writing assessments.**

<table>
<thead>
<tr>
<th>Principal</th>
<th>October 2013 to June 2014 – Biweekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers K–5 Principal, TLS</td>
<td>November 2013</td>
</tr>
<tr>
<td>Principal SILT - Principal</td>
<td>October 2013 – November 2014</td>
</tr>
<tr>
<td>Principal SILT TCT</td>
<td>November 2013 to June 2014 – Weekly</td>
</tr>
<tr>
<td>TCT</td>
<td>November 2013 to June 2014 – Biweekly</td>
</tr>
<tr>
<td>TCT</td>
<td>November 2013 to June 2014 – Biweekly</td>
</tr>
<tr>
<td>Teachers</td>
<td>November 2013 to June 2014 – Monthly</td>
</tr>
<tr>
<td>ESL teachers</td>
<td>November – June</td>
</tr>
<tr>
<td>ESL teachers</td>
<td>November – June</td>
</tr>
<tr>
<td>SILT</td>
<td>November 2013</td>
</tr>
<tr>
<td>TCT</td>
<td>November 2013 – January 2014</td>
</tr>
<tr>
<td>TCT</td>
<td>November 2013 – March 2014</td>
</tr>
<tr>
<td>Principal SILT</td>
<td>November 2013 – March 2014</td>
</tr>
<tr>
<td>Principal, SILT</td>
<td>November 2013 – March 2014</td>
</tr>
<tr>
<td>Principal</td>
<td>November 2013 – June 2014</td>
</tr>
<tr>
<td>SILT – Principal</td>
<td>November 2013</td>
</tr>
<tr>
<td>TCT</td>
<td>November 2013 – June 2014</td>
</tr>
</tbody>
</table>
NBPS School Improvement Plan (SIP)
School Year 2013-2014

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

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.

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.

### SMART Goals that link to Final Outcomes

<table>
<thead>
<tr>
<th>SMART Goals that link to Final Outcomes</th>
<th>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)</th>
<th>OWNER</th>
<th>TIMELINE</th>
</tr>
</thead>
</table>
| By MOY, over two-thirds of the school exhibits the criteria for a welcoming environment, as assessed by school learning walks and community feedback. By MOY, all families have had one or more opportunities to engage in dialogue with school leaders regarding the vision and direction for Hathaway. | Establish a system of two-way communication between school and community and families to develop an environment of engagement and support for students at school.  
- Create a schedule of monthly “Family Nights” with corresponding topics.  
- Inform families of monthly “Family Nights” through school newsletter and all call system.  
- Schedule family oriented events along with Principal, TLS  
Principal, TLS  
Principal, PTO | November 2013  
November – June  
November – June | principal, TLS  
principal  
principal, PTO |

### Objective 4
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.