Superintendent Goals
2022-2023

Student Learning Goal
Increased Student Achievement - The 2021-2022 iReady benchmark assessments in math and literacy for grades K-8 indicate that our students' academic performance does not reflect the typical distribution of students in a model of tiered instruction (80% Tier 1; 15% Tier 2; 5% Tier 3); therefore, our goal is to achieve typical distribution by June 2024 as measured by the end-of-year iReady benchmark assessment.   *__Alignment:__*   *Strategy for Continuous Improvement: CC&C.2; TT&L.1*   *Priority Indicators -Superintendent, District Administrators, Building Administrators:* **IA.1; IB.3;** *IC.2; IIC.2; IIIB.1;* **IVD.1**   *Priority Indicators -Teachers:* **IA.3;** *IB.1; IB.2;* **IIA.3; IIB.2; IIIB.2; IVA.1; IVC.1**   *Bold=DESE 2022-23 Priority Focus Indicators*   *Team Goal: Leadership Team*   *Optional Districtwide Goal*   *SC approved 09/07/2022*
Simplified: *Work to increase the percentage of students performing on grade-level and reduce the percentage of students requiring additional supports.*

Actions	Benchmarks & Timeline		
Implement standards-based curriculum units and lessons	<u>CO admin/specialists will:</u> Review, and revise as needed, units and lessons 6-8 to ensure standards alignment. Select from HMH resources to develop standards-based units and lessons Observe classroom instruction Coach, co-teach, and model lessons for/with teachers. *[Artifacts:Sample units, observation feedback]*	<u>Building administrators will:</u> Review units and lessons and monitor instruction for effective delivery. Observe classroom instruction *[Artifacts:Sample units, observation feedback]*	<u>Teachers will:</u> Review, and revise as needed, units and lessons 6-8 to ensure standards alignment. Select from HMH resources to develop standards-based units and lessons Coach, co-teach, and model lessons for/with teachers. *[Artifacts:Sample units, observation feedback]*
Conduct progress monitoring using curriculum benchmark assessments, iReady benchmark assessments (growth targets, grade level placement), iReady personalized learning data, Dibels	Curriculum-based assessments		
	<u>CO admin/specialists will:</u> Revise scope, sequence, pacing, vertical progression and assessment schedule *(Aug 2022 & 23)* Share a scope, sequence, pacing, vertical	<u>Building administrators will:</u>	<u>Teachers will:</u> Follow the revised scope, sequence, pacing, vertical progression and assessment schedule *(Sept 2022-Jun 2024)*

(K-3, as needed grades 4 & 5)	progression and assessment schedule with administrators teachers *(Aug 2022 & 23)* Identify curriculum-based benchmark assessments for each grade *(Oct 2022 & 2023)* Gather results from teachers following each curriculum-based benchmark assessment –within 5 days following administration and grading of the assessment *(late fall and early spring)* Review data with principals within a week of data gathering. Review data with teams of teachers in common planning time and with individual teachers as needed during prep time or before/after school –within 6 days following data gathering *(late fall and early spring)* With teachers, make adjustment to in-class groupings (tier 2A) and MTSS intervention (tier 2B and 3) based on data analysis; students receiving tier 2 or tier 3 intervention supports will be progress monitored in 3 week cycles *(late fall/early winter-late spring)* Add curriculum-based benchmark assessment data to the master data tracker following each curriculum-based benchmark assessment –	Review data with Central Office administrators and specialist within a week of data gathering. Review data with teams of teachers in common planning time and with individual teachers as needed during prep time or before/after school –within 6 days following data gathering *(late fall and early spring)* With teachers, make adjustment to in-class groupings (tier 2A) and MTSS intervention (tier 2B and 3) based on data analysis; students receiving tier 2 or tier 3 intervention supports will be progress monitored in 3 week cycles *(late fall/early winter-late spring)*	Submit results to Title I Coordinator following each curriculum-based benchmark assessment (within 5 days of administration and grading of the assessment (late fall and early spring) *(late fall and early spring)* Review data with administrators/specialists in common planning time with grade-level/department team within 6 days after submission, or individually as scheduled with the administrator/specialists *(Sept 2022-Jun 2024)* With administrator/specialist make adjustment to in-class groupings based on data analysis *(Sept 2022-Jun 2024)* Progress monitor any students receiving tier 2A supports in 3 week cycles and share data with administrators/specialists *(Sept 2022-Jun 2024)*

	within a week *(late fall and early spring)* *[Artifacts: scope/sequence, pacing, vertical alignment, assessment schedule, curriculum-based benchmark assessments, assessment results, master data tracker, intervention rosters, classroom groups]*	*[Artifacts: appropriate grade-span scope/sequence, pacing, vertical alignment, assessment schedule, curriculum-based benchmark assessments, assessment results, master data tracker, intervention rosters, classroom groups]*	*[Artifacts: Grade-level/department-level scope/sequence, pacing, vertical alignment, assessment schedule, curriculum-based benchmark assessments, assessment results, data tracker, intervention rosters, classroom groups]*
	iReady benchmark assessments		
	CO admin/specialists will: Schedule iReady benchmarks *(Aug 2022 & 23)* Review iReady results for growth and placement with principals within 5 days of the administration of the benchmark assessment *(Sept, Jan, May/Jun 2022-24)* Review iReady results for growth and placement with teacher teams and individual teachers within 10 days following the administration of the benchmark *(Sept, Jan, May/Jun 2022-24)* Based on results students, regroup students for supports (Tier 1-3) *(Sept, Jan 2022-2024)* With teachers, make adjustment to in-class groupings (tier 2A) and MTSS intervention (tier 2B and 3) based on data analysis; students receiving tier 2 or tier 3 intervention supports will be progress monitored in 3 week cycles *(late*	Building administrators will: Ensure no scheduling conflicts during benchmark assessments *(Sept, Jan, May/Jun 2022-24)* Review iReady results for growth and placement with Central Office administrators and specialists within 5 days of the administration of the benchmark assessment *(Sept, Jan, May/Jun 2022-24)* With teachers, make adjustment to in-class groupings (tier 2A) and MTSS intervention (tier 2B and 3) based on data analysis; students receiving tier 2 or tier 3 intervention supports will be progress monitored in 3 week cycles *(late*	Teachers will: Administer iReady benchmarks according to the schedule *(Sept, Jan, May/Jun 2022-24)* Review iReady results (growth & placement) with administrators and specialists and team colleagues within 10 days following the administration of the benchmark *(Sept 2022-June 2024)* Based on results students, regroup students for supports (Tier 1-3) *(Sept, Jan 2022-2024)* With teachers, make adjustment to in-class groupings (tier 2A) and MTSS intervention (tier 2B and 3) based on data analysis; students receiving tier 2 or tier 3 intervention supports will be progress monitored in 3 week cycles *(late*

fall/early winter-late spring) *[Artifacts: Assessment schedule, iReady benchmark assessment reports, notes from common planning, intervention rosters, classroom groups]*	*fall/early winter-late spring)* *[Artifacts: appropriate grade-span assessment schedule, iReady benchmark assessment reports, notes from common planning, intervention rosters, classroom groups]*	*fall/early winter-late spring)* *[Artifacts: appropriate grade-level/department-level assessment schedule, iReady benchmark assessment reports, notes from common planning, intervention rosters, classroom groups]*
iReady personalized learning data		
CO admin/specialists will: Provide teachers a checklist to guide them in monitoring individual student data *(Aug 2022 & 23)* Review usage data monthly and coach teachers as needed *(Sept 2022-Jun 2024)* Create a guided worksheet for teachers to engage in goal-setting with individual students *(Sept 2022)* *[Artifacts: checklist, meeting dates/notes]*	Building administrators will: Meet with teachers and review individual student data monitoring *(Sept 2022-Jun 2024)* *[Artifacts: checklist, meeting dates/notes]*	Teachers will: Use the checklist to monitor individual student data *(Sept 2022-Jun 2024)* Work with administrators/specialists regarding individual student data as needed *(Sept 2022-Jun 2024)* Work with students to set personal learning goals. Initial goals should be set by the end of Sept. *(Sept, Jan, Jun)* *[Artifacts: checklist, meeting dates/notes, sample goals with progress]*
Dibels		
CO admin/specialists will: Schedule Dibels benchmarks *(Aug 2022 & 23)* Review Dibels results with principals *(Sept, Jan, May/Jun 2022-24)* Review Dibels with teacher teams and individual teachers *(Sept, Jan, May/Jun 2022-24)* With teachers, use results to group/regroup students for supports as needed and continue to progress monitor (Tier 1-3) *(Sept, Jan 2022-2024)*	Building administrators will: Ensure assessments are administered *(Sept, Jan, May/Jun 2022 -24)* Review Dibels results with Central Office administrators and specialists *(Sept, Jan, May/Jun 2022-24)* With teachers, use results to group/regroup students for supports as needed and continue to progress monitor (Tier 1-3) *(Sept, Jan 2022-2024)*	Teachers will: Administer assessments *(Sept, Jan, May/Jun 2022 -24)* Review Dibels results with administrators and specialists *(Sept, Jan, May/Jun 2022-24)* With specialists, use results to group/regroup students for supports as needed and continue to progress monitor (Tier

	[Artifacts: Assessment schedule,Dibels results, notes from common planning, intervention rosters, classroom groups]	*[Artifacts:Dibels results, notes from common planning, intervention rosters, classroom groups]*	1-3) *(Sept, Jan 2022-2024)* *[Artifacts:Dibels results, notes from common planning, intervention rosters, classroom groups]*
Implement a workshop model of instruction (differentiated instruction/small groups) for literacy and math for K-5 classrooms	CO admin/specialists will: Coach teachers on how to implement intervention (groups/small groups) Create data walls per grade/class and coach teachers in use of data walls Run reports monthly to ensure students are receiving 45 min/week per subject on iReady learning Monitor to see iReady lesson plans and HMH curriculum are being implemented in small groups Make Chromebooks/iPads available to families in need for students to access iReady at home *[Artifacts: redacted digital data wall; monthly usage reports, walk-thrus, list of distributed Chromebooks/iPads]*	Building administrators will: Monitor implementation of intervention (groups/small groups) Discuss data walls with teachers and CO administrators Review iReady usage reports with teachers and CO administrators Monitor to see iReady lesson plans and HMH curriculum are being implemented in small groups Identify families in need of a device for home use to access iReady *[Artifacts: common planning time notes, redacted digital data wall; monthly usage reports, walk-thrus, list of distributed Chromebooks/iPads]*	Teachers will: Implement intervention (groups/small groups) Contribute to and discuss data walls Review iReady usage reports monthly to ensure students are receiving 45 min/week per subject on iReady learning Utilize iReady lesson plans and HMH curriculum for small groups Identify families in need of a device for home use to access iReady, Report to specialists/building admin *[Artifacts: common planning time notes, redacted digital data wall; monthly usage reports, walk-thrus,sample small group activities/plans and reason for grouping where appropriate, list of distributed Chromebooks/iPads]*
Support appropriate use of iReady My Path learning platform through professional development	CO admin/specialists will: Schedule training for teachers during faculty meetings, common planning time, or professional development time	Building administrators will: Support i-Ready professional development	Teachers will: Participate in iReady MyPath training during faculty meetings, common

	Deliver training for teachers Provide additional support in the appropriate use of the platform for individual teachers as needed. *[Artifacts: training schedule;training slides; 1:1 meeting dates]*	and teacher-trainings; when possible, administration will attend common plannings. *[Artifacts: training schedule;attendance at trainings]*	planning time, or professional development time Seek additional support from specialists in the appropriate use of the platform if needed. *[Artifacts: training attendance roster;email requesting additional support; 1:1 meeting dates]*
Implement a Universal Design for Learning (UDL) model of instruction in conjunction with districtwide MTSS model	CO admin/specialists will: Participate in DESE's UDL Academy and provide updates to Leadership and apply what is learned in the Academy, as appropriate *(Sept 2022-Jun 2024)* Provide professional development for building administrators, interventionist and curriculum cabinet on UDL model *(SY 2022-23)* Provide professional development for teachers on UDL model *(SY 2023-24)* *[Artifacts: ITL agendas and presentations]*	Building administrators will: Select administrators participate in DESE's UDL Academy and provide updates to Leadership *(Sept 2022-Jun 2024)* Participate in professional development on UDL model *(SY 2022-23)* *[Artifacts: ITL agendas & notes]*	Teachers will: Participate in professional development for teachers on UDL model *(SY 2023-24)* *[Artifacts: PD dates & attendance]*
Assess our MTSS model	CO admin/specialists will: Gather feedback from instructional staff and building administrators regarding challenges and successes of the MTSS model *(Jun 2023)* Review challenges and successes of the MTSS model with building administrators and revise, if needed, for SY 2023-24 *(summer 2023)*	Building administrators will: Gather feedback from teachers regarding challenges and successes of the MTSS model *(Jun 2023)* Review challenges and successes of the MTSS model with Central Office administrators/specialists and revise, if needed, for SY 2023-24 *(summer 2023)*	Teachers will: Provide feedback to administrators/specialists regarding challenges and successes of the MTSS model *(Jun 2023)*

	Implement any proposed changes to the model *(SY 2023-24)* *[Artifacts: Meeting date & meeting notes; survey results; revised model, if needed]*	Implement any proposed changes to the model *(SY 2023-24)* *[Artifacts: Meeting date & meeting notes; survey results; revised model, if needed]*	*[Artifacts: attendance and participation at faculty meeting discussion or completed survey]*

Professional Practice Goal
Curriculum Implementation with Fidelity - In 2022-2023, all teachers (K-5) will implement the new reading and/or math curriculum with fidelity incorporating a workshop model. Fidelity will be measured by attendance and engagement in professional development and common planning time, curriculum-based assessment data, and observations of classroom instruction. ***Alignment:*** *Strategy for Continuous Improvement: TT&L.1, CC&C.2* *Priority Indicators -Superintendent, District Administrators, Building Administrators: **IB.3,** IC.1, IC.2, ID.3, IIC.2, IIIB.1, **IVD.1*** *Bold=DESE 2022-23 Priority Focus Indicators* *Team Goal: Leadership Team- Dir of Special Services, Dir of T & L; Title I Coordinator, Math Specialist* *Optional Districtwide Goal (K-5)* *SC approved 09/07/2022*
Simplified: *We are going to support teachers in delivering the new math and literacy curriculum.*

Actions	Benchmarks & Timelines		
Provide/participate in professional development on workshop model	CO admin/specialists will: Schedule HMH trainings (train-the-trainer) Schedule HMH teacher trainings Specialists model workshop model for teachers in the classroom Specialists will train teachers through common planning time Schedule iReady My Path trainings for teachers *[Artifacts: training calendar, agendas/notes from common planning time]*	Building administrators will: Support specialists in their work with teacher teams and individual teachers Attend HMH teacher trainings Attend common planning meetings *[Artifacts: training calendar, agendas/notes from common planning time]*	Teachers will: Attend HMH professional development with HMH trainers/in-district trainers Work with specialists during common planning to strengthen capacity to implement workshop model independently. *[Artifacts: training calendar, agendas/notes from common planning time]*
Ensure attendance and engagement at professional	CO admin/specialists will: Track attendance	Building administrators will: Track attendance	Teachers will: Attend trainings

development and common planning time	Set common planning agendas with focus/goals; lead common planning meetings	Attend and participate in common planning periods, as often as possible. If a PD/common planning time is missed, initiate follow-up with central office admin/specialists *[Artifacts: Attendance records for trainings, agendas/meeting notes from common planning]*	Attend and participate in common planning periods If a PD/common planning time is missed, initiate follow-up with central office admin/specialists *[Artifacts: Attendance records for trainings, agendas/ meeting notes from common planning]*
	[Artifacts: Attendance records for trainings, meeting notes from common planning]		
Work collaboratively to review and analyze the common curriculum-based assessment	<u>CO admin/specialists will:</u> Create a data review schedule Share data review schedule with building administrators and teachers Set and facilitate data meeting agenda/protocol Gather common curriculum-based assessment results Share results with building administrators and teachers Provide teaching supports and/or make adjustments to future units or lesson design	<u>Building administrators will:</u> Review data review schedule with central office administrators/specialists/ teachers Review curriculum-based common assessment results with central office administrators/specialists and teachers Attend data meetings Support adjustments made to future units or lesson design	<u>Teachers will:</u> Review data review schedule with central office administrators/specialists/ principals Grade common curriculum-based assessments and submit results Attend data meetings and review curriculum-based common assessment results with central office administrators/specialists and teachers Seek out and/or accept coaching supports in order to make adjustments to future units or lesson design with the support of specialists
	[Artifacts: meeting notes from common planning/data meetings]	*[Artifacts: meeting notes from common planning/data meetings]*	*[Artifacts: meeting notes from common planning/data meetings]*
Observe classroom instruction	<u>Central Office admin/specialists will:</u> Conduct Learning Walks, Instructional Rounds (Sweeps), co-teaching	<u>Building administrators will:</u> Conduct Learning Walks, Instructional Rounds (Sweeps), classroom	<u>Teachers will:</u>

	cycles as a coach, classroom walk-thru's (non-evaluative) Identify trends across classroom observations *[Artifacts: Learning Walk schedule, Sweeps schedule, notes on any observed trends, sample feedback]*	walk-thru's (non-evaluative) Conduct classroom observations and provide written feedback (evaluative) *[Artifacts: Learning Walk schedule, Sweeps schedule, notes on any observed trends, sample feedback]*	Review and reflect upon written feedback from classroom observations Consider implementing/discussing with a specialist actionable feedback *[Artifacts: Learning Walk schedule, Sweeps schedule, notes on any observed trends, sample feedback]*

District Improvement Goal
The Importance of School Climate - During the 2021-22 school year, we will (1) administer a climate survey to obtain a baseline measurement of school climate in each school, use those data to develop goals for 2022-23, and re-administer the survey in 2023 to measure improvement; (2) review our Emergency Operation Plans and COVID protocols; (3) support students academically through intervention and tutoring, and emotionally through counselors; (4) continue professional development offerings on cultural competence (5) work to reduce the number of high school students who feel they do not have a trusted adult they can turn to at school. *Alignment:* *Strategy for Continuous Improvement: CC&C 1 & 3;* *Priority Indicators -Superintendent, District Administrators, Building Administrators: **IIA; IIB; IIIA*** *Bold=DESE 2022-23 Priority Focus Indicators* *Team Goal: Leadership Team* *SC reauthorized -year 2 of 2 09/07/2022*
Simplified: *Continue working to build a school environment that is safe, supportive, and inclusive for students and staff. 2022-2023 is the second year of this two-year goal.*

Actions	Benchmarks & Timeline

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Administer a climate survey to obtain a baseline measurement of school climate in each school, use those data to develop goals for 2022-23, and re-administer the survey in 2023 to measure improvement	Select a valid School Climate survey *(late fall 2021/early winter 2022)* Administer School Climate surveys to staff, students, and families *(Winter 2022)* Conduct SWOT analysis in each school and with District Leadership Team *(fall 2021 –winter 2022)* Conduct relationship mapping in each school *(fall 2021-winter 2022)* Analyze data from survey, SWOT, and relationship mapping *(winter-summer 2022)* *[Artifacts: survey, communications to stakeholders requesting participation in survey, faculty meeting agenda, principal summary of results, summary of results/summary of findings]* Develop and present goals for 2022-23 based on data *(summer/fall 2022)* Execute goals *(2022-23)* Re-administer School Climate surveys *(spring 2023)* Conduct SWOT analysis in each school and with District Leadership Team *(winter 2023)* Conduct relationship mapping in each school *(fall 2022-early winter 2023)* Analyze and report results *(spring 2023)* *[Artifacts: Superintendent goals and CSIP goals, CSIP Progress reports, communications to stakeholders requesting participation in survey, faculty meeting agenda, principal summary of results, summary of results, Powerpoint slides]*
Review our Emergency Operation Plans and COVID protocols	District Safety Team will meet monthly to review and revise Emergency Operation Plans for each school *(October 2021-May 2022)* Safety Protocol Review Team will continuously review our safety protocols in classrooms and on campus and make recommendations for changes (less restrictive, more restrictive) to administration and LEA leadership *(September 2021-June 2022)* Test & Stay COVID testing program will be used to maintain safe student attendance in school *(October 2021-June 2022)* *[Artifacts: meeting agendas and notes (where safe to do so); written recommendation to administration; report on participation and results]*
Support students academically through intervention and tutoring, and emotionally through counselors	Administer iReady benchmark assessments K-8 *(September 2021, January 2022, May 2022; September 2022, January 2023, May 2023)*

	Analyze results to determine interventions and intervention groups for school day and after school tutoring/intervention; progress monitor *(Ongoing Sept 2021-June 2022;* **Ongoing Sept 2021-June 2023)** Identify and schedule students requiring Tier 2 (small group counseling) and Tier 3 (one-to-one counseling) behavioral health supports based on last year's identified students, BHST referral, or universal screener [gr 6-12] *(Ongoing Sept 2021-June 2022;* **Ongoing Sept 2022-June 2023)** Track impact of behavioral health supports *(Ongoing Sept 2021-June 2022;* **Ongoing Sept 2022-June 2023)** *[Artifacts: summary of results, schedules, iReady results; attendance, summary of student growth, counseling schedule, referral data, screener data, number of groups and 1:1 cases, session attendance, number of students exiting from supports, Care Solace data, Interface data]*
Continue professional development offerings on cultural competence	Diversity, Equity and Inclusion (DEI) training for admin and Curriculum Cabinet, plan for DEI work with staff in 2022-23, including new courses *(Summer 2021-June 2022,* Fall 2022-Spring 2023) *[Artifacts: Examples may include: course syllabi and enrollment numbers, workshops/book studies]*
Work to reduce the number of high school students who feel they do not have a trusted adult they can turn to at school.	*Conduct relationship mapping in each school (fall 2021-winter 2022)* *Survey students (winter 2022)* *Use SEL Look For document during classroom visits to determine the degree to which classrooms are incorporating SEL competencies (Ongoing October 2021-May 2022)* Conduct relationship mapping in each school *(fall 2022-winter 2023)* Survey students *(winter 2023)* *[Artifacts: summary of results, SEL Look For document, Summary of observations, summary of results]*

District Improvement Goal
Family Engagement - Based on data from the Spring 2022 Title I Survey (administered to families and staff PK-5), we seek to build upon our partnership with families in the education of their children; therefore, we will conduct a family-school partnership self-assessment (utilizing resources developed by the Department of Elementary and Secondary Education) to identify possible priorities for action and develop plans for 2023-24 and possibly beyond.   *__Alignment:__*   *Strategy for Continuous Improvement: CC&C.1*   *Priority Indicators -Superintendent, District Administrators, Building Administrators:* ***IIIA***   *Bold=DESE 2022-23 Priority Focus Indicators*   *Team Goal: District Leadership Team*   *SC approved 10/5/22*

Superintendent Goals
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Simplified: *Determine what more we can do as a district on in order to increase family involvement with the schools and engagement with their child(ren)'s education while making the changes identified through surveys in 2021-22 (more communication about curriculum, individual student performance/progress, and volunteer opportunities).*

Actions	Benchmarks & Timelines
Apply to participate in the Department of Elementary and Secondary Education's Massachusetts Family-School Partnership Initiative	Complete and submit an application *(Oct 14, 2022)* Establish a Family-School Partnership Team *(Oct 31, 2022)* If accepted into the program, participate in reflection process activities: ● 3 cross district sessions *(Nov 2022, Feb 2023, Apr 2023)* ● 4 stakeholder focus group meetings (families, students, staff) *(Dec 2022-Jan 2023)* ● 7 district team reflection and planning sessions *(Dec 2022 - Jun 2023)* *[Artifacts: Massachusetts Family-School Partnership Initiative application; identified F-SP Team members, meeting agendas/notes]*
Review and discuss family engagement materials from the Department of Elementary and Secondary Education	With the Family-School Partnership Team (F-SPT) and District Leadership Team (DLT), review and discuss DESE materials on family partnership *(fall-winter 2022-23)* Provide updates on work done in the DESE Family-School Partnership Initiative (if accepted) *(Dec 2022-June 2023)* Use the definition of family engagement provided by DESE, and develop a more clear description of what family engagement looks like in Lunenburg. *(summer 2023)* Develop a Family Compact that includes the definition and describes expectations for each member in the home-school partnership (admin/teachers, families and students). *(summer 2023)* *[Artifacts: Strengthening Partnerships:A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts; Massachusetts Family, School, and Community Partnership Fundamentals 2.0; meeting agendas/notes; framework and family engagement updates/presentations; Family Compact presentation]*
Conduct a family-school partnership self-assessment	Utilize DESE's family-school partnership self-assessment tool (or develop questions for the self-assessment, if not accepted into DESE's program) to conduct the self-assessment *(spring 2023)* Create and administer a survey/hold focus groups to hear from families, students and staff *(winter/spring 2023)* Identify themes from survey/focus groups and possible family partnership priorities *(late spring 2023)* Present findings to the school community *(by fall 2023)* *[Artifacts: self-assessment tool, survey/focus group questions; survey/focus group themes & possible priorities presentation]*

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Develop targeted actions for execution in 2023-25	Use findings from the self-assessment, coupled with any pertinent recommendations from the Equity Audit Report, to develop a family-school partnership priority action plan(s) for 2023-2024 and possibly beyond. *(summer-fall 2023)* *[Artifacts:Action Plans, Equity Audit Report if applicable]*
Continue to find opportunities to both involve and engage families as partners in their child's learning	Provide more opportunities to involve parents in the educational lives of their children (such as family literacy night, volunteering) *(Sept 2022 - Jun 2023)* Increase communication with families regarding curriculum and their child's growth and achievement *(Sept 2022 - Jun 2023)* Survey families (students and staff where appropriate) to gather feedback regarding communication on curriculum, student performance/growth, and opportunities for involvement *(spring 2023)* *[Artifacts: calendar of family night events, home-school curriculum connection/curriculum newsletters, assessment data, presentations, Zoom meetings, communications from the Superintendent's Office]*