



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

**School's Name: NBPS Parenting Teens Program
Date Updated: 10/4/13**

Timeline and Process Checklist

Overall Timeline	Action	Who is Responsible	By When	Complete?
Plan Development May-September 2013	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 September-October 2013	Provide support to Principals on SIP development	Dir of School Support & Asst. Supt for Accountability & School Improvement	Aug-Sept	<input type="checkbox"/>
	Review DRAFT with input from the School Council	Principals	Sept	<input type="checkbox"/>
	Submit FINAL SIP to Director of School Support	Principals	On or before Oct 4	<input type="checkbox"/>
	Review and approve SIPs	Superintendent	Oct 14	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principals	Oct 21	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Superintendent	Oct 14	<input type="checkbox"/>
Implementation & Progress Monitoring Oct 2013 – June 2014	School Instructional Leadership Teams (SILT) meet at least monthly to monitor progress on plan, analyze performance data, and plan for future improvement <ul style="list-style-type: none"> • 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
Tara K. Montembault	Program Director
Denise Wilkinson	Program Health Manager
Jessica Jackson	8-12 English Teacher
Darcy Lyons	8-12 Science Teacher
Susanne Charbonneau	Academic Support/MCAS Facilitator
Sherri Hayes	Students Support Specialist

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>	<p>Since its inception in 1987, the NBPS Parenting Teens Program has provided a multi-faceted level of service to teen parents and their young children. The program provides both formative and summative assessments to evaluate students' academic strengths and challenges. From the assessments, individual courses are constructed to meet their academic needs. Home tutoring services are available for all teen parents to ensure continuity of academic services.</p>	<p>The program is going to focus on providing more individualized career support services to all teen parents who enroll and attend the program. A Student Support Specialist will be conducting career evaluations and surveys to meet the interests and needs of each teen parent.</p> <p>Also, the program is looking to focus on implementing the Keys to Literacy programming throughout all classrooms throughout the school year.</p> <p>There will be more program staff discussions of what the Common Core standards are and identifying the vocabulary that is used in alignment with the Common Core.</p>



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<p>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</p>	<p>The NBPS Parenting Teens Program conducts multiple staff meetings on a monthly basis to address any academic or support issues that have arisen as the school year progresses. Program staff members meet and discuss any trends that are being seen within individual classrooms as well as throughout the school climate.</p>	<p>The program needs to become more “data conscious” to move achievement to higher levels. The program data team will be working on data analysis and verbiage to ensure an overall understanding of what the data is and how it is driving the instruction.</p>
<p>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</p>	<p>The NBPS Parenting Teens Program has implemented online courses, through APEX Learning Software, which is directly aligned with the Common Core. The program staff is trained to use the APEX Learning Software. They are provided continuous professional development to ensure exceptional instruction to all students.</p>	<p>The program is working towards understanding the district’s definition of rigorous instruction through active professional development. In addition to the definition, the program is looking to identify what it looks like in the classroom and what instruction would be identified as rigorous.</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>	<p>The NBPS Parenting Teens Program has strong connections with the community and its agencies to continue to provide communication and support to teen parents and their young children. The program has a close connection with the Massachusetts Department of Transitional Assistance, as part of our Young Parent Program contract.</p>	<p>The program will work with the community agencies to address issues in attendance for teen parents and their young children. There is an existing attendance issue at the program and the staff is working towards meeting the needs of the students and their children in a proactive and educational manner.</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.]



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- 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



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	<p>interventions/strategies that are successful or need re-adjustment.</p> <ul style="list-style-type: none"> Assess students who have scored in the Level E and Level M TABE Books in reading comprehension every six weeks to identify progress with additional TABE formative assessment. 	<p>Academic Support Facilitator TCT</p>	<p>Week of 10/28/2013 12/16/2013 2/3/2014 3/24/2014 5/12/2014 6/16/2014</p>
	<p>Review student progress of APEX Learning Software ELA courses. <i>(Due to the program's open enrollment status, the assignment of APEX courses are continuously utilized and administered. Data from the courses will be constantly updated for analysis.)</i></p> <ul style="list-style-type: none"> During bi-monthly TCT meetings, student APEX course portfolios will be reviewed and analyzed for growth using the district definition of rigor and rubric. Any areas demonstrating lack of progress will be noted and interventions will be created by the ELA teacher and/or academic support facilitator. TCT meeting notes will be provided to the director. When interventions are created, the ELA Teacher will monitor interventions and provide follow-up data at next TCT. APEX Learning Software reports will be generated by the Director for each assigned course for Data Team meetings. 	<p>TCT Academic Support Facilitator ELA Teacher Director SILT</p>	<p>10/8 & 10/22 11/5 & 11/19 12/3 & 12/17 1/7 & 1/28 2/11 & 2/24 3/11 & 3/25 4/1 & 4/13 5/13 & 5/27 6/3 & 6/10</p> <p>On-Going</p> <p>10/3/2013 11/7/2013 12/5/2013 1/16/2014 2/13/2014 3/13/2014 4/17/2014 5/15/2014 6/12/2014</p>



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	<ul style="list-style-type: none"> • Conduct monthly school learning walks to observe and identify reading comprehension and/or literacy interventions/activities and provide written feedback in a timely manner. 	<p>Director</p> <p>Health Manager</p>	<p>10/9 & 10/23 11/6 & 11/20 12/11/2013 1/8 & 1/22 2/5/2014 3/5 & 3/19 4/9/2014 5/7 & 5/22 6/11/2014</p>
	<p>Implement Keys to Literacy Strategies throughout all ELA courses and lessons.</p> <ul style="list-style-type: none"> • ELA Teacher attends district wide Keys to Literacy professional development • Keys to Literacy strategies will be implemented in ELA courses throughout year. • ELA Teacher will bring examples of student work using Keys to Literacy strategies to TCT for data analysis. • During observations and evaluations of ELA teacher lessons, Keys to 	<p>ELA Teacher</p> <p>ELA Teacher</p> <p>ELA Teacher</p> <p>TCT</p> <p>Director</p>	<p>October 24, 2013</p> <p>On-going</p> <p>10/8 & 10/22 11/5 & 11/19 12/3 & 12/17 1/7 & 1/28 2/11 & 2/24 3/11 & 3/25 4/1 & 4/13 5/13 & 5/27 6/3 & 6/10</p> <p>On-going</p>



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	<p>Literacy presence or absence will be noted. During post-evaluation meeting, Keys to Literacy portfolio work will be evaluated.</p>		
<p>The NBPS Parenting Teens Program will reduce, by at least 40% of the # of students who are not proficient or advanced on the 7th, 8th 10th grade and scheduled 2013-2014 MCAS retests in Math and Science MCAS exams by the end of the year.</p>	<p>NBPS PTP Program will increase individual mathematic computation and application scores of the 40% enrolled student population by the end of the school year by:</p> <ol style="list-style-type: none"> 1. Identifying and monitoring students' strengths and challenges in mathematic computation and application. 2. Establishing appropriate formative and summative assessments in science and mathematical computation and application. 		
	<p>Conduct BOY, MOY and EOY TABE (Test for Adult Basic Education) testing for all enrolled students to identify academic strengths and challenges in Mathematic Computation and Application (<i>Due to the program's open enrollment status, the TABE testing is continuously administered. Data from the testing is going to be continuously be updated for analysis.</i>)</p> <ul style="list-style-type: none"> • Conduct an analysis of students' Individual Diagnostic Profile from the 	<p>Director</p>	<p>9/2013-6/2014 Ongoing 10/3/2013 11/7/2013</p>



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	<p>TABE to identify students' challenges in specific areas of Mathematic Computation and Application, and Vocabulary levels and provide this data after the BOY, MOY and EOY TABE results.</p> <ul style="list-style-type: none"> Conduct monthly data team meetings with the SILT group and identify students who need interventions/strategies to increase mathematic computation and/or application. Identify interventions/strategies that are successful or need re-adjustment. Assess students who have scored in the Level E and Level M TABE Books in Mathematic Computations and Applications every six weeks to identify progress with additional TABE formative assessment. 	<p>Academic Support Facilitator</p> <p>SILT</p> <p>Academic Support Facilitator</p> <p>TCT</p>	<p>12/5/2013 1/16/2014 2/13/2014 3/13/2014 4/17/2014 5/15/2014 6/12/2014</p> <p>10/3/2013 11/7/2013 12/5/2013 1/16/2014 2/13/2014 3/13/2014 4/17/2014 5/15/2014 6/12/2014</p> <p>Week of 10/28/2013 12/16/2013 2/3/2014 3/24/2014 5/12/2014 6/16/2014</p>
	<p>Review student progress of APEX Learning Software Math and Science courses. (<i>Due to the program's open enrollment status, the assignment of APEX courses are continuously utilized and administered. Data from the courses will be constantly updated for analysis.</i>)</p> <ul style="list-style-type: none"> During bi-monthly TCT meetings, student APEX course portfolios will be reviewed and analyzed for growth using the district definition of rigor and rubric. Any areas demonstrating lack of progress will be noted and interventions will be created by the Math, Science teachers and/or academic support facilitator. TCT meeting notes will be provided to the 	<p>TCT</p> <p>Academic Support Facilitator</p>	<p>10/8 & 10/22 11/5 & 11/19 12/3 & 12/17 1/7 & 1/28 2/11 & 2/24 3/11 & 3/25 4/1 & 4/13 5/13 & 5/27 6/3 & 6/10</p>



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	<p>Director.</p> <ul style="list-style-type: none"> When interventions are created, the Math and Science Teacher will monitor interventions and provide follow-up data at next TCT. APEX Learning Software reports will be generated by the Director for each assigned course for Data Team meetings. Conduct monthly school learning walks to observe and identify math and science interventions/activities and provide written feedback in a timely manner. 	<p>Science Teacher Math Teacher Director SILT Director Health Manager</p>	<p>On-Going</p> <p>10/3/2013 11/7/2013 12/5/2013 1/16/2014 2/13/2014 3/13/2014 4/17/2014 5/15/2014 6/12/2014</p> <p>10/9 & 10/23 11/6 & 11/20 12/11/2013 1/8 & 1/22 2/5/2014 3/5 & 3/19 4/9/2014 5/7 & 5/22 6/11/2014</p>
	<p>Implement Keys to Literacy Strategies throughout all Science courses and lessons.</p> <ul style="list-style-type: none"> Science Teacher will attend district wide Keys to Literacy professional development Keys to Literacy strategies will be implemented in Science courses throughout year. Science Teacher will bring examples of student work using Keys to 	<p>Science Teacher Science Teacher Science Teacher TCT</p>	<p>October 24, 2013</p> <p>On-going</p> <p>10/8 & 10/22 11/5 & 11/19 12/3 & 12/17 1/7 & 1/28 2/11 & 2/24 3/11 & 3/25 4/1 & 4/13</p>



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	<p>Literacy strategies to TCT for data analysis.</p> <ul style="list-style-type: none"> • During observations and evaluations of Science lessons, Keys to Literacy presence or absence will be noted. During post-evaluation meeting, Keys to Literacy portfolio work will be evaluated 	<p align="center">Director</p>	<p>5/13 & 5/27 6/3 & 6/10</p> <p align="center">On-going</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



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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.

Objective 4



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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
<p>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)</p>	<ul style="list-style-type: none"> • Conduct monthly school learning walks to observe and identify indicators of ensuring a welcoming school/classroom/childcare. Feedback will be provided upon learning walk completion. • During observations and evaluations of classrooms and childcare setting, evidence of a welcoming learning environment presence or absence will be noted. During post-evaluation meeting, feedback will be provided and teacher's portfolio/body of evidence will be evaluated for indicators III-A and III-C 	<p>Director Health Manager Director Teachers</p>	<p>10/9 & 10/23 11/6 & 11/20 12/11/2013 1/8 & 1/22 2/5/2014 3/5 & 3/19 4/9/2014 5/7 & 5/22 6/11/2014 On-going</p>