

Robert L. Ford School
School Improvement Plan
2015-2016

School Improvement Team

Joanne M. LaRivee (Principal)
Rebecca Darby (Reading CIT)
Brittany Hockman (Social Worker)
Amy Vernava (Special Education Teacher)
Pam Guilmain (ELL Teacher)
Noelle Kelly (Teacher- Grade 5)
Jamie Barbuzzi (Teacher- Grade 4)
Jessica Bille (Teacher- Grade 3)
Lindsey Mazzaglia (Teacher- Grade 1)

School Council Members

Joanne M. LaRivee (Principal)
Ms. Joanna Raye (Teacher – Grade 1)
Ms. Caroline Crowley-Mendes (Teacher—Grade 1)
Ms. Kristin Melendez (parent)
Ms. Wendy Joseph (community member)
Ms. Cynthia Christ (Gregg House—community member)
Ms. Deb Hines (parent)
Ms. Nuriat Charlton (parent)

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School Vision and Mission

Lynn Public Schools Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

The Robert L. Ford Elementary School is a community dedicated to achieving academic success through hard work and effort, sharing responsibility for a safe and supportive environment. All students will demonstrate the ability to work together, think critically, solve problems, and communicate effectively to ensure they are career and college ready.

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

The Robert L. Ford Elementary School is a neighborhood school built in 1935 and is located in the Highlands section of Lynn. Our student population consists of approximately 530 students, grades 1 to 5. Each grade has approximately 4 classrooms. The demographics of our students are 70.9 % Hispanic which is 14.5% higher than the District and 53.5% higher than the State average. Our Hispanic population has a trend of consistent increase each school year. 64.1% of our students have a first language that is not English. 27.6% of the student population is English Language Learners. The school population consists of 52.5% of students that qualify as economically disadvantaged which is twice the state average and higher than the district average. The students at our school consistently exceed the state and district averages for attendance.

The school experienced some administrative changes in the summer of 2014 when a long term Principal retired. The Superintendent appointed an Interim Principal from September 2014 to January 2015. A permanent Principal was assigned on January 5, 2015.

All of staff at the Robert L. Ford Elementary are certified by DESE and are highly qualified. In addition to grade level teachers, there are 3 Special Education teachers, 2 Reading teachers, 3 English Language Learner (ELL) teachers, a full time Social Worker, and a part time School Adjustment Counselor.

Student Enrollment

	2013	2014	2015	2015 District
Kindergarten	111	-	-	1,222
Grade 1	116	113	116	1,479
Grade 2	97	116	112	1,379
Grade 3	106	89	115	1,275
Grade 4	94	104	94	1,155
Grade 5	93	85	89	1,086
Total	617	507	526	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	78.8	78.8	72.2	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	12%	20%	18%	7%	6%
26-56	72%	70%	68%	70%	75%
Over 56	16%	10%	14%	23%	19%
Median Yrs Experience	-	-	7	8	-
% ≥ 10 Yrs Experience	-	-	39%	45%	-

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Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.8	95.3	95.5	94.0	94.9
Absent 10 or more days (%)	27.9	30.1	28.4	38.2	30.4
Chronically Absent (% with < 90%)	10.1	13.4	12.7	19.1	12.3
Student Retention Rate	3.9	2.8	2.0	4.2	1.6
Out-of-School Suspension Rate	4.1	1.5	2.9	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	9.1	10.3	9.3	10.7	8.7
Asian	9.9	9.7	8.0	9.2	6.3
Hispanic	67.3	69.8	70.9	56.4	17.9
White	9.9	6.9	8.7	19.6	63.7
Multi-Race	3.4	3.2	2.9	3.8	3.1
Male	50	51	53	53	51
Female	50	49	47	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	63.9	64.9	64.1	54.1	18.5
English Language Learner	29.7	28.6	27.6	18.8	8.5
Special Education	6.2	6.5	5.7	15.4	17.1
Economically Disadvantaged	-	-	52.5	46.2	26.3

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTELs. All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be "in need of improvement" are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

The school community has worked hard to create a number of safety nets for academic and social-emotional needs.

Currently in grades 1-3 teachers are using small group and differentiated instruction to target student needs in self-contained classrooms. Instruction for Grade 4 and 5 students is provided by two content area teachers for ELA and Mathematics/Science. Through common planning and preparation times, teachers have the opportunity to collaborate with other grade level teachers to unpack the standards of the district mapping guides to create meaningful standards based lessons.

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Special Education, Reading, and English Language Learner (ELL) services are provided through a push-in/inclusion model within small groups in the classroom. During the 2014-2015 school year, approximately 150 ELL students, including 10-15 Newcomers to the country, have been provided language support services. Approximately 20% of the student population has received reading supports by a Reading Specialist during this school year. Special Education operates under the goal of providing the least restrictive environment for the students. Reading services change with consideration of DIBELS data and ELL services change with the consideration of ACCESS scores. Our school also offers targeted supplemental instruction for ELL and Special Education students with the Imagine Learning program. Students that receive Occupational Therapy and Speech services receive both pull-out and inclusion services.

Interventions to address the needs of at risk students include parent contact and involvement through regular phone calls and conferences. Appropriate referrals are made to community resources such as Lynn Community Health Center (LCHC) Behavioral Health and Psychiatry services which are located in the Ford School building. During the 2014-2015 school year, 43 students were serviced for behavioral health. Students have access to see the full-time School Social Worker and if on an IEP, the ability to see the part-time School Adjustment Counselor. Social emotional health is a focus at Ford School and services are provided through targeted small group and individual intervention. During the 2014-2015 school year, 78 students were serviced on a regular basis by the School Social Worker through small group and individual intervention.

To support student needs, the Student Study Team meets monthly to address teacher concerns and provides consultation regarding alternative interventions to target a behavior or academic need. Parents are invited to these meetings to promote parent involvement. This school year we have focused on family and community outreach including monthly parent support groups focusing on parenting strategies to support child academic achievement. We have also done community outreach through Open Houses and with the assistance of the Parent Liaison who provides written and oral translation services for Spanish speaking families.

As we move into the 2015-2016 school year, grade levels 1-5 will be self-contained traditional classrooms. This upcoming school year the District is looking at a new literacy program. The Ford Teachers will be participating in a literacy initiative including a Summer retreat of Keys To Literacy during the month of August. The school will also have coaching teachers in Reading, ELL, and Math.

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who are anxious to work in a highly charged school like ours. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTELEs.

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable. Our school submits budget requests directly to the Superintendent's Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

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Perception Data: Provide any formal or informal information regarding the perception of the school's learning environment by district and school leaders, students, teachers, parents and community members.

Perception Data were gathered from a staff survey that was administered June 5, 2015. A total of 32 surveys were returned (more than 90%). Questions on the survey included big ideas of teachers self confidence in their own knowledge and ability, collegiality and leadership.

The staff reported that they are confident in their individual instructional abilities to teach the students at Ford School and that they have the content knowledge to do so. Further, results reflect teachers are confident that students are able to change the effort they put forth and their ability to overcome obstacles.

However, a few questions highlighted their concerns about collegial relations and working environment at the Ford School. For example, two-thirds of the staff reported that the working environment is not at all positive or just slightly positive.

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

ELA: Based upon the analysis of pertinent data, literacy appears to be an overall need of the school. The data shows that the ELA CPI has declined in the past several years from 74.0 in 2012 to 70.0 in 2015. Although the percent of students in advanced increased, the percent earning scores in the warning categories also increased. More than 50% of our students are scoring Needs Improvement in ELA MCAS which is far above the district and state averages.

DIBELS Oral Reading Fluency data indicate overall achievement of students as calculated by CPI increased for grades 1-3 last school year.

Math: Although math appears to be a relative strength and successes are observed with more students scoring Advanced and Proficient on Math MCAS in comparison to ELA MCAS, results from 2015 show a decline in math scores from the previous year.

Science: Overall performance in Science has declined the last two years.

Females significantly outperform males in ELA and Math in the percent earning proficient/advanced, as well as, student growth percentile.

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Accountability Data

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 3										
School Percentile: 17 th										
Cumulative PPI (all students) 56										
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating	
ELA										
CPI	74.0	73.9	69.6	-4.3	11 th	Declined	70.0	0.4	Improved Below Target	
SGP	47	56	52	-4.0	52 nd	On Target	47	-5	Below Target	
% Advanced	3.4	4.9	0.8	-4.1	2 nd	Not Meeting Target	2.2	1.4	Met Target	
% Warning	9.1	8.8	14.1	5.3	18 th	Not Meeting Target	16.2	1.9	Not meeting target	
Math										
CPI	68.2	75.3	71.9	-3.4	12 th	Declined	69.6	-2.3	No change	
SGP	46	59	43.5	-15.5	24 th	Below Target	39	-4.5	Below Target	
% Advanced	5.3	13.4	18.0	4.6	26 th	Met Target	10.5	-7.5	Not meeting target	
% Warning	18.6	14.8	19.9	5.1	11 th	Not Meeting Target	21.4	1.5	Not meeting target	
Science										
CPI	61.8	76.9	68.4	-8.5	17 th	Declined	66.1	-2.3	No Change	
% Advanced	5.3	14.0	5.0	-9.0	16 th	Not Meeting Target	3.6	-1.4	Not meeting target	
% Warning	25.0	7.5	17.5	10.0	20 th	Not Meeting Target	16.7	-0.8	Not meeting target	

*2015 Accountability data are preliminary.

Historical Accountability Data

2012	Level 3	School Percentile: 8 th %ile	Annual PPI = 96	Cumulative PPI = 48
2013	Level 3	School Percentile: 16 th %ile	Annual PPI = 75	Cumulative PPI = 67
2014	Level 3	School Percentile: 17 th %ile	Annual PPI = 54	Cumulative PPI = 56
2015	Level	School Percentile:	Annual PPI =	Cumulative PPI =

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Early Literacy Results

1st Grade: DIBELS Oral Reading Fluency (Winter to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	21 (19%)	19 (17%)	High	10 (9%)	144 (11%)
Average	31 (28%)	38 (34%)	Moderate	26 (23%)	299 (22%)
Low Average	16 (14%)	13 (12%)	Typical	29 (26%)	487 (36%)
Below Average	13 (12%)	9 (8%)	Low/Declined	47 (42%)	439 (32%)
Well Below Average	31 (28%)	33 (29%)			
CPI	69.9	71.0	Total	112	1,369

2nd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	7 (7%)	7 (7%)	High	29 (27%)	236 (19%)
Average	27 (25%)	34 (32%)	Moderate	17 (16%)	264 (21%)
Low Average	22 (21%)	22 (21%)	Typical	27 (25%)	367 (29%)
Below Average	28 (26%)	30 (28%)	Low/Declined	33 (31%)	379 (30%)
Well Below Average	22 (21%)	13 (12%)			
CPI	66.0	71.5	Total	106	1,246

3rd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	24 (22%)	25 (24%)	High	8 (7%)	136 (12%)
Average	31 (29%)	30 (28%)	Moderate	25 (23%)	271 (24%)
Low Average	14 (13%)	13 (12%)	Typical	36 (33%)	300 (27%)
Below Average	18 (17%)	22 (20%)	Low/Declined	39 (36%)	416 (37%)
Well Below Average	21 (19%)	18 (17%)			
CPI	73.8	74.3	Total	108	1,123

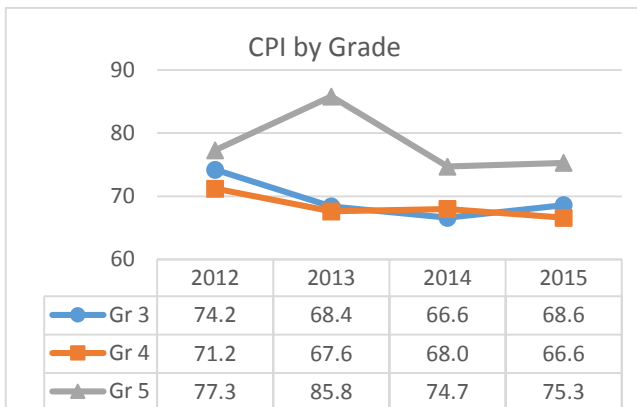
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ENGLISH LANGUAGE ARTS

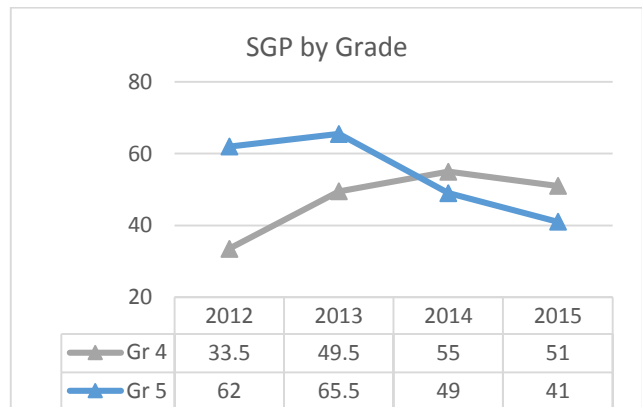
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	264	3	33	54	10	74.0	47
School 2013	284	5	31	55	9	73.9	56
School 2014	263	1	30	56	14	69.9	52
School 2015	277	2	34	47	16	70.0	47
District 2015	7,229	8	44	33	15	78.9	46

Multi -Year MCAS ELA CPI Results by GRADE



Multi -Year MCAS ELA SGP Results by GRADE



MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	277	2	34	47	16	70.0	47
Students with Disabilities	24	0	8	50	42	45.8	-
ELL	58	0	14	57	29	54.3	-
Former ELL	55	5	35	47	13	73.6	54
Economically Disadvantaged	168	2	31	49	17	68.5	43
African American /Black	21	0	38	52	10	73.8	-
Asian	26	4	42	46	8	76.3	-
Hispanic	202	2	31	49	18	68.3	49
White	21	0	43	33	24	66.7	-
Male	145	1	28	51	21	64.7	39
Female	132	4	42	43	11	75.9	58

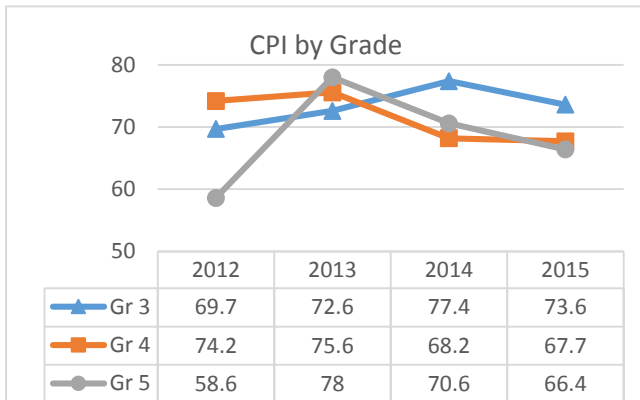
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MATHEMATICS

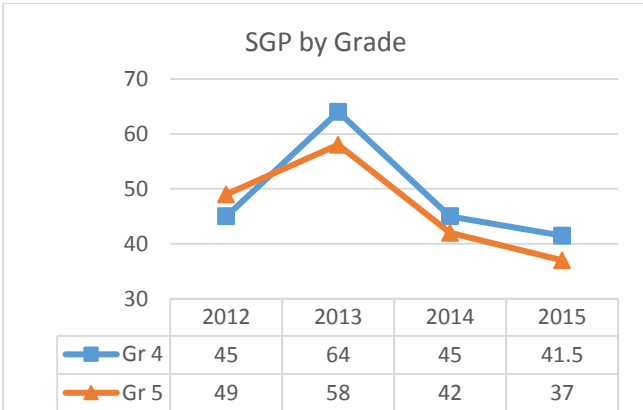
Multi-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	264	5	27	48	20	68.2	46
School 2013	284	13	35	37	15	75.3	59
School 2014	261	18	28	34	20	71.9	43.5
School 2015	276	11	32	37	21	69.6	39
District 2015	7,232	15	28	32	24	71.4	45

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



MCAS Math 2014 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	276	11	32	37	21	69.6	39
Students with Disabilities	24	0	17	17	67	41.7	-
ELL	58	7	22	43	28	62.1	-
Former ELL	55	11	25	51	13	70.9	55
Economically Disadvantaged	167	11	28	38	23	67.2	33
African American /Black	21	0	24	57	19	60.7	-
Asian	26	4	38	31	27	66.3	-
Hispanic	201	12	31	37	20	71.1	49
White	21	10	29	24	38	61.9	-
Male	145	8	31	37	24	66.9	33
Female	131	13	32	37	18	72.5	48

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SCIENCE/TECHNOLOGY & ENGINEERING

Multi-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	76	5	18	51	25	61.8
School 2013	93	14	26	53	8	76.9
School 2014	80	5	25	53	18	68.4
School 2015	84	4	24	56	17	66.1
District 2015 (Grade 5)	1,064	8	32	43	17	74.8

MCAS STE 2014 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	84	4	24	56	17	66.1
Students with Disabilities	10	0	0	60	40	47.5
ELL	4	-	-	-	-	-
Former ELL	23	0	13	57	30	53.3
Economically Disadvantaged	58	3	22	57	17	64.7
African American /Black	7	-	-	-	-	-
Asian	7	-	-	-	-	-
Hispanic	60	5	23	53	18	66.3
White	7	-	-	-	-	-
Male	49	2	31	55	12	69.4
Female	35	6	14	57	23	61.4

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ACCESS for ELLs Results on Overall Score.

Proficiency Level	2013		2014		2015	
	#	%	#	%	#	%
Entering	34	25%	2	1%	8	6%
Emerging	12	9%	12	8%	22	15%
Developing	56	41%	70	47%	61	42%
Expanding	31	23%	34	23%	39	27%
Bridging	3	2%	28	19%	13	9%
Reaching	0	0%	3	2%	2	1%
TOTAL	136		149		145	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	49	37%	34	26%	48	37%
2015	35	28%	24	19%	65	52%

ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).

2014 ACCESS Proficiency Levels	2015 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	1 (4%)	13 (50%)	12 (46%)	-	-	-
Emerging	-	4 (25%)	10 (63%)	2 (13%)	-	-
Developing	-	-	35 (55%)	26 (41%)	3 (5%)	-
Expanding	-	-	-	11 (48%)	10 (43%)	2 (9%)
Bridging						
Total (129)						

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.

Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

Strengths:

- Grade 1 is using phonics binders consistently the same across all of the classrooms.
- The district has provided curriculum maps that are aligned.
- Through common planning and preparation times, teachers have the opportunity to collaborate with other grade level teachers to unpack the standards of the district mapping guides to create meaningful standards based lessons.

Areas of Need:

- The consistency of the delivery of the curriculum may vary and there is more professional development needed to increase level of consistency.
- Staff rarely engages in discussion of student learning expectations vertically.
- Instructional materials and technologies that align to curriculum maps are available but may not be used effectively and consistently in all classrooms.
- Common lesson planning structure and format across grade levels.
- Create an understanding of why lesson planning is important how it supports effective instruction.
- Schedules need to reflect time on task for content areas.
- Create an understanding of how to implement instruction through the use of curriculum units and Understanding by Design.

Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

Strengths:

- DIBELS data is used to determine students that need additional support in reading.
- ACCESS data is considered in conference with ELL staff in grouping students effectively in the classroom.
- MCAS data is used to form instructional groups to enable students to move to proficiency.

Areas of Need:

- Teacher knowledge, access, and consistent use of multimodal pedagogy techniques such as using the Smartboard as an interactive tool, manipulatives, and hands-on/interactive learning in small groups or centers, in all content areas.
- Content and language objectives to be refined for connection to instruction.
- Staff agreement about instructional strategies that can be used vertically.
- Making data transparent to staff and students.
- Effective instruction is rarely modeled for teachers by leaders, coaches, and colleagues.
- Instructional staff has limited opportunity to observe and provide feedback on their colleagues' practice.

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Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
<p>Strengths:</p> <ul style="list-style-type: none"> - The staff is using a range of assessments that are aligned to the standards. - Assessment supports the system of tiered instruction in reading for the area of fluency. - School leadership uses assessment data to target PD activities.
<p>Areas of need:</p> <ul style="list-style-type: none"> - Data is being identified and analyzed but the implication of data is not always used in guiding instruction. - Students receiving constructive feedback to move the learner forward based on analysis, as well as guidance on how to improve. - Teacher understanding and use of the continuum of different available assessments that have been approved by school leadership. - Analyze instructional strategies to make decisions on needed improvement for delivery of instruction.
Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
<p>Strengths:</p> <ul style="list-style-type: none"> - The use of common planning time to get a more job-embedded PD from Reading Specialists in all grade levels. - Most staff tries to access relevant PD tied to specific learning goals. - Mentorship program for new teachers.
<p>Areas of need:</p> <ul style="list-style-type: none"> - PD embedded as a part of daily routines through coaching, staff meetings, and collaborative time. - The need for school-level coaches to work with staff to develop instructional strategies. - Staff understanding and development of proper SMART goals for professional practice and student learning.
Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
<p>Strengths:</p> <ul style="list-style-type: none"> - The school schedule was built to provide grade level teams with some common preparation times for collaboration and planning purposes. - 90 minute biweekly common planning for grade level teams.
<p>Areas of need:</p> <ul style="list-style-type: none"> - Teacher planning times daily with weekly PD and common planning. - Systems and protocols to guide collaborative discussions including a leader facilitator and a pre-set agenda during planning times. - Job embedded PD that is provided by district or school-level coaches.

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Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)

Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.

Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

Strengths:

- Schedules are designed to provide 90 minutes of ELA and 60-90 minutes of Math instruction daily.
- Reading teachers that provide Tier 2 instruction identified as struggling.
- All teachers have once per week “night back” for targeted intervention.
- Inclusion model in small groups.
- Imagine Learning program before and after school for ELL and Special Education students.
- 3 ELL Specialists providing tiered instruction and teacher collaboration.

Areas of need:

- All classes receiving Tier 2 interventions in Reading and Math.
- Role of Special Education instruction explicit for addressing individual student needs within and outside the classroom.
- Providing simultaneous ELL and Reading intervention for identified students.
- Training for teachers for intervention groups/small group instruction and materials to use.

Indicator 7: Students’ social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- Extracurricular and enrichment activities available for students after school.
- Increased staff available to address social, emotional, and health needs of the students such as the School Adjustment Counselor, School Social Worker, Lynn Community Health Behavioral Health and Psychiatry services, School Nurse, Occupational Therapy, and Speech.
- SST process to identify student need and promote parent involvement.
- Services provided for student wellness such as free breakfast and lunch, dental services, eye exams, Old Neighborhood Meat distribution, and Cradles to Crayons coat and backpack distribution.
- Second Step curriculum in classrooms by the Physical Education teacher.
- PD provided by the School Social Worker to staff about Trauma sensitive approaches in the classroom and 51A reporting.
- NED show character development assembly for students.

Areas of need:

- Hierarchy of teacher response and of consequences in the classroom.
- Classrooms that create predictable environments and a climate that supports learning.
- Staff reflected concern about working environment for example, two-thirds of the staff reported that the working environment is not at all positive or just slightly positive.
- Prevention and early intervention of students that need support academically or behaviorally within the classroom.

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Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

- Connections to community resources for mattresses/bed bug covers, asthma services, and homelessness/housing.
- Monthly Parent Support Group with the School Social Worker discussing parenting strategies.
- Open House for parents to connect with classroom teachers and community resources.
- Community members reported positive feedback to being part of the School Leadership Team.
- 1st and 3rd grade receiving applications for library cards to promote reading over the Summer.
- Parent involvement and attendance at school events.

Areas of need:

- Language supports for non-English speaking parents to communicate with the school.
- Non-English speaking parents need assistance with homework completion with their children.
- Data transparency and education for parents.
- Develop effective systems for two-way communication between teachers and parents.
- Creating community connections to support school vision and mission.

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Define Priorities and Describe the Strategies/Actions
Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.
GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Literacy instruction does not meet indicators of Common Core Standards

Priority 1	Strengthening Core Instruction in Literacy through implementation of Keys to Literacy
Strategies/Actions	<ul style="list-style-type: none"> Professional development (via 4-day retreat in August) to deepen teachers' understanding of high quality literacy instruction through Keys to Literacy training that will focus on comprehension and close reading strategies that are aligned to the Common Core Standards. Common Planning Time will be used to provide professional development / job-embedded coaching on components for literacy instruction 2 teachers chosen as Keys to Literacy "train the trainer" coaches to receive training through professional development out of district. School leaders, coaches, and teachers will participate in observations and provide specific feedback to teachers on implementation of close reading and comprehension strategies Learning walk training to support teachers as they examine models of what instruction looks like in classrooms throughout the school. Set up of model/resident classrooms to illustrate effective literacy instruction.
Expected Outcome(s)	<ul style="list-style-type: none"> Data from learning walks will indicate increased use of comprehension strategies. Improved MCAS ELA scores
Timeline for Actions	<p><u>August Retreat</u>-Student Engagement Strategies (Keys to Literacy). September 2015:</p> <ul style="list-style-type: none"> Keys to Literacy strategies and supports used in all classrooms. A first grade teacher and a fifth grade teacher will participate in "train-the-trainer" model of professional development to provide teachers with modeling of Keys to Literacy strategies and discussion for what literacy instruction should look like during the 2015-2016 school year. <p>October 2015:</p> <ul style="list-style-type: none"> Consultant/coaching support from Keys to Literacy to monitor implementation. <p>Ongoing During the 2015-2016 School Year.</p>

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Instructional strategies; Assessment

Priority 2

Increased use of student learning data to inform implementation of instructional strategies

**Strategies/
Actions**

- Establish an assessment team for the school
- Instructional guides will be established and implemented with written expectations (learning targets and criteria for success).
- Provide training and support on how to assess student learning using DIBELS and Quick Phonics Screener.
- Provide professional development on how to use data to plan for differentiation of small group instruction and re-teaching will be an ongoing process throughout the school year during Common Planning Time.
- Professional development will be delivered beginning with explicit phonics instruction using DIBELS to create intervention groups to focus on students who need instruction for phonemic awareness, etc. using strategies that include hands-on activities.
- Provide professional learning and coaching on the use of Formative Assessment techniques in all classrooms.
- Teachers will use data to inform them of the type of intervention that is needed to bring students to mastery.
- Teachers will develop strategies to be able to support students to be critical thinkers and to work collaboratively to solve problems.

Expected Outcome(s)

- Unannounced observations will show 80% improvement over baseline total in use of learning data to inform instruction.
- Improved student data on benchmark assessments due to teacher knowledge of how to assess students using previously decided assessment tools.
- Common Planning Time agenda will indicate focus on assessments and strategic lesson planning to provide effective instruction based on results.

Timeline for Actions

- Administer and analyze 2015 Fall Assessments; 2016 Winter Assessments; 2016 Spring Assessments
- Ongoing PD / Coaching on student assessment

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Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Data Update and Initial Implementation Reflections:

- August: 4-day retreat for all teachers on Keys to Literacy strategies for comprehension and close reading.
- September 8, 2015- Grade 3, 4, and 5 staff provided with Professional Development on preliminary ELA MCAS data to begin the year with a focus on the need to reduce warning and move students from needs improvement to proficient/advanced level.
- September- Assessment team (8 members) trained on consistent practices for assessment of students for DIBELS.
- September- Students assessed using DIBELS assessment for grades 1, 2, 3.
- Data used to make decisions for intervention groups for all students (ELL and SPED intervention as well as general education).
- September begins Reach for Reading implementation for first and second grade.
- September- Professional Learning Time meetings begin to support collaborative time for teachers and allow for necessary professional development to implement intervention groups for reading.
- September professional development provided to 2 “train the trainer” coaches to support Keys to Literacy implementation. One coach chosen from grades 1-2 and one coach chosen from grades 3, 4, 5.
- October 14, 2015- Keys to Literacy coach delivers support to staff by meeting in Professional Learning Time with staff and visiting teachers.

February (Mid-Year) Implementation Reflections:

To June (End-of-Year) Implementation Reflection: