

Robert L. Ford School
School Improvement Plan
2016-2017

School Improvement Team

Joanne M. LaRivee (Principal)
Elizabeth Crowley-Burns (Program Specialist)
Patty Marcus (Reading CIT)
Julie Dunagan (Math CIT)
Brittany Hockman (Social Worker)
Amy Vernava (Special Education Teacher)
Maria Zaklin (ELL Teacher)
Ashley Raynes (Teacher- Grade 5)
Jamie Barbuzzi (Teacher- Grade 4)
Nicole Guarino (Teacher- Grade 3)
Kathie Emmons (Teacher- Grade 2)
Ariel McKinney (Teacher- Grade 1)

School Council Members

Joanne M. LaRivee (Principal)
Elizabeth Crowley-Burns (Program Specialist)
Ms. Kristin Melendez (parent)
Ms. Deb Hines (parent)
Ms. Wendy Joseph (community member)
Ms. Cynthia Christ (Gregg House—community member)
Jennifer Coverdale (Food Corps—community member)
Amy Vernava (Special Education Teacher)
Amanda Feliz (ELL Specialist)
Linda Leahy (Reading Specialist)
Julie Dunagan (Math Specialist)
Arlene Gennari (School Nurse)

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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 507 students, grades 1 to 5. Grades 2, 3, and 5 have four classrooms, and grades 1 and 4 have five classrooms. The demographics of our students are 75.3 % Hispanic which is 17.1% higher than the District and 56.7% higher than the State average. Our Hispanic population has a trend of consistent increase each school year. 67.1% of our students have a first language that is not English. 34.1% of the student population is English Language Learners. The school population consists of 53.3% of students that qualify as economically disadvantaged which is about twice the state average and higher than the district average. The students at our school consistently exceed the state and district averages for attendance.

All of staff at the Robert L. Ford Elementary are certified by DESE and are highly qualified. Administrative staff includes the Principal and a Program Specialist. In addition to grade level teachers, there are 3 Special Education teachers, 1 Reading Specialist, 1 Reading CIT, 1 Math CIT, 4 English Language Learner (ELL) teachers, a full time Social Worker, a full time Nurse, a full time Parent Liaison, a Behavior Specialist and a part time School Adjustment Counselor.

Robert L. Ford Elementary has recruited new staff members that include: one grade 1 teacher, three grade 3 teachers, one grade 4 teacher, 1 ELL specialist, 2 Special Educators, and 1 Reading CIT. There are five new teacher mentors in the building to support protégés completing Lynn Public School's Mentor Program.

In addition, Lynn Community Health is housed at the Ford School. There are two therapists and a nurse practitioner to accommodate student needs. This benefits the school because the providers are able to communicate with staff and offer early student behavior intervention. They also have outreach to parents/guardians and offer family counseling.

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Student Enrollment

	2014	2015	2016	2016 District
Grade 1	113	116	96	1,356
Grade 2	116	112	104	1,422
Grade 3	89	115	114	1,334
Grade 4	104	94	105	1,267
Grade 5	85	89	88	1,053
Total	507	526	507	6,432

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	78.8	72.2	82.4	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	20%	18%	16%	7%	6%
26-56	70%	68%	73%	72%	76%
Over 56	10%	14%	11%	21%	18%
Median Yrs Experience	-	7			
% ≥ 10 Yrs Experience	-	39%			

Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	95.3	95.5	96.1	93.9	94.9
Absent 10 or more days (%)	30.1	28.4	23.3	38.1	30.5
Chronically Absent (% with < 90%)	13.4	12.7	9.4	19.6	12.3
Student Retention Rate	2.8	2.0	3.0	3.2	1.5
Out-of-School Suspension Rate	1.5	2.9	3.2	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	10.3	9.3	7.9	10.1	8.8
Asian	9.7	8.0	7.7	9.1	6.5
Hispanic	69.8	70.9	75.3	58.2	18.6
White	6.9	8.7	6.7	18.3	62.7
Multi-Race	3.2	2.9	2.4	3.9	3.2
Male	51	53	50	52	51
Female	49	47	50	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	64.9	64.1	67.1	54.0	19.0
English Language Learner	28.6	27.6	34.1	19.5	9.0
Special Education	6.5	5.7	5.9	15.4	17.2
Economically Disadvantaged	-	52.5	53.3	47.0	27.4

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 ELL coaches work to model lessons for teachers who need to improve.

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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.

Our core instructional programs include: National Geographic Learning Reach for Reading, GO Math!, and Lynn Science Curriculum. The implementation of these programs is supported by district professional development. School based support is offered during professional learning time by CITs, staff, and specialists.

A focus this year is to make data transparent and accessible to the whole school community. The educators have and continue to work hard to create a number of safety nets to promote academic success and meet students' social-emotional needs.

Currently in grades 1-5 teachers are using small group and differentiated instruction in ELA and math to target student needs. Tier 2 intervention is provided for students during the school day and Tier 3 intervention is provided during Extended Learning Time. Through professional learning time and preparation times, teachers have the opportunity to collaborate with other staff members and review student data to form Tier 2 and Tier 3 intervention groups. Student data is used to inform instruction and is continuously revisited. Intervention groups are updated according to students' needs. Students are participating in analyzing their data and are aware of personal next steps. Professional learning time is also used to unpack the standards of the district mapping guides to create meaningful standards based lessons.

Special Education, Reading, and English Language Learner (ELL) services are provided through a push-in/inclusion model within small groups in the classroom. Currently, there are approximately 178 ELL students who are supported by ELL Specialists. ELL interventions are determined by ACCESS scores. Our school also offers targeted supplemental instruction for ELL and Special Education students with the Imagine Learning program. Special Education students are provided the inclusion model within the LRE (least restrictive environment). Students identified at risk in reading in grades 1, 2 and 3 receive reading and phonics support by a Reading Specialist, ELL specialists, and Special Education teachers during the school year. Reading interventions in grades 1-5 are based on the DIBELS data. iRead is used as a Tier 2 intervention for all students in grades 1 and 2. Interventions are also provided in the Reach for Reading program for all grade levels. Students receiving 504 accommodations as well those receiving Occupational Therapy, Speech and Language, and Student Adjustment Counseling 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.

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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 MTEs.

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.

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 was gathered from the VISTA survey. 100% of our staff are indicating that to a moderate or large extent, data is used to plan instruction. 94% of our staff indicated that to a moderate or large extent, data is being analyzed to help individualize student learning. 80% of our staff agree strongly that collaborating with other teachers is a productive use of time.

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 still appears to be an overall need of the school. The data shows that the ELA CPI has improved to 75.5 in 2016 but is still below target. The percent of students in advanced declined in 2016. This indicates that it is an area of need. The percent of students in Warning has decreased and we have met the target. We want to continue to decrease the number of students to narrow the proficiency gap in Warning.

Math: Although successes are observed in math, with more students meeting the target for Advanced and decreasing the amount in Warning, results from 2016 CPI show improvement but not meeting the target.

Science: Overall performance in Science has declined.

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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, and 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: 18								
Cumulative PPI (all students) 55								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
<u>ELA</u>								
CPI	73.9	69.6	70.0	0.4	Improved Below Target	75.5	5.5	Improved Below Target
SGP	56	52	47	-5	Below Target	56	9.0	On Target
% Advanced	4.9	0.8	2.2	1.4	Met Target	1.8	-0.3	Not meeting target
% Warning	8.8	14.1	16.2	1.9	Not meeting target	10.0	-6.2	Met Target
<u>Math</u>								
CPI	75.3	71.9	69.6	-2.3	No change	76.4	6.8	Improved Below Target
SGP	59	43.5	39	-4.5	Below Target	51	12.0	On Target
% Advanced	13.4	18.0	10.5	-7.5	Not meeting target	11.7	1.2	Met target
% Warning	14.8	19.9	21.4	1.5	Not meeting target	12.7	-8.7	Met target
<u>Science</u>								
CPI	76.9	68.4	66.1	-2.3	No Change	63.5	-2.6	Declined
% Advanced	14.0	5.0	3.6	-1.4	Not meeting target	3.8	0.2	Not meeting target
% Warning	7.5	17.5	16.7	-0.8	Not meeting target	23.1	6.4	Not meeting target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			38	60	Not meeting target	65	60	Met target

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 3	School Percentile: 10 th %ile	Annual PPI = 40	Cumulative PPI = 49
2016	Level 3	School Percentile: 18 th %ile	Annual PPI = 70	Cumulative PPI = 55

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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 2016	Spring 2016		School	District
Above/Well Above Avg	7 (8%)	5 (5%)	High	19 (21%)	217 (17%)
Average	16 (18%)	31 (35%)	Moderate	22 (25%)	316 (25%)
Low Average	13 (15%)	7 (8%)	Typical	28 (31%)	393 (31%)
Below Average	15 (17%)	19 (21%)	Low/Declined	20 (22%)	325 (26%)
Well Below Average	38 (43%)	27 (30%)			
CPI	55.9	64.6	Total	89	1,251

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	15 (15%)	17 (17%)	High	16 (16%)	269 (19%)
Average	29 (28%)	31 (30%)	Moderate	34 (33%)	375 (27%)
Low Average	14 (14%)	13 (13%)	Typical	34 (33%)	426 (30%)
Below Average	14 (14%)	19 (18%)	Low/Declined	19 (18%)	331 (24%)
Well Below Average	31 (30%)	23 (22%)			
CPI	67.2	70.9	Total	103	1,401

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	6 (6%)	7 (7%)	High	7 (7%)	179 (15%)
Average	28 (26%)	27 (25%)	Moderate	23 (22%)	283 (23%)
Low Average	17 (16%)	18 (17%)	Typical	46 (43%)	389 (32%)
Below Average	31 (29%)	30 (28%)	Low/Declined	30 (28%)	363 (30%)
Well Below Average	24 (23%)	24 (23%)			
CPI	64.4	64.6	Total	106	1,214

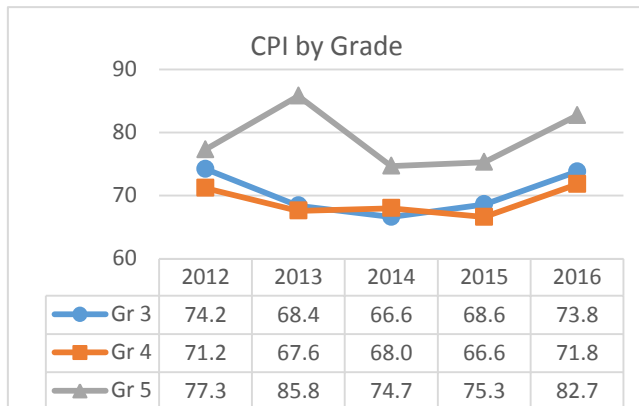
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ENGLISH LANGUAGE ARTS

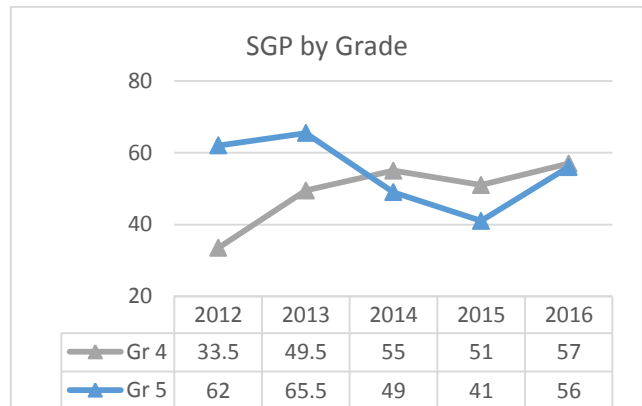
Multi-Year MCAS ELA Results – All Students

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
School 2016	281	2	42	47	10	75.5	56
District 2016	7,581	7	47	31	15	81.0	54

Multi -Year MCAS ELA CPI Results by GRADE



Multi -Year MCAS ELA SGP Results by GRADE



PARCC / MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	281	2	42	47	10	75.5	56
Students with Disabilities	25	0	4	64	32	48.0	51
ELL	71	0	18	56	25	59.2	56.5
Former ELL	48	0	56	44	0	85.4	58
Economically Disadvantaged	161	3	37	48	12	73.6	52.5
Male	143	1	34	52	13	70.3	56
Female	138	2	50	41	7	81.0	57

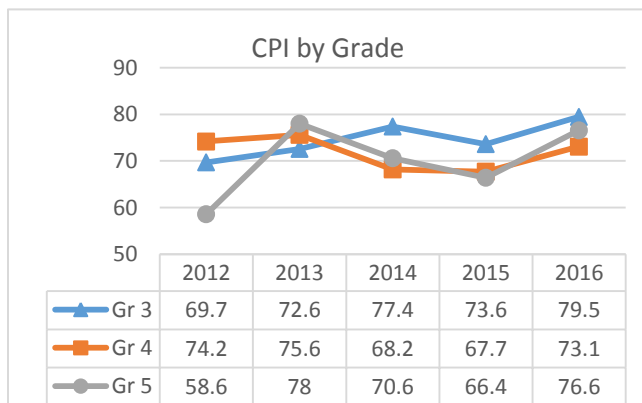
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MATHEMATICS

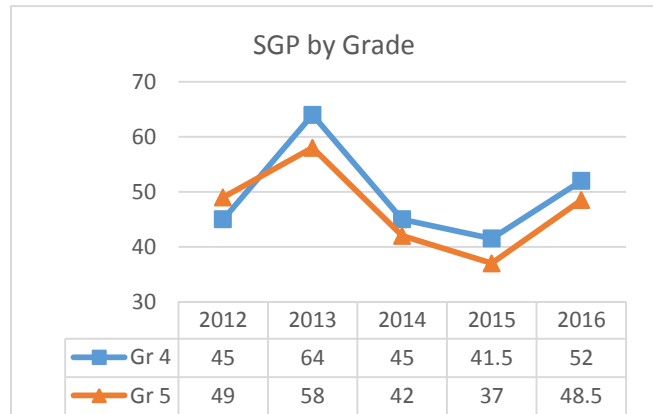
Multi-Year MCAS Math Results – All Students

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
School 2016	283	12	40	36	13	76.4	51
District 2016	7,546	15	34	30	21	74.6	50

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



PARCC / MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	283	12	40	36	13	76.4	51
Students with Disabilities	25	4	12	48	36	52.0	51
ELL	72	6	25	56	14	68.1	52
Former ELL	49	12	43	39	6	81.6	47.5
Economically Disadvantaged	162	11	40	38	12	76.5	49
Male	145	12	39	31	17	74.5	51
Female	138	11	40	41	8	78.3	51

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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
School 2016	78	4	22	51	23	63.5
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	78	4	22	51	23	63.5
Students with Disabilities	6					
ELL	5					
Former ELL	25	0	8	72	20	60.0
Economically Disadvantaged	44	5	20	50	25	64.2
Male	39	3	28	46	23	64.1
Female	39	5	15	56	23	62.8

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ACCESS for ELLs Results on Overall Score.

Proficiency Level	2014		2015		2016	
	#	%	#	%	#	%
Entering	2	1%	8	6%	19	11%
Emerging	12	8%	22	15%	23	13%
Developing	70	47%	61	42%	39	23%
Expanding	34	23%	39	27%	57	33%
Bridging	28	19%	13	9%	30	18%
Reaching	3	2%	2	1%	3	2%
TOTAL	149		145		171	

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%
2016	76	53%	26	18%	41	29%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	7 (19%)	13 (36%)	15 (42%)	1 (3%)		
Emerging		4 (17%)	11 (46%)	9 (38%)		
Developing			12 (20%)	38 (64%)	9 (15%)	
Expanding				8 (27%)	19 (63%)	3 (10%)
Bridging					1 (100%)	
Total (150)	7	17	38	56	29	3

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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:

- The district has provided curriculum maps that are aligned as well as Reach for Reading pacing guides for grades 1 and 2.
- Through professional learning time and preparation times, teachers have the opportunity to collaborate with other staff members to unpack the standards of the district mapping guides to discuss meaningful standards based lessons.
- School-based professional development is provided during Professional Learning Time.
- Instructional materials and technologies that align to curriculum maps are available and are used effectively and consistently in all classrooms.
- Schedules reflect time on task for content areas.

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.
- Common lesson planning structure and format across grade levels.
- Create an understanding of why lesson planning is important how it supports effective instruction.
- Create opportunities for lesson planning for staff
-

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 and ACCESS data are used in grouping students
- MCAS/PARCC data is used to form instructional groups to enable students to move to proficiency.
- Content and language objectives are used for connection to instruction.
- End of Unit Assessments for math.
- Comprehension tests for literacy.
- End of Unit Assessments for science.

Areas of Need:

- Making data transparent to staff and students.
- Instructional staff would benefit from peer visits.
- Ongoing instruction is modeled for teachers by leaders, coaches, and colleagues.

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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. - Data is being identified and analyzed to guide instruction. - Targets are determine
<p>Areas of need:</p> <ul style="list-style-type: none"> - Teacher understanding and use of the continuum of different available assessments that have been approved by school leadership. - Utilizing data from Reach for Reading assessments to plan instruction - 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"> - Staff are taking advantage of Reach for Reading PD - 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. - 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 professional learning time 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. - Vertical collaboration
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

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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 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.
- Extended Learning Time for Math
- Inclusion model in small groups.
- Imagine Learning program before and after school for ELL and Special Education students.
- 4 ELL Specialists providing tiered instruction and teacher collaboration.
- All classes receiving Tier 2 interventions in Reading and Math.

Areas of need:

- Recruit more Reading Specialists to provide interventions for identified students.
- Feedback for next steps for teachers for intervention groups/small group instruction

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, Behavior Specialist, School Social Worker, Lynn Community Health Therapists, School Nurse, Nurse Practitioner, Occupational Therapist, and Speech Therapist.
- 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, 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.
- Parent Support Group with Social Worker and Parent Liaison.
- NED show character development assembly for students.
- Character Education Program to promote good citizenship through literature.
- Student of the month.
- Ford School Code of Conduct.
- Fruit and vegetable challenge through Lynn Public Schools dietitian.
- Brain break healthy snack provided by Lynn Public school two times a week.

Areas of need:

- Continued expectations for behavior and consequences for poor choices
- Develop the character education program

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:

- School Social Worker makes connections to community resources for mattresses/bed bug covers, asthma services, and homelessness/housing.
- School based Social Worker addressing student, parent and family needs, including but not limited to: absenteeism, tardiness, and truancy.
- Monthly Parent Support Group with the School Social Worker discussing parenting strategies.
- UMass Nutrition parent outreach project.
- 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.

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- Parent involvement and attendance at school events.
- Food distribution from Boston Food Bank for families in need.
- My Brother's Table donation of turkeys.
- Food Project and Ford School Fall Festival.
- School based parent liaison.
- Communication and collaboration between teachers, Social Worker and Administration.

Areas of need:

- Language supports for non-English speaking parents to communicate with the school.
- Assistance for Ford School parents with academic support for their children.
- Data transparency and education for parents.
- Newsletters being sent home to communicate learning goals and school events

Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)

Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

- Reach for Reading implementation specialists to support staff with implementation of Reach for Reading.
- Keys to Literacy school based coaches to support staff and provide professional development.
- Instructional Leadership Team
- School Improvement Council
- School Works Coach
- iRead implementation specialist
- Reading and Math CIT support for staff
- Leaders are visible and accessible

Areas of need:

- Consistent communication between all staff members
- On-going and continued opportunities for staff to take on/participate in leadership roles

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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 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.
Alignment to District Priority(s): Standards based instruction and Raise student achievement in ELA

Priority 1

Strengthening Core Instruction in Literacy by integrating Keys to Literacy components (Top-Down Webs, Two Column Notes, Close Reading Strategies) in Reach for Reading.

**Strategies/
Actions**

- Professional Development for Reach for Reading to deepen teacher’s understanding of high quality literacy instruction.
- Professional learning time will be used to provide professional development/job embedded coaching on components for literacy instruction.
- Professional Development for Keys to Literacy for new teachers and returning staff.
- One teacher was chosen as a Reach for Reading coach and she is attending workshops and delivering PD to teachers during professional learning time. She will serve as a resource for all teachers throughout the school year.
- Using Keys to Literacy strategies with Reach for Reading materials, school leaders and teachers will participate in observations and provide specific feedback to teachers on implementation on close reading and comprehension strategies.
- Continued 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)

- Data from learning walks will indicate increased use of comprehension strategies.
- Consistent use of Keys to Literacy strategies in all grade levels.
- Students will be able to use comprehension strategies independently.

Timeline for Actions

- September 2016
- Grades 3, 4 and 5 attended Reach for Reading training.
 - Grades 1 and 2 attended iRead training.
 - Ongoing feedback and support from Reach for Reading coach at PLT meetings, delivering strategies and discussions for what literacy instruction should look like.
 - Ongoing feedback and support from Reading CIT offering strategies and support for what literacy instruction should look like.
 - Develop Keys to Literacy Professional Development for staff using school-based coaches.

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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: Math instruction does not meet indicators of Common Core Standards.

Alignment to District Priority(s): Standards based instruction and Raise student achievement in Math

Priority 2

Putting a System in Place during the Math schedule to address the needs of students through Tier 2 and Tier 3 Intervention

Strategies/Actions

- During professional learning time, staff will analyze district unit assessment data to form Tier 2 and Tier 3 intervention groups.
- To support intervention groups, teachers will develop materials to use to address re-teaching so that students can reach mastery.
- Extended Learning Time for Math based on results of each district unit assessment. Extended Learning Time for Math results will be communicated to parents/guardians to inform how their child has progressed.
- During professional learning time Math CIT will collaborate with teachers on interpreting data and Tier 2 intervention strategies. Math CIT will also observe math intervention block in classrooms and provide feedback to teachers.
- Having a practice of sharing data with students and helping students create their personal math goals.

Expected Outcome(s)

- Growth on the retake of district unit math assessments.
- Increase in student mastery of standards.
- Increased communication with parents/guardians about student progress.

Timeline for Actions

- September 2016
- Staff analyzed Unit 1 district data.
 - Discussion during professional learning time for next steps in instruction.
 - Used data to form Tier 2 and Tier 3 intervention groups.
- October 2016
- Staff were recruited for Extended Learning Time program.
 - Monitoring of data.
 - Extended Learning Time for Unit 1 began.
 - Communications sent to parents about the Extended Learning Time project and how students are selected to participate.
 - Data was analyzed and groups were formed.

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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:

February (Mid-Year) Implementation Reflections:

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