

FERRYWAY SCHOOL
2014-2015
SCHOOL IMPROVEMENT PLAN

A Title One School
An Expanded Learning Time School (ELT)



Title 1 Schoolwide Program Plan Assurances

The Title 1 Schoolwide Program (SWP) option is designed to help facilitate systemic change in the entire educational program of a high poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing a multitude of services for all students. The names below certify the Schoolwide Program Plan is in accordance with all applicable Title 1 rules and regulations.

Malden Public Schools

200 Pleasant Street, Malden, MA 02148

Ferryway School

150 Cross Street, Malden, MA 02148

School Enrollment: 907 (*as of 10-14-14*)

Grade Levels: K-8

Free/Reduced Lunch: 652 (*as of 10-14-14*)

Dr. Dave DeRuosi, Superintendent of Schools

781-397-7000 dderuosi@maldenps.org

Dr. Kelly Chase, Assistant Superintendent of Schools

781-397-7000 kchase@maldenps.org

Ms. Maura Johnson, Assistant Superintendent of Schools

781-397-7000 mjohanson@maldenps.org

Ms. Janice Raymond, Director of Literacy and Title 1

781-397-7000 jraymond@maldenps.org

Ms. Rebecca Gordon, Principal of Ferryway School

781-388-0659 rgordon@maldenps.org

Schoolwide Plan Team Members (School Council)

Rebecca Gordon, Principal, Co-Chair
Rachel Payson, Parent, Co-Chair
Earl Fitzpatrick, Teacher
Michael Harvey, Teacher
Danielle Senopoulos, Teacher
Christina Terranova, Teacher
Martha Bezzat, Parent
Sandra Rodrigues, Parent
Tennille Thomas, Parent
Peg Crowe, Community Member

Meeting Dates: 6:00 p.m. in the Ferryway library

October 2	November 6	December 11	January 15
February 12	March 12	April 9	May 7

In addition to School Council, the Ferryway School has several teams that have worked to collect and analyze data that has contributed to the formation of this plan.

- The Leadership Team is made up of teachers, specialists from various grade levels and disciplines, and administrators. This team meets monthly to discuss school safety, school's mission, school's vision, school's core values, school academic focus, and facilitates the implementation schoolwide and Extended Learning Time (ELT) goals.
- The Data Team is made up of grade level teachers, the literacy or ELL coach, literacy or math assistants, ELL teachers, special education teachers and the principal. The team focuses on the following data:
Literacy- DIBELS and the GRADE Assessments
Mathematics- math fluency assessments and benchmark exams
English Proficiency for ELLs- ACCESS
- Grade level teams meet daily and look at relevant student data as a means to improve student achievement through the identification of best practices. At the middle school level, grade level teams use this data to create flexible student groupings to provide intervention and/or challenge opportunities.
- The Extended Learning Time (ELT) team met to analyze data as it relates to the Extended Learning Time (ELT) goals, objectives and expectations.

Description of Ferryway School

Since opening in 1999, the Ferryway School is a K-8 school which utilizes a K-4 elementary school model and a 5-8 middle school model. Ferryway School is committed to providing all students with the best possible elementary and middle school experience. Each grade level team includes regular education and special education teachers, ELL teachers, and literacy/math assistants. In addition to the content-area subjects being taught, students in grades K-4 take Physical Education, Health/Computers, Art, and Music Education. Students in grades 5-8 take Physical Education, Art, Computers/Health and Technology Education. Ferryway staff includes sixty full time educators, fourteen part-time educators, and fourteen paraprofessionals. In addition, the Ferryway community is supported by an ELL and Literacy coach, two school adjustment counselors, one guidance counselor, one school nurse, one evaluation team leader, two administrative assistants, two custodians, and three administrators. Our student demographic information is as follows (*as of 10-23-14*):

Total Males = 461 students
Total Females = 446 students

Hispanic/Latino = 27 %
White = 28 %
Asian = 19 %
Black/African American = 20 %
Multiple Ethnicities = 6 %

Students with Disabilities = 12%
Students with Section 504 Plans = 1%
English Language Learners/Former English Language Learners = 25%

Free/Reduced Lunch = 72 %

Ferryway School's Core Values:

Respect

Treat yourself and others in a positive, polite manner.

Responsibility

Take ownership for one's actions and words.

Perseverance

Keep trying and never give up.

Motivation

Work toward your personal best in everything that you do.

Empathy

Be aware of and share another person's feelings and experiences.

Ferryway School's Mission Statement:

The mission of the Ferryway School is to provide a safe and secure learning environment where students are able to work towards reaching their maximum potential. Staff members strive to create an educational community which both nurtures and challenges the student population.

Ferryway's Academic Focus

Our students will become knowledgeable, collaborative, independent learners who meet or exceed benchmark standards on all required state and district assessments.

Ferryway School's Expanded Learning Time Goals

Ferryway School is in its seventh year of implementation as an ELT school. This means that our students attend 300 more hours than non-ELT schools in Malden. Ferryway School hours are 7:45-3:30. There are seven expectations developed in collaboration between the DESE and MASS2020 for successful implementation of an expanded learning time school.

- I.) ELT redesign supports a clear, school-wide focus.
- II.) Additional time for core academics.
- III.) Additional time for enrichment (exploratories).
- IV.) Additional time for teacher leadership and collaboration.
- V.) Focused and collaborative leadership.
- VI.) Resources are aligned and focused.
- VII.) District leadership supports ELT.

These seven expectations are what drive our success at Ferryway School as evident in our DESE ELT Performance Agreement which is attached at the end of our School Improvement Plan. The DESE ELT Performance Agreement is a three year plan which goes from 2012-2015. A new DESE ELT Performance Agreement will be written in the spring of 2015.

Ferryway School's Analysis of Student Data

Ferryway School uses the following measures to determine students' strengths and weaknesses: DIBELS Next, GRADE, MCAS, ACCESS, quarterly benchmarks, midterm exams, final exams, and attendance data. All students who are considered academically at-risk get one or more of the following academic interventions:

1. Project Read
2. Lexia Reading
3. Wilson Reading
4. Fastt Math

5. Symphony Math
6. Student Support Class
7. ELL services
8. ERI (Early Reading Intervention)

All students receiving interventions are progress-monitored on a regular basis. Once benchmark is reached and maintained, the student is exited from the intervention.

Ferryway School's Attendance Data

It is with great pride that Ferryway School averages a 96% daily attendance rate! Student attendance data is posted and celebrated.

Ferryway School's Spring 2014 MCAS Data

All Ferryway students in grades 3-8 participated in the 2014 PARCC field tests and were exempt from the ELA and Mathematics MCAS. Therefore, MCAS data for ELA and Mathematics is not available. As a result, the Ferryway remains with a Level 2 status.

Students in grades 5 and 8 participated in the Science & Technology/Engineering MCAS (Grade 5= 40% proficiency and Grade 8= 37% proficiency).

In spring 2015, all students in grades 3-8 will take the PARCC field test again and will be exempt from the ELA and Mathematics MCAS.

Ferryway School's Winter 2014 ACCESS Data

The ACCESS Test is given every January (this is the 2nd year Massachusetts has been using this test) to assess the academic growth of our English Language Learners in the following areas: Listening, Speaking, Reading, and Writing. In 2014, Student Growth Percentiles for ACCESS tests (SGPs) were used for the first time to generate progress determinations for ELL students. Students' SGPs are categorized into five growth categories:

- 0 – 19 = Very Low
- 20-39 = Low
- 40-59 = Moderate
- 60-79 = High
- 80+ = Very High

The state average is for growth (students making progress) is 62%. The percentage of students making progress in grades 1 – 8 at the Ferryway School is 80%, placing the Ferryway into the "Very High" growth category.

Ferryway School's K-8 Common Teaching & Learning Best Practices

All teachers post the daily Mastery Objectives and Daily Agenda. These are referenced with the students throughout the lesson. All lessons begin with a Do Now (5 min.), then are chunked into three sections: whole group instruction, small group/partner work, independent work (I Do, We Do, You Do = scaffold instruction). Lessons end with a Wrap-Up/Ticket to Leave (5 min.). These common teaching/learning best practices insure that students are interacting with one another as well as responding/reacting to the curriculum which allows our students to make connections which reinforce the purpose for their learning. All lessons foster Higher-Order Thinking, Questioning, and Tasks. This guarantees "Bell-to-Bell" student engagement which is the ultimate goal for student academic and behavioral success.

Ferryway School's Role of Grade Level Team Leaders and ELT Team Members

The Team Leader is not an administrator; he/she is the team organizer. He/she coordinates grade level team meetings and submits the meeting notes to the principal on a weekly basis using our designated team meeting notes template. He/she is the liaison/communicator to and from the principal and responsible for representing the team at monthly team leader meetings with administration. He/she insures that team meetings encourage all team members to have an equal say and equally participate, as well as monitoring that all conversations stay professional and on topic. He/she fosters mutual respect for and from all team members as well as fostering mutual respect for and from all students. He/she guarantees that the focus of team meetings rotate among the following five categories: ELT, Data Analysis, student planning, standard-based unit design, and discussion of best practices including Peer Observations (using the Peer Observation template). In addition, members of the ELT team attend the ELT/MASS2020 quarterly conferences. The team brings suggestions regarding enrichment, students/parent involvement from MASS 20/20 to the staff for possible implementation at the Ferryway.

Ferryway's Quarterly Dates, Back to School Night, and Parent Conference Nights

Back-To-School Night (Open House) = September 11 (6:30-8:00 PM)

1st Quarter = Aug. 26-Nov. 7

Begins = Aug. 26

(Progress Report Folders Open = Oct. 6-10)

Progress Reports Go Home = Oct. 14
Ends = Nov. 7
(*Grading Folders Open = Nov. 7-14*)
Report Cards Go Home = Nov. 17
Parent Conferences= Nov. 20 (6:30-8:00 PM)

2nd Quarter = Nov. 10-Jan. 16

Begins = Nov. 10
(*Progress Report Folders Open = Dec. 15-19*)
Progress Reports Go Home = Dec. 22
Ends = Jan. 16
(*Grading Folders Open = Jan. 20-26*)
Report Cards Go Home = Jan. 27
Parent Conferences= Jan. 29 (6:30-8:00 PM)

3rd Quarter = Jan. 20 –April 3

Begins = Jan. 20
(*Progress Report Folders Open = March 9-13*)
Progress Reports Go Home = March 16
Ends = April 3
(*Grading Folders Open = April 6-10*)
Report Cards Go Home = April 13

4th Quarter = April 6 – TBD (based on snow days)

Begins = April 6
(*Progress Report Folders Open = May (4-8)*)
Progress Reports Go Home = May 11
Ends = TBD (based on snow days)
(*Grading Folders Open = TBD based on snow days*)
Report Cards Go Home = TBD (based on snow days)

Ferryway School's K-8 Student/Parent Handbook

Ferryway School follows the Malden Public School K-8 Student/Parent Handbook. All students receive a copy of the Handbook and are expected to review the content with his/her parent/guardian. Students and parents/guardians are required to sign that they have received and reviewed the information. The Handbook is also posted on our school website. This is the basis for respectful behavior to maintain a safe and nurturing learning environment. In addition, the Student Handbook contains the legal language on assaults, drugs, alcohol, weapons, bullying, harassment, civil rights, school discipline, suspension, expulsion, fire alarms, graffiti, handguns, hazing, physical restraints, school records, search and seizure, student grievance procedure, and tobacco-free environments.

Ferryway School's Support for Homeless Students and their Families

Ferryway School is committed to insuring ongoing support for its homeless families and their children. Below are specific actions undertaken by the school on an ongoing basis.

1. The school principal receives a weekly list of all students who have been classified as homeless from the assistant superintendent, the designated McKinney Vento liaison. The principal then informs the classroom teacher(s), school nurse, guidance counselor, school adjustment counselor, and assistant principal to insure student and family has immediate support.
2. The Title 1 Parent Coordinator is given a monthly list of students who are homeless and will call each of the families. The purpose will be to communicate on an ongoing basis any needed resources or support services they may need from the schools and/or the community. Parents will be invited personally via these phone calls to school events and workshops.
3. The team leaders, assistant principals, and Teacher Assistance Team will specifically monitor students' academic, attendance, and behavioral data to determine if additional supports will be needed. Attention will be made to students' academic, social, health, and emotional well-being. Additional interventions and supports will be made available and individualized to meet the students' needs.
4. All school staff at the beginning of the school year will complete an on-line training on the McKinney Vento Act as well as how to support our homeless students.
5. All students whose families are homeless will receive appropriate transportation and immediate access to school regardless of availability of school records.
6. All homeless students will receive a backpack with school supplies upon entry to school.

Ferryway School's Parent/Guardian Involvement

Progress Reports and Report Cards (grades 1-8) will be sent home four times a year. Student in Kindergarten receive report cards twice a year. MCAS and ACCESS scores, as appropriate, will be sent home yearly. DIBELS Next and GRADE results will be shared with parents/guardians at report card conferences

which are held two times a year. These conferences provide an opportunity to discuss assessments administered and their results. However, parents/guardians can schedule a conference at any time. It is not necessary to wait for the designated conference nights. Students who are considered at-risk will have their progress discussed at individual meetings between the teacher and parent/guardian, as well as support staff. In addition, all parent/guardians can monitor their child's agenda book (grades K-4) and can utilize our X2 on-line grading system to monitor academic progress (grades 5-8). Connect-Ed is also used to inform parents/guardians of attendance and school messages. Our school website is updated regularly with monthly calendars, upcoming events, school news, etc. In addition, parents/guardians are encouraged to run for a seat on our School Council and/or to become an active member of our PTO.

Ferryway's Staff 2014-2015 Professional Development

This year's Professional Development will include RETELL, Common Core alignment, content area PD, the Partnership for Assessment of Readiness for College and Careers (PARCC), District Determined Measures (DDMs), and District Capacity Project (DCP).

Transition from Preschool to Elementary School

Ferryway School will take several steps to support transitioning students from the Early Learning Center (ELC) preschool program and other local community agencies. Information pertaining to Kindergarten registration will be posted and distributed at the Early Learning Center and at the other child care centers in the community. Staff at the district's ELC will answer questions of parents/guardians whose children attend their program, as well as meet with the directors of the community center and Head Start to describe the Kindergarten process.

Transition from Middle School to High School

The Ferryway School works to support students transitioning from the K-8 to the secondary level. Students are supported through this process by the guidance counselor who works full time at the school. In the fall, students visit Malden High School and observe classrooms in freshman subject areas and in the spring, guidance counselors from the High School visit students at Ferryway. Assessments are given in Math and Science to determine appropriate placement at Malden High School. Teacher recommendations are used for all subject areas. Course schedules are sent home before the school year begins which are signed and returned. In each of the four houses at Malden High School, ninth grade students become part of the ninth grade academy. There are four ninth grade teachers in each house, one in each major subject, who work closely with ninth grade students and the house principals to establish close relationships and to provide academic support for ninth grade students.

Interested students may attend an open house at The Northeast Regional Vocational High School where they can observe two career shops and are oriented to the school. Some students have also attended Essex Agricultural and Technical High School in the past when the programs they were interested in have not been available elsewhere. Students who wish to attend private high schools are supported by the guidance counselor in navigating the application process.



Massachusetts Expanded Learning Time to Support Student Success

Performance Agreement Template
(Produced in collaboration with Massachusetts 2020)

2012 - 2015

Progress Update Report as of 10-19-14

Name of ELT School: Ferryway School, Malden, MA

I. USING EXPANDED TIME TO IMPROVE ACADEMIC OUTCOMES

Goal: Our school will use additional time to accelerate student learning in core academic subjects by making meaningful improvements to the quality of instruction in support of school-wide achievement goals (Expectation II).

Objective I: All students will make strong continual progress toward proficiency and excellence in reading and writing.

Measure 1 (MCAS): By 2014, our median ELA Student Growth Percentile (SGP) and median ELA Composite Performance Index (CPI) will both increase as follows:

Based on our 2013 ELA MCAS Data, our ELA SGP will increase from 54 to 55.

Based on our 2013 ELA MCAS Data, our ELA CPI will increase from 84.2 to 88.7.

Data not available- All Ferryway students in grades 3-8 participated in the 2014 PARCC field tests and were exempt from the ELA and Mathematics MCAS.

Measure 2 (MCAS - Subgroup): By 2014, the High Needs Subgroup's median ELA SGP and ELA CPI will both increase as follows:

Based on our 2013 ELA MCAS Data, our ELA SGP will increase from 54 to 55.

Based on our 2013 ELA MCAS Data, our ELA CPI will increase from 81.9 to 87.

Data not available- All Ferryway students in grades 3-8 participated in the 2014 PARCC field tests and were exempt from the ELA and Mathematics MCAS.

Measure 3 (Internal): By 2015, our internal ELA assessments will increase as follows:

Spring DIBELS, Oral Reading Fluency Grades 1-5, % of students meeting benchmark.

2015 Target: 87

2012 Baseline: 74

2014 (Goal): 75 (79) Goal for 2015: 87

Measure 4 (Internal): By 2015, our internal ELA assessments will increase as follows:

Spring GRADE Assessment, Passage Comprehension Grade 2-5, Stanine 7-9

2015 Target: 44

2012 Baseline: 34

2014 (Goal): 33 (39) Goal for 2015: 44

Measure 5 (Internal): By 2015, our internal ELA assessments will increase as follows:

Final ELA Exam Grades 6-8

2015 Target: 83

2012 Baseline: 80

2014 (Goal): 76 (80) Goal for 2015: 83

Objective 2: All students will make strong continual progress toward proficiency and excellence in mathematics.

Measure 1 (MCAS): By 2014, our median Math Student Growth Percentile (SGP) and median Math Composite Performance Index (CPI) will both increase as follows:

Based on our 2013 Math MCAS Data, our Math SGP will increase from 55 to 56.

Based on our 2013 Math MCAS Data, our Math CPI will increase from 78.5 to 84.3.

Data not available- All Ferryway students in grades 3-8 participated in the 2014 PARCC field tests and were exempt from the ELA and Mathematics MCAS.

Measure 2 (MCAS – Subgroup): By 2014, the High Needs Subgroup’s median Math SGP and Math CPI will both increase as follows:

Based on our 2013 Math MCAS Data, our Math SGP will increase from 53 to 54.

Based on our 2013 Math MCAS Data, our Math CPI will increase from 75.6 to 82.7.

Data not available- All Ferryway students in grades 3-8 participated in the 2014 PARCC field tests and were exempt from the ELA and Mathematics MCAS.

Measure 3 (Internal): By 2015, our internal Math assessment will increase as follows:

Final Math Exam Grades 1-8

2015 Target: 83

2012 Baseline: 78.6

2014: Final Exam was not administered due to the implementation of the Common Core.

Goal for 2015: 83

2. USING EXPANDED TIME TO IMPROVE TEACHER LEADERSHIP & COLLABORATION

Goal: Our school will effectively use additional time to build a professional culture of teacher leadership and collaboration (e.g. designated collaborative planning time, on-site targeted professional development) focused on strengthening instructional practice and meeting school-wide achievement goals (Expectation IV)

Objective 1: Leadership team enables inter-classroom visitations so teachers can observe peers and use information to improve instructional practice (Expectation IV).

Measure 1:

2015 Target: All teachers (100%) will have completed a minimum of four peer observations during the course of the school year and debrief these observations during collaborative planning time. Each observation is structured with a focus area and each teacher will submit an observation summary to administration.

School Year 2012: 30 %

2014: 100%

Goal for 2015: 100%

Objective 2: Time is embedded into the school-day schedule to engage staff in results-oriented discussion directly connected to curriculum, instruction, data analysis, and assessment issues related to supporting all students in meeting state standards (Expectation IV).

Measure 1:

2015 Target: The literacy coach will meet with each grade level quarterly (or more if requested) to review achievement data (DIBELS, GRADE, ELA Benchmarks, MCAS) and work with teams to strategize effective instructional practices to meet individual needs. This will be tracked with meeting logs and agendas. Student data will be discussed in these meetings and recommendations made for students instruction based on presented data.

School Year 2012: 80%

2014: 100%

Goal for 2015: 100%

Measure 2:

2015 Target: The math coach will meet with each grade level after each benchmark test (or more if requested) to review achievement data and work with teams to strategize effective instructional practices. This will be tracked with meeting logs and agendas. Student data will be discussed in these meetings and recommendations made for students instruction based on presented data.

School Year 2012: 80 %

2014: 100%

Goal for 2015: 100%

3. USING EXPANDED TIME TO PROVIDE INTEGRATED ENRICHMENT OPPORTUNITIES

Goal: Our school will effectively use additional time (in core and/or specialty classes) to offer enrichment opportunities that connect to state standards, build student skills and interests, and deepen student engagement in school/learning in support of school-wide achievement goals (Expectation III).

Objective 1: Enrichment opportunities connect to and support core academics, engaging students in challenging, creative, hands-on project based activities that promote self-expression, critical thinking, and problem solving skills.

Measure 1:

2015 Target: Twenty-six students will participate in beginner band due to increased enrichment time in grades 4-6.

2015 Target: 26

2012 Baseline: 17

2014 (Goal): 19 (22)

Goal for 2015: 26

Measure 2:

2015 Target: Sixty students will create a digital media product demonstrating content knowledge using an iPad.

2015 Target: 60

2012 Baseline: 0

2014 (Goal): 60 (60)

Goal for 2015: 60

Objective 2: Systems and safety nets are in place to help all students to overcome barriers to learning and increase their engagement in learning (e.g. small group learning, advisory, counseling, health and mental health support, etc.) (Expectation I)

Measure 1:

2015 Target: Increase collaboration between counselors and teachers to implement strategies that will allow all students better access to the curriculum. Counselors will meet quarterly with grade level teams to provide support for students with social/emotional issues.

2015 Target: 90%

2012 Baseline: 50%

2014 (Goal): 100%

Goal for 2015: 90%

Objective 3: Increased student awareness in environmental and community needs through continuation of the Ferryway Green Team recycling program.

Measure 1:

2015 Target: Incorporate math and technology to determine the amount of product Ferryway is successfully collecting on a weekly basis. The goal is to increase the amount of product recycled.

2015 Target: 30%

2012 Baseline: 10%

2014: yearly 52,869 lbs of paper; 2, 160 bags of lunch milk bottles; 180 totes of cardboard (Upon advice of JRM, the amount of recycling will be reported in actuals).

Goal for 2015: 30%

Measure 2:

2015 Target: Form a collaboration between JRM Recycling School Outreach coordinator and students to assist in tracking methods and data collection regarding recyclable material. Also to assist and provided staff support and recycling curriculum in the classroom. The goal is to increase the percentage of students who directly work with the Ferryway Green Team through collection, data tracking, measurement and awareness.

2015 Target: 28%

2012 Baseline: 0%

2014 (Goal): 14% (14%)

Goal for 2015: 28%

**MASSACHUSETTS EXPANDED LEARNING TIME
PERFORMANCE AGREEMENT APPROVALS**

These agreements are valid for 3 years of ELT funding.

We understand that ELT funding is contingent upon progress towards meeting the goals outlined in this document as well as site visit evidence of successful program implementation.

During year 3, ESE will determine whether to renew a 3 year Performance Agreement or to offer 1 final year of funding for the purposes of transitioning out of the ELT grant funding pool.

For the Massachusetts Expanded Learning Time School:

ELT School Name:	Ferryway School, Malden, MA
Principal Signature:	
Principal Printed Name:	Ms. Rebecca Gordon, K-8 Principal
Date:	(Progress Update 10-19-14)

For the Massachusetts Expanded Learning Time District:

ELT District Name:	Malden, MA
Superintendent	

Signature:	
Superintendent Printed Name:	Dr. Dave DeRuosi

**For the Massachusetts Dept. of Elementary and Secondary
Education:**

Commissioner/Designee Signature:	
Commissioner/Designee Printed Name:	
Date:	