Captain William G. Shoemaker Elementary School

School Improvement Plan

May/June 2014

PIM Team Members

ELA	MATH
Patricia Riley, Principal	**Patricia Riley, Principal**
Cindy Donovan, Special Ed Resource/Inclusion	**Karen Cuthbert, Special Ed Grades 1-3**
Joann Maglio, Reading Teacher	**Lisa Finnigan, Grade 4 Math/Science**
Carrie Nicosia, Grade 5 ELA/Social Studies	**Dianne Logue, Kindergarten**
Rachel Pendergast, Grade 3	**Pauline Naples, Grade 2**
Jennifer Permatteo, Grade 1	**Julie Potter, Special Ed Resource/Inclusion**
Kim Wyatt, Special Ed Grades 1-3	**Linda Roach, CIT**

School Council Members

Patricia Riley	**Principal**
Rachel Pendergast	**Grade 3 Teacher**
Kathleen Ruth	**Grade 4 ELA/Social Studies**
Jocelyn Almy-Testa	**Parent**
Jenn MacKinnon	**Parent**
Chizuko Yoshida	**Parent**
Amanda Drezek	**Business Partner (Camp Fire)**

EXECUTIVE SUMMARY

School Profile and Demographics

The Shoemaker Elementary School is the thirteenth largest of Lynn's eighteen elementary schools and has a student population of approximately 295 students. Demographically the student population is 14.6% African American, 6.8% Asian, 17.3% Hispanic, 0% Native American, 55.9% White, and 5.4 % multi-race non-Hispanic.

The student population is composed of 19.3% of students whose first language is not English, 1.4% who are Limited English Proficient, 50.2% who are low income, 54.9% High Needs, and 28.8% who receive services from the Special Education Department. Shoemaker is a Title 1 school. The school has nine self-contained classrooms for students with Autism Spectrum Disorders and two resource classrooms that are primarily an inclusion program. There are eleven regular education classrooms in the school. The following Table compares Shoemaker's selected population statistics with those of the district and the state.

Enrollment Data 2013-2014

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Shoemaker	295	14.6	6.8	17.3	0	55.9	5.4	19.3	1.4	50.2	28.8	54.9
Lynn	14,378	11	9.5	54.5	0.3	20.9	3.7	54	17.8	83	15.8	86.4
State	955,739	8.7	6.1	17	0.2	64.9	2.9	17.8	7.9	38.3	17	48.8

Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5)Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	87.9	89.7	89.9	87.9	25	No change	0	25
Math	84.9	88.3	87.4	84.6	0	Declined	0	0
Science	79.8	82.9	83.2	82.9	0	Declined	0	0

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	58.5	63.5	52.5	75	On Target
Math	51	48	62	59	75	On Target

Accountability and Assistance Level- Level 2
Cumulative PPI (all students)- 67

MCAS Results

The following charts show the percentage of Shoemaker's students in each of the reporting categories; Advanced, Proficient, Needs Improvement, and Warning, for the third, fourth, and fifth grade MCAS math and English Language Arts (ELA) tests.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	NA		67	46	24	43	8	11
2004	NA		72	51	23	40	5	9
2005	NA		74	49	18	40	8	11
2006	24	10	40	30	33	47	3	13
2007	14	6	49	35	25	28	12	25
2008	8	6	56	33	24	41	11	20
2009	5	5	46	32	39	44	9	19
2010	10	7	47	38	27	43	15	13
2011	13	6	40	41	34	41	13	12
2012	13	6	38	35	27	45	23	14
2013	5	3	46	34	39	52	11	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003								
2004								
2005								
2006	9	2	64	32	22	37	4	29
2007	16	12	57	35	14	28	14	25
2008	29	16	37	35	21	28	13	21
2009	18	9	41	35	25	30	16	26
2010	17	13	39	36	27	32	17	19
2011	9	8	49	47	30	31	11	14
2012	14	13	43	33	16	35	27	19
2013	26	20	30	38	21	27	23	18

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	16	3	49	35	31	46	4	17
2004	0	3	67	36	30	47	2	13
2005	2	4	44	32	49	47	5	17
2006	5	4	56	35	33	46	7	15
2007	3	3	58	35	34	44	5	18
2008	2	3	37	26	49	49	12	22
2009	7	4	42	28	42	44	8	23
2010	0	2	51	29	42	50	8	20
2011	3	3	46	30	38	46	13	22
2012	21	4	42	34	25	40	13	22
2013	7	3	51	31	24	45	18	21

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	11	5	30	20	50	50	9	25
2004	9	6	30	22	52	54	9	18
2005	5	7	18	19	64	53	13	21
2006	16	8	31	19	48	52	5	20
2007	31	11	45	27	22	43	3	19
2008	24	10	41	24	27	44	8	22
2009	24	7	34	23	32	48	10	22
2010	23	9	36	26	32	48	9	17
2011	10	7	30	23	48	49	13	21
2012	19	6	34	30	34	47	13	17
2013	9	6	44	28	27	51	20	15

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	8	8	48	37	34	42	10	14
2007	8	6	75	46	12	35	5	12
2008	12	6	60	40	22	40	6	14
2009	13	6	52	36	27	40	8	18
2010	6	6	52	37	35	38	8	18
2011	17	7	56	44	13	34	13	15
2012	11	9	52	39	26	34	11	18
2013	10	9	59	44	16	32	14	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	14	9	34	23	40	35	12	33
2007	18	10	53	33	23	37	5	19
2008	33	13	40	25	21	37	6	25
2009	33	11	35	27	19	28	13	34
2010	29	12	31	24	29	37	10	27
2011	17	12	44	34	17	33	21	21
2012	26	13	48	28	13	33	13	26
2013	22	15	43	33	18	31	16	20

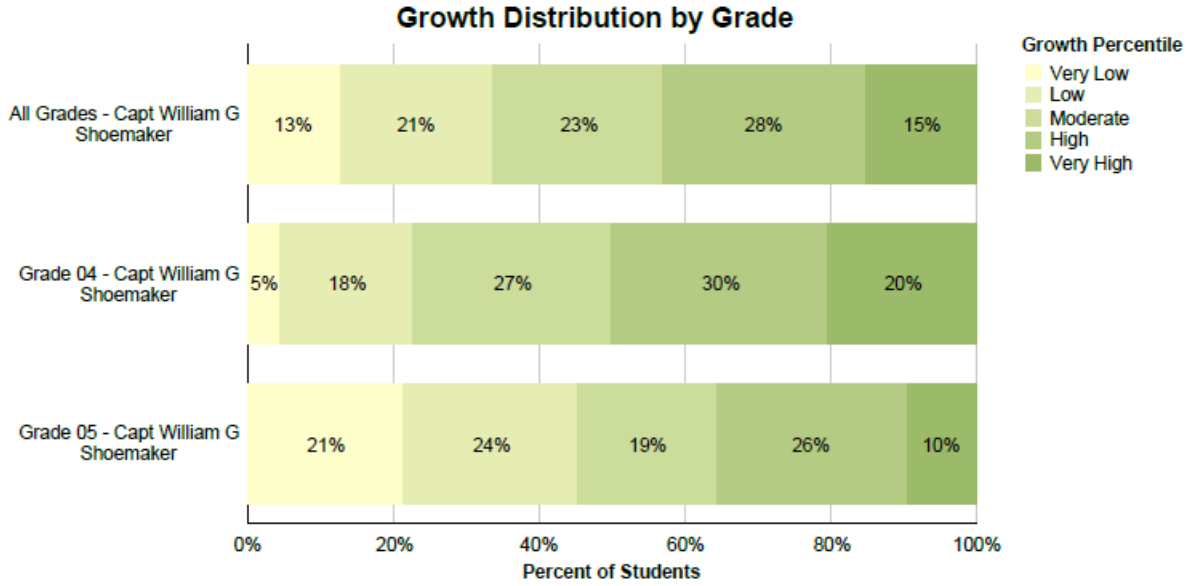
Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase "Growth Model", describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2013 MCAS School Growth Distribution
English Language Arts

District: Lynn
Subject: English Language Arts



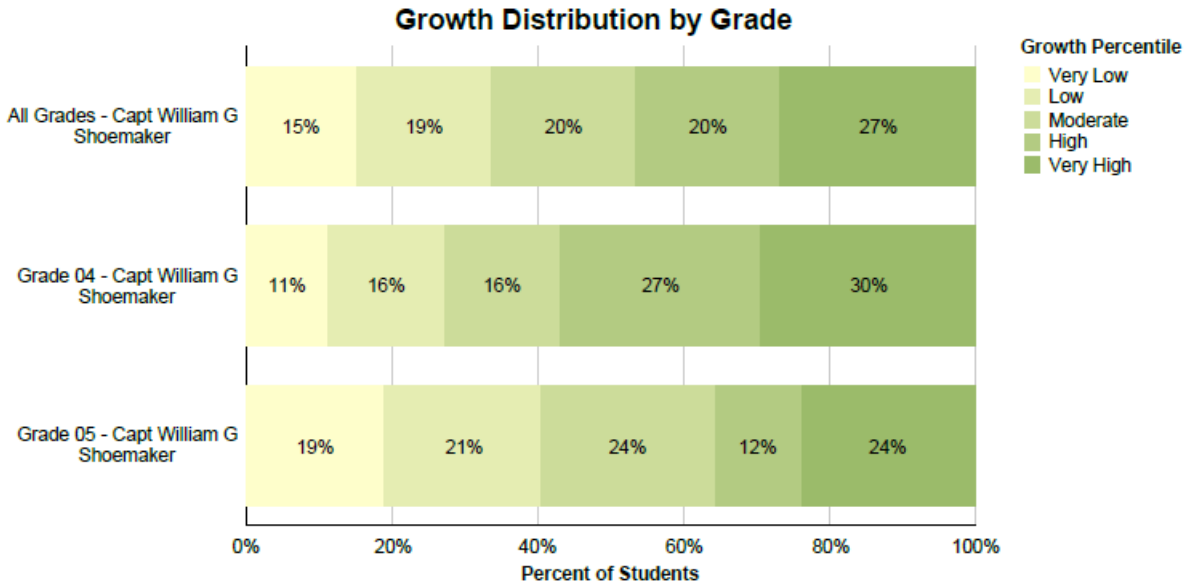
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Capt William G Shoemaker	11	18	20	24	13	52.5	86	59	161
Grade 04 - Capt William G Shoemaker	2	8	12	13	9	61.0	44	58	55
Grade 05 - Capt William G Shoemaker	9	10	8	11	4	44.0	42	69	49

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2013 MCAS School Growth Distribution
Mathematics

District: Lynn
Subject: Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Capt William G Shoemaker	13	16	17	17	23	59.0	86	58	161
Grade 04 - Capt William G Shoemaker	5	7	7	12	13	67.5	44	53	55
Grade 05 - Capt William G Shoemaker	8	9	10	5	10	51.5	42	65	49

DIBELS/MAZE Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. DIBELS is administered three times a year: fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one; students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense Word and Oral Fluency are administered. Oral Reading Fluency is administered in grades three, four, and five.

The following charts show the percentage of students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 and after are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

Grade K- Shoemaker

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Letter	Fall	58	18	24	81	15	4	60	16	24	68	27	5	81	13	6
Naming	Winter	76	24	0	87	11	2	70	18	12	85	5	10	94	6	0
Fluency	Spring	78	22	0	94	6	0	77	16	7	94	6	0	94	6	0

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Initial	Fall	71	16	13	49	19	32	62	20	18	36	18	46	67	8	25
Sound	Winter	32	63	5	54	44	2				85	5	10	71	26	3
Fluency	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Phoneme	Fall															
Segmentation	Winter	78	19	3	73	27	0	67	12	21	85	15	0	68	32	0
Fluency	Spring	92	8	0	94	6	0	80	18	2	100	0	0	86	11	3

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Nonsense	Fall															
Words	Winter	89	6	5	92	8	0	63	12	25	85	10	5	82	12	6
Fluency CLS	Spring	84	11	5	94	4	2	82	16	2	100	0	0	77	20	3

rade 1- Shoemaker

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Letter	Fall	83	15	2	84	14	2	78	20	2	60	30	10	91	4	5
Naming	Winter															
Fluency	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Phoneme	Fall	87	6	7	49	49	2	88	8	4	62	26	12	59	41	0
Segmentation	Winter	91	9	0	98	2	0	100	0	0	98	2	0			
Fluency	Spring	98	2	0	100	0	0	100	0	0	100	0	0			

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Nonsense	Fall	74	24	2	72	19	9	58	28	14	40	41	19	59	27	14
Word	Winter	51	47	2	66	32	2	74	20	6	80	13	7	91	9	0
Fluency CLS	Spring	70	26	4	73	25	2	71	8	21	75	11	14	91	4	5

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
CBM Reading	Fall															
(Oral Reading	Winter	70	24	6	77	18	5	82	18	0	70	7	23	82	5	13
Fluency)	Spring	66	30	4	84	14	2	84	14	2	82	7	11	68	9	23

Grade 2

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Nonsense	Fall	85	11	4	72	26	2	83	17	0	71	22	7	67	23	10
Word	Winter															
Fluency CLS	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
CBM Reading	Fall	83	17	0	74	26	0	72	26	2	73	17	10	67	23	10
(Oral Reading	Winter	94	2	4	85	13	2	81	15	4	75	9	16	72	13	15
Fluency)	Spring	81	15	4	67	25	8	79	15	6	74	15	11	72	16	12

Grade 3

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
CBM Reading	Fall	88	10	2	75	21	4	67	27	6	70	21	9	71	14	15
(Oral Reading	Winter	94	4	2	81	13	6	79	17	4	77	12	11	79	17	4
Fluency)	Spring	83	17	0	66	28	6	80	14	6	75	23	2	67	27	6

Grade 4

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
CBM Reading	Fall	73	21	6	68	16	16	71	21	8	67	17	16
(Oral Reading	Winter	82	16	2	76	18	6	69	27	4	87	6	7
Fluency)	Spring	78	22	0	80	13	7	77	19	4	84	12	4

Grade 5

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
CBM Reading	Fall	84	14	2	92	8	0	78	16	6	57	21	22
(Oral Reading	Winter	88	8	4	86	14	0	88	8	4	70	25	5
Fluency)	Spring	82	16	2	85	15	0	90	6	4	80	13	7

Implementation Summary of 2013-2014 School Improvement Plan

The following chart gives the goals from Shoemaker's current plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation
To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics. **ELA**	Returning Shoemaker teachers will work with teachers new to Shoemaker in implementing school-wide routines and practices: • Plan effective Tier I instruction using components of Standards-Based lesson units, a variety of grouping configurations, and routines and expectations. • School wide routines that include *Get the Gist* (summarizer), 2 column notes, READ, and Open Response checklists. Continue to increase students' reading experiences using non-fiction.	Teachers have used Common Planning Time to collaborate with grade level peers in planning standards-based units of instruction in ELA. They have planned units using lesson purpose, pacing, and repeated practice. Units have been created based on district created curriculum mapping guides. These units include whole and small group as well as individual and partner activities. Teachers worked together implementing school wide routines to fulfill our goal. Get the Gist, 2 Column Notes, READ, and Open Response checklists have been used in each classroom as appropriate for the grade or developmental level of the students. Teachers have used a newly purchased Anchor Comprehension Program focusing on Non-Fiction text for whole and small group.
	Using elements of *Understanding by Design and Differentiated Instruction* Teachers will use reading strategies and practices in all content areas. Although all types of questioning will be utilized explicit instruction will be implemented that require students to think, infer, and analyze. All units will be focused on Essential questions.	Teachers use Harcourt Trophies as the core reading program as well as trade books (picture books and novels) and complex mentor texts. Teachers have kept focus on reading in all content areas using the newly acquired Anchor Comprehension Program focusing on Non-Fiction (science/social studies). Units have been developed following Essential Questions developed by the district and following the Common Core Standards to challenge students to think, infer and analyze.
	With the support of the Wrap Around Zone initiative, 6-8 teachers will implement APTT (Academic Parent-Teacher Teams). These teachers will meet with parents for three 75 minute sessions in order to review classroom and individual assessment data, develop 60 day learning goals, model targeted skill practice, and provide materials for home use.	Kindergarten, First and Second grade teachers participated in a training for APTT. These teachers collaborated to successfully implement three 75 minute APTT meetings to share assessment data with parents and provide them with activities to support their children at home. Teachers modeled targeted skill practice, created/provided material for at home use and helped parents develop goals using assessment data. Individual conferences were also provided on an as need basis.

Measurable Goals	Strategies	Implementation
To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics. **Mathematics**	Teachers will expose students to math vocabulary that will enable them to interpret math open response questions. Previous MCAS tests will be used to generate vocabulary along with vocabulary from the math program. Grades K-2 will introduce and develop the meaning of math terms. Grade 3-5 will underline key math vocabulary in all math assessments and determine what operation to perform to solve problems.	These strategies have been implemented throughout the school during the 2013-2014 school year.
	Teachers will implement school wide routines in problem solving strategies needed to correctly answer questions in math. These include, but are not limited to, • BUS (**B**racket the question, **U**nderline the key words, **S**olve/Show your work) • PEMDAS (**P**lease **E**xcuse **M**y **D**ear **A**unt **S**ally) for order of operations Math Notebooks in which student's record Lesson objectives, Vocabulary with definitions, and examples. Teachers demonstrate how and expect students to use these as reference.	These strategies have been implemented consistently at each grade level, as appropriate. Students have used these tools as references when needed.
	Teachers will provide opportunities for pupils to interpret and respond to mathematical concepts verbally and in written format. Specific activities for all classes: • Explain your thinking using visual representation, supportive coaching, and independent practice • Talk through explanation with students using progressive prompts to enable students to explain what they know and build upon it.	These strategies have been thoroughly implemented.
	Teachers (3-4) will provide workshops for parents to explain visual representation/modeling in solving math problems; teachers will provide modeling and practice.	Workshops are being planned for the fall 2014. Two teachers and 1 district coach have volunteered to lead the workshops.

Shoemaker SY 2014-2015 School Improvement Plan

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE).). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).
Therefore, the goal for this School Year 2014-2015 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.**

Data Analysis – Strengths and Weaknesses

The 2013 Accountability Report (attached with NCLB Report Card) shows that Shoemaker is at Accountability and Assistance Level 2. Overall in subgroup categories we achieved "MET Target" for Low Income and "Did not meet target" for All Students, High Needs, and Students with Disabilities. Using the Proficiency Narrowing Gap model ELA is "No change" and Math and Science are "Declined". Overall Progress and Performance Index PPI is 67. Using the Growth Model (SPG) data ELA and Math are On Target.

Weakness: Reading nonfiction content material

Student Learning Objectives

The action plan that follows outlines the student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year. Those objectives are:

- Students will read nonfiction and respond accurately and with detail in writing.
- Students will read math problems and respond verbally and in writing to explain answers to problems.

Shoemaker SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	On topic assessments in all content areas not all students meet mastery
Student Learning Objective	Engage in intervention activities targeted to create student success in all content areas

Strategy/Action (What, Who, How)	**Timeline (When)**	**Resources Needed**	**Method of Collecting Evidence**
With the support of the Wrap Around Zone initiative, K-2 teachers will continue to implement APTT (Academic Parent Teacher Teams). Grade 3 will implement. These teachers will meet with parents for three 75 minute sessions in order to review classroom and individual assessment data, develop 60 day learning goals, model targeted skill practice, and provide materials for home use. Parents and teachers will work together to create 1 ELA and 1Math goal with corresponding at home activities.	Sept. 2014– June 2015	Training Support from ATTP Support from CIT Common Planning Schedule of 3 Open Houses Child care	Review of Benchmark Assessment data Parent feedback Teacher observation
Teachers in Grades 3-5 will develop a format loosely modeled after APTT in order to meet and inform parents on progress. These teachers will meet with parents for three 75 minute sessions in order to review classroom and individual assessment data, develop 60 day learning goals, model targeted skill practice, and provide materials for home use.	Sept. 2014– June 2015	Training Support from CIT and Building Based specialists Common Planning Schedule of 3 Open Houses	Review of Benchmark Assessment data Parent feedback Teacher observation
Teachers will continue to incorporate writing instruction in all content areas. Every grade will develop routines using the three types of writing: Informative/Explanatory, Narrative, Opinion. Each month teachers will target a specific writing skill: organization, conventions, ideas, voice, sentence fluency, and word choice.	Sept. 2014 – June 2015	Common Planning Faculty Meetings Rubrics Professional Development time to develop building wide time frames	Pre- and Post- writing samples scored using a rubric.
Teachers will adopt a model to incorporate formative assessment into instruction (For example F.A.R.) Teachers will be trained to implement assessments and plan instruction based on these data.	Sept. 2014 – June 2015	Training in F.A.R. Planning time Assessment resources Peer collaboration	Data analysis Planning agendas and minutes Attendance sheets from training

Parent Involvement

This year the Shoemaker School is planning on implementing the following parent involvement activities:

- Monthly(classroom and school-wide) newsletters and calendar of events (sent home on paper and posted on school website)
- Provide information for parents via the school website
- Monthly PTO meetings
- Grade Level Events to present to parents
    - Grade K – Teddy Bear Picnic
    - Grade 1 – Mother's Day Tea
    - Grade 2 – Wax Museum highlighting Biography
    - Grade 3 – Partner Poetry
    - Grade 4 – Biography Puppets
    - Grade 5 - TBD
- Three Open Houses for classrooms using APTT
    - Review assessment data
    - Model skill practice
    - Develop learning goals
    - Provide materials for home use
- Three Open Houses for non-APTT classrooms
    - Three conferences
- Parent handbook (provided by district)
- PTO sponsored Field Day
- Cultural programs sponsored by PTO
- Grade level field trips sponsored by PTO
- Holiday and Seasonal Concerts (Veterans Day, Winter/Holiday, Memorial Day)
- Family Activities: Roller Skating Parties, School Dances, Sundaes with Santa, Read-A-Thon, Lip Sync
- Nature's Classroom (Grade 5)
- Library volunteers
- Room Parents
- Parent volunteers to assist with transition events (Kindergarten and Grade 5 promotion, Kindergarten Open House, Kindergarten Opening Tea)