

Capt. Wm. G. Shoemaker School
School Improvement Plan
2015-2016

School Improvement Team

Patricia Riley, Principal	Joann Maglio, Reading
Miki DiVirgilio, Program Specialist	Carrie Nicosia, Grade 5 ELA/Social Studies
Cindy Donovan, Inclusion	Linda Roach, CIT
Lisa Finnigan, Grade 4 Math/Science	Scott Staples, CIT
Sara Kuzmin, Grade 5 Math/Science	

School Council Members

Patricia Riley, Principal
Jennifer MacKinnon, Parent
Jocelyn Almy-Testa, Parent
Chizuko Yoshida, Parent
Amanda Drezek, Camp Fire (Community)

SHOEMAKER SCHOOL
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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.

SHOEMAKER SCHOOL MISSION STATEMENT

At Shoemaker School we aim to provide a safe environment in which students are able to learn the skills necessary to be successful in Middle and High School as they work toward college and career readiness. In order to develop essential knowledge we believe that it is important to build a foundation of basic academic skills as well as social aptitude, problem solving, creativity, and an appreciation of the arts. We foster the following core values:

- Respect
- Inclusion
- Healthy Work and Play
- Healthy Community

SHOEMAKER SCHOOL VISION STATEMENT

At Shoemaker School we hold high expectation for the success of all students. We promote the belief that all students can learn, effort counts, and we will not give up on learners.

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 Shoemaker Elementary School is the thirteenth largest of Lynn's eighteen elementary schools and has a student population of approximately 298 students. The school has a Principal, 2 CITs, one Inclusion Special Ed teacher, and a Reading Specialist. In addition a Program Specialist provides supervision and support for the COACH programs. The school serves Grades PreK-6. Demographically the student population is 13.8% African American, 5.0% Asian, 20.8% Hispanic, 52.0% White, and 8.1 % multi-race non-Hispanic.

The student population is composed of 58% Male, 42% Female, 19.1% of students whose first language is not English, 2.7% who are Limited English Proficient, 29.2% who are Economically Disadvantaged, and 28.5% who receive services from the Special Education Department. Shoemaker is a Title 1 school. School attendance rate is 95.3% with 29.5% absent 10 or more days and 12.5% Chronically Absent. Student Retention rate is 0.8%; Out of School suspension rate is 1.3%. The school has nine self-contained classrooms for students with Autism Spectrum Disorders (COACH: Creating Opportunities for Autistic Children) and one resource/Inclusion teacher. There are two regular education classrooms at each grade in the school. Of these two classrooms at each grade, one is Integrated servicing additional students on the Autism Spectrum (COACH Integrated). The COACH Integrated program is new in September 2015 and increased the student population to 315. The following Table compares Shoemaker's selected population statistics with those of the district and the state.

The teaching staff at Shoemaker is comprised of 2 CIT's, 1 Special Ed Inclusion Teacher, 1 Reading Specialist, 9 Special Ed Substantially Separate, and 6 Special Ed Integrated. All of these teachers are licensed in Massachusetts and Highly Qualified. Because of the specialized instruction required in the COACH Integrated and COACH Substantially Separate programs, there are 32 paraprofessionals. All of these paraprofessionals have a minimum of 48 college credits and are thereby Highly Qualified.

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Student Enrollment

	2013	2014	2015	2015 District
PreK	14	9	15	265
Kindergarten	50	49	46	1,222
Grade 1	34	60	55	1,479
Grade 2	57	28	59	1,379
Grade 3	58	45	33	1,275
Grade 4	56	53	38	1,155
Grade 5	52	51	52	1,086
Total	321	295	298	8,126

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	72.7	72.7	71.0	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	5%	5%	0%	7%	6%
26-56	65%	69%	74%	70%	75%
Over 56	30%	26%	26%	23%	19%
Median Yrs Experience	-	-	15	8	-
% ≥ 10 Yrs Experience	-	-	72%	45%	-

Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.3	94.6	95.3	94.0	94.9
Absent 10 or more days (%)	30.9	32.3	29.5	38.2	30.4
Chronically Absent (% with < 90%)	10.4	11.8	12.5	19.1	12.3
Student Retention Rate	1.4	1.9	0.8	4.2	1.6
Out-of-School Suspension Rate	0.7	0.1	1.3	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	12.5	14.6	13.8	10.7	8.7
Asian	6.5	6.8	5.0	9.2	6.3
Hispanic	19.9	17.3	20.8	56.4	17.9
White	55.8	55.9	52.0	19.6	63.7
Multi-Race	5.3	5.4	8.1	3.8	3.1
Male	61	61	58	53	51
Female	39	39	42	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	18.4	19.3	19.1	54.1	18.5
English Language Learner	0.6	1.4	2.7	18.8	8.5
Special Education	31.8	28.8	28.5	15.4	17.1
Economically Disadvantaged	-	-	29.2	46.2	26.3

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

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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.

Core Instructional programs

- Grades K-2 National Geographic Reach for reading
- Grades 3-5 Harcourt Trophies and Novel study
- Grades K-5 Six Trait Writing
- Anchor Comprehension
- Reading A-Z
- Grades K-5 Go Math
- DESE Model Units of Instruction
- District created Science units
- Second Step/Steps to Respect
- School-wide Routines (e.g. BUS, Math Notebooks, PEMDAS, Get the Gist, Two-column notes, and Open Response Checklists.
-

Tiered Instruction / supports and interventions

- Inclusion Teacher, Reading Specialist, and CITs work with teachers in implementing Response to Intervention
- Integrated Special Ed Teachers in one of each grade level
- Use of co-teaching model in all classrooms to maximize student engagement
- After school Intervention
- Intervention materials: Soar to Success, Sidewalks, Read Naturally, First in Math
- Scheduling blocks so that interruptions to instruction are minimized
- Departmentalized Instruction for grades 4-5

Assessment practices

- Data analysis using Testwiz
- District unit assessments,
- DIBELS, DAZE: 3 Benchmark periods
- District created Math Assessments: 2 Benchmark periods
- Teacher created assessments
- Use of FAR (Formative Assessment for Results) to use data to inform instruction. Teachers identify Learning targets, Criteria for Success, and aligned informal assessments. The next step is to develop systems for feedback.
- Data meetings by grade level
- Home-School Collaboration: parents are presented with assessment data 2 times yearly; they are taught a skill and provided materials to work on target skills at home.

School based Professional Development time (PLC, common planning, job-embedded) and content (reading strategies, CCSS, etc.)

- Student Study Team
- Common Planning/PLCs bi-monthly by grade level
- School Support Teams for new teachers
- Tier 3 meetings for COACH Teachers to problem solve with colleagues with support of Program Specialist and May Center

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- Leadership Team: a group of Shoemaker teachers who analyze school-wide data (including MCAS) and develop an action plan for school wide implementation
- Consultant provided workshop on Co-Teaching models of instruction (10 hours)

Celebrations, etc.... indicators of the school culture

- Read-a-Thon Summer reading program with a celebration assembly in September
- Wacky Wednesdays: Theme-based cultural celebrations held monthly
- Embedded in Home-School Collaboration meetings: celebration of student progress
- Disability Awareness: monthly
- Playworks: Organized recess program that promotes students ability to *Stay Safe, Work Together, Include Everyone, and Make Good Choices*

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 aspire to serve youths in a large, urban community with many challenges. 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.

Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be "in need of improvement" are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve. At Shoemaker 95% of teachers were rated as Proficient (overall).

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable

Our school submits budget requests directly to the Superintendent's Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

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

- Anecdotal comments made by parents are highly supportive of Home-School collaboration
- A parent survey completed at Home-School collaboration meetings indicated that overall parents are pleased with their child's education at Shoemaker
- Parent survey conducted in Fall 2014 indicated parents wanted more electronic communication. E-mails were added to all informational calls made through Blackboard Connect. The Shoemaker School website has been maintained with up to date information more consistently.
- A high parent/family attendance rate at school events (both PTO and School sponsored)
- High attendance rate indicating that parents' feel it is important for students to be at school
- Minimal calls to Superintendent's office to complain about issues at school

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).

Shoemaker has 9 Substantially Separate Special Ed classes. In these classes students in Grades 3-5 typically complete MCAS Alt Portfolios as they are not able to do paper and pencil tasks on demand. They access curriculum through access points at their instructional levels. These MCAS ALTS account for 13/18 Warning ratings.

SGP went up 3 percentile points from 2014 in Math

SGP has been consistently in 40-63 range indicating typical growth

CPI for ELA, Math, and Science: Improved Below Target

ELA and Math: *Met target* for moving students out of Warning

Math and Science: *Met Target* for moving students into Advanced

CPI for ELA, Math, and Science are above the district CPI

CPI for ELA, Math, and Science all showed an increase from 2014

SGP for ELA went down 14 percentile points from 2014

CPI in Math has declined each year over the past 4 years

Science is *Did not Meet* the target for moving students out of Warning

ELA is *Did Not Meet* the target for moving students into Advanced

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ACCOUNTABILITY DATA

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

Accountability and Assistance Level: Level 2									
School Percentile: 51st									
Cumulative PPI (all students) 61									
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating
<u>ELA</u>									
CPI	89.7	87.9	87.1	-0.8	59 th	No Change	89.0	1.9	Improved Below Target
SGP	63.5	52.5	57	4.5	69 th	On Target	43	-14	Below Target
% Advanced	14.5	7.5	13.6	6.1	51 st	Met Target	12.5	-1.3	Not meeting target
% Warning	3.0	1.9	4.8	2.9	57 th	Not meeting target	3.8	-1.0	Met Target
<u>Math</u>									
CPI	88.3	84.6	83.8	-0.8	47 th	No Change	87.5	3.7	Improved Below Target
SGP	62	59	40	-19	13 th	Below Target	43	3.0	Below Target
% Advanced	19.4	19.3	149.7	0.4	33 rd	Not meeting target	25.0	5.3	Met Target
% Warning	5.5	6.8	6.1	-0.7	57 th	Met Target	3.8	-2.3	Met Target
<u>Science</u>									
CPI	82.9	78.1	78.9	0.8	38 th	Improved Below Target	82.7	3.8	Improved Below Target
% Advanced	13.0	8.3	7.8	-0.5	23 rd	Not meeting target	8.7	0.9	Met Target
% Warning	5.6	6.3	5.9	-0.4	52 nd	Not meeting target	6.5	0.6	Not meeting target

**2015 Accountability data are preliminary.*

Historical Accountability Data

2012	Level 1	School Percentile:	58 th %ile	Annual PPI = 120	Cumulative PPI = 77
2013	Level 2	School Percentile:	55 th %ile	Annual PPI = 40	Cumulative PPI = 67
2014	Level 2	School Percentile:	51 st %ile	Annual PPI = 50	Cumulative PPI = 61
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

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Early Literacy Results

Kindergarten: DIBELS Nonsense Word Fluency (Winter to Spring – SAME Students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	13 (33%)	10 (26%)	High	16 (40%)	276 (24%)
Average	16 (40%)	28 (70%)	Moderate	7 (18%)	221 (19%)
Low Average	7 (18%)	2 (5%)	Typical	8 (20%)	176 (15%)
Below Average	3 (8%)	0 (0%)	Low/Declined	9 (23%)	472 (41%)
Well Below Average	1 (3%)	0 (0%)			
CPI	90.0	98.8	Total	40	1,145

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	18 (43%)	17 (40%)	High	1 (2%)	144 (11%)
Average	13 (31%)	13 (31%)	Moderate	8 (19%)	299 (22%)
Low Average	6 (14%)	6 (14%)	Typical	22 (52%)	487 (36%)
Below Average	4 (10%)	4 (10%)	Low/Declined	11 (26%)	439 (32%)
Well Below Average	1 (2%)	2 (5%)			
CPI	89.9	88.1	Total	42	1,369

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	10 (22%)	13 (29%)	High	4 (9%)	236 (19%)
Average	12 (26%)	11 (24%)	Moderate	12 (26%)	264 (21%)
Low Average	16 (35%)	13 (28%)	Typical	19 (41%)	367 (29%)
Below Average	6 (13%)	6 (13%)	Low/Declined	11 (24%)	379 (30%)
Well Below Average	2 (4%)	3 (7%)			
CPI	81.5	81.5	Total	46	1,246

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	6 (24%)	4 (16%)	High	1 (4%)	136 (12%)
Average	11 (44%)	11 (44%)	Moderate	3 (12%)	271 (24%)
Low Average	4 (16%)	6 (24%)	Typical	5 (20%)	300 (27%)
Below Average	2 (8%)	2 (8%)	Low/Declined	16 (64%)	416 (37%)
Well Below Average	2 (8%)	2 (8%)			
CPI	86.0	84.0	Total	25	1,123

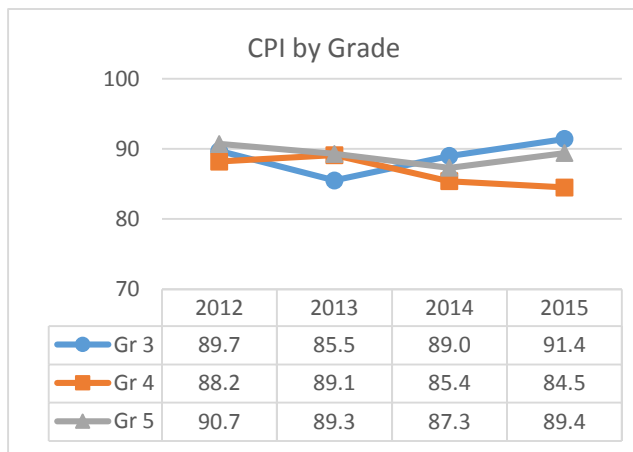
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ENGLISH LANGUAGE ARTS

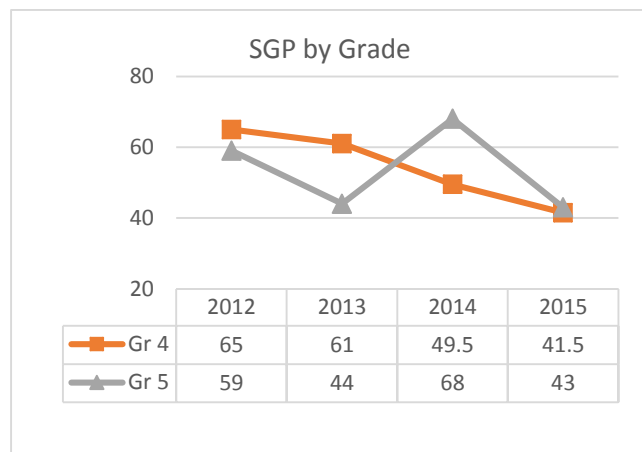
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	165	15	43	25	17	89.7	63.5
School 2013	161	7	52	27	14	87.9	52.5
School 2014	147	14	45	26	16	87.1	57
School 2015	121	11	48	24	17	88.4	43
District 2015	7,227	8	44	33	15	79.0	46

Multi-Year MCAS ELA CPI Results by GRADE



Multi -Year MCAS ELA SGP Results by GRADE



MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	121	11	48	24	17	88.4	43
Students with Disabilities	28	0	14	21	64	84.8	-
ELL	-	-	-	-	-	-	-
Former ELL	2	-	-	-	-	-	-
Economically Disadvantaged	21	5	52	33	10	81.0	-
African American /Black	19	11	37	16	37	78.9	-
Asian	5	-	-	-	-	-	-
Hispanic	19	0	63	21	16	93.4	-
White	71	13	49	27	11	88.7	38
Male	68	7	43	24	26	87.1	37.5
Female	53	15	55	25	6	90.1	48

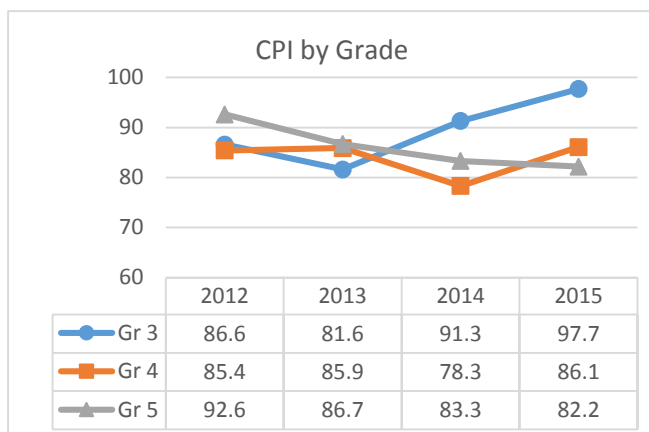
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MATHEMATICS

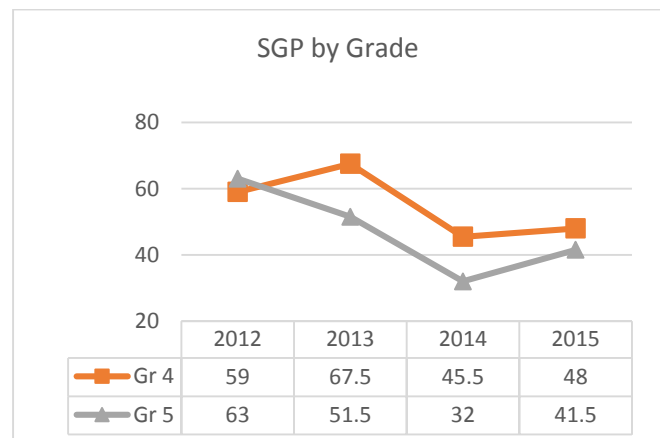
Multi-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	165	19	41	21	19	88.3	62
School 2013	161	19	39	22	20	84.6	59
School 2014	147	20	31	30	19	83.8	40
School 2015	120	22	35	27	17	87.5	43
District 2015	7,231	15	28	32	24	71.4	45

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	120	22	35	27	17	87.5	43
Students with Disabilities	28	0	11	29	61	83.0	-
ELL	-	-	-	-	-	-	-
Former ELL	2	-	-	-	-	-	-
Economically Disadvantaged	37	22	30	14	35	89.9	-
African American /Black	18	17	28	28	28	84.7	-
Asian	6	-	-	-	-	-	-
Hispanic	19	21	42	16	21	89.5	-
White	70	21	40	27	11	87.9	42.5
Male	68	21	38	19	22	91.5	44.5
Female	52	23	31	37	10	82.2	41

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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	54	13	31	41	15	82.9
School 2013	48	8	38	40	15	78.1
School 2014	51	8	20	47	25	78.9
School 2015	52	8	35	40	17	82.7
District 2015 (Grade 5)	1,064	8	32	43	17	74.8
State 2015 (Grade 5)						

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	52	8	35	40	17	82.7
Students with Disabilities	14	0	7	36	57	78.6
ELL	-	-	-	-	-	-
Former ELL	1	-	-	-	-	-
Economically Disadvantaged	17	6	29	29	35	85.3
African American /Black	5	-	-	-	-	-
Asian	2	-	-	-	-	-
Hispanic	6	-	-	-	-	-
White	36	6	42	39	14	84.0
Male	29	7	31	34	28	84.5
Female	23	9	39	48	4	80.4

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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/school provides teachers curriculum maps aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics, incorporating the Common Core State Standards <http://www.doe.mass.edu/candi/commoncore/> and MCAS performance level descriptions <http://www.doe.mass.edu/mcas/tdd/pld/>, and teachers use these to frame their teaching.
- Instructional staff accesses and "unpacks" standards so that they have a working knowledge of proficiency. (See also CSE VII, *PD and Structures for Collaboration*.)
- The district/school provides pacing guides that are utilized by teachers.
- Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades.
- Instructional staff engages in regular discussions of student learning expectations both horizontally (with colleagues in their grades or subjects)

Areas of Need:

- Instructional staff engages in limited discussions of student learning expectations vertically (across grades)
- On a limited basis instructional staff aligns assessments and evaluates student work based on a common understanding of what mastery looks like. (See also CSE V, *Assessment*.) Some improvement has been made here but staff need to continue to develop formative assessments with feedback.

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:

- Instructional staff uses multi-modal pedagogical techniques, as well as a range of instructional tools, technologies, and supplemental materials, to meet the needs of all learners. (See also CSI VIII, *Tiered Instruction*.) For example, Smartboards, iPads, use of visuals, Intervention strategies and materials
- Leaders and instructional staff agree on criteria for effective instruction. (See <http://www.doe.mass.edu/edeval/model/>, teacher rubric.) Criteria focus on pedagogy and content knowledge and, when possible, are based on research.

Areas of Need:

- During 2014-2015 leaders and instructional staff learned and implemented strategies for FAR (Formative Assessments for Results). Due to staff additions and changes (2 retirements, 2 Leaves of Absences, and 6 new positions for COACH Integrated) these are not established across all classes.
- Leaders and instructional staff have developed and implemented School-wide Routines to establish common language and practices across all classrooms. These include BUS, Math Notebooks, PEMDAS, Get the Gist, Two-column notes, and Open Response Checklists.
- Due to staff additions and changes (2 retirements, 2 Leaves of Absences, and 6 new positions for COACH Integrated) these are not established across all classes.
- Student assignments contain rigorous, embedded learning objectives that reflect high expectations; instructional staff ensures students understand the objectives. Staff has been developing this area through the FAR initiative using the communication of Learning Targets, Criteria for Success and Formative Assessments. They need to continue this and also work with teachers new to the building to develop their understanding. Staff also needs to provide specific feedback that will promote student growth.
- Teachers engage in ongoing focused discussion and collaborative reflection on instructional practice. (See also CSE VII, *PD and Structures for Collaboration*.) Staff has spent much of Common Planning time planning units and lessons. They have worked collaboratively in determining specific Learning targets, Criteria for Success, and formative assessments. They need more time to engage in discussion and reflection on the results of formative assessments and how we can improve student learning.
- Leaders regularly gather evidence on instructional practice. (See ESE's *Learning Walkthrough Implementation Guide*), analyzes the evidence of instructional practice along with student achievement, PD, and other data; analysis guides next steps for improvement, including supports for instructional staff. Feedback has been provided but across classrooms there is a need for more common focus areas to accomplish school-wide goals.

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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.
Strengths: <ul style="list-style-type: none"> • Instructional staff use District assessments, unit assessments, and daily 4-square (4 items used to assess attainment of learning targets, and previously taught standards. • Analysis of unit assessments in Math are used to determine re-teach foci. • Assessments support the school’s system of tiered instruction. (See below, <i>Use of Assessment Data</i>, and also CSE VIII, <i>Tiered Instruction</i>.) Using Benchmark data students are grouped and regrouped for instruction.
Areas of need: <ul style="list-style-type: none"> • In ELA Instructional staff needs to develop formative assessments in daily classroom practice and uses results to target and modify instruction. • New staff need to be guided in implementing the use of formative assessments in Math.

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.
Strengths: <ul style="list-style-type: none"> • All staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals.
Areas of need: <ul style="list-style-type: none"> • Teams embedded in the school (see Learning Forward’s <i>Definition</i>) do not currently take active roles in promoting, creating, and leading PD, leveraging internal expertise. • Staff members do not consistently hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation (see Learning Forward’s <i>Definition</i>).
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.
Strengths: <ul style="list-style-type: none"> • Time is built into the school schedule for staff collaboration during Professional Learning Time, and collaboration serves as PD • Systems and protocols are in place to guide collaborative discussions (Seven Norms of Collaboration) • School Support Team actively engages in discussion to support new teachers
Areas of need: <ul style="list-style-type: none"> • PD is not consistently embedded as an integral part of daily routines (for example, through coaching, staff meetings, and/or collaborative time). • Job-embedded coaching and other supports have not consistently provided follow-up on the implementation of what is learned through PD. There needs to be increased collaboration between CIT’s and teachers as well as teachers and teachers.

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

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

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

Strengths:

- The school provides high-quality, challenging core instruction for all students.
- Leaders and instructional staff regularly monitor students' progress in relation to interventions that have been applied.
- Leaders routinely monitor the effectiveness of the core curriculum/instruction.
- All lessons integrate differentiated instruction so that 80-90% of students learn key concepts through core instruction and without the need for tiered support.

Areas of need:

- The school schedule lacks flexibility and adequate time for both core instruction and additional academic and/or behavioral supports as needed. Although Tier 1 and 2 are implemented effectively, there are limited resources to implement Tier 3. After school help is offered by each teacher once weekly. There is a lack of resources to provide extended learning time beyond the school day to effectively and consistently implement Tier 3 interventions.
- Small group instruction targeting specific areas need to be provided more frequently in Math.

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:

- Staff has developed a safe, nurturing climate throughout all classrooms
- Implementation of Playworks has incorporated school wide rules: Stay safe, Work Together, Include everyone, Make good choices (SWIM)
- Extra-curricular activities are offered at each grade level: Drama Club, Intramural Basketball, Chorus, Art Club, Music Club, Student Council)
- Students at all grade levels are provided Leadership opportunities with guidance and practice through Playworks

Areas of need:

- Although there is an overall feeling of acceptance and empathy of students with disabilities, there is a need to develop a deeper understanding of specific disabilities.

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:

- There is very active family engagement (high rate of attendance at Home-School Collaboration meetings as well as monthly events)

Areas of need:

- A need to continue to increase the use of technology to keep parents informed of classroom and school events.

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Define Priorities and Describe the Strategies/Actions

Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

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

Identified Area of Need: Assessment, Instruction

Priority 1

Implement formative assessments in all units of instruction across all classrooms

Strategies/ Actions

Professional Development

- Provide PD for all teachers new to the building on developing FAR: Learning Targets, Criteria for Success, and Matching Formative Assessments
- Provide exemplars of Learning Targets, Criteria for Success, and Matching Formative Assessments for all staff
- Use Professional Learning Time (PLT), Faculty meetings and Professional Development days to share collaboratively on formative assessments that have worked well and those that have not worked as well
- Use peer observation with collaborative feedback to assist implementation
- Provide training on using Total Participation Techniques
 - Teachers will participate in a book talk and implement strategies from *Total Participation Techniques: Making Every Student an Active Learner*.
 - At monthly faculty meetings review Total Participation Techniques
 - Each PLT grade level or content team will share examples of what they have tried and its effect on student learning

Procedures

- Use formative assessments daily that include 4-square, ticket to leave, clip boarding, Total Participation Techniques
- Develop a system to record which students are not getting the target skill/concept (for example using quick sorts and clip boarding)
- Utilize teaching support staff to assist in collecting and analyzing data
- Collaborate with teaching support staff to identify next steps in instruction
- Formative assessments will be noted on all lesson plans

Expected Outcome(s)

All teachers will use formative assessments focused on target skills consistently throughout units of instruction

Timeline for Actions

- Meet at PLT twice monthly
- Faculty meetings once monthly
- Book talk (10 hours) January and February
- Professional Development day (November 3)
- Peer observations at least once monthly

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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:

Priority 2

Increased use of written and verbal feedback that is specific to Learning Targets and Criteria for Success resulting in improved student achievement

**Strategies/
Actions**

- Provide PD for all staff on effective feedback during Professional Learning Time, Faculty meetings and during Professional Development days (November 3)
- During Professional Learning Time, Faculty meetings and Professional Development days each grade level/content team will reflect on and discuss feedback that has worked effectively to improve student performance
- Teachers will relate feedback to Learning Targets, Criteria for Success, and Formative Assessments
- Using student work samples and teacher anecdotal notes grade level/content teams will work collaboratively to examine Learning Targets, Criteria for Success, and feedback to determine effectiveness in improving student performance
- Teachers will engage in peer observations that are focused on the use of effective feedback
- Using co-teaching model, teachers will provide peer feedback on implementation of the use of specific, focused feedback

**Expected
Outcome(s)**

Improved feedback resulting in higher student achievement

**Timeline for
Actions**

- Collect data on pre- and post- assessments (June 2015 and June 2016)
- Meet at PLT twice monthly
- Faculty meetings once monthly
- Book talk (10 hours) January and February
- Professional Development day (November 3)
- Peer observations at least once monthly

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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 Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

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