

Capt. Wm. G. Shoemaker School
School Improvement Plan
2016-2017

School Improvement Team

Christina Colella, Principal
Pauline Naples, Grade 2 Integrated
Carrie Nicosia, Grade 5 Integrated
Scott Staples, CIT

School Council Members

Christina Colella, Principal
Scott Brown, Parent
Shirley Kelley, Parent
Elizabeth Stank, Parent
Michelle Calnan, Teacher
Sheila O'Neil, Teacher
Linda Roach, Teacher
Ryan Newhall, Newhall Real Estate (Business)
Kerry Salvo, Camp Fire (Community)

SHOEMAKER SCHOOL

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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 315 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-5. Demographically the student population is 12.8% African American, 6.6% Asian, 26.6% Hispanic, 47.0% White, and 6.9 % multi-race non-Hispanic.

The student population is composed of 61% Male, 39% Female, 21.7% of students whose first language is not English, 2.0% who are Limited English Proficient, 28% who are Economically Disadvantaged, and 38.5% who receive services from the Special Education Department. Shoemaker is a Title 1 school. School attendance rate is 94.5% with 35.2% absent 10 or more days and 15.9% Chronically Absent. Student Retention rate is 0.8%; Out of School suspension rate is 0.0%. 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 except in grade 5. Of these two classrooms at each grade, one is Integrated servicing additional students on the Autism Spectrum (COACH Integrated). The COACH Integrated program was 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.

Student Enrollment

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher	72.7	71.0	75.0	75.9	83.5

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	2014	2015	2016	2016 District
PreK	9	15	19	277
Kindergarten	49	46	41	1,092
Grade 1	60	55	55	1,356
Grade 2	28	59	55	1,422
Grade 3	45	33	63	1,334
Grade 4	53	38	34	1,267
Grade 5	51	52	37	1,053
Total	295	298	304	7,801

Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	94.6	95.3	94.5	93.9	94.9
Absent 10 or more days (%)	32.3	29.5	35.2	38.1	30.5
Chronically Absent (% with < 90%)	11.8	12.5	15.9	19.6	12.3
Student Retention Rate	1.9	0.8	0.8	3.2	1.5
Out-of-School Suspension Rate	0.1	1.3	0.0	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	14.6	13.8	12.8	10.1	8.8
Asian	6.8	5.0	6.6	9.1	6.5
Hispanic	17.3	20.8	26.6	58.2	18.6
White	55.9	52.0	47.0	18.3	62.7
Multi-Race	5.4	8.1	6.9	3.9	3.2
Male	61	58	61	52	51
Female	39	42	39	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	19.3	19.1	21.7	54.0	19.0
English Language Learner	1.4	2.7	2.0	19.5	9.0
Special Education	28.8	28.5	38.5	15.4	17.2
Economically Disadvantaged	-	29.2	28	47.0	27.4

Provide instruction by highly qualified teachers

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

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.

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Core Instructional programs

- Grades K-2 National Geographic Reach for Reading
- Grades K-5 Six Trait Writing
- Anchor Comprehension
- Grades K-5 Go Math
- DESE Model Units of Instruction
- District created Science units
- Second Step/Steps to Respect
- School-wide Math Routines for Problem Solving

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
- Additional support: Read Naturally, First in Math
- Scheduling blocks so that interruptions to instruction are minimized
- Departmentalized Instruction for grades 4
- Extended Learning Time

Assessment practices

- Data analysis using Testwiz
- District unit assessments (Math and Science)
- DIBELS, DAZE: 3 Benchmark periods
- District created Cumulative Assessments-Grades 3-5 (ELA and Math); Grade 5 (Science)
- Teacher created assessments
- Develop learning targets, criteria for success, and formative assessments for each lesson/unit
- Data meetings by grade level
- Home-School Collaboration: parents are presented with assessment data 2 times yearly;

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
- Leadership Team: a group of Shoemaker teachers who analyze school-wide data (including MCAS) and develop an action plan for school wide implementation

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
- Playworks: Organized recess program that promotes students ability to *Stay Safe, Work Together, Include Everyone, and Make Good Choices*

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Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who 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.

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.

VISTA:

- 52% of teachers feel to a large extent they are able to analyze data to improve instruction
- 38% of teachers feel to a large extent that students use open-ended problems that allow students to think of multiple possible solutions
- 50% of teachers feel to a large extent they are able to analyze data to help individualize student learning
- 64% of teachers agree somewhat that collaborating with other teachers in school is productive use of time

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

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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 a percent of the Warning ratings.

SGP went up 2.5 percentile points from 2015 in Math
 SGP has been consistently in 40-63 range indicating typical growth
 CPI for Math: Improved Below Target
 CPI for ELA: No Change
 ELA: *Met target* for moving students out of Warning
 Math: *Met Target* for moving students into Advanced
 CPI for ELA, Math, and Science are above the district CPI
 SGP for ELA went up 22 percentile points from 2015

Math and Science are *Did not Meet* the target for moving students out of Warning
 Science and ELA are *Did Not Meet* the target for moving students into Advanced
 CPI for Science: Declined

ACCOUNTABILITY DATA

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

Accountability and Assistance Level: Level 2								
School Percentile: 53								
Cumulative PPI (all students) 56								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
<u>ELA</u>								
CPI	87.9	87.1	88.4	1.3	Improved Below Target	86.5	-1.9	No Change
SGP	52.5	57	43	-14	Below Target	65	22.0	Above Target
% Advanced	7.5	13.6	10.7	-2.9	Not meeting target	10.2	-0.5	Not meeting target
% Warning	1.9	4.8	5.0	0.2	Not meeting target	3.9	-1.1	Met Target
<u>Math</u>								
CPI	84.6	83.8	87.0	3.2	Improved Below Target	88.3	1.3	Improved Below Target
SGP	59	40	42.5	2.5	Below Target	45	2.5	Below Target

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% Advanced	19.3	19.7	21.5	1.8	Not meeting target	26.6	5.1	Met Target
% Warning	6.8	6.1	4.1	-2.0	Met Target	4.7	0.6	Not meeting target
Science								
CPI	78.1	78.9	82.7	3.8	Improved Below Target	75.0	-7.7	Declined
% Advanced	8.3	7.8	7.7	0.1	Not meeting target	8.1	0.6	Not meeting target
% Warning	6.3	5.9	5.8	-0.1	Not meeting target	10.8	5.0	Not meeting target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			-			-		

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 2	School Percentile:	46 th %ile	Annual PPI = 85	Cumulative PPI = 61
2016	Level 2	School Percentile:	53 rd %ile	Annual PPI = 50	Cumulative PPI = 56

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 2016	Spring 2016		School	District
Above/Well Above Avg	5 (15%)	11 (33%)	High	15 (46%)	348 (35%)
Average	12 (36%)	12 (36%)	Moderate	10 (30%)	173 (18%)
Low Average	9 (27%)	7 (21%)	Typical	7 (21%)	218 (22%)
Below Average	6 (18%)	1 (3%)	Low/Declined	1 (3%)	246 (25%)
Well Below Average	1 (3%)	2 (6%)			
CPI	81.8	88.6	Total	33	985

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	6 (16%)	7 (18%)	High	4 (10%)	217 (17%)
Average	21 (53%)	22 (55%)	Moderate	13 (33%)	316 (25%)
Low Average	5 (13%)	3 (8%)	Typical	13 (33%)	393 (31%)
Below Average	4 (10%)	5 (13%)	Low/Declined	10 (25%)	325 (26%)
Well Below Average	4 (10%)	3 (8%)			
CPI	84.4	86.3	Total	40	1,251

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	16 (41%)	12 (30%)	High	4 (10%)	269 (19%)
Average	13 (33%)	16 (41%)	Moderate	7 (18%)	375 (27%)
Low Average	5 (13%)	5 (13%)	Typical	13 (33%)	426 (30%)
Below Average	3 (8%)	1 (3%)	Low/Declined	15 (38%)	331 (24%)
Well Below Average	2 (5%)	5 (13%)			
CPI	89.1	85.9	Total	39	1,401

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	14 (32%)	16 (37%)	High	10 (23%)	179 (15%)
Average	11 (26%)	15 (35%)	Moderate	9 (21%)	283 (23%)
Low Average	6 (14%)	5 (12%)	Typical	14 (33%)	389 (32%)
Below Average	10 (23%)	6 (14%)	Low/Declined	10 (23%)	363 (30%)
Well Below Average	2 (5%)	1 (2%)			
CPI	81.4	88.4	Total	43	1,214

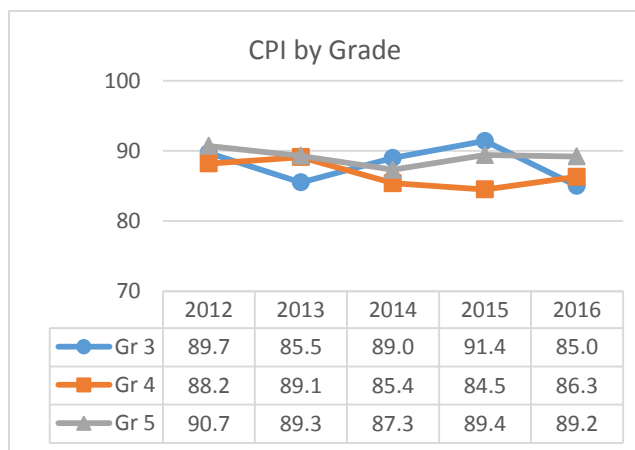
ENGLISH LANGUAGE ARTS

Multi-Year MCAS ELA Results – All Students

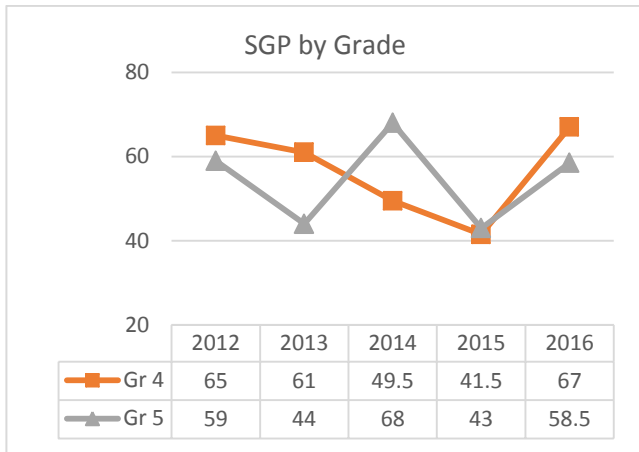
Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	165	15	43	25	17	89.7	63.5
School 2013	161	7	52	27	14	87.9	52.5
School 2014	147	14	45	26	16	87.1	57
School 2015	121	11	48	24	17	88.4	43
School 2016	128	10	41	25	23	86.5	65
District 2016	7,581	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE

Multi-Year MCAS ELA SGP Results by GRADE



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PARCC /MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	128	10	41	25	23	86.5	65
Students with Disabilities	48	0	13	27	60	77.1	47.5
ELL	-						
Former ELL	5						
Economically Disadvantaged	39	5	28	33	33	83.3	48
Male	76	4	38	26	32	83.6	56
Female	52	19	46	23	12	90.9	68

MATHEMATICS

Multi-Year MCAS Math Results – All Students

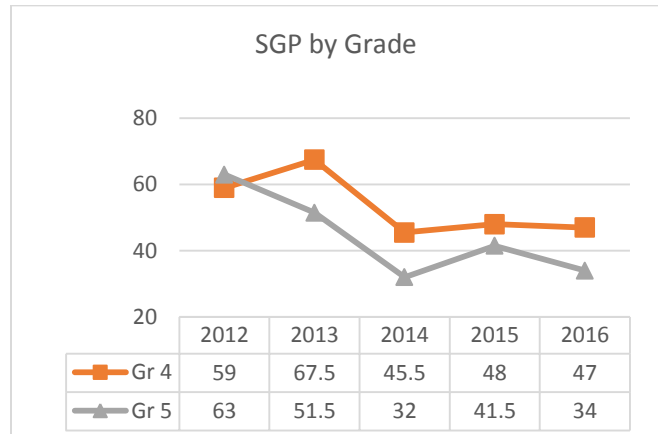
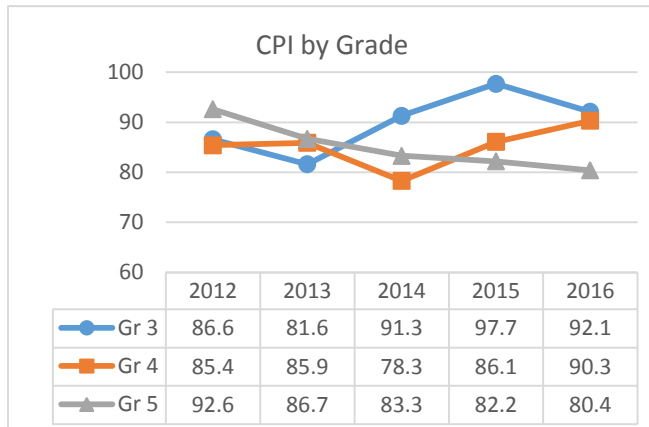
Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	165	19	41	21	19	88.3	62
School 2013	161	19	39	22	20	84.6	59
School 2014	147	20	31	30	19	83.8	40
School 2015	120	22	35	27	17	87.5	43
School 2016	128	27	34	16	24	88.3	45
District 2016	7,546	15	34	30	21	74.6	50

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Multi -Year MCAS MATH CPI Results by GRADE

Multi -Year MCAS MATH SGP Results by GRADE



PARCC / MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	128	27	34	16	24	88.3	45
Students with Disabilities	48	4	10	21	65	75.0	47.5
ELL	-						
Former ELL	5						
Economically Disadvantaged	39	18	26	21	36	84.0	46.5
Male	76	28	25	17	30	87.8	34
Female	52	25	46	13	15	88.9	45

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
School 2016	37	8	30	49	14	75.0
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

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MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	37	8	30	49	14	75.0
Students with Disabilities	12	0	8	50	42	56.3
ELL	-					
Former ELL	1					
Economically Disadvantaged	10	10	20	50	20	67.5
Male	17	12	35	35	18	76.5
Female	20	5	25	60	10	73.8

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.
<p>Strengths:</p> <ul style="list-style-type: none"> • The district/school provides teachers curriculum maps aligned to the Massachusetts Common Core 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, <i>PD and Structures for Collaboration</i>.) • 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 horizontally (with colleagues in their grades or subjects) • All classrooms including self-contained classrooms are using REACH for Reading
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Instructional staff engages in limited discussions of student learning expectations vertically (across grades) • Staff will continue developing formative assessments for Math and ELA at each grade level.
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.
<p>Strengths:</p> <ul style="list-style-type: none"> • 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, <i>Tiered Instruction</i>.) For example, Smartboards, iPads, use of visuals, and

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<p>intervention strategies.</p> <ul style="list-style-type: none"> • Differentiated materials and instruction are regularly used in all classrooms. • 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.
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Further training is required in formative assessment, learning targets, and criteria for success. • Common language and routines need to be established for use in all classrooms (e.g. BUS, REACH for Reading Best Practices, 4-square review) • Staff also needs to provide specific feedback that will promote student growth. • Leaders regularly gather evidence on instructional practice, analyze 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 to teachers but across classrooms there is a need for more common focus areas to accomplish school-wide goals.
<p>Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)</p>
<p>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.</p>
<p>Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.</p>
<p>Strengths:</p> <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. • DIBELS and DAZE 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.
<p>Areas of need:</p> <ul style="list-style-type: none"> • In ELA Instructional staff needs to develop a system to analyze the data effectively and use results to target and modify instruction. • New staff need to be guided in implementing the use of formative assessments in Math.

<p>Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)</p>
<p>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.</p>
<p>Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • All staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals. • Teachers regularly participate in district wide professional development (REACH for Reading, Six Traits Writing, RBT Courses)
<p>Areas of need:</p> <ul style="list-style-type: none"> • Sharing learning from Professional Development taken outside of school with colleagues during Faculty Meetings or Professional Learning Time. • Differentiating opportunities for Professional Development based on the needs of the staff.
<p>Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.</p>
<p>Strengths:</p>

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- 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
- School Support Team actively engages in discussion to support new teachers

Areas of need:

- Use of Faculty Meetings and PLT to provide specific professional development needs.
- Opportunities for trained staff to model and share previous or new strategies, routines, or effective practices.

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.
- Targeted math instruction is provided before or after school based on unit test performance.
- All lessons integrate differentiated instruction including small group instruction to reach as many students as possible.

Areas of need:

- Criteria/Data to address specific needs in ELA is needed to provide more effective tiered instruction.
- Small group instruction targeting specific areas needs to be continued in Math across all grade levels.
- Implementation of varied models of instruction to address the needs of all students.

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: Project Runway, Intramural Basketball, Chorus, Art Club, Music Club, Student Council, Yoga, Newspaper, Spelling
- Students are accepting and empathetic to each other.

Areas of need:

- Providing teachers support to address the multitude of social and emotional needs present in each classroom.

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:

- Attendance at evening and school sponsored events is high.
- The PTO is active in the school and works collaboratively with staff to provide opportunities for all students.
- Parents receive communication from the school through a variety of outlets including notices, newsletters, and Connect Ed calls.

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- Grades 3, 4, and 5 use agenda books to communicate with families
- COACH classrooms utilize a home-school communication (notebook, behavior chart, etc.).

Areas of need:

- Communicating academic needs of students regularly with families

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

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

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

Strengths:

- Leadership is clearly visible (presence in classrooms and PLT meetings)
- Weekly memo
- Daily classroom walk-throughs
- CITs supporting classroom needs on a daily basis

Areas of need:

- Time as a whole staff to share goals and priorities
- Making priorities visible to the entire school

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

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describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

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

Identified Area of Need: Effective Instruction

Alignment to District Priority(s): Tiered Instructional System of Support

Priority 1

Ensure students understand and apply routines and techniques to approaching various tasks across content and grade level

**Strategies/
Actions**

- Teachers will be trained and implement the use of BUS (Bracket, Understand/Underline, Solve)
 - Poster for each classroom
 - Examples provided for different grade levels
 - Minimum of 1x week use in classroom
 - Share with colleagues at Faculty Meetings twice a year

- Teachers will be trained and implement the use of POE (Process of Elimination)/Slash the Trash
 - Teachers model for students how to use when answering multiple choice questions
 - Poster for each classroom
 - Minimum of 1x week use in classroom

- Continue with routines presented at REACH Professional Development
 - Review Power Writing and Gradual Release of Responsibility for Writing at November Faculty Meeting
 - Power Writing (Daily):

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Power Writing

Writing Routine 1

Purpose: Develop students' writing fluency; provide an opportunity for students to record their progress in writing fluency.

Research: Research shows that expert writers write longer strings of words before stopping to think than less skilled writers. Power writing practice helps students learn to get their words down on paper quickly. It also helps them overcome the tendency to stall before starting to write (Fisher & Frey 2007). While power writing can focus on any word or concept, this routine is most effective when key words and ideas relate to the topic or theme of a unit.

- 1. Display a word or picture.** Choose a word or picture that will be motivating for students to write about. Invite them to think about the word or picture and what they know about the word or concept. Activate prior knowledge or experiences: *What do you think of when you hear/see _____?*
- 2. Set the timer.** The timer is usually set for one minute. In some cases you may want to vary the amount of time.
- 3. Have students write.** Ask students to write as much as they can, as well as they can in one minute. If students at different proficiency levels need support, use the following multi-level strategies:
 - B** Beginning-level students can write single words as a list. Ask: *Write all the words you know.*
 - I** Intermediate students write sentences.
 - A AH** Encourage Advanced and Advanced High students to write paragraphs.
- 4. Check work.** Have students check their spelling and grammar and circle any mistakes.
- 5. Count words.** Have students count the number of words they wrote and record the number on their papers.
- 6. Repeat the procedure.** If time allows, have students create more than one passage. Repeat steps 2–5 one or two times.
- 7. Record results.** Have students record their best result and create a writing fluency graph. Over time, the graph will show students' growth in fluency and help motivate their progress as writers.
- 8. Adjust the time.** To develop fluency further, vary the amount of writing time from 30 seconds to two minutes or more in separate Power Writing sessions.

- Share Power Write samples twice per year
- Gradual Release of Responsibility for Writing (By Unit)
 - Modeled Write, Guided Write, Independent Write
 - REACH Best Practices Provided
 - Share example of GRR for Writing twice per year

Expected Outcome(s)	<ul style="list-style-type: none"> ● Evidence of BUS/POE/Slash the Trash on assessments and in daily classwork by students in all grade levels ● Use of learned routines and techniques during classroom walk-throughs and observations ● Increase in use of routines from Fall to Spring
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Timeline for Actions	<ul style="list-style-type: none"> ● Share/Review routines and techniques at November Faculty Meeting ● Share out at Faculty Meetings in February and June (Gallery Walk) ● Visible in classrooms by December
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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: Effective Instruction

Alignment to District Priority(s): Standards-Based Instruction

Priority 2

Increase student engagement in academic content through the use of specific Total Participation Techniques, turn and talk, and academic talk.

Strategies/Actions

- Introduce Academic Talk in all content areas
- Provide Academic Talk Language Frames/Flip Charts (REACH)
- Share examples of language frames for different content areas
- During PLT, explicitly plan for use of academic language

- Consistent use of turn and talk in all content areas
- During PLT, explicitly plan for use of turn and talk

- Total Participation Techniques-Hold ups and one TPT using movement (All classrooms have copy of *Total Participation Techniques* book)
- Introduce 2 Total Participation Techniques to be implemented in classrooms from January-June
- Share examples of TPT Techniques in use in the spring

Expected Outcome(s)

- Teachers show evidence of Academic Talk, Turn and Talk and TPT in lesson plans
- Visible in classroom walk-throughs and observations
- Increase in student engagement across all content areas

Timeline for Actions

- Academic Talk and Turn and Talk shared at January Faculty Meeting
- TPT Strategies presented at Faculty Meeting (Hold-ups and one involving movement)

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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:

Based on a presentation to staff at the November Faculty Meeting, we looked at the Process of Elimination strategy and discussed using a Slash the Trash phrase that some of the staff had used previously.

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

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