

# **Captain William G. Shoemaker Elementary School**

## **School Improvement Plan**

**May/June 2013**

### **PIM Team Members**

**ELA**

**MATH**

**Patricia Riley**

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**Linda Roach**

**Phyllis O'Brien**

**Pauline Naples**

**Susan Bradstreet**

**Rachel Pendergast**

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**Julie Potter**

**Kathy Ruth**

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**Cindy Donovan**

**Effie Veres**

**Joann Maglio**

**Joan Kolodziej**

### **School Council Members**

**Patricia Riley, Principal**

**Linda Roach, CIT**

**Phyllis O'Brien, Teacher**

**Kelly Papageorgiou, Parent**

**Jenn MacKinnon, Parent**

**Maureen Mitchell, Parent**

**Guy Robinson, Business Partner**

# EXECUTIVE SUMMARY

## School Profile and Demographics

The Shoemaker Elementary School is the twelfth largest of Lynn's eighteen elementary schools and has a student population of approximately 321 students. Demographically the student population is 12.5% African American, 6.5% Asian, 19.9% Hispanic, 0% Native American, 55.8% White, and 5.3 % multi-race non-Hispanic.

The student population is composed of 18.4% of students whose first language is not English, 0.6% who are Limited English Proficient, 50.2% who are low income, and 31.8% 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, one Developmentally Delayed classroom, 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 2012-2013

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed	% High Needs
Shoemaker	321	12.5	6.5	19.9	0	55.8	5.3	18.4	0.6	50.2	31.8	58.6
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4	86.2
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	17	47.9

## 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 Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	87.9	88.9	89.7	75	On Target	25	25
Math	84.9	86.2	88.3	100	Above Target	25	0
Science	79.8	81.5	82.9	100	Above Target	25	25

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	58.5	63.5	100	Above Target
Math	51	48	62	100	Above Target

<b>Accountability and Assistance Level- Level 1</b>
<b>Cumulative PPI (all students)- 77</b>

## 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
2002	NA		69	49	21	43	10	8
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

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
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

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn

<b>2002</b>	8	1	48	33	35	49	10	16
<b>2003</b>	16	3	49	35	31	46	4	17
<b>2004</b>	0	3	67	36	30	47	2	13
<b>2005</b>	2	4	44	32	49	47	5	17
<b>2006</b>	5	4	56	35	33	46	7	15
<b>2007</b>	3	3	58	35	34	44	5	18
<b>2008</b>	2	3	37	26	49	49	12	22
<b>2009</b>	7	4	42	28	42	44	8	23
<b>2010</b>	0	2	51	29	42	50	8	20
<b>2011</b>	3	3	46	30	38	46	13	22
<b>2012</b>	21	4	42	34	25	40	13	22

<b>2002</b>	11	5	28	19	45	46	15	31
<b>2003</b>	11	5	30	20	50	50	9	25
<b>2004</b>	9	6	30	22	52	54	9	18
<b>2005</b>	5	7	18	19	64	53	13	21
<b>2006</b>	16	8	31	19	48	52	5	20
<b>2007</b>	31	11	45	27	22	43	3	19
<b>2008</b>	24	10	41	24	27	44	8	22
<b>2009</b>	24	7	34	23	32	48	10	22
<b>2010</b>	23	9	36	26	32	48	9	17
<b>2011</b>	10	7	30	23	48	49	13	21
<b>2012</b>	19	6	34	30	34	47	13	17

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

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

### Student Growth Percentile by School and Grade

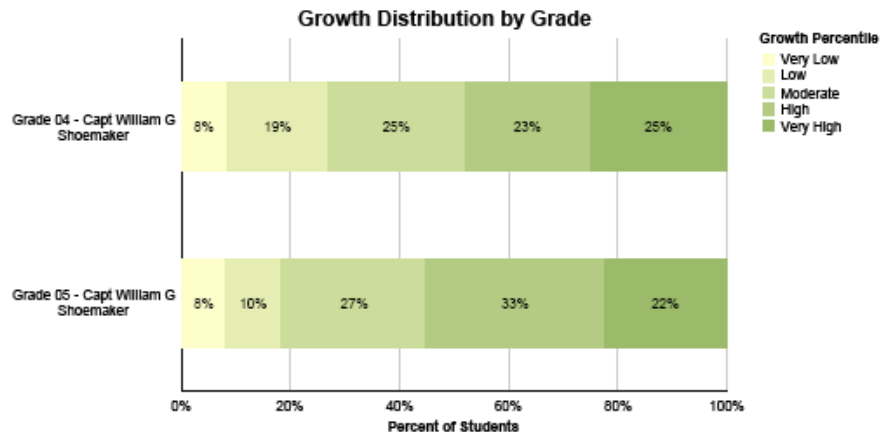
For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students 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.



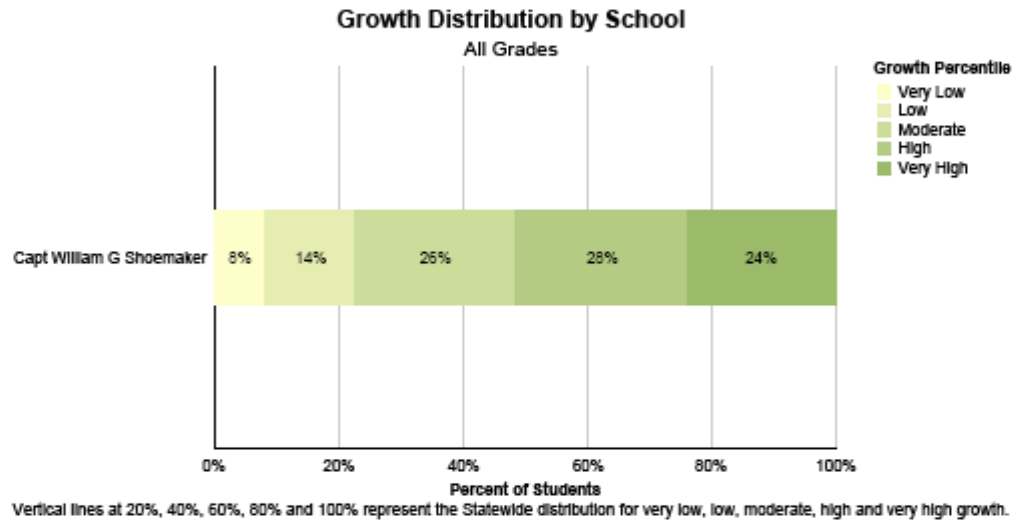
**Spring 2012 MCAS School Growth Distribution  
Mathematics**

District: Lynn  
Subject: Mathematics

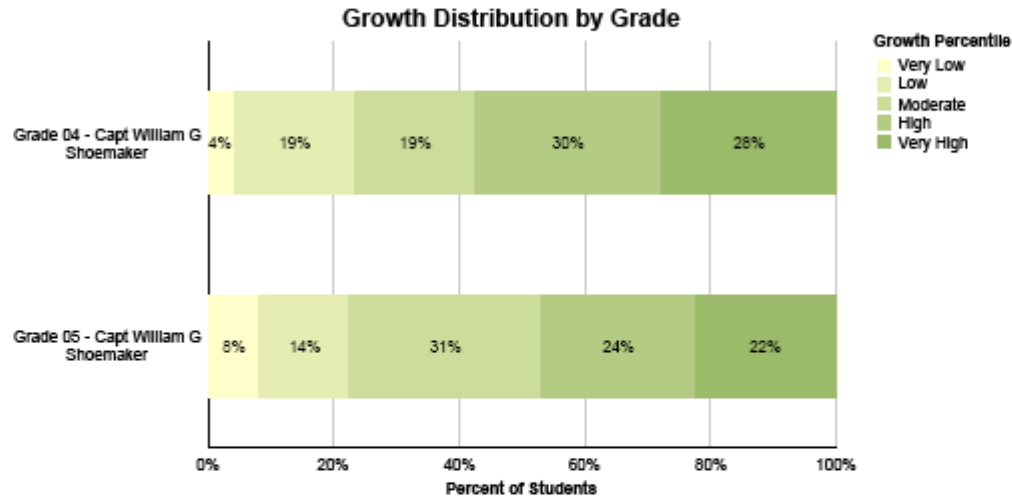


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Capt William G Shoemaker	4	9	12	11	12	59.0	48	53	53
Grade 05 - Capt William G Shoemaker	4	5	13	16	11	63.0	49	74	54

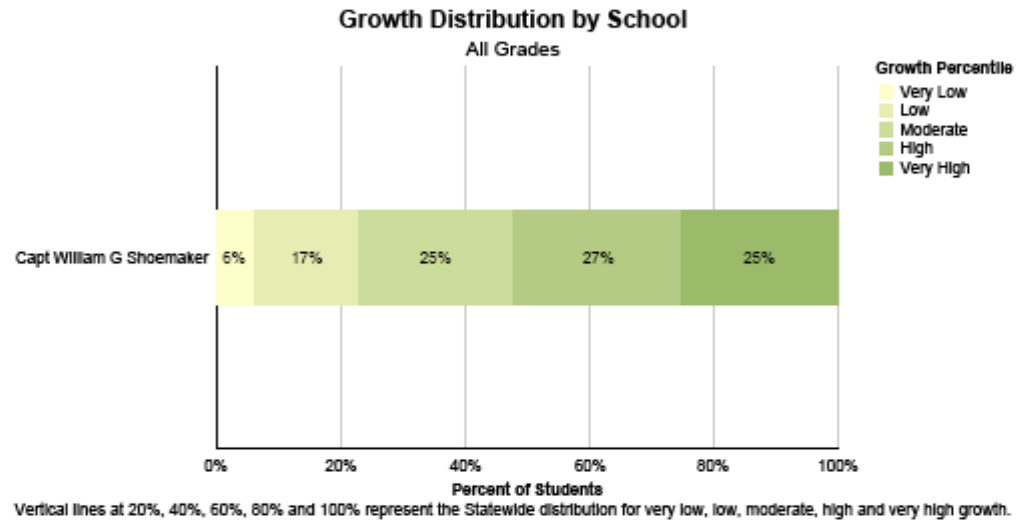


	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Capt William G Shoemaker	8	14	25	27	23	62.0	97	61	165



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Capt William G Shoemaker	2	9	9	14	13	65.0	47	62	53
Grade 05 - Capt William G Shoemaker	4	7	15	12	11	59.0	49	63	54





	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Capt William G Shoemaker	6	16	24	26	24	63.5	96	58	165

**DIBELS 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 2007-2008, 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

**KINDERGARTEN**

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Initial Sound Fluency	Fall	55	29	16	71	16	13	49	19	32	62	20	18	36	18	46
	Winter	39	39	21	32	63	5	54	44	2				85	5	10
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	63	24	13	78	19	3	73	27	0	67	12	21	85	15	
	Winter	89	3	8	92	8	0	94	6	0	80	18	2	100		
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Words Fluency	Fall	55	21	24	89	6	5	92	8	0	63	12	25	85	10	5
	Winter	87	8	5	84	11	5	94	4	2	82	16	2	100		
	Spring															

GRADE 1

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	80	16	4	87	6	7	49	49	2	88	8	4	62	26	12
	Winter	96	2	2	91	9	0	98	2	0	100	0	0	98	2	
	Spring	91	7	2	98	2	0	100	0	0	100	0	0	100		

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Nonsense Word Fluency	Fall	74	13	13	74	24	2	72	19	9	58	28	14	40	41	19
	Winter	72	24	4	51	47	2	66	32	2	74	20	6	80	13	7
	Spring	88	10	2	70	26	4	73	25	2	71	8	21	75	11	14

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall															
	Winter	76	20	4	70	24	6	77	18	5	82	18	0	70	7	23
	Spring	78	17	5	66	30	4	84	14	2	84	14	2	82	7	11

Grade 2

Test	Testing Period	2008 Risk %	2009 Risk %	2010 Risk %	2011 Risk %	2012 Benchmark %
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		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Nonsense Word Fluency	Fall Winter Spring	67	25	7	85	11	4	72	26	2	83	17	0	71	22	7
Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	80	16	4	83	17	0	74	26	0	72	26	2	73	17	10
	Winter	6	89	7	94	2	4	85	13	2	81	15	4	75	9	16
	Spring	81	13	6	81	15	4	67	25	8	79	15	6	74	15	11

### Grade 3

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	75	21	3	88	10	2	75	21	4	67	27	6	70	21	9
	Winter	75	20	5	94	4	2	81	13	6	79	17	4	77	12	11
	Spring	62	32	4	83	17	0	66	28	6	80	14	6	75	23	2

### Grade 4

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

### Grade 5

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

## Implementation Summary of 2012-2013 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
<b>To maintain AYP in ELA</b>	<p>Teachers will improve their implementation of Tier I Reading instruction by self-identifying 2-3 elements that they can individually improve upon. These include, but are not limited to,</p> <ul style="list-style-type: none"> <li>• Tier I Basics e.g. lesson purpose, pacing, feedback, repeated practice, match to learner need</li> <li>• Grouping configurations e.g. whole, small, flexible, heterogeneous, homogenous</li> <li>• Procedures and routines e.g. rules/expectations, organizational strategies, classroom layout, materials management</li> <li>• Structures e. g. nonverbal cues, jobs, rotation chart</li> </ul>	<p>Teachers have used Common Planning Time to work with grade level peers in planning standards-based units of instruction in ELA using the anthology as the core program (Harcourt Trophies) and Understanding by Design. Twenty-one teachers participated in a workshop based on <i>Integrating Differentiated Instruction and Understanding by Design</i>. They have planned units using lesson purpose, pacing, and repeated practice. The principal has observed a variety of grouping configurations in all classrooms. These include whole and small group as well as individual and partner activities. All classrooms use materials management systems, for instance paper captains, student of the day etc. Staff will continue to implement adding new elements throughout the year.</p>
	<p>Teachers will expose the students to a variety of materials that will enable them to analyze and interpret many different genres. Efforts will be made to increase student engagement with nonfiction.</p>	<p>Teachers use Harcourt Trophies as the core reading program. They also use trade books (picture books and novels). Classes visit the library once weekly so that students have books for independent reading. Using fundraising and Hardscrabble grant funds we have added to our library collection in all genres. We have increased our collection of nonfiction reading materials in classrooms and the library. With the increased emphasis on reading in all content areas staff has agreed to keep focus on this objective in the next school year.</p>
	<p>Teachers will implement school wide routines that include <i>Get the Gist</i> (summarizer), 2 column notes, READ, and Open Response checklists.</p>	<p><i>Get the Gist</i> (summarizer), 2 column notes, READ, and Open Response checklists are being used in each classroom as appropriate for the grade or developmental level of the students. In Kindergarten, Grade 1, and self-contained special education classrooms, emphasis has been on whole class discussion and charts to record information. In these classrooms teachers have gradually shifted instruction to include individual responses using Guided Practice. In grades 2-5 students use the routines whole class, small group, and in individual practice. As staff will change this year due to retirements we have agreed to keep this as a focus objective in order to ensure that routines continue and remain as established Shoemaker practices.</p>
<b>To Meet state target for Adequate Yearly</b>	<p>Teachers will expose students to math vocabulary that will enable them to interpret math open response questions. Previous MCAS tests will be</p>	<p>There has been a building wide emphasis on helping students identify key math terms. Students underline key vocabulary in word problems, Teachers model this on the board/Smartboard. In addition teachers have</p>

Measurable Goals	Strategies	Implementation
<b>Progress in Mathematics</b>	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.	identified terms that are found in the new Massachusetts Framework for Math, such as “visual representation/modeling” and they have provided exposure, modeling, and guided practice in understanding the meaning associated with targeted terms. The principal has also observed teachers explaining and providing examples for parents. As staff will change this year due to retirements we have agreed to keep this as a focus objective in order to ensure that routines continue and remain as established Shoemaker practices.
	<p>Teachers will implement school wide routines in problem solving strategies needed to correctly answer questions in math. These include, but are not limited to,</p> <ul style="list-style-type: none"> <li>• BUS (<b>B</b>rainstorm, <b>U</b>nderline the key words, <b>S</b>olve)</li> <li>• PEMDAS (<b>P</b>lease <b>E</b>xcuse <b>M</b>y <b>D</b>ear <b>A</b>unt <b>S</b>ally) for order of operations</li> <li>• Math Notebooks in which students record lesson objectives, vocabulary with definitions, and examples. Teachers demonstrate how and expect students to use these as reference.</li> </ul>	These strategies have been observed by the principal in classrooms. Some teachers use them more consistently than others. In self-contained special education classrooms we have discussed how they can be adapted according to the abilities and access levels of the students. For example, in Special Ed pre-K examples were demonstrated using BUS to focus student attention on what is being asked. Because most teachers implemented the notebooks we did not have enough notebooks for the year and plan to increase the quantity ordered for school year 2013/2014. In addition new staff will be coached in using the strategies.
	<p>Teachers will provide opportunities for pupils to interpret and respond to mathematical concepts verbally and in written format. Specific activities for all classes:</p> <ul style="list-style-type: none"> <li>• Daily journal prompt</li> <li>• Explain your thinking using modeling, supportive coaching, independent practice</li> <li>• Talk through explanation with students using progressive prompts to enable students to explain what they know and build upon it.</li> </ul>	There has been a great deal of emphasis on teaching students what is meant by “visual representation/modeling”. The principal has observed an increase in the amount of times students have been asked to explain their responses verbally. Staff will continue to implement these strategies.
	Teachers will provide instruction and set pacing to teach concepts and basic facts to mastery.	Staff has tried to teach to mastery but need to move on even though some students still have not reached mastery. However, they have incorporated daily skill practice for students in previously covered topics.

## **Shoemaker SY 2013-2014 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 2013-2014 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 2012 Accountability Report (attached with NCLB Report Card) shows that Shoemaker is at Accountability and Assistance Level 1 (Meeting gap narrowing goals). Overall in subgroup categories we achieved “MET Target” for All Students, High Needs, Low Income, Students with Disabilities. Overall the White Students category “Did Not Meet Target” with a score of 68 (target is 75). ELA and Math are On and Above Target; Science is Above Target for All Students and Declined for White Students. Using the Growth Model data ELA and Math are Above Target in all categories except ELA High Needs which is On Target.

**ELA On and Above Target**

**Math On and Above Target**

**Science Above Target and Declined**

**Weakness: Reading Science 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 using visual representation accurately answering problems.

## Shoemaker SY 2013/2014 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, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Reading and accurately responding to nonfiction text
Student Learning Objective	Using information from the text, students will read nonfiction and respond accurately and with detail in writing.



<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
<p>Returning Shoemaker teachers will work with teachers new to Shoemaker in implementing school-wide routines and practices:</p> <ul style="list-style-type: none"> <li>• Plan effective Tier I instruction using components of Standards-Based lesson units, a variety of grouping configurations, and routines and expectations.</li> <li>• School wide routines that include <i>Get the Gist</i> (summarizer), 2 column notes, READ, and Open Response checklists.</li> <li>• Continue to increase students' reading experiences using non-fiction.</li> </ul>	Sept. 2013 – June 2014	Common Planning Time Faculty meetings Trophies Reading Materials Library resources Trade books District Curriculum Maps List of Routines for each classroom	Teacher planning templates Plan Books Common Planning discussions Classroom observations
<p>Using elements of <i>Understanding by Design and Differentiated Instruction</i> 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.</p>	Sept. 2013– June 2014	PD, support with examples on developing Essential Questions Common Planning Time Faculty meetings	Teacher planning templates Common Planning discussions Classroom observations
<p>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.</p>	Sept. 2013– June 2014	Training Support from ATTP Support from CIT Common Planning Schedule of 3 Open Houses	Review of Benchmark Assessment data Parent feedback Teacher observation
<p>Teachers will incorporate writing instruction in all content areas. In collaboration with the district curriculum office, staff will investigate and implement a structured writing program that can be used in all content areas.</p>	Sept. 2013 – June 2014	List of writing instruction programs Common Planning Faculty Meetings	Pre- and Post- writing samples scored using a rubric.

## Shoemaker SY 2013/2014 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, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Identifying what the question is asking
Student Learning Objective	Students will read math problems and respond using visual representation accurately answering the problem.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will expose students to math vocabulary that will enable	Sept. 2013 –	Comprehensive math	Word Walls

<p>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.</p>	June 2014	<p>program aligned to Common Core MCAS tests Unit Assessments</p>	<p>Student work samples Curriculum assessments</p>
<p>Teachers will implement school wide routines in problem solving strategies needed to correctly answer questions in math. These include, but are not limited to,</p> <ul style="list-style-type: none"> <li>• BUS (<b>B</b>racket the question, <b>U</b>nderline the key words, <b>S</b>olve/Show your work)</li> <li>• PEMDAS (<b>P</b>lease <b>E</b>xcuse <b>M</b>y <b>D</b>ear <b>A</b>unt <b>S</b>ally) for order of operations</li> <li>• Math Notebooks in which students record lesson objectives, vocabulary with definitions, and examples. Teachers demonstrate how and expect students to use these as reference.</li> </ul>	Sept. 2013– June 2014	<p>Comprehensive math program aligned to Common Core Notebooks</p>	<p>Classroom observation Student work samples Collegial sharing at grade level meetings Review of notebooks</p>
<p>Teachers will provide opportunities for pupils to interpret and respond to mathematical concepts verbally and in written format. Specific activities for all classes:</p> <ul style="list-style-type: none"> <li>• Explain your thinking using visual representation, supportive coaching, and independent practice.</li> <li>• Talk through explanation with students using progressive prompts to enable students to explain what they know and build upon it.</li> </ul>	Sept 2013- June 2014	<p>Comprehensive math program aligned to Common Core Charts, graphs</p>	<p>Check list to respond to open response questions. Student work samples. Observation by principal with feedback Collegial sharing at grade level meetings</p>
<p>Teachers (3-4) will provide workshops for parents to explain visual representation/modeling in solving math problems; teachers will provide modeling and practice.</p>	Sept 2013- December 2013	<p>Teacher Volunteers Schedule of meetings</p>	<p>Attendance Sheets Parent Feedback</p>

## **Parent Involvement**

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

- Monthly newsletter 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 6-8 classroom 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
- COACH program parent workshops
- 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)