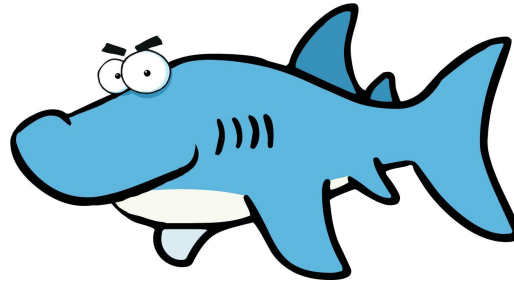


STOUGHTON PUBLIC SCHOOLS
SOUTH ELEMENTARY SCHOOL
School Improvement Plan
2016 – 2017 School Year

School Council Members

Maureen Mulvey, Principal and Chairperson
Catherine Mahoney, Teacher and Secretary
Melissa Johnson, Teacher
Beth Cuzzone, Parent, Co-Chairperson
William Coughlin, Community Member
Marguerite Mitchell, Parent



Mission Statement

The Mission of the South Elementary School is to develop a community of lifelong learners who possess a strong sense of moral responsibility grounded in respect for self and others, effective communication skills, and problem-solving abilities that demonstrate both academic competencies and higher-order thinking skills.

Creative Thinking Skills**Effective Communication**Love of Learning**Respect**Responsibility

South School Profile

The South Elementary School has been a part of the Stoughton Public School System for fifty-seven years. The school currently has an enrollment of 276 students in Grades K-5. Class sizes range from a high of 25 students in both kindergarten classes to the lowest class size with 20 students. Two class sections of each grade level (first through grade 5) and 3 sections of Kindergarten are projected to begin the 2016-2017 school year. Student enrollment by ethnicity and gender is listed below.

Enrollment by Race/Ethnicity (2015-16)		
Race	% of District	% of State
African American	20.3	8.8
Asian	5.7	6.5
Hispanic	8.0	18.6
Native American	0.1	0.2
White	62.0	62.7
Native Hawaiian, Pacific Islander	0.4	0.1
Multi-Race, Non-Hispanic	3.5	3.2

Enrollment by Gender (2015-16)		
	District	State
Male	1,883	488,472
Female	1,750	464,957
Total	3,633	953,429

	Enrollment by Diversity (2015-16)
Special Education	28
504 Plan	5
Limited English Proficient	14
Free and Reduced Lunch	65

School Teaching Staff Profile

The school currently has twelve self-contained classrooms lead by licensed teachers some of whom have dual licensure and all possess a Master's Degree. Students are supported by one full time and one half time Reading Specialist, a Speech Language Therapist, an Adjustment/Guidance Counselor and an Academic Support Moderate Special Needs Teacher. In addition, a half time Academic Support Moderate Special Needs Teacher and Occupational Therapist provide inclusive and pull-out services.

	School	District	State
Total # of Teachers	15.5	299.2	72,309.1
% of Teachers Licensed in Teaching Assignment	100.0	99.5	97.4
Total # of Classes in Core Academic Areas	-	-	-
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Student/Teacher Ratio	17.8 to 1	12.1 to 1	13.2 to 1

South School Additional Staff

The South School shares a full time school psychologist/Special Education Team Chairperson with the Joseph R. Dawe Jr. Elementary School. Various special subject teachers for art, physical education, and computer are shared with the Helen Hansen Elementary School and the Joseph H. Gibbons Elementary School. All students attend 5 different special classes each week: art, physical education, computer, library, and music. A .6 library media assistant completes the South's instructional staff. The choral music specialist teaches mornings at the South and afternoons at the O'Donnell Middle School. One morning a week, three district music teachers lead instrumental lessons and the 4th and 5th grade bands. One day a week, a parent liaison works at the South School. A Registered Nurse monitors health and wellness full time. Three (15 hour) paraprofessionals work in the academic support center and in classrooms. One grade two class has an am and pm paraprofessional supported Special Education students. Kindergarten classes each have a morning 3 ½ hour paraprofessionals and one 3 hour afternoon paraprofessional to support the large class sizes.

Parental Involvement

The South School has an active Parent-Teacher Organization that works very hard to support our students, staff, and school. The P.T.O. has enriched our school environment in many ways by paying for study parent communication folders, homework agenda notebooks, field trip busses, Field Day t-shirts, fifth grade moving on materials, in house educational science programs, cultural arts programs, an ice cream social and by providing grant money for teachers to subsidize instructional materials. Fund raising events include the annual Pumpkin Patch Festival, 3 Book Fairs, school dances, a monthly school store and holiday store. In partnership with the YMCA, parents also worked two mornings before school helping more than 25 students in a physical education program called BOKS (Building Our Kids Success).

Home-School Communication

Communication between home and school is frequent and vital. We utilize OneCallNow with automated phone calls, emails and a monthly calendar. Parents or grandparents without internet access receive printed copies of all the communication. The school's website: south.stoughtonschools.org contains an electronic backpack icon that features all notices related to PTO, school, and community events. Teachers maintain communication through emails, phone calls and websites. The Stoughton Public Schools Facebook Page is updated weekly with photographs, videos and descriptions of all the school's events of interest.

Current class sizes and the impact of class size on student performance

Smaller class size promotes a classroom atmosphere that is more affective and a learning environment that is more effective.

The South School population is diverse. Heterogeneous grouping, as recommended by the Education Reform Act of 1993, increases the diversity of skills, abilities, and learning styles found in an individual classroom. The policy of inclusion, which aims to keep students with special needs in the regular classroom, creates additional challenges for classroom teachers. In such a setting, smaller class size is especially important for both teacher and student for the following reasons:

1. Teachers have more time to provide direct instruction to students.
2. Students are able to participate more frequently.
3. Teachers have better knowledge of students resulting in fewer behavior incidents and the ability to better meet each student's needs.
4. Teachers have the opportunity for more frequent and more meaningful conferencing with students.
5. Students receive more frequent feedback on their performance and more individualized instruction to meet their needs.
6. With more opportunity for individualized instruction, students are able to gain more confidence as successful learners.

Recommendations:

1. K and 1 classes that range in size from 17 to 21.
2. Classes in grades 2 -5 that range in size from 18 to 23.
3. In determining class size, consideration should be given to the inclusion of those students who have substantial needs as identified by an Individual Education Program (IEP).
4. Annual review of enrollment to ensure an adequate teacher to pupil ratio is maintained and a summer review of new registrants and kindergarten students

At this time Kindergarten enrollment has increased to 25 students in each class. Therefore, a third section of first grade has been approved within the district’s budget for the 2016-2016 school year.

Enrollment by Classroom (2015-16)

	Classroom 1	Classroom 2	Total
Kindergarten	25	25	50
Grade 1	22	23	45
Grade 2	22	22	44
Grade 3	23	23	46
Grade 4	24	25	49
Grade 5	22	20	42
		Total	276

Student-to-classroom teacher ratios

Current student to classroom teacher ratio average: grades K-2 23.2: 1
grades 3-5 22.8:1

Overview of Performance Indicators

PARCC Tests Spring 2015: Percent of South Elementary Students at each Performance Level

Grade and Subject	Level 4 and 5 %		Level 5 %		Level 4 %		Level 3 %		Level 2 %		Level 1 %		Avg Scaled Score	Number of Students Included	Trans. CPI		Trans. Student Growth Percentile (SGP)	
	SCH	STATE	SCH	STATE	SCH	STATE	SCH	STATE	SCH	STATE	SCH	STATE			#	Mean	#	Median
GRADE 3 ELA/L	84 +30	54	13	7	71	47	9	22	2	14	4	10	777	45	45	94.4	--	--
GRADE 3 Math	84 +29	55	27	12	58	43	11	25	2	14	2	6	772	45	45	96.1	--	--
GRADE 4 ELA/L	76 +19	57	34	15	41	42	22	25	2	12	0	5	776	41	41	91.5	41	60.0
GRADE 4 Math	63 +15	48	7	6	56	41	27	29	10	18	0	5	760	41	41	86.0	41	46.0
GRADE 5 ELA/L	74 +11	63	8	8	67	55	21	23	5	10	0	4	765	39	39	92.9	39	49.0
GRADE 5 Math	54 -1	55	13	11	41	44	31	26	13	15	3	5	755	39	39	86.5	39	51.0
ALL ES GRADES ELA/L	78 +18	60	18	11	60	49	17	23	3	11	2	6	773	125	125	93.0	80	56.0
ALL ES GRADES MATH	68 +14	54	16	10	52	44	22	26	8	15	2	5	763	125	125	89.8	80	49.0

**This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)
Accountability and Assistance Level**

Level 1

Meeting gap narrowing goals

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students:



This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group
(Click group to view subgroup data)

On Target = 75 or higher - ■
Less progress More progress

- [All students](#)
- [High needs](#)



MCAS Tests of Spring 2015
Percent of Students at Each Achievement Level for South Elementary
 Data Last Updated on September 24, 2015.

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE		
GRADE 05 - SCIENCE AND TECH/ENG	62	51	15	16	46	35	36	37	3	13	39	85.3

2016 – 2017 ACTION PLANS

Student Academic Self-Assessment Results

Based on the results of the 2015 Science MCAS scores of students in grade 5, students' percentage scores of Proficient/Advanced were higher than the district and state averages. However, the comparison of our own school science scores over a three year period from 2013 to 2015 shows that 5th graders' average scores in the Advanced and Proficient level were 57% 73%, 62% respectively.

Student Academic Performance SMART Goal: By May of 2017, an average of 68% (a 4% increase from the mean of 3 years) of students in grade 5 will perform at the Advanced/Proficient Level on the 2017 MCAS Science Assessment.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Begin to unpack the Massachusetts Science Standards, analyze current curricula and materials, realign and develop grade level lessons that match the standards	District funding	STEM/Humanities Directors Principal Teachers Stonehill College Students	July 2015 to June 2017
Build a repository of best science inquiry practices, lessons and resources to increase students' grade level mastery of core ideas	District Funding Online resources NSTA membership	Teachers Principal District STEM/Humanities Coordinators	Monthly staff meetings Common grade level meetings District's Professional Development Days
Continue "Girls on the Run" national program to build girls' in grades 3-5 physical, social, mental and emotional health	Late bus twice a week	Megan Drumm Jessica Rosenthal Jessica Slagen	two 12 week sessions September 2016- June 2017
Continue with the before school BOKS (Building Our Kids' Success) program for students in grades 2-5	PTO funding for physical trainer	YMCA trainer Parent volunteers Phys Ed Teacher	two 10 week sessions Fall 2016 and Winter 2017

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Professional Practice Self-Assessment Results

Based on the Analysis of Conditions of School Effectiveness Self- Assessment (completed in April 2016), scores of 2/3 out of 4 were given for Professional Development and Structures for Collaboration. Strengths include a new PD Management System, time built into the school year for collaboration, STEM and Humanities Coordinators who provide support and professional development opportunities, and a Google doc share system for real time collaboration. The Ready School Assessment (completed May 8, 2016), demonstrated strengths of the South School staff's professional growth scores with a 4/4 in Effective Curricula and 3.52/4 in Engaging Environments. With the implementation of the new science standards these action steps will maintain these high ratings by providing engaging inquiry based science lessons in this content area.

Professional Practice SMART Goal: By June of 2017, all teachers will have been professionally developed in the understanding, implementation and use of the 2016 Massachusetts Science Content and Practice Standards. The new science content and practice standards will be embedded into science inquiry based lessons 80% of the time.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Begin and support the understanding of the new science content and practice standards through STEM Curriculum Analysis and Development, district professional development and the partial use of staff meeting times	NSTA resource books PD funding Marshall Memo	Deputy Superintendent Principal STEM/Humanities Coordinators District Data Analyst K-5 Teachers	July 2016 to June 2017
Expand use of tablets (iPads) to grades 1 and 2 students and notebooks (Chromebooks) to grades 3, 4, and 5 including installed science applications, interactive software, online textbooks, videos to enhance science instruction with One to One personalized technology	Technology Department Resource books for 1:1	Grades 1- 5 teachers Computer specialists	September 2016 - June 2017
Analyze students' science performance results of MCAS 2016 and develop tools, kits and strategies to improve science achievement	District funding Formative Science Probes Science Exemplars Released MCAS items	AIM Team Literacy Team Math, ELL and ELA Liaisons Principal STEM Coordinator Stonehill Intern	September 2016 - June 2017

S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked