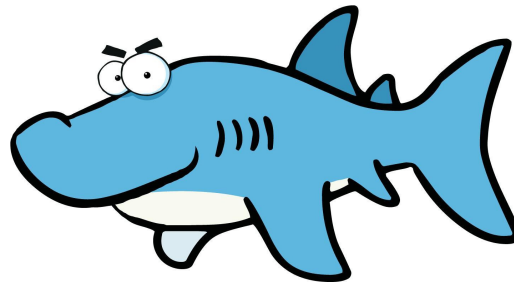


**STOUGHTON PUBLIC SCHOOLS**  
**SOUTH ELEMENTARY SCHOOL**  
**School Improvement Plan**  
***2016 – 2017 School Year***

**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.

| <b>Enrollment by Race/Ethnicity (2015-16)</b> |               |            |
|---|---------------|------------|
| 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        |

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

|                            | <b>Enrollment by Diversity (2015-16)</b> |
|----------------------------|--|
| 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 4<sup>th</sup> and 5<sup>th</sup> 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](http://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  | <b>Total</b> |
|--------------|-------------|--------------|--------------|
| Kindergarten | 25          | 25           | <b>50</b>    |
| Grade 1      | 22          | 23           | <b>45</b>    |
| Grade 2      | 22          | 22           | <b>44</b>    |
| Grade 3      | 23          | 23           | <b>46</b>    |
| Grade 4      | 24          | 25           | <b>49</b>    |
| Grade 5      | 22          | 20           | <b>42</b>    |
|              |             | <b>Total</b> | <b>276</b>   |

**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<br>+30       | 54    | 13        | 7     | 71        | 47    | 9         | 22    | 2         | 14    | 4         | 10    | 777              | 45                          | 45         | 94.4 | --                                     | --     |
| GRADE 3 Math        | 84<br>+29       | 55    | 27        | 12    | 58        | 43    | 11        | 25    | 2         | 14    | 2         | 6     | 772              | 45                          | 45         | 96.1 | --                                     | --     |
| GRADE 4 ELA/L       | 76<br>+19       | 57    | 34        | 15    | 41        | 42    | 22        | 25    | 2         | 12    | 0         | 5     | 776              | 41                          | 41         | 91.5 | 41                                     | 60.0   |
| GRADE 4 Math        | 63<br>+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<br>+11       | 63    | 8         | 8     | 67        | 55    | 21        | 23    | 5         | 10    | 0         | 4     | 765              | 39                          | 39         | 92.9 | 39                                     | 49.0   |
| GRADE 5 Math        | 54<br>-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<br>+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<br>+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 |          |      |
| <b>GRADE 05 - SCIENCE AND TECH/ENG</b> | 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 5<sup>th</sup> 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   |
|---|--|--|--|
| <b>Begin to unpack the Massachusetts Science Standards, analyze current curricula and materials, realign and develop grade level lessons that match the standards</b> | <b>District funding</b>  | <b>STEM/Humanities Directors<br/>Principal<br/>Teachers<br/>Stonehill College Students</b> | <b>July 2015 to<br/>June 2017</b>  |
| <b>Build a repository of best science inquiry practices, lessons and resources to increase students' grade level mastery of core ideas</b>                            | <b>District Funding<br/>Online resources<br/>NSTA membership</b> | <b>Teachers<br/>Principal<br/>District<br/>STEM/Humanities Coordinators</b>                | <b>Monthly staff meetings<br/>Common grade level meetings<br/>District's Professional Development Days</b> |
| <b>Continue "Girls on the Run" national program to build girls' in grades 3-5 physical, social, mental and emotional health</b>                                       | <b>Late bus twice a week</b>                                     | <b>Megan Drumm<br/>Jessica Rosenthal<br/>Jessica Slagen</b>                                | <b>two 12 week sessions<br/>September 2016- June 2017</b>  |
| <b>Continue with the before school BOKS (Building Our Kids' Success) program for students in grades 2-5</b>   | <b>PTO funding for physical trainer</b>                          | <b>YMCA trainer<br/>Parent volunteers<br/>Phys Ed Teacher</b>                              | <b>two 10 week sessions<br/>Fall 2016 and Winter 2017</b>  |

*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<br>PD funding<br>Marshall Memo                                       | Deputy Superintendent<br>Principal<br>STEM/Humanities Coordinators<br>District Data Analyst<br>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<br>Resource books for 1:1  | Grades 1- 5 teachers<br>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<br>Formative Science Probes<br>Science Exemplars<br>Released MCAS items | AIM Team<br>Literacy Team<br>Math, ELL and ELA Liaisons<br>Principal<br>STEM Coordinator<br>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*