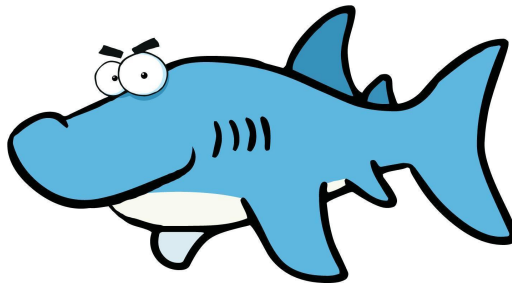


STOUGHTON PUBLIC SCHOOLS
SOUTH ELEMENTARY SCHOOL
School Improvement Plan
2018 – 2019 School Year

School Council Members

Maureen Mulvey, Principal and Chairperson
Catherine Wallace, Teacher and Secretary
Sheila O'Shea, Teacher
Erika Thornton, Parent, Co-Chairperson
William Coughlin, Community Member
Marguerite Mitchell, Parent



Mission Statement

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

Creative Thinking SkillsEffective Communication**Love of Learning**Respect**Responsibility**

School Profile

outh Elementary School has been a part of the Stoughton Public School System for fifty-nine years. The school currently has an enrollment of 254 students in Grades K-5. Class sizes range from a high of 24 students in four classes to the lowest class with 10 students in 3 classes. Two class sections of each grade level (Kindergarten through grade 2 and grade 5) and 3 sections of grade 4 are projected to begin the 2018-2019 school year. Student enrollment by ethnicity and gender is listed below.

Enrollment by Race/Ethnicity (2017-18)			
Race	% of School	% of District	% of State
African American	19.8	21.5	9.0
Asian	9.7	6.3	6.9
Hispanic	9.3	10.8	20.0
Native American	0.4	0.2	0.2
White	54.0	56.1	60.1
Native Hawaiian, Pacific Islander	2.0	0.3	0.1
Multi-Race, Non-Hispanic	4.8	4.7	3.6

Enrollment by Gender (2017-18)			
	School	District	State
Male	128	1,854	489,172
Female	126	1,739	464,753
Total	254	3,593	954,034

	Enrollment by Diversity (2017-2018)
Special Education	8%
504 Plan	3%
Limited English Proficient	6%
Free and Reduced Lunch	23.4%

School Teaching Staff Profile

The school currently has thirteen self-contained classrooms lead by licensed teachers some of whom have dual licensure and most have a Master's Degree. Students are supported by one full time and one half time Reading Specialist, a Speech Language Pathologist, an Adjustment/Guidance Counselor and two Academic Support Moderate Special Needs Teachers. In addition, the district based program for grades four and five is housed at the South. A Moderate Special Needs Teacher and a teaching assistant provide inclusive services and small group instruction.

	School	District	State
Total # of Teachers (FTE)	19.5	305.7	73,419.7
% of Teachers Licensed	100.0	99.7	97.2
Student/Teacher Ratio	12.7 to 1	11.8 to 1	13.0 to 1

South School Additional Staff

As special subject teachers for art, music, physical education, and computer technology are shared with the Helen F. Elementary School and the Joseph H. Gibbons Elementary School. All students attend 5 different special classes each week: physical education, computer, library, and music. A .6 library media assistant completes the South's instructional staff. One more teacher and three district music teachers lead instrumental lessons and the 4th and 5th grade bands. The South School shares a full-time psychologist/Special Education Team Chairperson with the Joseph R. Dawe Jr. Elementary School. One day a week, a paraprofessional 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 four class had a paraprofessional supporting Special Education students. Kindergarten classes each have a morning 3 ½ hour paraprofessionals.

Parental Involvement

Over the year the South School Parent-Teacher Organization worked exceptionally hard to support our students, staff, and school. For the first time, we had a Boosterthon Fun Run that raised more than \$20,000 in profit. Part of the proceeds enabled 254 students to attend an all school field day at Camp West Woods in Stoughton in June. The P.T.O. has continued to enrich our school environment in many ways by paying for sturdy parent communication folders, homework agenda notebooks, field trip busses, T-shirts for all students including incoming Kindergarten students, fifth grade Moving-On Ceremony items, in house educational science programs, visual arts programs, an ice cream/dance party, and grant money for teachers to subsidize personally purchased instructional materials. Fundraising events also included the annual Pumpkin Patch Festival, Book Fairs, school dances, a monthly school store, and a story store.

Home-School Communication

Communication between home and school is frequent and vital. We utilize SwiftK12 Alert with automated phone calls, emails and a monthly calendar of events and lunch menus. 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 from the PTO, school, and community events. Teachers maintain communication through emails, phone calls and websites. The Stoughton Public Schools Facebook Page is updated frequently with photographs, videos and descriptions of all the school's events. New this year is the principal's Twitter Account. Photographs of daily school activities are posted at @South_Sharks.

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

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

South School's population is diverse. Heterogeneous grouping, as recommended by the Education Reform Act of 1993, includes 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, small class size is especially important for both teacher and student for the following reasons:

Teachers provide direct instruction to fewer students progress monitoring their academic growth daily thus meeting each student's individual needs more easily

Students have more opportunities to participate more frequently.

Flexible small grouping of students is done more effectively with a lower whole class size.

Teachers have better knowledge of students' whole being, resulting in fewer behavioral incidents which interrupt learning time.

Teachers have the opportunity for more frequent and meaningful conferencing with students.

With more opportunity for individualized instruction, students are able to gain more confidence as successful learners.

With One to One instruction and fewer students, technology issues arise and teachers can be troubleshooting more rapidly.

*ion MCAS Tests 2017
 udents at Each Achievement Level for South Elementary
 ated on October 18, 2017.*

	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		Included	Avg. Scaled Score	SG
	School	State	School	State	School	State	School	State	School	State			
g	61	47	11	8	50	39	39	42	0	10	38	510.2	N/
MATICS	71	49	16	7	55	42	29	38	0	13	38	509.5	N/
LANGUAGE ARTS	72	48	15	7	57	41	23	42	4	10	47	508.1	68
MATICS	64	49	4	6	60	43	34	39	2	13	47	504.6	61
LANGUAGE ARTS	74	49	13	6	61	43	24	42	2	10	46	510.4	46
MATICS	61	46	11	7	50	39	39	44	0	10	46	506.7	36
GLISH LANGUAGE	69	49	13	7	56	42	28	41	2	10	131	509.5	59
THEMATICS	65	48	10	8	55	40	34	41	1	12	131	506.8	42

*of Spring 2017
 udents at Each Achievement Level for South Elementary*

ect	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI
	School	State	School	State	School	State	School	State	School	State		
AND TECH/ENG	67	46	22	17	46	29	26	39	7	15	46	86.4

Assistance Level

Students in this school participated in 2017 Next Generation MCAS tests

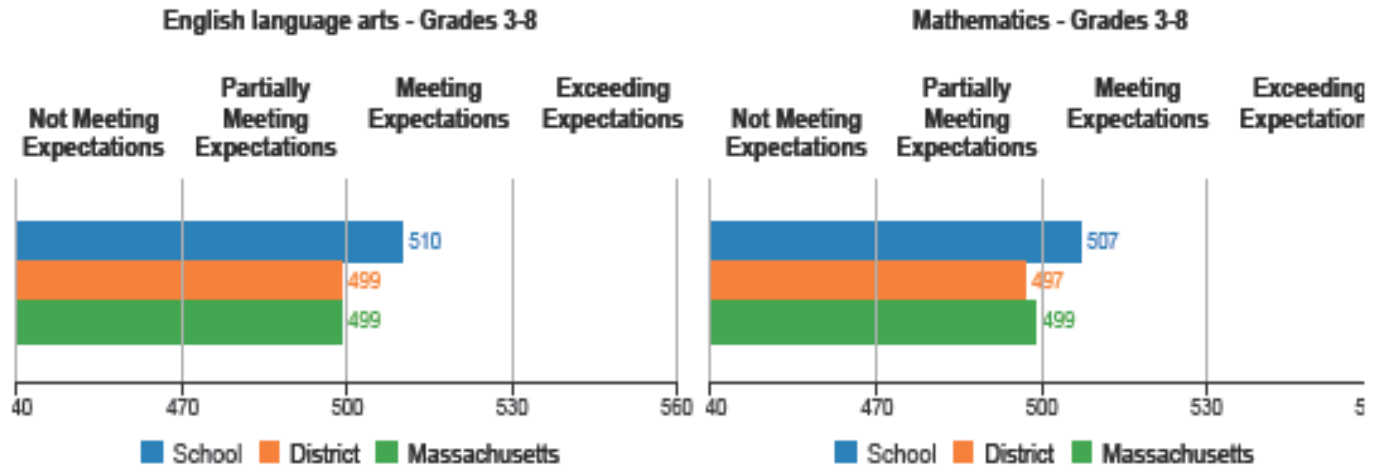
All performance relative to other schools in same school type (School percentiles: 1-99)

Participation

	English Language Arts				Mathematics				Science	
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed
	141	141	100	Yes	140	140	100	Yes	50	50
	53	53	100	Yes	52	52	100	Yes	13	-
d	39	39	100	Yes	38	38	100	Yes	9	-
-	14	-	-	-	14	-	-	-	3	-
es	16	-	-	-	16	-	-	-	6	-
i Nat.	-	-	-	-	-	-	-	-	-	-
	13	-	-	-	13	-	-	-	5	-
	26	26	100	Yes	26	26	100	Yes	10	-
	7	-	-	-	7	-	-	-	4	-
./Lat.	11	-	-	-	11	-	-	-	3	-
sl.	3	-	-	-	3	-	-	-	-	-
	81	81	100	Yes	80	80	100	Yes	28	28

2017 Student Achievement

Next Generation MCAS (Average Scaled Score)



Notes: Enrollment data are reported for the 2017–2018 school year. Accountability and assessment data are reported for the 2017–2018 school year. [More about the data.](#)

– 2019 ACTION PLANS

Academic Self-Assessment Results

ing to the results of the 2017 MCAS results with a scaled score of 510 in ELA and 507 in Mathematics, and the district’s 2018-19 results (attached), students are performing at a level of “meeting expectations”.

Academic Performance SMART Goal: By May of 2019, 85 % of students will maintain or exceed the established achievement level from MCAS, AIMSweb, Foundations, Next Step Guided Reading Assessments and District Benchmark data.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Implementation of the Workshop Model in Reading and Writing	District funding for consultants	STEM/Humanities Directors Principal Teachers	August 2018-June 2019
Repository of best practices, lessons and resources to assess students’ grade level mastery of core ideas and the work done with Math Problem Solving and Guided Math Workstations.	District Funding Online resources	Teachers Principal STEM/Humanities Coordinators	Monthly staff meetings Common grade level meetings District’s Professional Development Days
Regular progress monitoring and analysis of assessment results to identify students needing TIER 1 supports	District Funding	Extended School Year/Data Coordinator Teachers	October 2018 to May 2019

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

sional Practice Self-Assessment Results

-Emotional learning (SEL) describes the mindsets, skills, attitudes and feelings that help students succeed in school. Research shows that SEL is an important factor in boosting academic achievement.

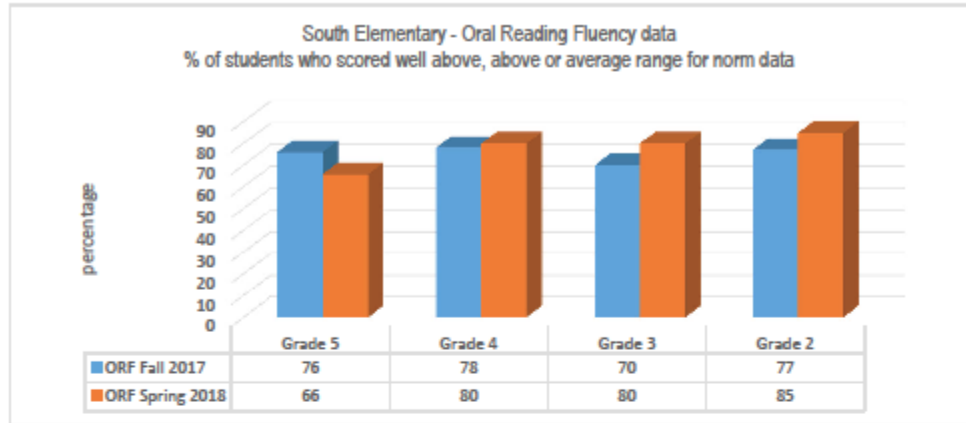
sional Practice and School SMART Goal: By June of 2019, all teachers will have developed skills, knowledge, and resources to support students’ social-emotional outcomes.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
<p>Develop an assessment tool to receive baseline data about students’ social-emotional competencies and perceptions to determine what supports they are in their school environment.</p>	<p>time</p>	<p>Principal K-5 Teachers</p>	<p>July 2018 to June 2019</p>
<p>Facilitate discussions about the contents in order to develop a pilot program: Multi-Year Advisories that are project based, collaborative and develop a sense of belonging.</p>	<p><u>Helping Children Succeed</u> and <u>The Behavior Code</u> <u>Edutopia website</u></p>	<p>Grades K- 5 teachers Counselor Specialists Principal</p>	<p>September 2018 - June 2019</p>
<p>Implement the 3rd year of “Girls on the Run” national program for girls’ in grades 3-5 physical, social, mental and emotional health Offer enrichment programs 2 mornings per week</p>	<p>District funding for late buses</p>	<p>Running Coaches Physical Education Teacher</p>	<p>October 2018 - May 2019</p>

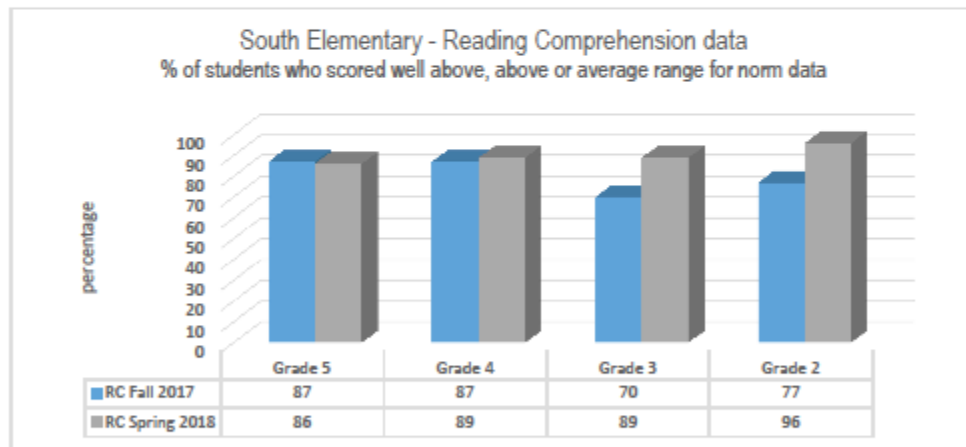
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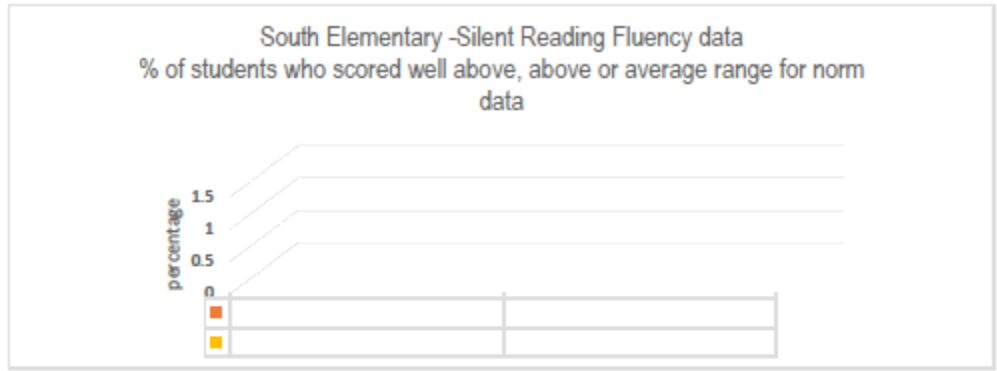
South	Grade 5	Grade 4	Grade 3	Grade 2
Fall 2017	76	78	70	77
Spring 2018	66	80	80	85



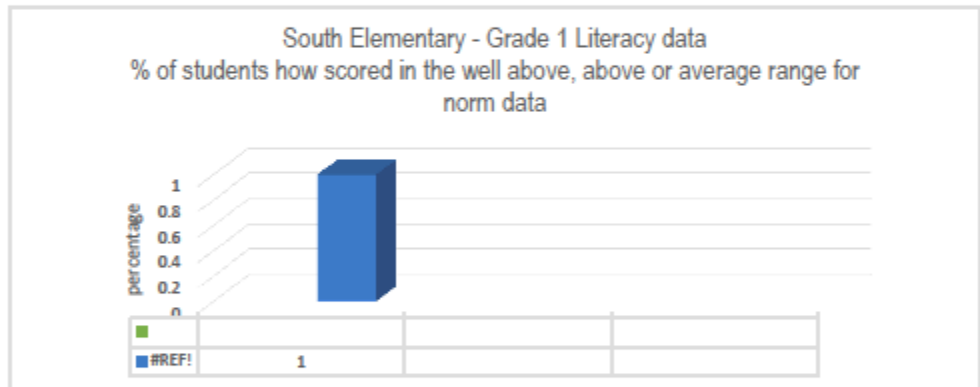
South	Grade 5	Grade 4	Grade 3	Grade 2
Fall 2017	87	87	70	77
Spring 2018	86	89	89	96



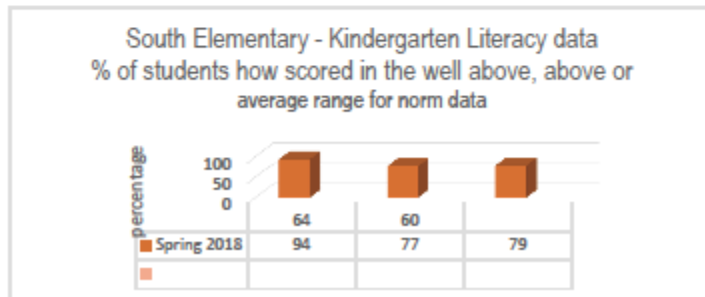
	Grade 5	Grade 4
Fall 2017	73	70
Spring 2018	77	85



	Letter Word Sound Fluency	Word Reading Fluency	Oral Reading Fluency
Grade 1 2017	24	61	61
Spring 2018		75	64

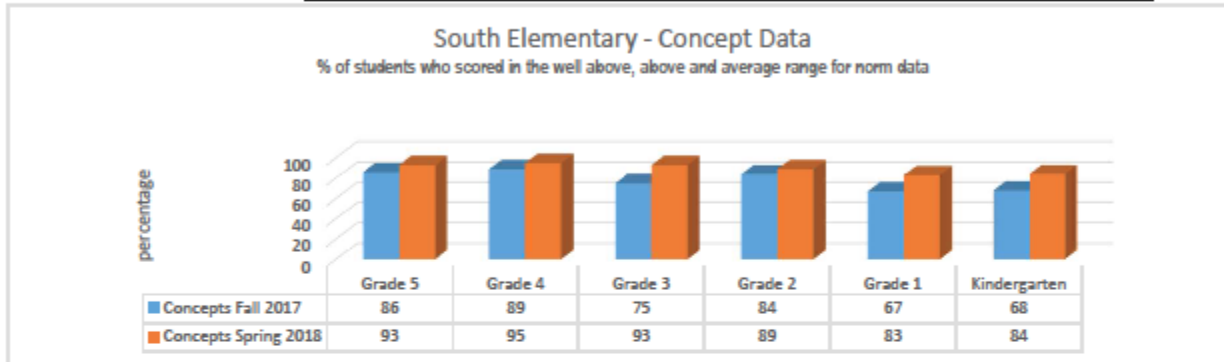


	Letter Naming Fluency	Letter Word Sound Fluency	Word Reading Fluency
Kindergarten 2017	64	60	
Spring 2018	94	77	79



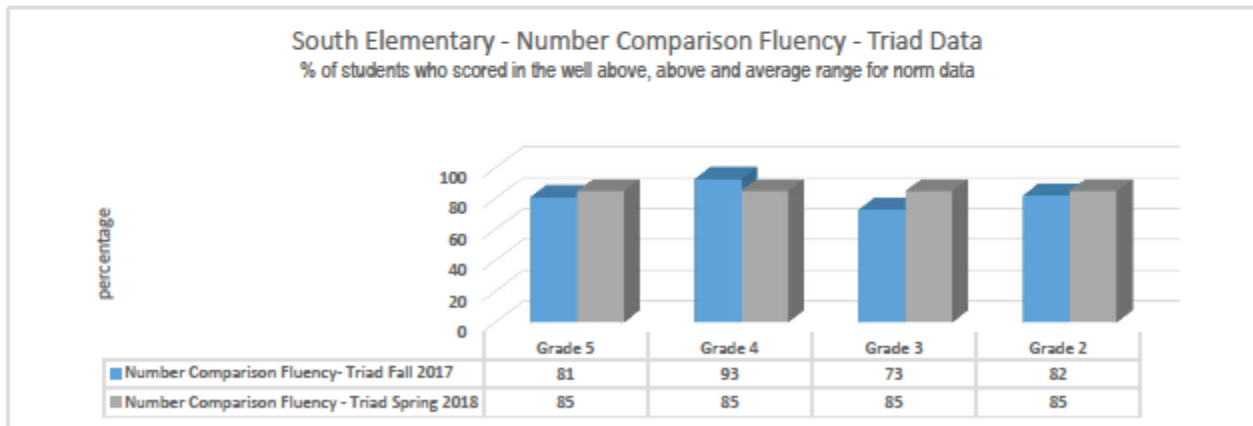
South
 Concepts Fall 2017
 Concepts Spring 2018

	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Concepts Fall 2017	86	89	75	84	67	68
Concepts Spring 2018	93	95	93	89	83	84



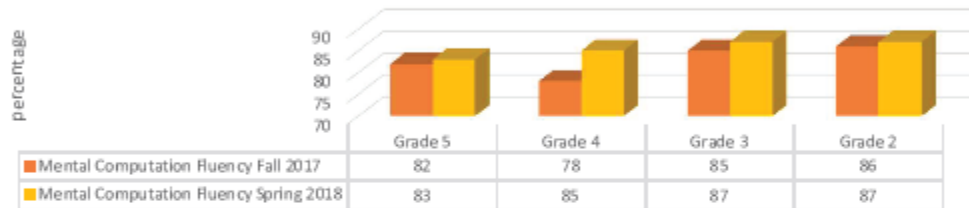
South
 Number Comparison Fluency- Triad Fall 2017
 Number Comparison Fluency - Triad Spring 2018

	Grade 5	Grade 4	Grade 3	Grade 2
Number Comparison Fluency- Triad Fall 2017	81	93	73	82
Number Comparison Fluency - Triad Spring 2018	85	85	85	85



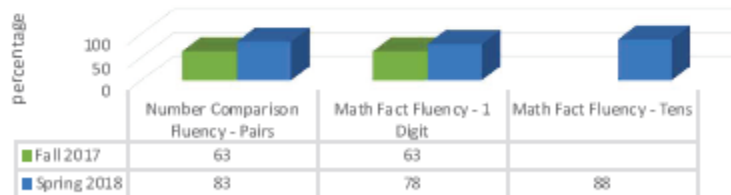
South	Grade 5	Grade 4	Grade 3	Grade 2
Mental Computation Fluency Fall 2017	82	78	85	86
Mental Computation Fluency Spring 2018	83	85	87	87

South Elementary -Mental Computation Fluency Data
% of students who scored in the well above, above and average range for norm data



South Grade 1	Number Comparison Fluency - Pairs	Math Fact Fluency - 1 Digit	Math Fact Fluency - Tens
Fall 2017	63	63	
Spring 2018	83	78	88

South Elementary - Grade 1 Numeracy Data
% of students who scored in the well above, above and average range for norm data



Kindergarten
 Fall 2017
 Spring 2018

Number Naming Fluency	Quantity Total Fluency	Quantity Difference Fluency
78	68	
96	63	64

South Elementary - Kindergarten Numeracy Data

% of students who scored in the well above, above and average range for norm data

