



STOUGHTON PUBLIC SCHOOLS

SOUTH ELEMENTARY SCHOOL

School Improvement Plan

2019 – 2020 School Year

School Council Members

Maureen Mulvey, Principal and Chairperson

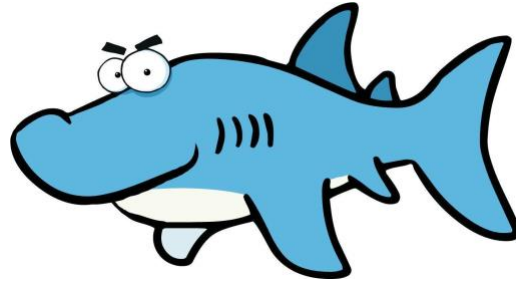
Catherine Wallace, Teacher

Sheila O'Shea, Teacher and Secretary

Erika Thornton, 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 sixty years. The school currently has an enrollment of 247 students in Grades K-5. Class sizes range from a high of 23 students in one class to the lowest class with 15 students. Two class sections of each grade level exist and the ‘bubble’ group will create the need for 3 sections of grade 4 and grade 5 are projected to begin the 2019-2020 school year. Student enrollment by ethnicity and gender is listed below.

Enrollment by Race/Ethnicity (2018-19)			
Race	% of School	% of District	% of State
African American	20.2	23.2	9.2
Asian	11.7	6.2	7.0
Hispanic	11.7	11.7	20.8
Native American	0.4	0.1	0.2
White	49.0	53.4	59.0
Native Hawaiian, Pacific Islander	0.8	0.3	0.1
Multi-Race, Non-Hispanic	6.1	5.1	3.8

Enrollment by Gender (2018-19)			
	School	District	State
Male	128	1,803	487,594
Female	119	1,697	463,816
Total	247	3,500	951,631

Enrollment by Diversity (2018-2019)	
Special Education	13%
504 Plan	2%
Limited English Proficient	5%
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 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 two Academic Support Moderate Special Needs Teachers. In addition, the district’s language 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)	19.7	298.0	73,878.0
Student/Teacher Ratio	12.6 to 1	11.7 to 1	12.9 to 1
% of Teachers Licensed	100.0	100.0	97.3

South School Additional Staff

Various special subject teachers for art, music, physical education, and computer technology 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. One morning a week, three district music teachers lead instrumental lessons and the 4th and 5th grade bands. The South School shares a full time school psychologist/Special Education Team Chairperson with the Joseph R. Dawe Jr. Elementary School. 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 four class had a paraprofessional supporting Special Education students. Kindergarten classes each have a morning 3 ½ hour paraprofessionals.

Parental Involvement

This year the South School Parent-Teacher Organization worked exceptionally hard to support our students, staff, and school. For the third time, we had a Booster thon Fun Run that raised more than \$20,000 in profit. Part of the proceeds enabled 247 students to attend an all school field day at Camp Maplewood in Easton, MA. The P.T.O. has continued to enrich our school environment in other 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, cultural 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 holiday

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 related to 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 of interest. 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 cultures that are more affective and a learning environment that is more effective.

The South School's 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 provide direct instruction to fewer students progress monitoring their academic growth daily thus meeting each student's individual needs more easily
2. Students have more opportunities to participate more frequently.
3. Flexible small grouping of students in done more effectively with a lower whole class size.
4. Teachers have better knowledge of students' whole being, resulting in fewer behavioral incidents which interrupt learning time.
5. Teachers have the opportunity for more frequent and meaningful conferencing with students.
6. With more opportunity for individualized instruction, students are able to gain more confidence as successful learners.

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

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

Enrollment by Classroom (2018-19)

	Classroom 1	Classroom 2	Classroom 3	Total
Kindergarten	19	20		39
Grade 1	17	18		35
Grade 2	15	15		30
Grade 3	16	16	16	48
Grade 4	17	17	16	50
Grade 5	23	22		45
		Total		247

Current teacher/student ratio average: grades K-2 1:19
grades 3-5 1: 20

2019 – 2020 ACTION PLANS

Element 1: Student Academic Performance

Self-Assessment Results

As part of the SPS district’s triennial plan, the elementary schools will participate in data review and analysis, as well as the development of appropriate data collection tools.

Student Academic Performance SMART Goal:

By June 2020, teachers will engage in data analysis of students’ work to identify factors that may motivate student performance and then adjust their instruction to better meet students’ needs through the use of trimester data meetings.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Schedule grade-level meetings devoted to analyzing student data and developing next step plans for students.	Time	District Data Specialist Principal Teachers	September 2019-June 2020
Develop a script, norms, and protocols to guide Professional Learning Communities PLCs and data team meetings	Time	District Data Specialist Principal Teachers	September 2019-June 2020
Provide appropriate training to staff on accessing and analyzing data.	Time, Materials	District Data Specialist Principal Teachers	September 2019-June 2020
Explore different protocols for examining assessment data (i.e. reviewing and analyzing student work).	Time, Materials	District Data Specialist Principal Teachers	September 2019-June 2020

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

Element 2: Professional Practice

Self-Assessment Results

The South School has begun implementation of a dual functioning computer classroom and library to be known as the Learning Commons. Through a combination of district funding, school funding and PTO fundraising, we are beginning to purchase, provide and support this 21st century collaborative learning environment.

Professional Practice SMART Goal:

By June 2020, students will participate in monthly STEM projects incorporating grade level science, engineering/technology and math standards.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Begin the breakdown of the former South School Library by sorting books for relevance and moving books and materials to the Learning Commons space	Time	School Librarian Principal Teachers	June 2019- June 2020
Repurpose the former library into 2 smaller learning centers for Academic Support grades 3-5 and Language Based Support grades 3-5	Time, District Funding	District Maintenance Staff Technology Staff and Director Principal	July 2019-June 2020
Set up the new Learning Commons with bookshelves, flexible seating, and a Maker Space area, and computer stations for teachers to work collaboratively	Time, Resources	Technology Director Principal Computer Teachers Librarian	September 2019-June 2020
Implement development and tracking of its best use with staff in order to roll out types of projects that will engage students in STEM projects throughout the year	Time, Resources	Principal Teachers STEM liaisons/team STEM Director	September 2019-June 2020

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Element 3: School Environment

School Environment Self-Assessment Results

The South School student body changes in its diversity annually. We plan to welcome back our ELs from the Wilkins Magnet School next school year. Our focus is to learn about, understand and support the culturally diverse population of students whom we teach.

School Environment SMART Goal:

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Review the major tenets to “Cultural Competence with staff	Time, Materials, <i>Cultural Proficiency-A Manual for School Leaders</i>	Principal South Staff	September 2019- June 2020
Incorporate the tenets into students’ daily routines especially during transition times, lunch/recess, specialists	Time	Principal South Staff	September 2019-June 2020
Plan and implement a school community event that celebrates diversity (i.e. potluck dinner)	Time, Resources	ELL Liaisons ELL Director Principal Parents Parent Liaison South Staff	September 2019-June 2020
Continue to schedule school assemblies that exemplify cultural diversity through performance.	Time, Resources	Principal PTO	September 2019-June 2020

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Next Generation MCAS Tests 2018

Percent of Students at Each Achievement Level for South Elementary

Data Last Updated on September 27, 2018.

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP	Ach.Pctl
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	61	52	23	9	39	43	39	41	0	7	44	511.8	N/A	N/A	86
GRADE 03 - MATHEMATICS	75	50	20	10	55	40	25	38	0	12	44	513.7	N/A	N/A	90
GRADE 04 - ENGLISH LANGUAGE ARTS	87	53	27	10	60	43	13	38	0	9	45	519.3	68.0	43	96
GRADE 04 - MATHEMATICS	72	48	7	7	65	41	26	39	2	13	46	506.2	51.4	44	76
GRADE 05 - ENGLISH LANGUAGE ARTS	67	54	4	6	63	48	28	38	4	8	46	504.7	45.0	46	59
GRADE 05 - MATHEMATICS	39	46	2	5	37	41	57	44	4	10	46	496.4	34.9	46	44
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	72	51	18	9	54	42	27	38	1	11	135	511.9	56.1	89	87
GRADES 03 - 08 - MATHEMATICS	62	48	10	7	52	40	36	40	2	12	136	505.3	43.0	90	74

MCAS Tests of Spring 2018

Percent of Students at Each Achievement Level for South Elementary

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		No. of Students Included	CPI	Avg.SGP	Included in Avg.SGP
	School	State	School	State	School	State	School	State	School	State				
GRADE 05 - SCIENCE AND TECH/ENG	40	47	9	18	31	30	53	39	7	13	45	78.3	N/A	N/A

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification

Partially meeting targets

Progress toward improvement targets	Accountability percentile
37% - Partially meeting targets	71

2018 Assessment Participation

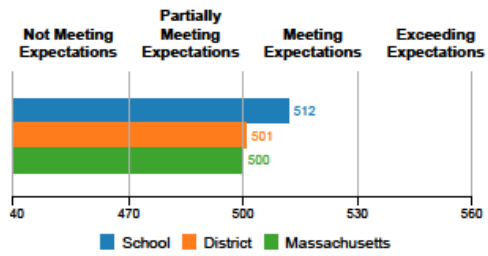
About the Data

Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	139	138	99	Yes	1	139	139	100	Yes	1	46	45	98	Yes	1
Lowest Performing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
High needs	65	64	98	Yes	1	65	65	100	Yes	1	21	21	100	Yes	1
Econ. Disadvantaged	47	46	98	Yes	1	47	47	100	Yes	1	18	-	-	-	-
EL and Former EL	17	-	-	-	-	17	-	-	-	-	5	-	-	-	-
Students w/ disabilities	19	-	-	-	-	19	-	-	-	-	7	-	-	-	-
Amer. Ind. or Alaska Nat.	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
Asian	12	-	-	-	-	12	-	-	-	-	2	-	-	-	-
Afr. Amer./Black	34	34	100	Yes	1	34	34	100	Yes	1	8	-	-	-	-
Hispanic/Latino	10	-	-	-	-	10	-	-	-	-	2	-	-	-	-
Multi-race, Non-Hisp./Lat.	7	-	-	-	-	7	-	-	-	-	2	-	-	-	-
Nat. Haw. or Pacif. Isl.	4	-	-	-	-	4	-	-	-	-	3	-	-	-	-
White	71	70	99	Yes	1	71	71	100	Yes	1	29	28	97	Yes	1

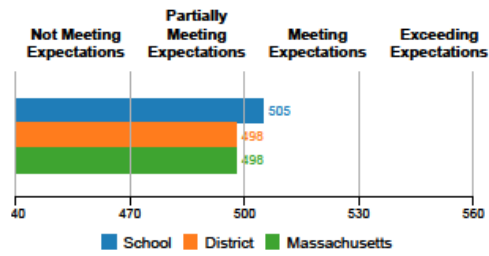
2018 Student Achievement

Next Generation MCAS (Average Scaled Score)

English language arts - Grades 3-8



Mathematics - Grades 3-8



Notes: Enrollment data are reported for the 2018–2019 school year. Accountability and assessment data are reported for the 2017–2018 school year.
[More about the data.](#)