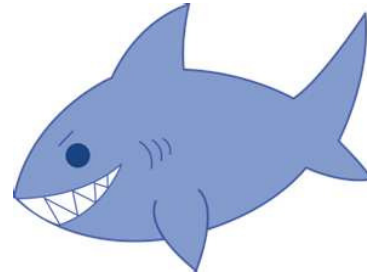


STOUGHTON PUBLIC SCHOOLS
SOUTH ELEMENTARY SCHOOL
School Improvement Plan
2013 – 2014 School Year

School Council Members

Catherine Mahoney, Teacher and Secretary
William Coughlin, Community Representative
Suzanne Jolley, Staff Member and Co-Chairperson
Dawn McSweeney, Parent
Paula Winskowicz, Parent
Maureen Mulvey, Principal and Chairperson



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

School Profile

The South Elementary School has been a part of the Stoughton Public School System for fifty-four years. The school currently has an enrollment of 242 students in Grades K-5. Class sizes range from a high of 23 in grade two to a low of 17 in one Kindergarten class. Two class sections of each grade level (kindergarten through grade 5) are projected to begin the 2013-2014 school year. The South School also houses a CHARMS collaborative classroom which is a substantially separate program. Student enrollment by ethnicity and gender is listed below.

Enrollment by Race/Ethnicity (2012-13)			
Race	% of School	% of District	% of State
African American	15.3	18.5	8.6
Asian	6.6	4.5	5.9
Hispanic	3.7	6.0	16.4
Native American	0.0	0.1	0.2
White	68.6	68.8	66.0
Native Hawaiian, Pacific Islander	1.2	0.2	0.1
Multi-Race, Non-Hispanic	4.5	1.9	2.7

Enrollment by Gender (2012-13)			
	School	District	State
Male	118	1,956	489,289
Female	124	1,797	465,484
Total	242	3,753	954,773

	School	District	State
Total # of Teachers	16.7	290.1	70,635.8
% of Teachers Licensed in Teaching Assignment	100.0	100.0	97.5
Total # of Classes in Core Academic Areas	-	-	-
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Student/Teacher Ratio	14.5 to 1	12.9 to 1	13.5 to 1

1.5	Academic Support Center Special Education Teachers
1.0	Adjustment/Guidance Counselor
1.0	Nurse
1.0	Reading Specialist
1.0	Speech Language Therapist
.5	Occupational Therapist

South School Additional Academic Staff

In addition to the twelve general education classroom teachers, other educational support teachers are listed above. The school also shares special subject teachers for art, physical education, and computers with the Helen Hansen Elementary School and the Joseph R. Dawe, Jr. Elementary School. The choral music specialist is shared with OMS. A .6 library media assistant completes the instructional staff.

Special education services are utilized by approximately 14% of our student population. Approximately 4% of our students have a 504 Plan. Students identified as Limited English Proficient (LEP) is 3%. Approximately 22% of students currently enrolled at the South School qualify for and receive free or reduced breakfast and lunch.

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 providing additional resources for teacher grants to subsidize instructional materials, cultural presentations, field trip busses, in house educational programs, and family activity afternoons and social evenings throughout the school year. Our afterschool enrichment program taught by parents ran 6 courses including Chinese and Martial Arts. Communication between home and school is frequent and vital. We utilize OneCallNow automated phone calls and emails, a monthly calendar of events, Shark Bytes newsletters and the principal's website to keep parents informed. Teachers maintain communication through emails, phone calls and websites. All classroom teachers maintain a website to communicate with parents and guardians

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

Teachers, parents, and administrators agree that class size has a significant impact not only on the learning that goes on in our classrooms but on the student behaviors and attitudes as well. A classroom is rooted in communication and interaction between teacher and student. As the number of students who must "share" a teacher decreases, the amount of communication increases. 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. Primary grade classes, K and 1, that range in size from 17 to 21.
2. Primary grade classes, 2 and 3, that range in size from 18 to 23.
3. Intermediate classes, 4 and 5, that range in size from 18 to 23.
4. 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).
5. Annual review of enrollment to ensure an adequate teacher to pupil ratio is maintained.

Student-to-classroom teacher ratios

Current student teacher ratios on average: grades K-2 are 19.7: 1 and grades 3-5 are 20: 1

Ratios of students to other supportive adult resources

The total student enrollment is currently 242. The total number of support staff includes reading (1.0), special education inclusion (1.5), speech language therapist (1.0), art (.5), music (.5), computers (.5), library assistant (.6), physical education (.6), and an adjustment counselor/ guidance counselor (1.0). The ratio is 12.6: 1

At this time, no plan is needed for reducing class size. However, the South School district will soon be impacted by 2 new developments, "Goddard Highlands" consisting of 104 single-family homes and another development "The Forest Green" off of Ash Street on Bergeron Way with 25 new homes currently being built. The Stoughton School Administration has submitted a second Statement of Interest to the Massachusetts School Building Authority in order to be considered for reimbursement of funding for a new South School.

We continue to be active in pursuing a school that houses the growing student population and serving their needs in a 21st Century facility.

Overview of Performance Indicators

MCAS Tests of Spring 2012: Percent of South Elementary Students at each Performance Level

Grade and Subject	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included	CPI	SGP	Included in SGP
GRADE 03 - READING	61	18	43	35	5	40	85.0	N/A	N/A
GRADE 03 - MATHEMATICS	71	38	33	23	8	40	87.5	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	60	12	48	29	12	42	80.4	42.0	42
GRADE 04 - MATHEMATICS	61	21	40	31	7	42	85.1	39.0	42
GRADE 05 - ENGLISH LANGUAGE ARTS	75	13	62	17	8	60	89.2	59.0	59
GRADE 05 - MATHEMATICS	68	33	35	25	7	60	86.7	61.0	59
GRADE 05 - SCIENCE AND TECH/ENG	70	23	47	23	7	60	87.9	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	66	14	52	25	8	142	85.4	47.0	101
ALL GRADES - MATHEMATICS	67	31	36	26	7	142	86.4	51.0	101
ALL GRADES - SCIENCE AND TECH/ENG	70	23	47	23	7	60	87.9	N/A	N/A

2013 – 2014 ACTION PLANS

Element 1: Professional Development

Professional Development Self Assessment Results

Based on the Conditions for School Effectiveness summary completed in April 2013, strengths in professional development include a variety of settings and times for professional development opportunities including building data team meetings (math, ELA and grade level), monthly staff meetings, district-wide monthly grade level workshops, and professional coaches. As is reported in the 2013 Massachusetts MCAS Service Center Reporting System, a high-priority concern for South School is improvement in topic development in students' writing. Use of conventions is a relative strength with an average of 6.5/8.0 on the grade 4 2013 MCAS composition.

Professional Development SMART Goal: Improve topic development in students' writing from an average of 6.5 points out of a possible 12 points on the 2014 MCAS grade 4 long composition.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Schedule a minimum of 2 common grade level collaborative planning periods per week to reduce proficiency gap in writing	Schedule time periods in master schedule	Principal	June 12, 2013- September 4, 2013
Provide Instructional Coaching with paid consultants	District PD funding	Deputy Superintendent, Principal	September 4, 2013- June 20, 2014
Develop and use common rubrics when scoring writing	Empowering Writers The Essential Guides to Grade 2-5 Writing \$712.00 6 Traits Resources	Principal	September 4, 2013- June 20, 2014
Focus on systematically creating high quality writing Toolkits in Grades 3-12	Time	Humanities Curriculum Specialist, Deputy Superintendent, Principal, Teachers, LLT team, Library Assistant	October 1, 2013- June 20, 2014
Provide substitutes to allow teachers to conference one to one with student writers	\$75.00 day per substitute	Principal, Teachers	September 23, 2013- May 3, 2014

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

Element 2: Enhancement of Parental Involvement

Parent Involvement Self Assessment Results

The South School has an active parent population. Results of the Ready School Assessment completed in March 2013 gave a rating of 3.11 out of 4 points in the category of Family, School and Community Partnerships. Evidence from the statistics on the Principal's website shows 163 views through June 28, 2013. 100% of classroom teachers maintain a website.

Enhancement of Parental Involvement SMART Goal: Increase parent involvement and communication through the use electronic means.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Work with the Parent Engagement Liaison and the PTO Executive Board to coordinate parent/family events and supports	Time	Principal, Parent Coordinators, Parent Liaison, PTO members	August 2013-May 2014
Coordinate the BOKs (Build Our Kids' Success) before school physical fitness program with the YMCA	Time, PTO partial funding	Healthy Living Personnel from Old Colony YMCA parent volunteers, Principal, PTO	September 2013-May 2014
Contribute to frequent dissemination of school to home information through Weebly.com teacher, staff and principal websites, electronic backpack	Time	Principal, Library Assistant	August 2013-June 2014

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Element 3: School Safety and Discipline

School Safety and Discipline Self Assessment Results

Our school is fully committed to the Responsive Classroom philosophy including morning meeting in each classroom each day. The community of adults who work with students uses the common language of the program consistently when talking with students.

School Safety and Discipline SMART Goal: Develop a discipline referral process for teachers sending students to the office in order to collect data for incident reports, consequence actions, suspensions and DESE reporting. Outline specific steps and appropriate consequences for offenses against others or property.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Develop a referral form for students sent to the office	Time, Student Parent Handbook	Guidance Counselor, Teachers, Principal, School Council Parent Member	September 23, 2013- January 17. 2014.
Conduct a meeting with parents to provide progressive discipline procedures and bullying versus social conflict information	Time, MARC Massachusetts Aggression Reduction Center Curriculum	Guidance Counselor, Parent Liaison, Principal	September 2013

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Element 4: School Environment

School Environment Self Assessment Results

According to the SPS Triennial District Improvement Plan July 2013-August 2016, one of the stated guiding beliefs is that we provide “a safe and clean environment is conducive to learning”. Our school crisis team reviews plans and leads us in safety and fire drills. According to the June 5, 2013 findings in the Baseline Indoor-Air Quality Survey improvement is needed.

School Environment SMART Goal: Document the school safety plan and procedures and improve the air quality throughout the building.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Prevent the obstruction of the univents’ air flow by clearing instructional materials on counters	Funding to purchase cabinets for storage of instructional materials	Principal, teachers, custodian	September 3, 2013-June 20, 2014
Increase the number of times air filters are replaced and vacuumed	Time	Custodian	September 3, 2013-June 20, 2014
Open windows and classroom doors throughout the day to encourage the flow of air	Time	Teachers, custodian	September 3, 2013-June 20, 2014
Issue work requests immediately when vents malfunction	Time	Facilities director, Maintenance Staff, Custodian	September 3, 2013-June 20, 2014
Create Crisis Team Organization Flow Chart with assigned responsibilities for all staff in safety procedures	Time	Principal, Crisis Team, Staff	September 2013-June 2014
Certify and recertify staff in PMT training	Special Education funding	SPED director, principal	August 2013-October 2013

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Element 5: Extra – Curricular Activities

Extra – Curricular Activities Self Assessment Results

This year's afterschool enrichment program ran three 8 week courses in the fall and three in the winter/spring. 42 students participated throughout the year.

Extra – Curricular Activities SMART Goal: Survey parents to determine which courses are of interest, reasons why children did not participate, and ideas for future courses.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Develop and send a parent survey to collect information about preferred types of before/afterschool parent enrichment programs	Time, One Call Now, monkeysurvey.com	Coordinator of the Enrichment program, School Council members, Principal	October 2013
Provide StudyIsland computer sessions and MCAS Remediation Camps before/afterschool	District funding for MCAS remediation	Principal, Computer Technology teachers, Teachers, Stonehill College Students	January 2014-May 2014

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Element 6: Diverse Learning Needs

Diverse Learning Needs Self Assessment Results

Strengths include a strong BBST, Walk to Read tiered literacy instruction, leveled assessments, and use of data to inform instruction. One concern is the need for more differentiated instruction within the whole group classroom setting and to provide tier 3 instruction to those students at risk.

Diverse Learning Needs SMART Goal: Provide academic reading intervention targeted at those identified as “at risk” through AIMsweb data, MCAS results, reading assessments and BBST referrals.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Provide before or afterschool targeted intervention in Wilson reading and/or Orton Gillingham instruction	\$2,500.00 stipend for teacher	Reading specialist and SPED teacher	September 4, 2013-June 2014
Specialists with open blocks are assigned to a classroom teacher to DI in small groups	Time	Principal, Reading and Specialist teachers	September 4, 2013-June 2014
Drill down 2012 MCAS data to determine strengths and weaknesses in math, ELA, science	Time	Stonehill College Intern	September 4, 2013-December 6, 2013

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Element 7: Other Topic(s) – Principal’s Discretion

Self Assessment Results

Students’ Performance on the MCAS Science and Technology has increased steadily throughout the past three years. 70% of students reached Proficient and Advanced in 2012. A high-priority concern is to begin to unpack the Next Generation Science standards.

SMART Goal: Continue to improve science achievement and generate interest in STEM careers.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Purchase science kits	District funding	STEM Curriculum Specialist, Norwood Science Educators	September 4, 2013-June 2014
Utilize Discovery Education, Brain Pop, A-Z Science Leveled Readers A-Z, StudyIsland for instruction	District funding	Teachers	September 4, 2013-June 2014
Sponsor summer science camp scholarships, encourage participation in Stoughton Public Library’s Science Program	Teacher donations, grant money from Massasoit Community College	Principal, staff	May 2014
Contact companies in the community to participate in Science Community Days e.g. Siemens	Time	Principal	September 4, 2013-May 2014

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Element 8: Other Topic(s) – Principal’s Discretion

Self Assessment Results

According to the SPS Triennial District Improvement Plan July 2013-August 2016 a stated guiding belief is that our schools encourage students to be accountable and active participants in their community. The South School has an active Student Council leading many community service projects and spirit days. According to the Ready School Assessment results the score for an Engaging Environment is 3.8/4.0.

SMART Goal: Expand Student Council service projects and fundraisers to promote awareness of community needs.

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Participate in Community Service Projects e.g. Pennies for Patients, Recycling Clothing Drives, Stoughton Food Pantry, OneFundNow.org,	Time	Student Council advisors, third, fourth and fifth grade student leaders	September 4, 2013-June 2014
Sing for local nursing home residents	Time	Music Teacher, Choral Students	December 2013

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