

Southeast Elementary School
Development Plan
2018-19

Mission:

It is the mission of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

We Believe:

- It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- Children thrive and experience success when we provide instruction and opportunities that value individual abilities and interests.
- Equal access to our district's programs and services will be afforded to all children.
- All children and staff deserve a safe, secure and supportive school environment.
- Schools excel when staff engage in continuous improvement of practice and life-long learning.
- It is the responsibility of our schools to engage, support, and involve families.
- Our schools are strengthened when the school and community work together, each contributing to the success of the other.

District Framework

1. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.

Southeast School Goal 1:

Southeast students will experience a student-centered approach to literacy instruction with a focus on deepening the teaching practices necessary for the workshop model. Teachers will use assessment practices that focus on analyzing student informal and formal measures of student performance and creating instructional plans that are responsive to the students' performance.

Priorities

Implement the reading workshop approach in grades K – 4, with a focus on creating class structures and routines that support reading workshop, and result in sustained reading and enjoyment of self-selected, just-right books.

Continue to deepen practices of shared reading, interactive reading, independent reading, teaching mini-lessons, small group reading, and conferring with reading while implementing meaningful organizational structures.

Continue to implement the reading workshop approach in grades 3 and 4 with a focus on frequent assessment, both formal and informal measures, of student performance.

Use student performance evidence to plan instruction focused on advancing students' skills to the next level of performance utilizing the Lucy Calkins Learning Progressions and other tools.

Measurable Outcomes

80% of Grades 1 - 4 students will demonstrate *on or above grade level work* as measured by STAR reading assessments.

Actions and Professional Learning Plan

Implement the reading workshop approach in grades PK - 4 with a focus on regular assessment (formative and summative) of student performance.

Teachers will conduct and analyze running record data to monitor student reading growth throughout the year.

Teachers will assess students using the Fountas & Pinnell BAS in the winter, and spring and use the formal assessments to create timely and appropriate student centered plans.

Literacy coach and consultant will conduct lab sites and side-by-side coaching, planning and teaching as teacher's knowledge of the workshop strategies deepen.

The Librarian will participate in collaborative planning meetings to embed educational technology and 21st century learning through planning with teachers and direct work with students.

Reading workshop training will be the major focus of professional development days throughout the school year – working intimately with experts in the field so we can ask students specific questions.

Through the bi-weekly PLC meetings, teachers will use student evidence to plan next steps for instruction and to calibrate expectations of student performance with other students.

All teachers will assess progress of their students' performance using standardized measures of evidence: STAR (in Grades 2 – 4), Early Literacy STAR (K-1), and Smarter Balanced (in Grades 3 and 4).

All teachers will assess progress of their students through various informal measures of evidence: reading response journals, Jot Lot notes, conferencing notes, reading logs, participation in mini-lessons, shared read aloud, interactive read aloud books and small group work.

Teachers will find authentic and meaningful intersection points between reading and writing workshop lessons.

District Framework:

1. The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.

Southeast School Goal 2:

All staff will become familiar with understanding the Portrait of the Graduate End of Grade Level Benchmarks. Teachers will identify student's unique skills based on the expectation bands and develop plans to provide opportunities for students to deepen their skills through authentic and meaningful experiences.

Priorities:

- All students will utilize 21st century skills in their classrooms and teachers will identify practices that are aligned to the end of grade level benchmarks.
- All students will learn about the 5 C's (collaboration, communication, critical thinking, creativity, and citizen of the world).
- All students will participate in morning meeting utilizing the Responsive Classroom Framework to build social and emotional skills appropriate for individual students and the class.
- All students will work on understanding kindness and expressing kindness in both classroom and non-classroom settings.

Measurable Outcomes:

90% of certified teachers will respond positively to a question about their understanding of the curricular goals of the district. (Q4)

90% of students will respond positively to a question about students helping one another. (Q2)

90% of parents will respond positively to a question about feeling welcome at school. (Q7)

Actions and Professional Learning Plan:

During our August professional days, staff members will define kindness and develop plans to teach this skill during morning meetings.

During the August professional days, staff members will refine the grade level curriculum maps so they can be distributed at September's Open House.

During the October professional development day, staff members will deepen their knowledge of the common expectations of 5 C's work.

During a March professional development day, staff members will participate in a district-wide NGSS introduction.

The enrichment teacher will co-plan and frequently co-teach science lessons/units with classroom teachers that are focused on 21st century skills and NGSS.

Through faculty meetings, teachers will experience and develop their understanding of the 5 C's and grade level benchmarks aligned to their grade level bands.

District Framework

5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Parent Stakeholder Goal

Southeast School will establish effective school-to-home and home-to-school communication to build a partnership between families and school.

Priorities

Maintain and update a Southeast slide show which gives families an insiders look at our school. It will be available both in the hallway on a TV monitor, as well as on the Southeast home page.

During the First Day of school in August, there will be an opportunity for families to feel connected to their child's school and other families by attending our Opening Ceremony and cheering for their child and all the children at Southeast School.

- Classroom teachers will reach out to families during the first two weeks of school via email or phone, to introduce themselves and share something positive about their child.

- During Open House in September, the staff will present a grade-specific curriculum map (developed in 2018) which is broken into trimesters segments.

Also during Open House, the principal will discuss goals for the upcoming year, answer questions and discuss key school information (e.g., Eagle Expectations, Curriculum information).

- Provide printed information for parents on school policies and changes in policies.

- Establish formal mechanisms for families to communicate with administrators and teachers (e.g., direct phone numbers, email addresses, Seesaw App and School Messenger).

- Maintain an electronic "suggestion" box for families to anonymously provide their questions, concerns and recommendations on the school web page.

Southeast will actively seek parent and community participation in our work, with volunteers, guests, helpers, and teachers.

Measurable Outcomes:

90% of families will respond positively to a question about feeling comfortable communicating with staff at Southeast (Q9).

Key Longitudinal Data Points for Southeast

There are several pieces of information that we keep our eyes on to be sure we program adequately for our students: our decreasing enrollment/population shifts throughout the year, our steady free/reduced lunch population, our English Language Learner students, and our Smarter Balanced test scores.

Southeast Population Trends

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
257	252	242	241	242	227

Southeast Free/Reduced Lunch Trends

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
28.4%	31%	28.5%	27.8%	27.3%	28.6%

Southeast English Language Learner Trends

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
7.0%	4.9%	5.8%	6.2%	7.0%	5.3%

Smarter Balanced Results: Grade 3

Year	Subject	State	District	Southeast
2015	ELA	54%	71%	72%
2015	Math	48%	69%	69%
2016	ELA	54.0%	83%	76%
2016	Math	52.8%	77%	72%
2017	ELA	51.8%	73%	73%
2017	Math	53.1%	74%	68%
2018	ELA	53.1%	81%	82.1%
2018	Math	53.8%	76%	76.9%

Smarter Balanced Results: Grade 4

Year	Subject	State	District	Southeast
2015	ELA	55%	84%	80%
2015	Math	44%	75%	68%
2016	ELA	55.6%	74%	74%
2016	Math	48.0%	77%	72%
2017	ELA	54.1%	81%	78%
2017	Math	50.0%	80%	80%
2018	ELA	54.9%	84%	85.7%
2018	Math	51.3%	79.8%	68.6%

**Smarter Balanced GROWTH Reports:
Southeast Elementary
2016-2017**

Average Vertical Scale Score (VSS)						
Subject	Number of Matched Students	2015-16	2016-17	Gain	Growth Rate	Average Percentage of Target Achieved
ELA	47	2480	2528	48	53.2%	77.7%
Math	47	2474	2531	57	59.6%	84.3%

2016-2017 Comparative CT State Data:

State Growth Model in ELA Growth Rate 38.4% and Average Percentage of Target Achieved 62.8%

State Growth Model in Math Growth Rate 40.0% and Average Percentage of Target Achieved 68.3%

**Southeast Elementary
2017-18**

Subject	Number of Matched Students	2016-17	2017-18	Gain	Growth Rate	Average Percentage of Target Achieved
ELA	32	2498	2545	47	56.3%	81.4%
Math	32	2492	2537	45	53.1%	80.5%

2017-2018 Comparative CT State Data:

State Growth Model in ELA Growth Rate 43.2% and Average Percentage of Target Achieved 67.5%

State Growth Model in Math Growth Rate 41.6% and Average Percentage of Target Achieved 69.8%