

Dev Plan Southeast Elementary School

School Development Plan

2019-2020

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 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.
2. The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.
4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.
5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.
6. The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

District Framework Statement Aligned to School Goal 1

Statement 2: The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.

Southeast School Goal 1:

Develop a shared understanding of the use and role of a makerspace and give students opportunities to explore and utilize materials to create new items with a design thinking approach.

Performance Outcomes

80% of students will respond positively to a question about the work I do in school is interesting.

85% of students will respond positively to a question about the work I do in school is challenging.

Priorities

- Each class will participate in a minimum of two projects in the SECRET (SouthEast Creates Really Exciting Things) Lab (aka.the indoor makerspace).
- An outdoor/natural makerspace will be finished and supplied with logs, branches, rope, rocks, pinecones, shells, and evergreen needles and opened to all students during recess.
- A feedback and revision cycle will be teacher prompted to allow for best thinking during the design process.
- Designs will focus on the skills of the 5 Cs.

Actions and Professional Learning Plan

- In August, the entire staff will participate in an activity to make a tool to survive on a deserted island (shelter, fire, water) with a limited number of resources.
- The Southeast Leadership Team will draft a vision of the SECRET Lab and get feedback from staff and community members.
- Materials will be selected and purchased aligned to student interests and the vision.
- A seven step design thinking approach can be taught to guide the process (ask, imagine, plan, create, test, improve, present).
- The Librarian will participate in collaborative planning meetings to support teachers planning and thinking.

District Framework Statement Aligned to School Goal 2

Statement 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.

Statement 3: The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.

Southeast School Goal 2

Ensure the academic success of all students through rigorous instruction that focuses on individual student growth and mastery of content expectations and 21st century skills.

Performance Outcomes

80% of students will show a minimum of one year's growth on their STAR and F&P reading data.

80% of students will show a minimum of one year's growth on their STAR math data.

Priorities

- Continue to 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.
- Implement time dedicated to phonics instruction in K-2 that focuses on building knowledge and allowing time to practice independently and in small supported groups.
- Use student performance evidence to plan instruction focused on advancing students' skills to the next level of reading and writing performance utilizing learning progressions.
- Deepen understanding and build in time to allow teachers to calibrate student work and scores.
- Begin to use math learning progressions to plan small group math instruction.

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.
- Through weekly teacher planning 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 relevant intersection points between reading, writing and phonics lessons.

District Framework Statement Aligned to Parent Stakeholder Goal

Statement 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.

Statement 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 implement effective school-to-home and home-to-school communication to build a partnership between families and school. This communication shall focus on the instructional progress, as well as the developmental progress of the child socially and emotionally.

Performance Outcomes

90% of families will respond that communication from school is effective. (PQ.21)

90% of families will respond that their child's learning makes connections to the real world. (PQ.17)

85% of students will respond positively that they see connections between the work they do in school and the real world. (SQ. 19)

Priorities

- 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.
- 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, the principal will discuss goals for the upcoming year, answer questions and discuss key school information (e.g., Eagle Expectations, Curriculum Map, parent conference sign-ups, and invite to reach out anytime).
- During Open House, the staff will present a grade-specific curriculum map which is broken into trimester segments. These maps show the connection to real-world learning.
- Establish formal mechanisms for families to communicate with administrators and teachers (e.g., direct phone numbers, email addresses, Seesaw App and School Messenger).
- The principal will maintain and update a Southeast slide show which gives families an insiders look at our school and how learning connects to life. It will be available both in the hallway on a TV monitor, as well as on the Southeast home page.
- Southeast will actively seek parent and community participation in our work with volunteers, guests, researchers, helpers, and teachers.

Key Longitudinal Data Points for Southeast

Southeast Population Trends

2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018	2018 -2019
257	252	242	241	242	227	180	183

Southeast Free/Reduced Lunch Trends

2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018	2018 -2019
28.4%	31%	28.5%	27.8%	27.3%	28.6%	20.6%	32.2%

Southeast English Language Learner Trends

2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018	2018 -2019
7%	4.9	5.8	6.2	7%	5.3%	5.6%	6%

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%
2019	ELA	54.3%	68%	68%
2019	Math	55%	78%	64%

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%
2019	ELA	54.6%	76%	68%
2019	Math	52.5%	75%	66%

Smarter Balanced Growth Report: Longitudinal

		<u>Growth Rate</u>				<u>Average Percentage of Target Achieved</u>				
<u>District</u>	<u>School</u>	<u>Subject</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Mansfield School District	Southeast Elementary School	ELA	47.8%	53.2%	56.3%	40.5%	74.9%	77.7%	81.4%	55.5%
		Math	58.7%	59.6%	53.1%	35.1%	82.1%	84.3%	80.5%	62.4%