

# Southeast Elementary School

## Outcome Report for 2018-2019

### **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.

**Year End Outcomes for Goal 1:**

**76% of Grade 1 - 4 students were on or above grade level on STAR reading assessments. (Goal was 80%)**

Class	Urgent	Intervention	On Watch	On/Above	Total	Percentage
1A	1	1	2*	9	13	69%
1B	1	1	0	11	13	85%
2A	0	1	0	14	15	93%
2B	1	0	3	13	17	76%
3A	1	1	1	10	13	78%
3B	2	3	0	8	13	62%
4A	2	2	2	14	20	70%
4B	2	2	1	16	21	76%
<b>Total</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>95</b>	<b>125</b>	<b>76%</b>

**Actions Taken**

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

Teachers conducted and analyzed running record data to monitor student reading growth throughout the year.

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

Literacy coach and consultant conducted lab sites and side-by-side coaching, planning, supporting and deepening teacher's knowledge of the workshop strategies.

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

Reading workshop training was the major focus of professional development days throughout the school year. Teachers worked closely with experts in the field at least one time.

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

All teachers assessed 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 assessed 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 looked for 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 21<sup>st</sup> 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.

### ***Year End Outcomes for Goal 2:***

#### **Teachers:**

**87.5% of teachers responded positively about their understanding of curricular goals of the district. (Goal was 90%)**

100% of teachers responded positively that they received support to achieve district, school, and personal goals.

100% of teachers responded they received helpful feedback through the evaluation process -goal setting and observations.

**Students:**

**94% of students responded positively to a question about students helping one another at Southeast. (Goal was 90%)**

90% of students responded positively to a question about students solving problems with one another.

95% of students responded positively to a question about working with others to improve my school community.

**Parents:**

**100% of parents responded that they feel welcome at school. (Goal was 90%)**

100% of parents responded that school is interesting to their child.

94% of parents responded that their child's learning makes connections to the real world.

90% of parents responded that their child is challenged at school.

98% of parents responded that student diversity is respected at Southeast.

*Actions Taken:*

During our August 2018 professional days, staff members defined kindness and developed plans to teach this skill during morning meetings.

During the August professional days, staff members refined the grade level curriculum maps and were distributed at September's Open House.

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

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

The enrichment teacher co-planned and frequently co-taught science lessons/units with classroom teachers that are focused on 21<sup>st</sup> century skills and NGSS.

Through faculty meetings, teachers experienced and developed their understanding of the 5 C's and grade level benchmarks aligned to their grade level bands. They sometimes met in different partnerships to explore the work vertically as well as horizontally.

**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.**

**Year End Outcome for Parent Stakeholder Goal:**

**100% of parents responded positively about feeling comfortable communicating with staff at Southeast. (Goal was 90%)**

96% of parents responded that communication from school to home is effective.

100% of parents responded that they feel welcome at Southeast.

98% of parents responded that school staff support students when they have a problem.

*Actions Taken*

Maintained and updated a Southeast slide show which gives families an insiders look at our school. It is 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 was 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 reached 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 2018, the staff presented a grade-specific curriculum map (developed in 2018) which is broken into trimester segments.

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

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

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

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

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

**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	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%	<b>72%</b>
2015	Math	48%	69%	<b>69%</b>
2016	ELA	54.0%	83%	<b>76%</b>
2016	Math	52.8%	77%	<b>72%</b>
2017	ELA	51.8%	73%	<b>73%</b>
2017	Math	53.1%	74%	<b>68%</b>
2018	ELA	53.1%	81%	<b>82.1%</b>
2018	Math	53.8%	76%	<b>76.9%</b>
2019	ELA	54.3%	68%	<b>68%</b>
2019	Math	55%	78%	<b>64%</b>

### Smarter Balanced Results: Grade 4

Year	Subject	State	District	Southeast
2015	ELA	55%	84%	<b>80%</b>
2015	Math	44%	75%	<b>68%</b>

<b>2016</b>	<b>ELA</b>	55.6%	74%	<b>74%</b>
<b>2016</b>	<b>Math</b>	48.0%	77%	<b>72%</b>
<b>2017</b>	<b>ELA</b>	54.1%	81%	<b>78%</b>
<b>2017</b>	<b>Math</b>	50.0%	80%	<b>80%</b>
<b>2018</b>	<b>ELA</b>	54.9%	84%	<b>85.7%</b>
<b>2018</b>	<b>Math</b>	51.3%	79.8%	<b>68.6%</b>
<b>2019</b>	<b>ELA</b>	54.6%	76%	<b>68%</b>
<b>2019</b>	<b>Math</b>	52.5%	75%	<b>66%</b>

### 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>
<b>Mansfield School District</b>	<b>Southeast Elementary School</b>	<b>ELA</b>	<b>47.8%</b>	<b>53.2%</b>	<b>56.3%</b>	<b>40.5%</b>	<b>74.9%</b>	<b>77.7%</b>	<b>81.4%</b>	<b>55.5%</b>
		<b>Math</b>	<b>58.7%</b>	<b>59.6%</b>	<b>53.1%</b>	<b>35.1%</b>	<b>82.1%</b>	<b>84.3%</b>	<b>80.5%</b>	<b>62.4%</b>