

Mansfield Middle School Development Plan 2016-17

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.*

School Goal:

All certified staff will embed 21st century skills (collaboration, communication, critical thinking and creativity) into the existing units/lessons/curriculum and develop assessment practices that measure student progress towards mastery of 21st century skills during the 2016-2017 school year.

Priorities:

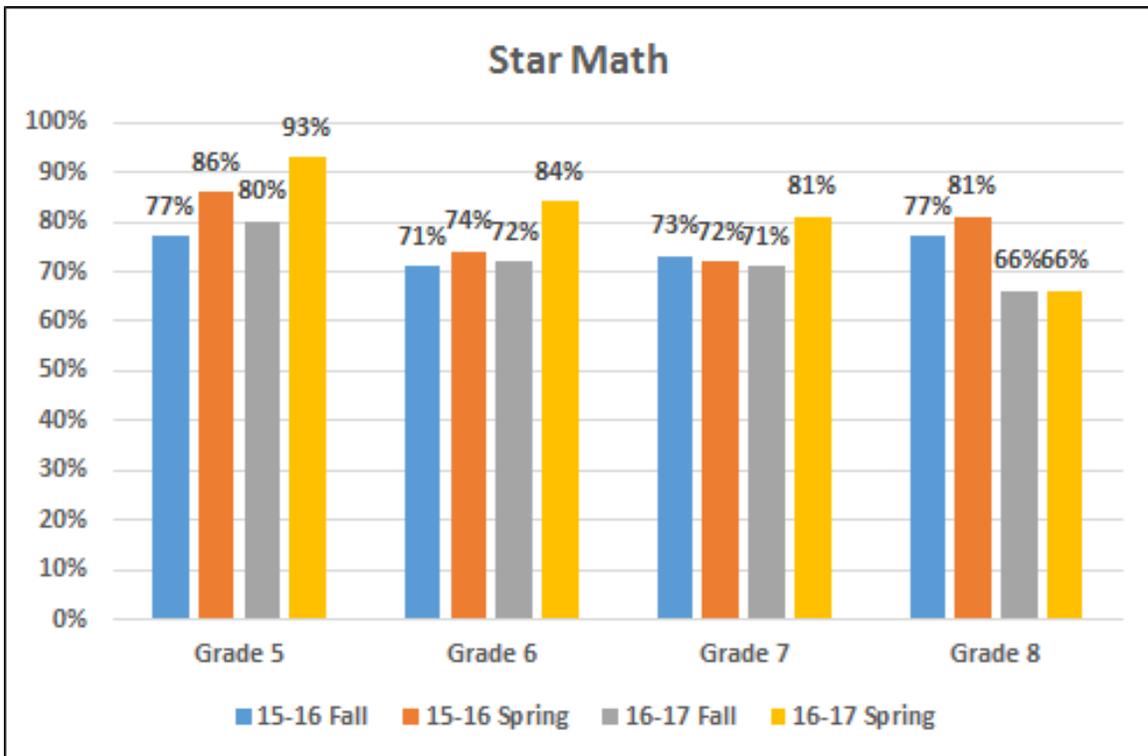
- All grade level/content areas will use student performance evidence to plan instruction focused on advancing student growth in 21st century skill work.
- Each grade level / content area will develop a project based learning experience identifying the 21st century skills required to complete the task.
- Each team will identify and develop strategies for assessing student performance within the problem based task.

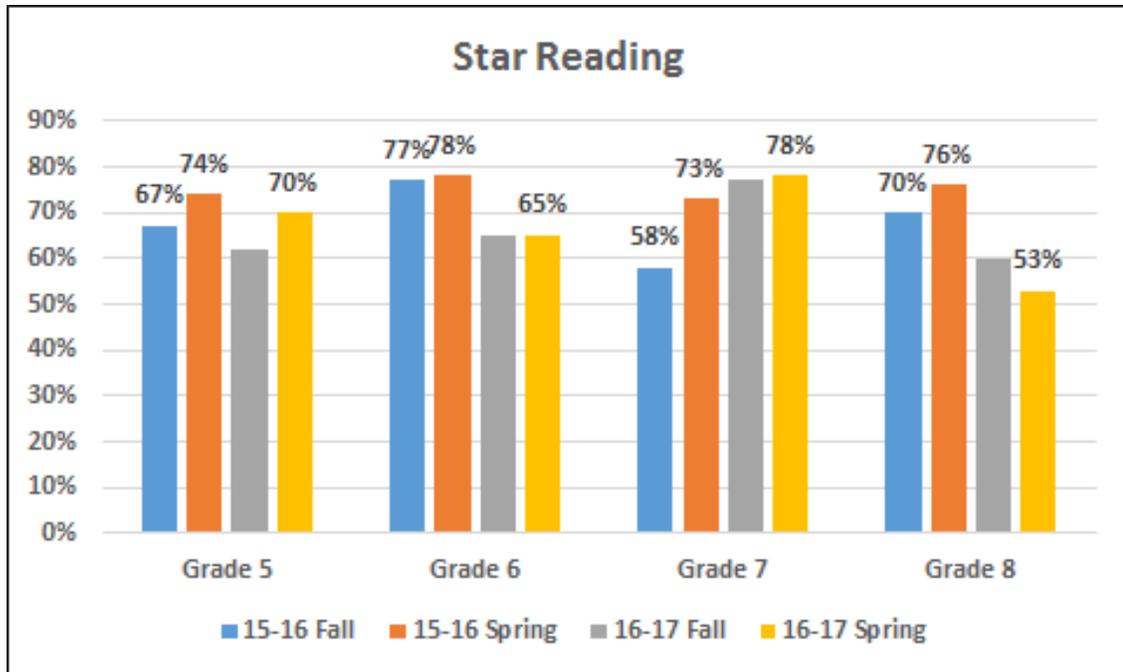
Measurable Outcomes:

- *All students will demonstrate mastery of 75% of the criteria identified for successful completion of the project based learning task.*
 - *All teams committed to some type of project based learning work this year. Many grade level teams pursued 1-2 PBL experiences. Teams developed rubrics that assessed the 4C's . Grade 5 & 7 teams utilized teacher developed 4C rubrics across several content areas*
 - *PBL Artifacts*
<https://docs.google.com/a/mpssites.org/document/d/1HtIVCbQpEeXDC6MxW8tOB5FHxFRE2fYJqy2-f6sUw5A/edit?usp=sharing>

- 75% of all students will meet or exceed benchmark performance in math on the star assessment.
 - Goal Met 80% met benchmark
- 70% of all students will meet or exceed benchmark performance in reading on the star assessment.
 - Goal of 70% at or above benchmark was not reached. MMS students for grades 5-8 fall benchmark had 65% of the students at or above goal for Star Reading. At the winter benchmark, 69.4% of MMS students were at or above benchmark. Spring data demonstrated a 2% increase for at or above goal from the fall scores, for an average of 67%. During the spring benchmark, grades five and seven met this goal. Grade five was at 70% at or above goal, while grade seven was at 78%.

**STAR Assessment
Percentage of Students At or Above Goal**





Reading

Fall **65% At /Above Benchmark**
Spring **67% At /Above Benchmark**

Math

Fall **72% At / Above Benchmark**
Spring **80% At / Above Benchmark**

Actions and Professional Learning Plan:

- In October, administrators will meet with each grade level team to develop action steps to meet this goal.
- Use October PD day to provide professional development on project based learning.
- Provide readings to staff on project based learning
- By November 15th, teachers will have met and identified a focus area.
- Utilize team time to review 4 C's rubrics and identify key components to include in teacher developed rubrics.
- Meet with teaching teams to review rubric development that includes measurement of progress on demonstrating mastery of the 4C's skills.

- Data team will review student performance on the star reading and math assessment in September, January and April. Individual student performance will be monitored at data team and grade level teams.
- Student support team meets monthly to review individual student progress for students receiving Tier 2 and Tier 3 intervention plans.
- Professional development time provided monthly for teachers to refine curriculum and units of instruction to include 21st century skills work.

District Framework:

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

School Parent Feedback Goal:

All staff members will commit to purposeful parent outreach and communication 1-2 times per week.

Priorities:

- To engage in purposeful and productive parent outreach to support student success.
- To develop proactive and positive working relationships with students and their families.

Measurable Outcomes:

- Review of parent survey data.

Parent Survey Data	Positive Responses 16-17
Parents/guardians feel welcome at my child's school.	77%
To what extent do you think that children enjoy going to your child's school?	89%
How motivating are the classroom lessons at your child's school?	81%
How much does the school value the diversity of children's backgrounds?	86%
How well do administrators at your child's school create a school environment that helps children learn?	88%

Overall, how much respect do you think the teachers at your child's school have for the children?	95%
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- Evidence of purposeful parent outreach.
 - All teams committed to purposeful parent outreach via phone and email during the 16-17 school year. Through mid and end of year goal meetings teachers shared evidence of their continued communication with families.
 - Positive Student Recognition Data

	Positive Office Referrals
16-17	127

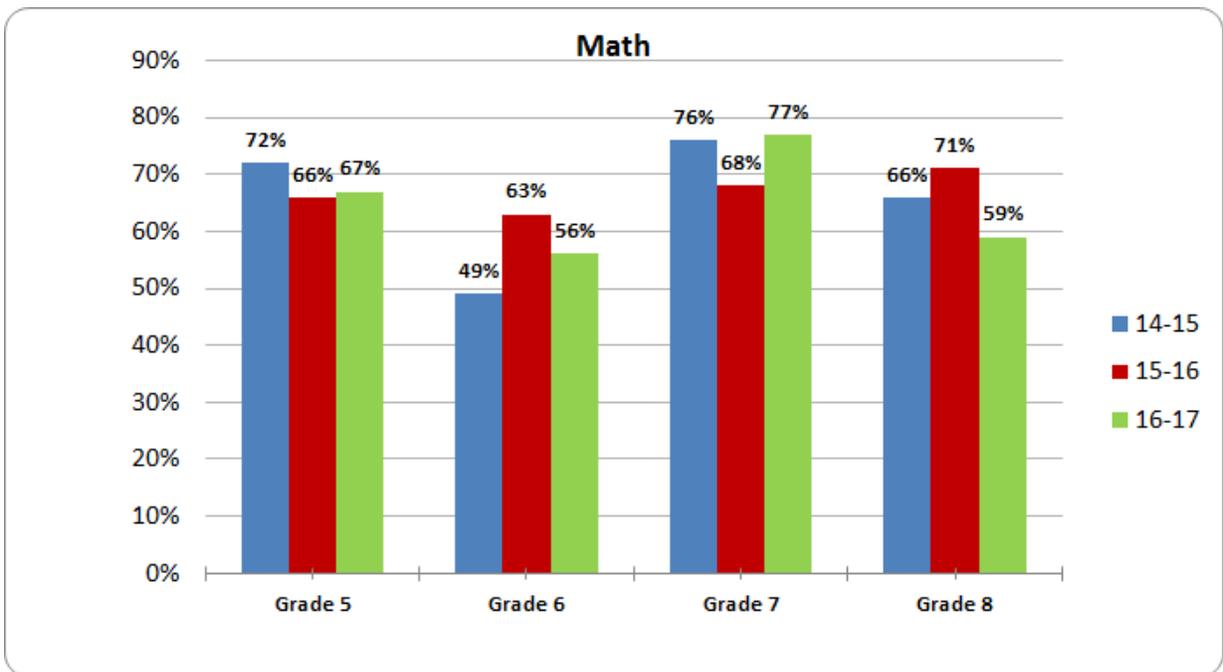
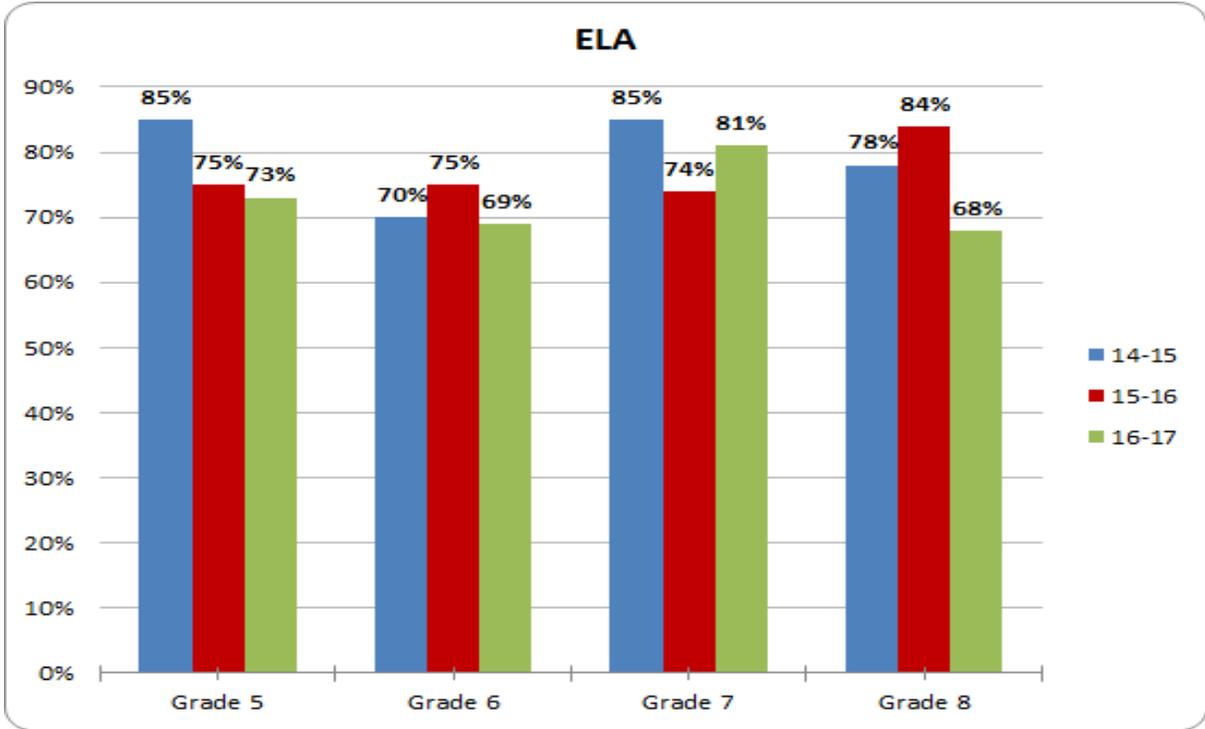
	Student Recognition Postcards Grade 7	Student Recognition Postcards Grade 8
16-17	90	80

Actions and Purpose:

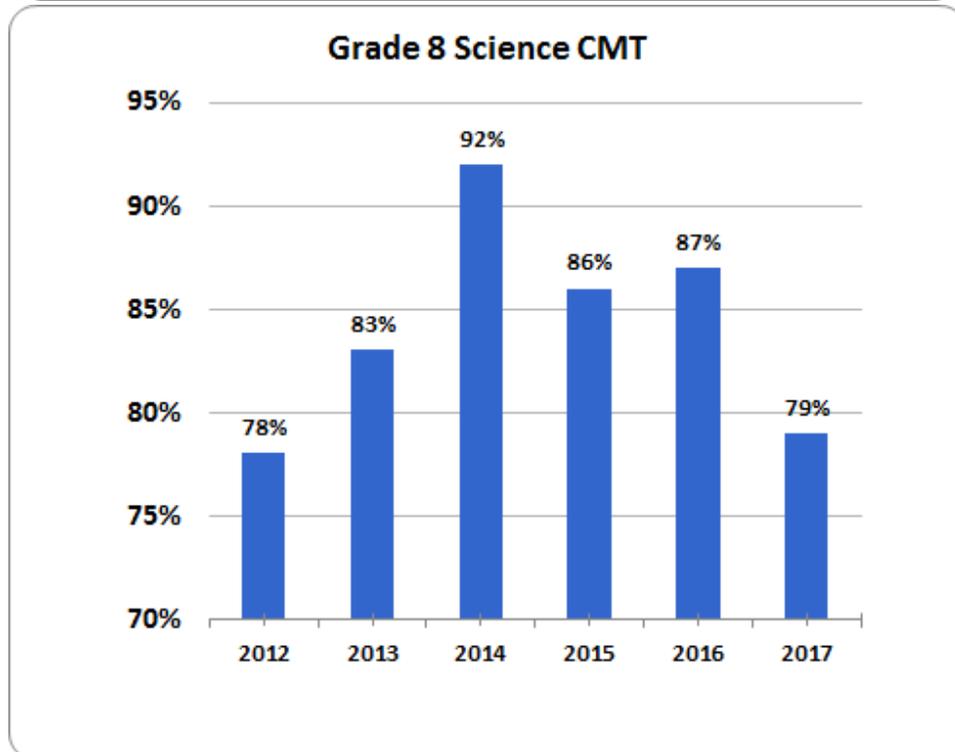
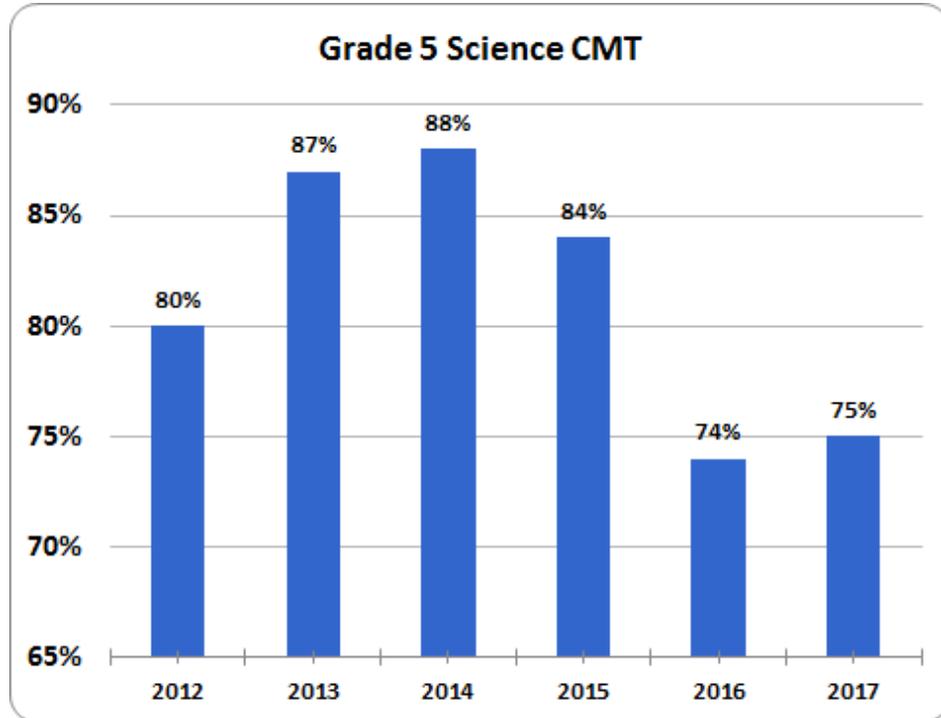
- Meet with teams to identify reasons for purposeful parent outreach.
- Review student data on a monthly basis using the tracking document developed to review the types of purposeful parent outreach. (Grade level teams to include PE/RA/WL/ Support Services).
- Implement the Positive Referral Form. (Form is intended to recognize positive student actions and inform parents about a positive student action exhibited by their child.)

Longitudinal Data

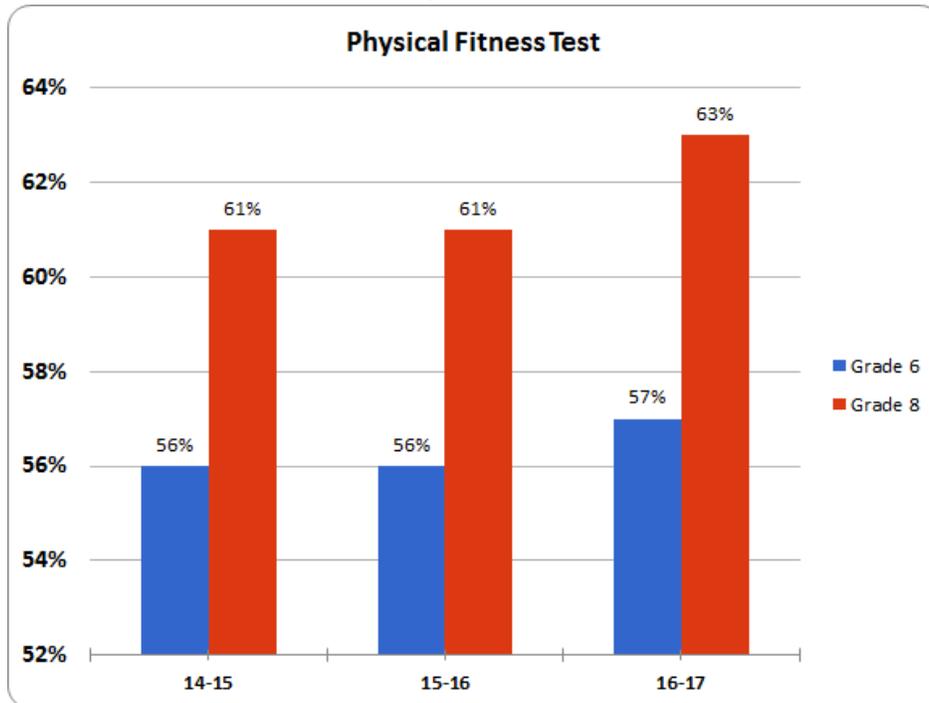
Smarter Balanced Assessment Percentage of Students At or Above Goal



**Connecticut Mastery Test
Science
Percentage of Students At or Above Goal**

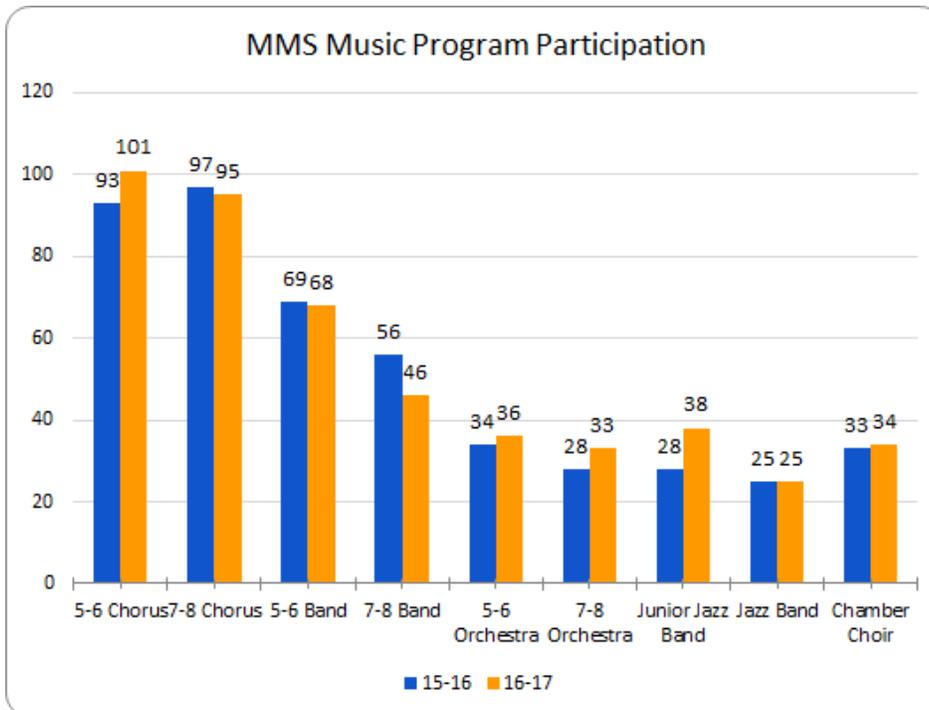


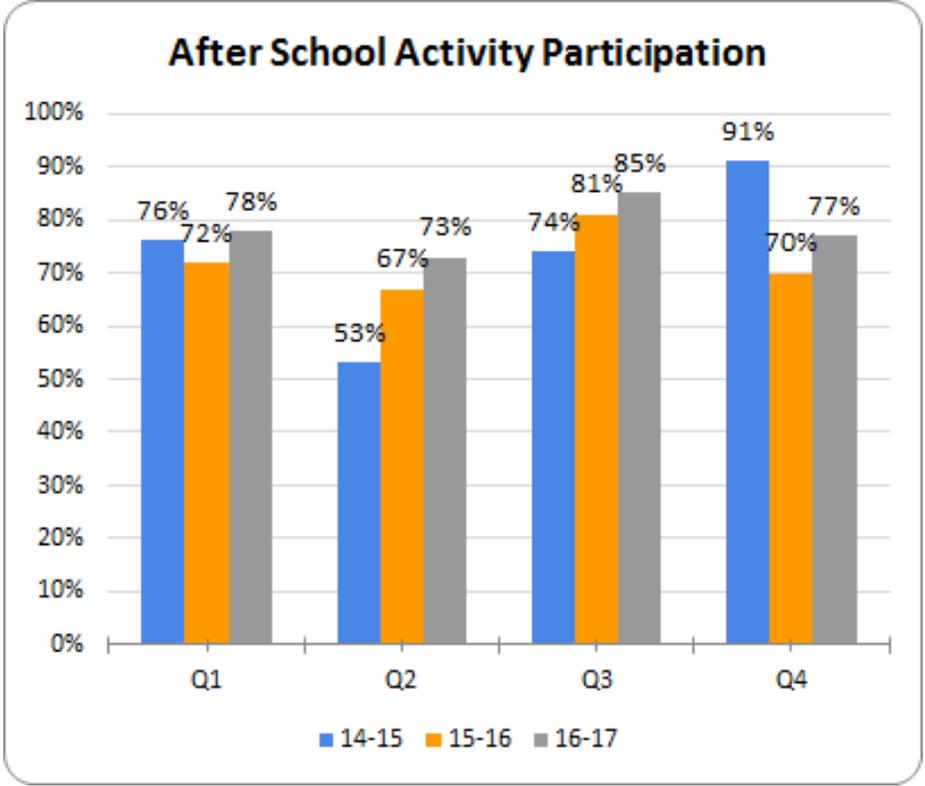
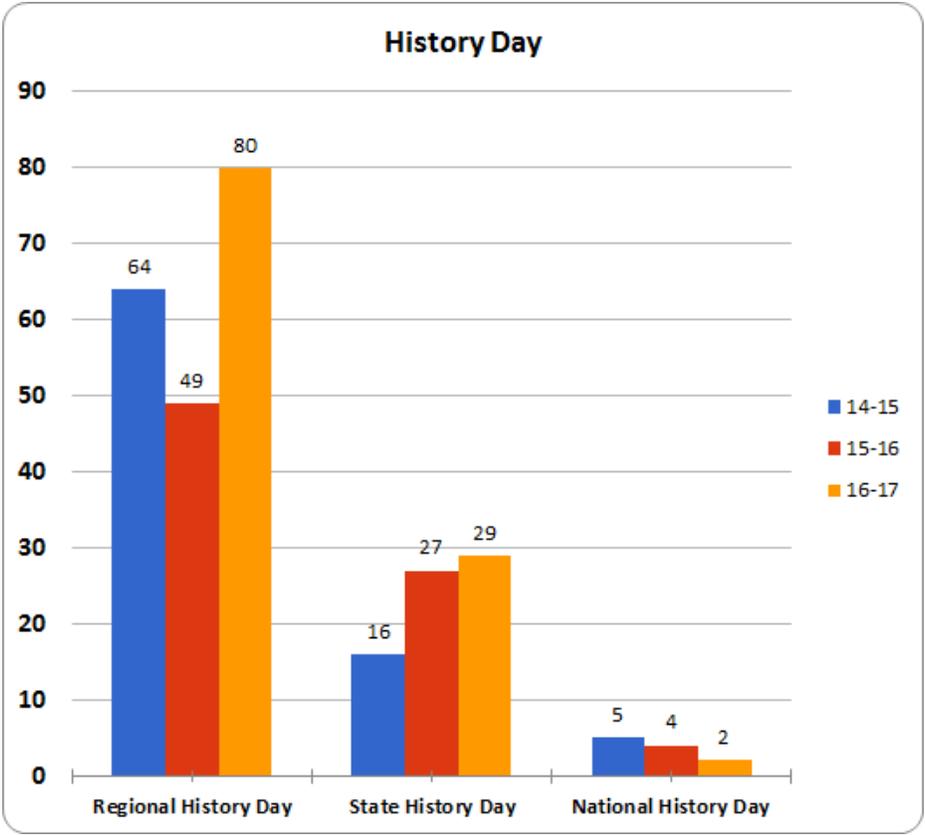
Connecticut State Physical Fitness Assessment



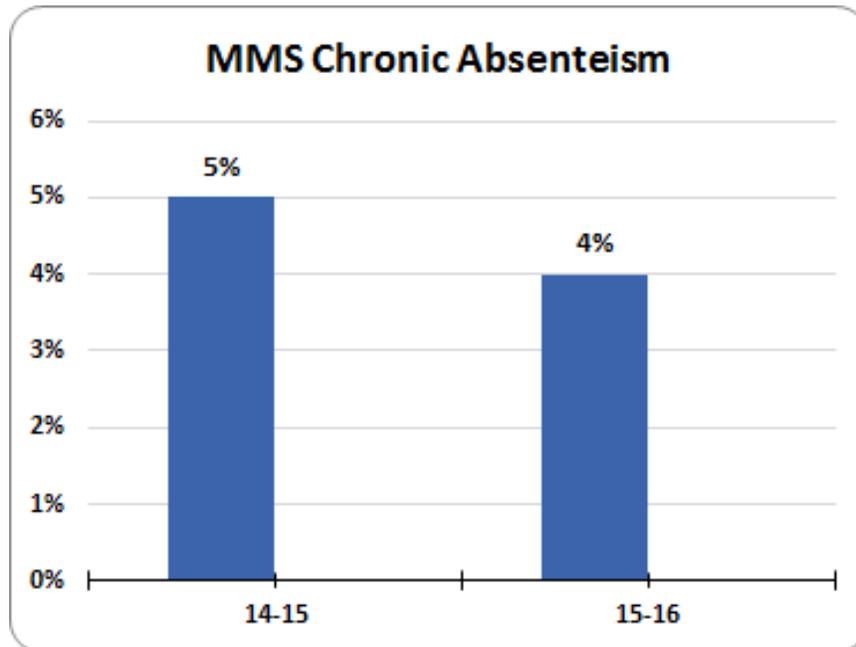
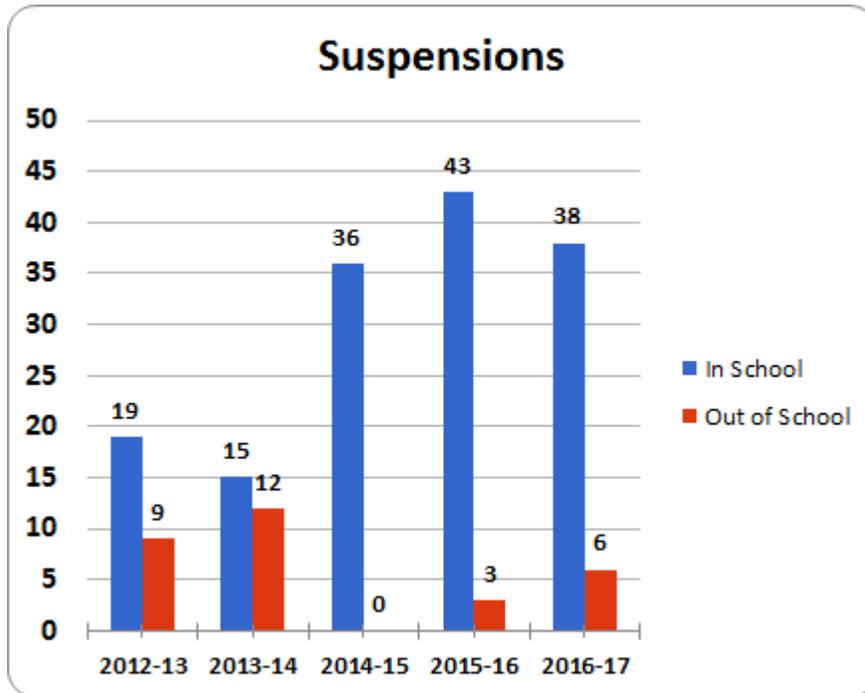
Percent of students exceeding all four components of the physical fitness test.

Student Engagement





Behavioral Data



Chronic absenteeism is defined as absent from school for any reason including serious illness, family travel and day to day absences.

A student absent for 18.2 or more days in a school year is identified as chronically absent.

Other Data

