

It is the **Mission** of the Mansfield Public Schools, in partnership with the Mansfield Community, to ensure that each and every child develops the knowledge, skills, and dispositions essential for civic engagement and personal excellence in learning, life, and work within our local and global community.



Mansfield Middle School Development plan 2021-2022

Key Drivers

Key Drivers, or strategies, to advance the work of the Development Plan are defined below. The Key Drivers provide focus and build coherence across multiple schools and departments. Actions and Indicators linked back to the Core Beliefs have been developed for each Key Driver as described on the following pages. Annually, a Report of Progress for each Key Driver will be provided to the Board of Education at a public meeting.

Ensure Deep Learning

Engage all students in developing knowledge and skills that lead to transfer through application or production.

Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional plan.

Know Students

Support the Whole Child

Provide a comprehensive system to support and monitor social and emotional, academic, physical, and behavioral skill development.

Ensure Deep Learning

Engage all students in developing knowledge and skills that lead to transfer through application or production.

Actions

- Utilize student centered learning practices that promote **student agency & ownership** of their learning.
- Develop **assessment practices** that evaluate skill development and understanding up through application of learning within and across content areas.
- Professional learning that develops the capacity of educators to **use data, evidence and student centered learning practices** to understand the learner and support instructional planning in math, reading & writing.

Indicators-Progress Monitoring

- Teachers will utilize student centered learning practices that promote deep learning through implementation of units and tasks aligned to district content & 5C transfer goals.
 - Professional learning focused on student centered learning practices. To occur during staff meetings, professional learning days and team time.
 - Implementation of units that promote deep learning aligned to district content & 5C transfer goals.
- Teachers will engage in the development of assessment practices that evaluate skill development and understanding up through application.
 - Online portfolios that document & archive student progress.
 - Monthly participation in review of student work protocols
 - On-going monitoring of student performance for the purpose of informing instructional decisions.
 - Training in the use of Bridges Math Intervention
- Performance on state and local academic assessments will increase.
 - STAR Reading 70% at above goal
 - STAR Math 70% at above goal
 - SBAC Math & Reading returns to pre-pandemic levels.
 - NGSS assessment will 80% at or above goal

Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional p

Actions

- Develop **authentic tools and assessment** practices that allow for student sharing and reflection on their learning connected to transfer of 5C and content specific skills & knowledge.
- Implement **accelerated learning practices** in math, reading & writing
- Develop strategies to **know and support** our students beyond academic performance including students' social and emotional development, sense of belonging, self-efficacy, agency and experiences beyond school.

Indicators-Progress Monitoring

- Frequent analysis of student data and review of student work protocols to support on-going monitoring of student performance for the purpose of informing instructional decisions.
 - Monthly participation in review of student work protocols for the purpose of informing instructional decisions.
 - Training in the use of Bridges Math Intervention
 - Training in the use of Leveled Literacy Intervention
- Engage students in self assessment practices that allow them to monitor and describe their performance and growth.
 - Development & implementation of an online student portfolio process.
 - Student led conferencing practices implemented across grade levels.
- Student surveys will indicate positive attitudes towards learning including self assessment practices will be positive.

Support the Whole Child

Provide
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development.

Actions

- Integrate **social and emotional learning** throughout the day
- Continuously **evaluate and revise** offerings provided during and beyond the school day in the arts, physical education, and wellness to meet **student interest** and needs.
- Engage all families through effective **communication** practices that include outreach **and support** from school-based CARES teams.
- **Partner with** community agencies to provide behavioral and mental health supports to **students, staff and families** during and beyond the school day.
- Ensure equitable opportunities across academic and cross curricular activities.

Indicators-Progress Monitoring

- Student and family survey data will show evidence that our schools have a comprehensive system of supports that are working well.
- Social Emotional Learning Block building wide weekly
 - Development of a responsive curriculum that infuses SEL competencies throughout the building day.
 - Grade level sequence of lessons tailored to student needs.
 - School counselor developed lessons implemented building wide.
- Ongoing and consistent family communication and outreach in a variety of mediums.
 - Weekly Family Communication from Administrators.
 - School counseling outreach & collaboration.
 - Regular communication from teachers to families.
- Monthly collaboration with the Youth Services Bureau for the purpose of coordinating student and family support.
- Collaboration with Youth Service Bureau, offering school based services during the school day and as part of MMS after school activity programming.
 - Number of participants in lunch groups and after school clubs facilitated by YSB.
 - Number of students served by YSB.
- Staff will participate in equity training(s) and examine their beliefs, practices and teaching tools to create more equitable spaces for students.
 - Equitable enrichment practices that provide all students opportunity and access.

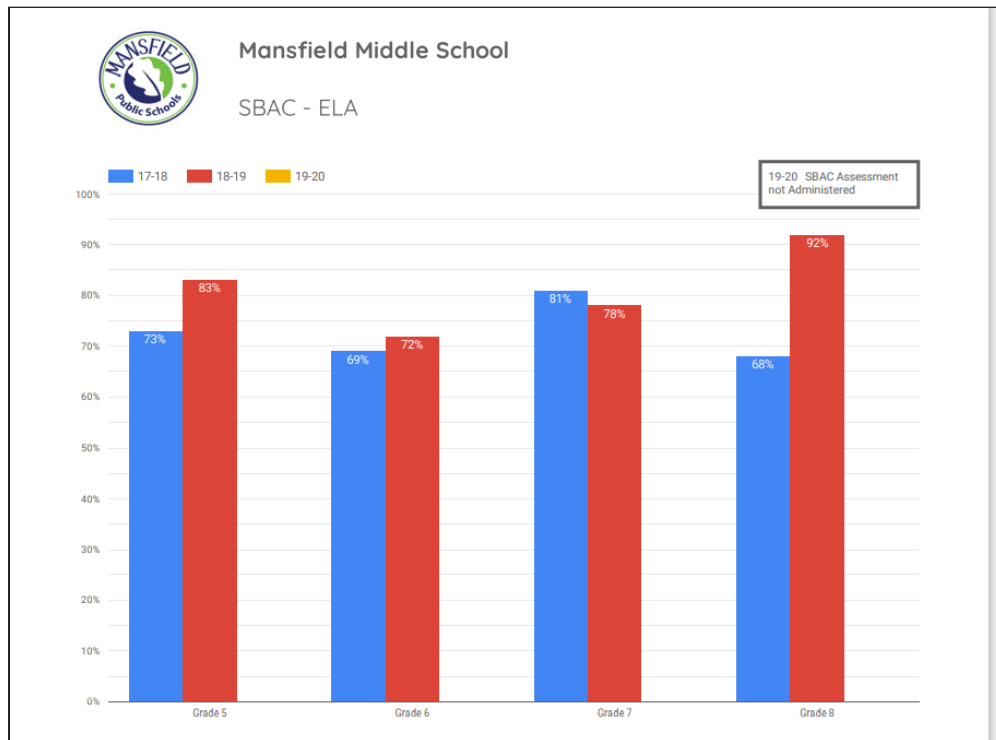


Smarter Balanced Assessment Percentage of Students At or Above Goal

Important note: Smarter Balanced Assessments were not administered in 2020 due to the pandemic. Assessments were administered in 2021 both in school and remotely. Given the disruption to learning experienced since March of 2020, and the variability of instructional models (in-person, hybrid, and remote learning), aggregate scores are not representative of overall performance at the grade or school level. Results from 2021 Smarter Balanced Assessment are best reviewed at the individual student level.

Mansfield Middle School is looking closely at individual student performance across multiple years (where such data exist). Smarter Balanced performance data are viewed in combination with school and district data to build an understanding of each child so that instruction can be designed to continuously advance learning for all students.

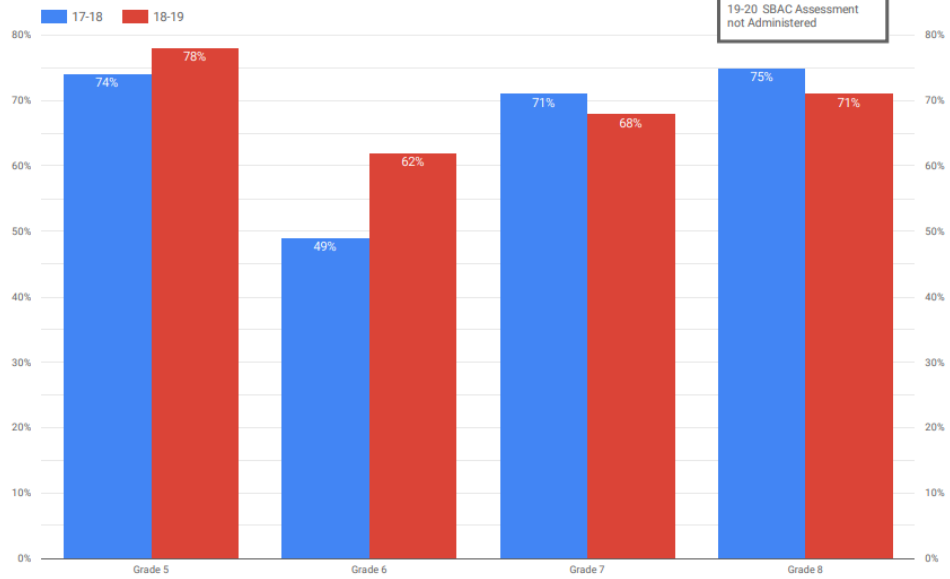
The most recent data summative from 2019 and before are shown below.





Mansfield Middle School

SBAC - Math

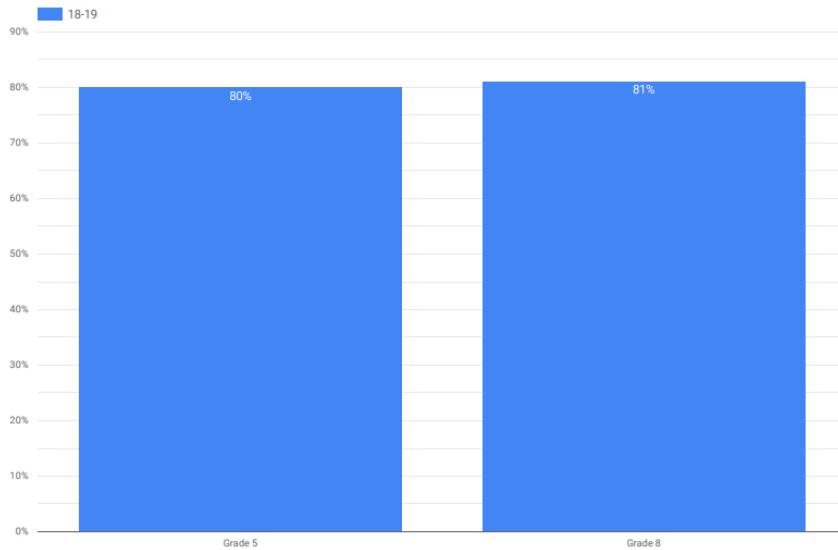


Next Generation Science Assessment

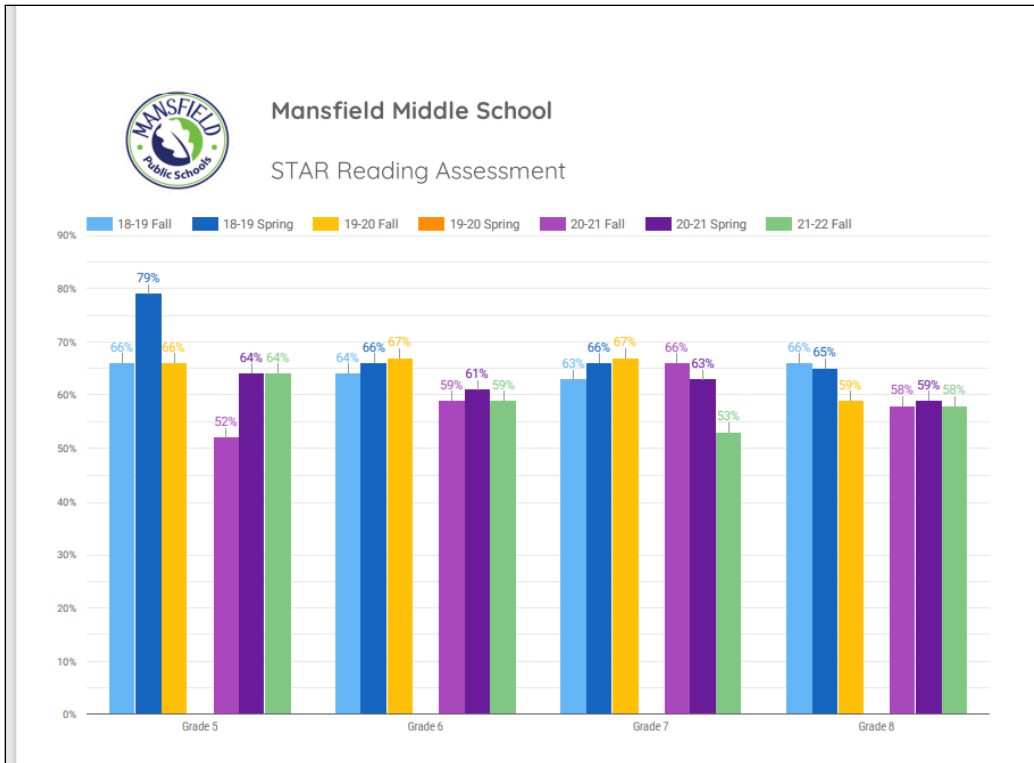
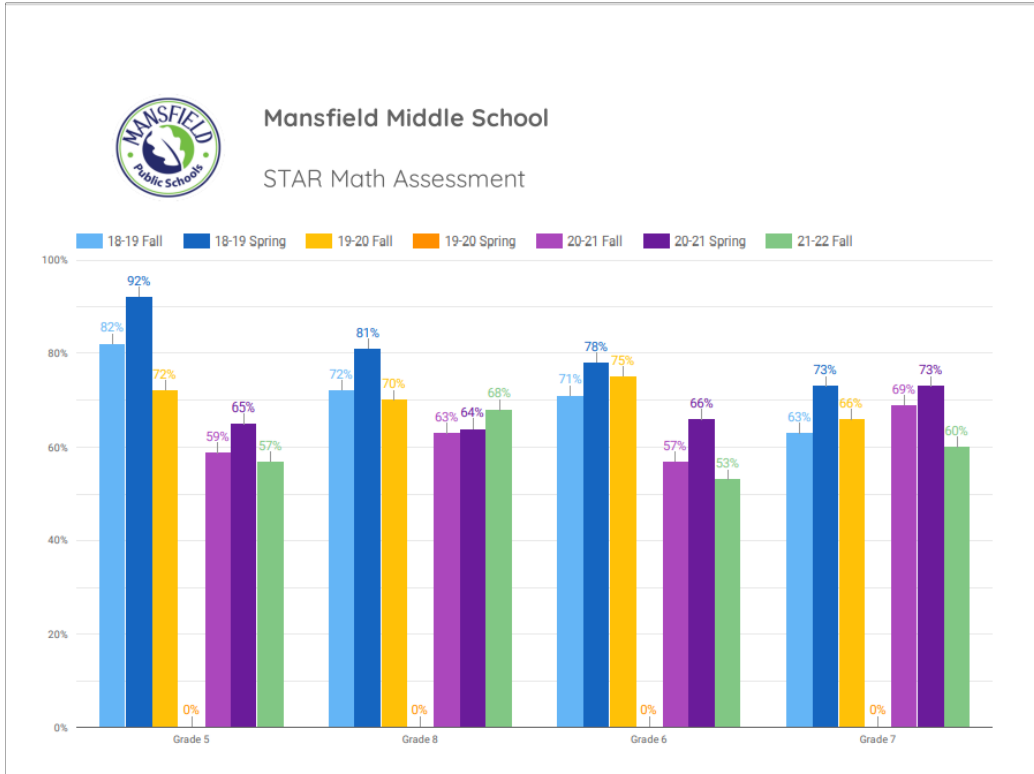


Mansfield Middle School

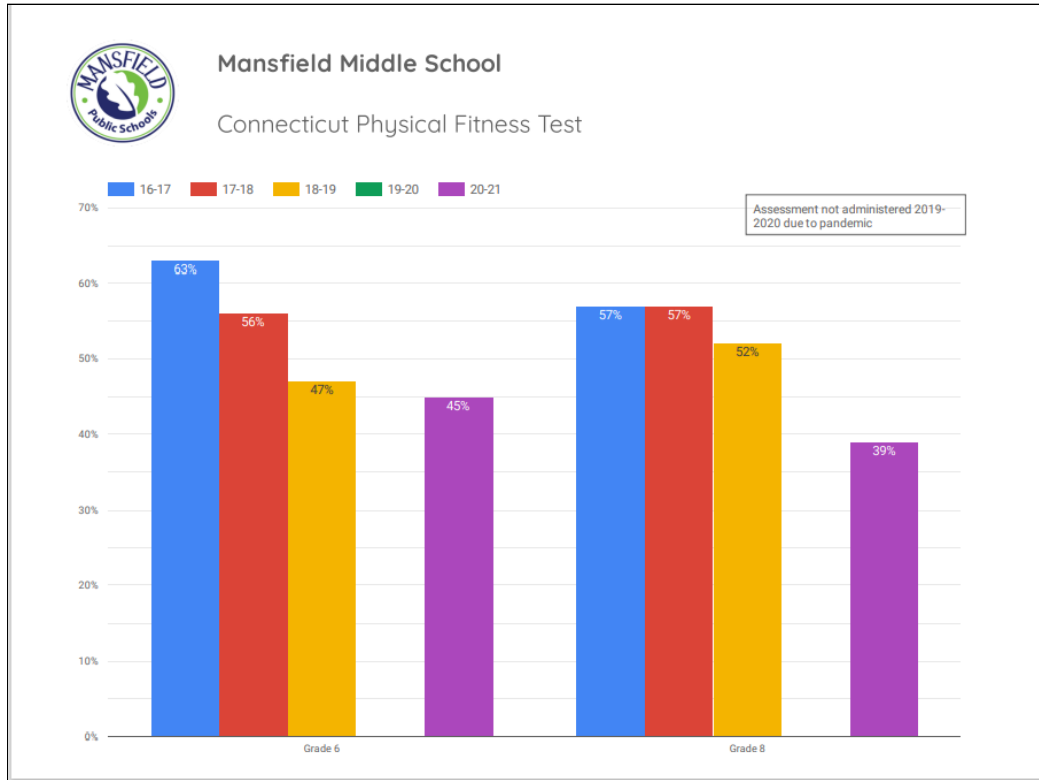
Next Generation Science Assessment



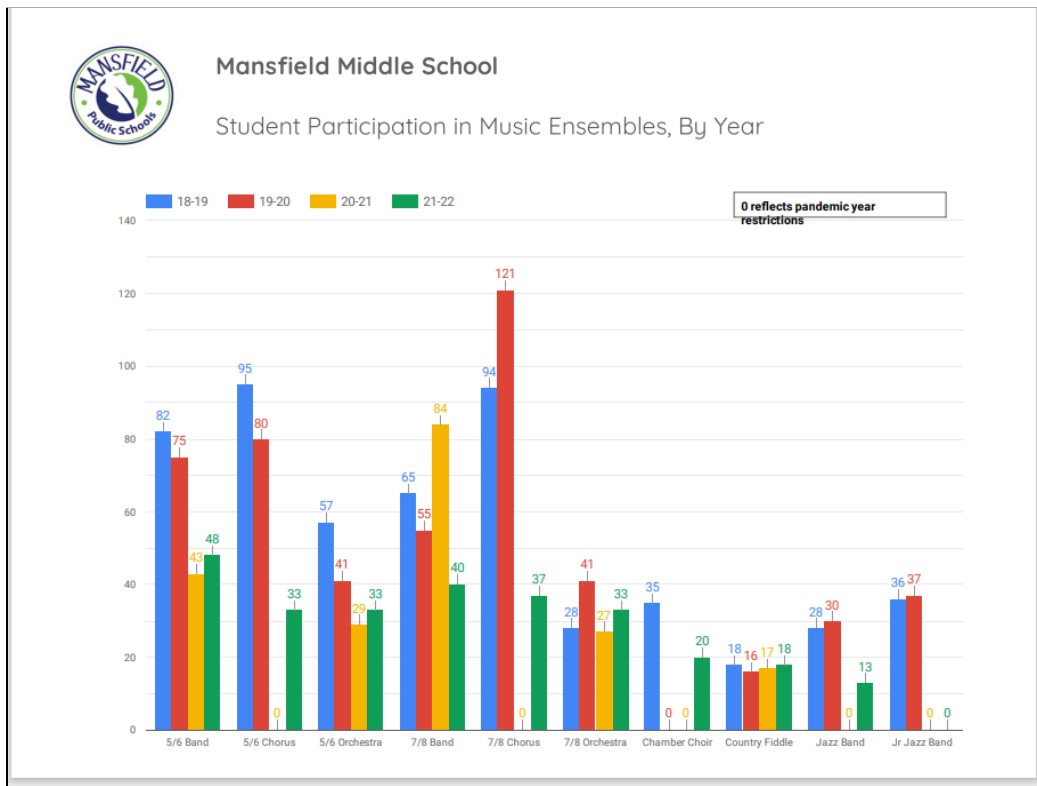
STAR Assessment



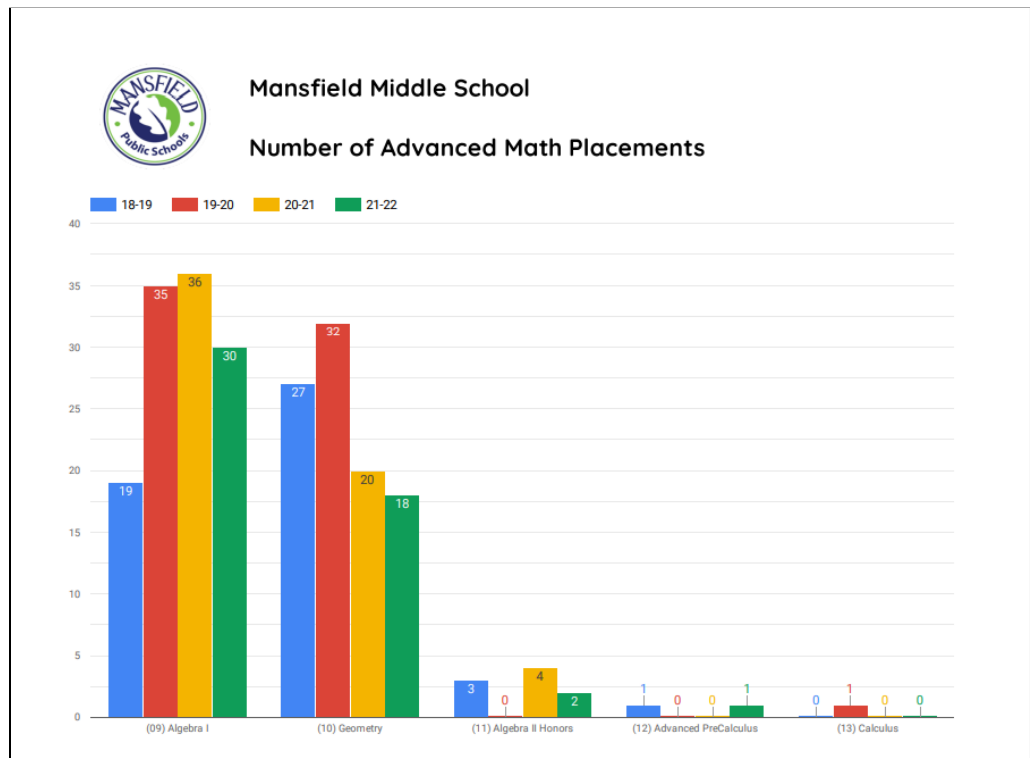
Fitness Assessment



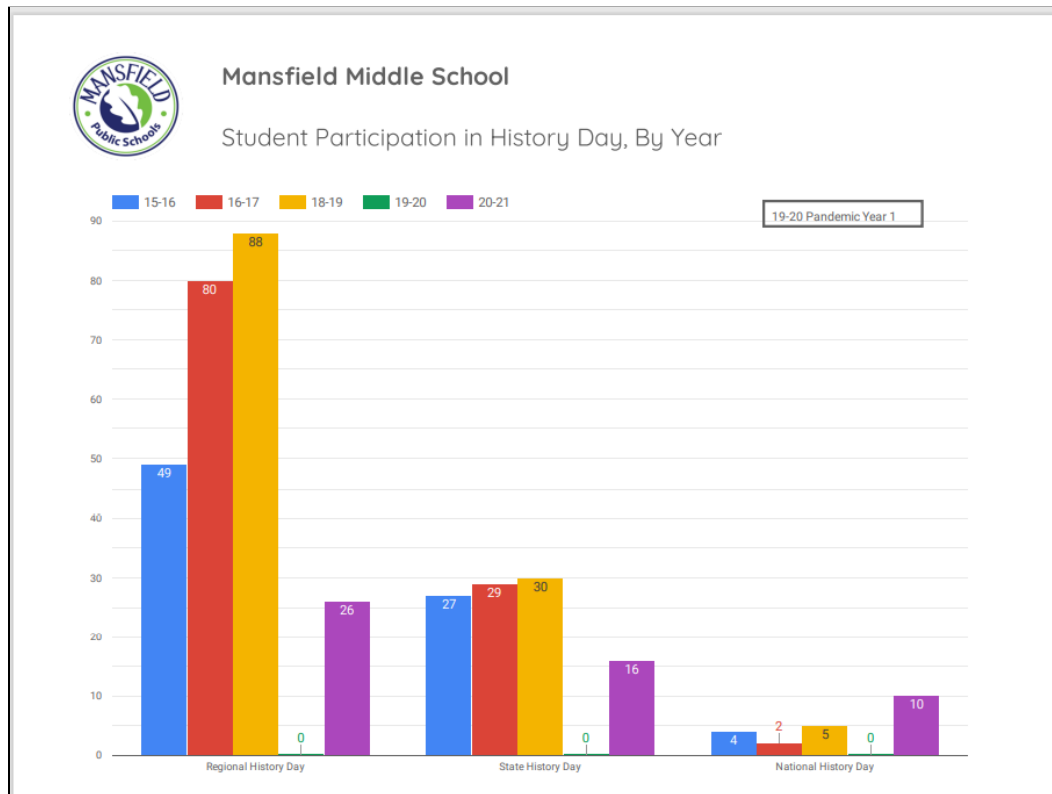
Music Ensemble Participation



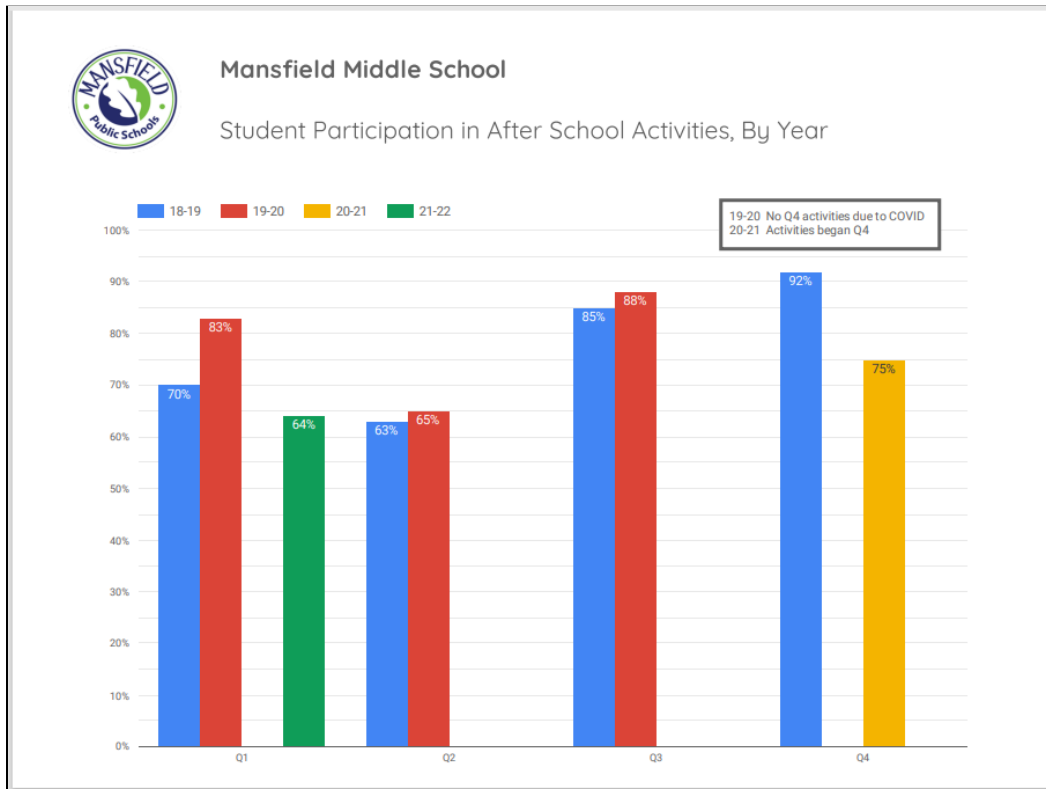
Advanced Math Participation



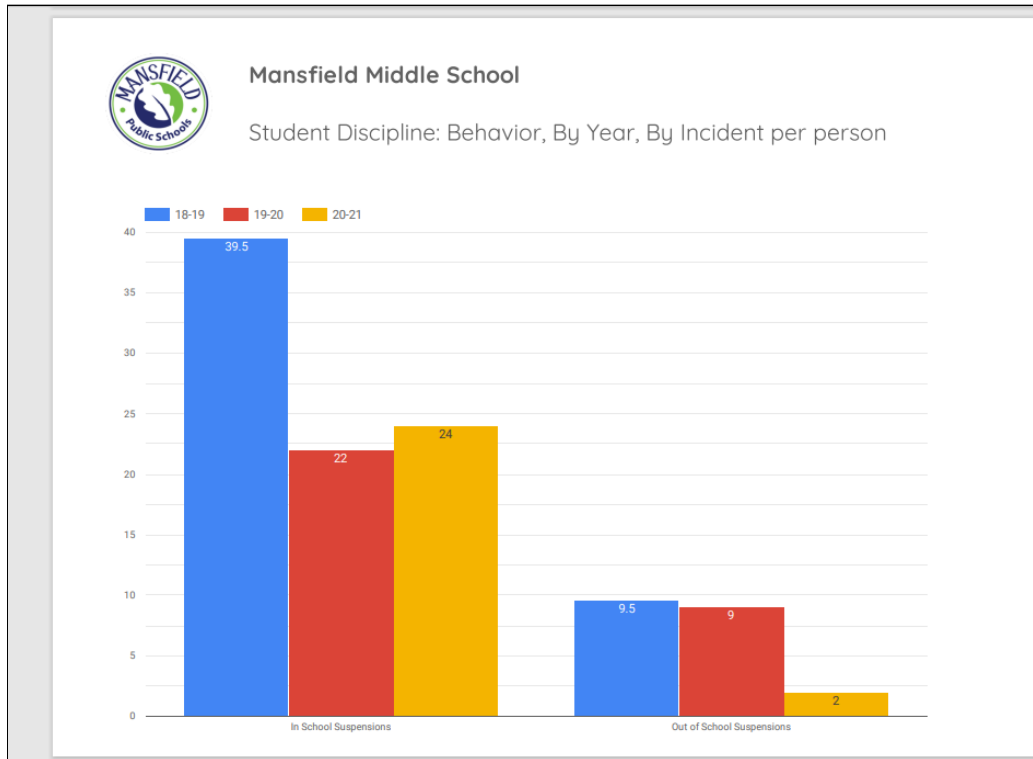
History Day Participation



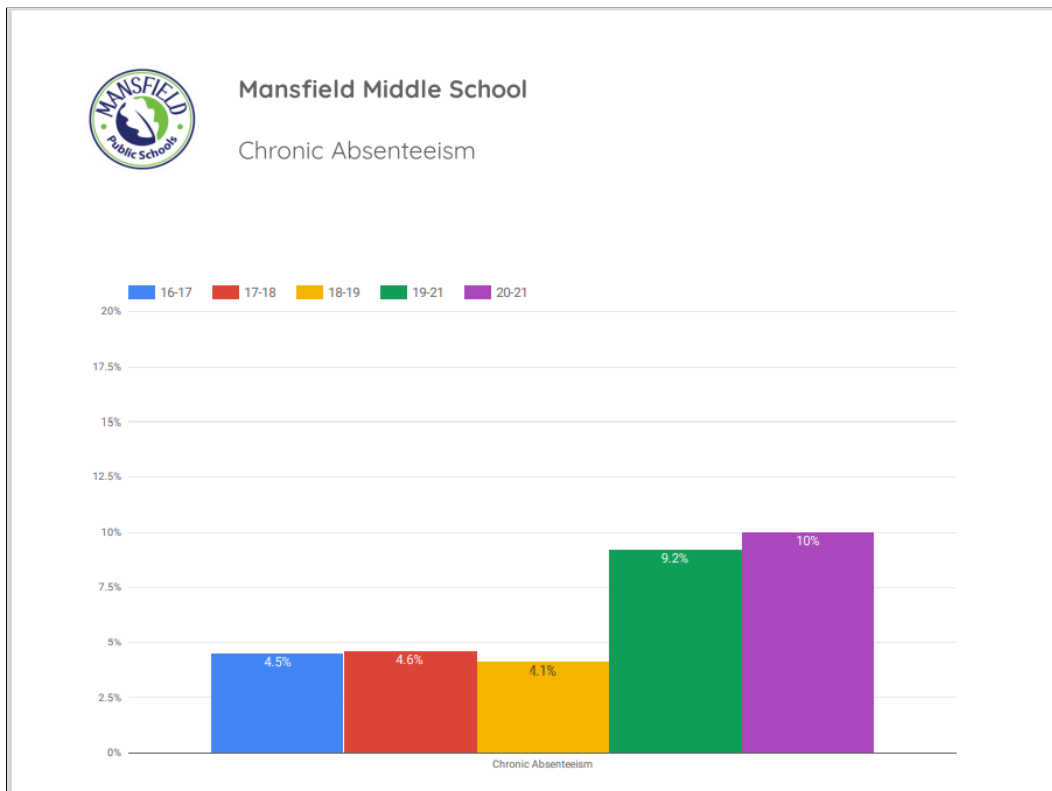
After School Activity Participation



Discipline Data



Chronic Absenteeism Data



MMS Climate Survey Results-Family	2018-2019	2020-2021
My child is proud to be a student at this school.	94.7	95.6
My child feels safe at school.	96.8	86.5
The school rules are clear.	97.9	95.3
My child is treated with respect at school.	91.6	95.6
Adults at my child's school care about students.	95.6	98.3
I feel that I am part of the school community.	75	81.1
I feel welcomed at school.	92.6	90.7
My child feels that she or he is a part of the school community.	95.7	94.8
I feel comfortable communicating with staff at my child's school.	91.6	87.4
School staff support students when they have a problem.	89.4	95.7
My child is an active member of the school.	92.7	89.1
When I have a question or concern, I know who to contact.	89.5	84.3
My child has at least one friend.	100	98.7
My child likes coming to school.	87.3	83.5
School is interesting to my child.	84.3	81.7
My child's learning makes connections to the real world.	90.5	90.5
My child is challenged at school.	87.5	91.7
Teachers encourage my child to do her or his best.	92.7	95.2
Students are respectful of each other's differences.	94.6	86.9
Communication from the school to home is effective.	76.8	89.1



Student Survey Data	2018-2019	2020-2021
I am proud to be a student in this school.	92.3	89.8
I feel safe in this school.	92.8	92
The school rules are clear.	89.8	89
I feel others treat me with respect.	82.9	82.9
Adults at my school care about students.	90.5	87.2
I feel like I belong at this school.	86	85.5
Students help one another in this school.	81.8	81.6
I feel comfortable talking to at least one adult in this school.	89.1	91.6
Teachers support students when they have a problem.	88.5	86.6
Students solve problems with each other.	80.2	76.9
I am an active member of my school.	84.9	88.1
I work with others to improve my school community.	80.1	78.3
I talk with my parents/guardians about school.	83.1	81.1
I have at least one friend at school.	97.7	97.1
I like coming to school.	69.6	64.7
The work I do in school is interesting.	73.1	69.7
I see the connections between the work I do in school and the real world.	65	59
The work I do in class is challenging.	74.1	76.2
My teachers encourage me to do my best.	94.6	92.2
It is important for me to do well in school.	97	95
Students are respectful of each other's differences.	73.1	74.5
I make choices about my own learning.	86.8	82

