

# Mansfield Middle School Development Plan 2017-18

## District Framework

### 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.*

### Goal

- 1.1 Develop a shared understanding of the qualities and characteristics of 21<sup>st</sup> century learning connected to the content standards.

### Actions and Initiatives 1.1

- As part of district work to define end of grade level 21st Century Skills in grades 2, 4 & 8, teachers will collaborate in defining benchmark expectations for 21st Century Skills at end of grade 8.
- Work with teachers to build a common understanding of the 21<sup>st</sup> Century skills defined in Mansfield's Portrait of the Graduate.
- Continue the development and implementation project based learning experiences for students that place emphasis on authentic assessment of student work
- Continue embed 21st century skills (collaboration, communication, critical thinking, creativity and global citizenship) into the existing units/lessons/curriculum and develop assessment practices that measure student progress towards mastery of 21st century skills during the 2017-2018 school year.
- Continue to support teachers in the implementation of a workshop approach to developing reading and writing skills in grades 5-6.
- Build a common understanding of Next Generation Science Standards and performance expectations in grades 5-8.
- Continue to provide enrichment in mathematics in grades 5-8.
- Provide collaboration opportunities to support program development for teachers in the arts in grades 5-8.
- Continue to support music and physical education teachers in the revision of curriculum.
- Implement use of digital tools that support individualized learning and enhance development of the skills defined in the Mansfield Portrait of the Graduate.
- Engage teachers in evidence-centered reviews of student performance to support planning for instruction.
- 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.

## **Measurable Goals and Outcomes**

- By June 2018 student performance expectations for each element of the Portrait of the Graduate will be defined in grade 8.
- Each content area will develop rubrics that include assessment of one or more of the the 5C's.
- 75% of students will meet expectations in Reading as measured by State and local assessments.
- 80% of students will meet expectations in mathematics as measured by State and local assessments.
- 85% of students in grades 5 and 8 will meet expectations in science as measured by State and local assessments.

## **Goal**

- 1.2 MMS Staff will work collaboratively with families to support the social and emotional development of all students.

## **Actions and Initiatives 1.2**

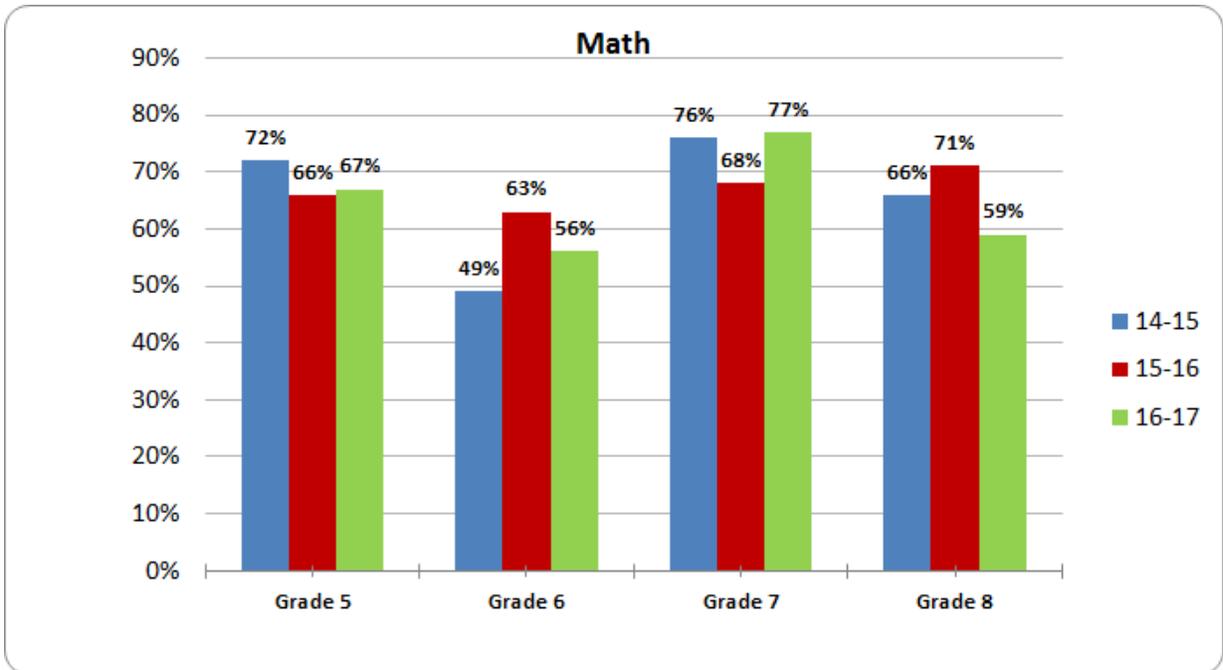
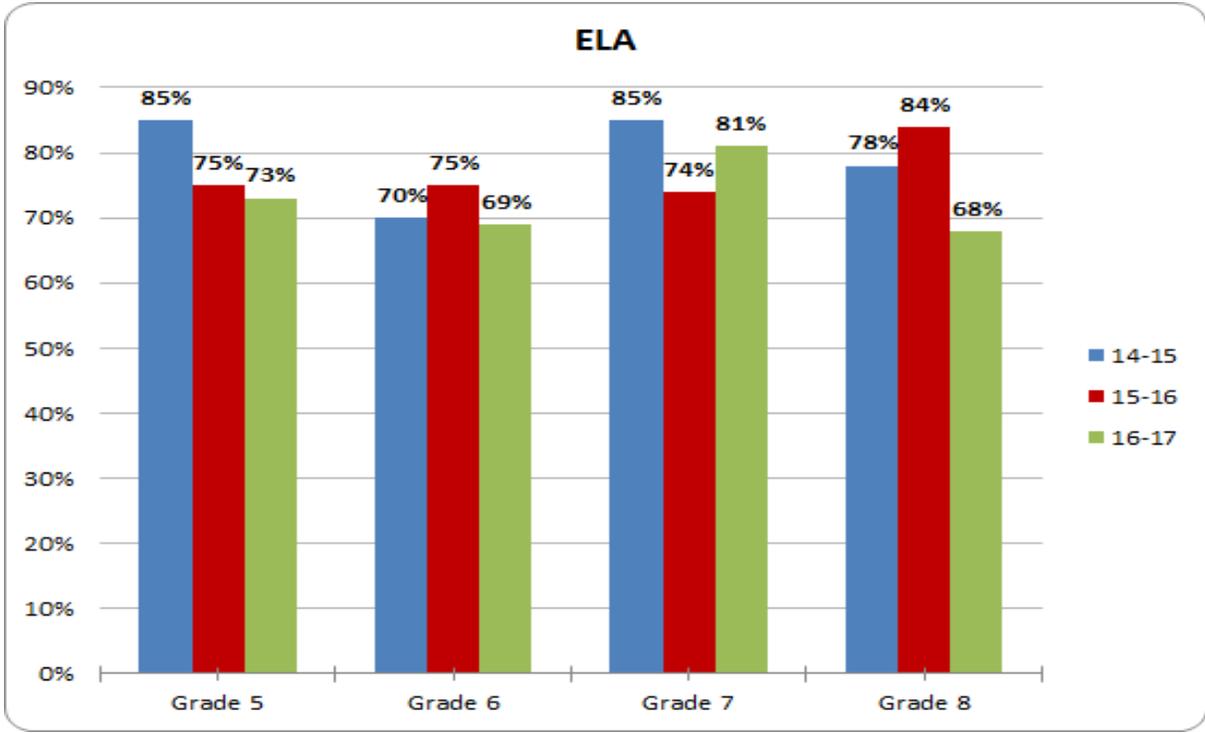
- Use data from 2017 student and parent surveys and student focus groups to establish school climate initiatives in building.
- School Climate Committee and others develop action plan for climate improvement initiatives and development of social and emotional skills of students at MMS.
- School staff and students will collaborate to develop learning opportunities for all students to engage in on relevant and important topics related to social and emotional health.
- Enhance communication and collaboration opportunities with our Mansfield families through newsletters, parent workshop opportunities, school wide events.
- Review student attendance data on a monthly basis using the tracking document.  
Individual student support plans will be developed as needed.

## **Measurable Goals and Outcomes**

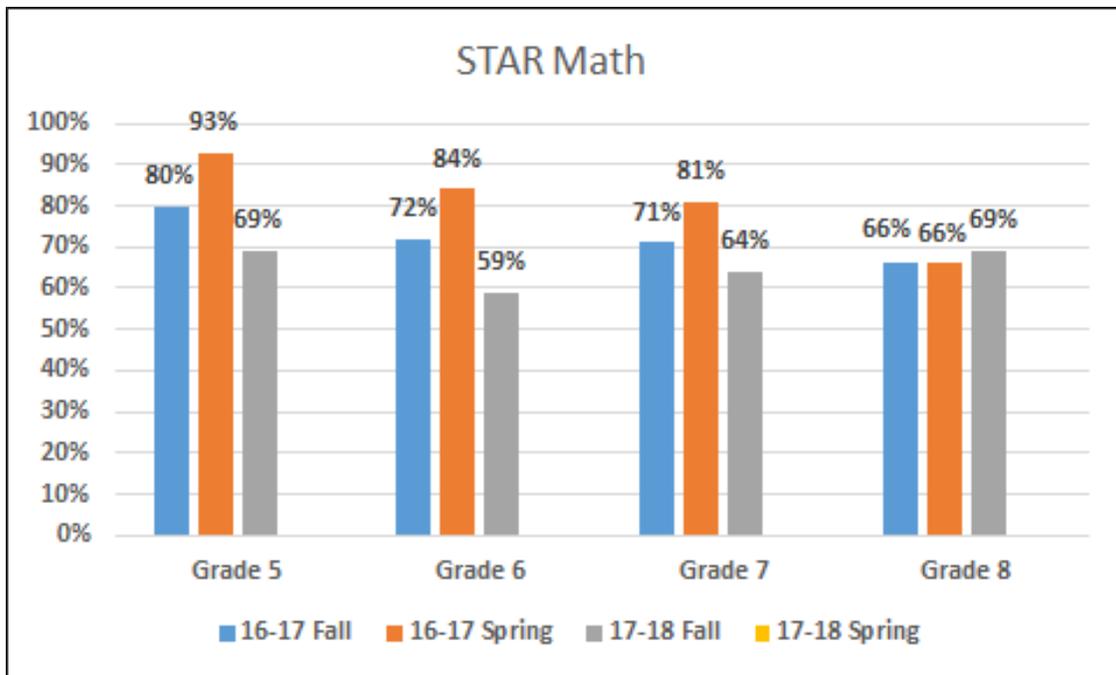
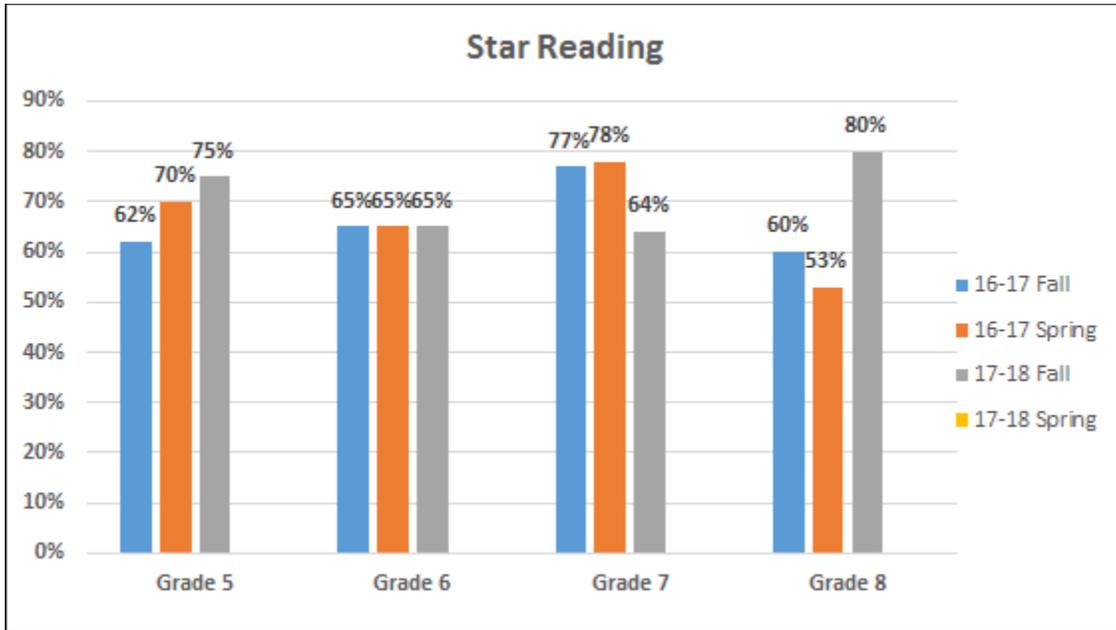
- School behavioral data will show an increase in positive behaviors
- Parent surveys, 90% of families will respond positively to questions focused on communication practices and parent involvement.
- Student survey results will demonstrate growth in students' feelings of connectedness to school.

# Longitudinal Data

## Smarter Balanced Assessment Percentage of Students At or Above Goal

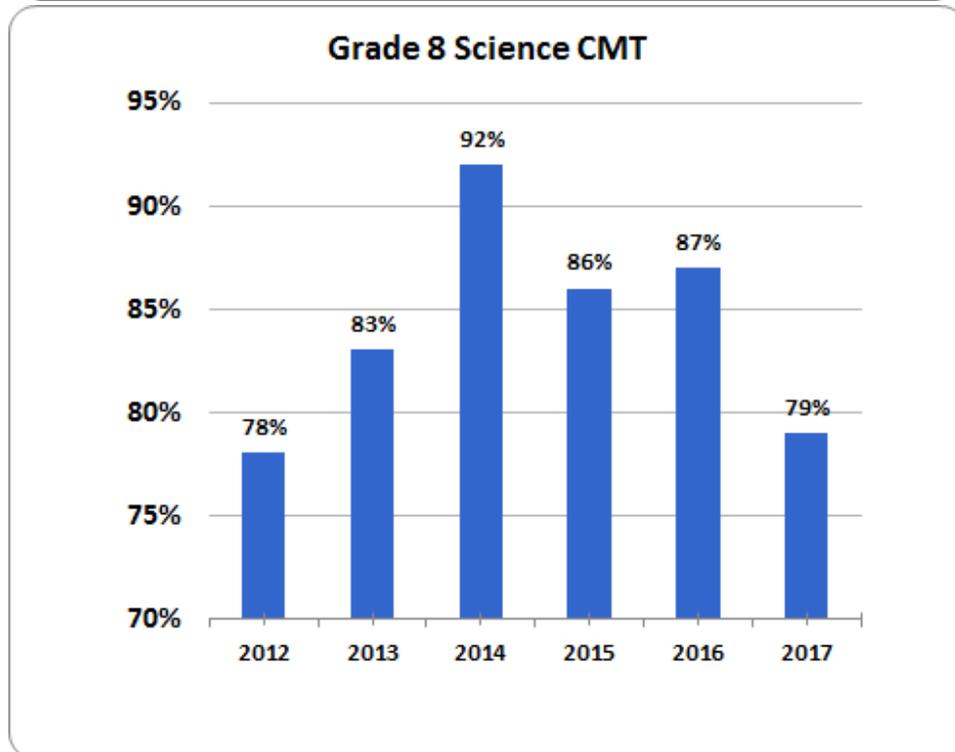
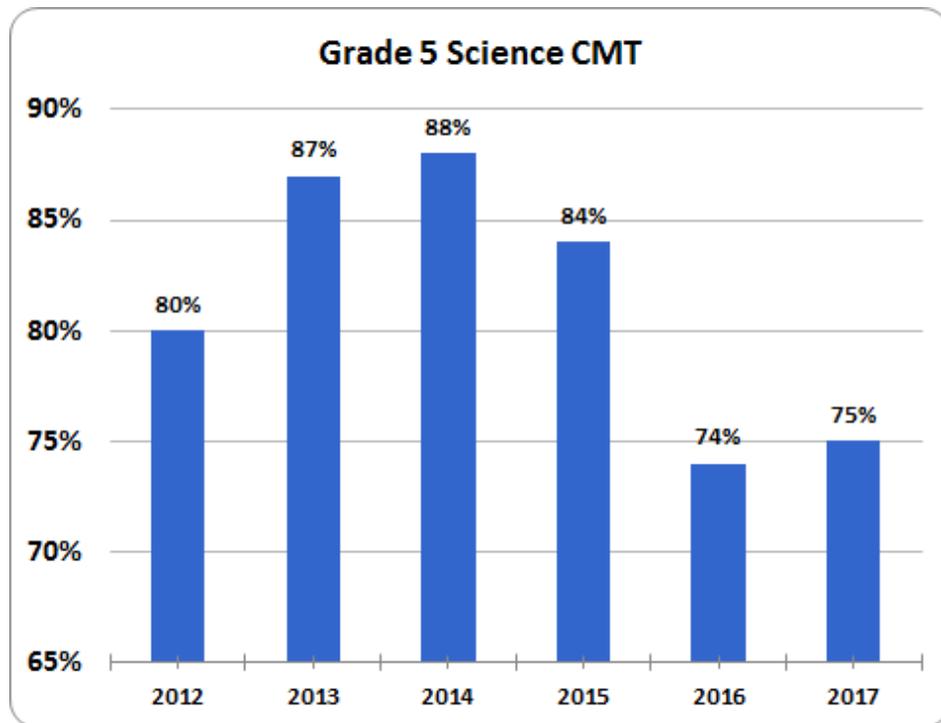


## Star Assessment Percentage of Students At or Above Goal

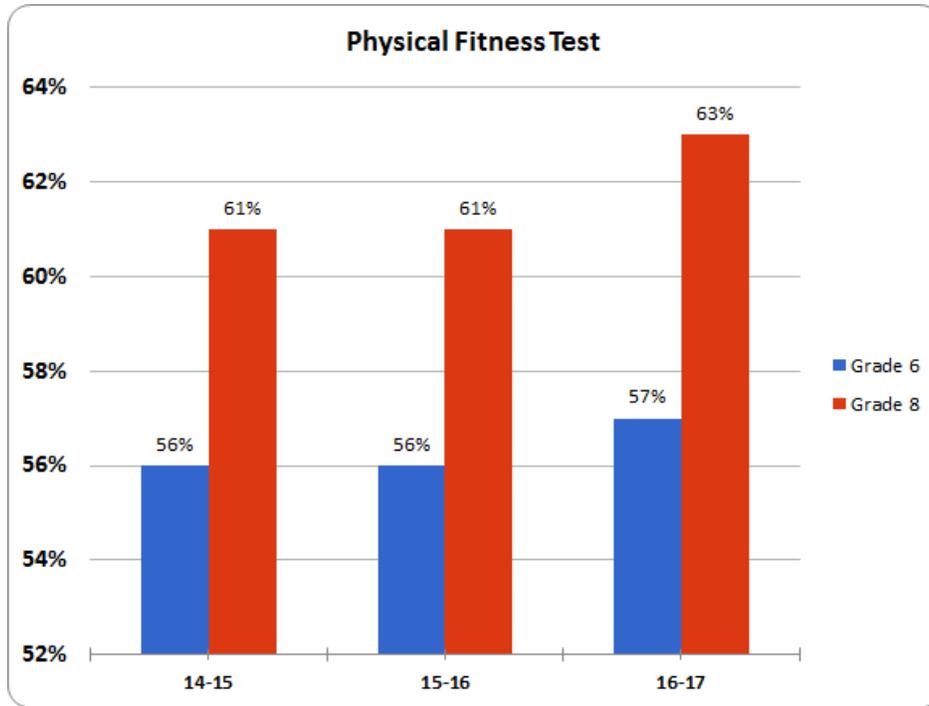


# Connecticut Mastery Test Science

## Percentage of Students At or Above Goal



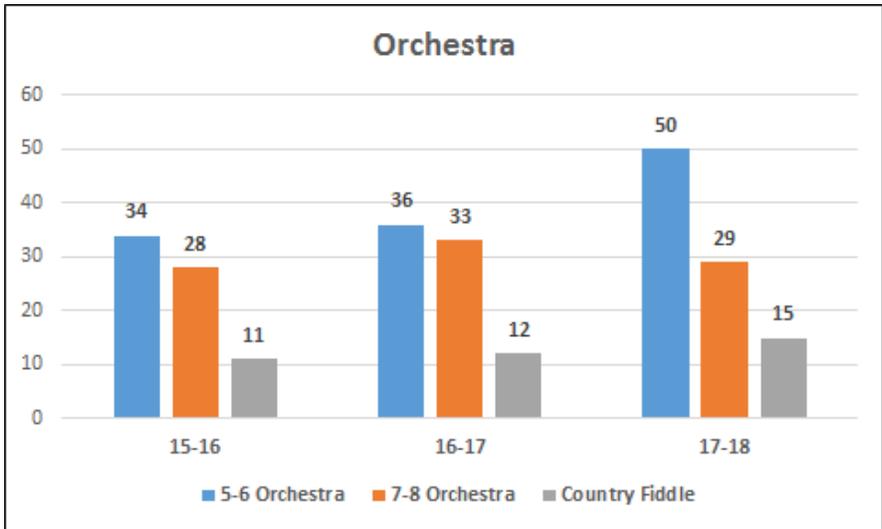
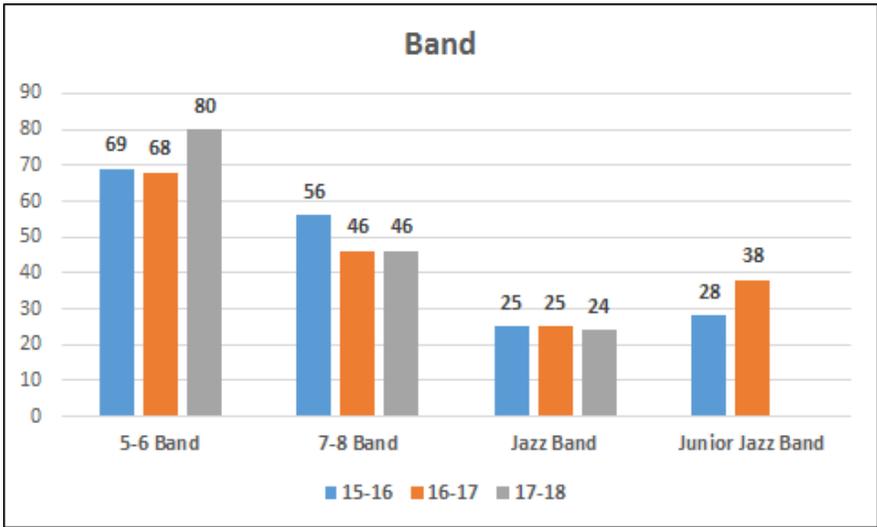
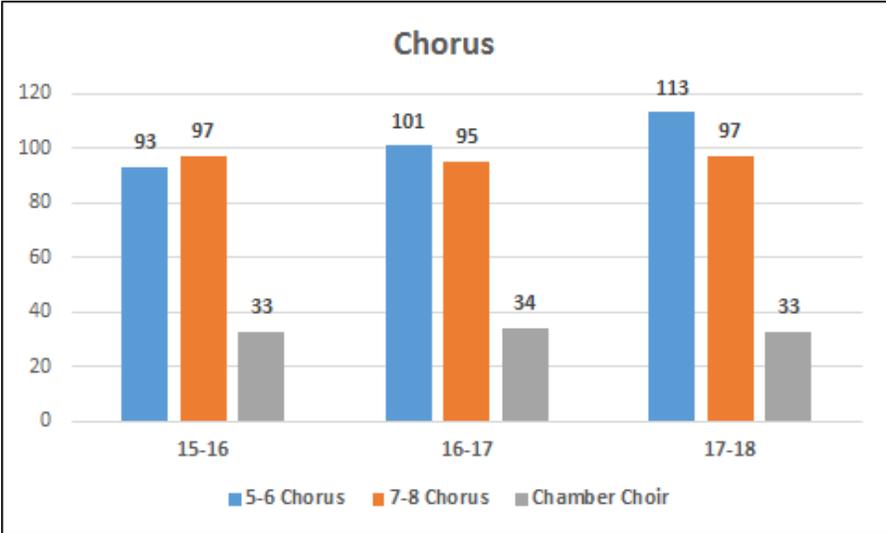
## Connecticut State Physical Fitness Assessment

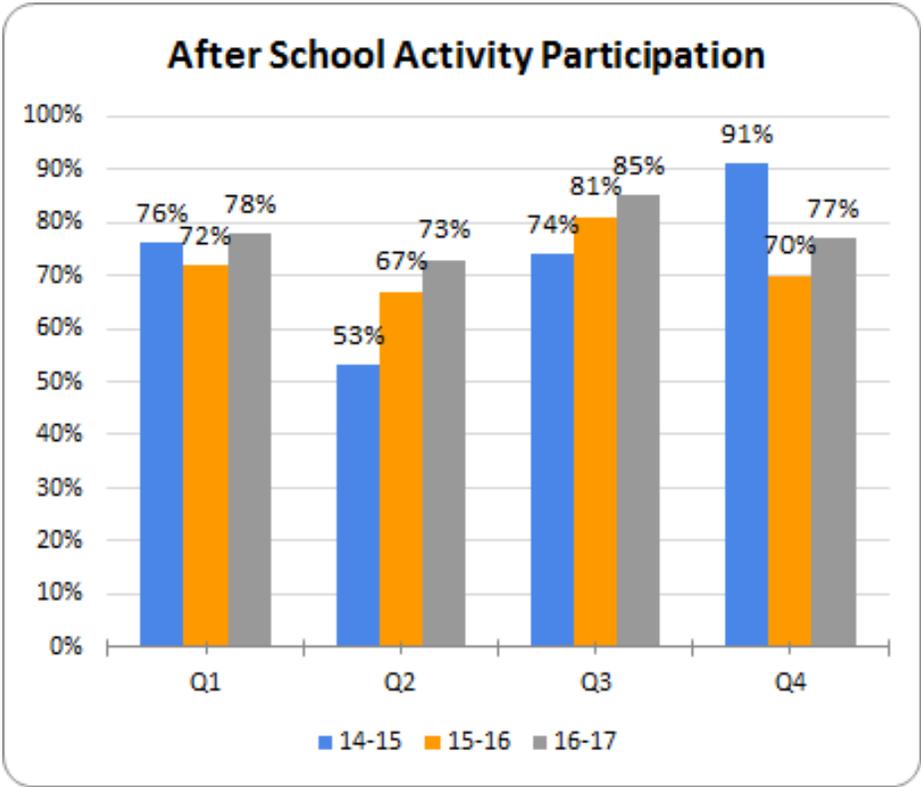
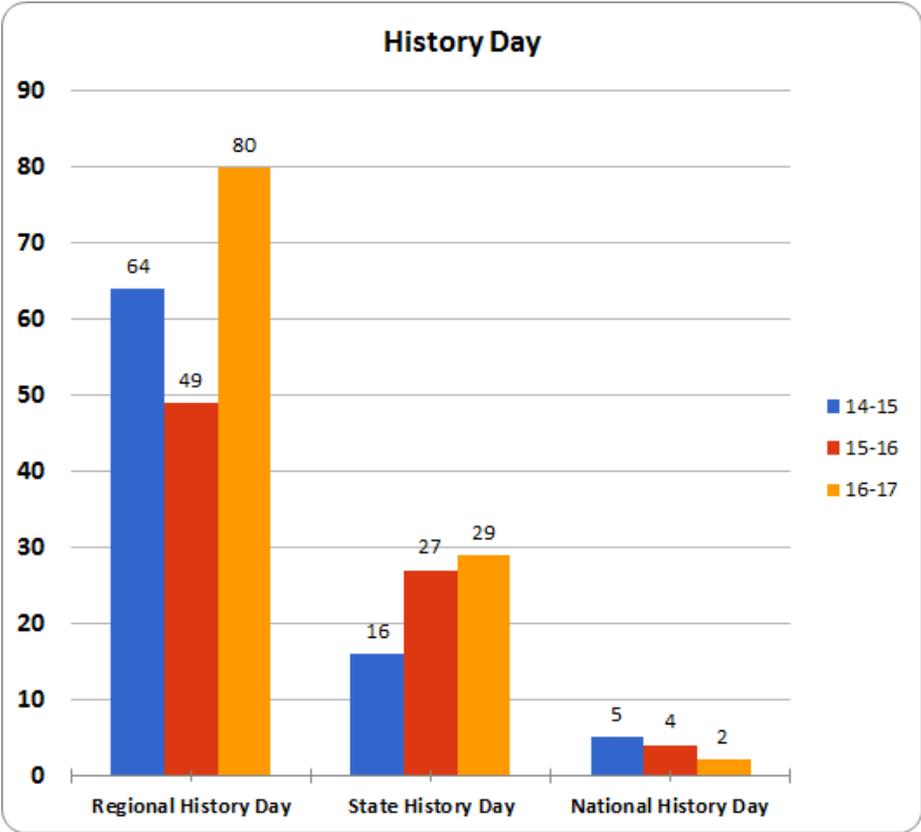


*Percent of students exceeding all four components of the physical fitness test.*

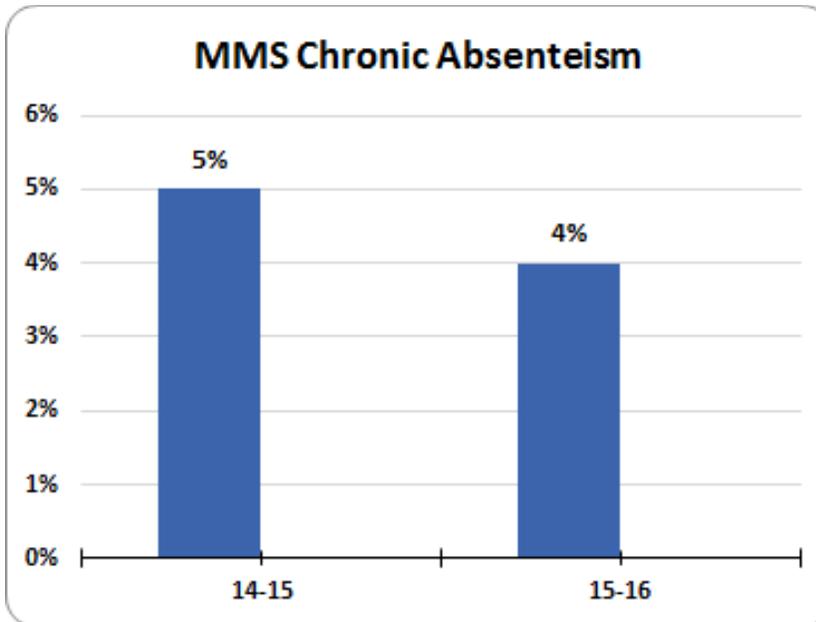
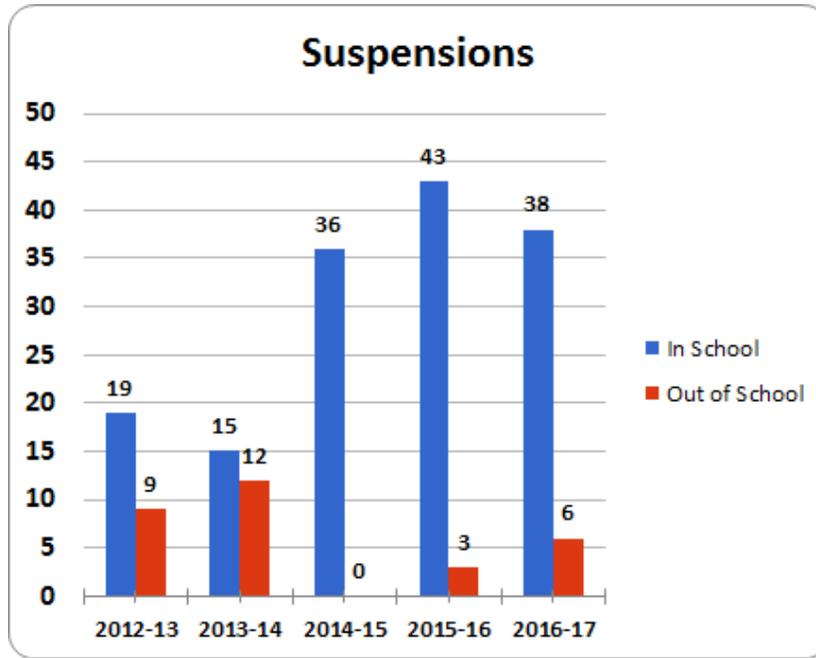
<b>Parent Survey</b>	<b>Positive Responses 16-17</b>	<b>Positive Responses 17-18</b>
Parents/guardians feel welcome at my child's school.	77%	
To what extent do you think that children enjoy going to your child's school?	89%	
How motivating are the classroom lessons at your child's school?	81%	
How much 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%	

# 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.

	Positive Office Referrals
16-17	127

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

## Other Data

