

Mansfield Middle School Development Plan 2018-2019

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

Actions and Initiatives 1.1

- Support teachers in the implementation of the 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.
- Provide enrichment in mathematics in grades 5-8.
- As part of our MMS building work, begin to define 21st Century progression of skills by grade level.
- As part of district work, support the completion of transfer goals for all content areas.
- Develop assessment practices that measure student progress towards mastery of 21st century skills during the 2018-2019 school year.
- Provide collaboration opportunities to support program development for teachers in the arts in grades 5-8.
- 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.
- 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.
- Student support team meets monthly to review individual student progress for students receiving Tier 2 and Tier 3 intervention plans.
- [Planned Professional Learning for the 2018-19 School Year](#)

Measurable Goals and Outcomes

- Each content area will develop rubrics that include assessment of one or more of the the 5C's and collect baseline student performance data.
- 80% of students will meet expectations in Reading as measured by State and local assessments.

- 75% of students will meet expectations in mathematics as measured by State and local assessments.
- 75% of students in grades 5 and 8 will meet expectations in science as measured by State and local assessments.

District Framework

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.

Goal

2.1 Develop student centered learning and assessment practices that promote the engagement of all learners.

Actions and Initiatives 2.1

- Continue the development and implementation project based learning experiences for students that place emphasis on authentic assessment of student work.
- Build teachers' assessment knowledge of students' present levels of performance in reading and writing through the development of conferring practices in grades 5-8 through the use of the learning progressions.
- Teachers of mathematics will engage in professional learning focused on designing tasks that foster student engagement through rigorous real world problem solving tasks.
- Expand project based learning experiences through the grade 6 cross curricular project on sustainability.
- Engage teachers in evidence-centered reviews of student performance to support planning for instruction.
- Professional learning time focused on deepening understanding & implementation of 21st Century Skill work, student centered learning practices, assessment and core content.
- Work with teachers on the development and implementation of goals that align to 21st Century Skill work, student centered learning practices, assessment and core content.

Measurable Goals and Outcomes

- Teacher goal work will provide evidence of baseline data collection of authentic assessment practices.
- Teachers will provide examples of student centered instructional practices that have been embedded in instruction.
- Teams will begin to develop authentic assessment practices for project based learning experiences.

District Framework

Statement 5

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

Goal

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

Actions and Initiatives 5.1

- Use data from 2018 student and parent surveys and student focus groups to establish school climate initiatives in building.
- 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.
- Positive Behavior Recognition Week.
- School counselors will use parent outreach tools such as Twitter and YouTube to keep parents informed of relevant information related to supporting adolescent development.
- School Staff will involve students in the use of vlogging and video to keep MMS families informed of events and accomplishments of MMS students.
- Staff will create grade level parent information documents that provide an organized way of finding out information relevant to their child's grade level.
- 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 via positive office referrals and grade level recognitions.
- 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

State Assessments

Results	2014-2015 %	2015-2016 %	2016-2017 %
ELA Performance Index – All Students	81.2	80.8	77.1
ELA Performance Index – High Needs Students	68.1	70.5	65.8
Math Performance Index – All Students	75.0	75.4	74.8
Math Performance Index – High Needs Students	63.5	64.5	64.4
Science Performance Index – All Students	69.6	68.6	65.2
Science Performance Index – High Needs Students	59.5	61.2	57.9

Results	2014-2015 %	2015-2016 %	2016-2017 %
Chronic Absenteeism – All Students	5.0%	4.4%	4.5%
Chronic Absenteeism – High Needs Students	6.5%	4.1%	5.8%

Results	2014-2015 %	2015-2016 %	2016-2017 %
On-track to High School Graduation	93.5%	89.5%	91.7%

Results	2014-2015 %		2015-2016 %		2016-2017 %	
Physical Fitness (estimated part rate) and (fitness rate)	95.5	65.6	99.6	59.4	94.5	56.2

Measurable Outcomes:

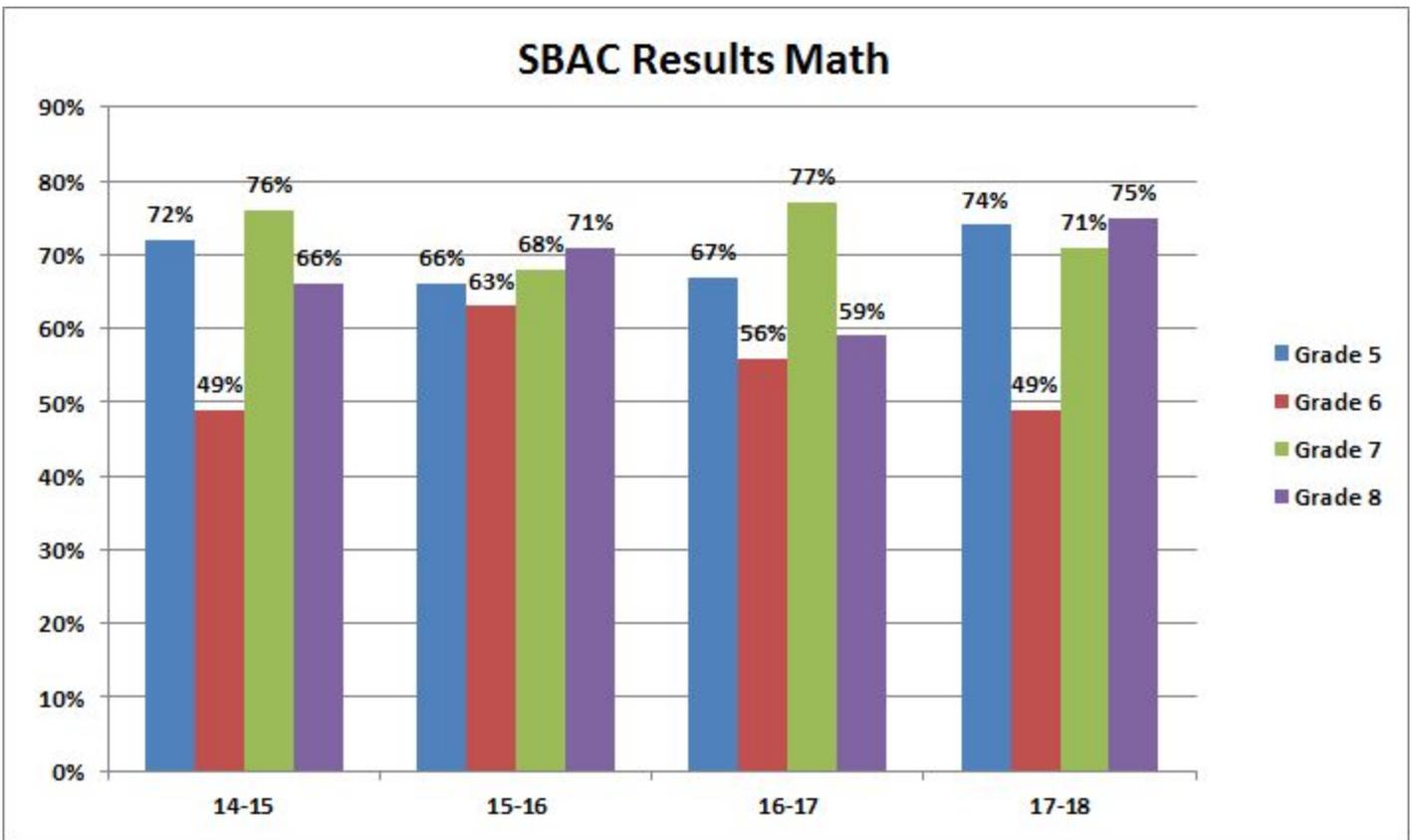
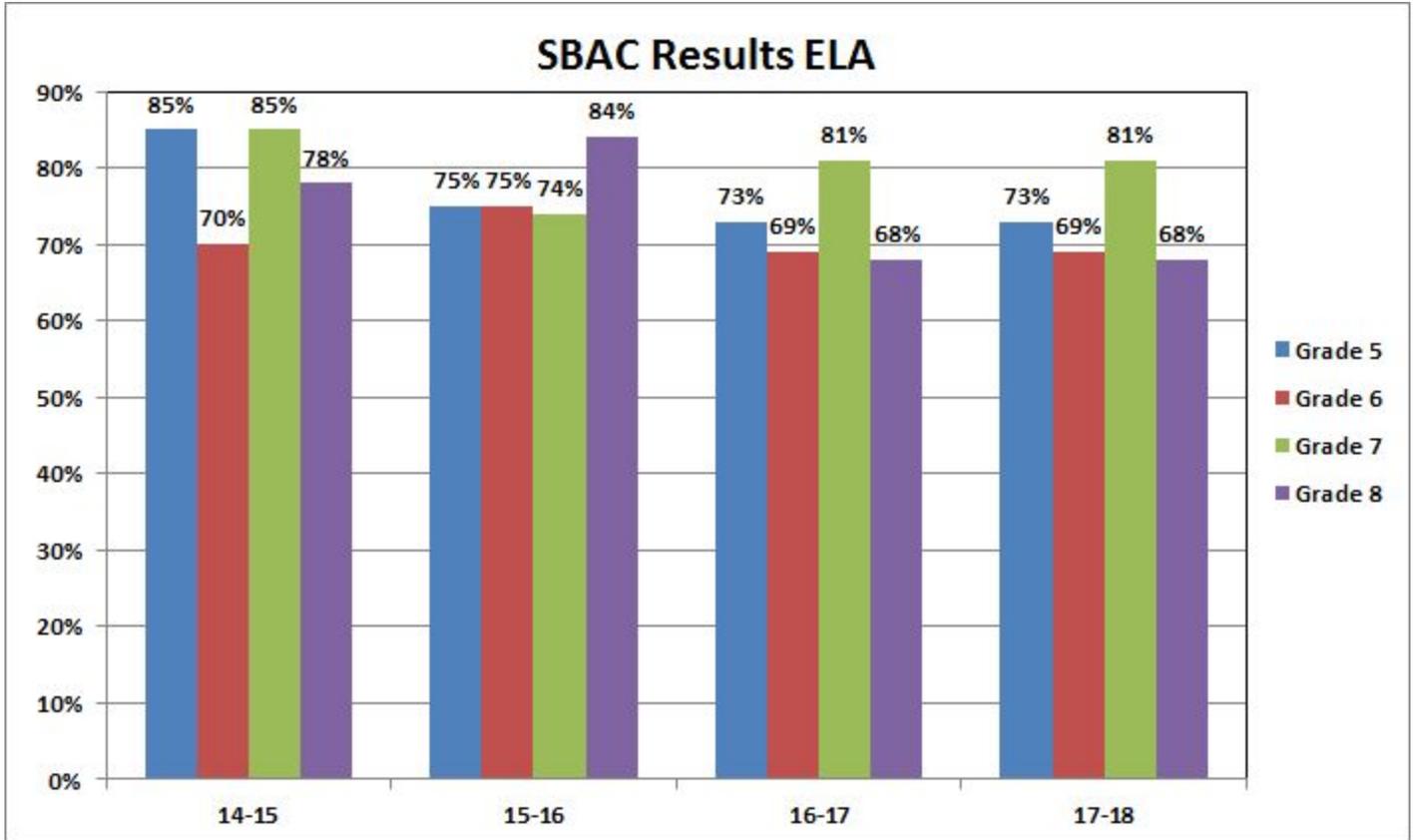
Parent Survey	Positive Responses 17-18
I feel that I am part of the school community.	80%
School staff support students when they have a problem.	91%
My child likes coming to school.	87%
My child makes learning connections to the real world.	91%
My child is challenged at school.	85%
Student diversity is respected at my child's school.	89%
Communication from home to school is effective.	77%
My child feels safe at school	90%

Student Survey	Positive Responses 17-18
I am proud to be a student at this school.	92%
I feel safe in this school.	92%
I feel others treat me with respect.	82%
Adults at my school care about students.	91%
I feel comfortable talking to at least one adult in this school.	90%
Teachers support students when they have a problem.	90%
Students solve problems with each other.	72%
I am active member of my school.	81%
I see connections between the work I do in school and the real world.	66%
Students are respectful of each other's differences.	74%

	Positive Office Referrals
16-17	127
17-18	123

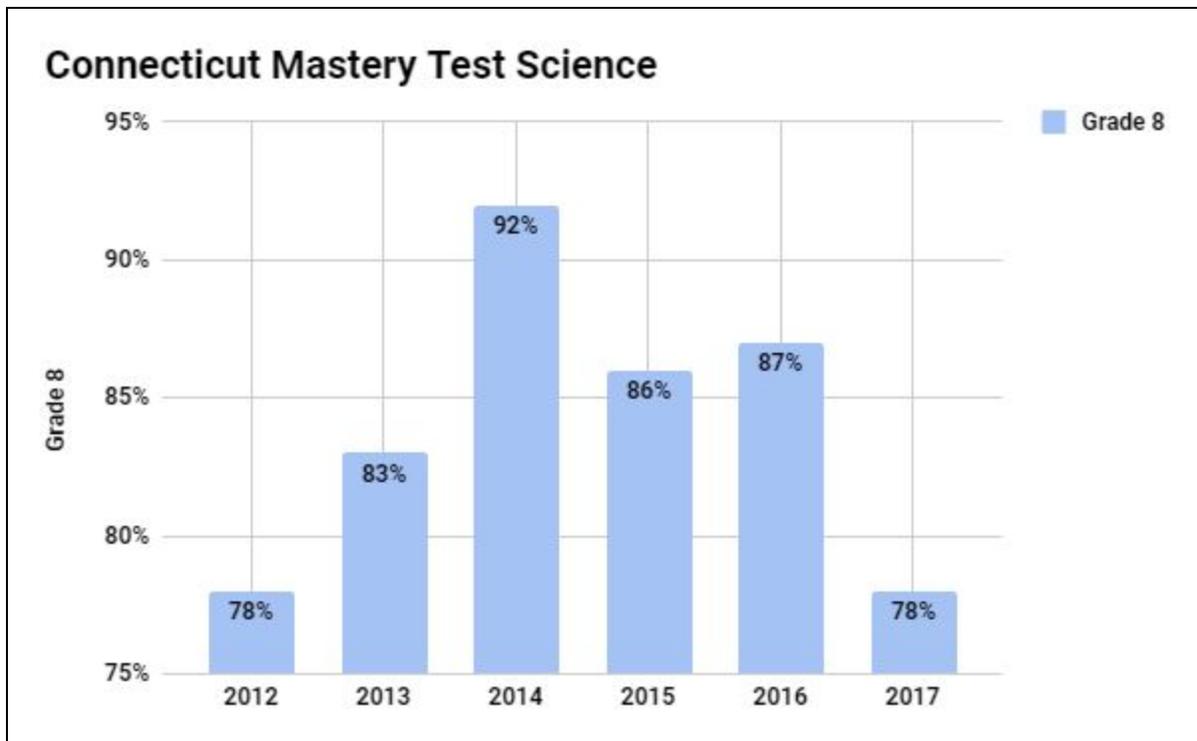
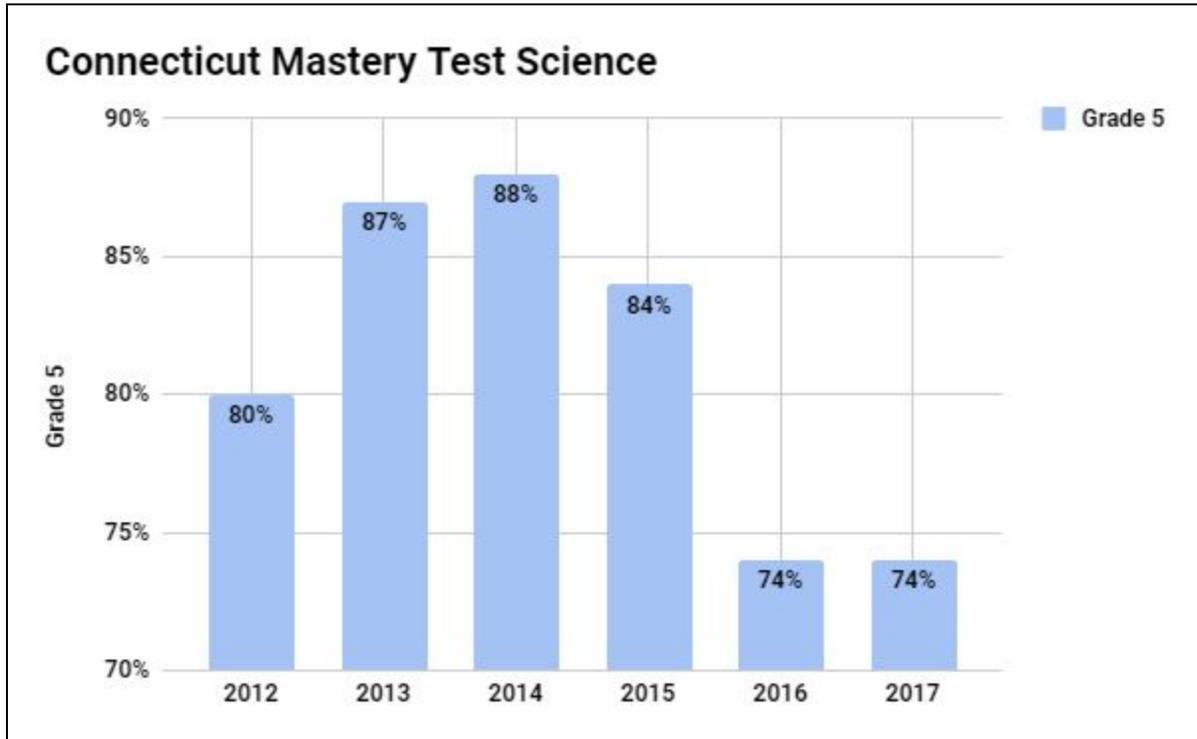
	Student Recognition Postcards Grade 7	Student Recognition Postcards Grade 8
16-17	90	80
17-18	124	110

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



Connecticut Mastery Test Science

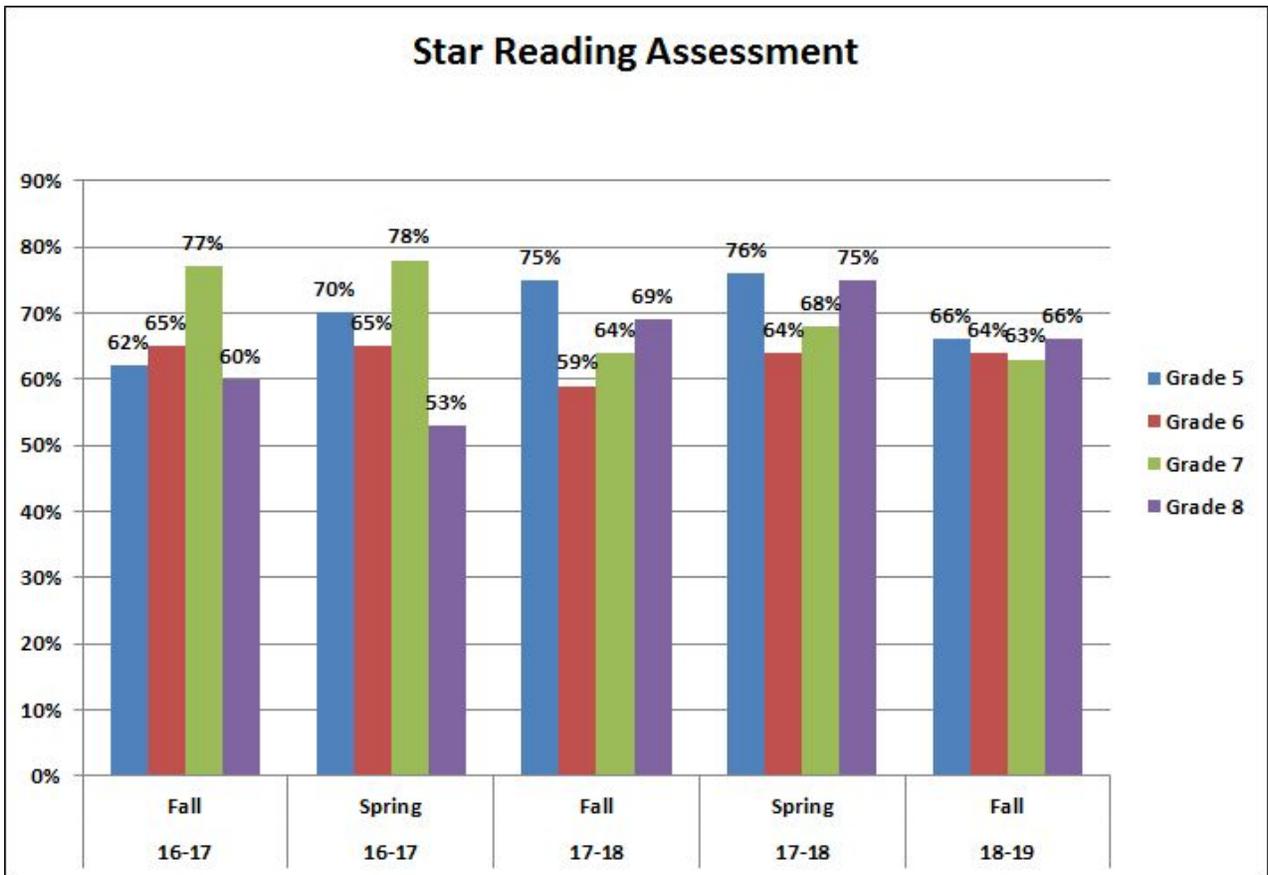
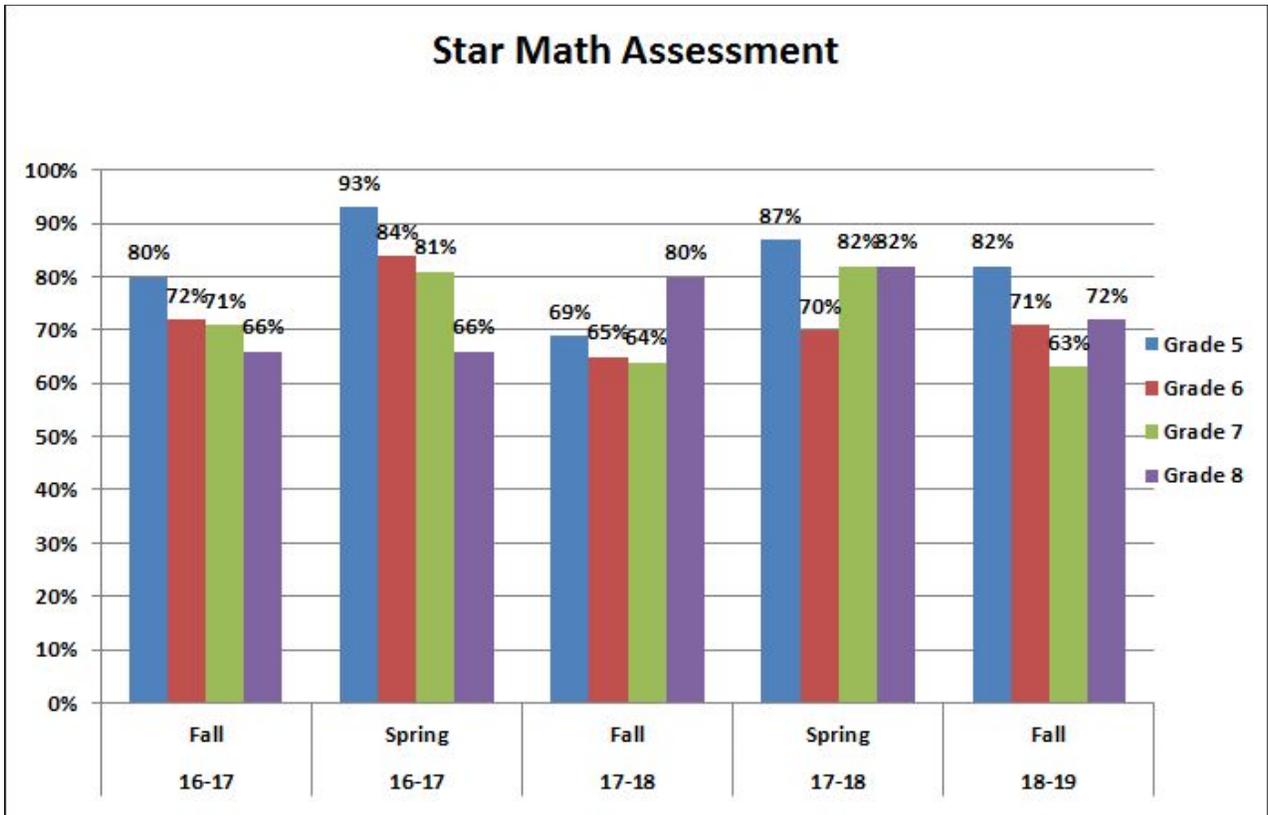
Percentage of Students At or Above Goal



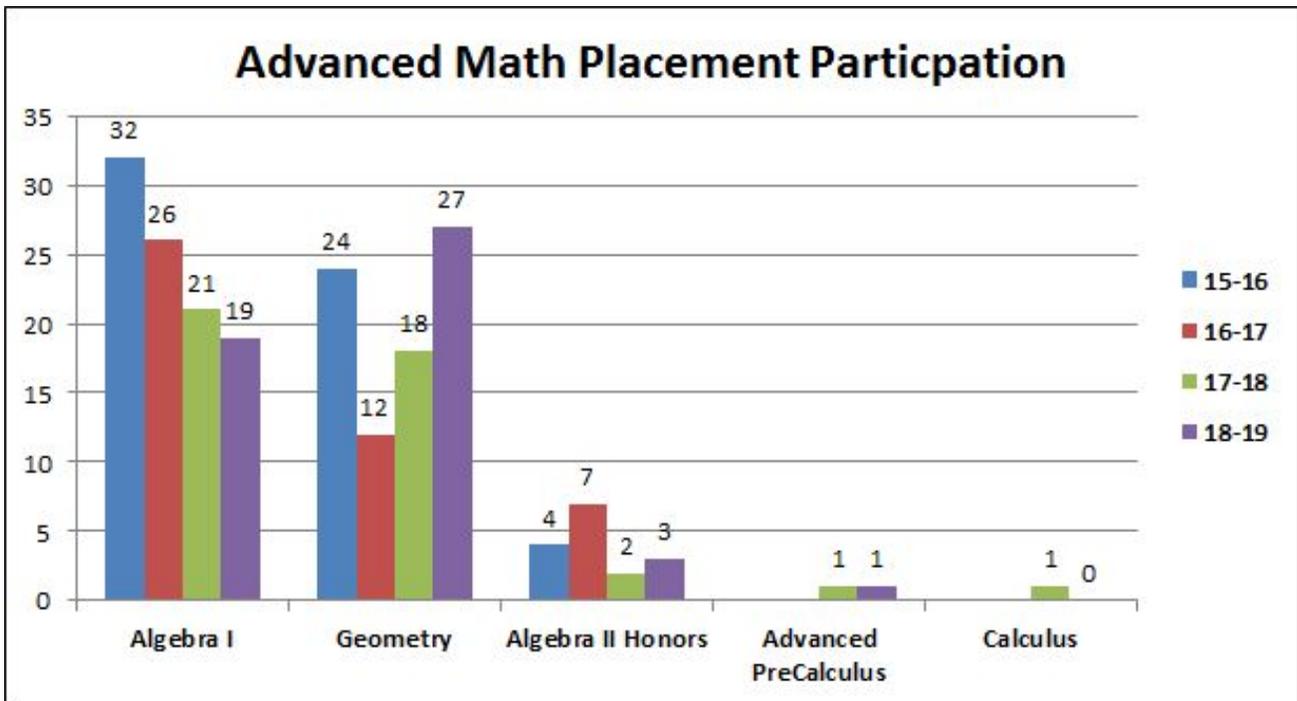
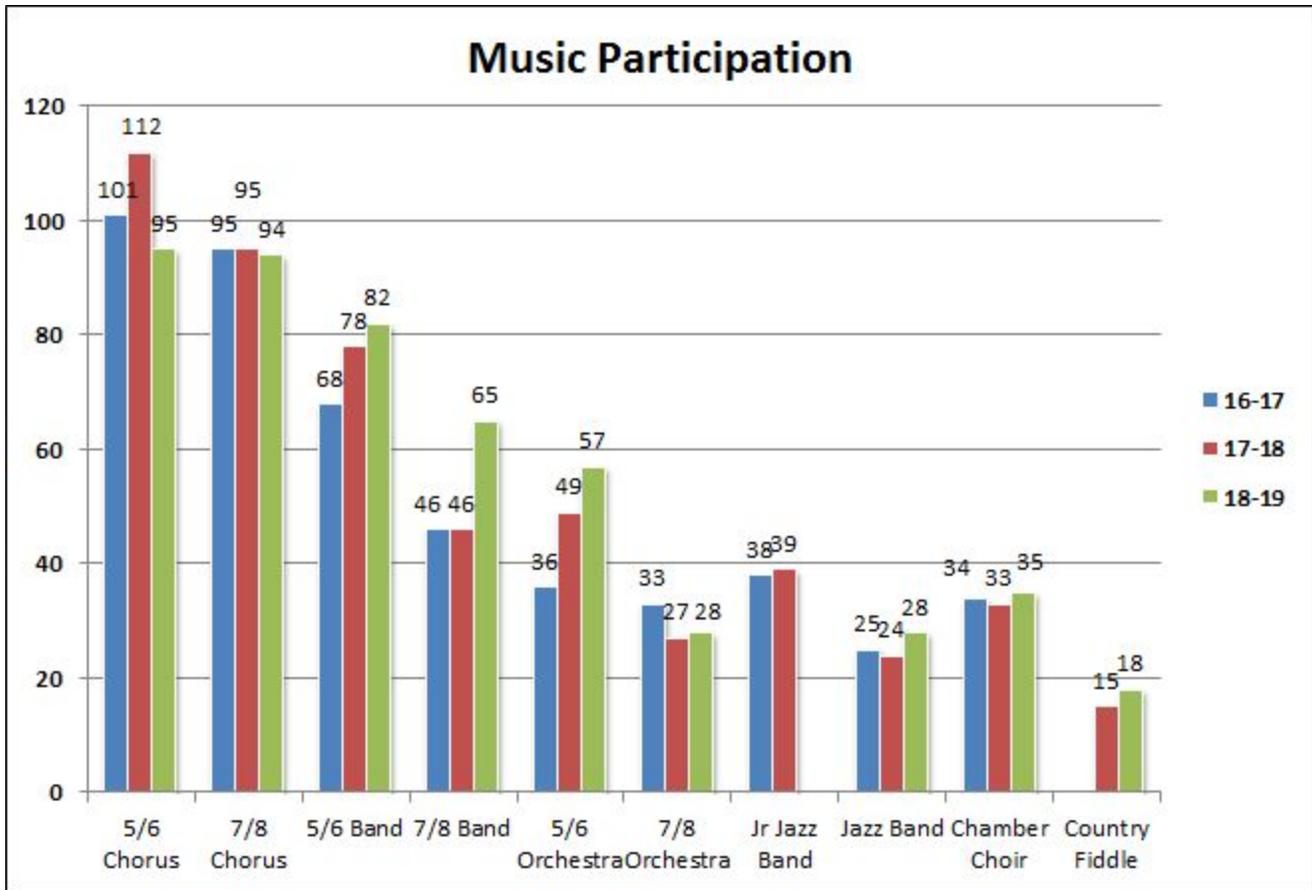
2018 was a Next Generation Science Assessment pilot year. No scores provided.

STAR Assessment

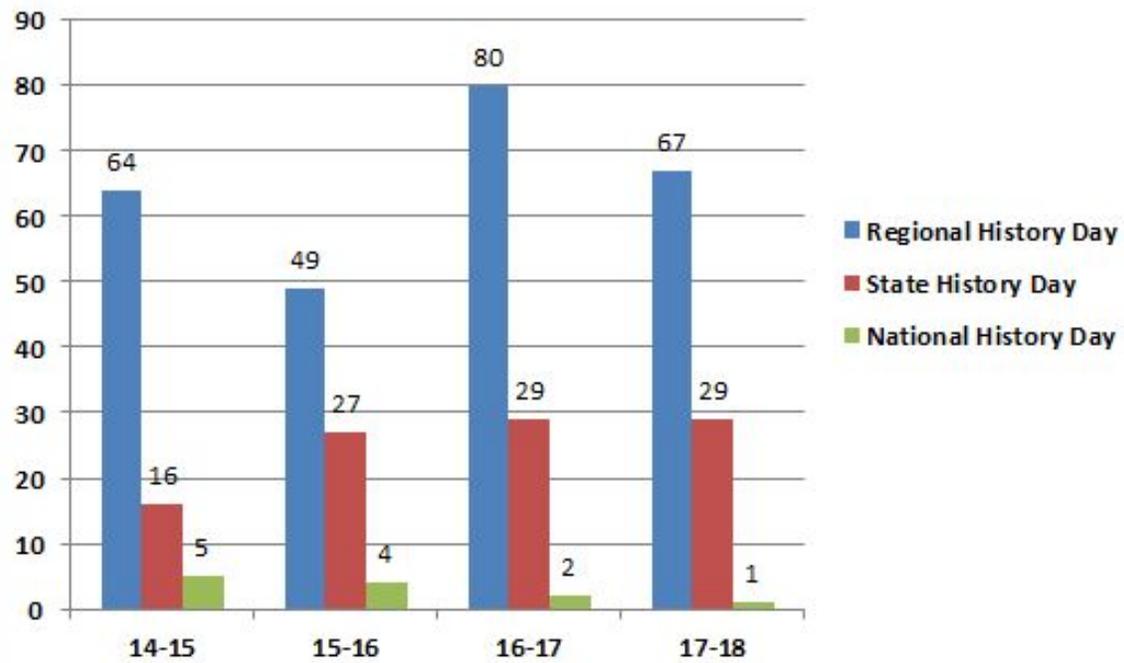
Percentage of Students At or Above Goal



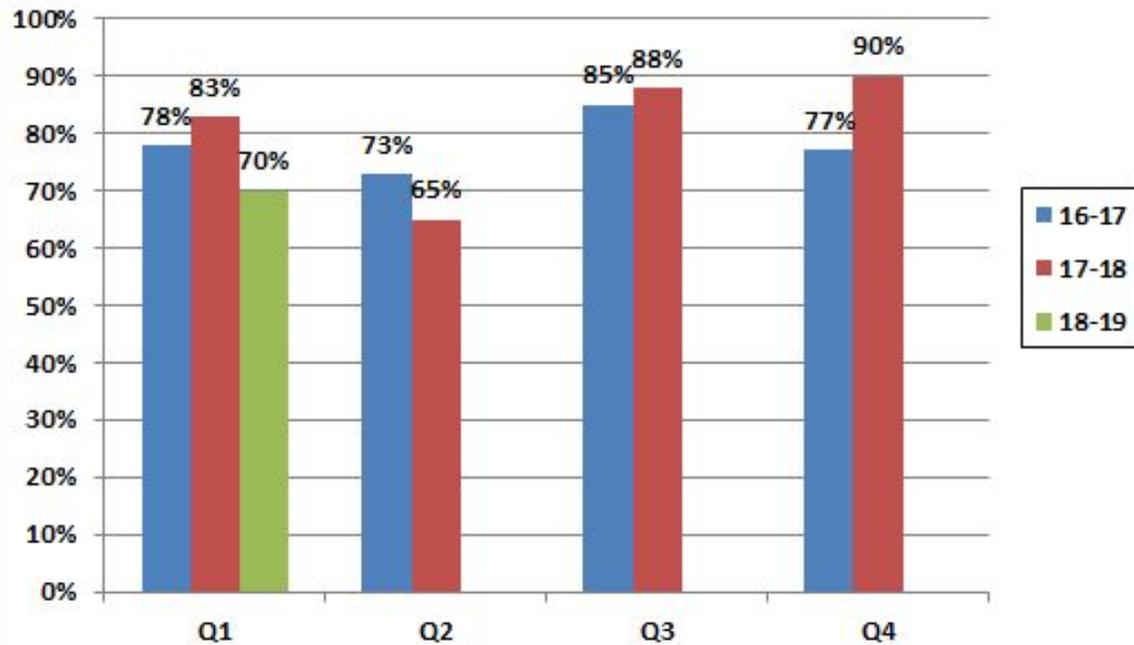
Student Engagement



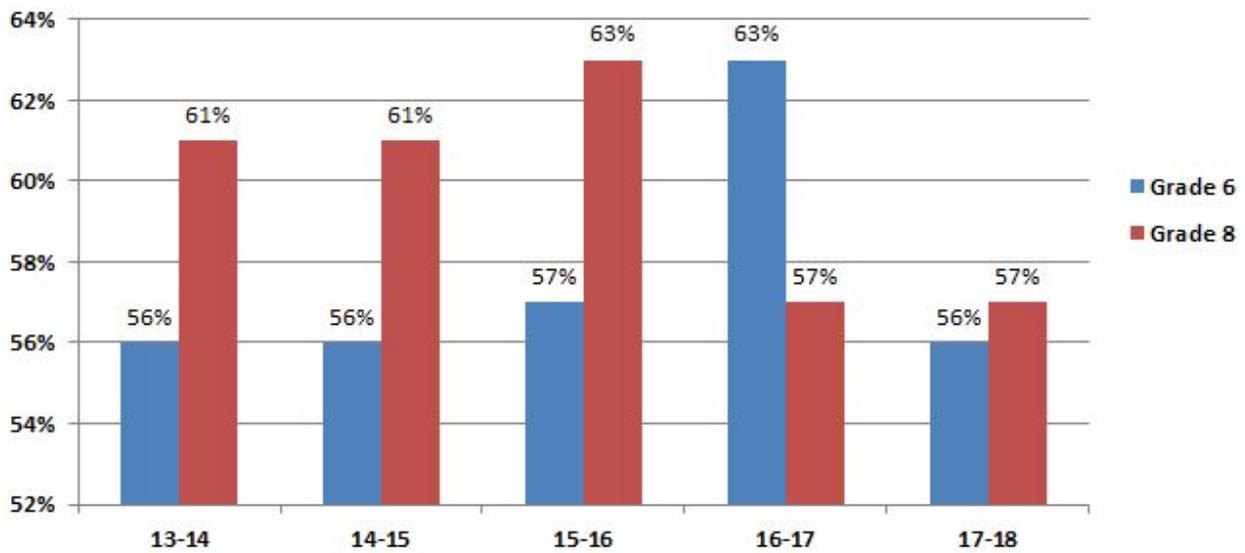
History Day Participation



After School Activity Participation

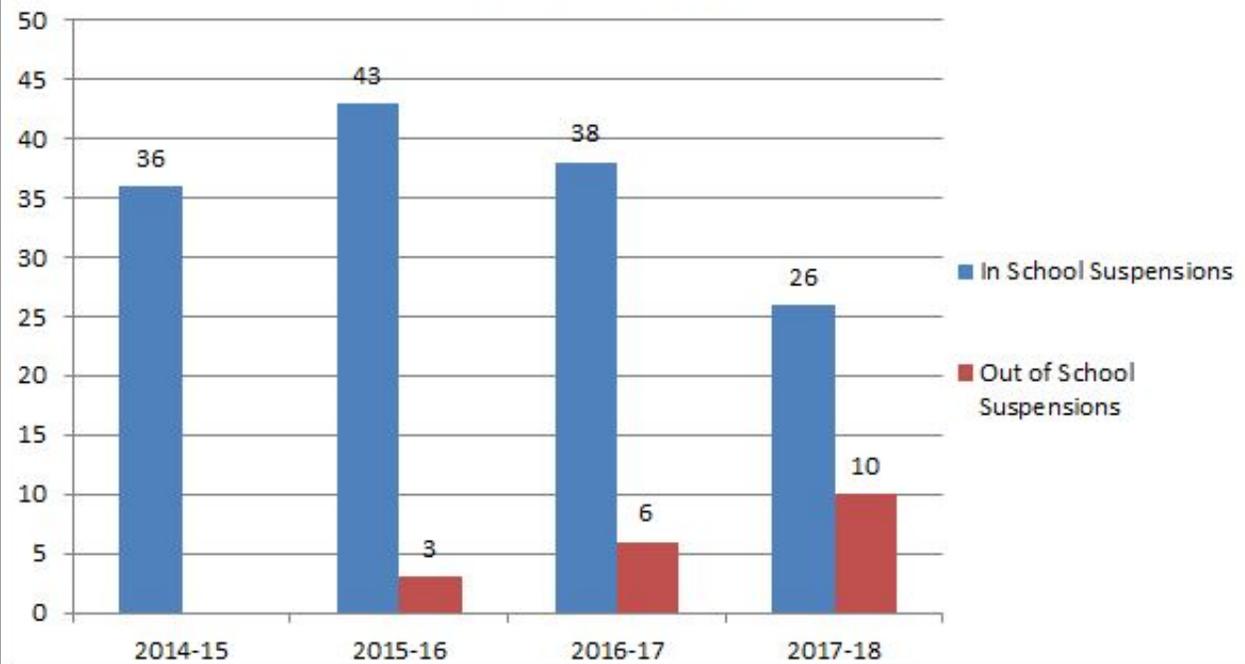


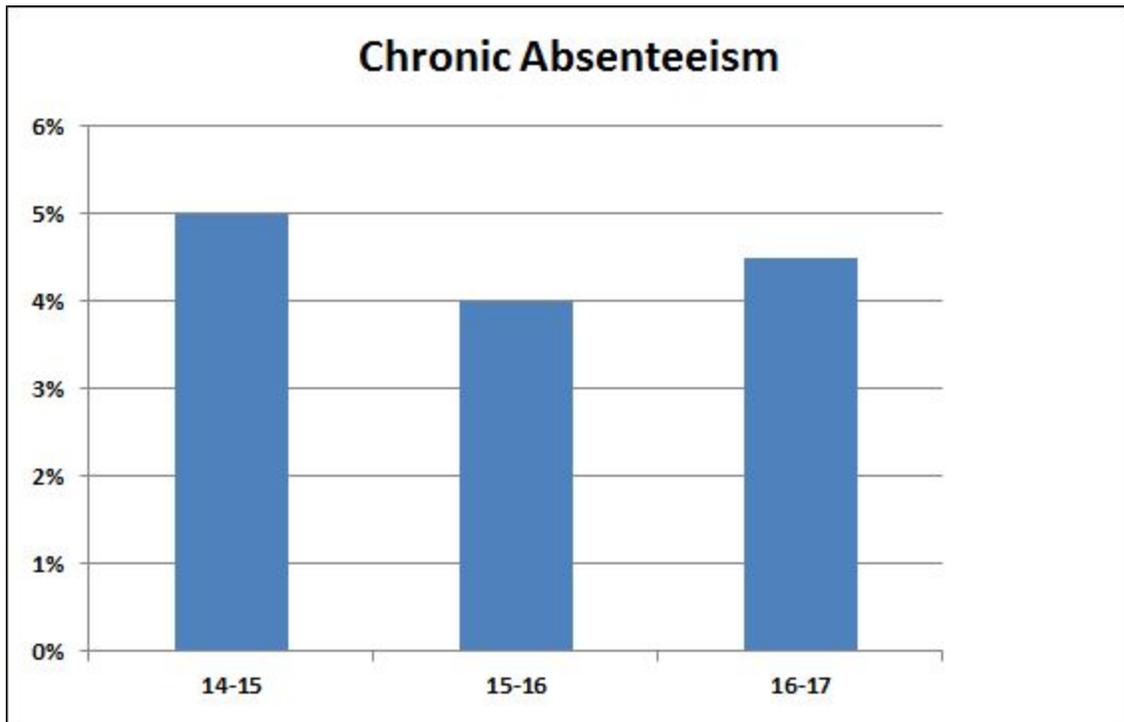
Physical Fitness Test



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

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.