

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 21st 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.
 - This project has been completed. The work culminated with a presentation at EdLeader 21 in April 2018.
 - [5C End of Grade Level Expectations](#)
- Work with teachers to build a common understanding of the 21st Century skills defined in Mansfield's Portrait of the Graduate.
 - Through continued work with all staff at staff meetings and through grade level planning we continue to accomplish this work. Many staff have made this a focus of their Teacher Performance and Practice work this year. As we meet with teachers at our end of year goals meeting we continue to encourage assessment of the 5C's. While teachers have begun this work, staff survey feedback indicates a desire to continue deepening understanding of these skills in application as well assessment of these skills.

Year II focus

- Continue to build out 21st Century skills and define instruction in the 5C's
- Develop 5C rubrics in grades 5-8 that use language articulated in our end of grade level expectations to develop teacher and student understanding of the expectations.
- Continue the development and implementation project based learning experiences for students that place emphasis on authentic assessment of student work
 - This work continues to be an area of focus across grade levels.
 - Students in grade 5 participated in two PBL experiences:
Fall - solar cooker challenge
Spring - reading research project that resulted in a project of interest.

- Students in grade 6 participated in one PBL experience: Fall - seismology project.
[Seismology Project](#)
 - Students in grade 7 participated in one PBL experience: Spring: - Raising awareness for causes important to them.
 - Students in grade 8 participated in experiences that challenged them to expand their thinking on topics related to social justice and civil rights.
- 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.
 - As part of our work we continue to facilitate discussions of how we assess these skills for students. Teachers are encouraged to assess these skills as part of their work with students.
 - The play, *I Never Saw Another Butterfly*, allowed us as a school community to have dialogue about the Holocaust. This work challenged adults to think about how to thoughtfully approach the topic in a sensitive manner while still teaching about this very important time in history. This play became a community event that offered collaboration in a variety of formats. The work was divided into two part. Part I pre-play awareness and understanding development. Part II Culminating work that focuses on *Be the change that we want to see in the world*.
- Continue to support teachers in the implementation of a workshop approach to developing reading and writing in grades 5&6.
 - Ongoing professional learning through staff development days, Job Embedded Professional Development (JEPD) and peer coaching helps us to continue this work.
Accomplishments 17-18 Year
 - Kate Roberts Professional Learning Opportunity grades (5-8) Reading Focus
 - JEPD release time for the purpose of peer observation of specific instructional practice.
 - Lanny Ball PD (3 sessions)
 - Select staff attended Teachers College Digital and Media Literacy Institute
- Build a common understanding of Next Generation Science Standards and performance expectations in grades 5-8.
 - Teachers continue to build their knowledge and understanding of NGSS practices. All staff have participated in some type of continuing education / PD around NGSS. Five staff have participated in NGSX training, two have attended the Jason Project PD and all continue to find ways to collaborate with colleagues as they continue to build this work. More time is needed for the entire group to meet to focus on the development of assessment practices that align with the new approach to science instruction. Next year we will focus on assessment practices as well as continue to calibrate our understanding of modeling practices and the use of anchoring phenomenon.
- Continue to provide enrichment in mathematics in grades 5-8.
 - Grade 5 Math + = 22 students
 - Grade 6 Math + = 25 students , One Year Accelerated = 32 students

- o Grade 7 Algebra = 30 , Grade 7 One Year Accelerated = 20
 - o Grade 8 Geometry = 18, Algebra = 21
 - o Advanced Algebra II @ EOS = 3
 - o Advanced Precalculus & Algebra II = 1
 - o Students receive enrichment opportunities in math in grade 5 based on individual unit performance.
- Provide collaboration opportunities to support program development for teachers in the arts in grades 5-8.
 - o Teachers in grades 5-8 have been provided PD time on professional development days and through JEPD to continue to support program development.
 - o Teachers have utilized collaborative time to work with colleagues across content areas to design PBL and interdisciplinary experiences for students (grade 5 SS/PE/RA & Grade 7 Science/PE for example).
- Continue to support music and physical education teachers in the revision of curriculum.
 - o Teachers continue to revise curriculum and units of instruction to meet student learning needs in these areas. Music instruction has shifted unit focus to be more student centered. PE continues to develop units that focus on life time fitness goals and student collaboration, creativity & communication. (Circus games, backyard games, etc.)
 - o Dedicated professional learning time has been set aside in June to continue this work.
- Implement use of digital tools that support individualized learning and enhance development of the skills defined in the Mansfield Portrait of the Graduate.
 - o Through PBL and classroom project experiences, students are engaging in the use of a variety of technology tools to enhance their work. Students are learning such as web page development, Google sheets, docs, slides to enhance their critical thinking and communication skills. Students also have access to various filmmaking tools for the purpose of documenting and conveying understanding.
- Engage teachers in evidence-centered reviews of student performance to support planning for instruction.
 - o Data Team - three times per year review of Star Data and SBAC data. Teachers then bring information back to grade level team meetings for the purpose of facilitating discussions about next step support work with students.
 - o Teachers of ELA / Math have been begun to use the mid-year CT Core Standards report in Star as a checkpoint for student progress on standards taught. The goal being that this tool might serve as a check point indicator for areas that student might need further remediation in prior to the SBAC assessment time frame.
 - o Math coordinator and building administration meet with math teams (grade level and support services)to discuss individual student performance and to plan additional math interventions as needed.
 - o Teachers of writing have met to calibrate and score writing pieces in the three genres to inform and ground future work. This time has allowed teachers to identify skills that require further instruction and work for students. The time to converse about student work has also allowed for professional learning.
 - o Teachers of reading continue to develop their work in reader's workshop and regularly use tools such as the running records and Fountas & pinnell to guide their work with students.

- 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.
 - Data Team - three times per year review of STAR Data and SBAC data. Teachers then bring information back to grade level team meetings for the purpose of facilitating discussions about next step support work with students.
- Student support team meets monthly to review individual student progress for students receiving Tier 2 and Tier 3 intervention plans.
 - Teachers working with Tier II & III students meet monthly to discuss and review individual student progress. As a result of this work, we are beginning to see greater collaboration and ownership when a student presents with a learning need that requires more intensive support. Through these monthly meetings we are able to review student progress and discuss next step needs for students. As needed we work to collaborate with the support services team regarding additional services on a case by case basis. This process has allowed us to use expertise within our team to provide targeted specific instruction in reading/writing/math.

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.
 - Draft for grades 2, 4 & 8 completed.
 - [5C End of Grade Level Expectations](#)
 - Future work will be to develop teacher will statements and define the work at each level.
- Staff will demonstrate understanding of assessment of 21st Century Skills through the development and use of rubrics designed to assess those skills.
 - Through a variety of project work staff are continuing to embed and assess 21st century skill work. We continue to use language in the Ed Leader 21 rubrics to guide their thinking.
 - Next steps will be to utilize the end of grade level expectation language within rubrics at each grade level.
- 75% of students will meet expectations in Reading as measured by State and local assessments. (STAR goal tiered goal, local assessments- Writing- Narrative/Argument/Expository, Reading - Reading Progression, etc..TBA)
 - Reading - STAR 70.4%
 - Writing -
- 80% of students will meet expectations in mathematics as measured by State and local assessments. (STAR goal tiered goal, local assessments - End of unit Assessments, etc...TBA)
 - Math - STAR 80.3%
- 85% of students in grades 5 and 8 will meet expectations in science as measured by State and local assessments. (NGSS, End of Unit Assessments, Explanatory Models)
 - We continue to see growth in student thinking when faced with challenging problems in science. Students are posing thoughtful questions related to the topics they are studying. The eagerly work to make connections and build upon one another's thinking.

Goal

- 1.2 Work collaboratively with staff, students and 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 counselors conducted minute meetings with all students grades 5-8 to check in on student connections in school.
 - Clubs developed to support student interests; Kindness Club, Pay it Forward Club, Sunshine Club,.
 - Next Year working to developed a unified sports program.
- School Climate Committee and others develop action plan for climate improvement initiatives and development of social and emotional skills of students at MMS.
 - Staff meeting time utilized to develop work in this area.
 - School play was used as a mechanism to continue this work.
 - School counselors conducted minute meetings with all students and shared information with teaching teams.
 - Grade 5 development of mentor program for students. Project underway.
 - Grade 5 Good Decisions Program
- 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.
 - Developed pre and post play experiences for all students to participate in to develop background knowledge (before) and allow opportunity to process (after) play.
 - Supported students as they planned a student led Walk-In that allowed their voices to be heard on the subject of Gun Control.
YouTube Video Link: <https://youtu.be/XcKkSga3tHw>
- Enhance communication and collaboration opportunities with our Mansfield families through newsletters, parent workshop opportunities, school wide events.
 - Parent evenings
 - Monthly newsletters sent home
 - Twitter Feeds developed by school counselors/school psychologist
 - Concerts, school play
- Review student attendance data on a monthly basis using the tracking document. Individual student support plans will be developed as needed.
 - As a result of this work plans have been established to support students with attendance issues. This year school counselors and administrators have participated in home visits and collaborated with YSB to support the emotional needs of several students. We regularly collaborate with outside agencies and providers to provide the support network needed for students and their families. Institution of an attendance review policy to address chronic attendance issues.

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 Performance Indicators

State Assessments

Results	2014-2015 %	2015-2016 %	2016-2017 %	2017-2018 %
ELA Performance Index – All Students	81.2	80.8	77.1	76.8
ELA Performance Index – High Needs Students	68.1	70.5	65.8	58.6
Math Performance Index – All Students	75.0	75.4	74.8	66.9
Math Performance Index – High Needs Students	63.5	64.5	64.4	49.7

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:

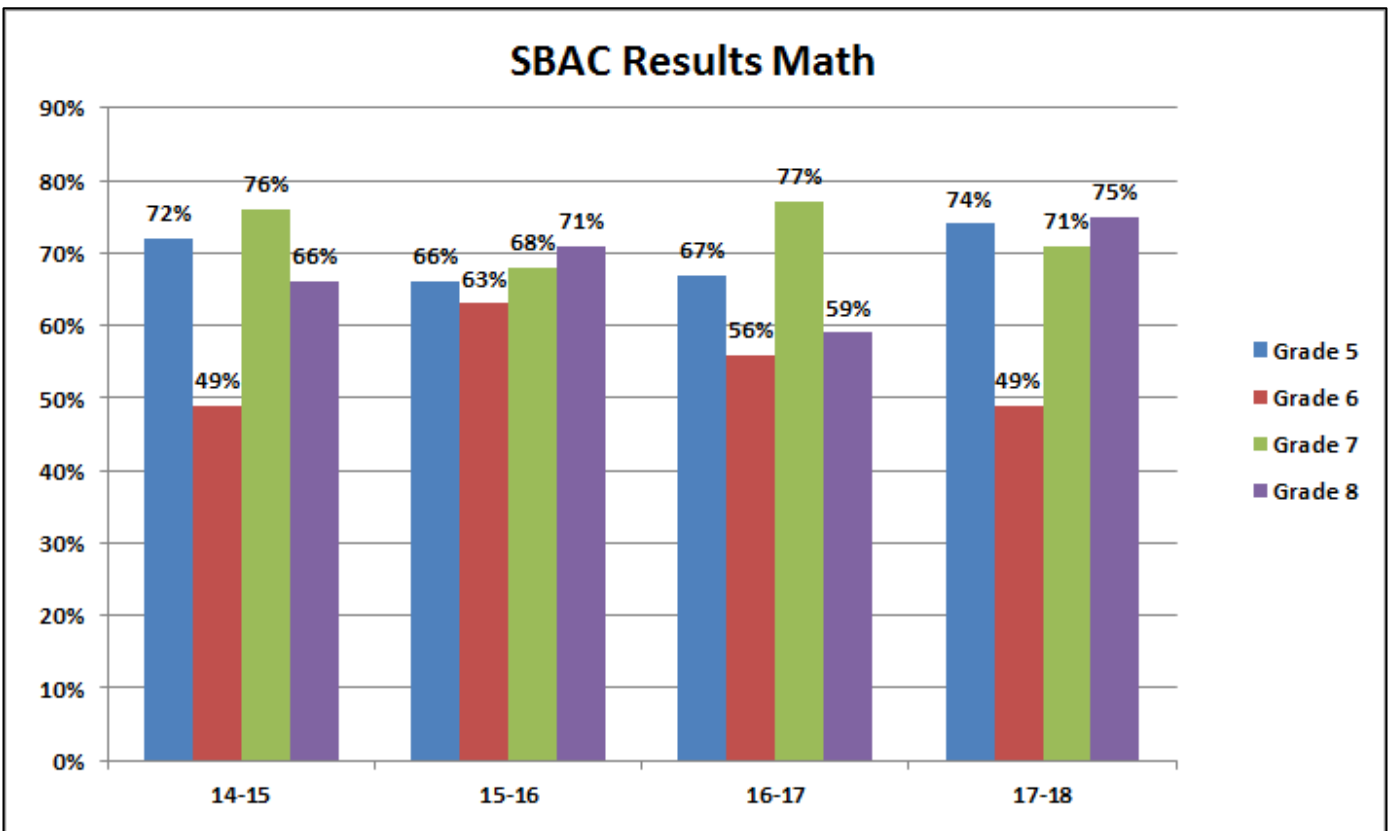
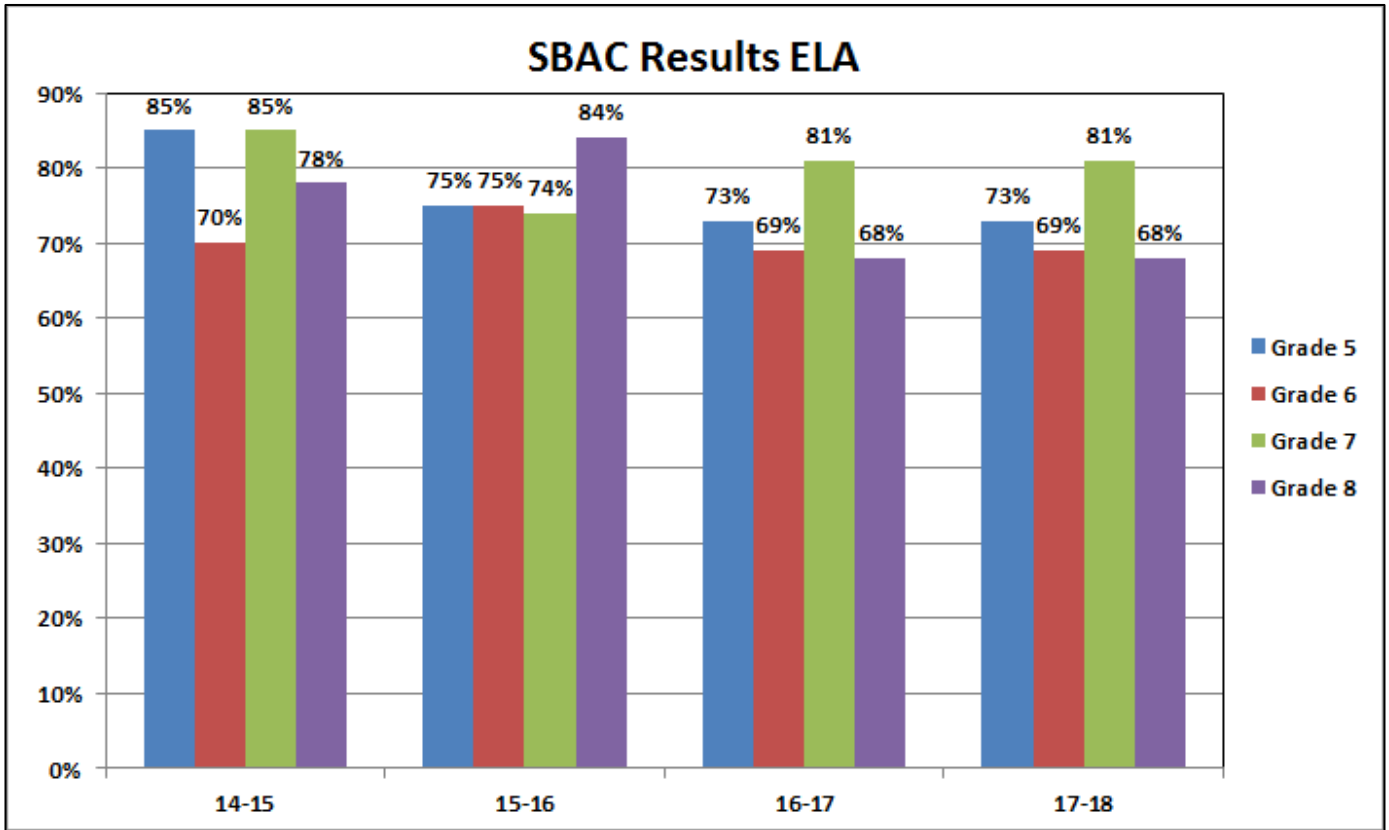
Parent Survey	Positive Responses 17-18
I feel that I am part of the school community.	80%
School staff support students when they have a problem.	91%
My child likes coming to school.	87%
My child makes learning connections to the real world.	91%
My child is challenged at school.	85%
Student diversity 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

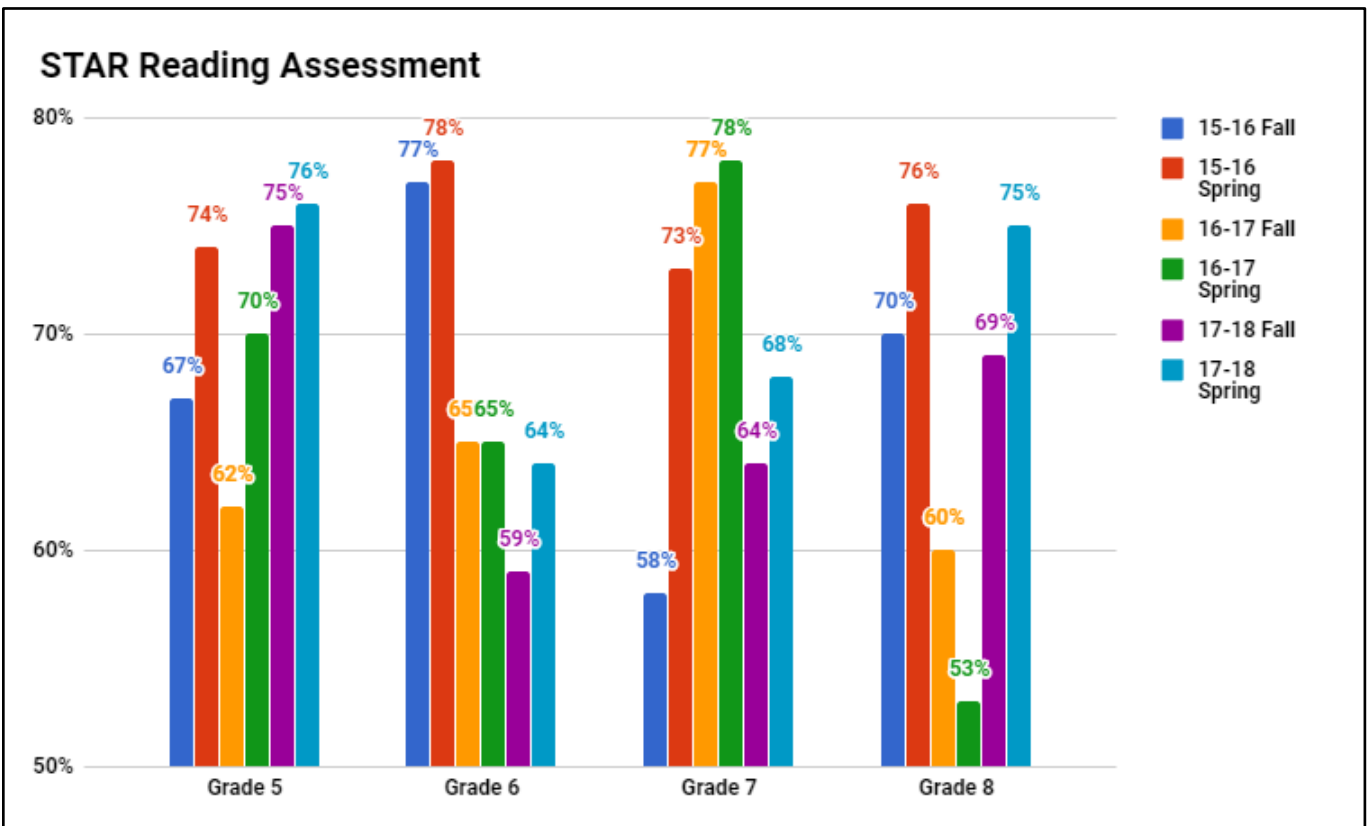
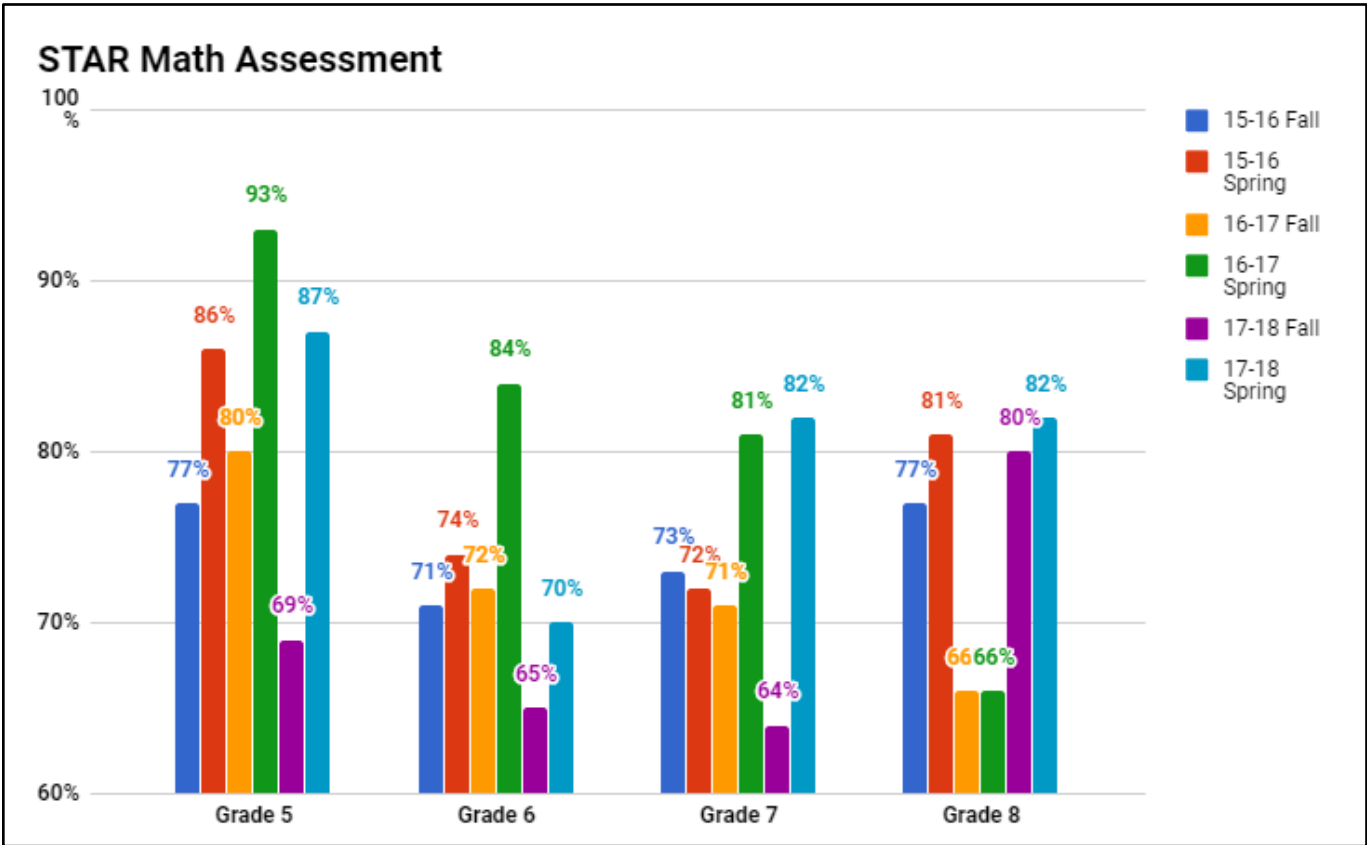
	Student Recognition Postcards Grade 7	Student Recognition Postcards Grade 8
16-17	90	80
17-18	124	110

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

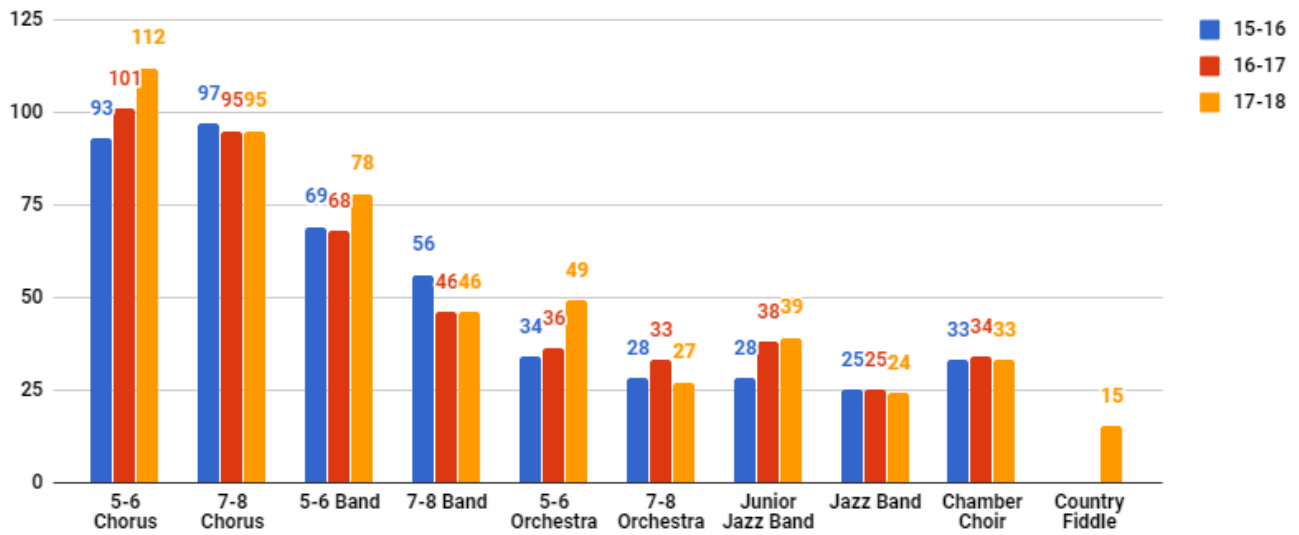


STAR Assessment

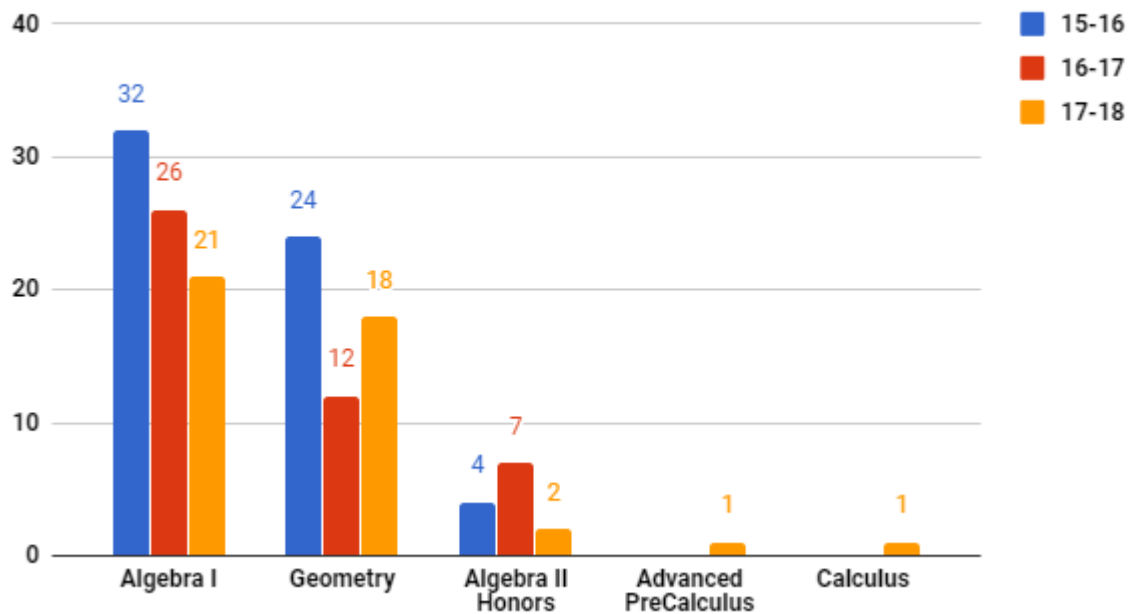
Percentage of Students At or Above Goal



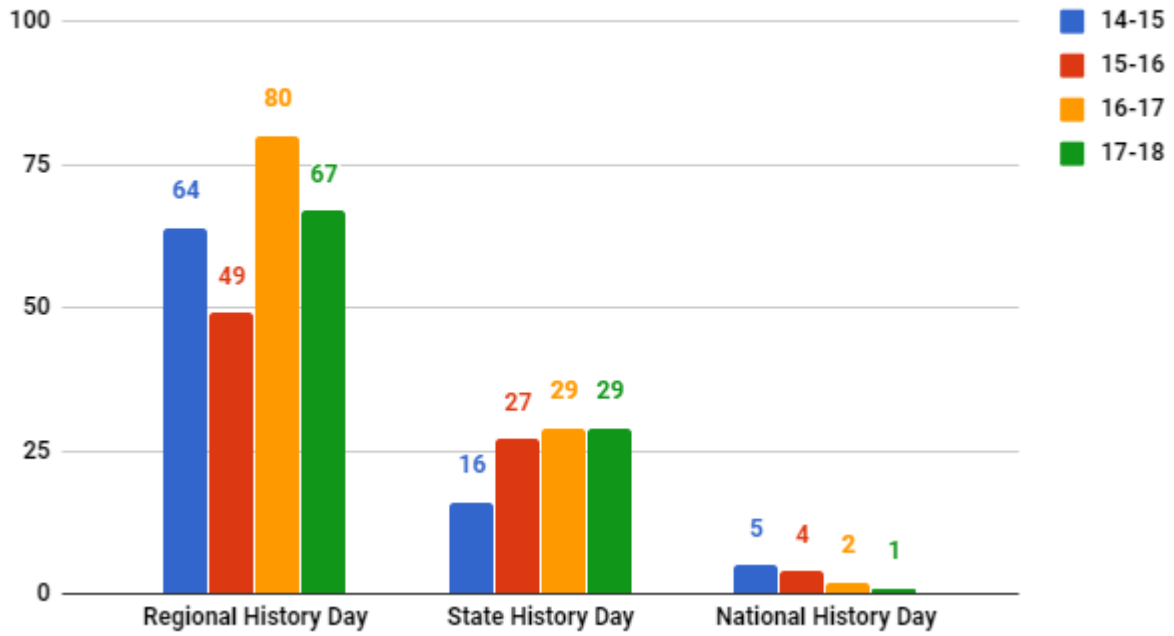
Music Participation



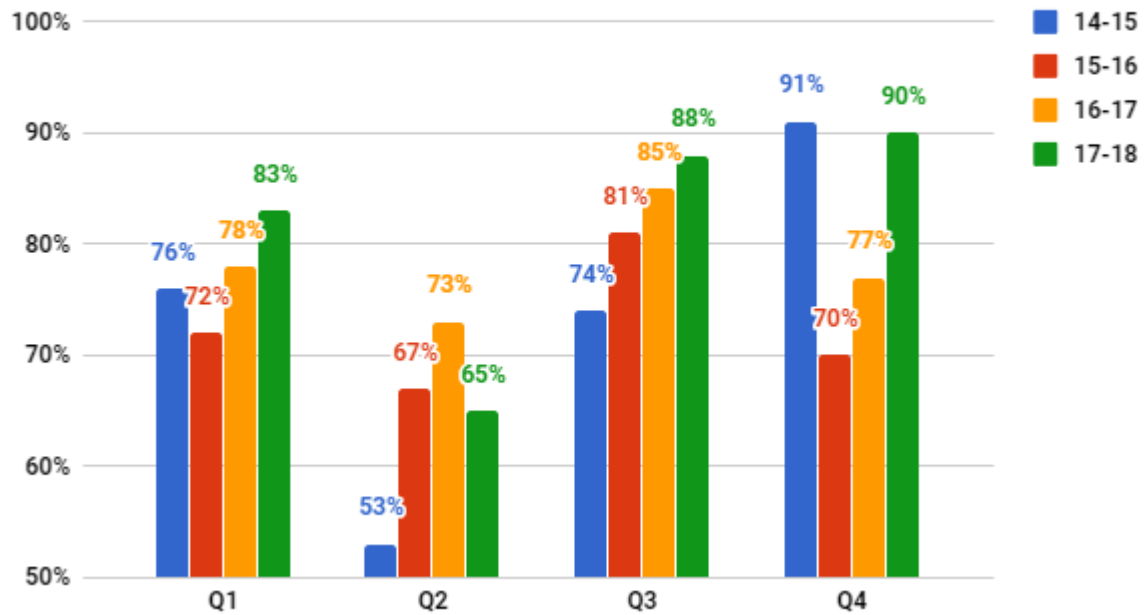
Advanced Placement Math Participation

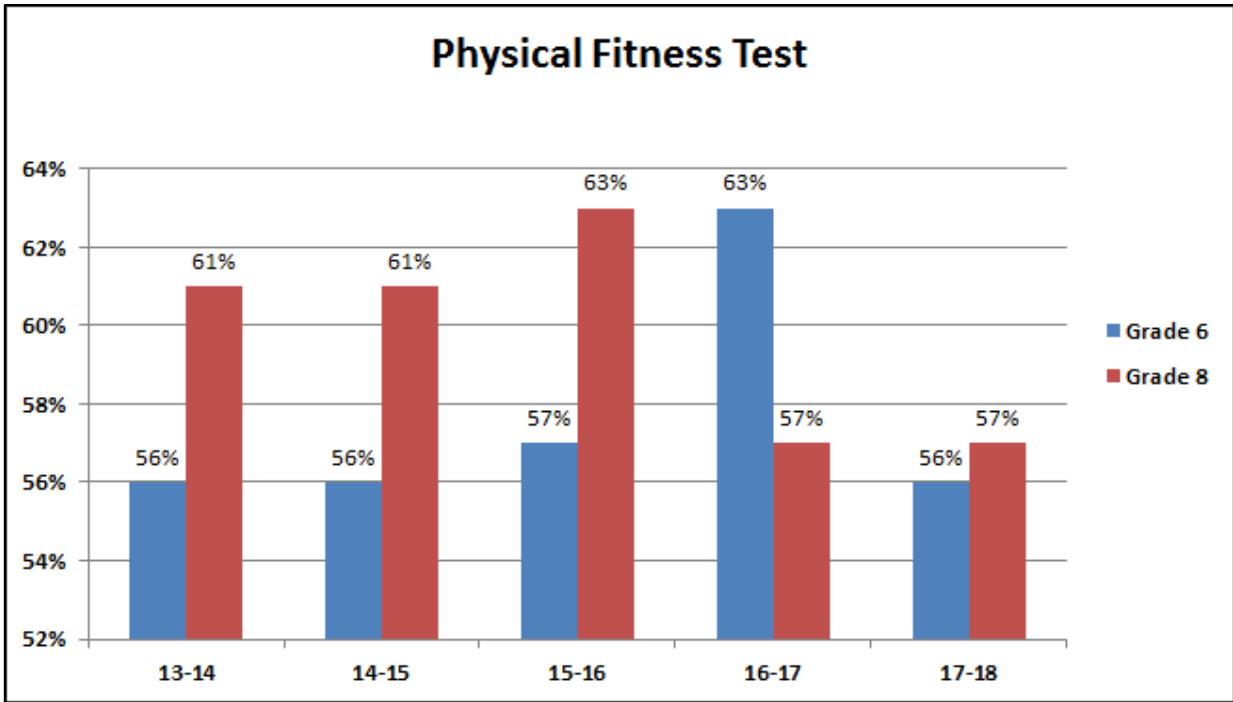


History Day Participation

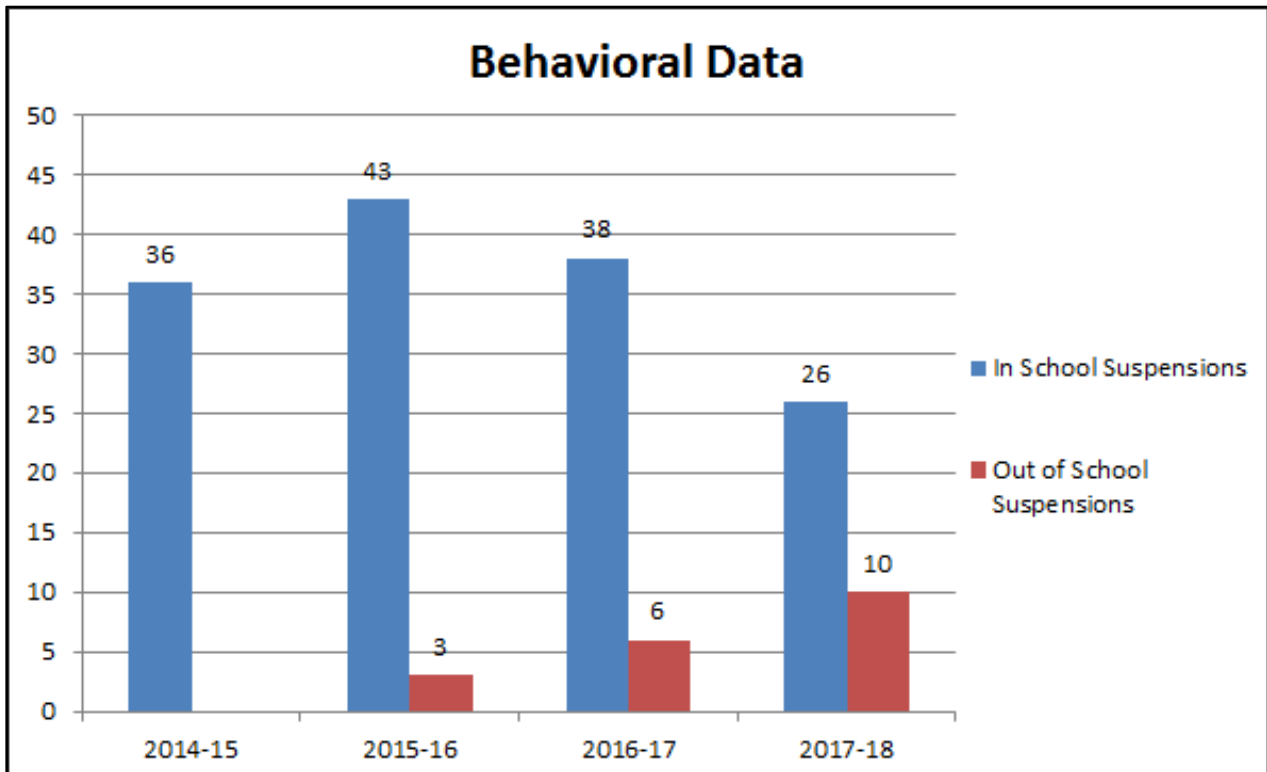


After School Activity Participation





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



Chronic Absenteeism

