

Mansfield Middle School Development Plan 2020-2021

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.

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.

Statement 5

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

Goal 1

Mansfield Middle School will implement the definition of student centered learning across all classrooms.



Student-Centered Learning Definition

Student-centered learning advances the child's academic, social, and emotional development while engaging students to construct knowledge through rich, authentic tasks. The teacher supports continuous development toward defined goals for all students.

When learning is student-centered,

- The **student** takes ownership of learning and builds understanding through exploration and development of passions and interests.
- The **teacher** understands the student and the content and encourages risk-taking while providing feedback and support to facilitate learning.
- The **tasks** are authentic, afford the opportunity for higher-order thinking, and intentionally build upon foundational knowledge to promote growth.

Actions and Initiatives

1.1 Teachers of reading and writing will use data and evidence to promote growth along the reading and writing progressions.

- Teachers will continue to develop conferring and assessment practices that provide evidence of student progress along the reading progressions and inform next instructional steps for individual students.
- Teachers will utilize learning target language that allows greater student ownership of their learning.
- Teachers will continue to refine instructional and assessment practices that align to the reading & writing progressions while allowing opportunity to build higher order thinking skills and promote intellectual risk taking.

- Support service staff will engage in professional learning to strengthen and build their knowledge base in the use of intensive reading intervention and assessment practices that support students' individualized reading needs.
- Teachers will engage in review of student performance evidence (Star, journal responses, writing prompts & performance tasks) for the purpose of developing action plans to address individual learning needs.

1.2 Teachers of science will develop authentic assessment practices aligned to Next Generation Science Standards.

- Teachers will refine assessment practices to align with the science learning progressions allowing for opportunity to build higher order thinking skills and promote intellectual risk taking.
- Teachers will utilize learning target language that allows greater student ownership of their learning.
- Teachers will engage in the review of students performance evidence (NGSS Assessment, unit assessments & projects) for the purpose of assessing student mastery of core scientific ideas and key learning skills (5C skills, cross cutting concepts, etc.)

1.3 Teachers of math will continue to develop student centered instructional practices that align to the mathematics progressions.

- Continued focus on the implementation of math practices that provide opportunity for students to develop higher order thinking skills and promote intellectual risk taking.
- Teachers will utilize learning target language that allows greater student ownership of their learning.
- Teachers will engage in review of student performance evidence (Star math, SBAC, Three-act math tasks, unit assessments) for the purpose of developing action plans to address individual learning needs.

1.4 Teachers of social studies will continue to develop student centered instructional practices that align to the Connecticut Social Studies and the C3 Frameworks.

- Continue to develop a research skills continuum for grades 5-8.
- Continued unit development and alignment to social studies transfer goals in grades 5-8 building in opportunity to develop higher order thinking skills and promote intellectual risk taking.
- Teachers will continue to refine instructional and assessment practices that align to the C3 framework, CT social studies framework and social studies transfer goals.
- Teachers will utilize learning target language that allows greater student ownership of their learning.

1.5 Teachers of world language will continue to develop student centered instructional practices that align to World-Readiness Standards for Learning Languages.

- Teachers will continue to deepen their skills in the use of high leverage teaching practices that support that acquisition of World Readiness Standards for Learning in the areas of interpretive reading and interpretive listening.
- Teachers will engage in review of student performance evidence for the purpose of developing action plans to address individual learning needs.
- Teachers will utilize learning target language that allows greater student ownership of their learning.

1.6 Teachers of related arts and physical education will continue to develop student centered instructional practices that align to core content standards for their specific focus area.

- Teachers will continue to refine instructional and assessment practices as they align to content standards building opportunities for students to develop higher order thinking skills and promote intellectual risk taking.
- Teachers will utilize learning target language that allows greater student ownership of their learning.
- Teachers will engage in evidence-centered reviews of student performance to support planning for instruction.

Measurable Goals and Outcomes

- Teachers will provide examples of student-centered instructional practices that have been embedded in instruction.
- Teams will continue to refine authentic assessment practices across content areas.
- 70% of students will meet expectations in Reading as measured by State and local assessments.

STAR Reading

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark
5	52%		
6	60%		
7	67%		
8	60%		

- 73% of students will meet expectations in mathematics as measured by State and local assessments.

STAR Math

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark
5	58%		
6	58%		
7	69%		
8	62%		

- 80% of students in grades 5 and 8 will meet expectations in science as measured by State and local assessments.

Goal 2

Students will develop the social skills and habits of mind necessary for growth in life, learning, and work beyond school.

Actions and Initiatives 2.1

- Use data from 2020 student and parent surveys and student feedback from “Minute Meetings” to establish school climate initiatives in the building.
- Implementation of the Second Step social and emotional curriculum in grades 5-8.
- Students will participate in a social & emotional learning block four times per week.
- School counselors will use parent outreach tools such as Twitter, FaceBook, and YouTube to keep parents informed of relevant information related to supporting adolescent development.
- Enhance communication and collaboration opportunities with our Mansfield families through newsletters, parent workshop opportunities, and 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.