

Mansfield School District, Southeast School Goals

2017 - 2018

District Framework:

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.
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.
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.

Southeast School Goal 1:

Southeast Students will experience a student-centered approach to literacy instruction with a focus on implementation of the workshop model in reading in grades K – 2, a refinement of practices in grades 3 – 4 that are focused on analyzing student informal and formal measures of student performance and creating instructional plans that are responsive to the students' performance.

Priorities

- Implement the reading workshop approach in grades K – 2, with a focus on creating class structures and routines that support reading workshop, and result in sustained reading and enjoyment of self-selected, just-right books.
- Implement the reading workshop approach in grades K – 2, with a focus on the various components of the workshop model: shared reading, interactive reading, independent reading, mini-lessons, small group reading, and conferencing.
- Continue to implement the reading workshop approach in grades 3 and 4 with a focus on frequent assessment, both formal and informal measures, of student performance.
- Use student performance evidence to plan instruction focused on advancing students' skills to the next level of performance utilizing the Lucy Calkins Learning Progressions and other tools.

Measurable Outcomes

- 80% of Grades 1 - 4 students will demonstrate *on or above grade level work* as measured by STAR reading assessments.

- 75% of students in Grades K – 4 will demonstrate one year’s growth on the Fountas & Pinnell BAS results. (This is a new assessment for us, so this is benchmarking data, as well.)

Actions and Professional Learning Plan

Implement the reading workshop approach in grades PK - 4 with a focus on regular assessment (formative and summative) of student performance.

- During the summer of 2017, teachers will be invited to attend the four-day Mansfield Summer Reading Institute (either Level A: PK – 2 grades, or Level B: 3 – 6 grades)
- All teachers will be trained to conduct the Fountas & Pinnell Benchmark Assessment Systems (BAS) by our literacy coach.
- Teachers will assess their students using the Fountas & Pinnell BAS in the fall, winter, and spring. Students will be assessed until they reach their maximum performance, even if the level puts them at a different grade band.
- Once per week, the literacy coach will provide support to teachers through 1:1 consulting time in grades K - 2, and as needed throughout the year in Grades 3-4.
- Four times throughout the year, we will embark on a half-day collaboration with Goodwin Elementary School designed specifically for the grade level teams. Teachers will share work with their colleagues in another school and problem solve/develop plans as a larger team, including two literacy coaches, the language arts consultant, building principals and the grade level team members.
- Literacy coach and consultant will observe instruction and conduct “lab sites” and/or side-by-side teaching as an ongoing professional learning opportunity for teachers as the workshop develops throughout the year.
- Reading workshop training will be the major focus of professional development days throughout the school year – working intimately with experts in the field so we can ask students specific questions.
- Through the bi-weekly PLC meetings, teachers will use student evidence to plan next steps for instruction and to calibrate expectations of student performance with other students.
- All teachers will assess progress of their students’ performance using standardized measures of evidence: STAR (in Grades 2 – 4), Early Literacy STAR (K-1), and Smarter Balanced (in Grades 3 and 4).
- All teachers will assess progress of their students through various informal measures of evidence: reading response journals, Jot Lot notes, conferencing notes, reading logs, participation in mini-lessons, shared read aloud, interactive read aloud books and small group work.
- Teachers will find intersection points in our writing workshop units to connect to the reading workshop units – helping pull together the literacy block in meaningful and connected ways.

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Southeast School Goal 2:

All students will participate in a rigorous project embedding the 5 C's into their school day.

Priorities:

- All students will participate in 21st century skills in their classroom.
- All students will learn about the 5 C's (collaboration, communication, critical thinking, creativity, and citizen of the world),

Measurable Outcomes:

- 90% of certified teachers will respond positively to a question about their understanding of the curricular goals of the district.
- 75% of all staff will respond positively to a question about professional development to build understanding of the 5 C's.

Actions and Professional Learning Plan:

- Grades Three and Four will participate in a *Contexts for Learning* math unit designed to increase collaboration and problem solving within their math classrooms. They will also plan with the math consultant, as well as their grade level teams across the district to calibrate and share their learnings.
- During the November professional development day, all staff members will receive training on Mansfield's 5 C's.
- During a spring professional development day, all staff members will learn about the end of grade expectations that will be developed this year.
- The enrichment teacher will co-plan science units with classroom teachers that are focused on 21st century skills. For example, Grade 1 will participate in an egg drop project this year and Grade 4 will be completing a Mansfield Hollow Unit that the team wrote.

District Framework

The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.

Administrator Professional Growth Plan

I will participate in the yearlong EdLeader21 Leadership Academy, attend the various trainings, and work on a problem of practice with my colleague, Candace Morrell. Our problem of practice is to create end of grade level expectations for the 5 C's work in Grades 2, 4 and 8. We will work with a representative district group, gather feedback and make revisions that are responsive to the needs of the district.

- Attend the EdLeader21 Leadership Academy convenings in July, October, and April. We will also attend the EdLeader21 National Conference in Atlanta, Georgia in October. These experiences will continue to help us refine our problem of practice, develop and reflect on our work as well as build our connections to other districts that are working simultaneously on the same goals.
- Participate in bi-monthly conference calls with our EdLeader21 coach and retired Superintendent, Theresa Dunkin, to evaluate our progress and develop our ideas further.
- Read Leaders of Their Own Learning by Ron Berger and Libby Woodfin and All Together Now by Suzie Boss.
- Meet with my Leadership Team on a monthly basis to develop leadership skills, construct understanding of the term 21st century learning (including inquiry based instruction, project based learning, and student led instruction which results in collaboration, communication, creativity, critical thinking, as well as develops citizens of the world), as well as develop a culture of “fail forward” which will allow staff to take risks.

District Framework

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

Parent Stakeholder Goal

Southeast School will establish effective school-to-home and home-to-school communication to build a partnership between families and school.

Priorities

- During the Opening Ceremony in August, I will provide an opportunity for families to meet me, understand our current challenges and be part of our community.

- Encourage communication between school/home by providing time for staff members to contact parents at various times throughout the school year.
- Classroom teachers will reach out to families during the first two weeks of school via email or phone, to introduce themselves and share something positive about their child.
- During Open House in September, I will provide an overview of our goals and initiatives to families.
- Provide printed information for parents on school policies and changes in policies.
- Establish formal mechanisms for families to communicate to administrators and teachers as needed (e.g., direct phone numbers, e-mail addresses, weekly hours for families to call or meet).
- Maintain an electronic “suggestion” box for families to anonymously provide their questions, concerns and recommendations on the school web page.
- Send bi-monthly newsletters to our families to communicate about our work.

Measurable Outcomes:

- 85% of families will respond positively to a question about our communication practices.

Key Longitudinal Data Points for Southeast

There are several pieces of information that we keep our eyes on to be sure we program adequately for our students: our decreasing enrollment/population shifts throughout the year, our steady free/reduced lunch population, our English Language Learner students, and our Smarter Balanced test scores.

Southeast Population Trends

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
257	252	242	241	242

Southeast Free/Reduced Lunch Trends

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
28.4%	31%	28.5%	27.8%	27.3%

Southeast English Language Learner Trends

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
7.0%	4.9%	5.8%	6.2%	7.0%

Smarter Balanced Results: Grade 3

Mansfield School District,		State	District	Southeast
Year	Subject	State	District	Southeast
2015	ELA	54%	71%	72%
2015	Math	48%	69%	69%
2016	ELA	54.0%	83%	76%
2016	Math	52.8%	77%	72%
2017	ELA	51.8%	73%	73%
2017	Math	53.1%	74%	68%

Smarter Balanced Results: Grade 4

Mansfield School District,		State	District	Southeast
Year	Subject	State	District	Southeast
2015	ELA	55%	84%	80%
2015	Math	44%	75%	68%
2016	ELA	55.6%	74%	74%
2016	Math	48.0%	77%	72%
2017	ELA	54.1%	81%	78%
2017	Math	50.0%	80%	80%

Smarter-marter Balanced Growth Report, 2016-17

Mansfield School District, Southeast School, ELA and Math, Grade 4, All Students

Average Vertical Scale Score (VSS)						
Subject	Number of Matched Students	2015-16	2016-17	Gain	Growth Rate	Average Percentage of Target Achieved
ELA	47	2480	2528	48	53.2%	77.7%
Math	47	2474	2531	57	59.6%	84.3%