

Mansfield School District,
Southeast School Goals
2016-2017

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 3 and 4 and in writing in grades K – 4.

Priorities

- Implement the reading workshop approach in grades 3 and 4 with a focus on regular assessment of student performance.
- Use student performance evidence to plan instruction focused on advancing students' skills to the next level of performance.
- Continue to implement writing workshop with a focus on refining assessment practices and building understanding of the continuum of performance expectation.

Measurable Outcomes

- 80% of Grade 3 and 4 students will demonstrate grade level proficiency as measured by text level and comprehension assessments.

Actions and Professional Learning Plan

Implement the reading workshop approach in grades 3 & 4 with a focus on regular assessment (formative and summative) of student performance.

- Prior to the start of school, teachers will receive a “launching plan” which details instruction for the first 20 days of school.

- Teachers will conduct an informal evaluation of each students' reading level once every three weeks through personal conferences.
- Working in teams, through team meetings and PLC meetings and at least 3 staff meetings, teachers will review literature, media, and research; student performance data; and components of the workshop to support student needs.
- Once per week, the literacy coach will provide support to teachers through 1:1 consulting time in grades 3 and 4, or as needed throughout the year.
- Literacy coach and consultant will observe instruction and conduct "lab sites" as an ongoing professional learning opportunity for teachers as the workshop develops throughout the year.
- During October professional development day, teachers will receive instruction in the development of effective mini-lessons with Lanny Ball.

Continue to implement writing workshop with a focus on refining assessment practices and building understanding of the continuum of performance expectations.

- During an October professional development day, teachers in grade K-2 will collaborate to refine their understanding of "beautiful writing." Kindergarten teachers will work with Dr. Doug Kaufmann during the afternoon. Other teachers will review their current practices and plan.
- Literacy coach will confer with teachers on an as needed basis in writer's workshop units.
- Working in teams, teachers, literacy coach and or consultant will calibrate and then score, review and analyze student writing assessments in order to identify student growth and plan next steps for instruction.

RESULTS:

Southeast School successfully implemented the reading workshop approach in Grades 3 and 4 during the 2016-2017 school year. Through a dedicated effort of daily instructional time, side-by-side teaching with the literacy coach, coordinated professional development spaced throughout the year, and Lab-Sites with experts in the field the teachers began their journey of learning with their students.

Evidence of success was demonstrated by student notes, conferring records, journal responses, reading engagement notes, and a love of reading seen in the classrooms.

More formal measures were reviewed by STAR reading results, DRA and Fountas & Pinnell Assessments, as well as SBAC data.

Spring 2017 STAR Reading Results

67 (students at/above) / 88(total students) = 76%

Grade	At/Above Goal	Below Goal/ Intervention	Total Students	% At/Above Goal
3	28	8	36	78%
4	39	13	52	75%

DRA, Fountas & Pinnell Benchmark Assessment

Grade	At/Above Goal	Below Goal	Total Students	% At/Above Goal
3 (DRA)	33	5	38	89%
4 (F&P)	40	13	53	75%
3 & 4	73	18	91	80.2%

SBAC Assessment – Reading Results 2016-2017

Grade	Total Students	% At/Above Goal
3	37	73%
4	51	78%

Smarter Balanced Growth Report, 2016-17

Southeast School, ELA and Math, Grade 4

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%

Number of Students Tested and Percent of Students at Level 3 or Above for Students in Southeast Elementary School, 2016-2017

Mathematics

Grade	Number of Students Tested	Percent at Level 3 or Above
Grade 3	37	68%
Grade 4	51	80%

Southeast School Goal 2:

Southeast Students will experience a lesson/unit which embeds 21st century skills (collaboration, communication, critical thinking and creativity) to address a Common Core Standard. Students will complete a self-assessment of their work and teachers will reflect on the lesson, student outcomes and make a revision to the lesson.

Priorities:

- Students will participate in a 21st century skills experience in their classroom.
- Students will self-assess their work (including skill and effort) on their evaluation.
- The teacher will use student performance evidence to adjust the task or project used.

Measurable Outcomes:

- 80% of student will score a 3 (out of 4) or higher on a critical thinking rubric stem.

Actions and Professional Learning Plan:

- *During the November professional development day, all staff members will receive training on 21st century learning and its importance in Mansfield.*
- *I will present at 2 faculty meetings (October and April) about 21st century learning and share my professional growth work and the work of the leadership team in this area.*
- *Either the enrichment teacher or I will plan with grade level teams to help them to select a topic and task and create a critical thinking assessment unique to their grade level.*
- *Provide training to the enrichment teacher and leadership team throughout the year on best practice in this area.*

RESULTS:

The Leadership Team worked closely to review 21st century rubrics from various places across the country. We identified several rubrics from school districts and organizations across the country and are working on developing a rubric for Mansfield based on end of grade level expectations.

We are working to identify a curricular framework that works for the Mansfield Schools. We have a science team in Southeast who participated in a PBL project where they learned how to write units using the backwards design approach.

We discovered that this ambitious goal will take more time to tackle.

In the meantime, teachers used various rubrics to assess the individual projects that students created – included self-assessment rubrics and summative rubrics dedicated to the project that they created. We learned that we need to continue to develop skills and opportunities for students to grow in all areas of the 5 C's.

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 develop a deeper understanding of 21st century learning in elementary schools, specifically in Mansfield Schools, and will lead a districtwide initiative involving a select group of third and fourth grade students at the three elementary schools to participate in a national performance task from Ed Leader 21 to design a 21st century classroom using a prototype and proposal to showcase their thinking.

- I will serve as the Mansfield district coordinator for Ed Leader 21 and will serve on the national performance task assessment team via face-to-face meetings, group conference calls and individual meetings, as needed.
- I will meet with my Leadership Team on a monthly basis to analyze instructional practices aligned to 21st century learning, including inquiry based instruction, project based learning, and student led instruction which results in collaboration, communication, creativity and critical thinking.

- I will meet with the K-4 Enrichment Teachers to train on the Performance Task Assessment Project. We will meet to organize, plan, implement and score the work completed by a select group of third and fourth grade students in each building.
- I will read Ron Berger's Book An Ethic of Excellence.
- Attend the Ed Leader 21 National Conference in Denver, Colorado in September. This will include the pre-conference which is my training on how to facilitate the Performance Tasks.

RESULTS:

I feel fortunate to have served as the coordinated of the EdLeader21 Performance Task Assessment. Our students were the highest performing students in the national cohort – this may be due to the fact that we chose to complete the project with a high percentage of 4th grade students identified as enrichment. The Enrichment teachers across the elementary schools collaborated closely with me on this work, as well as the district literacy and math consultants.

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

- Provide printed information for parents on school policies and changes in policies.
- 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.
- 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.
- Create bi-weekly blog posts with pictures and updates on happenings at Southeast School.
- Encourage proactive communication between school/home.

Measurable Outcomes:

- 80% of families will respond positively to a question about our communication practices.

RESULTS:

In a survey distributed to Southeast parents, **93.9%** of parents responded that they felt positive about our communication practices. Parents also gave anecdotal feedback.