Mansfield Public Schools

Strategy for District Improvement

June 2018

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Strategy for District Improvement

Introduction

During my first year as Superintendent of the Mansfield Public Schools, I completed an Entry Plan with a Report of Findings. That process, along with the process of working with my leadership team has led to the development of four strategic objectives for our district. They are:

❖ *Teaching and Learning:* Mansfield Public Schools will provide a high quality curriculum and instructional program designed to engage all learners.

❖ *Social, Emotional, Academic Supports:* Mansfield Public Schools will proactively provide for the evolving academic, social, and emotional needs of all students and staff.

❖ *Family and Community Partnerships:* Mansfield Public Schools will engage families and other partners to create enriching, more personalized learning opportunities for students.

❖ *Collaborate for Continual Learning:* Mansfield Public Schools will foster an environment of collaboration, community, and continual learning within each school and across the district.

These strategic objectives serve as the guide for district-wide and individual school improvement that will be undertaken during the next three years, and which is outlined in this document. For ease of reading, please note the following:

1. Each district strategic objective has two or three priorities.
2. Each priority has multiple school and/or district strategic initiatives.
3. For each strategic initiative, the schools have outlined its actions & activities, responsible individuals, and evidence of progress. For additional information including resources and timelines, please refer to the School Improvement Plan. For district-wide strategic initiatives, action plans will be developed in the 2018-19 school year.
4. Once the Strategy for District Improvement is accepted by the School Committee, it will be accessed more easily in an electronic format. That is, each priority will be hyperlinked to its strategic initiatives. Likewise, the particular number of the strategic initiative will be hyperlinked to its corresponding School Improvement Plan. The schools' strategic initiatives are listed under their appropriate priority; however, this results in what might, at first glance, appear to be incorrectly numbered initiatives. Please note that they are correctly numbered and are aligned to the priority, not listed in numerical order.

District Demographic Data
(based on October 2017 data submitted to DESE)

	RG	ROBINSON	J/J	QMS	MHS	DISTRICT
Enrollment						
Male	53	386	416	494	652	2,001
Female	44	328	371	447	665	1,855
Total	97	714	787	941	1,317	3,856
Enrollment by Race/Ethnicity, % of District						
African American	3.1	2.5	3.6	2.8	3.6	3.2
Asian	7.2	9.5	6.0	5.8	4.4	6.1
Hispanic	6.2	5.7	4.8	4.1	3.5	4.4
Native American	0.0	0.1	0.1	0.1	0.2	0.1
White	79.4	76.1	83.0	83.3	85.6	82.6
Native Hawaiian, Pacific Islander	0.0	0.0	0.0	0.0	0.1	0.0
Multi-Race, Non-Hispanic	4.1	6.0	2.5	3.8	2.7	3.6
Indicators						
Grade 9-12 Dropout Rate (%) *	-	-	-	-	0.5	0.5
Attendance Rate (%)	89.7	96.0	96.1	95.9	94.0	95.1
Average # of Days Absent	8.5	7.1	7.0	7.3	10.6	8.5
Selected Populations % of School						
First Language Not English	6.2	7.4	5.7	4.7	5.1	5.6
English Language Learners	0.0	5.5	2.8	1.4	0.7	2.2
Students with Disabilities	51.5	11.6	13.9	17.6	11.2	15.2
High Needs	56.7	26.6	27.3	27.3	20.3	26.2
Economically Disadvantaged	24.7	15.4	15.4	13.1	11.9	13.9
Native Language Not English (NLNE)	9	56	44	47	66	222

* 2016-2017 data

MCAS Annual Comparision

Percentage of Students by Achievement Level

	Advanced					Proficient					Needs Improvement					Failing/Warning				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Grade 10 ELA	67	67	63	71		31	30	31	27		1	1	3	1		1	2	2	1	
Grade 10 Math	75	75	72	82		19	16	15	12		5	7	8	5		1	2	6	2	
Grade 10 STE	43	36	32	40		48	51	51	51		8	12	15	9		1	2	3	0	
Grade 8 ELA	17	39	-	-		69	50	-	-		11	8	-	-		4	3	-	-	
Grade 8 Math	24	36	-	-		36	42	-	-		29	18	-	-		10	9	-	-	
Grade 8 STE	2	1	5	3		43	44	41	43		42	45	43	43		13	10	11	10	
Grade 7 ELA	24	21	-	-		61	64	-	-		12	11	-	-		2	4	-	-	
Grade 7 Math	25	26	-	-		45	40	-	-		20	22	-	-		10	13	-	-	
Grade 6 ELA	26	18	-	-		56	62	-	-		13	15	-	-		5	5	-	-	
Grade 6 Math	46	43	-	-		32	34	-	-		15	18	-	-		7	6	-	-	
Grade 5 ELA	23	24	-	-		51	55	-	-		20	16	-	-		5	5	-	-	
Grade 5 Math	38	39	-	-		30	35	-	-		23	20	-	-		9	6	-	-	
Grade 5 STE	23	22	20	19		41	43	32	37		31	31	41	37		4	4	7	7	
Grade 4 ELA	15	11	-	-		57	58	-	-		20	24	-	-		8	7	-	-	
Grade 4 Math	26	23	-	-		38	33	-	-		30	37	-	-		7	7	-	-	
Grade 3 ELA	13	19	-	-		56	50	-	-		25	26	-	-		6	5	-	-	
Grade 3 Math	42	44	-	-		37	35	-	-		15	13	-	-		7	7	-	-	

Spring 2016 MCAS results in grades 3-8 ELA and Math are not reported because all students participated in PARCC.
Spring 2017 results for grades 3 - 8 ELA and Math are reported as MCAS Next Generation.

MCAS Next Generation Annual Comparision

Percentage of Students by Achievement Level

	Exceeding Expectations			Meeting Expectations			Partially Meeting Expectations			Not Meeting Expectations		
	2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016
Grade 8 ELA		7	PARCC		50	PARCC		37	PARCC		6	PARCC
Grade 8 Math		9			49			35			6	
Grade 7 ELA		8			58			27			7	
Grade 7 Math		17			58			24			6	
Grade 6 ELA		3			57			35			5	
Grade 6 Math		13			55			25			6	
Grade 5 ELA		10			50			36			4	
Grade 5 Math		9			45			43			4	
Grade 4 ELA		8			49			37			6	
Grade 4 Math		3			50			39			7	
Grade 3 ELA		10			44			40			6	
Grade 3 Math		12			48			37			5	

Spring 2016 MCAS results in grades 3-8 ELA and Math are not reported because all students participated in PARCC.

Mansfield Public Schools

Strategy for District Improvement

2018-2020

Vision

Our vision of the ideal school is one in which all students are actively and intellectually engaged in their learning as a result of the instructional practices that are personalized, differentiated, innovative and designed to challenge their thinking and understanding. The result of our collective efforts is for all students to achieve their personal best and become meaningful contributors to our society.

Core Values

We believe*:*

- Education must respond to the changing needs of society.
- Students come from a variety of backgrounds and bring diverse experiences into our schools.
- Access to and use of technology enhances teaching and learning.
- Educating the whole student requires a partnership among the schools, parents, and the community.
- Effective education is achieved through high standards and a clear vision of the future.
- Successful schools require continuous assessment and improvement.
- Education contributes to the emotional, physical, social and academic development of a student.
- All students can be successful lifelong learners.
- A safe, healthy, and respectful learning community is essential.

Theory of Action

If we collaborate with all stakeholders to provide a high quality curriculum and instructional program designed to engage all learners, while providing for the evolving social and emotional needs of all students and staff; then all students will be actively and intellectually engaged in more personalized learning experiences and will achieve at a high level and will attain their personal best.

Strategic Objectives	Priorities
Teaching and Learning MPS will provide a high quality curriculum and instructional program designed to engage all learners.	I. Facilitate the sharing and use of high yield traditional and digital instructional and assessment strategies II. Develop new offerings including courses, schedule options, and student progress reports III. Implement the recommendations of the MPS Technology Plan
Social, Emotional, Academic Supports MPS will proactively provide for the evolving academic, social, and emotional needs of all students and staff.	I. Expand and enhance support systems for students II. Increase educators' capacity to meet diverse needs
Family and Community Partnerships MPS will engage families and other partners to create enriching, more personalized learning opportunities for students.	I. Engage, inform and support families II. Continue to work with the Town and the greater school community to articulate the needs for improvements and/or renovation of facilities including schools and outdoor areas
Collaborate for Continual Learning MPS will foster an environment of collaboration, community, and continual learning within each school and across the district.	I. Support teacher collaboration and professional learning II. Empower student voice and provide student leadership opportunities

Teaching and Learning

MPS will provide a high quality curriculum and instructional program designed to engage all learners.

Teaching and Learning

Priority I: Facilitate the sharing and use of high yield traditional and digital instructional and assessment strategies

Roland Green Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
1.1 Map curriculum utilizing Atlas Software	Map MA Pre-K ELA Curriculum Standards Map Standards for Preschool Social and Emotional Learning, and Approaches to Play and LearnIng Map Social Thinking Curriculum	Teachers and Therapists	Standards assigned to weekly curriculum goals
Robinson Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
1.1 Implement *Journeys* core literacy program	Program orientation professional development Create pacing guides Review introductory units to identify daily required elements	Administrators, Publishing Reps, General Education, Special Education, and Reading teachers	Pacing guides Meeting agendas Classroom observations Educator Evaluation
1.2 Develop intervention model utilizing components within *Journeys* core program and *EnVision Math 2.0*	Review *Journeys* and *EnVision Math 2.0* intervention options; strategies, materials, and assessments Identify Tier one and Tier two components to use in the classroom and in small groups Explore additional approaches to provide remedial support to students in mathematics	Reading specialists Special education teachers	Meeting agendas and notes Classroom observations Educator Evaluation
1.3 Implement assessment tools to provide targeted instruction in literacy and math.	Monitor student and school wide performance utilizing common assessments Refine common assessments within the literacy and math programs	Administrators, General Education, Special Education, and Reading teachers	Meeting agendas and notes Student data Classroom observations

	Provide training for the Benchmark Assessment System (BAS)		Educator Evaluation
1.4 Incorporate *Journeys'* Fountas Language and Literacy Guide elements into core literacy instruction	Identify initial workshop elements from Language and Literacy guide and where these fit into core lessons and pacing Adjust pacing guide to accommodate workshop elements Identify classrooms	Administrators, Consultants, General Education, Special Education, and Reading teachers	Meeting notes Classroom observations Educator Evaluation
1.5 Implement phase II *EnVision Math 2.0* in Kindergarten and grade 2	Program orientation professional development Review introductory units to identify daily lesson objectives Create draft math pacing guide Monitor student progress on common topic and unit assessments Compile supplemental materials to support and enrich math	Administrators, Publishing reps, General Education and Special Education teachers	Meeting agenda and minutes Pacing guides Student data Collection of supplemental materials
Jordan/Jackson Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
1.1 Implement the Benchmark Assessment System (BAS) comprehensively to determine students' instructional reading level	Calibrate administration of assessment through continued professional development and peer collaboration. Assess progress through school-wide data collection and analysis at three specific points in the year.	John Nieratko Jenn Hartman Reading Specialists Student Support Team	Data analysis
1.2 Implement structures & routines workshop model small group instruction	Fountas and Pinnell Professional Development Align all resources to meet instructional needs and curriculum pacing Consistently integrate Fountas and Pinnell Independent Reading structures	Administration Reading Specialists Student Support Team	Practices, structures and resources are evident in classrooms

	Implement structures and routines of *Fundations Phonics Program* in Third- and Fourth- Grade		
1.3 Refine Math common assessments	Determine common assessment that is both targeted and purposeful Assess progress through school-wide data collection and analysis at three specific points in the year	Administration Math Specialist Student Support Team	Assessments
1.4 Implement structures & routines of math workshop model small group instruction	Calibrate instructional practices and assessment through continued professional development and peer collaboration	Administration Math Specialist Classroom Teachers	Practices, structures and resources are evident in classrooms
1.5 Foster collaboration between Second- and Third- Grade teachers to ensure a cohesive transition for students from the Core Literacy Model to the Workshop Model	Calibrate instructional practices and assessment through peer collaboration Assess progress through grade-specific data collection and analysis	Administration Reading Specialists Classroom Teachers	Meetings Transition plan
QMS Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
1.1 Promote the use of high yield traditional and digital instructional strategies and practices to better meet the needs of today's learners	Administrators and department heads will conduct shared weekly classroom learning walks to collect aggregate data about instructional strategies and practices Promote the sharing of instructional practices by Increasing staff participation in the Pineapple Chart Utilize departmental and team common planning time for ongoing analysis of student performance data to inform instruction, refine pacing and grading practices, and improve student learning	Administration Faculty Department Chairs	Compilation of data, and recommended areas for improvement Participation in shared professional practice goal- 30% of staff Departmental recommendations Delivery of targeted professional development

	Identify targeted professional development to support district technology goals, and expand staff capacity and confidence in using technology in the classroom		
1.2 Review current departmental practices and policies to ensure Equity of Access for all students	Analyze current use of departmental resources Evaluate current departmental practices and policies Develop a shared curriculum review process Implement/Recommend Adjustments	Secondary Leadership Team	Creation of a formal curriculum review process
MHS Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
1.1 Support the sharing and use of high yield traditional and digital instructional strategies to best meet the needs of today's learners	Administrators and department heads will conduct shared weekly classroom learning walks to collect aggregate data about instructional strategies and practices used in our school Create and promote a shared professional practice goal designed to increase staff participation in the Pineapple Chart model Identify targeted professional development to support district technology goals, and expand staff capacity and confidence in using technology in the classroom. Participate in district efforts to explore common instructional models	Administration and Department Chairs Administration Administration, Faculty, and Department Chairs Administration	Secondary Leadership Team meeting time Secondary Leadership Team meeting time Professional development time and funding Professional development time
1.2 Review current departmental practices and policies to ensure Equity of Access for all students	Analyze current use of departmental resources Evaluate current departmental practices and policies	Administration and Secondary Leadership Team	Secondary Leadership Team meeting time

District-wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
	Research and develop a shared curriculum review process Recommend and implement adjustments		
Utilize the Vertical Team approach (PreK-12 articulation) to create a district-wide data team which serves as an umbrella under which each school's efforts in data analysis are supported.	Action Plan will be created.	Central Office and School Leaders Department Chairs Teacher leaders	
Utilize the Vertical Team approach to study current research about instructional practices (for example, Marzano, Saphier, Hattie, Fountas & Pinnell) with the goal of developing a shared system-wide image of what good instruction looks like.	Action Plan will be created.	Central Office and School Leaders Department Chairs Teacher leaders	

Teaching and Learning

QMS Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
1.3 Develop a new eighth-grade Civics course to align our Social Studies curriculum with the recently revised MA Social Studies curriculum frameworks Revise the current eighth-grade elective offering through the integration of *Facing History* curriculum materials	Analysis of frameworks Curriculum development through backwards design model Evaluate classroom resources and develop plan for the acquisition of needed materials Implement new course(s)/ curriculum	Eighth grade Social Studies Department Chair, Social Studies teachers and elective teachers	Development of the 8th-Grade Social Studies course curriculum Development of the Social Studies elective curriculum
1.4 Implement *Project Lead The Way* (PLTW) curriculum into Science & Engineering and Computer courses to enhance relevant, real-world, hands-on learning experiences for students	Professional development related to PLTW modules - Design and Modeling (D&M), Space and Flight (S&F), and App Creator Adjust PLTW modules to fit trimester schedule	Science Department Chair Science/Engineering teachers	Science & Engineering course curriculum and student performance data Computer course curriculum and student performance data
MHS Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
1.3 Explore schedule options to allow for Flex Block and Common Planning Time	Identify models for Flex Block and Common Planning Time to "overlay" on our current schedule Determine which model would best suit our needs Bring proposal to stakeholders	Special Faculty Committee Administration	Schedule proposal for Flex Block and Common Planning Time

1.4 By the end of 2020 MHS will report individual student progress as well as school-wide progress on meeting the expectations in the school-wide rubrics	Administration will work with Technology Department to devise a way to report out on school-wide growth on school wide expectation Teachers will continue calibrating use of School-wide Rubrics following a shared calibration protocol	Administration and Technology Department Faculty	Report to parents and community on individual and school-wide growth
4.1 Develop and pilot a tech career readiness strand	Identify current staff to support programming Clarify benchmarks Build community partnerships for mentoring Advertise to students	Administration, Department Chairs, Special Faculty Committee	Cohort of students registered to begin program at the end of the 2019-2020 school year (to start in 2020-2021)
4.2 Explore alternatives pathways to graduation	Explore online summer credit recovery options for all students Explore online learning options for students whose education has been interrupted Finalize list of options to further consider for implementation	Administration and Department Chairs Special Faculty Committee to review online learning module content and curriculum	Development of administrative protocols and entry/exit criteria for online learning option List of options for further consideration Pilot credit recovery (2018-2019) and online learning (2019-2020) options

Teaching and Learning

Priority III: Implement the recommendations of the MPS Technology Plan

Roland Green Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
Robinson Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
Jordan/Jackson Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
QMS Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
MHS Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
District-wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress

Social, Emotional, Academic Supports

MPS will proactively provide for the evolving academic, social, and emotional needs of all students and staff.

Social, Emotional, Academic Supports

Roland Green Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
2.1 Video modeling of *Positive Behaviors Interventions and Supports* (PBIS) lessons	Model lesson plans to teach behavioral expectations	Teachers, Therapists and Paraprofessionals	Completion of videos

Robinson Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
2.1 Revise whole-school *Positive Behaviors Interventions and Supports* (PBIS) lessons and pacing guides	Review current school wide PBIS lessons and pacing guides. Revise and update current whole school PBIS powerpoint lessons Identify method for recognizing positive student behavior Gather input from staff to identify whole class incentives and school wide celebrations	PBIS committee	PBIS lessons, PBIS pacing guide, calendar of school-wide celebrations, meeting notes, Educator Evaluation, revised whole-school lessons, PBIS survey data, whole-class incentive data
2.3 Communicate clear classroom expectations and incentives for positive behavior	Create individual classroom matrices aligned with whole-school PBIS expectations and identified incentive opportunities	Classroom teachers Special education teachers Specialist teachers	Sample classroom matrices Students are meeting classroom expectations
2.4 Address the academic and social emotional needs of struggling students	Student Support Team meetings (SST) for students referred by classroom teachers Identify student area of struggle Utilize problem-based approach to determine intervention and set goals for improvement Reconvene SST in 6-8 weeks	SST Committee Principal Assistant Principal Classroom teachers Special Ed Teachers Counseling staff	Calendar of SST meetings Response to Intervention (RTI) protocols Meeting minutes Improve student performance

Jordan/Jackson Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
2.2 Enhance and expand inquiry and problem-based learning opportunities	Complete expansion phase of Community Garden Provide differentiated opportunities for staff to collaborate and share best practices for Science Units Continue to develop Science Technology Engineering Art Math (STEAM) Units for the Innovation Station Expand use of StoryWell in the Library/Media Center to include opportunities for media productions	Vertical Team Members Administration PLC Team Members	Student products Staff engagement Lesson implementation Data analysis
2.3 Combine best teaching practices with the power of digital tools to inspire, empower, and engage all students	Provide differentiated opportunities for staff to collaborate and share best practices for technology integration for academic, social and emotional student supports. Form a school-wide team to explore different options for implementing digital citizenship into current learning experiences.	Staff Administration PLC Team Members	Documentation of Professional Learning Community (PLC) documentation Examples of integration are evident Action plan developed by team in collaboration with staff
QMS Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
2.1 The Secondary Leadership Team (SLT) will develop a social and emotional learning (SEL) goal based on data collected during 2017-2018 and determine a plan to implement this goal over the 2018-2020 school years	Analyze data to determine focus of the SLT goal Finalize SLT goal Identify the actions and activities needed to implement the SLT goal Implement SLT goal	Secondary Leadership Team	SLT plan of action Student survey data to assess impact of goal

MHS Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
2.1 Develop student resilience and reduce levels of student stress in order to improve student performance and attendance	Develop a Bridge Program to support students whose education has been interrupted Promote positive health choices to students via guest speakers, Public Safety Announcements, events, and other communication Incorporate cyber health and expand healthy relationships units in the Health Curriculum for grades 9 and 11	Administration Faculty	Completed Bridge for Resilient Youth in Transition (BRYT) audit process Guest presentation(s), parent night(s), regular communication to students New curriculum developed and implemented in the classroom
2.2 Secondary Leadership Team (SLT) will develop a social and emotional (SEL) goal based on data collected during 2017-2018 and determine a plan to implement this goal over the 2018-2020 school years	Analyze data to determine focus of the SLT goal Finalize SLT goal Identify the actions and activities needed to implement the SLT goal Implement SLT goal	Secondary Leadership Team	Follow-up student survey data to assess impact of goal (Spring 2020)
2.3 Provide for academic remediation and proactive support for all students	Develop a Freshman Academy to support students' academic transitioning from the 8th grade Plan for remediation delivery within proposed Flex Block framework	Administration and Faculty Special Faculty Committee	Greater academic success, better attendance, and fewer disciplinary referrals for identified students A formal strategy for delivering remediation

Social, Emotional, Academic Supports

Priority II: Increase educators' capacity to meet diverse needs

Robinson Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
2.2 Provide instructional resources to support social and emotional needs within the classroom	Create Positive Behavior Interventions and Support (PBIS) lessons utilizing a variety of strategies and approaches from *Open Circle, PAX, Social Thinking*, and *Mind Up* curricula	PBIS committee	Collection of instructional resources
Jordan/Jackson Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
2.1 Support staff through building-based curriculum and instructional initiatives	Provide differentiated opportunities for staff to collaborate and share best practices Engage teams in structured book study of Fountas and Pinnell *Guided Reading* and *Curriculum* resources Support and cultivate peer-to-peer observations	Administration, Reading Teachers	Staff feedback Peer observations Data analysis
QMS Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
2.2 Expand the knowledge and capacity of staff to meet the needs of our struggling students with Attention Deficit Hyperactivity Disorder (ADHD) and executive functioning skill deficits	Identify and provide targeted professional development for staff related to executive functioning and ADHD Identify strategies matched to specific executive functioning skills and ADHD needs and develop intervention protocols to be piloted with identified students. Evaluate the effectiveness of intervention protocols	Administration, RTI Steering Committee, SST team, faculty	Development of intervention protocols matched to specific executive functioning skill deficits and student performance data

Family, Student and Community Partnerships

MPS engage families and other partners to create enriching, more personalized learning opportunities for students.

Family, Student, and Community Partnerships

Priority I: Engage, inform, and support families

Roland Green Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
1.1 Engage and inform parents regarding social and emotional initiatives	Notify parents of skills addressed	Teachers	Newsletter
Robinson Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
3.1 Communicate school-wide literacy and math vision to Robinson families	Principal's presentation to families Monthly newsletters Mansfield Elementary School Association (MESA) meetings	Kerri L Sankey	Powerpoint presentation Calendar of events Monthly newsletters Educator Evalulation
3.2 Increase community involvement	Design and administer volunteer needs assessment survey to teachers Design and administer volunteer opportunity survey to families Collaborate with MESA parents to create a training plan and schedule for volunteers	Principal Assistant Principal School Council MESA Principal Assistant Principal School Council MESA Principal Assistant Principal School Council MESA	Volunteer surveys Survey response data Meeting notes Calendar/volunteer opportunities
Jordan/Jackson Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
3.1 Support families with the implementation of the new Literacy model and Phase II of *enVision* Math 2.0	Create year-long communication plan that aligns to curriculum pacing	Administration Math Specialists Vertical Team Members	Plan will be developed Communication events/products
3.2 Increase family awareness of services provided by outside	Utilize survey information from 2018 Wellness Expo Survey to	Administration	Plan will be developed

		Nurses	Action steps from plan will be implemented
agencies that can support struggling students	enhance community/family connections Develop a proactive plan to communicate with families of students are struggling and assist with support interventions	School Psychologists Adjustment Counselor	

QMS Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
3.1 Expand efforts to improve communication and partnerships between families and QMS staff to support student learning	Using data collected during 2018, identify 2 topics of interest and create parent workshops/events to support student learning Plan and implement parent workshops/events (2/year) Evaluate effectiveness of parent events/workshops by soliciting parent feedback and input Revise workshops (i.e. topics and method of delivery) based on parent input and evaluate topics of interest for future workshops Explore the use of alternate means of communication to improve home-school communication	Administration	Delivery of parent workshops Expanded list of home-school communication

Family, Student, and Community Partnerships

Priority II: Continue to work with the Town and the greater school community to articulate the needs for improvements and/or renovation of facilities including schools and outdoor areas

District-wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
Implement the report of findings from the Facility Engineering Associates study conducted by the Town	Action Plan will be created	Central Office and School Leaders, Director of Facilities	5-Year Plan Projects are completed on-time and within budgets
Implement the report of findings from the Playground Inspections of New England study	Action Plan will be created	Central Office and School Leaders, Director of Facilities	5-Year Plan Projects are completed on-time and within budgets
Create a long-range plan to move the preschool program to the East Street campus	Action Plan will be created	Central Office and School Leaders, Director of Facilities	Multi-year plan is created for the future of Roland Green and its students
Implement findings of the Technology Plan which will be completed during the fall of 2018	Action Plan will be created	Central Office and School Leaders, Directors of Technology and Facilities	Plan implementation
Identify areas in each school that need to be improved and/or renovated (for example, science labs, libraries/media centers, athletic fields, band rooms, auditoriums/cafetorium/ multipurpose room)	Conduct needs assessment and/or inventory Long-range plan will be developed for improvements/renovation	Central Office and School Leaders, Directors of Technology and Facilities	List of identified areas. Plan will be developed

Collaborate for Continual Learning

MPS will foster an environment of collaboration, community, and continual learning within each school and across the district.

Collaborate for Continual Learning

Roland Green Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
1.1 Initial evaluation team to collaborate, observe and assess to determine student functioning in the following areas: cognitive, social/emotional, communication and motor	Teachers and therapists develop guidelines for evaluation utilizing formal and informal assessments	Teachers and Therapists	Guidelines and recommendations to complete collaborative team evaluations

Robinson Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
4.1 Support teacher collaboration and professional learning	Professional development focused on shared instructional practice around literacy, math, and PBIS Organize and ensure a cohesive transition plan for second and third grade students from the core literacy model to the workshop model Provide opportunities for teacher engage in peer to peer observations	Elementary Administrators, classroom teachers, Special Education teachers, Reading Specialists, consultants	Meeting agendas and notes, calendar of meeting dates, calendar of teacher peer-to-peer observations, classroom observations

Jordan/Jackson Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
4.1 Increase Staff collaboration time	Increase grade level common planning time Develop a committee to identify topics for Professional Learning Community (PLC) work to be done over the 2018-2019 school year Create a calendar of PLC dates/times	Schedule Collaboration time	PLC documentation Committee Plan Calendar

QMS Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
4.2 Implement Professional Learning Communities (PLC) to promote continual professional learning to enhance student outcomes	Using data collected during 2017-2018, identify topics for PLC work to be done over the 2018-2019 school year Create a calendar of PLC dates/times and have staff participate in a PLC of choice Conduct PLC work Present findings of PLC work Evaluate PLC model and topics to inform PLC work during year 2 Repeat the above steps for year 2 of PLC work	Administrations Department Chairs Faculty	PLC list and summary of work

Collaborate for Continual Learning

Priority II: Empower student voice and provide student leadership opportunities

Jordan/Jackson Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress
4.2 Increase opportunities for students to provide input for school improvement	Expand Student Council timeframe and scope	John Nieratko Student Council Representatives Student Council Members	Student Council meetings will begin by late Fall Student Council action plan will be developed
QMS Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
4.1 Develop a robust calendar of school-wide events to bolster school pride and create a sense of community	Utilize summer institutes to generate ideas, develop a calendar and begin planning events Implement 2-4 planned events Develop a student/staff survey to evaluate the impact on students and staff Analyze survey to determine refinements/next steps Implement phase 2 of the calendar of school-wide events	Administration and interested staff members	Calendar of Events Student/staff survey
3.2 Empower student voice and provide leadership opportunities for students	Develop and implement Anti-Defamation League (ADL) peer leadership program Solicit ongoing student feedback related to school issues Expand leadership opportunities for student council, student of the month, and other student leaders in the building	Administration, ADL advisors, Student Council Advisor, Team Liaisons, and Faculty	ADL peer leadership curriculum Student survey Expanded list of leadership opportunities and/or responsibilities
3.3 Improve student connectedness by increasing the number of students who are able	Develop a plan to promote relationship building and enhance student connectedness using the *First 5 Days* model	Administration and Team of faculty members	First Five Days plan Student/staff survey data

to identify at least one trusted adult at QMS	Identify a "go to" staff person for our most vulnerable population of students Implement and evaluate the plan to promote relationship building with all students to enhance student connectedness Evaluate and enhance current enrichment opportunities	PLCs and PBIS team Administration and staff members	Expanded enrichment offerings
MHS Strategic Initiative	**Actions & Activities**	**Responsible Individuals**	**Evidence of Progress**
3.1 Increase student connectedness to our school	Plan for advisory delivery within proposed Flex Block framework Continue to implement, support and expand ADL and Game Change programming to support development of cultural competency Develop summer guidance transition program for 8th grade students Work with student leaders to identify enhancements and activities to foster school community and ownership	Special Faculty Committee, Administration, Department Heads, Guidance Department	A formal curriculum and strategy for advisory delivery Pilot delivery to students by students Pilot summer transition program (summer 2019) Increased numbers of student-led initiatives
3.2 Make improvements to foster a safe school learning environment	Bring 4Ls (Locate, Lockdown, Leave, Live) safety training directly to students Explore daily supervision and monitoring restructure	School Resource Officer (SRO), Administration, Faculty	Student gatherings and follow up in individual classrooms Recommendations to consider for implementation in 2018-2019 school year

Glossary of Selected Educational Terms

ADL: Anti-Defamation League is providing anti-bias education and curriculum in QMS and MHS

Advisory: A model being explored at MHS which provides for regularly scheduled time for students to meet in small groups with an assigned adult who knows them well; designed to build community and build skills

Bridge Program: Specialized, small group program designed to transition students back into the regular school day after extended absences

CASEL: Collaborative for Social and Emotional Learning. The CASEL model identifies five social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. https://casel.org/core-competencies/

Common Planning Time: Time designated within the school day for faculty to collaborate and meet in teams to problem solve, collaborate, and develop curriculum

C.C.S.S: Common Core State Standards http://www.corestandards.org/

Curriculum Associates: A term used in the Mansfield Public Schools. Curriculum Associates are teacher leaders who apply for, and if selected, are appointed to the Vertical Teams for one year

DESE: Massachusetts Department of Elementary and Secondary Education http://www.doe.mass.edu/

EL: English Language Learners http://www.doe.mass.edu/ell/

Flex Block: The term used to describe time reserved in a schedule on a weekly, bi-weekly, or monthly rotation for advisory and academic remediation

FY: Fiscal year. July 1, 2018 through June 30, 2019 is FY19 (Fiscal Year 2019)

Grade Level meetings or "Grade levels": A format used to deliver professional development sessions in the Mansfield elementary schools. A specific grade of teachers (for example, *all 3rd-grade teachers*) is divided into two groups. Each group attends a half-day professional development training session during which their own class of students is taught by a substitute teacher.

High needs students: An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (EL) and former EL students, or low income students (eligible for free/reduced price school lunch)

MCAS: Massachusetts Comprehensive Assessment System http://www.doe.mass.edu/mcas/

NEASC: The New England Association of Schools and Colleges issues accreditation which is factored heavily into the college admissions process. https://www.neasc.org/

P.B.I.S: Positive Behaviors Interventions and Supports https://www.pbis.org/

Pineapple Chart Model: A Peer observation model in which teachers invite colleagues into their classrooms to observe all or part of a lesson.

POS: *Program of Studies* are published at QMS and MHS to provide course descriptions. In the MHS document learning pathways to graduation are included

http://qms.mansfieldschools.com/common/pages/UserFile.aspx?fileId=40034022

http://mansfieldhs.ss8.sharpschool.com/common/pages/UserFile.aspx?fileId=35580591

PLTW: Project Lead the Way https://www.pltw.org/

PLC: Professional Learning Communities; teams of educators meeting regularly and working to achieve common educational goals

R.T.I: Response to Intervention

SLT: Secondary Leadership Team; comprised of all QMS and MHS department heads and administrators, plus Director of Guidance, MHS Librarian and Assistant Director of Secondary Special Education

SMART goals: Specific, measurable, attainable, realistic, and timely goals that are developed by educators for their evaluation process

SEL: Social and Emotional Learning

SST: Student Support Team meetings are used as part of the Response to Intervention process. The focus of an SST is a specific student and the individual academic need(s) to be addressed through intervention.

S.T.E.M: Science, Technology, Engineering and Mathematics

S.T.E.A.M: Science, Technology, Engineering, Arts and Mathematics

Vertical Teams: Facilitated by the Department Chairs who lead teacher leaders from both the secondary and the elementary schools in the collegial work of vertical articulation of the curriculum