

Mansfield High School

2018-2020

School Improvement Plan

The Mansfield High School community is committed to life-long learning with the understanding that it is essential to meeting the challenges of 21st century living. We want our students to be well equipped to make positive contributions to the local, national, and international communities.



**2018-2020 Mansfield High School
School Council Members**

Principal - Mary Watkins

Parents

Eileen Cooke
Diane Corning
David Elsner
Jennifer Faber
Mary Shannon

Teachers

Anne Carroll
Mark DeGirolamo
Tina Karidoyanes

Student

Paige Olivera

Mansfield High School Core Values and Beliefs About Learning

The Mansfield High School community is committed to life-long learning with the understanding that it is essential to meeting the challenges of 21st century living. We want our students to be well equipped to make positive contributions to the local, national, and international communities.

We believe that students learn best when:

- they are in a safe, supportive environment which promotes life-long learning, problem solving, creativity, curiosity and independent thinking.
- they feel ownership of their own learning and are empowered to set goals and act in ways that are supportive of their own growth.
- they are willing to make mistakes to help them learn.
- they are eager to work with others to take on any challenges.
- the learning environment provides personalized learning opportunities that encourage self-discovery, self assessment and risk-taking.

We believe that students learn best from teachers who:

- are knowledgeable, enthusiastic and invested in their content *area*.
- communicate high expectations clearly and consistently.
- demonstrate flexibility and adaptability to learning conditions and to students' needs.
- use a variety of instructional and assessment strategies based on current research and best practices to engage students in their learning.

Furthermore, students will benefit from a community that:

- encourages a partnership between school, parents and community.
- recognizes and respects diversity.
- supports learning through appropriate funding for relevant technology and materials, through adequate staffing that ensures smaller class sizes, and through opportunities for effective professional development.

MHS 21st Century Learning Expectations

Academic Expectations:

- The Mansfield High School student will communicate effectively.
- The Mansfield High School student reads text and other media to assess and analyze information.
- The Mansfield High School student uses curiosity, imagination, and critical thinking skills to solve and create solutions.
- The Mansfield High School student will use technology to obtain, organize, and communicate information effectively.

Social and Civic Expectations:

- The Mansfield High School student collaborates with others to a productive end, leads by influence and example and demonstrates personal and global responsibility.

**Mansfield High School Demographic Data
School improvement Plan**

Enrollment by Gender			
	2015-2016	2016-2017	2017-2018
Male	650	650	652
Female	683	665	665
Total	1,333	1,315	1,317

Enrollment by Race/Ethnicity % of School			
	2015-2016	2016-2017	2017-2018
African American	2.6	2.5	3.6
Asian	4.1	3.6	4.4
Hispanic	3.0	3.3	3.5
Native American	0.5	0.3	0.2
White	87.9	87.9	85.6
Native Hawaiian, Pacific Islander	0.2	0.2	0.1
Multi-Race, Non-Hispanic	1.7	2.2	2.7

Indicators

	2015-2016	2016-2017	2017-2018
Grade 9-12 Dropout Rate	NA	0.5	NA
Attendance Rate	95.7	94	NA
Average # of days absent	7.6	10.6	NA

Selected Populations % of School

	2015-2016	2016-2017	2017-2018
First Language not English	4.4	4.4	5.1
English Language Learner	0.3	0.7	0.7
Students With Disabilities	12.8	11.5	11.2
High Needs	19.9	18.7	20.3
Economically Disadvantaged	8.6	9.1	11.9

MCAS Annual Comparisons

GRADE 10 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2015	2016	2017	2018
ADVANCED	68	64	72	NA
PROFICIENT	30	31	26	NA
NEEDS IMPROVEMENT	1	3	1	NA
FAILING	2	2	1	NA

GRADE 10 - MATHEMATICS				
ACHIEVEMENT LEVEL	2015	2016	2017	2018
ADVANCED	76	73	83	NA
PROFICIENT	16	15	12	NA
NEEDS IMPROVEMENT	6	8	4	NA
FAILING	2	4	2	NA

GRADE 10 - SCIENCE AND TECH/ENG				
ACHIEVEMENT LEVEL	2015	2016	2017	2018
ADVANCED	36	32	40	NA
PROFICIENT	51	52	50	NA
NEEDS IMPROVEMENT	11	14	9	NA
FAILING	1	2	0	NA

2018-2020 School Improvement Plan

School Objective 1.0: We will provide a high-quality curriculum and instructional program for all students.

Strategic Initiative	Actions/Activities	Responsible Individual(s)	Resources Needed	Timeline	Evidence
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	Administration and Department Heads	Secondary Leadership Team meeting time	2018-2019	Collection of baseline data identifying teaching strategies most frequently used in the high school and recommend areas for improvement
	Create and promote shared professional practice goal designed to increase staff participation in the Pineapple Chart model	Administration	Secondary Leadership Team meeting time	2018-2019	Recruit 30% of staff to participate in shared professional practice goal
	Identify targeted professional development to support district technology goals, and expand staff capacity and confidence in using technology in the classroom.	Administration, Faculty, and Department Heads	Professional development time and funding	2018-2019	Delivery of professional development in the focus area
	Participate in district efforts to explore common instructional models	Administration	Professional development time	2018-2019	Identification of a common instructional model

<p>1.2 Review current departmental practices and policies to ensure Equity of Access for all students</p>	<p>Analyze current use of departmental resources</p> <p>Evaluate current departmental practices and policies</p> <p>Research and develop a shared curriculum review process</p> <p>Recommend and implement adjustments</p>	<p>Administration and Secondary Leadership Team</p>	<p>Secondary Leadership Team meeting time</p>	<p>Fall 2018</p> <p>Fall/Winter 2018-2019</p> <p>Spring/ Summer 2019</p> <p>2019-2020</p>	<p>Creation of a formal curriculum review document template</p> <p>Adjustments to current practice based on identified needs</p>
<p>1.3 Explore schedule options to allow for Flex Block and Common Planning Time</p>	<p>Identify models for Flex Block and Common Planning Time to “overlay” on our current schedule</p> <p>Determine which model would best suit our needs</p> <p>Bring proposal to stakeholders</p>	<p>Special Faculty Committee</p> <p>Administration</p>	<p>Professional development time</p>	<p>2018-2019</p> <p>2019-2020</p>	<p>Schedule proposal for Flex Block and Common Planning Time</p>
<p>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</p>	<p>Administration will work with Technology Department to devise a way to report out on school-wide growth on school wide expectation</p> <p>Teachers will continue calibrating use of School Wide Rubrics following a shared calibration protocol</p>	<p>Administration and Technology Department</p> <p>Faculty</p>	<p>Funding to support computer programming needs</p> <p>Professional development time</p>	<p>2019-2020</p> <p>2018-2020</p>	<p>Report to parents and community on individual and school-wide growth</p>

School Objective 2.0: We will provide for the academic, social, and emotional support of all students.

Strategic Initiative	Actions/Activities	Responsible Individual(s)	Resources Needed	Timeline	Evidence
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	Administration	LCSW to oversee program	2019-2020	Completed BRYT audit process
	Promote positive health choices to students via guest speakers, PSAs, events, and other communication	Administration	Funding for guest speakers	2018-2020	Guest presentation(s), parent night(s), regular communication to students
	Incorporate cyber health and expand healthy relationships units in the Health Curriculum for grades 9 and 11	Faculty	Department collaboration time	2018-2020	New curriculum developed and implemented in the classroom
2.2 SLT will develop an 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	Secondary Leadership Team	Secondary Leadership Team meeting time	Spring 2018	Follow up student survey data to assess impact of goal (Spring 2020)
	Finalize SLT goal			Summer 2018	
	Identify the actions and activities needed to implement the SLT goal			2018- 2019 school year (develop plan to implement goal)	
	Implement SLT goal			2018-2020	
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	Administration and Faculty	Professional development funding; scheduled common planning time	2018-2019 (pilot teacher team); 2019-2020 (advertise to families)	Greater academic success, better attendance, and few disciplinary referrals for identified students
	Plan for remediation delivery within proposed Flex Block framework	Special Faculty Committee		2019-2020	A formal strategy for delivering remediation

School Objective 3.0: Develop a positive school climate and create opportunities to make our school more personalized.

Strategic Initiative	Actions/Activities	Responsible Individual(s)	Resources Needed	Timeline	Evidence
3.1 Increase student connectedness to our school	Plan for advisory delivery within proposed Flex Block framework	Special Faculty Committee	Professional development time	2019-2020	A formal curriculum and strategy for advisory delivery
	Continue to implement, support and expand ADL and Game Change programming to support development of cultural competency	Administration; Department Heads	Advisors and funding	2018-2020	Pilot delivery to students by students
	Develop summer guidance transition program for 8th grade students	Guidance Department	Summer Institute	2018-2019	Pilot summer transition program (summer 2019)
	Work with student leaders to identify enhancements and activities to foster school community and ownership	Administration		2018-2020	Increased numbers of student-led initiatives
3.2 Make improvements to foster a safe school learning environment	Bring 4Ls training directly to students	SRO, Administration, Faculty	Class time; Professional Development Time for staff training	2018-2019	Student gatherings and follow up in individual classrooms
	Explore daily supervision and monitoring restructure	Administration	Meeting time	Summer 2018	Recommendations to consider for implementation in 2018-2019 school year

School Objective 4.0: Explore and cultivate new and innovative learning paths to provide students with real world learning opportunities and transportable skills.

Strategic Initiative	Actions/Activities	Responsible Individual(s)	Resources Needed	Timeline	Evidence
4.1 Develop and pilot a tech career readiness strand	<p>Identify current staff to support programming</p> <p>Clarify benchmarks</p> <p>Build community partnerships for mentoring</p> <p>Advertise to students</p>	Administration, Department Heads, Special Faculty Committee	Meeting time; Coordinator to supervise program	<p>2018-2019</p> <p>2019-2020 (Finalize details and advertise in POS)</p>	Cohort of student 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	<p>Explore onlines summer credit recovery options for all students</p> <p>Explore online learning options for students whose education has been interrupted</p> <p>Finalize list of options to further consider for implementation</p>	<p>Administration and Department Heads</p> <p>Special Faculty Committee to review online learning module content and curriculum</p>	<p>Meeting time</p> <p>Professional development time</p>	<p>Summer 2018</p> <p>2018-2019</p>	<p>Development of administrative protocols and entry/exit criteria for online learning option</p> <p>List of options for further consideration</p> <p>Pilot credit recovery (2018-2019) and on-line learning (2019-2020) options</p>

Glossary of Selected Educational Terms

ADL: Anti-Defamation League; provides anti-bias education and curriculum

Advisory: 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

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

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

Flex Block: Time reserved in the schedule on a weekly, bi-weekly, or monthly rotation for advisory and academic remediation

NEASC: New England Association of Schools and Colleges; issues accreditation which is factored heavily into the college admissions process

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

POS: MHS's *Program of Studies* which provides course descriptions and explains learning pathways to graduation offered at MHS

SEL: Social-Emotional Learning; at MHS we reference the CASEL model which breaks social-emotional learning into five core competencies

SLT: Secondary Leadership Team; comprised of all QMS and MHS department heads and administrators, plus director of guidance, and librarian

