

Mansfield Public Schools

School Improvement Plan 2023-2024



Presented to School Committee June 13, 2023



EMPOWER, INSPIRE, ENGAGE



Message from Superintendent Teresa Murphy

May 26, 2023

During the waning months of the 2022-2023 school year, the school and district leaders began looking ahead to the next year while bringing closure to the current one. The result is the Mansfield Public Schools Improvement Plan for the 2023-2024 school year. This plan has a three-prong focus which includes initiatives related to (1) academic advancement, (2) social and behavioral growth, and (3) professional development. Most of the initiatives are school-based, under the leadership of the principal. There are also several initiatives that are district-wide and under the direction of one or more of the district leaders and are derived from the Mansfield Public Schools Diversity, Equity, & Inclusion Strategic Plan.

The Mansfield Public Schools Improvement Plan is a collaborative effort that includes district and school leaders, faculty, and School Councils. It will be presented to the Mansfield School Committee on June 13, 2023 with work beginning immediately following during the summer months and then on into the school year. A mid-year status report will be conducted in February 2024.

I'd like to take this opportunity to acknowledge the efforts of the Mansfield School Committee. **We have bid farewell to Ms. Kiera O'Neil and Dr. Lauren Scher and thank them for their service. Mr. Steve Schoonveld and Ms. Jenifer Sellon have recently been elected to the School Committee and join Chair Lynn Cavicchi, Vice-Chair Jenn Walsh, and Ms. Vivian Webster. The School Committee is committed to our district's improvement to assure that *all* students achieve academic success.**

Thank you for taking the time to read the Mansfield Schools' Improvement Plans. Please note there is a glossary at the end of this plan for your reference. Finally, please consider School Council membership. On the next slide you will find the open seats that will be available during next fall's election.

Sincerely,

Teresa M. Murphy

School Councils 2023-2024

Mansfield High School	Qualters Middle School	Jordan/Jackson Elementary	Robinson Elementary
<p><u>Staff</u> Principal Russ Booth Anne Carroll Gail Farrington Michael Sweet</p>	<p><u>Staff</u> Principal Dave McGovern Steve Walsh <i>Open Position</i></p>	<p><u>Staff</u> Principal John Nieratko Josh Curry Rayna Freedman</p>	<p><u>Staff</u> Principal Kerri Sankey <i>Open Position</i> <i>Open Position</i> <i>Open Position</i></p>
<p><u>Parents/Guardians</u> Parul Jain Kate Lancaster Stacey Mullert <i>Open Position</i></p>	<p><u>Parents/Guardians</u> Jose Dolores Jennifer Egezio Moushami Koutragadda Melissa Patricio</p>	<p><u>Parents/Guardians</u> Stephie Jean Charles Traci Mazur <i>Open Position</i> <i>Open Position</i></p>	<p><u>Parents/Guardians</u> William Bowly Amy Resnick VanRyn Michelle Walsh <i>Open Position</i></p>
<p><u>Students</u> Patrick Haley Minuja Rajasinghe Francesca Smith</p>		<p><i>Open positions pending fall 2023 School Council Elections</i></p>	
<p><u>Community Representative</u> Michael Vaughn</p>			

Key Contributors

Michael Connolly, Assistant Superintendent for Teaching and Learning

Julia Greenstine, Director of Instruction and Assessment

Russ Booth, Mansfield High School Principal

Dave McGovern, Qualters Middle School Principal

John Nieratko, Jordan/Jackson Elementary School Principal

Kerri Sankey, Robinson Elementary School Principal

Krista DeMello, Roland Green Preschool Director

School Committee

Lynn Cavicchi, Chair

Jenn Walsh, Vice Chair

Steve Schoonveld

Jenifer Sellon

Vivian Webster

District Demographic Data *

		RG	ROB	J/J	QMS	MHS	DIST
Enrollment	Male	49	374	365	422	576	1,792
	Female	42	380	338	368	513	1,635
	Non-Binary	0	0	1	0	3	4
	Total	91	754	704	790	1,092	3,431
Enrollment by Race/Ethnicity, % of District							
	African American	3.3	4.0	4.4	5.7	4.5	4.6
	Asian	6.6	8.4	8.5	9.7	7.2	8.3
	Hispanic	7.7	7.8	6.4	5.7	6.9	6.6
	Native American	0	.3	.3	0	.1	.1
	White	76.9	74.7	75.1	73.4	78.7	76.0
	Native Hawaiian, Pacific Islander	0	0	.1	0	0	0
	Multi-Race, Non Hispanic	5.5	4.9	5.1	5.4	2.7	4.3

* [Based on DESE 2022 School Report Card](#)

District Demographic Data

	RG	ROB	J/J	QMS	MHS	DIST
Indicators						
Grade 9-12 Dropout Rate (%)					.1	.1
Attendance Rate (%)	89.7	94.6	95.0	95.3	94.4	94.6
Average # of Days Absent	8.5	5.7	5.3	5.0	5.9	5.7
Selected Populations, % of School						
First Language Not English	4.4	6.5	8.4	7.3	6.0	6.8
English Language Learners	0.0	3.3	4.1	1.4	.8	2.2
Students with Disabilities	24.2	12.7	18.6	15.7	14.7	16.3
High Needs	33.0	30.6	37.1	34.1	27.9	32.6
Low Income	18.7	21.0	21.0	20.9	18.0	20.0
District IEPs						613
District 504s						333

Mansfield Public Schools 2023 Accountability Targets - District Results

Group	Gradespan	Area	2022 # of Students Included	2022 Achievement Baseline	2023 Path	2023 Achievement Target	Recovery Quartile	# Years to Recovery
All Students	HS	ELA	278	512.5	Recovery	513.8	3	2
All Students	3-8	ELA	1530	499.1	Recovery	503.8	4	1
All Students	HS	Math	279	511.1	Forward	513.6		
All Students	3-8	Math	1533	502.4	Recovery	504.3	4	1
All Students	HS	Sci	264	510.2	Forward	512.2		
All Students	3-8	Sci	542	500.4	Forward	503.1		

<p>Accountability targets for 2023 provided to districts on or about March 29, 2023 (DESE webinar date)</p>	<p>For district results, in order to report data for a group, there must be results for at least 20 students in BOTH HS and NonHS</p>	<p>Recovery Pathway (Yellow): The MCAS average scaled score for the given group and subject was higher in 2019 than in 2022. These groups experienced declines in student achievement and are expected to improve achievement in a specified number of years to return to (and ultimately surpass) 2019 achievement levels.</p>	<p>Path Forward (Green): The MCAS average scaled score for the given group and subject was higher in 2022 than in 2019, or the improvement increment calculated using the recovery path for the group and subject is less rigorous than that assigned in 2019. These groups experienced little to no decline in achievement from 2019 to 2022 and are expected to continue to improve achievement levels.</p>	<p>Recovery Quartile and Years to Recover: Each school and group on the recovery path were assigned a recovery quartile and a number of years to recovery (i.e., to return to 2019 levels of achievement) based on their own decline (i.e., the difference in average scaled score between 2022 and 2019).</p>
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[2023 Accountability Targets and 2024-2027 Increments](#)

Native Language Not English

	ROB	J/J	QMS	MHS
# of English Learners Identified as of May 2023	25	28	12	10
# of Languages Spoken at Home	15	14	11	5
Languages Spoken	Arabic, Bulgarian, Cape Verdean Creole, Chinese, French, Hindi, Indonesian, Korean, Pashto, Portuguese, Russian, Spanish, Ukrainian, Tamil, Telugu	Albanian, Arabic, Bengali, French, Haitian Creole, Japanese, Malayalam, Pashto, Portuguese, Russian, Spanish, Tamil, Urdu, Ukrainian	Bulgarian, Cape Verdean Creole, French, Haitian Creole, Japanese, Pashto, Portuguese, Spanish, Tamil, Telugu, Urdu	Arabic, French, Haitian Creole, Portuguese, Spanish
Translated Languages	Arabic, Chinese, Portuguese, Spanish	Arabic, Pashto, Portuguese, Spanish	Pashto, Portuguese	Arabic, Chinese, French, Portuguese, Russian, Spanish, Vietnamese

Vision Statements

District 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.

Vision for Equity -- DRAFT by the Strategic Planning Team

We envision a future state of MPS where we operate as a community to make the success of each and every student a priority by overcoming and removing barriers to learning, access, and opportunities. We envision a culture where MPS students, faculty, staff, and community feel: recognized, safe, a strong sense of belonging, valued, and fully supported to reach their maximum potential in all aspects of school, work, and life.

Vision Development

	Initiative	Actions & Activities
District	<p>Develop and communicate a district-wide vision which establishes a culture that stresses respect for diversity, equity, and inclusion. Articulate what it means for students and staff.</p> <p>Person(s) Responsible: Dr. Rayna Freedman Visioning Committee</p>	<ul style="list-style-type: none"> ● Spring 2023 - Dr. Rayna Freedman will recruit a group of stakeholders to volunteer to serve on the committee. ● August/September 2023 - The vision committee, including students from QMS and MHS, will meet to develop a district wide vision that supports the work of the Diversity, Equity & Inclusion (DEI) Strategic Plan and current vision, mission, and core values. ● October 2023 - The district-wide vision created by the committee will be shared with the school community for feedback. ● November/December 2023 - Using the feedback from the community, a small team from the vision committee will meet to refine the statement to present to School Committee.

Academic Advancement



Academic Advancement

	Initiative	Actions & Activities
Roland Green	<p>Implementation of new preschool curriculum in four classes</p> <p>Roland Green purchased and piloted <i>Tools of the Mind</i> curriculum during the 2022-2023 school year. Three inclusion teachers successfully completed the first year training and implemented the program into their classrooms. The remaining four teachers will begin the training and implementation for 2023-2024.</p> <p><i>Tools of the Mind</i> is an early childhood model combining teacher professional development with a comprehensive innovative curriculum that helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational academic skills they need to succeed in school and beyond.</p> <p>Person(s) responsible: Krista DeMello, Director</p>	<ul style="list-style-type: none"> ● September 2023 - Teacher professional development (PD). Teachers and paraprofessionals will receive a 2-day training. ● October 2023/April 2024 - Teachers and paraprofessionals will complete the remaining 4 trainings for first-year implementation ● 2023/2024 SY - Implementation of curriculum with fidelity

Academic Advancement

	Initiative	Actions & Activities
Robinson	<p>Continue to develop resources to support academic and social and emotional areas within Multi-Tiered System of Supports (MTSS)</p> <p>Person(s) Responsible: Principal Summer Institute PD Committee</p>	<ul style="list-style-type: none">• Summer 2023 - Robinson staff will create standards-based math resources to support Tier 1 math instruction, math foundational skills and number routines in the classroom• Fall 2023 - Summer Institute Tier 1 math resources will be shared with K-2 classroom teachers during staff meetings• Summer 2023 - Robinson staff will create updated videos to support instruction on Tier 1 whole school expectations

Academic Advancement

	Initiative	Actions & Activities
Robinson	<p>Conduct needs assessment for new literacy program</p> <p>Person(s) Responsible: Principal Curriculum Associates</p>	<ul style="list-style-type: none"> ● Early Fall 2023 - Formation of a literacy advisory team consisting of one classroom teacher per grade level, one special education teacher, and one reading specialist. ● Fall 2023 - Principal will collaborate with literacy advisory team to create a timeline for collection of data, needs assessment, and selection of highly rated literacy programs for the 2023-2024 school year. ● Late Fall 2023 - Literacy advisory team will collect District and Analysis Review Tools (DART) data and gather information about highly rated literacy programs being used in districts similar to Mansfield. ● Early Winter 2024 - Robinson staff will identify a set of literacy “Must Haves” based on an analysis of current <i>Journeys</i> program. ● Winter 2024 - A team of Robinson teachers will review DESE’s highly rated literacy programs ● Spring 2024 - The Literacy Advisory Group will narrow their selection of highly rated literacy programs down to two final recommendations.

Academic Advancement

	Initiative	Actions & Activities
Robinson	<p>Align and implement cluster assessments and unit assessments in DnA</p> <p>Person(s) Responsible: Principal Julia Greenstine, Director of Instruction & Assessment Cailyn Pawlowski, Instructional Technology Coach Curriculum Associates Reading Specialists</p>	<ul style="list-style-type: none"> • Summer 2023 - Align standards-based cluster assessments in DnA with our literacy scope and sequence and pacing guide • Fall 2023/Spring 2024 - Grade 2 classroom teachers Implement standards-based literacy cluster assessments and unit assessments in DnA using chromebooks with grade two students
	<p>Present and implement Robinson Building Curriculum Accommodation Plan (BCAP).</p> <p>Person(s) Responsible: Assistant Principal SST</p>	<ul style="list-style-type: none"> • Robinson Admin Team will present the BCAP during one staff meeting and discuss plan for implementation during MTSS Team meetings.

Academic Advancement

	Initiative	Actions & Activities
Robinson	<p>The Robinson Student Support Team (SST) will identify struggling student subgroups and identify tiered strategies for intervention</p> <p>Person(s) Responsible: Principal SST Classroom Teachers</p>	<ul style="list-style-type: none">● Fall 2023/Winter 2024 - The Robinson SST will review literacy and math benchmark data to identify struggling students.● Late Fall 2023/Winter 2024 - The SST will support classroom teachers in identifying BCAP accommodations and additional Tier 1 strategies to be used with struggling students.● Late Winter 2024/Spring 2024 - The Robinson SST and classroom teachers will review student data to determine intervention effectiveness and growth

Academic Advancement

	Initiative	Actions & Activities
Jordan/Jackson	<p>Jordan/Jackson will strengthen our Multi-Tiered System of Support (MTSS) framework, by revising our student intervention data meeting protocols. We will synthesize comprehensive student data and reports from the District Data and Assessment System (DnA) in order to proactively implement strategic interventions for all communities who have identified achievement gaps.</p> <p>Person(s) Responsible: MTSS Team</p>	<ul style="list-style-type: none"> ● Summer/September 2023 - Revise meeting protocol and assess timeframe of meetings ● Summer/September 2023 - Determine consistent data points and assessment timelines ● October 2023 - Complete Massachusetts Comprehensive Assessment System (MCAS) and Beginning-of-the-Year Assessment gap analysis ● 2023/2024 SY - The MTSS team will prepare intervention plans with student goals based on this data and include resources from the Building Curriculum Accommodation Plan (BCAP) ● November 2023/June 2024 - Progress monitor student growth of these identified students monthly with the MTSS Team.

Academic Advancement

	Initiative	Actions & Activities
Jordan/Jackson	<p>Jordan/Jackson will implement the Building Curriculum Accommodation Plan (BCAP) developed in the 2023 School Year</p> <p>Person(s) Responsible: Denise DaGraca, Asst. Principal MTSS Team</p>	<ul style="list-style-type: none">• September 2023 - Present the Building Curriculum Accommodation Plan (BCAP), along with the Teacher “Toolbox” (source of resources and strategies) with staff.• 2023/2024 SY - The MTSS team will prepare intervention plans with student goals based on this data and include resources from the Building Curriculum Accommodation Plan (BCAP)• 2023/2024 SY - MTSS Team members will highlight resources and strategies with the staff quarterly during common meeting times.• January 2024 and May 2024 - The MTSS team will gather staff feedback regarding the Accommodation Plan and Toolbox during staff collaboration meeting time.

Academic Advancement

	Initiative	Actions & Activities
QMS	<p>QMS will formally install the Building Curriculum Accommodation Plan (BCAP) developed over the 2023-2024 School Year.</p> <p>Person(s) Responsible: Assistant Principal SST</p>	<ul style="list-style-type: none">• Summer/Fall 2023 - Interested faculty will create a collection of examples/exemplars for BCAP items that require them• September 2023 - The faculty will receive a roll out session of the BCAP and learn how to access the exemplars• January/February 2024 - The QMS Student Support Team (SST) will solicit and collect feedback on the BCAP• April/May 2024 - The QMS SST will propose adjustments to the BCAP considering feedback

Academic Advancement

	Initiative	Actions & Activities
QMS	<p>QMS will analyze data (using Fastbridge) including screeners, attendance, conduct, state testing, and other sources to identify barriers all communities are encountering preventing the closing of the achievement gap.</p> <p>Person(s) Responsible: Dave McGovern, Principal Summer Institute Tier III Intervention Team</p>	<ul style="list-style-type: none"> ● Summer 2023 - Interested faculty will analyze data to determine the gaps and barriers that exist for different student groups ● September/October 2023 - Share findings with the school community ● Winter 2023/2024 - Actively work to remove and/or reduce barriers ● Winter 2023/2024 - At administrative team meetings, QMS administration will review progress in the areas ● Winter 2023/2024 - The SST will promote and share tiered strategies to close the achievement gap for all communities

Academic Advancement

	Initiative	Actions & Activities
QMS	<p>To meet the needs of gifted students, QMS will develop a “Step up Academy” in Math to be installed with the class of 2031.</p> <p>Person(s) Responsible: Dave McGovern, Principal Jaime Mintz, Math Department Chair</p>	<ul style="list-style-type: none">● Fall 2023 - Research practices used in other districts in Massachusetts and across the nation● Winter 2023/2024 - Development of an entry criteria● Spring 2024 - Incorporate this program into the QMS Program of Studies● Winter 2023 - Identify potential students for a first-year pilot and hold an interest meeting● May 2024 - Enroll students by May 2024

Academic Advancement

	Initiative	Actions & Activities
MHS	<p>In order to take steps toward meeting a priority standard set forth by the New England Association of Schools and Colleges (NEASC), MHS will work to update and create curriculum in a common Understanding by Design (UBD) format.</p> <p>Person(s) Responsible: Department Chairs</p>	<ul style="list-style-type: none"> ● Summer 2023 - Secondary Leadership Team (SLT) meets during a summer institute to develop initial PD training for all teachers at MHS ● Ongoing 2023/2024 - Curriculum teams within each department will focus on a specific course for curriculum completion of stage 1 and stage 2 during the 2024 school year ● Ongoing 2024 school year - Departmental teams set up to focus on one additional course per department for curriculum completion of stage 1 and stage 2. ● Fall 2023 - SLT to deliver initial PD to MHS teachers on UBD curriculum design ● Summer 2023 - SLT works to develop a shared student learning goal staff can adopt (optional) ● Fall and Winter 2023/2024 - Additional PD delivered to staff on unpacking standards, depth of knowledge (DoK) levels and rigor, and overarching objectives ● Ongoing 2024 school year - Department time to be utilized to vet units throughout the course of the year ● Online UBD course work available for staff to take in order to be curriculum facilitators

PROFESSIONAL DEVELOPMENT



Professional Development (PD)

	Initiative	Actions & Activities
Roland Green	<p>Tools of the Mind (ToTM) combines a comprehensive early childhood curriculum with an innovative approach to teacher professional development to effectively transform early childhood teaching and learning and improve child outcomes.</p> <p>Staff at Roland Green will take part in a 5-session PD series in order to implement the new curriculum with fidelity. SY22/23 piloting teachers will participate in ToTM Year 2 training and support.</p> <p>Person(s) Responsible: Krista DeMello, Director Faculty</p>	<ul style="list-style-type: none"> ● September - Begin training for 4 classroom teachers with 2 day full training ● Sept 2023/June 2024 - Implement program with 4 remaining classrooms ● October 2023 - Session 3 training ● January 2024 - Session 4 training ● April 2024 - Session 5 training ● SY 23/24 - On-call training as needed with curriculum trainers

Professional Development

	Initiative	Actions & Activities
Robinson	<p>Phase 1 implementation of new math program</p> <p>Person(s) Responsible: Principal</p>	<p>June 2024 - Robinson staff will receive materials and have professional development consisting of an overview of the new math program (TBD) in preparation for implementation in the 2024-2025 school year.</p>
	<p>Inclusivity, Culture, and Unity (ICU) Team share practice with greater staff and provide cultural proficiency coaching</p> <p>Person(s) Responsible: Assistant Principal ICU Team</p>	<ul style="list-style-type: none"> ● October 2023 - The Robinson ICU Team will present an overview of the work they have done during the 2022-2023 school year to the greater staff to increase understanding of creating an inclusive culture. ● November 2023 - The Robinson ICU team will identify no more than three goals to guide their work on continuing to create a positive and inclusive school culture. ● June 2024 - The Robinson ICU team will participate in three to four coaching sessions in cultural proficiency.

Professional Development

	Initiative	Actions & Activities
Jordan/Jackson	<p>Phase 1 implementation of new math program</p> <p>Person Responsible: John Nieratko, Principal</p>	<p>June 2024 - Jordan /Jackson staff will receive materials and have professional development consisting of an overview of the new math program (TBD) in preparation for implementation in the 2024-2025 school year.</p>
	<p>Inclusivity, Culture, and Unity (ICU) Team share practice with greater staff and provide cultural proficiency coaching</p> <p>Person(s) Responsible: Katie Perreault, Asst. Principal ICU Team</p>	<ul style="list-style-type: none"> ● In September 2023, the ICU team will review the MCAS student perception survey results, along with school-wide discipline data from the 2022-23 School Year. After reviewing these data points, the team will identify the priority areas of focus to target with students in order to strengthen the culture of positivity, inclusivity and unity. ● October 2023 through June 2024, the ICU team will implement at least three student and three staff activities that will target the identified priority areas of focus. ● May/June 2024, the ICU team will solicit feedback from staff and students regarding the activities implemented and use that information to plan for the 2024-25 School Year.

Professional Development

	Initiative	Actions & Activities
QMS	<p>QMS will identify in place trauma informed instructional practices and identify/install those that are needed.</p> <p>Person(s) Responsible: Dave McGovern, Principal Carla Sánchez, School Psychologist</p>	<ul style="list-style-type: none"> ● Summer 2023 - Develop an internal document that includes trauma informed instructional practices to be shared with the faculty and staff ● Summer 2023 - QMS will identify a series of professional literature related to trauma and trauma informed instruction to be used in faculty book groups. ● Fall/Spring 2023 - QMS will hold book groups based on the theme of trauma and trauma informed instruction. Book groups will meet during PD and/or faculty meeting time ● Winter 2024 - QMS will hold a jigsaw presentation to share key points from book groups with the faculty as a whole ● Spring 2024 - The SST at QMS will refine the list of trauma informed strategies, solicit feedback, and propose their addition when appropriate to the BCAP for the upcoming school year

Professional Development

	Initiative	Actions & Activities
QMS	<p>QMS will ensure faculty and staff know how to respond when they encounter discriminatory actions or comments in their classrooms and schools.</p> <p>Person(s) Responsible: Jim Schlieffe, Asst. Principal ICU Team</p>	<ul style="list-style-type: none"> ● Fall 2023 - QMS ICU Team will create practice scenarios to be shared during administrative team meetings ● Winter 2023/2024 - ICU Team Members will visit with teams to present scenarios and guide conversation around how to intervene ● 2023/2024 - QMS Administration will provide coaching around events that happen in school with team and other groups.

Professional Development

	Initiative	Actions & Activities
MHS	<p>MHS will work to expand the instructional capacity of staff to support student progress toward the school's vision of a graduate.</p> <p>Person(s) Responsible: Russ Booth, Principal Julia Greenstine, Director of Instruction & Assessment Department Chairs MTSS Team ICU Team</p>	<ul style="list-style-type: none">• Ongoing 2023/2024 school year - Learning walks conducted by members of the SLT• Fall 2023 - Develop a look-for tool to gather data during learning walks• PD focused in the following areas: special education, cultural proficiency, authentic task and assessments• 2 focused PD sessions will be provided on BCAP implementation to provide overview and practice with plan development within a lesson• March 2024 - PD committee develops and delivers a menu of offerings in the building for staff to attend various sessions

Professional Development

	Initiative	Actions & Activities
District	<p>Begin to develop a train-the-trainer model to expand cultural proficiency training.</p> <p>Person(s) Responsible: Mike Connolly, Assistant Superintendent for Teaching & Learning</p>	<p>Assistant Superintendent Michael Connolly will oversee the actions of this initiative:</p> <ul style="list-style-type: none">● Fall 2023 - winter 2024 - A consultant with expertise in the area of cultural proficiency will facilitate working sessions with the ICU teams to develop a minimum of three plans about topics related to cultural proficiency.● The ICU team members will deliver the lessons during staff meetings scheduled in each school.

Social & Behavioral Growth



Social & Behavioral Growth

	Initiative	Actions & Activities
Roland Green	<p>Roland Green will work to develop a system that identifies and responds to young children with trauma. Partnering with the Pyramid Model Consortium, Roland Green staff will receive training that will provide an overview to understand the impact of trauma on young children and their families. Including recognizing the signs and symptoms of trauma in young children and the importance of resilience.</p> <p>Person(s) Responsible: Krista DeMello, Director Pyramid Model Leadership Team</p>	<ul style="list-style-type: none"> ● June 2023 - Roland Green will convene a Leadership Team for the Pyramid Model Consortium ● Fall 2023 - Roland Green Staff will partner with Pyramid and complete trainings about Trauma Informed Care ● September 2023 through May 2024 - Pyramid Leadership Team will meet 1x monthly ● May 2024 - Teachers will identify 3 teaching strategies to implement for students experiencing trauma

Social Behavioral Growth

	Initiative	Actions & Activities
Roland Green	<p>Led by the preschool's Inclusivity, Culture, and Unity (ICU) Team, staff at Roland Green will complete a book study to develop staff cultural proficiency and increase positive building culture.</p> <p>Person(s) Responsible: ICU Team</p>	<ul style="list-style-type: none">• June 2023 - ICU team will choose book and develop framework for study• September 2023 through January 2024 - Staff will meet 1x month on Fridays• February 2024 - Staff will complete framework of study as whole group• February 2024 through May 2024 - ICU Team provides follow up coaching and next steps for 2024/2025 school year

Social & Behavioral Growth

	Initiative	Actions & Activities
Robinson	<p>Continue development of Social-emotional Learning (SEL) Toolkit-Tier 1 strategies</p> <p>Person(s) Responsible: Ryan Gentili PD Committee School Psychologists School Counselors</p>	<ul style="list-style-type: none"> ● Fall 2023/Winter 2024 - Staff will collaborate to identify at least three strategies within each of the four areas identified as part of our professional development with Dr. McKearney during 2022-2023; relationships, routine, respect, recognition, reset ● Late Fall 2023/Winter 2024 - determine needs for a developmentally appropriate and sequentially based SEL program to support Tier 1 strategies.
	<p>Begin to develop initial understanding of trauma informed approaches</p> <p>Person(s) Responsible: Ryan Gentili PD Committee School Psychologists School Counselor</p>	<ul style="list-style-type: none"> ● Fall 2023 - Provide an overview of trauma informed approaches during one to two staff meetings. ● Fall 2023/Spring 2024 - Share two to three professional articles related to trauma informed instruction ● Spring 2024 - Create a shared document containing staff identified key understandings and strategies to support students impacted by trauma

Social & Behavioral Growth

	Initiative	Actions & Activities
Jordan/ Jackson	<p>Complete year 1 implementation of our school-wide social skills curriculum</p> <p>Person(s) Responsible: Denise DaGraca, Asst. Principal Social Skills Curriculum Team</p>	<ul style="list-style-type: none"> ● Summer 2023 - Summer Institute attendees will finalize a curriculum pacing plan and ensure teacher materials are prepared for the start of the school year. ● Fall 2024 - The Social Skills Curriculum Team will conduct initial training for staff, reviewing instructional materials, resources and pacing ● February 2024 - The Social Skills Curriculum Team will conduct a mid-year assessment of implementation and identify additional opportunities to support staff. ● June 2024 The Social Skills Curriculum Team will conduct and end-of-year assessment of implementation and identify opportunities to support staff with the implementation
	<p>Begin to develop initial understanding of trauma informed approaches</p> <p>Person(s) Responsible: Denise DaGraca, Asst. Principal PD Committee School Psychologists School Counselor</p>	<ul style="list-style-type: none"> ● Provide an overview of trauma informed approaches during one to two staff meetings. ● Share two to three professional articles related to trauma informed instruction ● Create a shared document containing staff identified key understandings and strategies to support students impacted by trauma

Social & Behavioral Growth

	Initiative	Actions & Activities
QMS	<p>To reduce instances of student/student and student/ staff conflict, QMS will pilot restorative circles.</p> <p>Person(s) Responsible: Kathy Manganaro, School Counselor</p>	<ul style="list-style-type: none">• Summer 2023 - Faculty interested in modeling restorative circles will meet to develop a rollout plan• Fall 2023 - Teachers/teams will be encouraged to sign up for the pilot• Fall 2023/Winter 2024 - Modeling faculty will push into classrooms to demonstrate how restorative circles work• 2023/2024 SY - Faculty in pilot classrooms will independently hold restorative circles

Social & Behavioral Growth

	Initiative	Actions & Activities
QMS	<p>QMS will investigate Social-emotional Learning (SEL) Curriculum opportunities for Middle Level Students with the goal of implementation</p> <p>Person(s) Responsible: Dave McGovern, Principal Tier III Intervention Team</p>	<ul style="list-style-type: none"> ● Fall of 2023 - QMS Administration will identify SEL Curriculum options ● Winter of 2023 - QMS Liaisons will review and evaluate the different options identified by QMS Administration. ● Winter 2023/Spring 2024 - If possible, volunteer teachers will pilot lessons from identified curriculum options. ● Spring 2024 - QMS will identify an SEL Curriculum and an implementation plan for the upcoming school year
QMS	<p>QMS will pilot Cross Country as a middle school competitive athletics opportunity</p> <p>Person(s) Responsible: Dave McGovern, Principal Tim Selmon, Athletic Director Coaches</p>	<ul style="list-style-type: none"> ● Summer 2023 - Hire coaches, identify possible schools to compete with, and arrange logistics ● Fall 2023 - Solicit students to participate, schedule practices and meets ● Winter 2023 - Evaluate success of program

Social & Behavioral Growth

	Initiative	Actions & Activities
MHS	<p>In order to take steps toward meeting a priority standard set forth by NEASC, MHS will work to evaluate and update the use of time within the schedule to include flexible learning time.</p> <p>Person(s) Responsible: Russ Booth, Principal</p>	<ul style="list-style-type: none">• Summer 2023 - Solicit various stakeholders to serve on schedule committee• Fall 2023 - Collect data from staff, students, and families on current needs of students• Fall 2023 - Committee reviews area schools with a flex block• Fall 2023/Winter 2024 - Evaluate the impact on prep time• Winter 2023/2024 - Develop a communication timeline for staff, students, families• Spring 2024 - Deliver PD for technology use and expectations

Social & Behavioral Growth

	Initiative	Actions & Activities
MHS	<p>In an effort to build a strong connection and enhance the school experience, MHS will provide opportunities to increase student agency within the building.</p> <p>Person(s) Responsible: Russ Booth, Principal Matt McGuire, Asst. Principal Tim Selmon, Athletic Director Student Voice Summit Team Teachers</p>	<ul style="list-style-type: none"> ● Ongoing 2023/2024 school year - Create inclusive Student Voice Summit where students formally meet 2-3 times during the year ● Fall 2023 - Develop student interest form for students to apply to participate in the summit ● Winter 2023/2024 - Admin and advisors meet with student groups to support progress and implementation of student generated initiatives ● 2024 (ongoing) - Continue to build current student leadership academy ● Fall 2023 - Utilize data from student perception survey and NEASC surveys to determine areas to address ● 2024 (ongoing) - Further explore opportunities for student voice

Social & Behavioral Growth

	Initiative	Actions & Activities
District	<p>Update discrimination reporting procedures.</p> <p>Compile resources to support students impacted by discrimination.</p> <p>Dave McGovern, Principal District Working Group</p>	<p>Summer/Fall 2023 - Principal David McGovern will reconvene the district’s investigation working group to complete the actions of these initiatives:</p> <ul style="list-style-type: none"> ● Review established documents and procedures, and identify barriers to access. ● Identify and evaluate established resources to support students impacted by discrimination. ● Revise student handbooks as necessary based on findings. Ensure students are informed of how and where they can report discrimination and seek support. ● Communicate procedures to school community members. ● Determine success criteria and monitor implementation of the new procedures to include modification of procedures as needed.

Glossary

BCAP	A Building Curriculum Accommodation Plan is a curriculum accommodation plan specific to an individual school. https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38O1~2
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/
DARTs	District Analysis Review Tools developed by the MA Department of Elementary and Secondary Education offer snapshots of a district's performance and allows comparisons to districts of similar demographics. https://www.doe.mass.edu/dart/
DoK	Webb's Depth of Knowledge is a framework for evaluating the relationship between the content complexity of standards and of corresponding learning activities or assessments
DESE	Department of Elementary and Secondary Education
DnA	Standards-based assessment creation and administration solution providing instant scoring, formative feedback, interactive reporting, and targeted activities. https://www.illuminateed.com/products/dna/
ELA	English Language Arts
Fastbridge	Research-based universal screening and progress monitoring with intervention recommendations https://www.illuminateed.com/products/fastbridge/
ICU Teams	MPS developed Inclusion, Culture and Unity Teams. Each school-based team is working to create school-wide efforts to promote a collective sense of inclusion, positive culture and unity within the school.

Glossary

MCAS	Massachusetts Comprehensive Assessment System https://www.doe.mass.edu/mcas/
MTSS	Multi-Tiered System of Supports (MTSS) is a framework that provides guidance on how we can improve educational, social, emotional and behavioral outcomes for all students. This involves the development of integrated systems to proactively support the needs of all learners. Much of Response to Intervention is encompassed by MTSS but the philosophy is somewhat different and the scope is broader. https://www.doe.mass.edu/sfss/mtss/
NEASC	New England Association of Schools and Colleges
RTI	Response to Intervention is a multi-tier approach to the early identification and support of students with learning and behavior needs.
PD	Professional Development
Pyramid Model Consortium	The Pyramid Model Consortium exists to promote the dissemination, sustainability, scale-up and high fidelity use of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. https://www.pyramidmodel.org/
Restorative Circle	<u>"A restorative circle is an approach to repairing harm that has been done within a community. Participants in a restorative circle are encouraged to be open and honest about their perspectives regarding a conflict, how they have been harmed, and how they think others might have been harmed. Participants also work together to come up with ways to fix the harm that was done and restore relationships. People external to the group who support someone in the group may also be included."</u> (UCSF)
School Council	<u>"The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q.5, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below."</u> Mass General Law Section 59C

Glossary

Secondary Leadership Team (SLT)	The secondary leadership team is comprised of MHS and QMS principals, assistant principals, special education assistant director, and the academic department chairs
SST	Student Support Team. SST 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.
Summer Institutes	During the summer months, Summer Institutes are offered to educators to support the continual development of curriculum and instruction. New and previously supported curriculum topics are welcome, however special consideration is given to proposals that are aligned to our district and school improvement plans. Summer Institutes are facilitated by MPS educators for MPS educators.
SY	School Year
Tier 1 Tier 2 Tier 3	The Tiers are levels of intervention and support within the MTSS system. Tier I - All Students Tier II - Strategic instruction/intervention Tier III - Intensive instruction/inervention
UBD	Understanding by Design https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
Vision of the Graduate	The Vision of a Graduate is developed through the NEASC accreditation process and MHS faculty envisions the MHS graduate to be an empowered learner, empowered citizen, empowered communicator, empowered innovator.