

Mansfield Public Schools

Mansfield, Massachusetts

**Qualters Middle School**

SCHOOL  
IMPROVEMENT/STRATEGIC  
PLAN

2013-2015

(Updated Fall 2014)

## Table of Contents:

School Council Membership	3
Qualters Middle School Core Values	4
Demographic and enrollment data	5-6
Qualters Middle School Objectives	7
Action Plan for Objectives	8-15
Glossary of Selected Educational Terms	16

**School Council Members 2014-2015**

Interim Principal:	Suzanne Ryan
Parent Representative:	Susan Burns
Parent Representative:	Cindy Fernandez
Parent Representative:	Nancy True
Community Representative:	Lilly Krentzman
Teacher Representative:	Diane Breitenstein
Teacher Representative:	Robyn Wood

## **HAROLD L. QUALTERS MIDDLE SCHOOL**

### **CORE VALUES**

The Qualters' school community is committed to be a place where:

- Students develop positive self-esteem in a climate of high expectations.
- Students recognize that mutual respect is a cornerstone to a sense of belonging to the school community
- Students develop a strong work ethic and leave Qualters Middle School as confident, caring, responsible learners, who are capable of tackling new challenges.

**MANSFIELD PUBLIC SCHOOLS**  
**HAROLD L. QUALTERS MIDDLE SCHOOL**  
**2013-2015 SCHOOL IMPROVEMENT/STRATEGIC PLAN**

**Demographic Background Data**

<b>Enrollment by Race/Ethnicity (2013-14)</b>			
Race	% of School	% of District	% of State
African American	2.8	2.8	8.7
Asian	3.3	4.2	6.1
Hispanic	3.2	2.9	17.0
Native American	0.1	0.2	0.2
White	88.1	87.4	64.9
Native Hawaiian, Pacific Islander	0.0	0.2	0.1
Multi-Race, Non-Hispanic	2.5	2.3	2.9

Demographic Background Data

**Selected Populations (2013-2014)**

	<b>% of School</b>	<b>% of District</b>	<b>% of State</b>
First Language not English	3.5	3.7	17.8
English Language Learner	0.3	1.0	7.9
Low-income	13.8	13.0	38.3
Students With Disabilities	18.3	18.1	17.0
Free Lunch	12.1	11.5	33.6
Reduced Lunch	1.7	1.6	4.7
High Needs	28.3	27.3	48.8

**Indicators (2013-2014)**

	<b>School</b>	<b>District</b>	<b>State</b>
Attendance Rate	96.5	96.7	94.8
Average # of days absent	6.3	5.8	9.0
Retention Rate	0.3	0.2	1.8
Unexcused Absences > 9	16.8	12.1	9.3

**MANSFIELD PUBLIC SCHOOLS**  
**HAROLD L. QUALTERS MIDDLE SCHOOL**  
**2013-2015 SCHOOL IMPROVEMENT/STRATEGIC PLAN**

**Objectives 2013-2015:**

<p><b>Objective 1:</b> To increase academic performance and growth in all curricular areas for all students.</p>
<p><b>Objective 2:</b> To expand the capacity to meet the needs of high needs/risk students (ELL, Special Education, Low Income and other sub-groups included in our accountability status)</p>
<p><b>Objective 3:</b> To restructure the special education delivery model to enhance the delivery of curriculum content</p>
<p><b>Objective 4:</b> To plan and implement high quality professional development designed to meet current and future initiatives and mandates</p>
<p><b>Objective 5:</b> To provide students with an increasing variety of extended day learning opportunities.</p>
<p><b>Objective 6:</b> To increase the capacity for data collection, specifically in ELA by increasing the use of formative assessments.</p>

**Action Plan: Description of what our work will look like in addressing each objective:**

**Objective 1:**

*To increase academic performance and growth in all curricular areas for all students*

<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline/Progress</b>	<b>Support Needed</b>
1.1 Full implementation of the three tiered Response to Intervention Model. Implementation includes ongoing professional development for the staff on tier one interventions, consistent weekly meeting time (both after school and during the school day), and ongoing support for the Student Support Team (SST)	Building Administration RTI Steering Committee SST Team Entire Staff	Ongoing implementation and monitoring	Funding for stipends for the SST members
1.2 Pilot a computer based ELA assessment program for possible future use with all students. This program will enable teachers collect data for use in determining individualized student supports.	Building Administration Department Chair Selected Teachers	Pilot 2014-2015 school year	Funding for pilot program
1.3 Remediation tutoring during the Academic Support Block for high risk students.	Staff/part time staff	Entire School year	



<p>1.4 Targeted professional development in instruction to address student growth as defined by the new accountability system.</p>	<p>Building administration Department chairs/faculty</p>	<p>Ongoing entire school year</p>	
<p>1.5 Building administration will meet with all academic teams/departments every month to monitor student progress.</p>	<p>Building administration Department chairs/faculty</p>	<p>Ongoing entire school year</p>	
<p>1.6 Provide departmental planning time for staff to evaluate and analyze student data, develop district determined measures and review instructional practices</p>	<p>Building administration Department chairs/faculty</p>	<p>Ongoing entire school year</p>	
<p>1.7 Reorganize instructional groupings in Math in grades 7 and 8 to provide more targeted instruction. Three instructional groupings were created.</p>	<p>Building Administration Department Chair</p>	<p>Fully Implemented September 2013</p>	

1.8 Reorganize instructional groupings in ELA in grades 7 and 8 to provide more targeted instruction. Two instructional groupings were created.	Building Administration Department Chair	Implemented in September 2013; revised entrance criteria for 2014-2015	
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**Objective 2:**

*To expand the capacity to meet the needs of high need/at-risk students*

<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Support Needed</b>
2.1 Full implementation of the three tiered Response to Intervention Model. Implementation includes ongoing professional development for the staff on tier one interventions, consistent weekly meeting time (both after school and during the school day), and ongoing support for the Student Support Team (SST)	Building Administration RTI Steering Committee SST Team Entire Staff	Ongoing implementation and monitoring	Funding for stipends for the SST members
2.2 Implementation of a computer-based Math/ELA intervention program for high needs students	Building Administration Department Chair Math and ELA teachers	2014-2015 school year	Funding for program and supervisor

<p>2.3 Pilot a computer based ELA assessment program for possible future use with all students. This program will enable teachers collect data for use in determining individualized student supports.</p>	<p>Building Administration Department Chair Selected Teachers</p>	<p>2014-2015 school year</p>	<p>Funding for pilot program</p>
<p>2.4 Increase resources and support for RTI (i.e. Tutoring/remediation during the Academic Support Block for high risk students).</p>	<p>Staff/part-time staff</p>	<p>Ongoing entire school year</p>	<p>Additional funding for tutoring program</p>
<p>2.5 Targeted professional development in instruction to address student growth as defined by the new accountability system.</p>	<p>Building administration Department chairs/faculty</p>	<p>Ongoing entire school year</p>	
<p>2.6 Implement new state discipline and attendance regulations</p>	<p>Building Administration; entire staff</p>	<p>2014-2015 school year</p>	
<p>2.7 Provide students with social and emotional disabilities with an increase in counseling services and support.</p>	<p>Adjustment Counselor</p>	<p>Fully Implemented; position added 2013-2014 school year</p>	

2.8 Building administration will meet with all academic teams/departments every month to monitor student progress.	Building administration Department chairs/faculty	Ongoing entire school year	
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**Objective 3:**

*To restructure the special education delivery model to enhance the delivery of curriculum content*

<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Support Needed</b>
3.1 Special education staff will be assigned one instruction content area to teach in either ELA or math (except in the substantially separate programs). All newly hired special education teachers will possess a dual certification in Special Education and Math and/or ELA. (This restores special education staffing to the 2007 level)	Building Administration All staff	Fully implemented in 2013-2014	
3.2 Evaluate the newly implemented special education model, use of special education staff, and allocation of resources for effectiveness in enhancing	Building Administration All staff	Ongoing entire school year	

**Objective 4:**

*To plan and implement high quality professional development designed to meet current and future initiatives and mandates*

<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Support Needed</b>
4.1 Mandated DESE training for all staff in the development of SMART goals, creation of District Determined Measures and selection of evidence as part of the new teacher evaluation system.	Building Administration Department Chairs All staff	Ongoing 2014-2015 school year	
4.2 Provide staff with meaningful professional development focused on universal best practices, Response To Intervention and Differentiated instruction.	Building Administration All staff	Ongoing 2014-2015 school year	

**Objective 5:**

*To provide students with an increasing variety of extended day learning opportunities*

<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Support Needed</b>
5.1 Through PAC funding a wider variety of extended day learning opportunities will be offered	Building Administration Selected Staff	Ongoing entire school year	

**Objective 6:**

To increase the capacity for data collection, specifically in ELA by increasing the use of formative assessments

(For 2014-2014 modified goal to increase the capacity for data collection for use in informing scheduling, designing supports and monitoring progress.)

<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Support Needed</b>
6.1 Pilot a computer based ELA assessment program for possible future use with all students. This program will enable teachers collect data for use in determining individualized student supports.	Building Administration Department Chair Selected Teachers	2014-2015 school year	Funding for pilot program
6.2 Developing District Determined Measures for all course offerings	Building Administration Department chairs All teachers	2014-2015 school year	
6.3 Provide departmental planning time once per cycle to evaluate student work, analyze departmental data, and review instructional practices	Building Administration Department chairs All teachers	Fully implemented 2013-2014	

6.4 Increase the use of data to monitor student progress, inform scheduling and provide supports for all students.	Building Administration Department chairs	2014-2015 school year	
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## Glossary of Selected Educational Terms

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

**ELL:** English Language Learners, Students whose primary language is not English

**High Needs Students:** Students belonging to at least one of the following subgroups: Students with disabilities, English language learners (ELL) and former ELL students, or low-income (eligible for free/reduced priced lunch)

**High Risk Students:** Students who struggle academically, socially or emotionally and require additional support.

**R.T.I.** Response to Intervention: A formal system of interventions to assist and remediate struggling students.

**SMART Goals:** Specific, Measurable, Attainable, Realistic, and timely goals that will be developed by educators for their evaluation process  
<http://www.doe.mass.edu/eval/SMARTGoals/Hanout6.pdf>

**SST:** Student Support Team: a group of staff members who screen students based on referrals to access RTI resources. SST provides remediation plans, monitors student success/progress and assists staff in addressing the needs of struggling students.



