

MANSFIELD PUBLIC SCHOOLS
HAROLD L. QUALTERS MIDDLE SCHOOL
2015 – 2017 SCHOOL IMPROVEMENT/ STRATEGIC PLAN



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Mansfield Public Schools – 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.

Mansfield Public Schools - Strategic Goals

Expanding Offerings:

Teaching all students:

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Examine, evaluate and expand our non-core and core offerings/programming to provide diverse educational opportunities for students, to meet individual needs and allow them greater ownership of their learning.	To create and implement a culture of unified and shared instructional practices that advance the belief that we share the responsibility for teaching all students utilizing instructional practices that include authentic, relevant, student centered research based tools.
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QMS School Improvement Plan

Objectives

FY 2016 – FY 2018

1	To increase academic performance and growth in all curricular areas for all students.
2	To expand our ability to meet the needs of high needs students (ELL, Special Education, Low Income and other sub-groups included in our accountability status).

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3	To promote a positive school climate through the creation of a proactive continuum of services that provide for the social and emotional support of all students and staff
4	To provide all QMS students with a rich variety of educational course offerings

Action Plan: What our work will look like in addressing each objective.

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

Activity	Person(s) Responsible	Timeline/Progress	Expected Product	How will work be evaluated	Support Needed
1.1 Continue to implement the three tiered Response to Intervention (RTI) Model:	Building Administration Department Chairs RTI Steering	Ongoing implementation and monitoring			Funding for stipends for the SST members

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<ul style="list-style-type: none"> • Refine referral process and streamline meeting schedule • Develop system to proactively identify students of concern by area of anticipated need based on multiple data sources 	Committee SST Team Entire Staff			
			<ul style="list-style-type: none"> • Referral flow chart • Division of SST team into house specific teams • Creation of a fixed weekly schedule with monthly meetings dedicated to each team 	<ul style="list-style-type: none"> • Survey staff for feedback
			<ul style="list-style-type: none"> • Establish operational definitions for each area of concern 	<ul style="list-style-type: none"> • Ongoing progress monitoring and data analysis

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	Person(s) Responsible	Timeline/Progress	Expected Product	How will work be evaluated	Support Needed
<ul style="list-style-type: none"> • Improve home-school communication and internal communication regarding student support and progress • Define and expand tier 1, 2, and 3 supports for struggling students and staff 			<ul style="list-style-type: none"> • Protocol for parent communication • Creation of: Initial parent letter, progress monitoring letter, exit letter 	<ul style="list-style-type: none"> • Survey parents and staff for feedback 	
			<ul style="list-style-type: none"> • QMS triangle of supports • Reassign ELA position to ALC with a focus in ELA remediation • Numbers Worlds • Edmentum • STAR assessment • Accelerated Reader • Math Boost 	<ul style="list-style-type: none"> • Survey parents and staff for feedback • Ongoing progress monitoring 	Subscriptions for programs ASB tutors

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<ul style="list-style-type: none"> Strengthen tier 1 supports through ongoing professional development focused on differentiated instruction 			<ul style="list-style-type: none"> Grammar Boost Targeted instruction/check-ins during ASB ALC Supports for new students Supports for students returning from extended medical absence 		
	Person(s) Responsible	Timeline/Progress	Expected Product	How will work be evaluated	Support Needed
			<ul style="list-style-type: none"> Activators/summarizers Tiered lesson plans Co-teaching in middle school math classroom Social Thinking Getting low motivated students involved in 	<ul style="list-style-type: none"> Survey parents and staff for feedback 	<ul style="list-style-type: none"> Funding for consultant

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			<p>their learning</p> <ul style="list-style-type: none">● Staff● SST team training● Establishing universal study strategies by grade level/content area● Expanding student technology in all classrooms		
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Activity	Person(s) Responsible	Timeline/Progress	Expected Product	How will work be evaluated	Support Needed
1.2 Provide tiered/targeted math and ELA remediation to students identified by common assessment results as needing academic support. <ul style="list-style-type: none"> • Reallocate ELA position to ALC to increase capacity to support struggling learners focus - reading comprehension and writing remediation) 	Building Administration Department Chair Selected Teachers	2015-2017	<ul style="list-style-type: none"> • Numbers Worlds • Edmentum • STAR assessment • Accelerated Reader • Math Boost • Grammar Boost • ALC 	<ul style="list-style-type: none"> • Student progress monitoring • Teacher feedback 	Funding for programs (approximately \$12,000)
	Building Administration Department Chair Selected Teachers	2015-2016	<ul style="list-style-type: none"> • Reassigned position and supports provided 	<ul style="list-style-type: none"> • Student progress monitoring 	N/A
1.3 Develop a plan to expand the use of student technology in the classroom and provide	Building Administration Department Chair Selected Teachers	2015-2017	<ul style="list-style-type: none"> • Technology Plan • Technology PD plan for staff 	<ul style="list-style-type: none"> • Staff and student feedback 	Chromebooks and carts (one set per team) Approximately \$70,000

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staff with ongoing professional development and support					
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Objective 2: To expand our ability to meet the needs of high needs students (ELL, Special Education, Low Income and other sub-groups included in our accountability status).

Activity	Person(s) Responsible	Timeline/Progress	Expected Product	How will work be evaluated	Support Needed
2.1 Implement co-teaching in all 6th and 7th grade inclusion math classes and evaluate its effectiveness	Building Administration Department Chair Selected Teachers	2015-2017	<ul style="list-style-type: none"> Implementation of co-teaching schedule Provide ongoing professional development for all staff responsible for co-teaching 	<ul style="list-style-type: none"> Teacher feedback Student progress monitoring 	Funding for consultant
2.2	Building Administration	<ul style="list-style-type: none"> 2015-2016 	<ul style="list-style-type: none"> Formation of PBIS team consisting of staff 	Teacher/student feedback	Funding for consultant

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<p>Plan and implement the three tiered Positive Behavioral Intervention and Support Model (PBIS)</p>	<p>All Teachers</p>	<ul style="list-style-type: none"> ● 2015-2016 ● 2016-2017 	<p>from each grade level and multiple content areas</p> <ul style="list-style-type: none"> ● Establish set of common behavioral expectations for all common areas within the building ● Develop a plan to explicitly teach and reinforce expected behaviors school-wide ● Provide ongoing professional development in order to better understand student needs. 		
<p>Activity</p>	<p>Person(s) Responsible</p>	<p>Timeline/Progress</p>	<p>Expected Product</p>	<p>How will work be evaluated</p>	<p>Support Needed</p>
<p>2.3</p>	<p>Building Administration All Teachers</p>	<ul style="list-style-type: none"> ● 2015-2016 	<ul style="list-style-type: none"> ● Develop a protocol to be implemented for all 	<p>Staff/parent feedback</p>	<p>N/A</p>

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Develop and implement a “New student” protocol to enhance the transition of students who are new to our school/district.		<ul style="list-style-type: none">• 2016-2017	new students <ul style="list-style-type: none">• Create an ambassador program to identify and train student leaders		
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Activity	Person(s) Responsible	Timeline/Progress	Expected Product	How will work be evaluated	Support Needed
<p>2.4</p> <p>Evaluate social emotional supports available for students and develop protocols to address the changing student needs and demographics.</p>	<p>Building Administration Assistant Director of Special Education Selected Teachers</p>	<ul style="list-style-type: none"> ● 2015-2016 ● 2015-2016 ● 2015-2017 ● 2016-2017 	<ul style="list-style-type: none"> ● Increase staff assigned to social emotional program ● Evaluate space allocated to the social emotional program to better accommodate increased student needs ● Provide ongoing professional development for all staff members to better understand student needs. ● More clearly define program entrance and 	<p>Staff/parent feedback</p>	<p>Staff – TBD</p> <p>ALC/ Counselor/school psych</p>

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		<ul style="list-style-type: none">• 2016-2017	<p>exit criteria ram</p> <ul style="list-style-type: none">• Develop protocols to support students who are new to the district, returning from extended absences due to concussions/hospitalizations• Evaluate the health/guidance curriculum to address the changing needs of students.		
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Activity	Person(s) Responsible	Timeline/Progress	Expected Product	How will work be evaluated	Support Needed
<p>2.5</p> <p>Implement a school breakfast program</p>	<p>Building Administration Selected Staff</p>	<p>2015-2017</p>	<p>Breakfast program</p>	<p>Student/parent feedback</p>	<p>Cafeteria Staffing TBD based on student participation</p>
<p>2.6</p> <p>Continue to implement the three tiered Response to Intervention (RTI) Model (see objective #1 above for detail)</p>	<p>Please refer to 1.1 on p.4-6 for more details</p>				

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<p>2.7</p> <p>Provide tiered/targeted math and ELA remediation to students identified by common assessment results as needing academic support.</p> <ul style="list-style-type: none"> • Reallocate ELA position to ALC to increase capacity to support struggling learners focus - reading comprehension and writing remediation) 	<p>Please refer to 1.2 on p.7 for more details</p>
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Objective 3: *To promote a positive school climate through the creation of a proactive continuum of services that provide for the social and emotional support of all students and staff*

Activity	Person(s) Responsible	Timeline/Progress	Expected	How will work	Support
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			Product	be evaluated	Needed
3.1 Plan and implement the three tiered Positive Behavioral Intervention and Support Model (PBIS)	Please refer to 2.2 on p. 8 for more details				
3.2 Refine evacuation/safety procedures to enhance internal communication and accountability during an evacuation of students and staff	Building Administration Department Chair Selected Teachers	2015-2016	Revised evacuation/safety plan	Staff Feedback	N/A
3.3 Evaluate the social emotional programming available for students and develop protocols to address the changing student needs	Please refer to 2.4 on p.10 for more details				

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and demographics.					
Activity	Person(s) Responsible	Timeline/Progress	Expected Product	How will work be evaluated	Support Needed
3.4 Implement the co-teaching model in all 6th and 7th grade inclusion math classes and continue to evaluate its effectiveness	Please refer to 2.1 on p.8 for more details				
3.5 Implement a school Breakfast Program	Please refer to 2.5 on p.11 for more details				
3.6 Continue to implement the three tiered Response to Intervention (RTI) Model	Please refer to 1.1 on p.4-6 for more details				

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Objective 4: <i>To provide all QMS students with a rich variety of educational course offerings</i>					
Activity	Person(s) Responsible	Timeline/Progress	Expected Product	How will work be evaluated	Support Needed
4.1 Explore current course offerings to identify areas of need	Building Administration Department Chair Selected Teachers	2015-2016	Analysis of course offerings		N/A
4.2 Develop course offerings to expand the present opportunities available to all students and provide enhanced support for struggling learners.	Building Administration Department Chair Selected Teachers	2015-2017	Revised Program of Studies Revised Master Schedule	Staff, student, and parent feedback	N/A

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The Qualters' Ideal

The Qualters Ideal is not that we will all agree with each other, or even like each other, every minute of the day. It is rather that we will respect each other's rights, especially the right to be different, And that at the end of the day, we will understand that we are one people, one school and one community.