

SCHOOL NAME: Mansfield Integrated Learning Center (MILC)
DISTRICT NAME: Mansfield City
Model: Transformation
Cohort: 2
Locale: Urban
Grades: 7-12
Number of Students: 80
Eligible for Free & Reduced Lunch: 91.3%

Highlights of Reform Model

MILC replaced their Principal in the fall of 2011. During 2012-2013, the staff used data from the Iowa benchmark tests for initial student academic placement. During “Tyger Tyme,” the staff was introduced to and piloted the OTES model. This year, practicing operational flexibility, homeroom will be shortened to add minutes to staff Common Planning Time. Last summer, a team of staff members attended the National, “High Schools That Work,” conference. In January, Math and Reading tutors were hired with SIG funds to provide academic support and interventions. Utilizing their SIG sponsored credit recovery programs, Plato and A Plus, eleven out of 13 seniors, were graduated this spring with two expected to graduate in June. An Extended Learning Time program was implemented with evening hours, Saturday hours and summer school. To address non-academic barriers PBIS was implemented with 75% of students attending the most recent PBIS activity. Eighty percent of the male students attend a weekly meeting, sponsored by the SIG funded counselors, on modeling appropriate male behaviors

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
5th Grade	Reading	--	--
	Mathematics	--	--
6th Grade	Reading	--	--
	Mathematics	--	--
7th Grade	Reading	--	--
	Mathematics	--	--
8th Grade	Reading	NC	--
	Mathematics	NC	--
10th Grade	Reading	61.5%	NC
	Mathematics	38.5%	NC
11th Grade	Reading	NC	NC
	Mathematics	NC	NC
12th Grade	Reading	53.3%	61.5%
	Mathematics	53.3%	53.8%

Evidence-Based Best Practices Observed

Principal, Robert Singleton, reports completing daily walk-throughs focused on weekly targets. This research-based best practice will continue next year and findings will be routinely shared with staff for improved instructional practice.

Systemic Changes Observed

The staff at Mansfield Learning Center has adopted the Iowa testing program for student benchmarking three times a year. This test gives staff a clear overview of where students are when they enter the Center. Based on this testing, students are placed in classes to support their learning needs in reading and math. A data wall has been posted in the teacher work room depicting results. The next step for the staff is to develop common learning assessments in Reading and Math to be administered bi-weekly throughout the school year, so that specific interventions for struggling students can be immediately implemented. This will require flexible student groupings and the support of strong, on-going professional development (PD) in the OIP process. This PD was started in the first year of the grant and its implementation needs to be renewed.

Current Barriers to Achievement

Building leadership must provide direction for the implementation of the Transformation Model components and Common Core. PD in the creation and implementation of short-cycle assessments must be renewed with a timely and efficient method for collection and distribution of data results to staff, so they can quickly make necessary instructional adjustments.