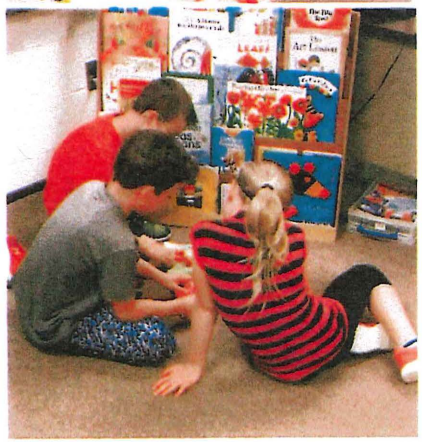
It is the **mission** of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

MANSFIELD PUBLIC SCHOOLS

Development Plan



We Believe:

- It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- Children thrive and experience success when we provide instruction and opportunities that value individual abilities and interests.
- Equal access to our district's programs and services will be afforded to all children.
- All children and staff deserve a safe, secure and supportive school environment.
- Schools excel when staff engage in continuous improvement of practice and life-long learning.
- It is the responsibility of our schools to engage, support, and involve families.
- Our schools are strengthened when the school and community work together, each contributing to the success of the other.

DISTRICT FRAMEWORK

1. The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.

2. The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.

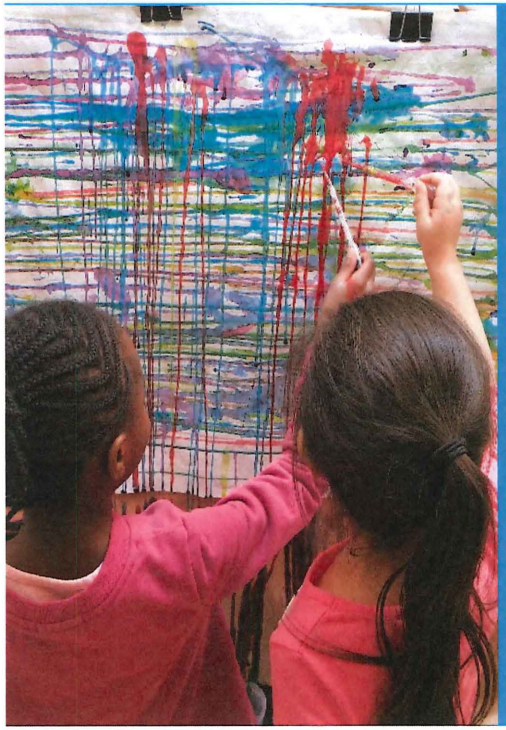
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.

4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.

5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

6. The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

STATEMENT 1: The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.



PRIORITIES

- Establish Curriculum Teams in the four primary content areas
- Design and implement Summer Curriculum Writing Institute
- Develop a shared understanding of the qualities and characteristics of 21st century student work
- Continue to develop school-based social skill programs

Measureable Goals & Outcomes

- 90% of staff will indicate in school surveys that they have a clear understanding of the curriculum goals and expectations for students.
- Curriculum design templates that include the 4 Cs will be developed for use by June 2017.
- By June 2017 a definition of the 21st century Mansfield student will be complete and shared with various stakeholders.
- School behavioral data will show an increase in positive behaviors.

ACTIONS & INITIATIVES

Establish Curriculum Teams in the four primary content areas

- Curriculum teams will be comprised of representation from each school directed by a district administrator and district curriculum specialist.
- Curriculum team members will receive an orientation to their role and leadership training and meet throughout the year.
- Teams will define expected outcomes and assessments and evaluation strategies to monitor student performance.
- Teams will gather feedback on current curriculum
- Teams will recommend curriculum to be developed during the summer curriculum institute and develop or revise assessment tools.

Develop a shared understanding of the qualities and characteristics of 21st century student work.

- Establish committee of teachers, administrators and parents to define Mansfield's expectations for 21st century learning including expectations for "graduates" of the Mansfield schools.
- Work with teachers to build a common understanding of instruction that builds 21st century skills.
- Share expectations with curriculum teams and summer institute trainers so that expectations can be incorporated into written curriculum.

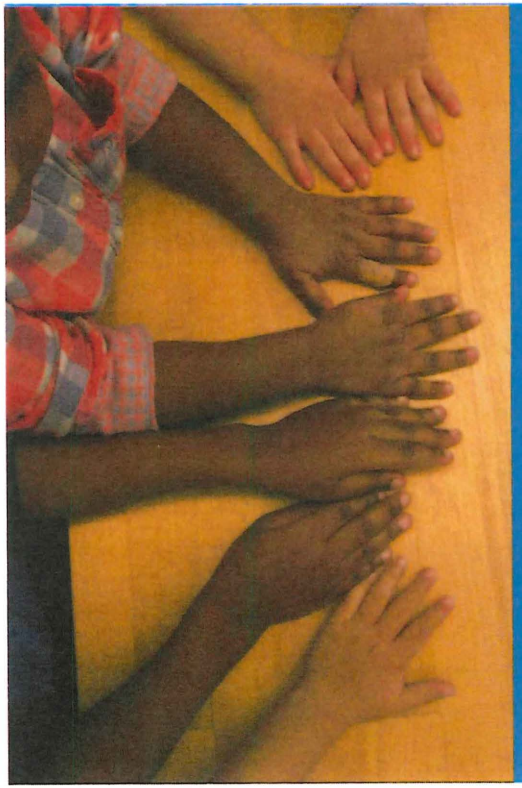
Design and implement Summer Curriculum Writing Institute

- Train district curriculum specialists in the Understanding by Design curriculum development process.
- Work with UCONN faculty to develop a summer curriculum institute which will both train teachers to write curriculum and support the curriculum development process.
- Work with UCONN faculty to train Mansfield curriculum specialists and other teachers to be trainers for summer curriculum institute.
- Receive recommendations from curriculum teams regarding curriculum development work for summer 2017.

Continue to develop school-based social skill programs

- School Climate Committees will conduct student and parent surveys and use other data to establish school climate initiatives for the year.
- Committees and others will develop action plans for climate improvement initiatives including a focus on developing social skills.
- Student development will be monitored and outcomes reported at year end.

STATEMENT 2: *The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.*



PRIORITIES

- Implement a student centered literacy program in grades K-6.
- Support the transition to Next Generation Science Standards in grades 5-8.
- Continue to promote the use of digital learning experiences to support and enhance all areas of the curriculum.
- Ensure students receive appropriate levels of support, beyond the classroom when needed, to meet learning expectations.
- Provide enrichment experiences to students to extend the curriculum and promote use of 21st century skills.
- Support K-8 teachers in the related arts in the implementation of new national and state standards.

Measureable Goals & Outcomes

- 80% of students will meet expectations in English/Language Arts as measured by State and local assessments.
- 75% of students will meet expectations in mathematics as measured by State and local assessments.
- 90% of students in grades 5 and 8 will meet expectations in science as measured by State and local assessments.

Implement a student centered literacy program in grades K-6.

- Define grade level performance expectations in language arts and begin to refine assessments used in grades K-8.
- Continue to support teachers in the implementation of a workshop approach to developing writing skills and effective assessment practices.
- Implement a workshop approach to reading in grades 3-6.

ACTIONS & INITIATIVES

Support the transition to Next Generation Science Standards in grades 5-8.

- Define grade level performance expectations for students in science in grades 5-8 and identify assessment strategies to measure performance expectations.
- Explore instructional changes that support the Next Generation Science Standards learning expectations.
- Develop instructional units that meet the expectations of Next Generation Science Standards.

Continue to promote the use of digital learning experiences to support and enhance all areas of the curriculum.

- Implement use of digital tools that support individualized learning and extend the curriculum.
- Utilize digital tools that provide intervention support to students.

Ensure students receive appropriate levels of support, beyond the classroom when needed, to meet learning expectations.

- Conduct a data focused review of current intervention programs including SWEIT, MINT, and middle school academic support programs.
- Conduct an annual review of student performance for all students enrolled in intervention and special education programs.
- Enhance English Language Learner support programs through program evaluation and instructional planning.

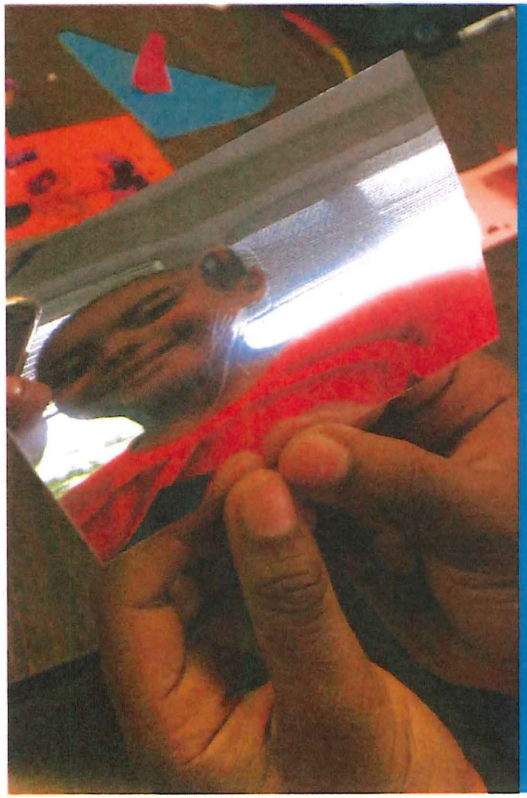
Provide enrichment experiences to students to extend the curriculum and promote use of 21st century skills.

- Add push-in supports in grades 3 and 4 during literacy instruction to support curriculum extensions.
- Using science as the foundation, integrate 21st century skills into classroom instruction in the elementary grades.
- Continue to provide enrichment in mathematics across the grades.

Support K-8 teachers in the related arts in the implementation of new national and state standards.

- Explore new arts standards and begin the transition process to teach to the adopted standards.
- Provide collaboration opportunities for teachers in the arts across the grades.

STATEMENT 3: The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.



PRIORITIES

- Identify end of grade 8 expectations in the content areas of: English/language arts, mathematics, social studies, and science.
- Begin to map backwards to define expectations for each grade in the content areas listed above and begin to identify assessment strategies that include 21st Century skills to measure student progress toward these expectations.
- Develop collection and reporting practices to support continuous monitoring of student performance in each of the content areas.

Measureable Goals & Outcomes

- A digital system for collecting student performance data will be identified and ready for use in 2017-2018.
- 85% of students will demonstrate expected grade level performance and growth as measured by STAR assessments in reading.
- Clearly defined assessment requirements in each of the four content areas will be defined and ready for implementation in 2017-2018.
- School teams will meet 3 or more times per year to review assessment data to both monitor student performance and plan future instruction.

ACTIONS & INITIATIVES

Identify end of grade 8 expectations in the content areas of: English/language arts, mathematics, social studies, and science.

- Curriculum teams will examine State standards and assessment expectations and define end of program expectations.
- End of year expectations and assessment strategies will be shared with teachers for feedback and revision.

Begin to map backwards to define expectations for end of each grade in various content areas and begin to identify assessment strategies that include 21st century skills to measure student progress toward these expectations.

- Review end of grade 8 expectations and map backwards to define end of grade expectations in each of the four core content areas.
- Examine current assessment practices at each grade level and evaluate effectiveness of practices.
- Identify areas where assessment is insufficient to measure end of grade expectations.
- Revise assessment plan identifying tools and strategies to monitor student performance.

Develop collection and reporting practices to support continuous monitoring of student performance in each of the content areas. Review current collection process and data management tools.

- Begin to explore other data management tools as support for the current system will be extinguished in June 2017.
- Define expectations for how data are shared with staff and curriculum teams and the process for reviewing data.
- Identify actions to be taken to support individual children and to ensure continuous program improvement.

STATEMENT 4: The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.

PRIORITIES

- Develop a common understanding of embedded professional learning and use these practices when planning professional learning experiences for staff.
- Develop a district professional learning plan for the Board of Education, administrators, teachers, and paraeducators that advances the goals of the district.
- Create school professional learning plans that integrate educator evaluation expectations with school and district goals.

Measureable Goals & Outcomes

- 80% of staff will respond positively to staff survey questions regarding the professional supports provided throughout the year.

ACTIONS & INITIATIVES

Develop a common understanding of embedded professional learning and use these practices when planning professional learning experiences for staff.

- Working collaboratively, administrators will design district level professional development experiences that are grounded in teacher's day-to-day teaching practices and advance instructional practices (job embedded).
- Introduce the concept of job embedded professional learning to teachers during opening professional development days.

Develop a district professional learning plan for the Board of Education, administrators, teachers, and paraeducators that advances the goals of the district.

- Work with administrators to identify priorities for the year and define professional learning supports needed to successfully address the priorities.
- When building school schedules and developing plans for professional development activities, consider how to most effectively and efficiently use time to provide job embedded learning experiences.

Create school professional learning plans that integrate educator evaluation expectations with school and district goals.

- Each school and district department will create a professional learning plan designed to provide the support needed to advance the goals of the district and schools.
- Teacher evaluation goals will reflect the goals of the school and district and include teacher identified professional learning activities to support individual professional growth.
- Selected teachers will participate in a teacher evaluation pilot study focused on using an action research model to promote professional learning and improved student performance.

STATEMENT 5: The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

PRIORITIES

- Enhance communications with Mansfield families.
- Implement bus tracking software allowing families to track their child's bus in real time.
- Begin the process of website redesign including exploration of website providers.
- Work with local agricultural agencies and organizations to promote and support farm to school initiatives.

Measureable Goals & Outcomes

- In parent surveys, 90% of families will respond positively to questions focused on communication practices.
- 80% of families will download bus tracking software.
- Monitor website use and identify information most sought.

ACTIONS & INITIATIVES

Enhance communications with Mansfield families.

- Begin a Mansfield Public School Facebook page to promote events, news, and other non-emergency information.
- Work collaboratively with the Board of Education to develop and distribute a district newsletter to families three times per year.
- Meet with district Parent Advisory Committee four times per year.
- Maintain special topic webpages to share detailed information on such topics as budget development.
- Create a Mansfield School seal and other visual "branding" symbols.

Implement bus tracking software allowing families to track their child's bus in real time.

- Share information about bus tracking software with families as part of opening of school communications.
- Support families as they download the software application at school Open House nights.
- Monitor use of software application.

Begin the process of website redesign including exploration of website providers.

- Form committee of town and school employees and stakeholders to evaluate current website.
- Explore website provider options.
- Begin website redesign process.

Work with local agricultural agencies and organizations to promote and support farm to school initiatives.

- Work with the MAC working group to explore Farm to School grant opportunities.
- Promote local agriculture in our cafeterias during Farm to School Month (October).
- The Food Services Director will work with Mansfield's agricultural committee to consider ways to increase promotion of agricultural identity in the schools.

STATEMENT 6: The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

PRIORITIES

- Engage the community in a school facility planning process that focuses on the educational desires and goals of the school system.
- Create an operating budget that focuses on advancing the priorities and goals of the Mansfield schools.

Measureable Goals & Outcomes

- Present a report by June 2017 proposing the future of Mansfield's school facilities.
- Contain operating costs to an average increase over five years of 3% or less.

ACTIONS & INITIATIVES

Engage the community in a school facility planning process that focuses on the educational desires and goals of the school system.

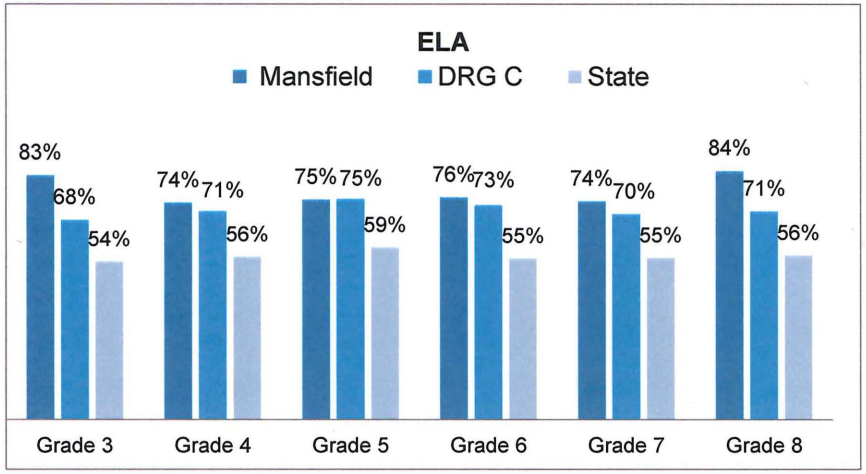
- Identify a planning consultant to engage the community in a future planning process.
- Hold a series of open community meetings to further define the hopes and expectations of stakeholders and begin to envision the school facility needs to meet these hopes and expectations.
- Update the facility evaluation conducted in 2008.
- Develop a future facility plan and identify actions to be taken in 2017-2018.

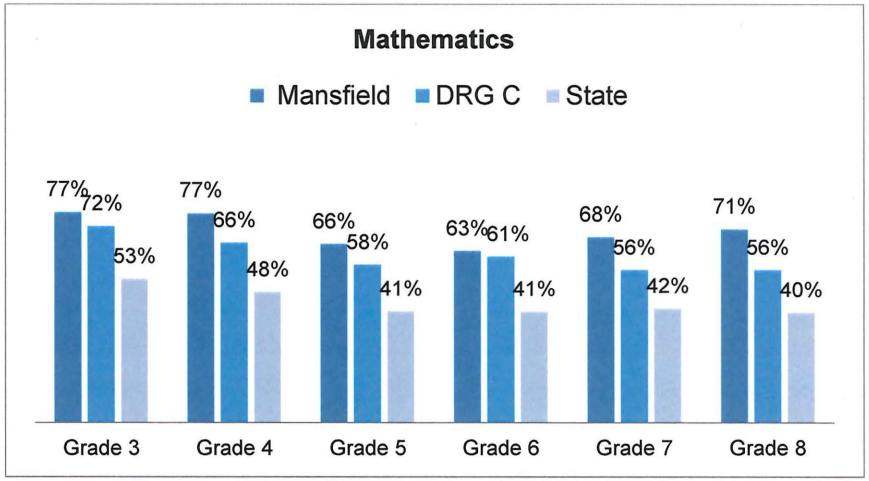
Create an operating budget that focuses on advancing the priorities and goals of the Mansfield schools.

- Engage administrators in a budget development process that examines all expenditures in light of current priorities and goals.
- Prepare presentations and communications to share with the public that provide detailed information about the budget proposal.
- Work with parent groups to further promote understanding and support of the budget.

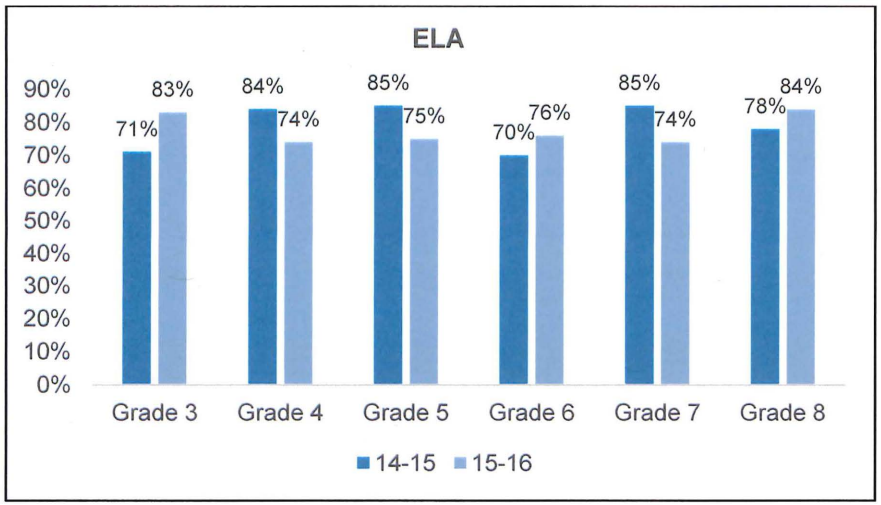
Smarter Balanced Assessment

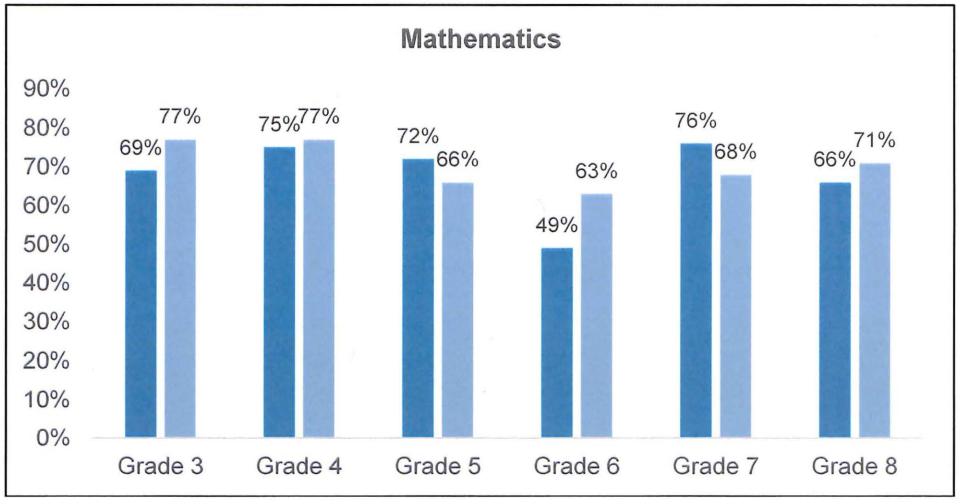
Percentage of Students Goal or Above 2016





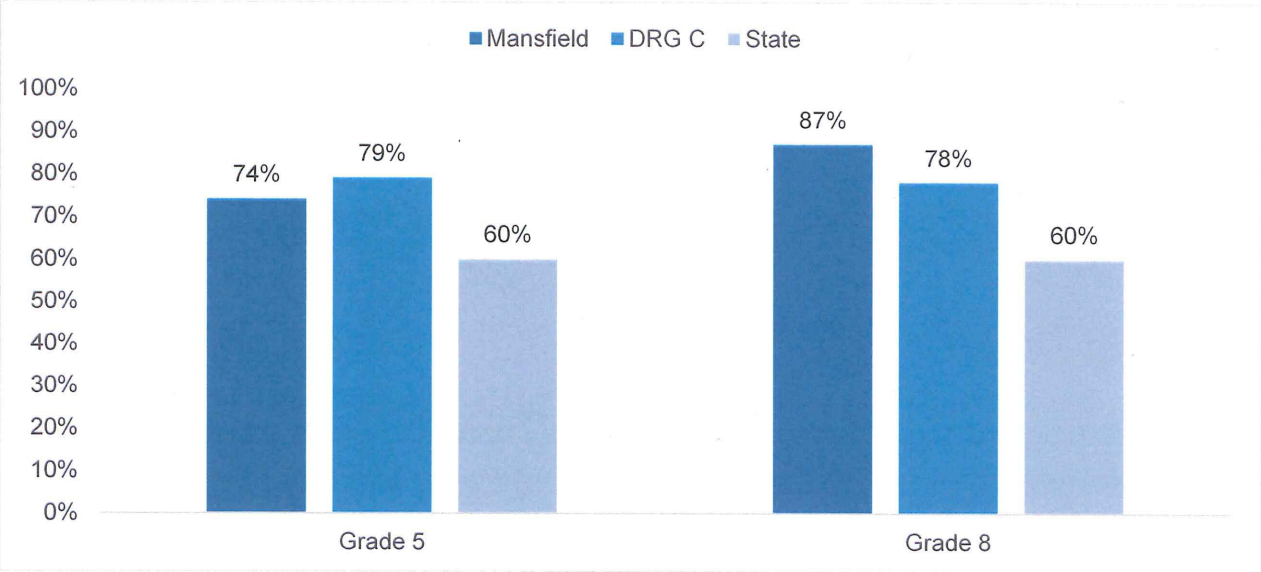
Longitudinal Data
2015-2016



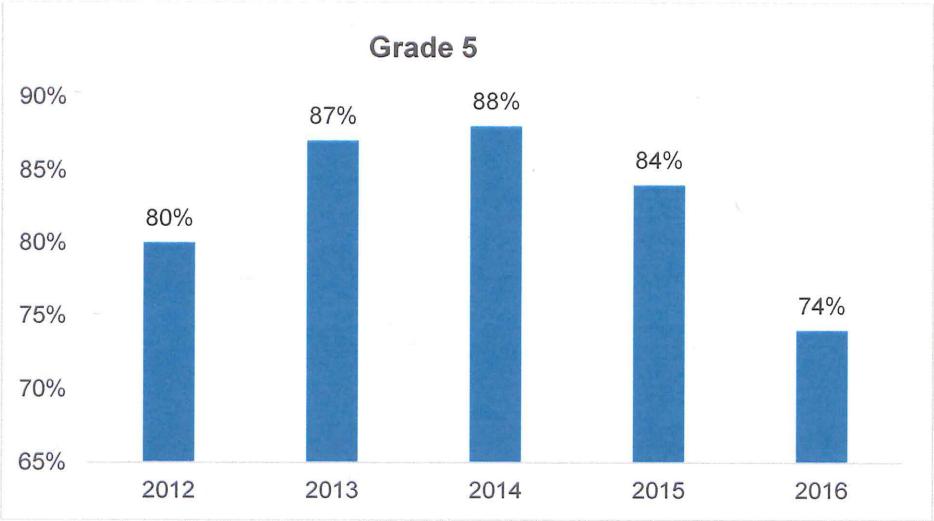


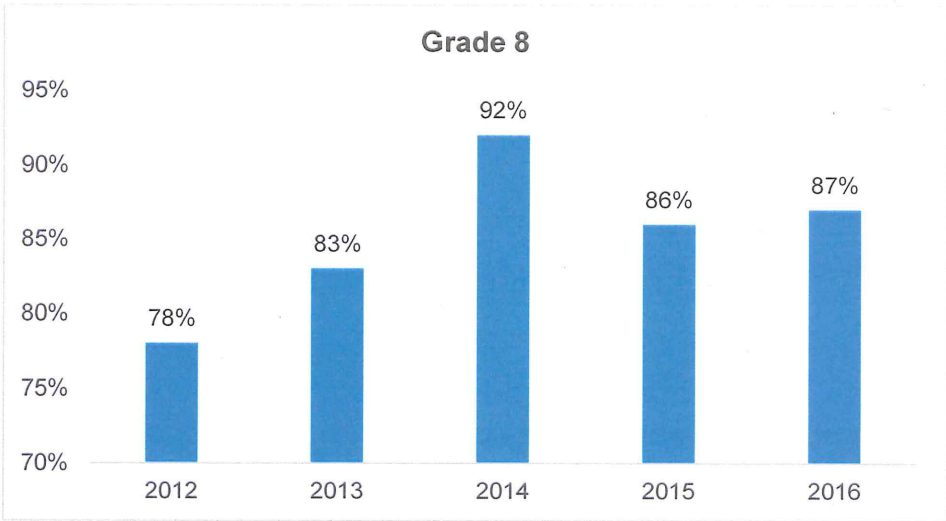
Connecticut Mastery Test
Science

Percentage of Students Goal or Above 2016

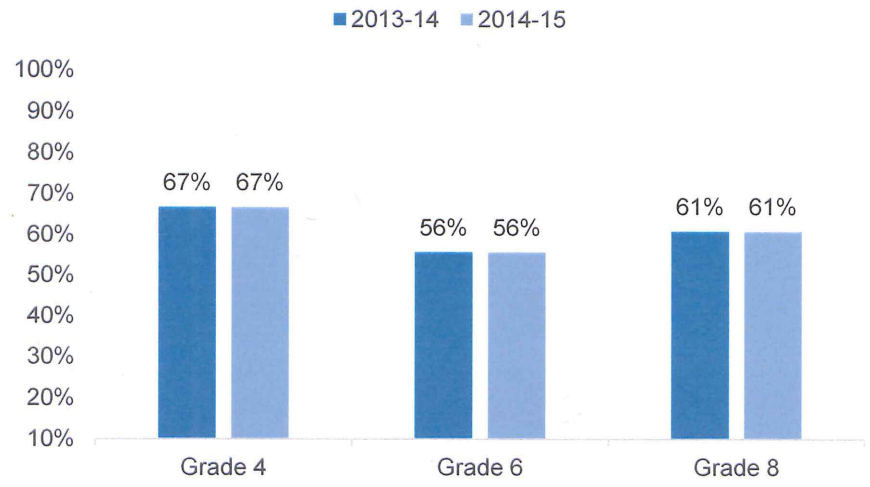


Longitudinal Data
2012-2016



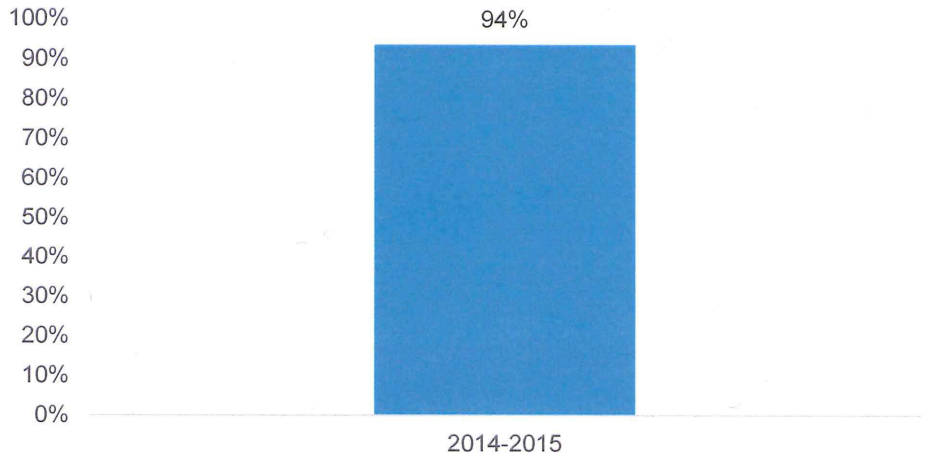


Physical Fitness Tests*

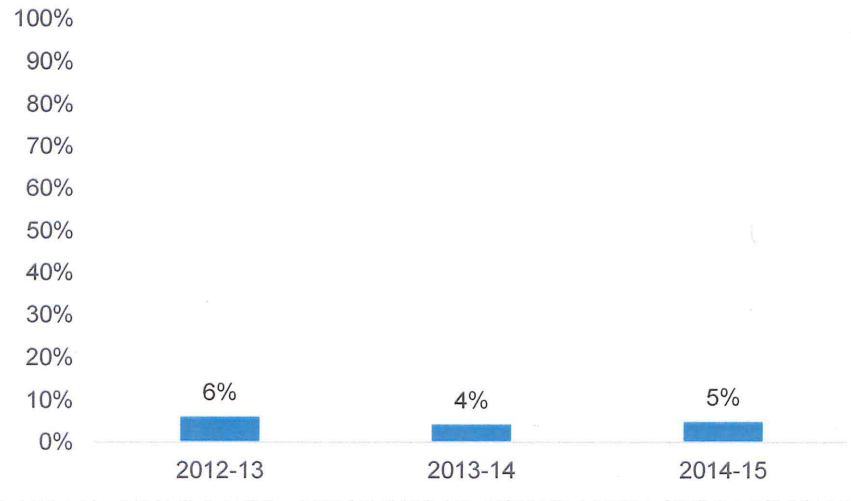


*Data pending verification from State

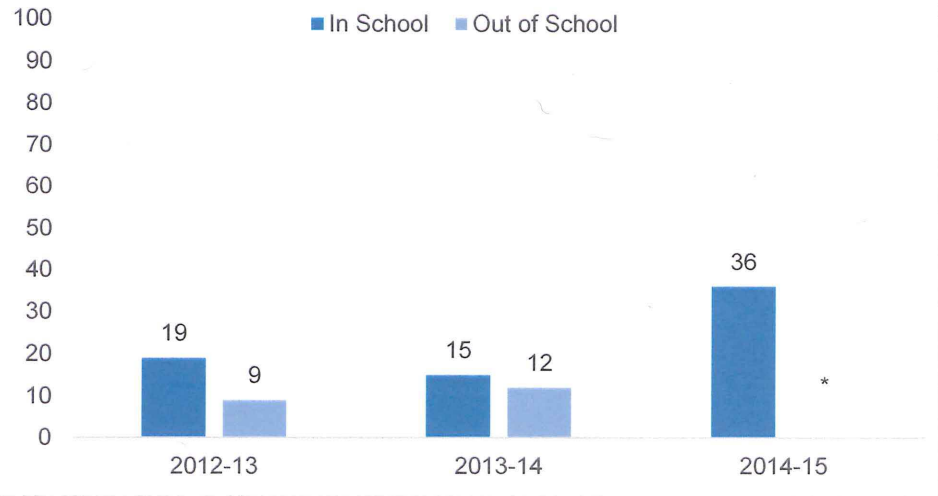
Percentage Students on Track to High School Graduation



Chronic Absenteeism



Behavior (Suspensions)



*Data has been suppressed to ensure student confidentiality.