



Development Plan

2021 - 2022

Introduction to Development Plan

The Mansfield Public Schools Development Plan has been created by the Board of Education in cooperation with the superintendent and district leadership team with input from staff, students, and community members. It builds upon the work of the previous five-year plan and frames how our schools are committed to develop in all students the skills defined in Mansfield's Portrait of the Graduate.

The focus of this development plan can be found in the **Core Beliefs**. These statements describe the values and desires of the community for its children--and are now established as expectations for its schools. It is, therefore, the responsibility of all members of the Mansfield Public Schools to live these Core Beliefs.

Three **Key Drivers**, or strategies, have been identified to focus the work. Each Key Driver includes a set of Actions and Indicators. The **Actions** define the steps to be taken to bring the Core Beliefs to life while the **Indicators** describe the outcomes to be achieved by the Actions. At the start of each school year, schools and departments will develop annual plans describing Actions in more detail. To assess the fulfillment of our commitment to our students and the Mansfield community, a report that details outcomes matched to the Indicators will be developed at the conclusion of each school year. Also, annually, a Report of Progress for each Key Driver will be provided to the Board of Education.

The Mansfield community holds the quality of its education to a high standard. This Development Plan will help to guide the district's actions in fulfilling its mission for all children.

PORTRAIT OF THE GRADUATE
MANSFIELD PUBLIC SCHOOLS



Portrait of the Graduate

The Mansfield Public School student develops a love of learning rooted in a strong academic foundation. Students grow within a safe and respectful environment while contributing to the local and global community. This educational journey encourages risk taking, builds perseverance and resiliency, and celebrates individual growth. Skills and dispositions across five elements interact with each other and with content standards to support the development of a learner prepared to face future learning and career challenges.



CITIZEN OF THE WORLD Students recognize their role and responsibility in the larger world seeking understanding of others while demonstrating empathy and respect. They actively contribute to their community for the benefit of all. Students will:

- Build appreciation for diverse cultures and beliefs present in our global society
- Develop elements of strong character such as sound decision making that considers the effect on many
- Demonstrate respect and responsibility for self, others, and the environment
- Strive to establish equity, increase diversity, and promote inclusion of all people



COMMUNICATION Students deliver coherent, organized messages through a variety of mediums tailoring their communication to the intended purpose and audience. Students will:

- Connect and share ideas with others
- Engage in active listening and respectful discourse
- Inform, influence, motivate, or entertain



COLLABORATION Students demonstrate the ability to interact within a group to set and achieve common goals. Students will:

- Engage with others
- Participate in thoughtful discussions
- Analyze and reflect on ideas shared by others
- Respect and accept diverse perspectives
- Work toward consensus



CREATIVITY Students exhibit originality, imagination, and inventiveness. Through the creative process, students engage in productive struggle and build resilience as they persevere to reach intended goals. Students will:

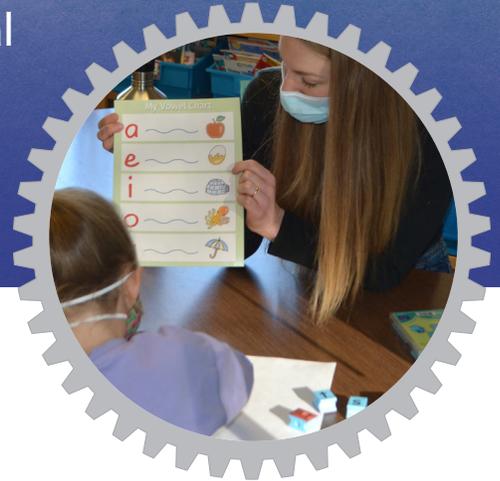
- Engage in imaginative thinking
- Exhibit divergent and flexible thinking when solving problems
- Put new ideas into practice



CRITICAL THINKING Students engage in analysis, evaluation and reflection to build understanding, solve problems, and identify alternative solutions. Students will:

- Ask meaningful questions
- Use prior knowledge to analyze and understand
- Synthesize information from multiple points of view
- Describe one's thought process and justify position/decision

It is the **Mission** of the Mansfield Public Schools, in partnership with the Mansfield community, to ensure that each and every child develops the knowledge, skills, and dispositions essential for civic engagement and personal excellence in learning, life, and work within our local and global community.



Core Beliefs



Lead with equity. We believe that children must be supported to learn and develop in a safe, antiracist environment free from discrimination, bias, and prejudice against all people where conscious efforts and intentional actions ensure equitable opportunities.



Develop the whole child. We believe schools have an obligation to teach academic and social skills while nurturing the emotional, physical and behavioral development of all children.



Ensure active learning. We believe students learn best when they engage in joy-filled, empowering, intellectually challenging, and personalized experiences that deepen understanding of the world while building academic and social-emotional skills.



Build partnerships. We believe engaging families and the community as equal partners is necessary to fulfill the mission and vision of Mansfield Public Schools.



Prepare global citizens. We believe schools must develop young people to be stewards of their community, nation, and the larger world around them by instilling the skills needed to contribute to a peaceful society and sustainable world.



Grow educators. We believe that providing an environment that allows for inquiry, supports risk taking, provides for continuous learning, and attends to the whole person is as important for educators as it is for students.

Key Drivers

Key Drivers, or strategies, to advance the work of the Development Plan are defined below. The Key Drivers provide focus and build coherence across multiple schools and departments. Actions and Indicators linked back to the Core Beliefs have been developed for each Key Driver as described on the following pages. Annually, a Report of Progress for each Key Driver will be provided to the Board of Education at a public meeting.

Ensure Deep Learning

Engage all students in developing knowledge and skills that lead to transfer through application or production.

Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional plan.

Know Students

Support the Whole Child

Provide a comprehensive system to support and monitor social and emotional, academic, physical, and behavioral skill development.





Ensure Deep Learning

Engage all students in developing knowledge and skills that lead to transfer through application or production.

Actions

- Develop tasks and projects for all students that result in deep learning of defined outcomes of academic, Portrait of the Graduate, and enhanced social and emotional skills.   
- Provide professional learning focused on transfer of learning, student engagement, and assessment practices. 
- Develop tasks and projects that reflect the diversity of our community, state, country, and world while fostering children's cultural awareness, sense of belonging, self-efficacy, and agency.   
- Provide professional learning to support equitable practices that build both self-identity and the understanding and appreciation of others.  
- Develop assessment practices that measure application and transfer of skills. 
- Promote reflection and sharing of student learning through such events as learning exhibitions, student-led conferences, and more.   
- Transform grading and reporting practices to align with core beliefs and learner outcomes.  

Core Beliefs

-  **Lead with equity.**
-  **Develop the whole child.**
-  **Ensure active learning.**
-  **Build partnerships.**
-  **Prepare global citizens.**
-  **Grow educators.**

Indicators

- Teacher understanding and beliefs about deep learning including engagement, transfer of understanding, student-centered assessment practices, and culturally responsive teaching.
- Exhibitions of student work.
- Performance on state and local academic assessments.
- Data and evidence from task or project assessments that evaluate academic, Portrait of the Graduate, and social and emotional skills.
- Progress reporting systems, easily understood by stakeholders, that communicate academic and social and emotional skills development and reflect the work of 21st century learning.
- Student and family attitudes and satisfaction with learning experiences.





Know Students

Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional plan.

Actions

- Define and implement student-centered assessment practices in each content area and the Portrait of the Graduate skills.
- Develop authentic tools and practices such as student-friendly rubrics and student-led conferences that allow for student sharing and reflection of their learning.
- Develop strategies to support knowing the student beyond academic performance including student social and emotional development, sense of belonging, self-efficacy, and agency.
- Implement collaborative structures, practices, and professional learning that develops the capacity of educators to use data and evidence to understand student performance and support instructional planning.
- Utilize data storage systems to collect student performance data and evidence across multiple grades and content areas.
- Engage families in understanding student-centered assessment practices.
- Conduct equity audit to evaluate practices and policies.

Core Beliefs

- Lead with equity.
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- Ensure active learning.
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- Prepare global citizens.
- Grow educators.

Indicators

- Defined assessment practices and expectations included in curriculum documentation.
- Evidence of student-centered assessment practices in all classrooms.
- Practices to ensure regular evaluation of student social and emotional skill development.
- Collaborative practices such as data analysis and student work protocols, to support ongoing monitoring of student performance across multiple domains.
- Accessibility and use of data storage systems.
- Level of participation of students and families in student-led conferences.
- Address findings of equity audit and continue regular evaluation of equitable practices.





Support the Whole Child

Provide a comprehensive system to support and monitor social and emotional, academic, physical, and behavioral skill development.

Actions

- Develop, implement, and share with all stakeholders Multi-Tiered Systems of Support (MTSS) for academic, behavioral, and social and emotional skills. 
- Integrate social and emotional learning throughout the school day. 
- Continuously evaluate and revise offerings provided during and beyond the school day in the arts, physical education, and wellness to meet student interest and needs. 
- Engage all families through effective communication practices that include outreach and support from school-based CARES teams. 
- Partner with community agencies to provide behavioral and mental health supports to students, staff, and families during and beyond the school day.  
- Make materials, software platforms, and school communications accessible to all families by removing language barriers.  

Indicators

- Student performance data demonstrating effectiveness of multi-tiered systems of support.
- Social and emotional skill evaluation data.
- Participation data in arts and physical education programs offered during and beyond the school day.
- Expressions of feelings of belonging, support, and satisfaction on family, student, and staff surveys and focus groups.
- Number of referrals to outside agencies.
- Improvement in attendance data.
- Reduction in office referrals.
- Number of points of contact between school staff and families including family participation in school conferences and intervention meetings, and staff outreach through home visits, video calls, and other communication practices.
- Access and use of school resources and/or programs.
- Participation rates in staff wellness events

Core Beliefs

-  **Lead with equity.**
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Definition of Student-Centered Learning

Student-centered learning advances the child's academic, social, and emotional development while engaging students to construct knowledge through rich, authentic tasks. The teacher supports continuous development toward defined goals for all students.

When learning is student-centered,

- The **student** takes ownership of learning and builds understanding through exploration and development of passions and interests.
- The **teacher** understands the student and the content and encourages risk-taking while providing feedback and support to facilitate learning.
- The **tasks** are authentic, afford the opportunity for higher order thinking, and intentionally build upon foundational knowledge to promote growth.



