

# District Development Plan

2023 - 2024

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**MANSFIELD**  
CONNECTICUT

Public Schools



## 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 our vision for teaching and learning that includes Mansfield: Portrait of the Graduate and our definitions of deep, student-centered learning.

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.

# Our Mission

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.



## 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— the 5 C’s— 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



**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.

**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.

## Key Drivers

Key Drivers, or strategies, to advance the work of the Development Plan are defined above. 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.



# 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

- Develop strategies to support knowing the student that includes their lived experience, academic performance, 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.



- Analyze student performance data and evidence across multiple grades and content areas using district data systems.



- Develop multiple ways to engage families that deepen our ability to know our students and build partnerships.



## Indicators

- Performance on state and local academic assessments
- Student attendance
- Demographics
- Enrollment
- Student, Family, and Staff Climate/Connectedness Survey results
- Evidence of ongoing collaborative data analysis of student performance using student work, artifacts, reflections, exhibitions, and data systems

### CORE BELIEFS



Lead with equity.



Develop the whole child.



Ensure active learning.



Build partnerships.



Prepare global citizens.



Grow educators.



# Support the Whole Child

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

## Actions

- Develop and implement Multi-Tiered Systems of Support (MTSS) for academic, behavioral, and social and emotional skills.
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- Integrate social and emotional learning throughout the school day.
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- Ensure equitable opportunities and access to enriching art, physical education, and wellness programs that are aligned to student interest and needs during and beyond the school day.
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- Engage all families with effective and accessible communication outreach that acknowledges and removes barriers that include language, access to technology, culture, and/or ability.
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- Partner with community agencies to provide behavioral and mental health during and beyond the school day.
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- Implement culturally responsive teaching practices that are relevant to our community and students.
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## Indicators

- Student chronic absences
- Student behavioral data
- Student support service data
- Multi-Tiered Systems of Support data
- Recognitions and celebrations
- Participation data for student enriching experiences
- Participation rates for events that supports a full, equal partnership with staff, family, and community
- Evidence of equitable practices, access, and opportunities for all students, families, and staff

### CORE BELIEFS

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



# Ensure Deep Learning

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

## Actions

- Develop deep learning tasks and projects that are relevant to students while fostering cultural awareness, belonging, self-efficacy, and agency.



- Provide professional learning for staff and families that increases instructional capacity, skills, and dispositions which support deep learning and the use of transfer goals, learning progressions, and learning targets.



- Develop tools and practices for students to share understandings that include the use of portfolios, self-reflection, peer review, and revision.



- Increase student ownership, agency, and leadership in the classroom.



- Define and implement practices that assess deep learning and the Portrait of the Graduate skills.



- Transform grading and reporting practices to align with Core Beliefs and learner outcomes.



## Indicators

- Tasks that are relevant, rigorous, and culturally responsive from across grade level teams and content areas
- Student exhibitions, informances, performances, portfolios, self assessments, and reflections that provide evidence of deep learning, transfer, and Mansfield's Portrait of the Graduate
- The development and pilot of a progress reporting system that aligns to deep learning, Mansfield's Portrait of the Graduate, and the SEL Framework
- Student and family attitudes and satisfaction with learning experiences
- Participation of students and families in student-led conferences
- Evidence of growing educators and teacher leaders to increase capacity that supports deep learning and the instructional core

## CORE BELIEFS



**Lead with equity.**



**Develop the whole child.**



**Ensure active learning.**



**Build partnerships.**



**Prepare global citizens.**



**Grow educators.**



# System Coherence

**System Coherence is defined as the Time, Talent, Funding, Facilities, Information Technologies, and Food Services that serve and support our schools while aligning to the District’s Mission, Core Beliefs, and Key Drivers.**

## Actions

- Implement structures and systems that increase staff engagement and attendance.  

- Recruit diverse candidates and retain talented staff.  

- Implement and monitor energy-saving practices, technologies, and zero waste initiatives.  

- Increase and leverage the use of local products in Food Services to reflect the community’s values on sustainability, wellness, and diversity.  

- Develop and implement plan to ensure that all Mansfield schools support safe, 21st century learning.  

- Build understanding through increasingly effective communication and technology practices, including story-telling, that illuminates the District’s Mission, Core Beliefs, and Key Drivers.  

- Develop structures and systems that improve how we align, manage, and communicate fiscal resources that support the district’s Core Beliefs and Development Plan.  


## Indicators

- Staff recruitment events
- Staffing data
- Energy, trash, and procurement data
- Facilities Upgrade Plan for Mansfield Middle School
- Cyber Security Plan
- Data Dashboard prototype
- Food Service menus
- Food Service community events
- Website/social media data and artifacts
- Budget Book

### CORE BELIEFS

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

