

**District  
Development  
Plan**

2023 - 2024

**AMBITIOUS**

**MANSFIELD**  
CONNECTICUT

Public Schools

# Report of Progress: Know Students

---

**September 28, 2023**

## 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.



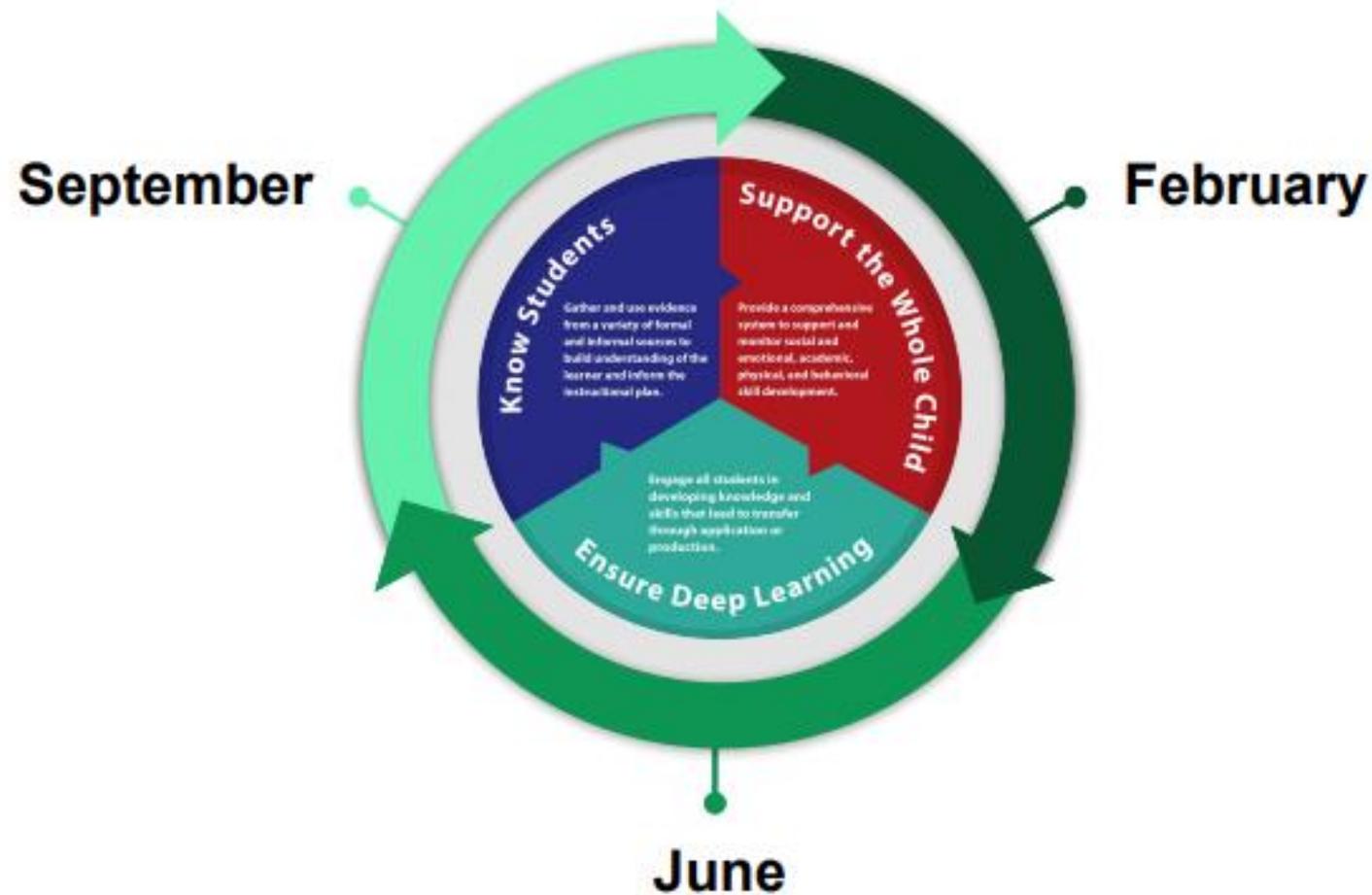
**Prepare global citizens.** We believe schools must develop young people to be stewards of their community, nation, and the larger world around them by instilling the skills needed to contribute to a peaceful society and sustainable world.



**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.



# Reports of Progress Cycle





# Know Students

## 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.

What does it mean to “Know Students?”

What will we do to improve?

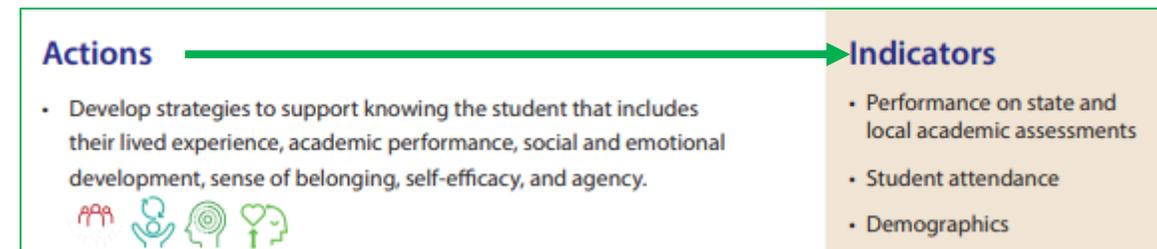
What data do we have and how will we measure progress?

How is this aligned to our Core Beliefs?

# Actions & Indicators



- Theory of Action “If/Then”
- Actions are the Adult/Staff Moves
- Indicators are the Results of the Actions
- For example:
  - IF* we develop strategies to support knowing the whole student...
  - THEN* attendance and performance will improve



# Action



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.



# Kid-Talk Meetings



---

Data Driven Discussions Support Knowing Our Students & Allows for the Development of a Personalized System of Support

## Areas of Focus:

### Academic Performance

- Individual and Cohort
- Utilize Mansfield Data Dashboard to Inform Discussions

### Social Emotional Learning Needs

- Review Individual Needs and Develop Plans of Support
- Discuss, Develop and Implement Grade Level Programming



# Check In Check Out: Building A Personalized System of Support



## The Why Behind CICO

- 1:1 positive relationship building and coaching
- Proactive for high risk students
- Track Data and plan for the future

Tier 1	Tier 2	Tier 3
<p>Intentional Teacher Moves to Foster Positive Relationship Building</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Authentic teacher moves to foster supportive relationships in the classroom</li><li><input type="checkbox"/> Greeting students at the door (temperature check)</li><li><input type="checkbox"/> Follow up with students as needed</li></ul>	<p>Scheduled Check In with Designated Staff Member Morning &amp; Afternoon</p> <p>Focus on:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Assessing needs and offering encouragement</li><li><input type="checkbox"/> Preparation for the day</li><li><input type="checkbox"/> Review of goals and expectations</li><li><input type="checkbox"/> Celebrating success</li></ul>	<p>Increased Frequency of Check Ins and Structured Support</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Highly individualized support delivered most often by school counselor, school psychologist, support services case manager, social worker</li></ul>

# Family Partnerships



## Family Partnerships

- ❑ Strengthening School to Home Connections
- ❑ Building Student Self-Efficacy
- ❑ Promoting Positive Engagement & Belonging



# Indicators



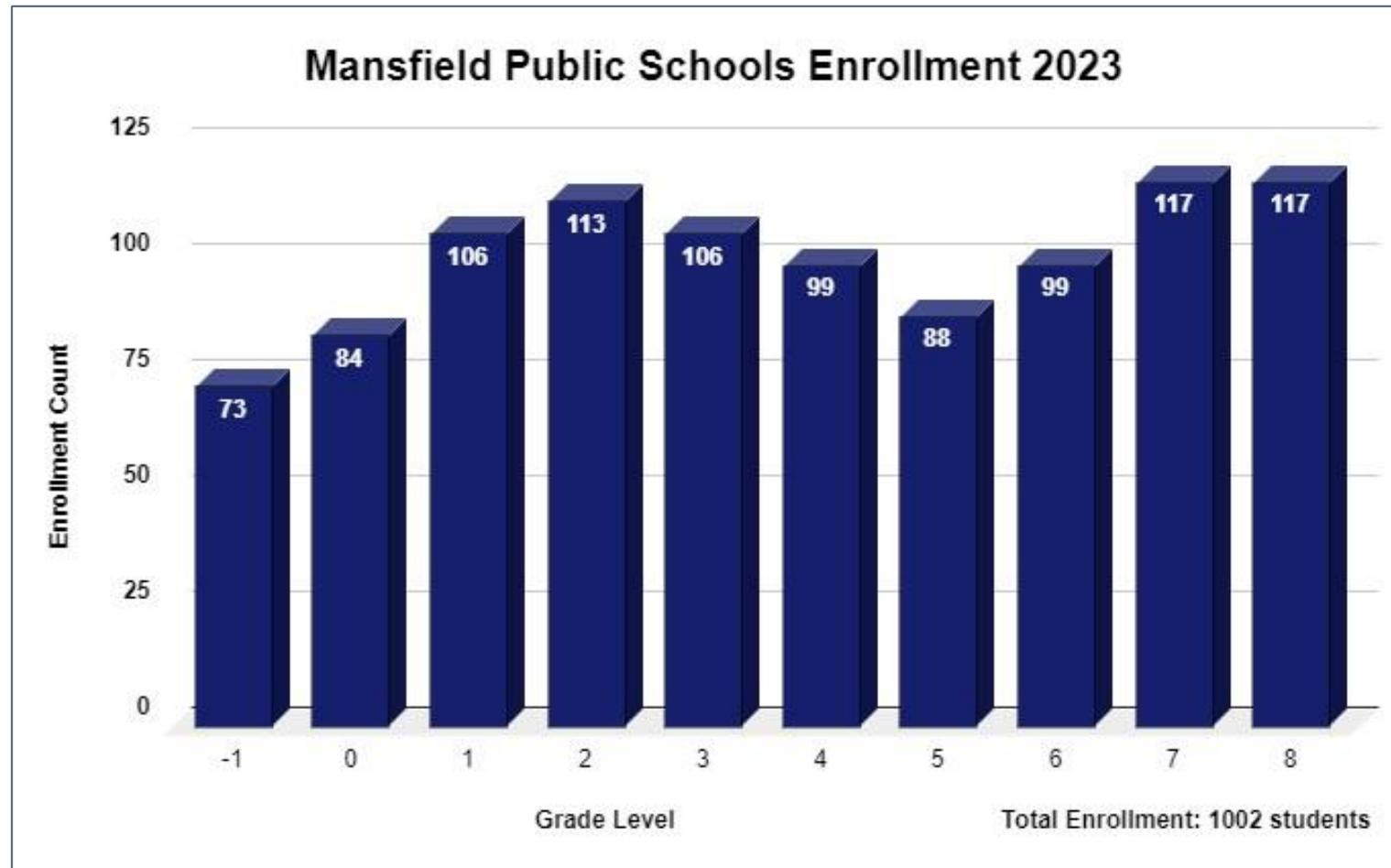
Enrollment  
Demographics  
Attendance  
Student Survey Data  
Home Languages

## Indicators

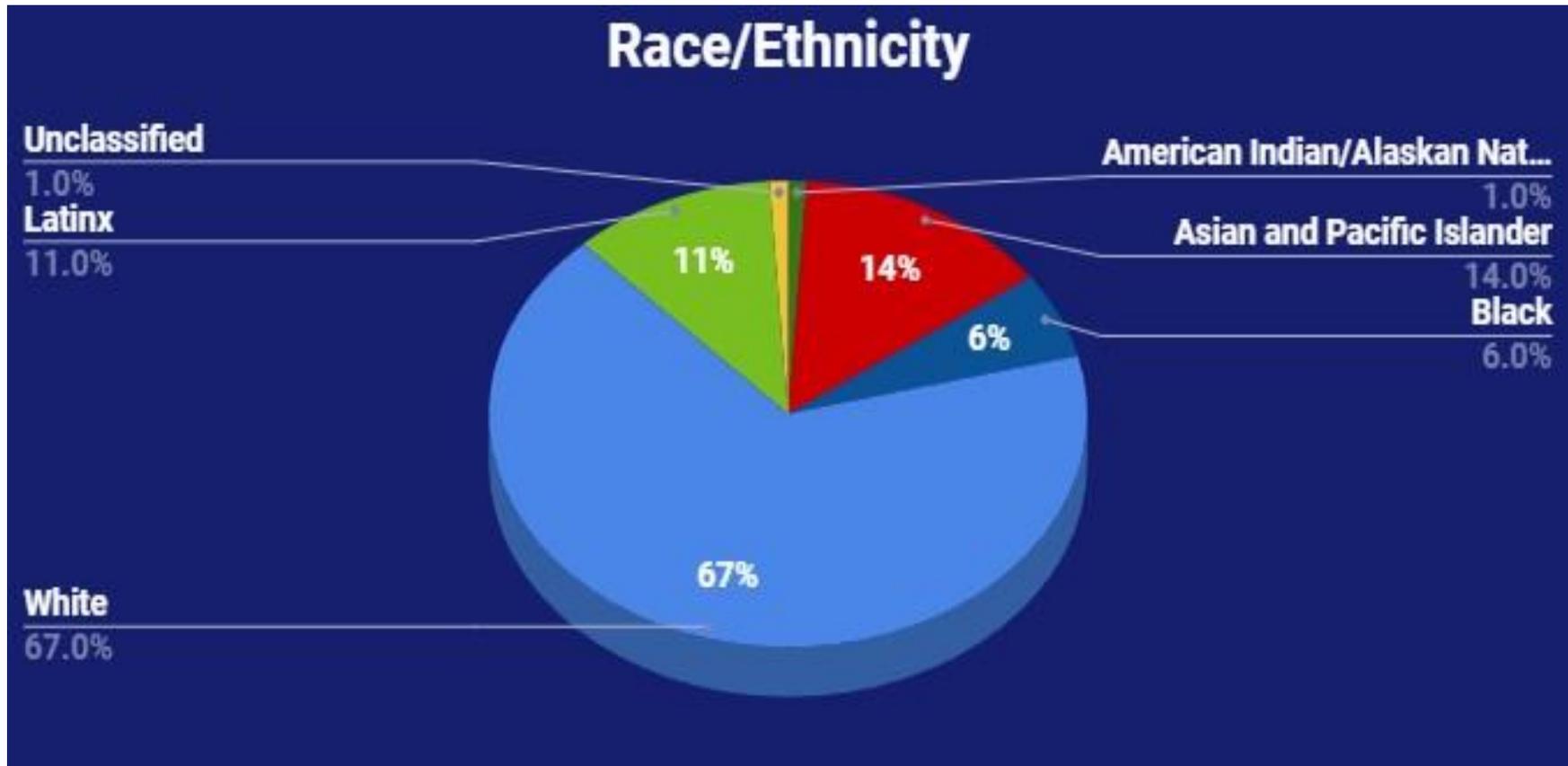
- Performance on state and local academic assessments
- Student attendance
- Demographics
- Enrollment
- Student, Family, and Staff Climate/Connectedness Survey results
- Evidence of ongoing collaborative data analysis of student performance using student work, artifacts, reflections, exhibitions, and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



# Student Enrollment



# Demographics



# Average Attendance Rates



	2020	2021	2022	2023
<b>Mansfield All Students</b>	96%	96.3%	94%	94%
<b>Mansfield High Needs</b>	95.4%	95%	92.6%	93.7%



# Student Climate Survey Data



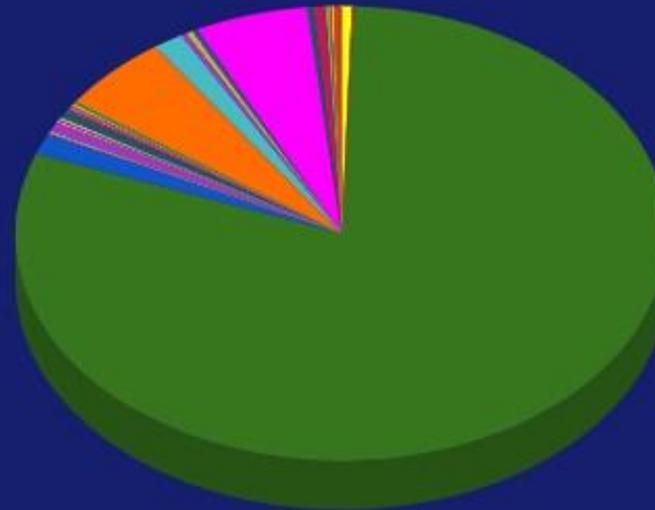
Student Climate Survey Data	MES 21-22	MES 22-23	MMS 21-22	MMS 22-23
I feel safe in this school.	94	87	80	91
The school rules are clear.	98	94	86	87
Adults at my school care about students.	97	94	88	93
I feel like I belong at this school.	92	79	90	89
Students help one another in this school	91	83	77	74
I feel comfortable talking to at least one adult in this school.	94	88	82	88
Teachers support students when they have a problem.	98	92	89	92
I have at least one friend at school.	93	94	98	98
The work I do in school is interesting.	84	74	85	87
I see the connections between the work I do in school and the real world.	87	n/a	64	67
The work I do in school helps me grow as a learner and person.	81	88	84	88
My teachers encourage me to do my best.	98	94	92	95
Students are respectful of each other's differences	87	69	60	83
I make choices about my own learning.	93	88	84	83



# Home Languages

## Home Languages Spoken

Mansfield Public Schools is a diverse community. Our families speak 29 different languages in their homes.



- Bengali
- Dutch
- English
- Arabic
- Farsi
- French
- German
- Greek
- Gujarati
- Hebrew
- Hindi
- Italian
- Japanese
- Korean
- Malay
- Malayalam
- Mandarin
- Nepali
- Polish
- Portuguese
- Punjabi
- Spanish
- Teluga
- Turkish
- Urdu
- Ukrainian
- Vietnamese
- Uzbek
- Yoruba

# Action



---

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



# Multilingual Learners (ML)



## Supporting our Multilingual Learners

- ❑ Pull out services for direct English instruction & build SEL connections
- ❑ Push in services for content-specific assistance
  - ❑ Certified Staff & UConn Interns
  - ❑ Leverage additional support staff when/where appropriate
- ❑ Use of digital tools to support content learning
- ❑ Intentional scheduling (when possible) to connect with peers who have facility in their language



# Multilingual Learners (ML)



## **Supporting our Multilingual Learners in the Day to Day**

- Participate in classroom morning meetings to build social language & communication with peers
- Connect with families at Open House
- Using Pocket Talk device to facilitate communication and make connections to English
- Collaborate with classroom teachers and literacy support staff

## **On the Horizon**

- Registration ~ Building in time to make connections with new students & families
- Family Engagement Events

# Multilingual Learners (ML)



- ❑ 17% of our ML population is at a Level 1 Proficiency on the LAS Links
- ❑ Students scoring at Level 1 and 2: receive both push-in and pull-out support, 90-120 minutes weekly
- ❑ Students scoring at Level 3: receive push-in support, 60-90 minutes weekly
- ❑ Students scoring at Level 4: ESL teachers will consult with general education teachers
- ❑ Prioritize based on a student's LAS Links Proficiency Level and Grade in school



# Communication

- Pocket Talk
- Language Line
- Translation Applications



**Pocketalk S Voice Translator**

# Action



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



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.



# Creating a Culture of Data Use

---



Professional Learning ~ Developing a Data Literate Culture



***Ensuring Access to Data***



***Making Meaning from Data***



***Clarifying Expectations for Data Use***



***Building Knowledge and Skills to Use Data***



***Leading a Culture of Data Use***

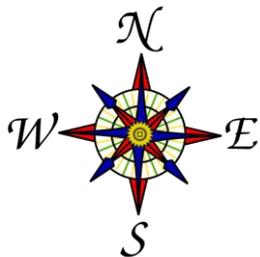


# MPS Data Dashboard



Using Data to **Know Our Students** & Plan Instruction

*We need to know both where we are going and where we are starting from.*



A screenshot of the 'Mansfield Public Schools Data Dashboard' for the 2023-2024 school year. The dashboard has a dark blue header with the Mansfield Connecticut logo on the left and the title 'Mansfield Public Schools Data Dashboard 2023-2024' on the right. Below the header, there are six dark blue buttons arranged in two rows of three. The buttons are labeled: 'Assessment Calendar', 'District Assessments Data Entry', 'District Development Plan', 'Help Guide', and 'Dashboard Feedback'. The middle button in the second row is currently empty.

# Indicators



## Performance on State and Local Academic Assessments

### Indicators

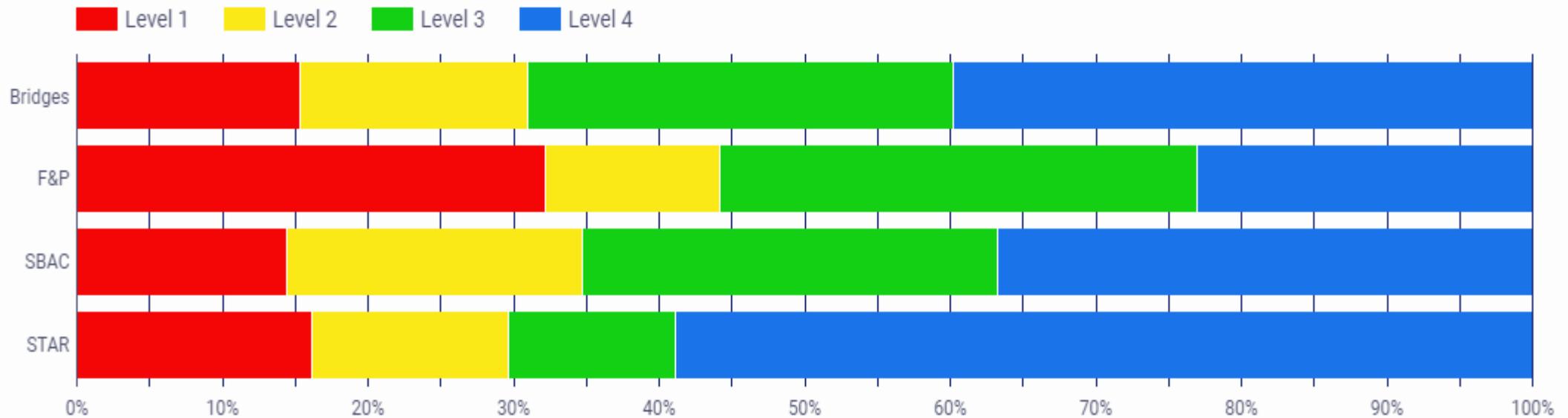
- Performance on state and local academic assessments
- Student attendance
- Demographics
- Enrollment
- Student, Family, and Staff Climate/Connectedness Survey results
- Evidence of ongoing collaborative data analysis of student performance using student work, artifacts, reflections, exhibitions, and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



# Triangulating Local/State Data



## Assessment Overview

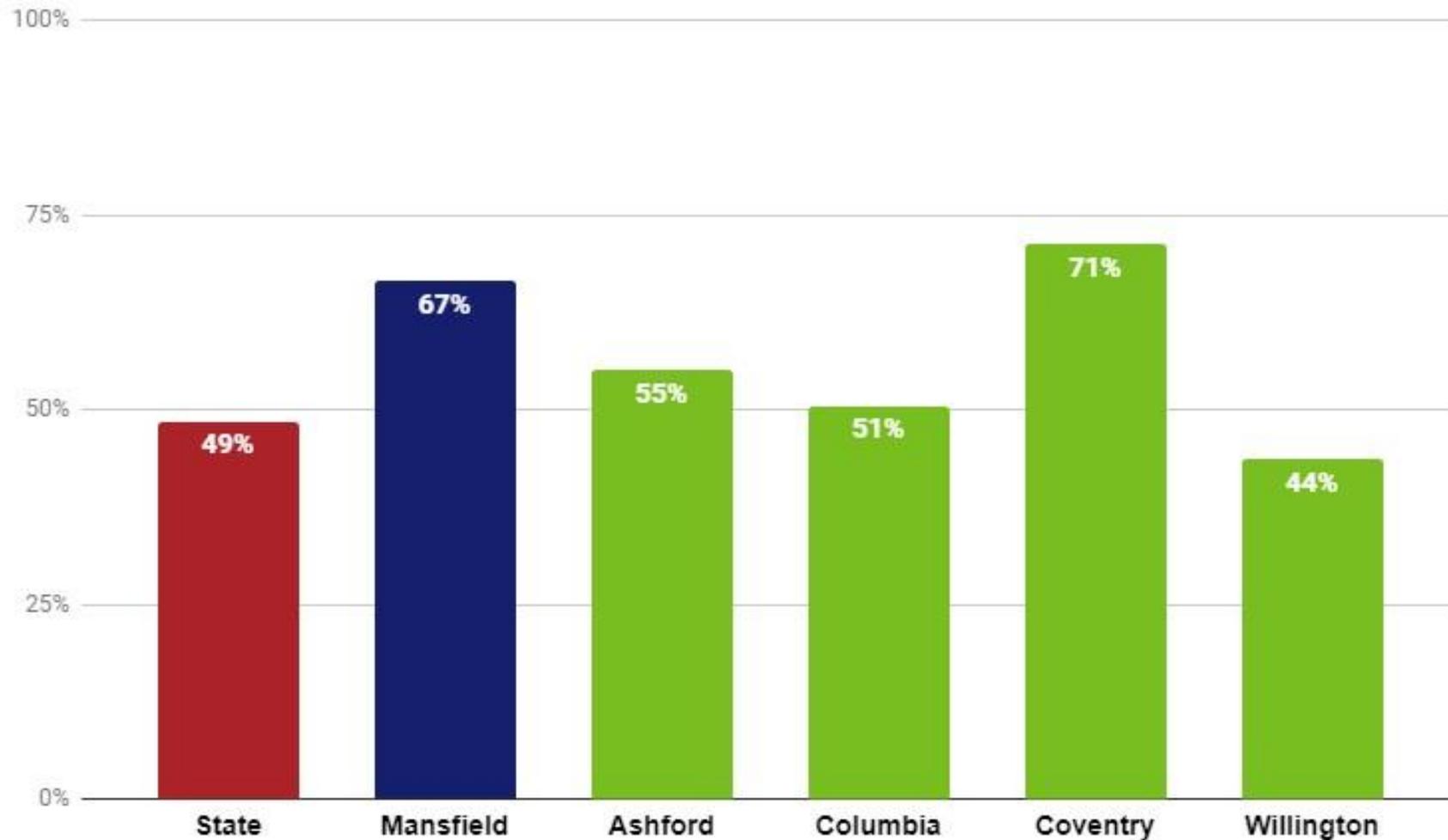


# Smarter Balanced Assessment Consortium (SBAC)

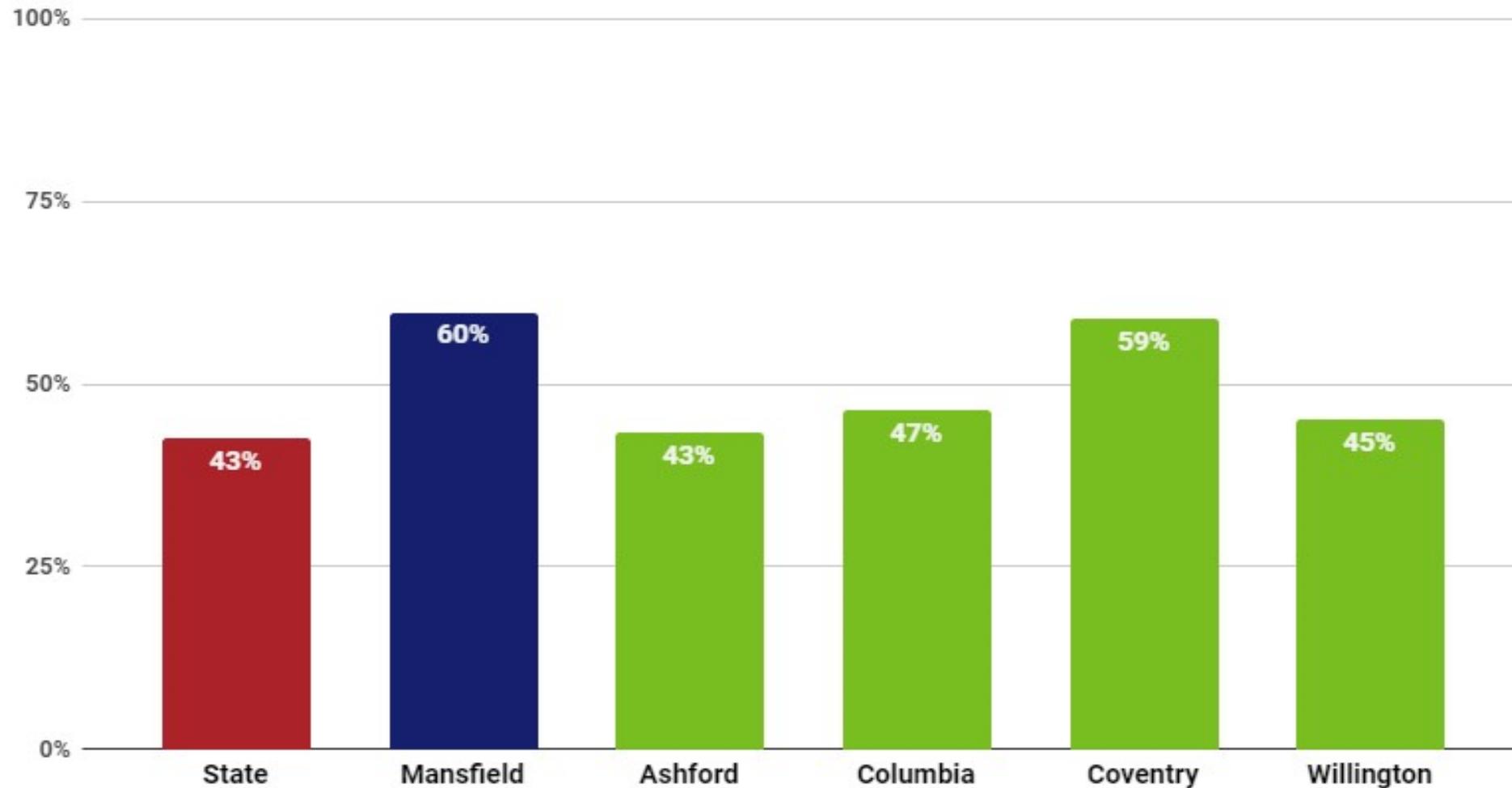


- Required by Federal and State Law
- Grades 3-8
- English/Language Arts and Math
- NGSS Assessment: Science Grades 5 & 8
- Measure student progress/attainment of skills needed to be college and career ready (measures CT Core Standards)
- Helps evaluate school and district programs
- Provide a snapshot of performance that when combined with other assessments and artifacts/evidence of student work
- Not administered 2020 due to Pandemic
- Remote Learning was supported during the 2020-2021 school year. All students were remote from March 16-June 22, 2020.

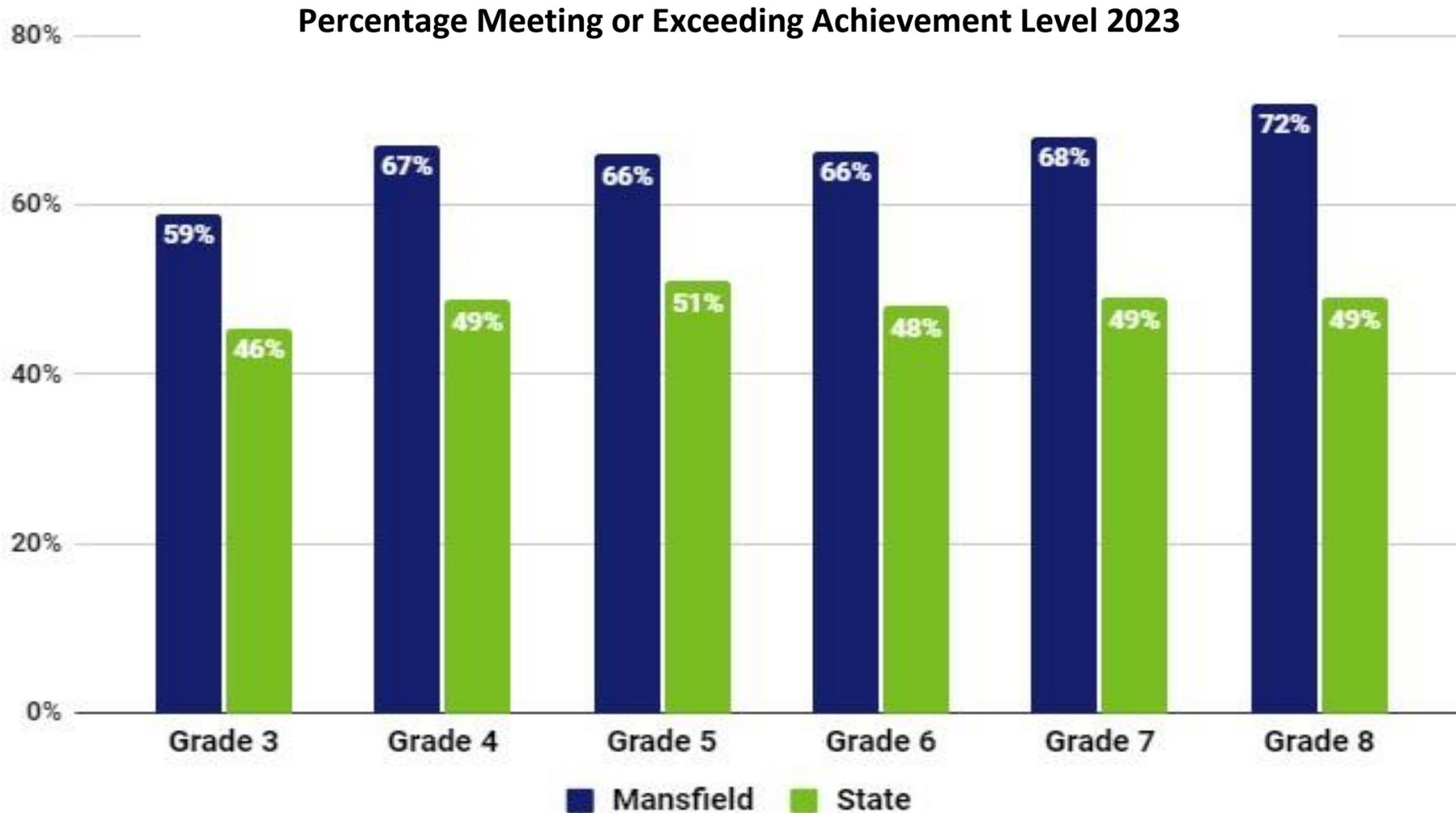
# ELA Performance Gr 3-8 Regional/State Comparison 2023



# Math Performance Gr 3-8 Regional/State Comparison 2023



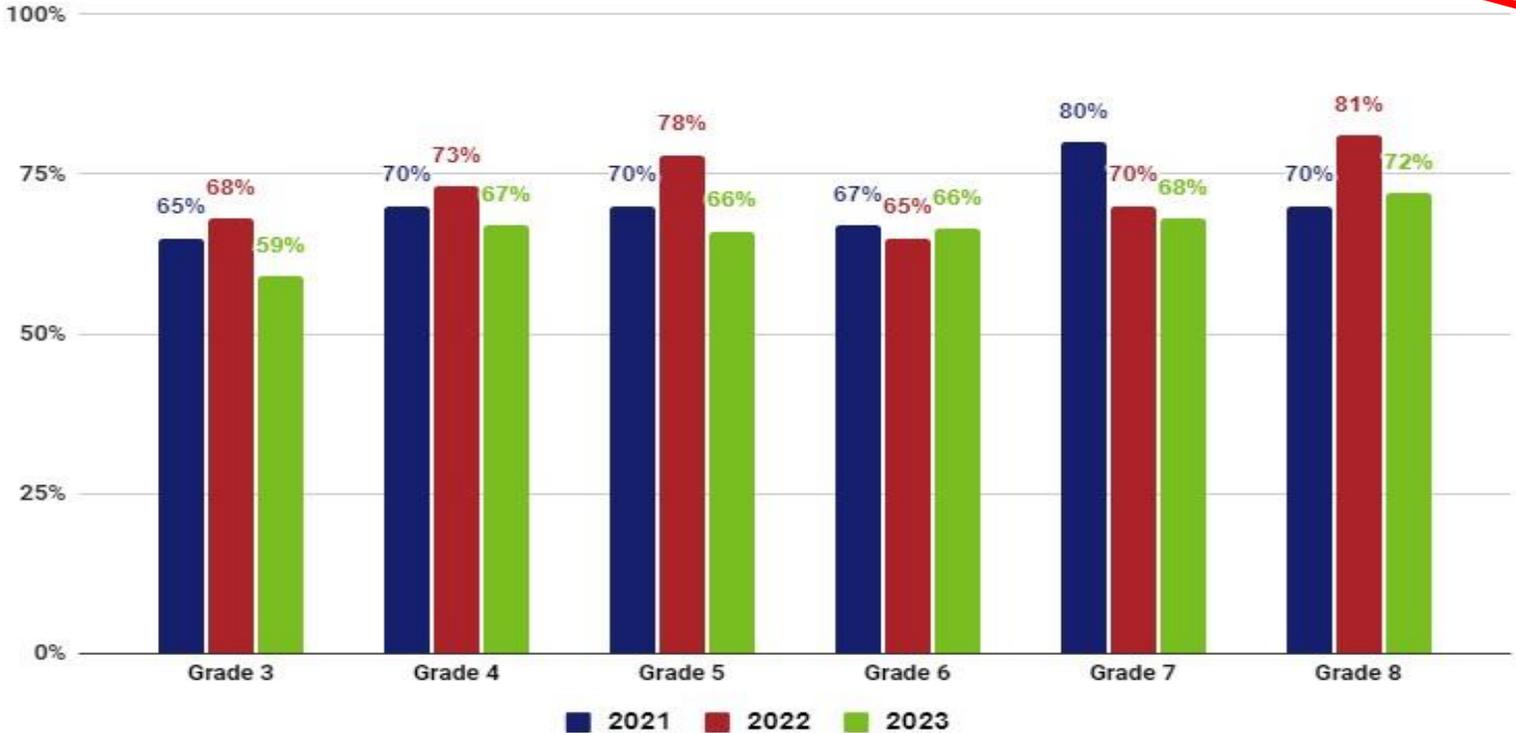
# ELA Gr 3-8



# ELA Cohort Data



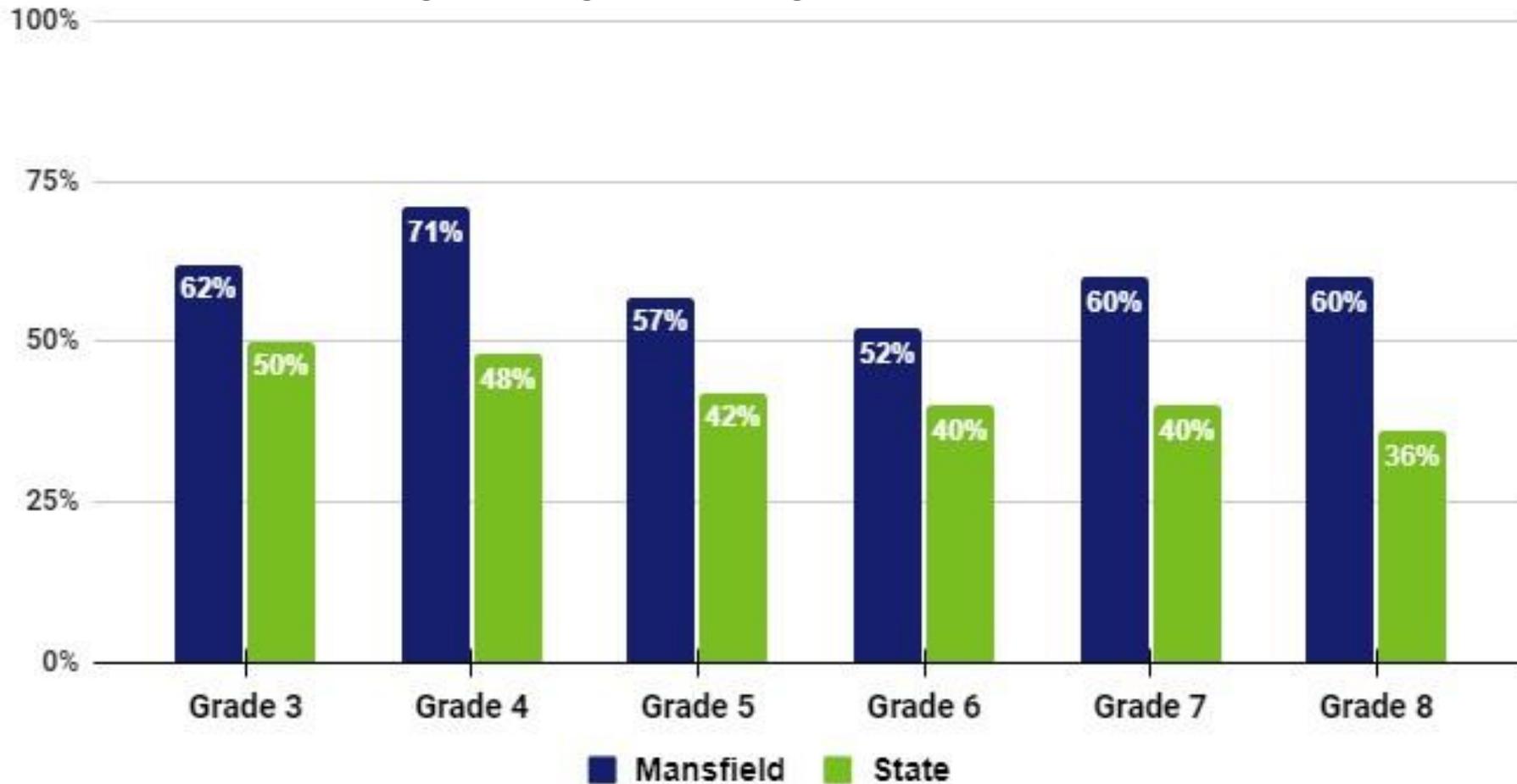
Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021	65%	70%	70%	67%	80%	70%
2022	69%	73%	78%	65%	70%	81%
2023	59%	67%	66%	66%	68%	72%



# Mathematics Gr 3-8



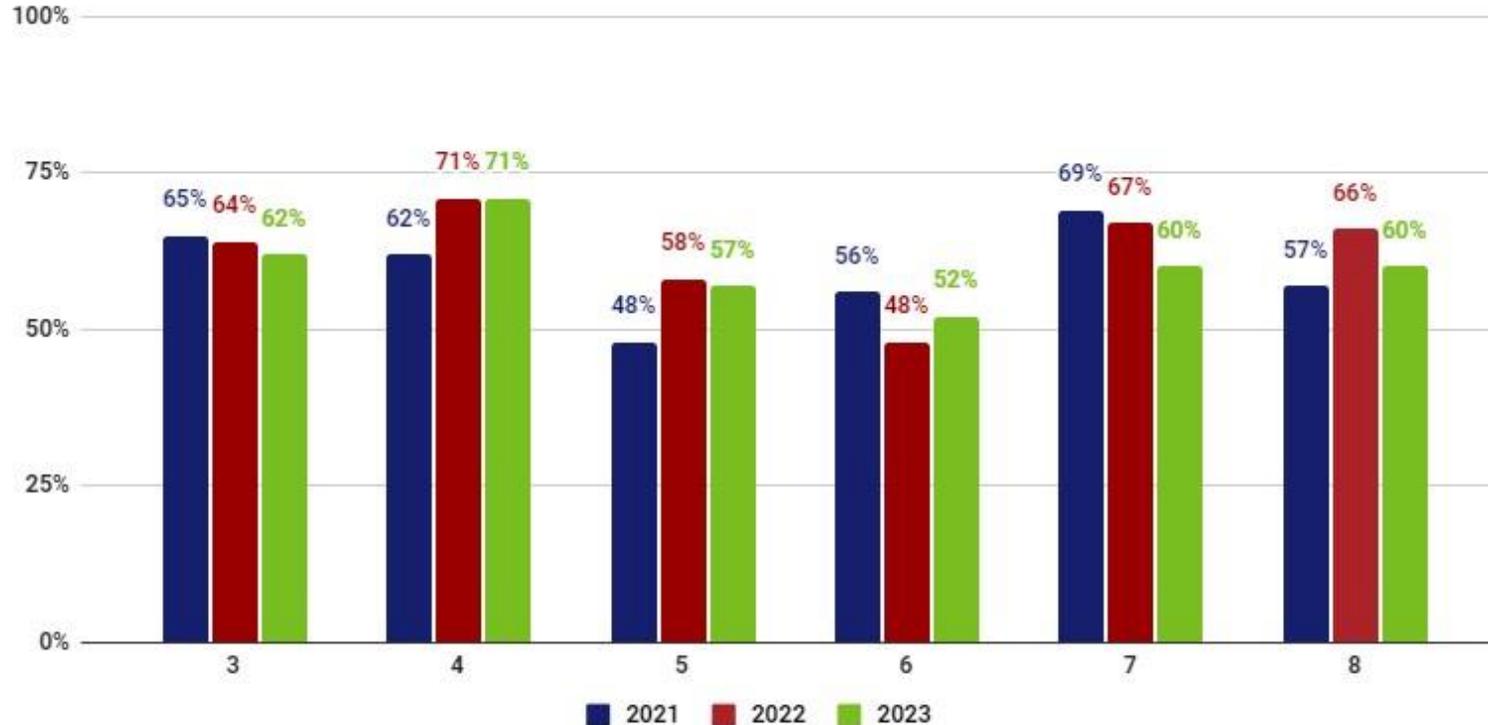
Percentage Meeting or Exceeding Achievement Level 2023



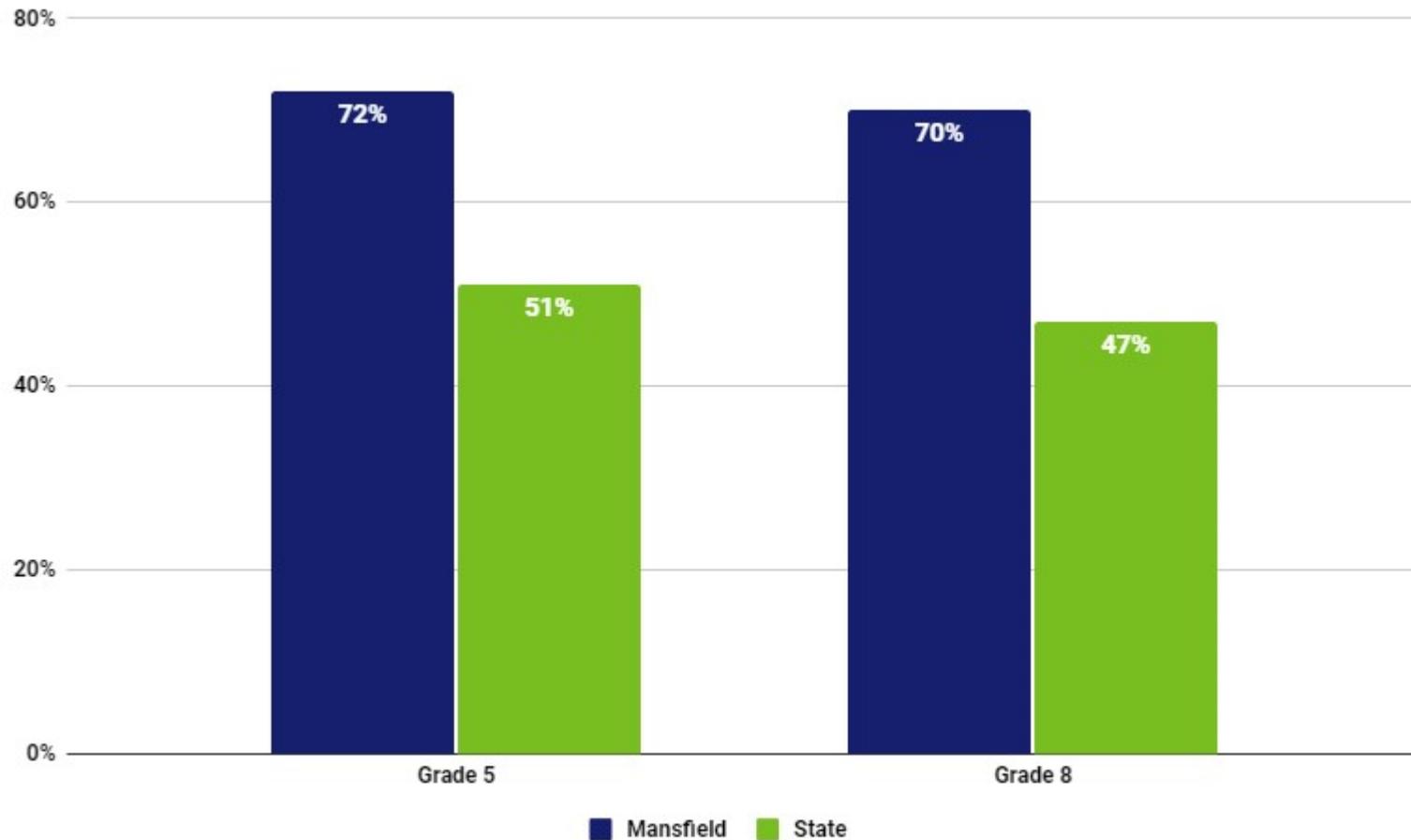
# Mathematics Cohort Data



Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021	65%	62%	48%	56%	69%	57%
2022	64%	71%	58%	48%	67%	66%
2023	62%	71%	57%	52%	60%	60%



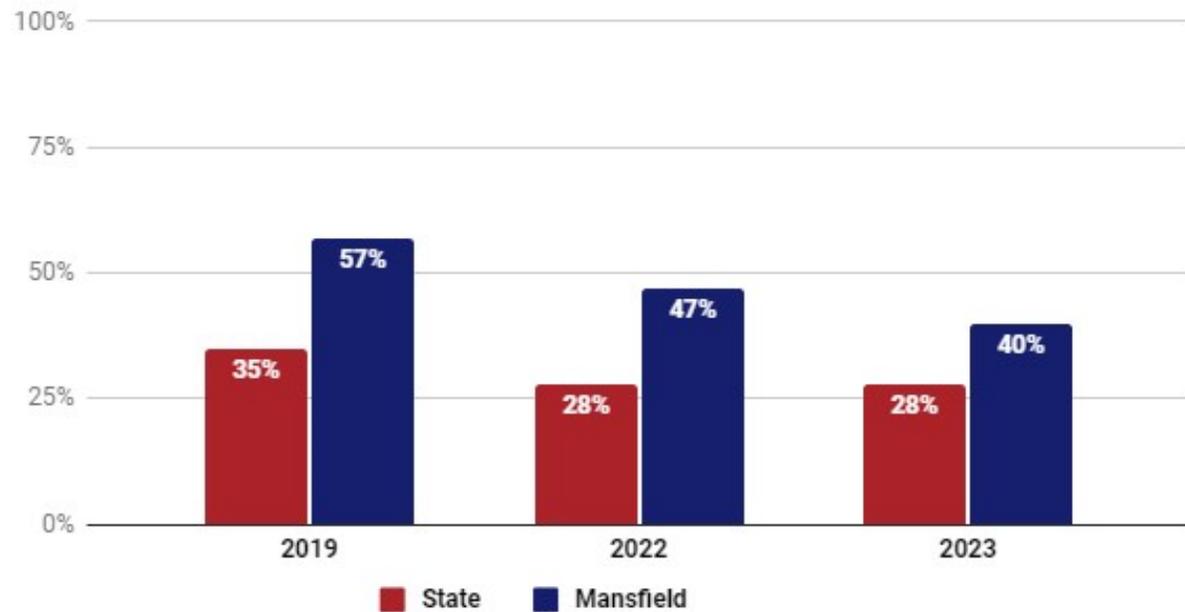
# Science State/Mansfield



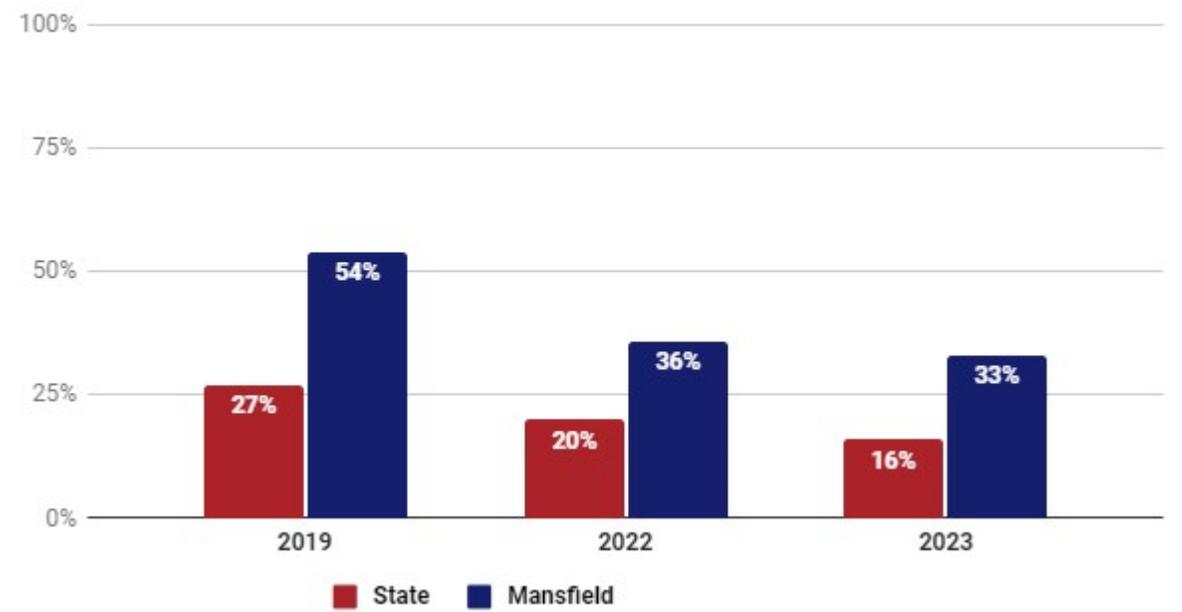
# High Needs Subgroup Comparison



English/Language Arts High Needs Subgroup\* Percentage of Students Meeting or Exceeding Achievement Level

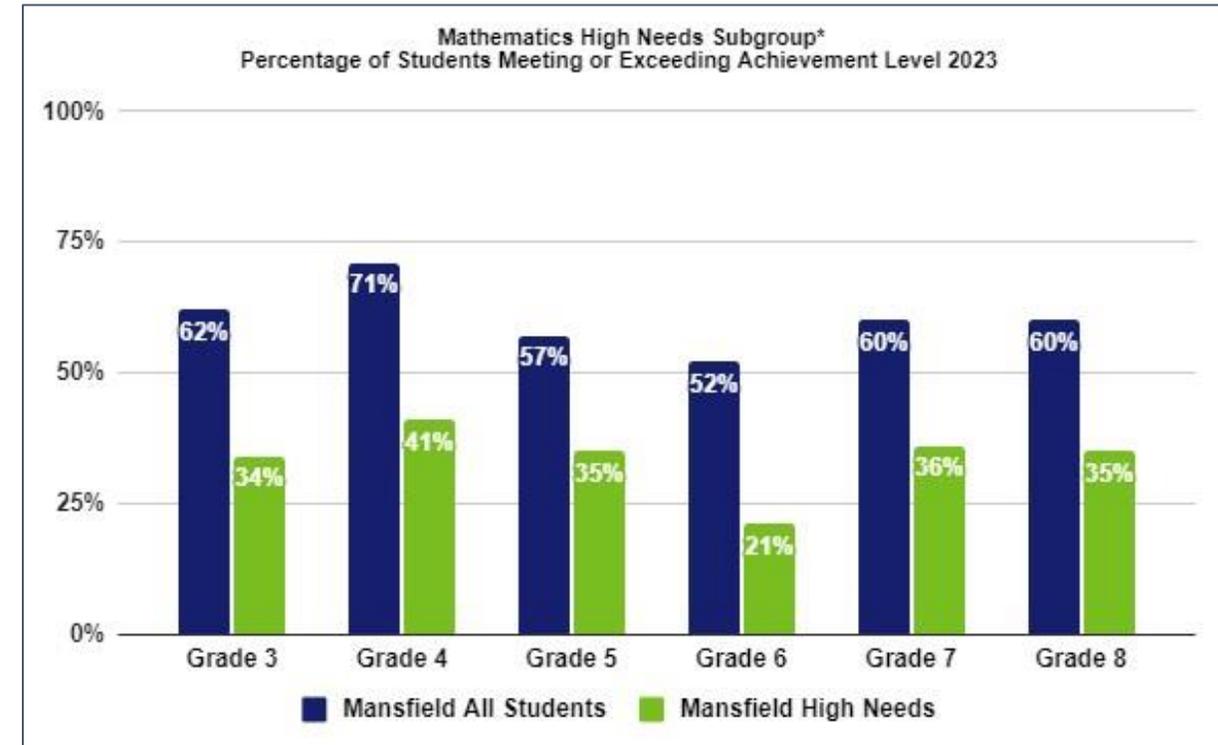
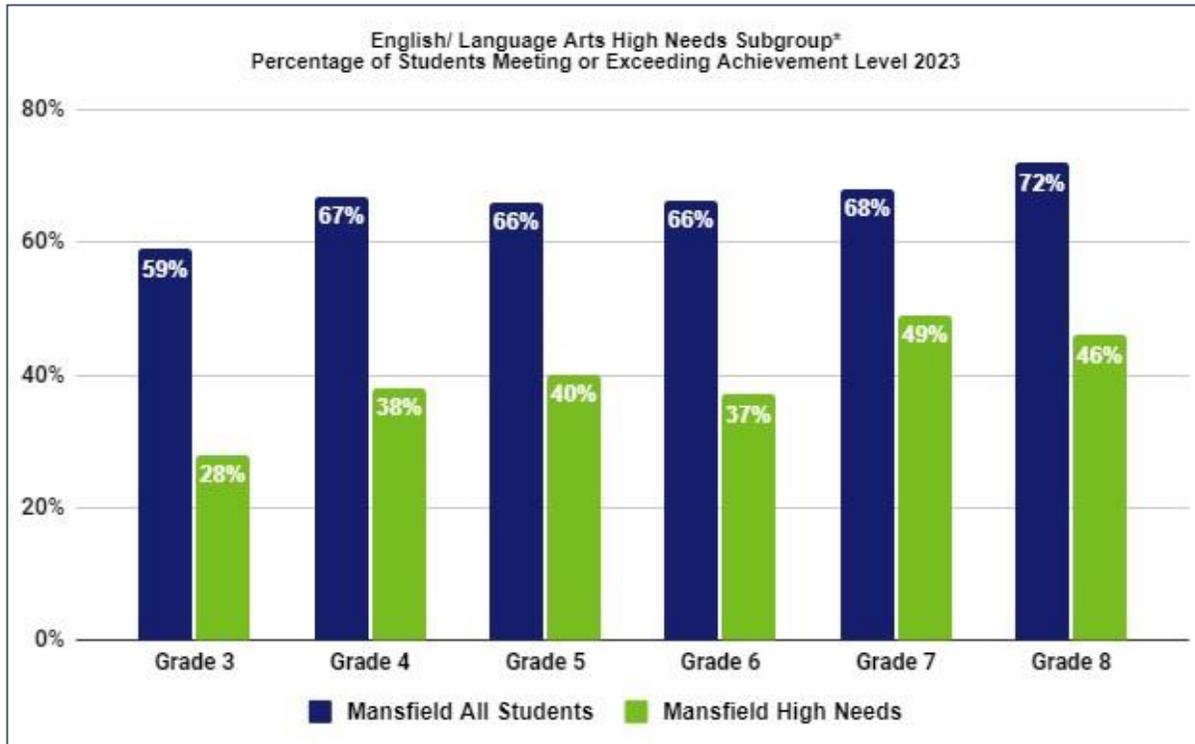


Mathematics High Needs Subgroup\* Percentage Meeting or Exceeding Achievement Level



\*High Needs Subgroup includes students with special needs, those who receive free/reduced priced meals, and multilingual learners.

# High Needs Subgroup Comparison by Grade



\* High Needs Subgroup includes students with special needs, those who receive free or reduced price meals, and Multilingual Learners





## 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.

# Know Students



## Ways to think about Evidence/Data

### Satellite (State SBAC Assessments/District Benchmark)

- Large grain size
- Patterns
- Gives Direction for Further Investigation

### Map (Curriculum/Content Based Local Assessments)

- Medium grain size
- Helps identify gaps
- Provides focused Direction

### Street (Observations, Conferences, Portfolios, Reflections, Surveys)

- Fine grain size
- Helps understand experience
- Monitors students' internalization of specific skills
- Informs/shapes next moves

Based on Shane Safir [Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation](#)

