

A young boy with short dark hair, wearing a red sweatshirt with the word 'AMBITIOUS' in white letters, is looking directly at the camera. He is holding several colorful sticks (red, blue, yellow) that are part of a larger structure. The background is slightly blurred.

District
Development
Plan

2023 - 2024

Report of Progress: Support the Whole Child

January 25th, 2024

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.



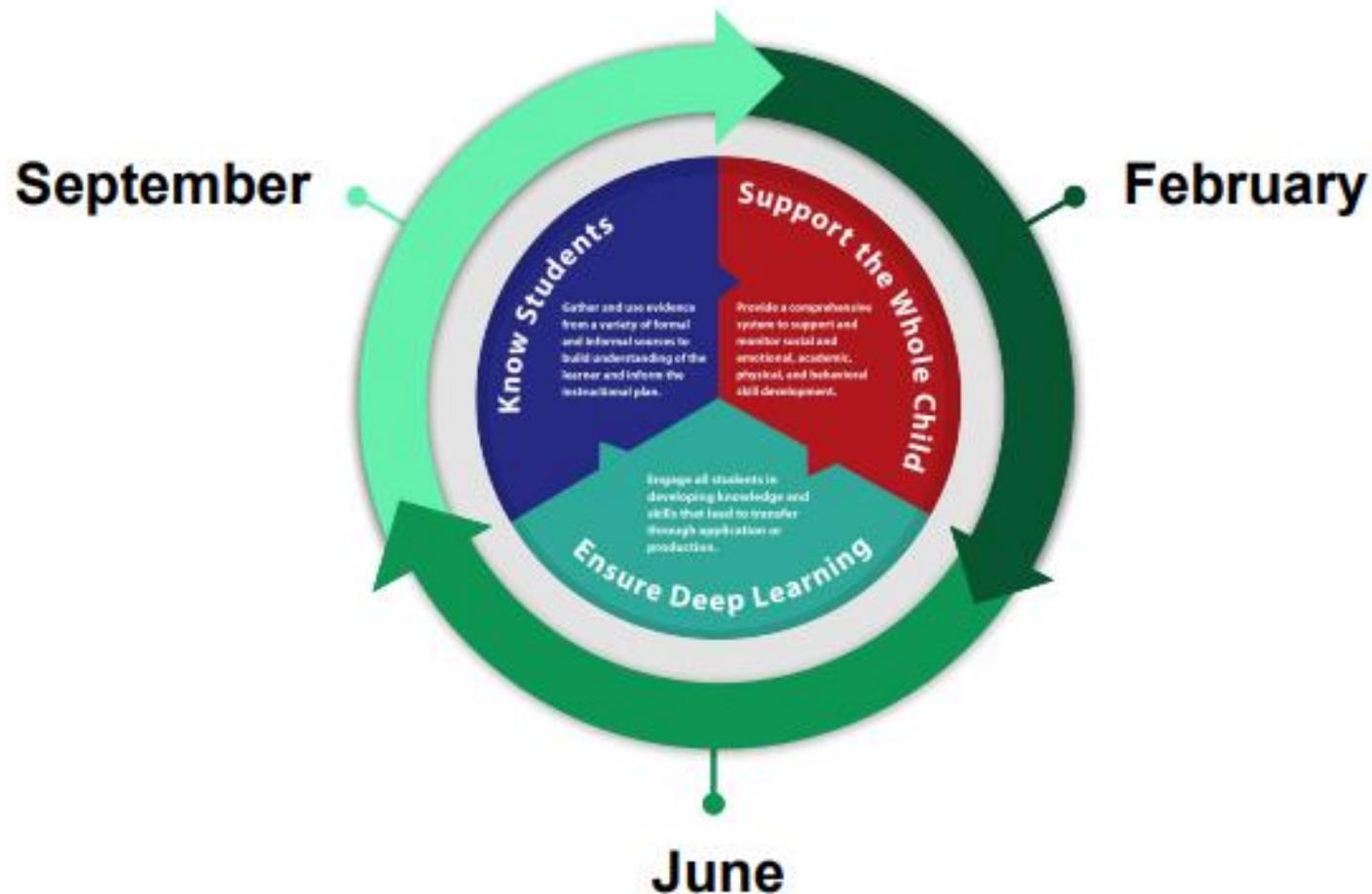
Prepare global citizens. We believe schools must develop young people to be stewards of their community, nation, and the larger world around them by instilling the skills needed to contribute to a peaceful society and sustainable world.



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





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.



- Integrate social and emotional learning throughout the school day.



- Ensure equitable opportunities and access to enriching art, physical education, and wellness programs that are aligned to student interests and needs during and beyond the school day.



- Engage all families with effective and accessible communication outreach that acknowledges and removes barriers that include language, access to technology, culture, and/or ability.



- Partner with community agencies to provide behavioral and mental health during and beyond the school day.



- Implement culturally responsive teaching practices that are relevant to our community and students.



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.

Support the Whole Child



What does “Support the Whole Child” mean?

What will we do to improve?

What data and artifacts do we have that will show progress?

How is this Key Driver 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 and implement Multi-Tiered Systems of Support...

THEN attendance and behaviors will improve.

Actions

- Develop and implement Multi-Tiered Systems of Support (MTSS) for academic, behavioral, and social and emotional skills.

Indicators

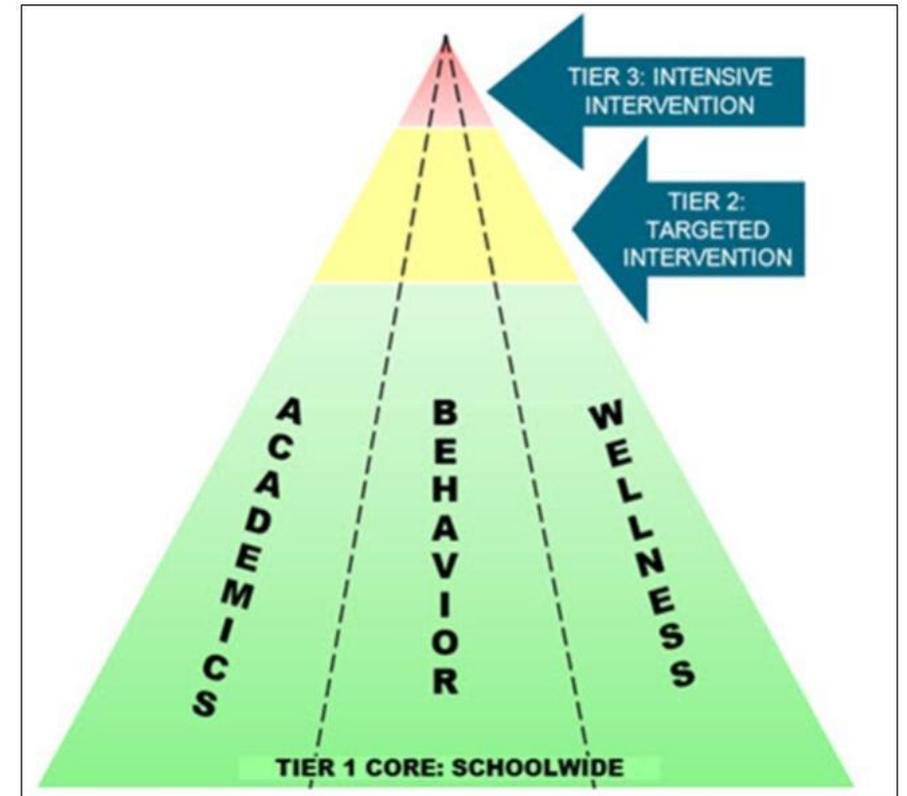
- Student chronic absences
- Student behavioral data



Action



Develop and implement Multi-Tiered Systems of Support (MTSS) for academic, behavioral, and social and emotional skills.



Behavior Technicians



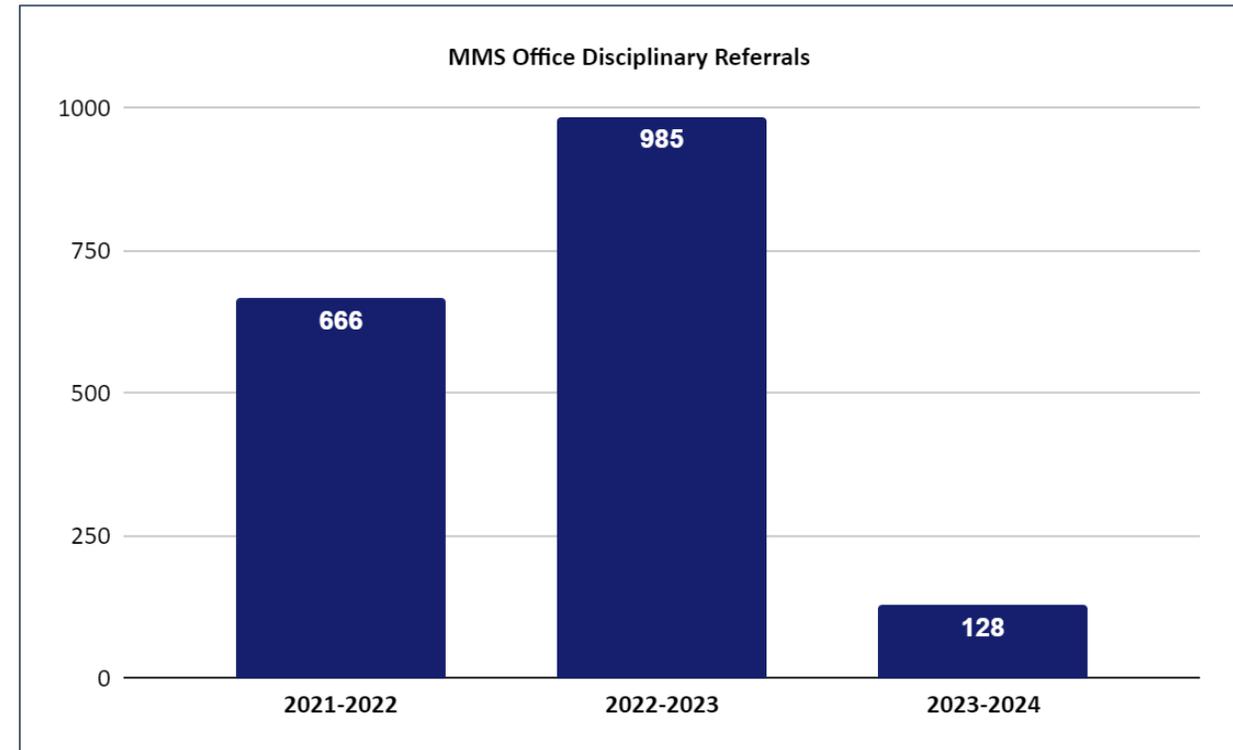
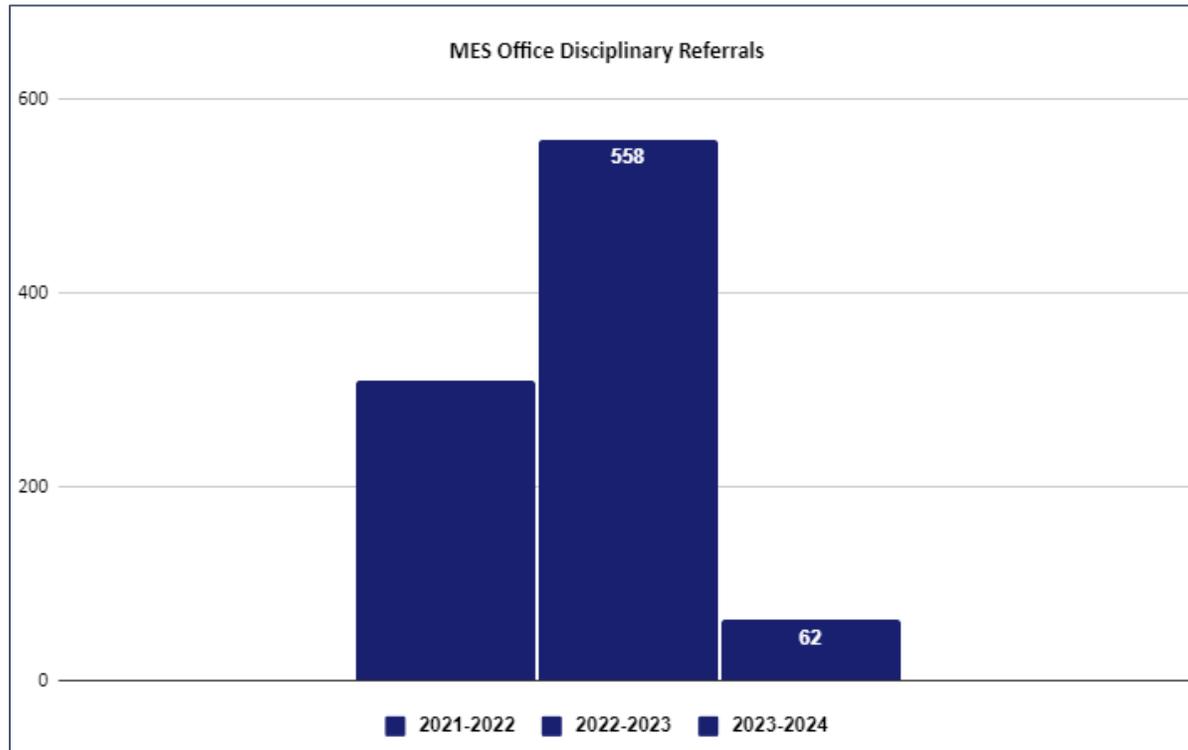
New position within MPS this school year, with positive impact at both MES and MMS.

Behavior Technicians support with:

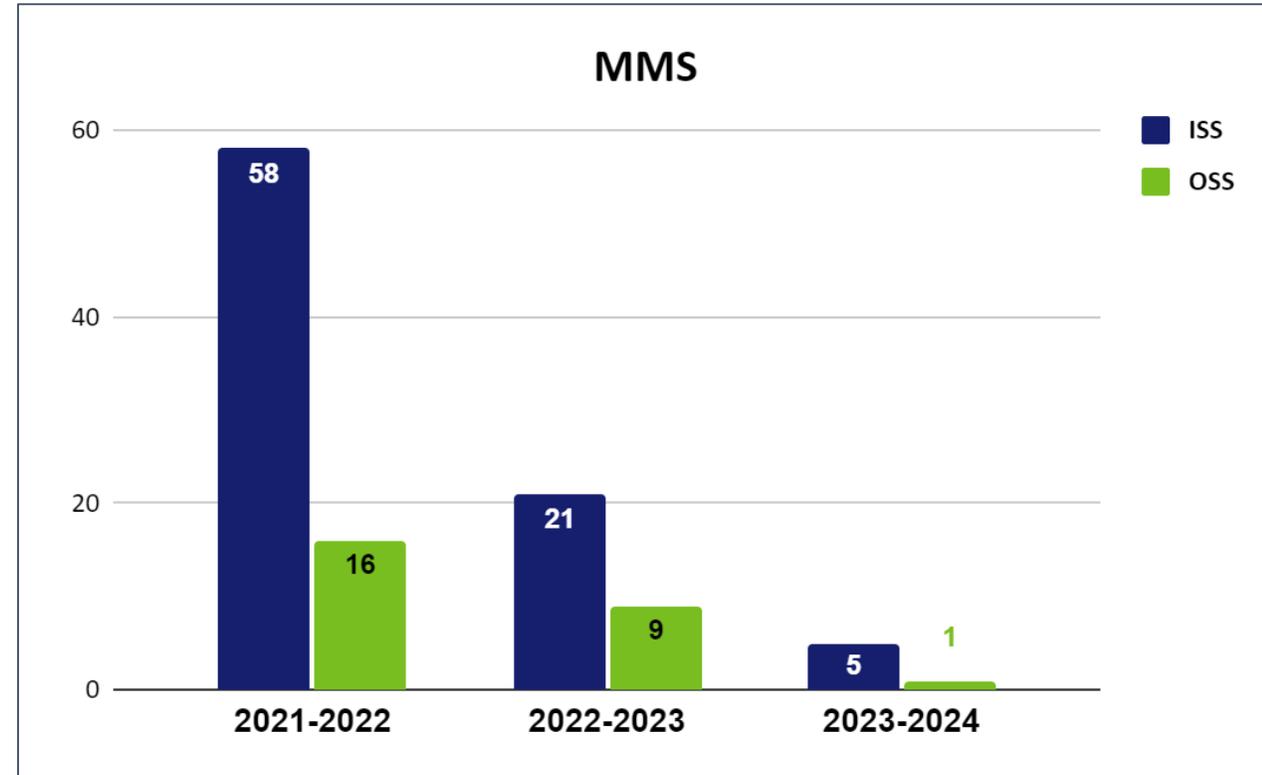
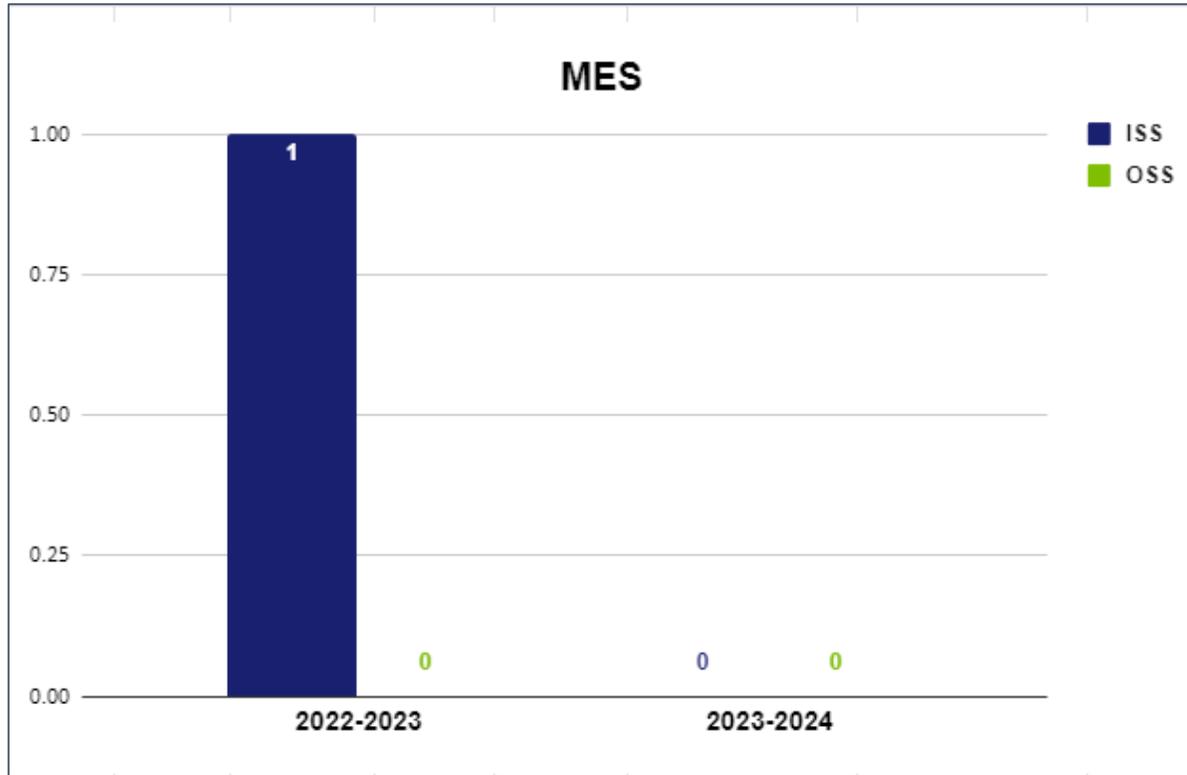
- **Data**
- **Planning**
- **Student Support**
- **Reflection**



Student Behavior Data: Office Disciplinary Referrals



Student Behavior Data: Suspensions



Student Behavior Data: Positive Office Referrals

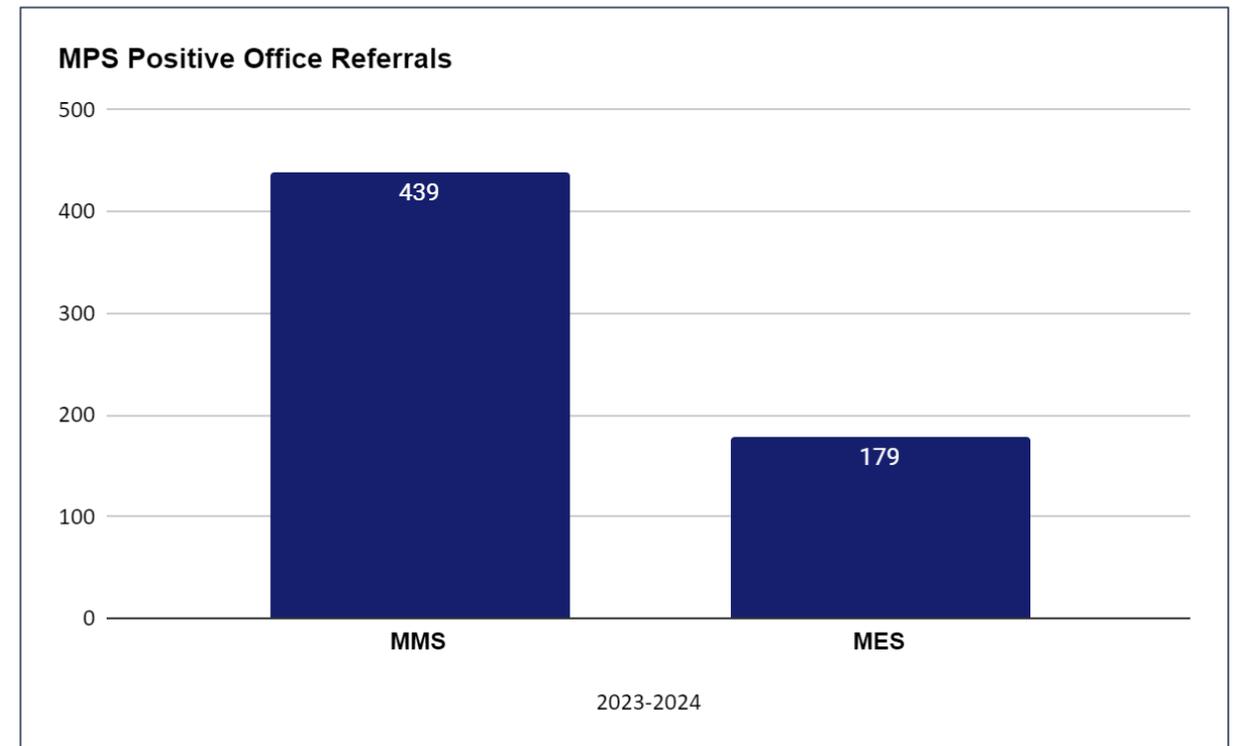


MES:

- Launched November
- Recognized Monthly

MMS:

- Launched September
- Recognized Weekly



Universal Screener: iReady



Diagnostic Assessment

- Math - Grades 1-8
- Reading - Grades 2-8
- Adaptive Assessment
- Data Informs Strategic Action
- Reporting Tools

Personalized Instruction

- Individualized Learning Pathway
- Lessons Prioritize Student Specific Skill Needs
- Lessons Components
 - Direct Instruction
 - Guided Practice
 - Independent Application of Skill



Multi-Tiered Systems of Support Data



MMS iReady Winter Performance



Reading

- At Risk for Tier 3
20% (From 25%)
- Tier 2
21% (From 18%)
- Tier 1
60% (From 57%)



Math

- At Risk for Tier 3
17% (From 21%)
- Tier 2
27% (From 32%)
- Tier 1
56% (From 47%)



Multi-Tiered Systems of Support Data

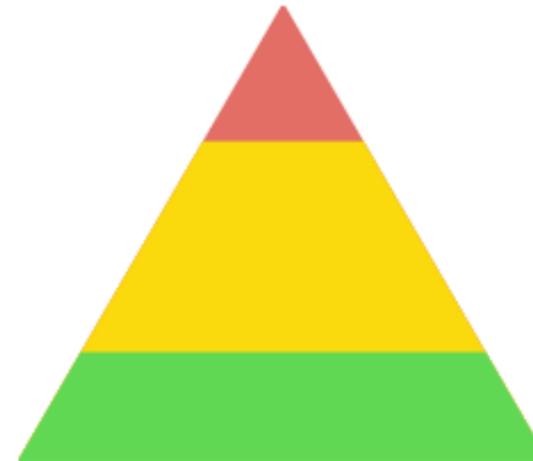


MES iReady Winter Performance



Reading

- At Risk for Tier 3
13% (From 18%)
- Tier 2
30% (From 37%)
- Tier 1
56% (From 45%)



Math

- At Risk for Tier 3
9% (From 24%)
- Tier 2
49% (From 45%)
- Tier 1
42% (From 30%)



Multi-Tiered Systems of Support Data



- Triangulation of Data Informs & Guides Adult Action
- Data Allows for Monitoring Progress Towards:
 - Individual Growth Measures
 - Grade Level Proficiency

Name	Grade	Special Ed	504	ML	iReady ELA	iReady Math
	3	N	0	N	Level 3	Level 2

Benchmark & State Assessments						
Scho...	Subject	SeasonSort	Test	Num Score	Percentile	LevelNumber
23-24	ELA	1-Fall	i-Ready	537	77	3
	Math	1-Fall	i-Ready	438	66	2
22-23	ELA	1-Fall	STAR	956	82	4
		2-Winter	STAR	890	38	2
		3-Spring	STAR	991	77	4
	Math	1-Fall	STAR	850	39	2
		2-Winter	STAR	943	86	4
		3-Spring	STAR	923	53	3
21-22	ELA	3-Spring	STAR	830	41	3
	Early Li...	1-Fall	STAR	762	47	3
		2-Winter	STAR	840	65	3.5

Math District Assessments					
SY	Test	Un...	Num Score	Percentage	LevelNum...
23-24	SFUSD	1	8		2
		2	12		3
22-23	Bridges	1	48	97.96	4
		2	30	88.24	3
		3	18	85.71	3
		5	36	76.6	3
		SFUSD	4	17	

Reading Levels				
F&P			Dibels	
Sea...	F&P ...	Level/Exp...	Score	Level
Winter	L	Level 3	366	Above Benchmark
Spring	K	Level 3		

Action

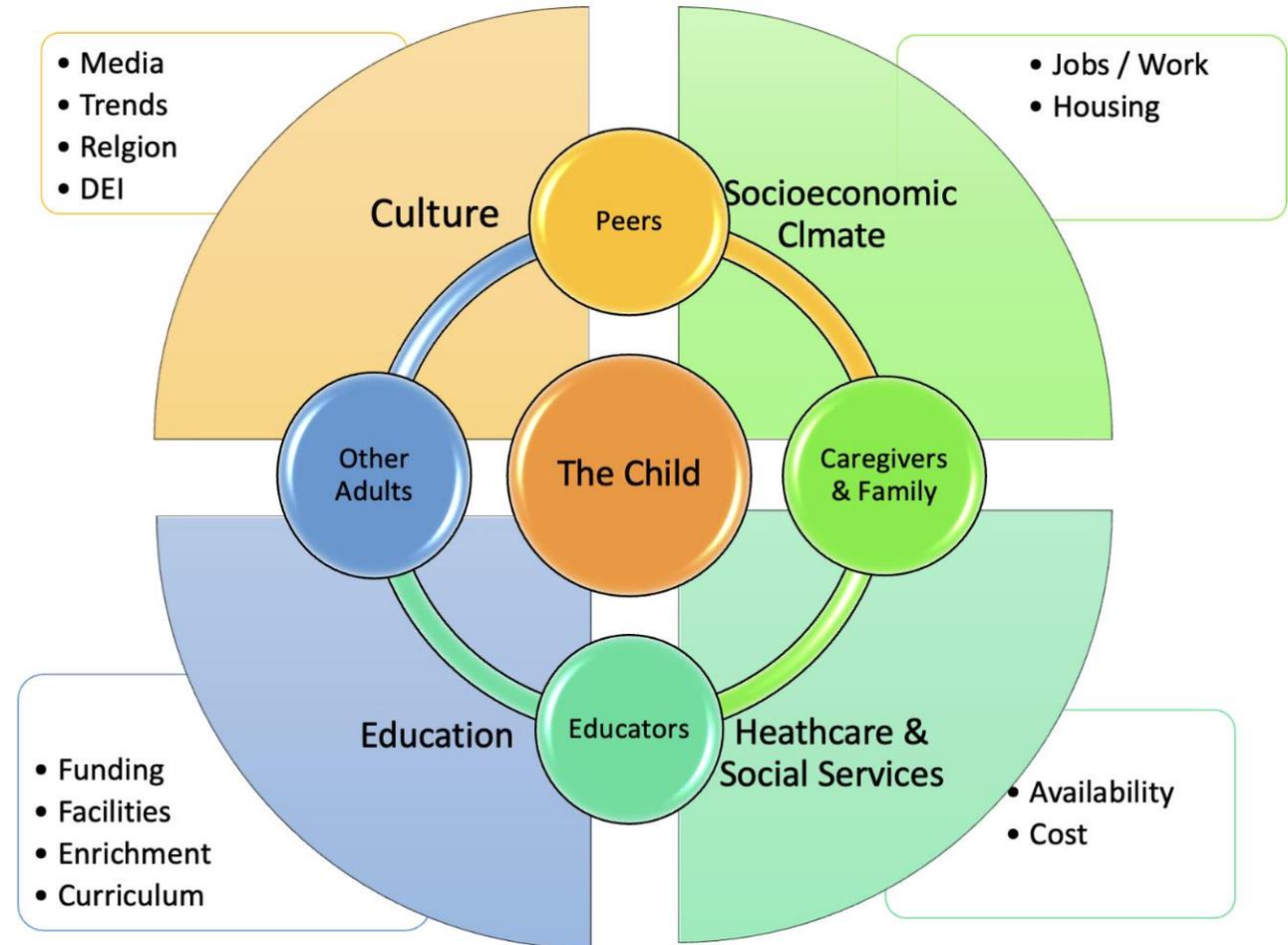
Integrate social and emotional learning throughout the school day.



Social Worker



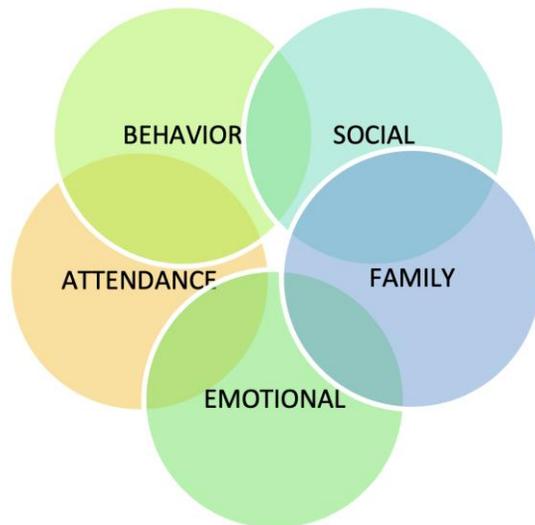
Social Work & The Whole Child Person-in-Environment



Social Worker



Presenting Issues



Systemic Interventions (Teams & Committees)

- MTSS
- Attendance
- Behavior Response
- Targeted Staff Collaboration
- Collaboration with Social Services and Community Agencies

Direct Practice Interventions

- Staff Consultation/Collaboration
- SEL Groups
- Family Support Groups*
- Individual Mental Health Counseling*
- Family Therapy*
- Parent Consultation*
- Sibling Support Groups (*Coming Soon*)
- Referrals

* May occur beyond school hours and location.

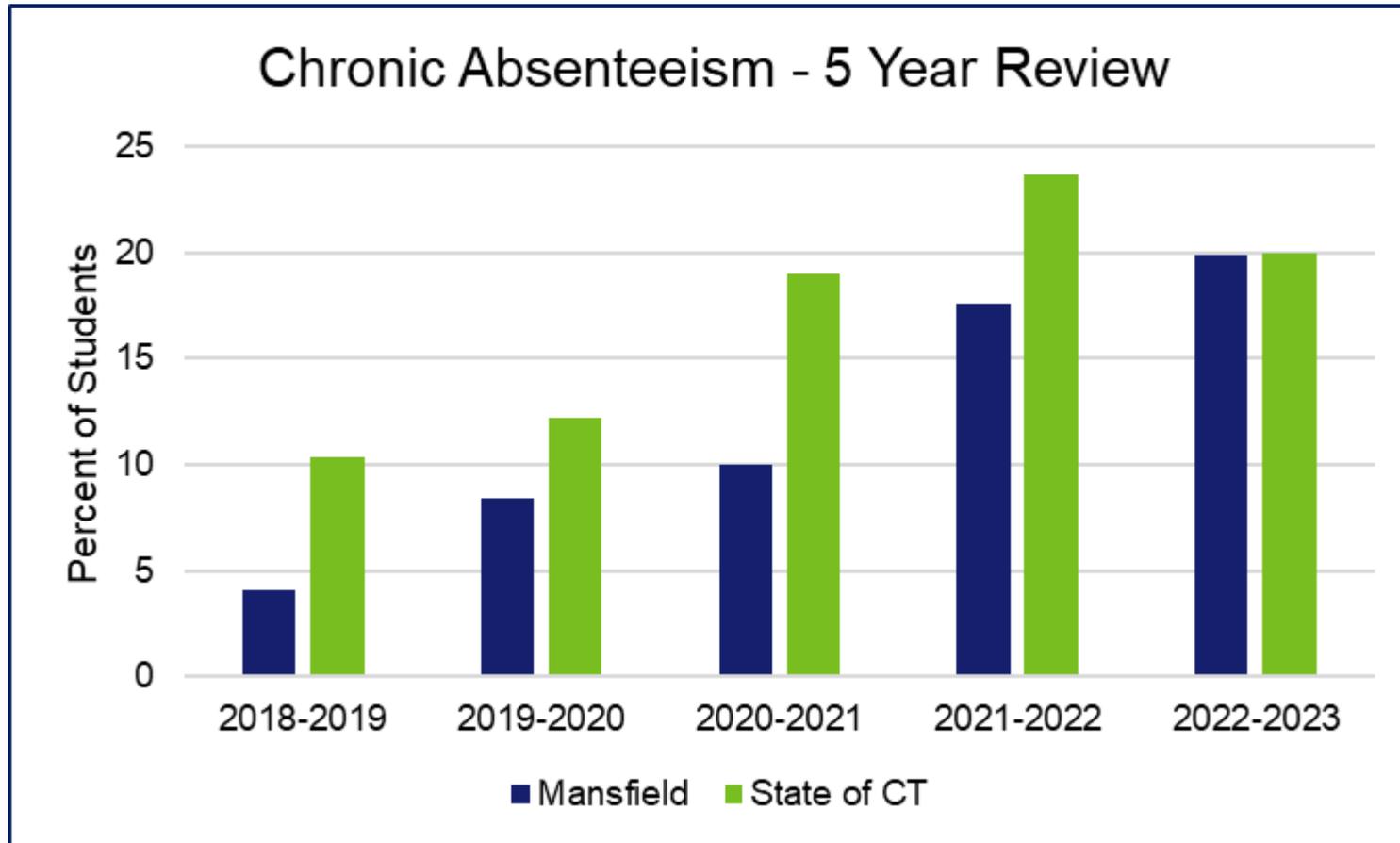
Chronic Absences



- Chronic Absenteeism - when a student has been absent for 10% or more of their enrolled school days for any reason.
- Truancy - when a student has 4 or more unexcused absences from a school in a month or 10 or more unexcused absences in a school year.



Chronic Absences

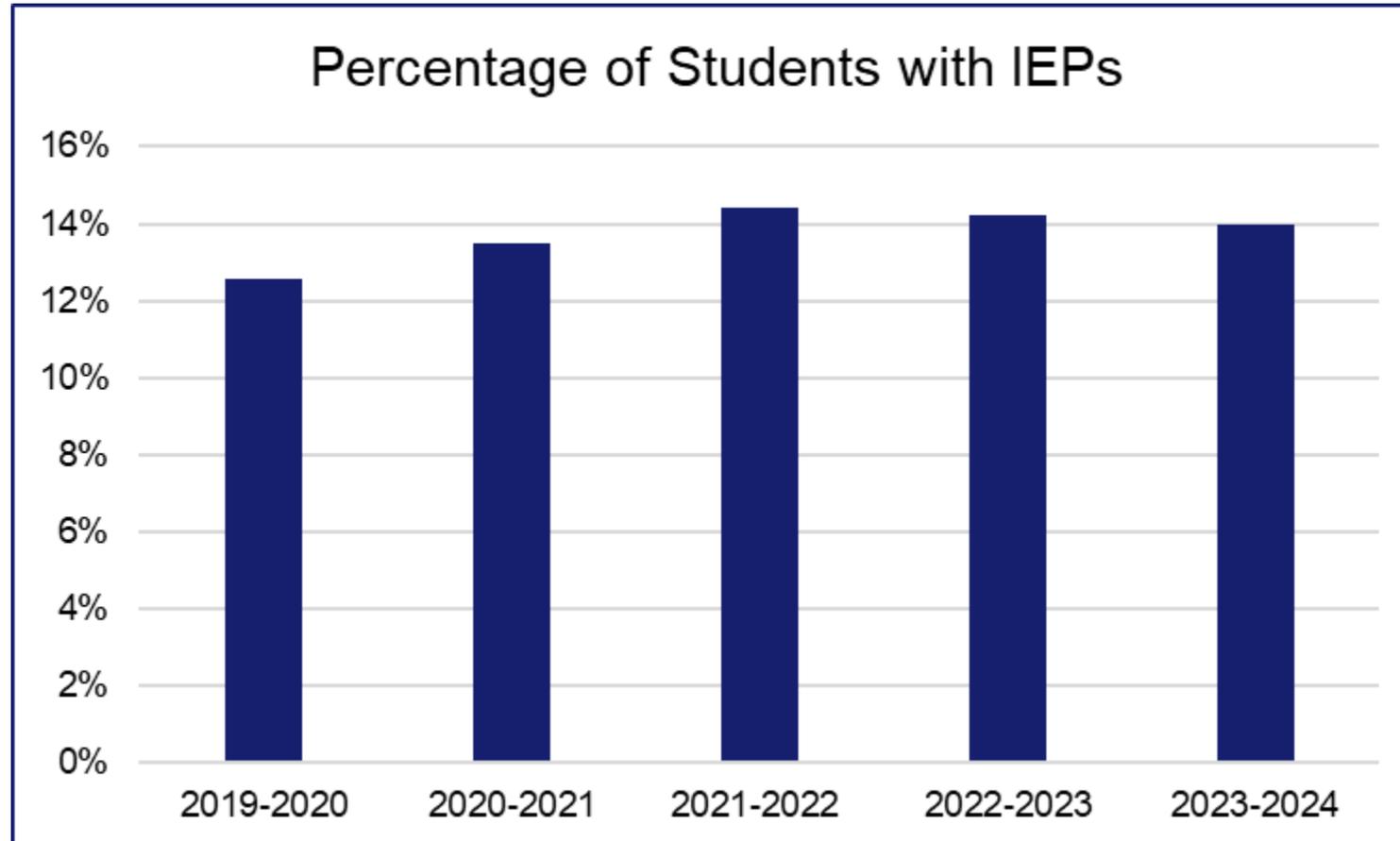


Chronic Absences



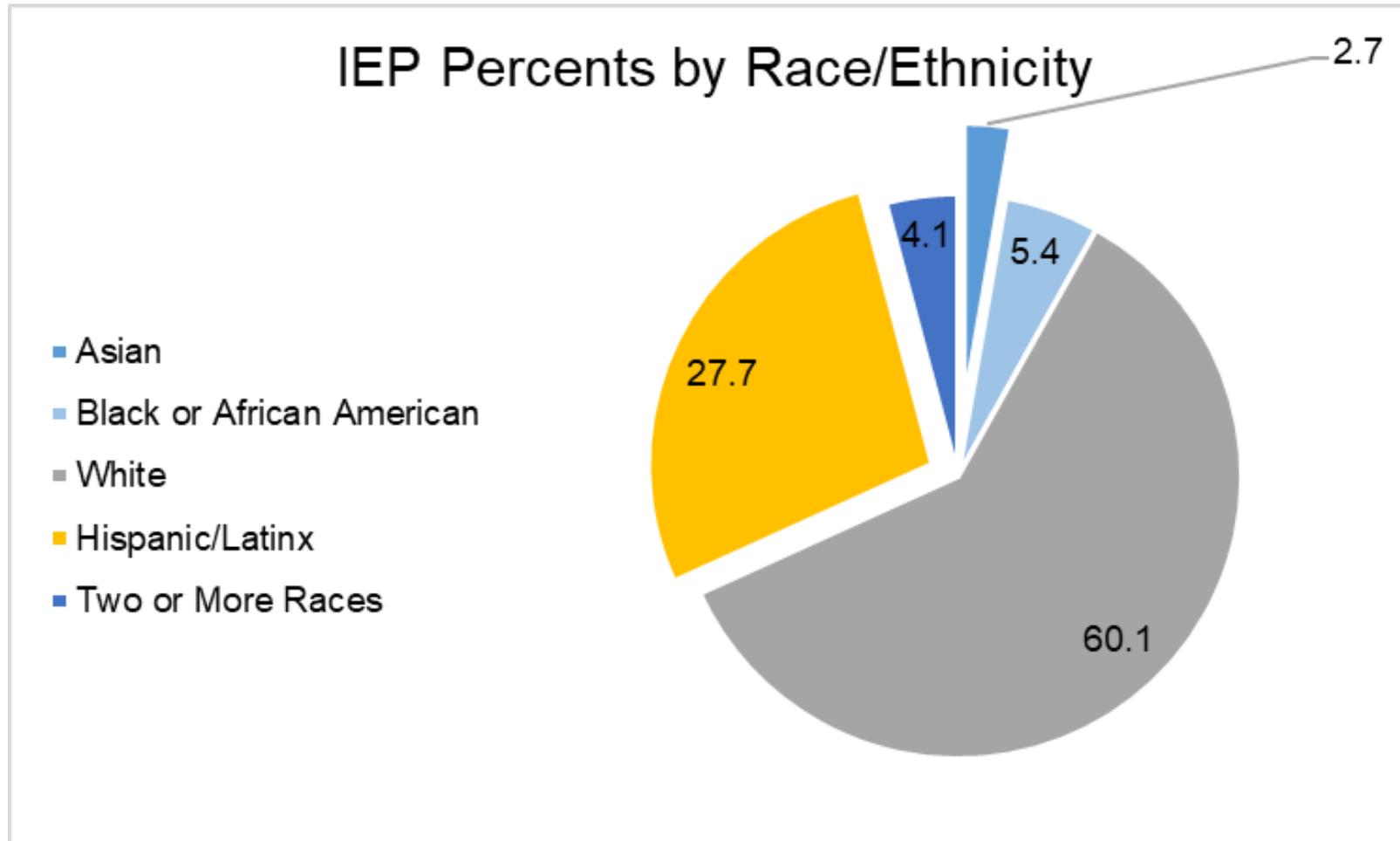
-
- Improvements in chronic absenteeism for students with IEPs
 - Regular team meetings to identify increased absences, review past practice
 - Home visits & Family meetings
 - Working with community agencies
 - School based attendance campaigns

Student Support Data

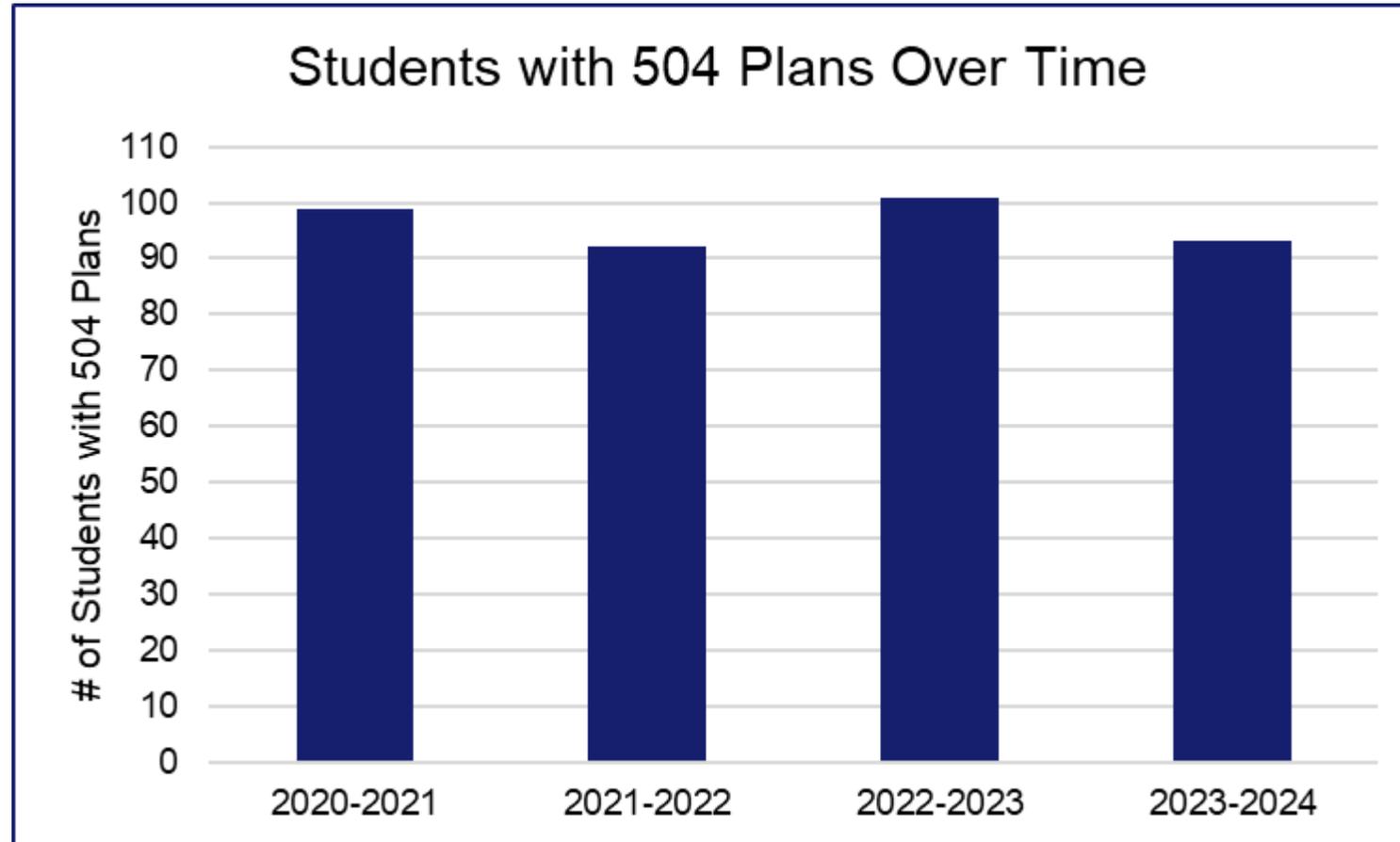


Based on October 1st PSIS data.

Student Support Data

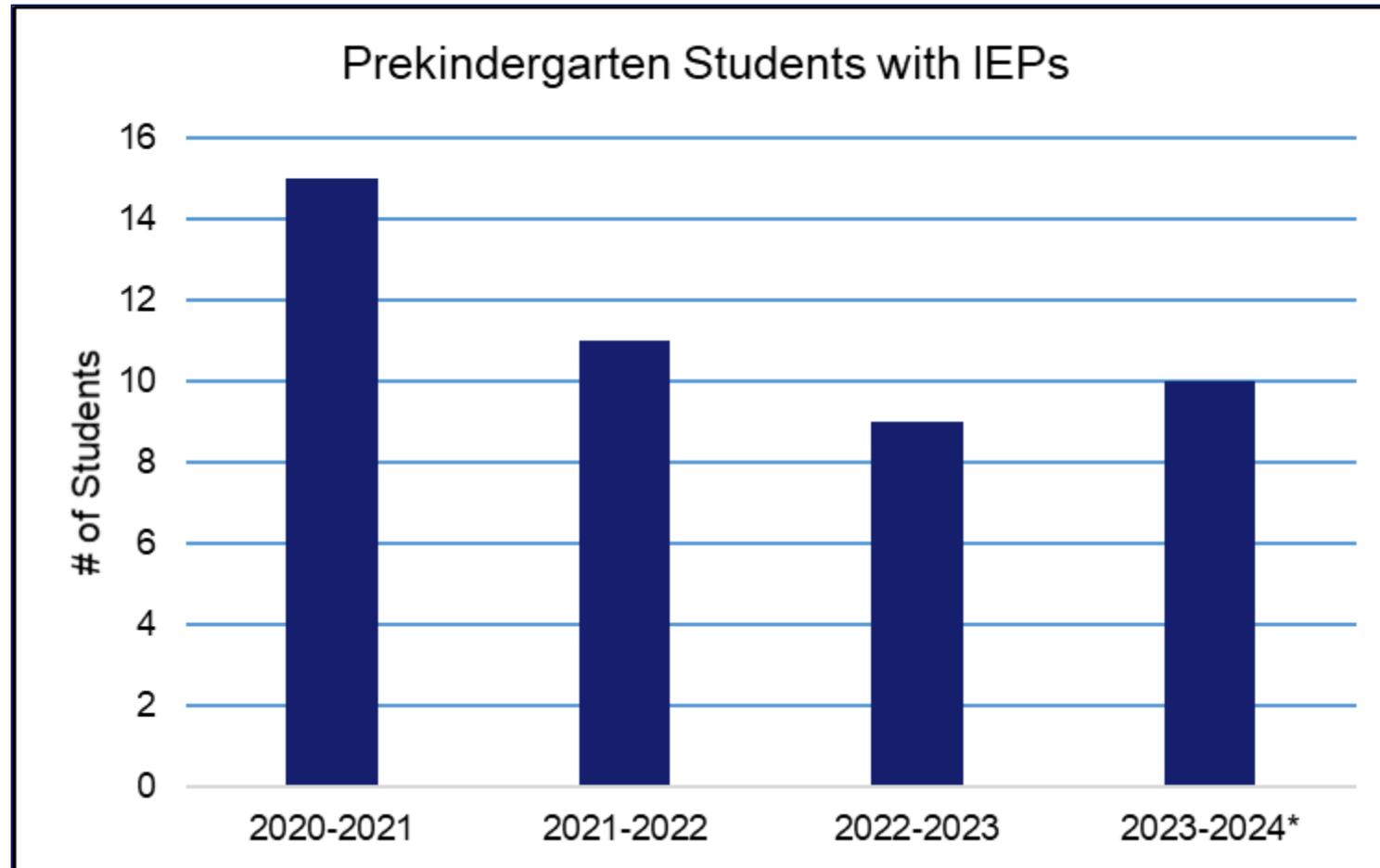


Student Support Data



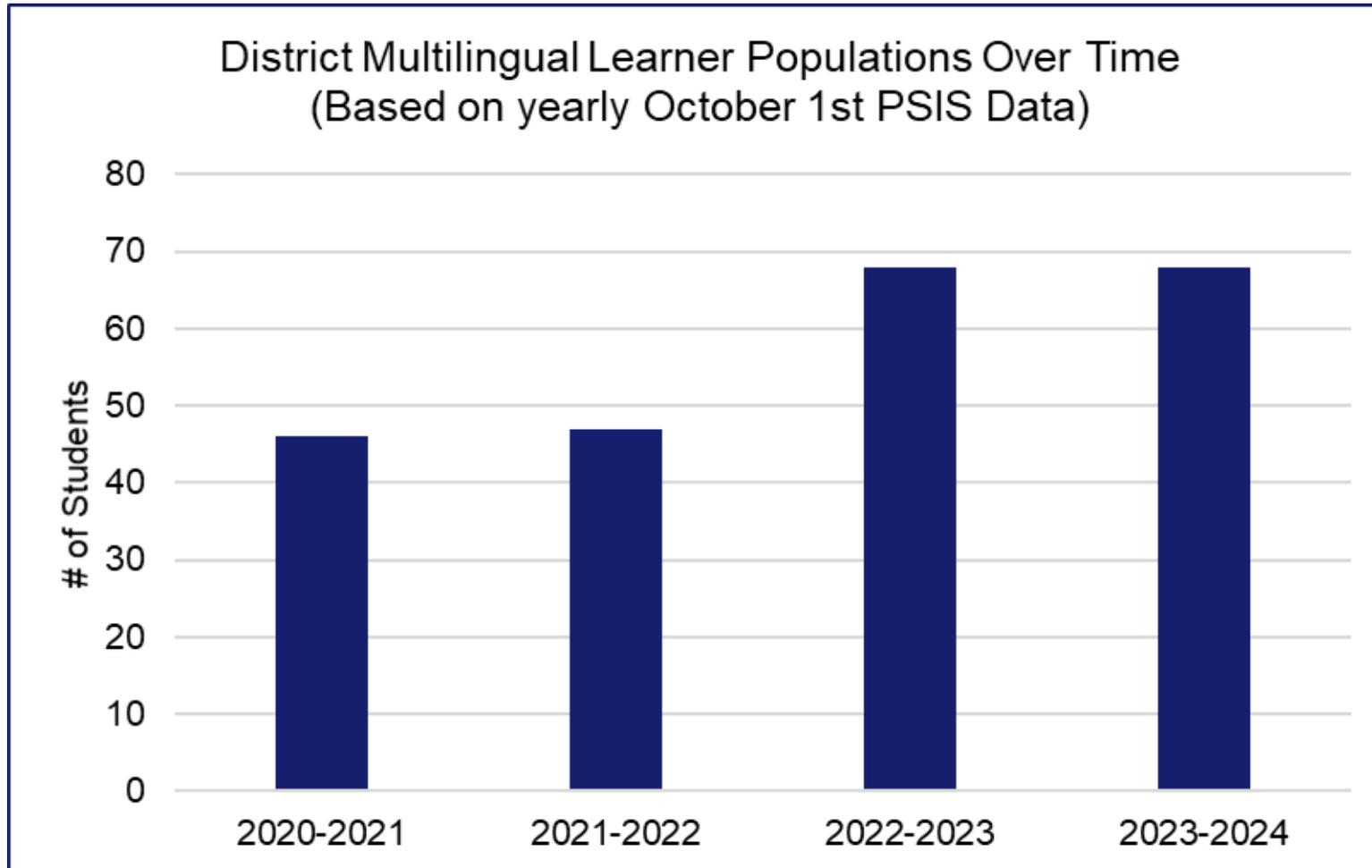
2023-2024 data is as of 1.4.2024

Student Support Data



2023-2024 data is as of 1.4.2024

Student Support Data



Action

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.



Related Arts

MES-

Art, Music, STEM, Library, Spanish,
Physical Education, Enrichment

MMS-

Art, Music, Library*, Tech Ed, Life &
Consumer Sciences, Physical
Education, World Language



Sports & Physical Activities



Soccer, Cross Country, Basketball, Mileage Club, Baseball, Track and Field, Softball, Volleyball, Ropes, Hiking Club



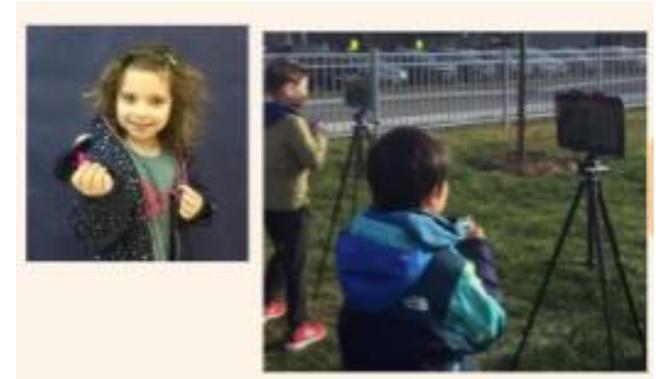
MES: Enriching Student Participation Data



All students have opportunity/access and can vary based on day/interest (ie recess- Mileage Club)

Examples of Activities Offered:

Morning Announcements(Grade 4), Mileage Club, Knowledge Hub Club (16), STEM Challenge of the Month, ECO-Action Team (12), Ambassadors Club, Learning Garden, Robotics (52)



MMS: Enriching Student Participation Data



1st Quarter 307 students participated
2nd Quarter 295 students participated

Examples of Activities Offered:

Kitchen Table, Fiddle Band, Garden Club,
Trading Cards, Yearbook, Art Lab,
Changemaker, Invention Convention, Math
Counts, Student Council, Board Games, Coding
Club, Morning Announcements, Running Club,
Quiz Bowl, Sci Fi Movie Club, My Pride
Leadership, Bird Watching, Mandarin

A poster for 'MANDARIN MAVENS!' with a red background and a yellow diamond-shaped ornament containing the Chinese character '猴' (Monkey). The text on the poster includes:

MANDARIN MAVENS!
With Mr. Way

Join in the cultural exchange of Mandarin culture!

This quarter we will explore more vocabularies.

DAY: **Monday**
TIME: **2:45 - 4:10**
LOCATION: **Room 308**
ENROLLMENT: **18 students**

Learn
Mandarin
Chinese

A poster for 'BIRD WATCHING' with a red background. It features a cartoon illustration of a boy with a hat and binoculars looking at a blue parrot perched on a branch. The text on the poster includes:

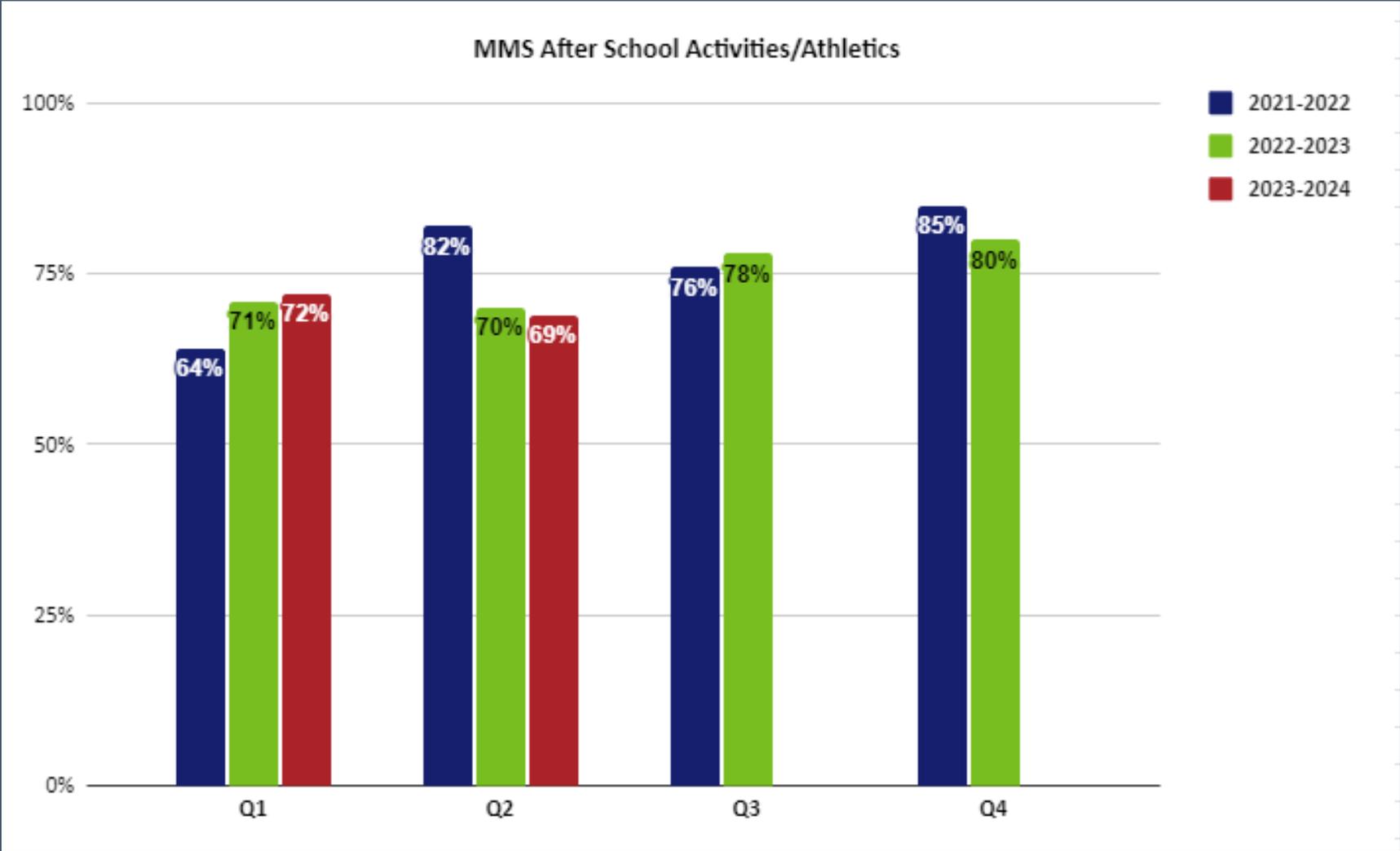
BIRD WATCHING
With Ms. Varga

Are you interested in learning more about our native birds and how to help them thrive? In this club, we will spend some time outside observing birds in their habitats, discuss ways we can help them, and also do some hands-on activities and projects. Be prepared for the outdoors, walking/hiking and light crafting. Binoculars, books and any supplies will be provided!

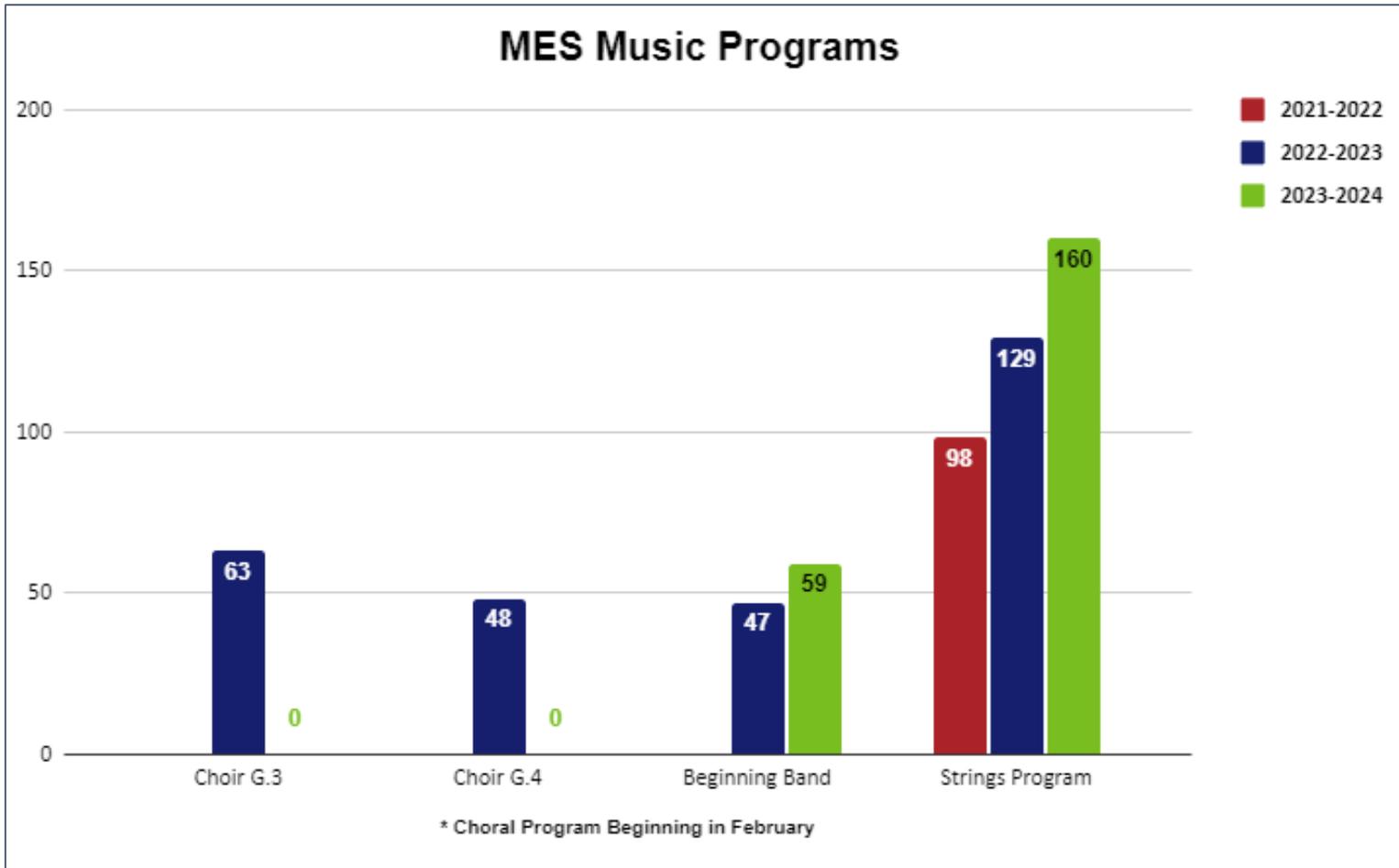
DAY: **Tuesday**
TIME: **2:45 - 4:10**
LOCATION: **Room 106**
ENROLLMENT: **18 students**

A cartoon illustration of a light blue bird with a yellow beak, wearing a grey hat and holding a small object in its beak.

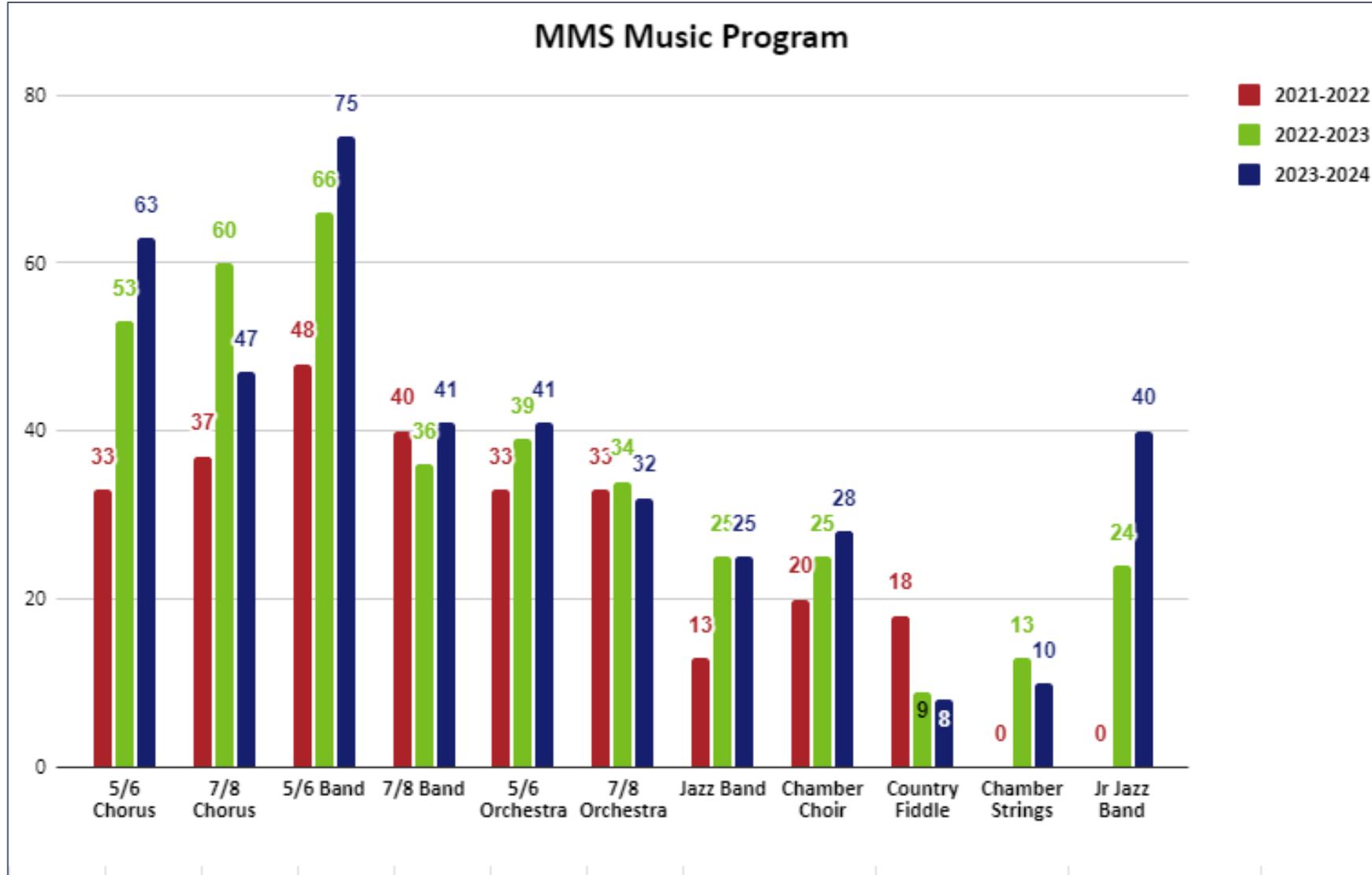
MMS After School Activity Participation



MES Music Program Participation



MMS Music Program Participation

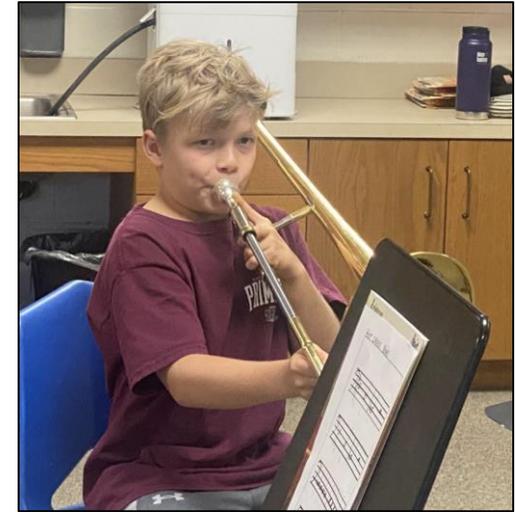


MES Elementary Instrumental Program

- Weekly lessons began in October
- Over 219 students receive lessons



Cello Lessons	Grades 2 - 4	44 students
Woodwind Lessons	Grades 2 - 4	29 students
Violin Lessons	Grades 2- 4	121 students
Brass Lessons	Grades 2- 4	26 students
Percussion Lessons	Grades 2 - 4	4 students



* Grade 4 Enrollment: 102

96 of those students participate in the MES Music Program

Recognitions and Celebrations



Staff

Shoutouts Bulletin Board

Team Leader Minutes ~ highlighting teacher contributions/accomplishments

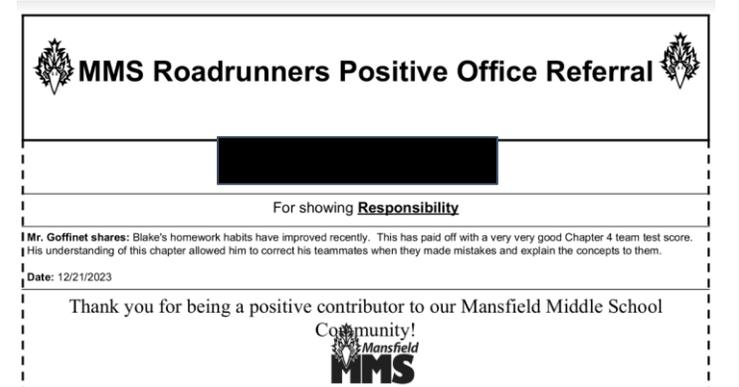
Promising Practices at staff meetings

Sharing staff photos, pets, wall of gratitudes

Student

Paws-ativity Assemblies

Rocking Road Runners



Action

Engage all families with effective and accessible communication outreach that acknowledges and removes barriers that include language, access to technology, culture, and/or ability.

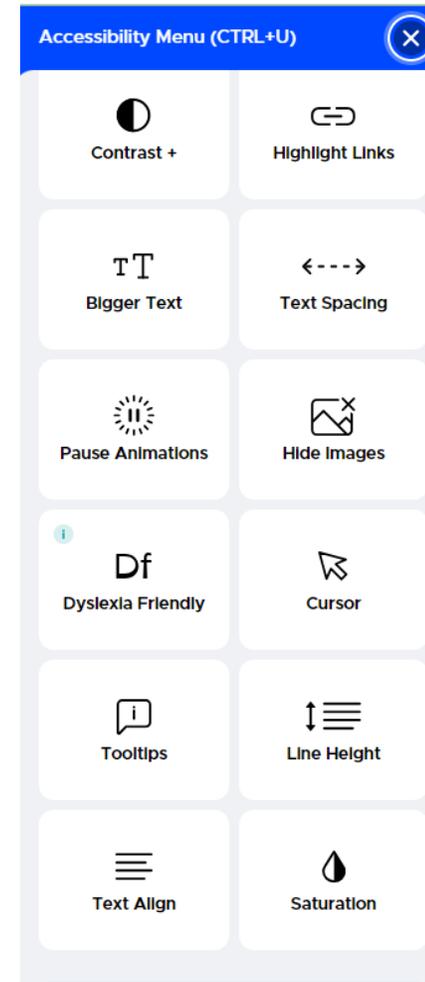


Website Accessibility

Our [town](#) and [school](#) website features accessibility tools. You can access these tools by clicking on the accessibility icon in the lower right hand corner or using CTRL-U.



At the bottom right corner is also the option to select a language. There are 100+ choices.



Action

Partner with community agencies to provide behavioral and mental health during and beyond the school day.



Hello 5th Graders!

**ARE YOU LOOKING FOR A FUN PLACE TO HANG OUT DURING A OR B LUNCH?
DO YOU ENJOY PLAYING GAMES AND DOING ACTIVITIES WHERE YOU CAN MEET OTHER 5TH GRADE STUDENTS?**

Join Mansfield Youth Services staff and interns on Thursdays during A or B lunch for 5th Grade Lunch "Check-in" Group!
Have an adult complete the attached permission slip and return it to Mrs. Sydie in the Back Office, or to the mailbox outside Room 207A.

Don't forget to sign up each Thursday to join us for lunch, space is limited!!!

**HAVE QUESTIONS? ASK AN ADULT TO CONTACT
ROBIN KRAEMER AT
YSB@MANSFIELDCT.ORG**

Mansfield Youth Services



Vision Statement:

The Mansfield Youth Service Bureau is committed to fostering positive youth development, social-emotional learning, and community connections by empowering Mansfield youth and families to strive towards independence, resilience, and growth.

We value advocacy, collaboration, education, inclusivity, service, kindness, and friendship.

Our Team:

Katie Bell, Marangely Diaz, Robin Kraemer,
Kelly McKenney, & Jocelyn Santiago

Mansfield Youth Services



School-Based Counseling Services

- YSB staff are at MMS four days per week to meet with youth for individual school-based counseling services
 - “Check-in” style sessions for solution-focused supports to decrease potential for emotional overwhelm during school day
 - Scheduled in collaboration with parents and MMS staff to help minimize academic impacts on individual youth
- No diagnoses are required and we don’t bill insurance and thus able to meet with youth who might not meet insurance requirements for “Level of Care” for outpatient counseling services
- Able to meet with youth who don’t have 504 Plans or IEP’s

Mansfield Youth Services



Our Positive Youth Development Programs

School Year

- Cope – Elementary aged mentoring program (grades 1-4)
- *New* Tiger Strong! – Elementary aged SEL and movement based afterschool program (grades 3 & 4)
- 5th Grade Lunch group check-ins
- Big Friends – Middle School aged mentoring program
- MY Pride – Middle School aged LGBTQIA2S+ celebration program
- *New* Mustangs – Middle school aged project-based service learning program
- Collaborations in progress with E.O. Smith with recently expanded YSB staffing

Summer

- Mustangs – Middle school youth service learning group
- Great Outdoor Adventure Learning (GOAL) – Adventure-based for youth preparing to enter high school
- Covenant Soup Kitchen Volunteer Program – Middle and High School aged youth

Action

Implement culturally responsive teaching practices that are relevant to our community and students.



Math Pathways



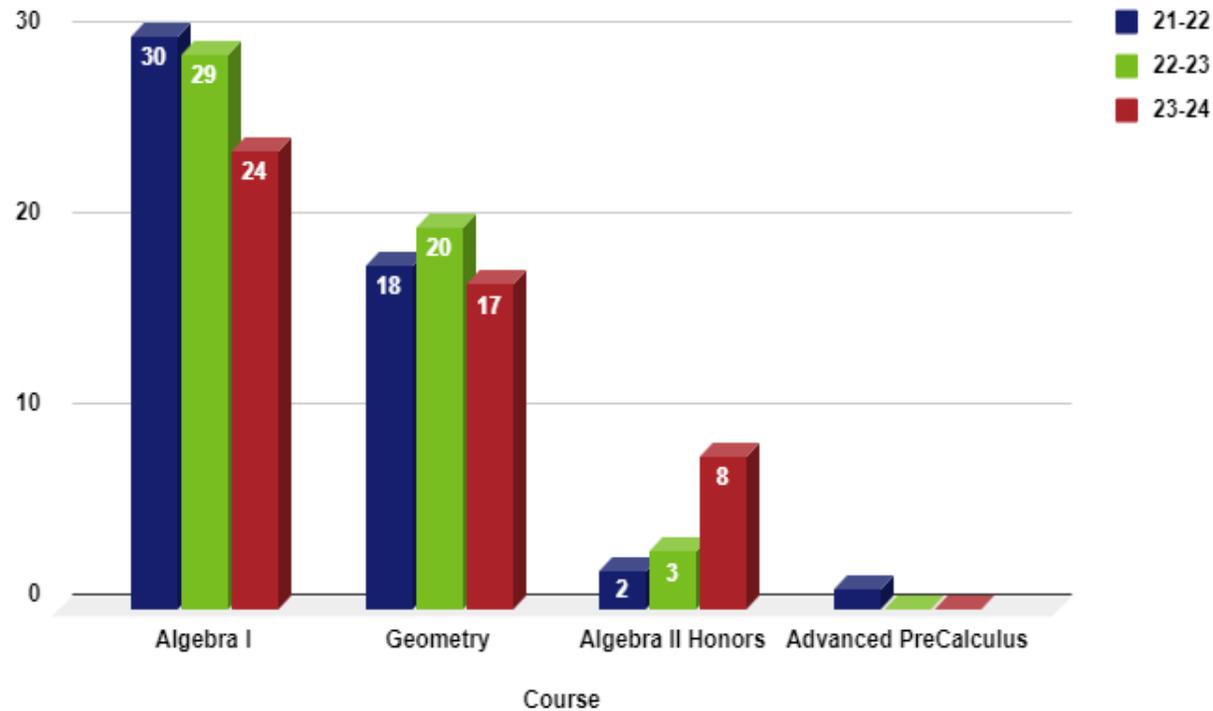
Pathways in Grade 5	Grade 5	Grade 6
On Grade-Level	Grade 5 Math	on grade-level or one-year accelerated pathway
Accelerated	Grade 5 & Grade 6 Math	one-year accelerated or two-year accelerated pathway

Math Pathways	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
On Grade-Level	Gr. 6 Math	Gr. 7 Math	Gr. 8 Math	Algebra I	Geometry	Algebra II	Precalculus or another math course
One-year accelerated	Gr. 6 & half of Gr. 7 Math Course	Complete Gr. 7 & Gr. 8 Math Course	Algebra I	Geometry	Algebra II	Precalculus	Calculus or AP Stats
Two-Years accelerated	Gr. 7 & Gr. 8 Math	Algebra I	Geometry	Algebra II	Precalculus	Calculus	AP Stats or UCONN Math Course

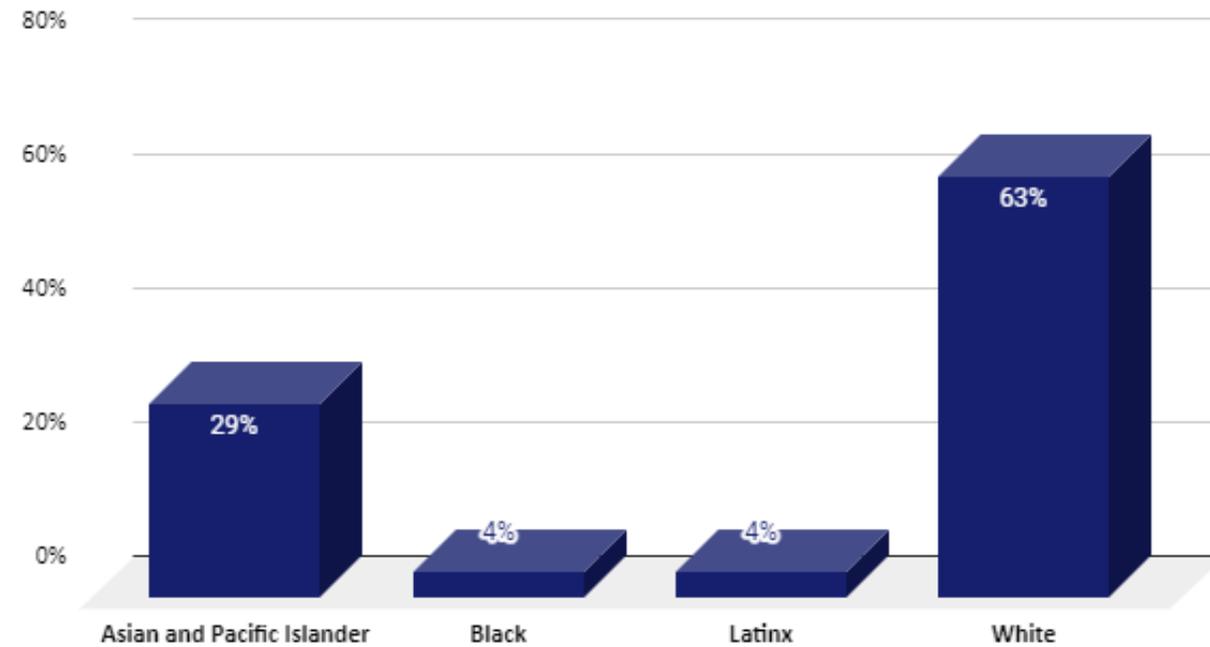
Math Enrollment Data



Advanced Math Placement



Ethnicity



Access/Opportunities for Families



- Concerts
- Open Houses
- Curriculum Family Meetings Math/ELA
- Family Conferences
- Movie Nights
- PTO Events- Fall Festival , Snow Ball
- MES Craft Fair
- Grade 6 Family Potluck



MES PTO Snow Ball

The time has come to don your dancing shoes and prepare for the event of the season! The Mansfield Elementary School PTO cordially invites all MES Tigers and their Families to the Snow Ball on Saturday afternoon, January 27th, 2024.

1:30-3:00pm Pre-K - 1st
3:30-5:00pm 2nd - 4th

This event is for all Mansfield Elementary School Students and their families. There are two waves of dances so that all ages are able to have the most memorable experience possible. We understand many families will have children in different grades. When selecting what wave/s to attend, please do what is best for your family. We are certain that fun will be had by all!

RSVP required for this event
See the attached page to RSVP!

The MES PTO is dedicated to enhancing the educational experience for every child and building a healthy, loving community. Your contribution, no matter how small, will aid us in raising funds to sustain this mission. Your support of the MES PTO enables us to continue hosting events that are free and accessible to all. Thank you for your partnership in nurturing our strong and vibrant Mansfield Elementary School community.

<https://venmo.com/u/MansfieldTigersPTO>

A QR code is located in the bottom right corner of the poster, which likely links to the Venmo page mentioned in the text.

Reports of Progress Cycle

