

District Development Plan

2024-2025



MANSFIELD
CONNECTICUT
Public Schools

Report of Progress: Know Students

September 26, 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**.



Develop the whole **CHILD**.



Ensure **ACTIVE** learning.



Build **PARTNERSHIPS**.



Prepare **GLOBAL** citizens.

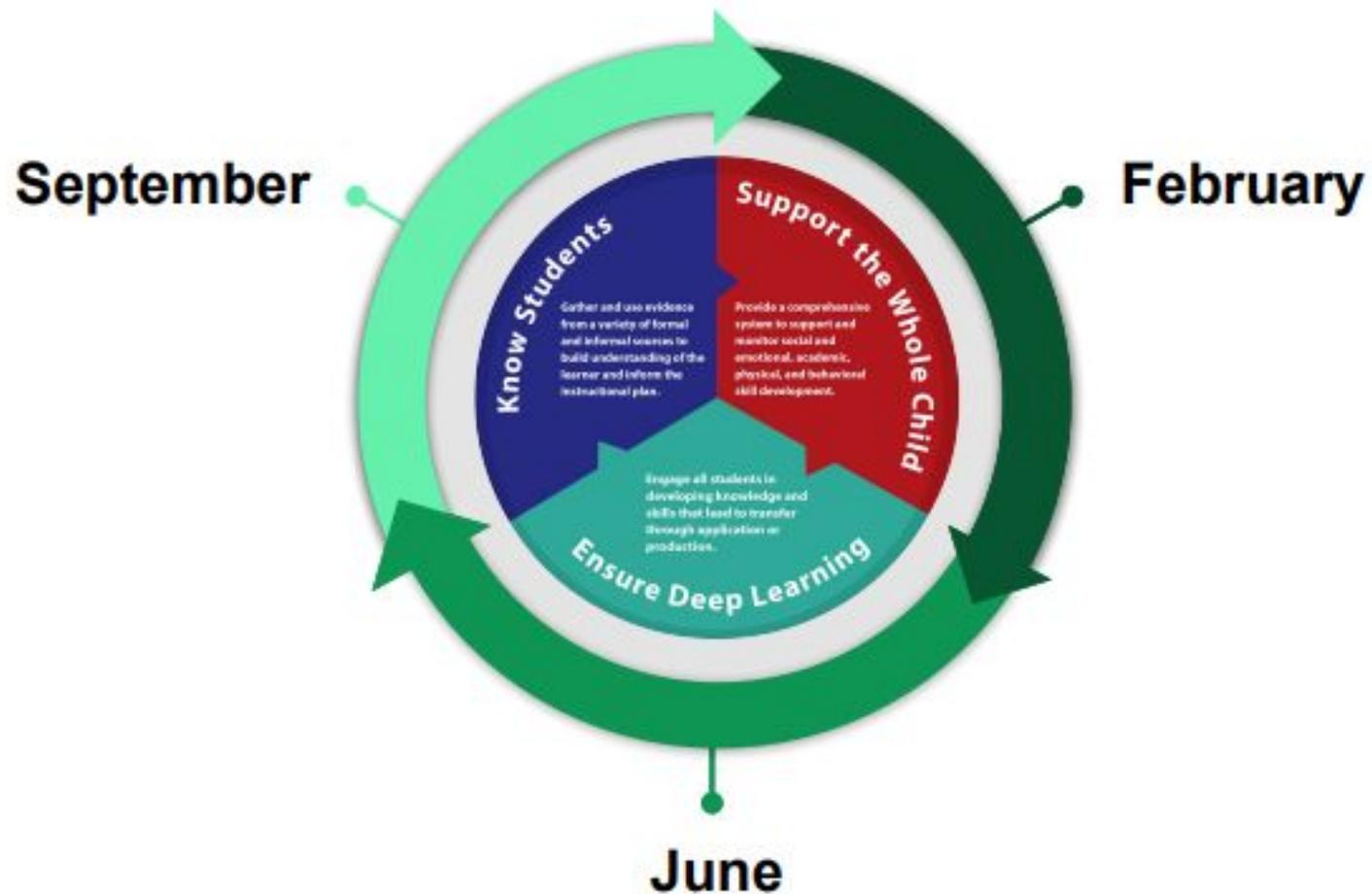


Grow **EDUCATORS**.





Reports of Progress Cycle





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

What does it mean to “Know Students?”

What will we do to improve?

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

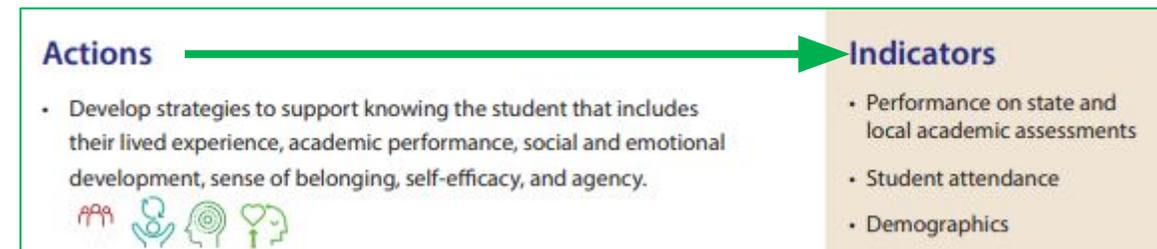
How is this aligned to our Core Beliefs?

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



Instructional Coaching



Partnering to Promote Student Success

Elements of Effective Instructional Coaching

- Collaborative & Non-Evaluative
- Guided by Goals
- Allows for Learning & Reflection
- Includes Observation & Data Collection



Instructional Coaching Framework



Learning and Growing Together

- Consulting - Problem solving in the day to day based on specific needs
- Lesson Study/Lab Sites - capacity building through a team focused approach
- Three Week Coaching Cycle - growing educators and developing expertise in a personalized approach
- Helps teachers “know students” through co-planning, feedback, guided supports



Every Classroom Every Day



- Classroom visits to get to know students
- Focus on visibility of learning and students growing independence



Every Classroom



Next steps:

- Grade Level Team Leaders visiting
- Vertical and Horizontal visits
- Related Arts and Classrooms



Family Engagement

- New Webpage for Families
- Focus on Communications Strategy, Plan, & Monitoring
- Strategic Focus on Timely Supports & Opportunities for Families
- Utilizing Talented Staff to Lead
- Family Advisory is a standing PTO/MSA Agenda Item
- Use of Task Forces and Focus Groups that include family leaders

Welcome To our Family and Community Page

"Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career."

 New Students and Their Families	 Connecting with Our Community	 Family Learning & Participation	 Explore Our Wider Community
<ul style="list-style-type: none"> New Student Registration Prekindergarten Kindergarten Contact Schools Student Support Services School Hours, Closings & Delays 	<ul style="list-style-type: none"> Community Weekly Notices MES Weekly Notices MMS Weekly Notices District Staff Directory MES Staff Directory MMS Staff Directory District Newsletters 	<ul style="list-style-type: none"> MPS Family Handbook MES PTO MMS MMSA CT's Definition & Framework for Family Engagement MPS Diversity, Equity & Inclusion MPS Family Resources Page 	<ul style="list-style-type: none"> Town of Mansfield Board of Education Mansfield Public Library Mansfield Parks & Recreation Mansfield Youth Services Mansfield Advocates for Children Regional High School

MMS First Day



First Impressions Matter

- We want every student leaving excited to come back tomorrow
- Build a sense of belonging and community
- Focus on knowing our students and knowing how we work together



MMS First Day



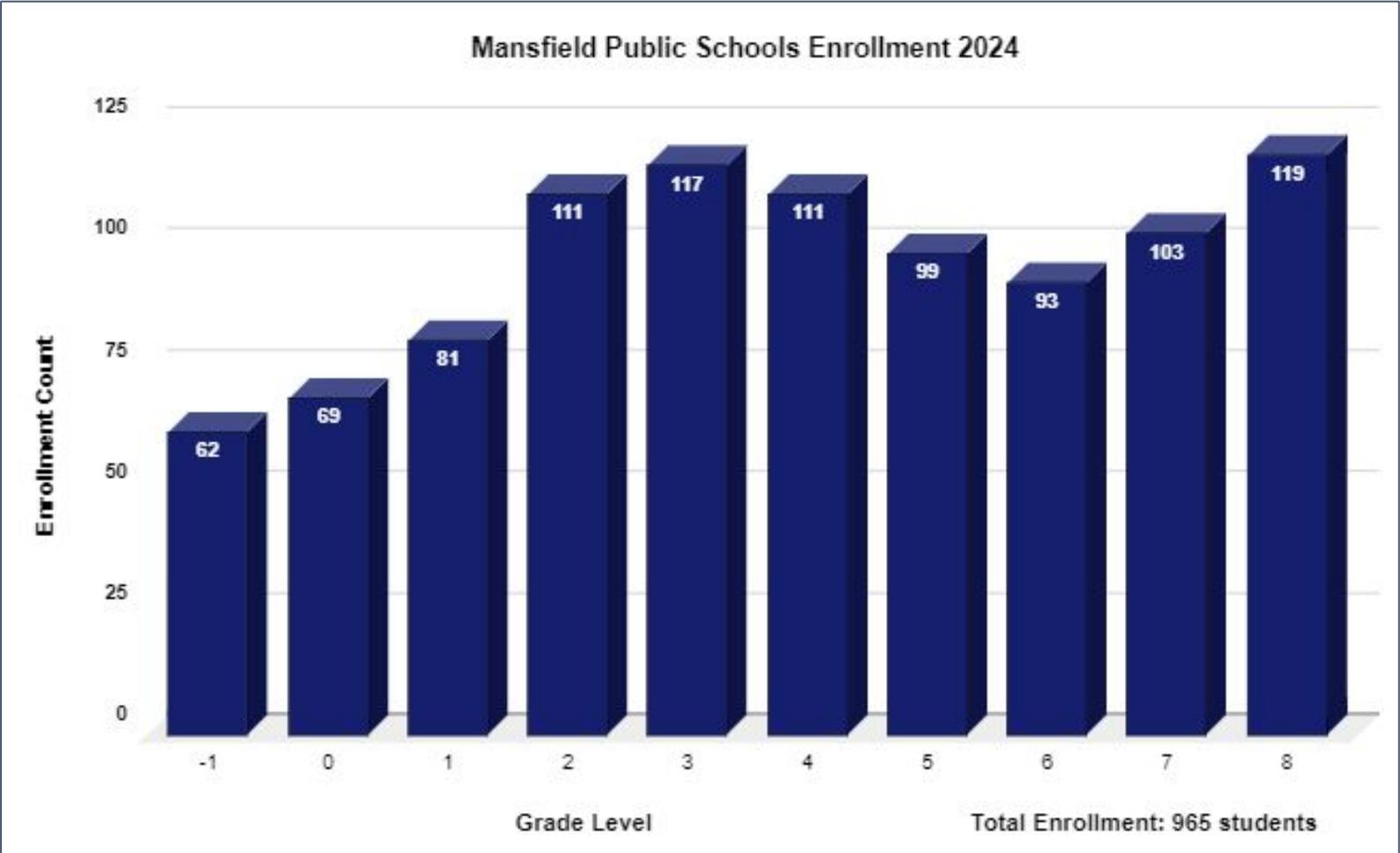
I'm Possible

- Keynote speaker to ignite a spark in our students and our school community
- Theme of believing in yourself and others

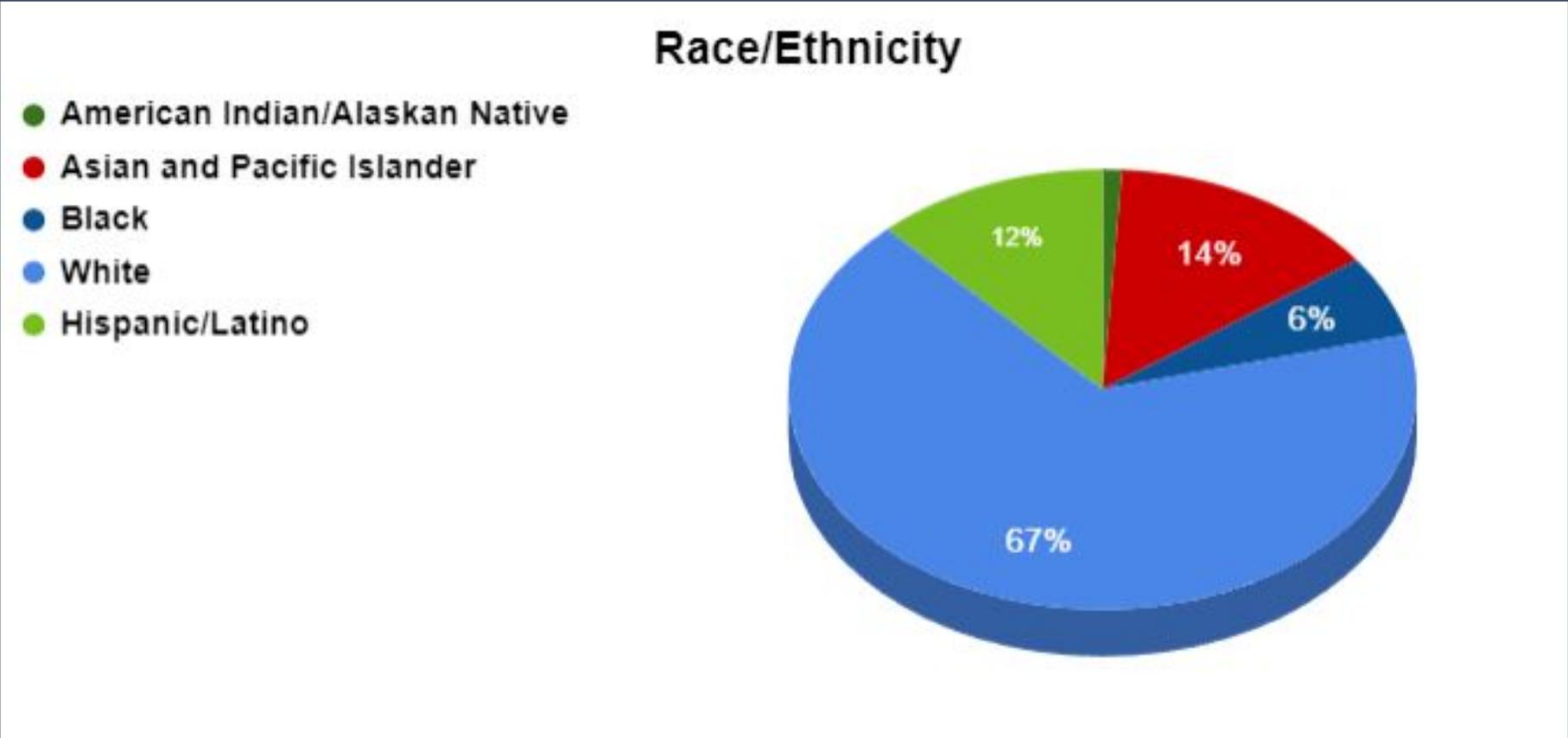




Student Enrollment



Student Demographics



Home Languages

Arabic	8
Bengali	5
Dutch	1
English	762
Farsi	2
French	1
German	6
Greek	1
Gujarati	1
Hindi	6

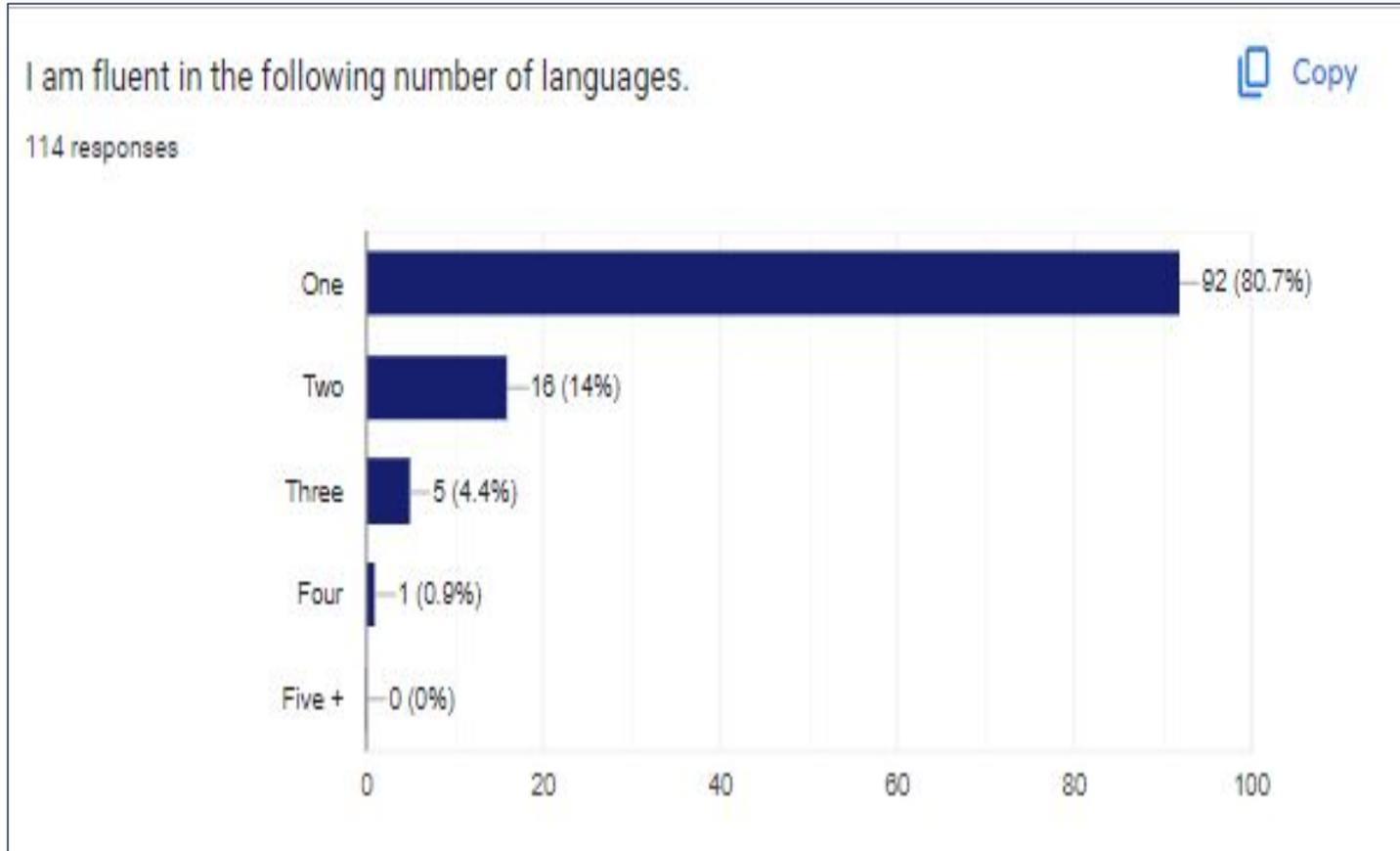
Italian	2
Japanese	1
Korean	2
Malay (Indonesian)	1
Malayalam	2
Mandarin	54
Nepali	19
Polish	2
Portuguese	6
Punjabi	4

Spanish	62
Swahili	1
Telugu	2
Turkish	5
Ukrainian	1
Urdu	1
Uzbek	3
Vietnamese	2
Yoruba	2

	English	Non-English
District	79%	21%
MES	77%	23%
MMS	81%	19%

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

MPS Staff Languages Spoken



- Arabic
- English
- French
- Flemish
- Spanish
- German
- Mandarin
- Cantonese
- Afrikaans
- Polish
- Bosnian
- Portuguese
- Russian
- Ukrainian
- Farsi
- Gujarati

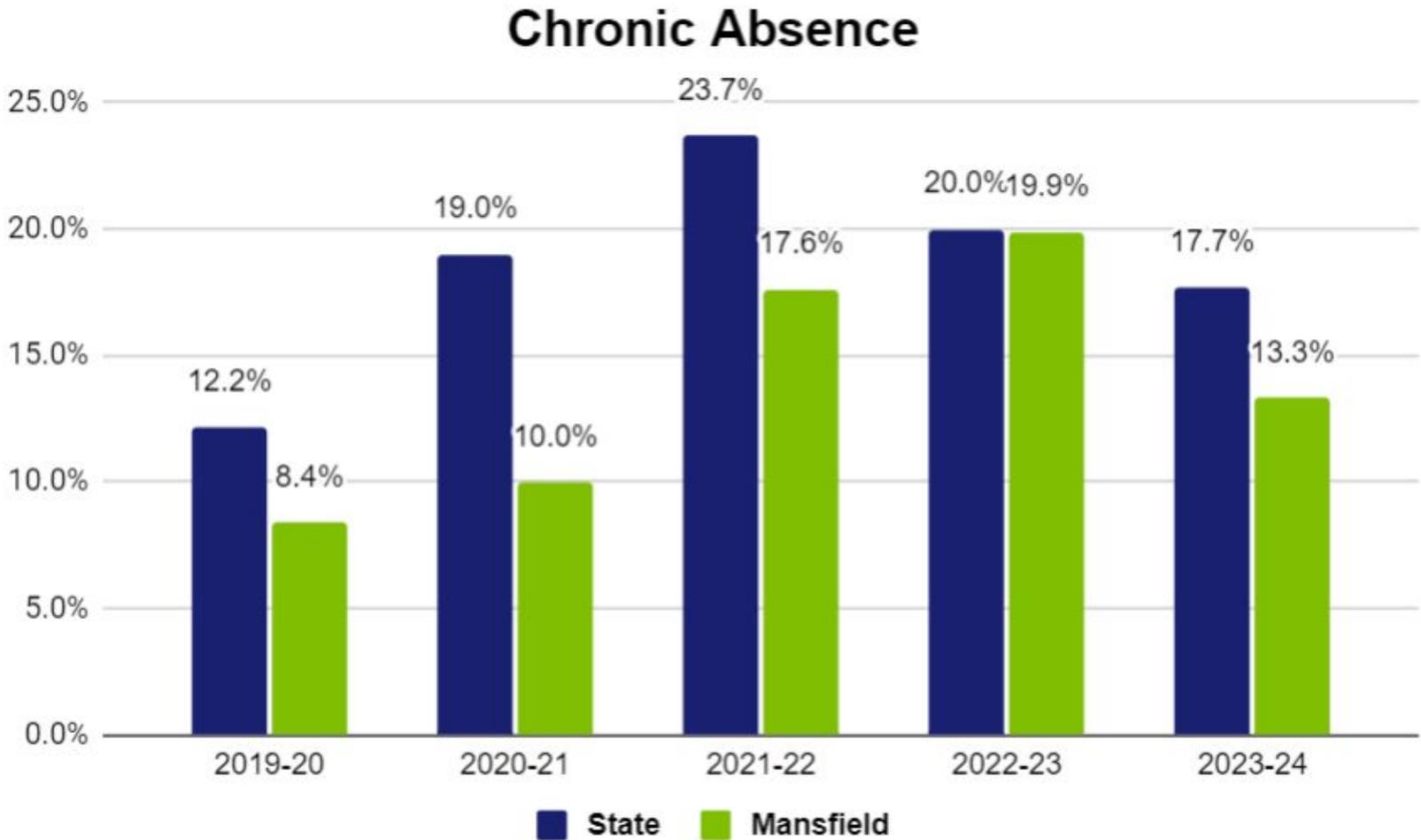
**Our staff speak 15
different languages.**



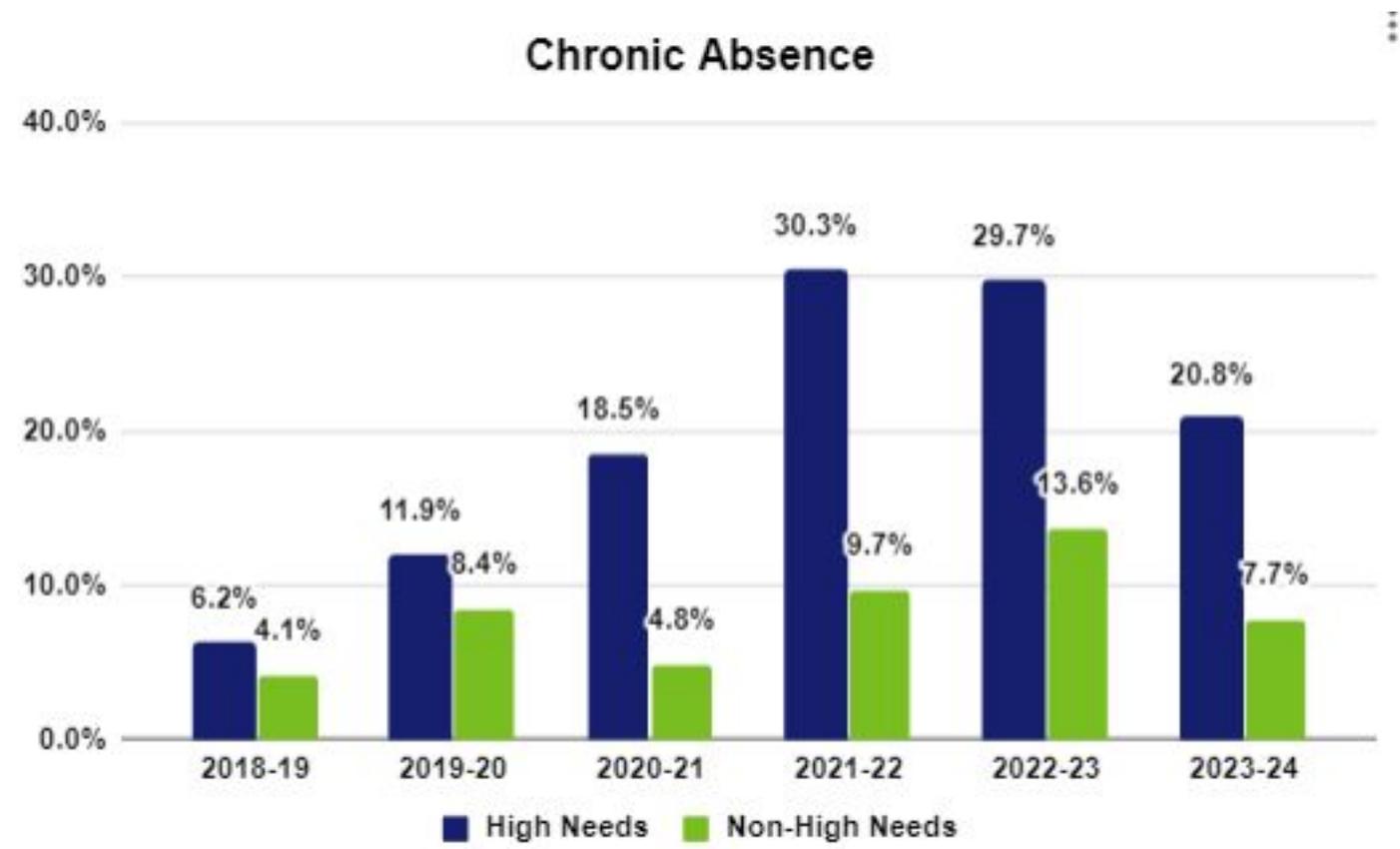
Average Student Attendance Rates

	2020	2021	2022	2023	2024
Mansfield	96%	96%	94%	93%	94%
State	95%	93%	92%	92%	93%

Student Chronic Absences



Student Chronic Absences



Student Climate Surveys



Student Climate Survey Data	MES 22-23	MES 23-24	MMS 22-23	MMS 23-24
I feel safe in this school.	87	94	91	91
The school rules are clear.	94	98	87	94
Adults at my school care about students.	94	94	93	91
I feel like I belong at this school.	79	82	89	89
Students help one another in this school	83	85	74	76
I feel comfortable talking to at least one adult in this school.	88	88	88	87
Teachers support students when they have a problem.	92	91	92	94
I have at least one friend at school.	94	92	98	98
The work I do in school is interesting.	74	75	87	88
I see the connections between the work I do in school and the real world.	n/a	75	67	68
The work I do in school helps me grow as a learner and person.	88	89	88	90
My teachers encourage me to do my best.	94	95	95	96
Students are respectful of each other's differences	69	70	83	60
I make choices about my own learning.	88	89	83	84

Staff Climate



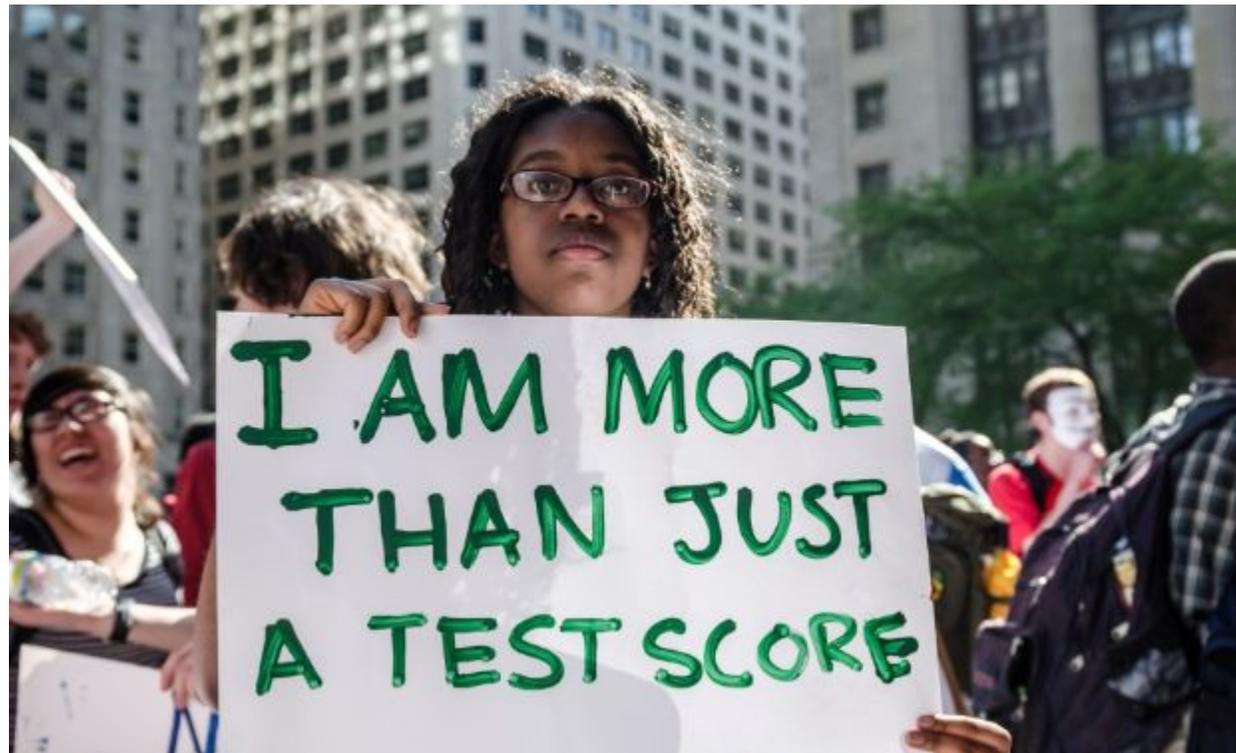
Staff Climate Survey (n=45)	Strongly Agree/Agree
I feel my contributions are valued and important	77%
There are opportunities for teachers to take on leadership roles and share in decision making	86%
I feel like I am a part of the school/district community	80%

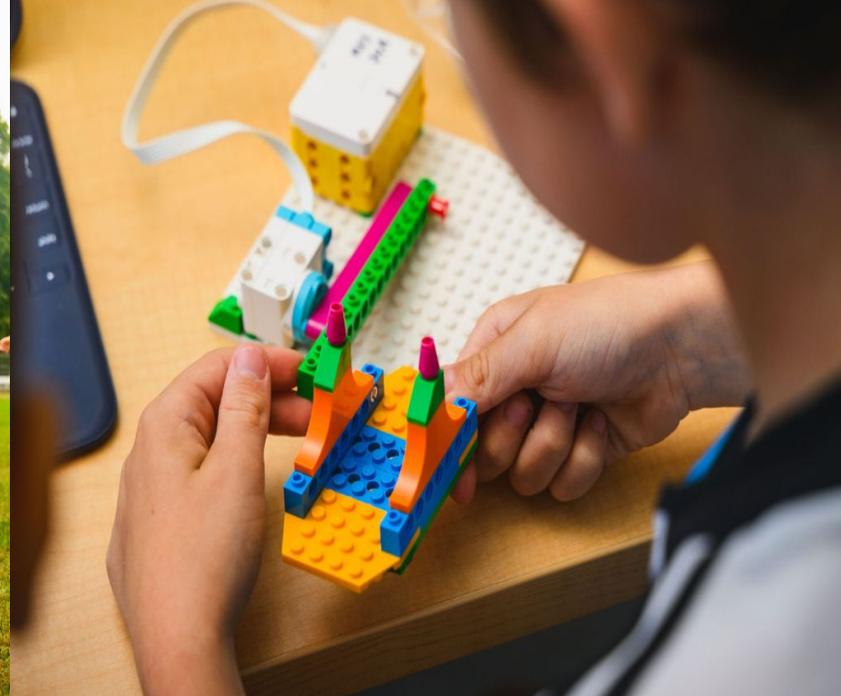
Family Climate



Family Climate Survey (Strongly Agree/Agree)	MES (n=123)	MMS (n=84)
I feel comfortable communicating with the staff at my child's school	70%	98%
Communication from the school to home is effective	59%	91%
I feel like I am accepted/included as part of the school community	66%	99%
When I have a question I know who to contact for support	65%	95%

Triangulating Data, Experiences, Perception, Artifacts





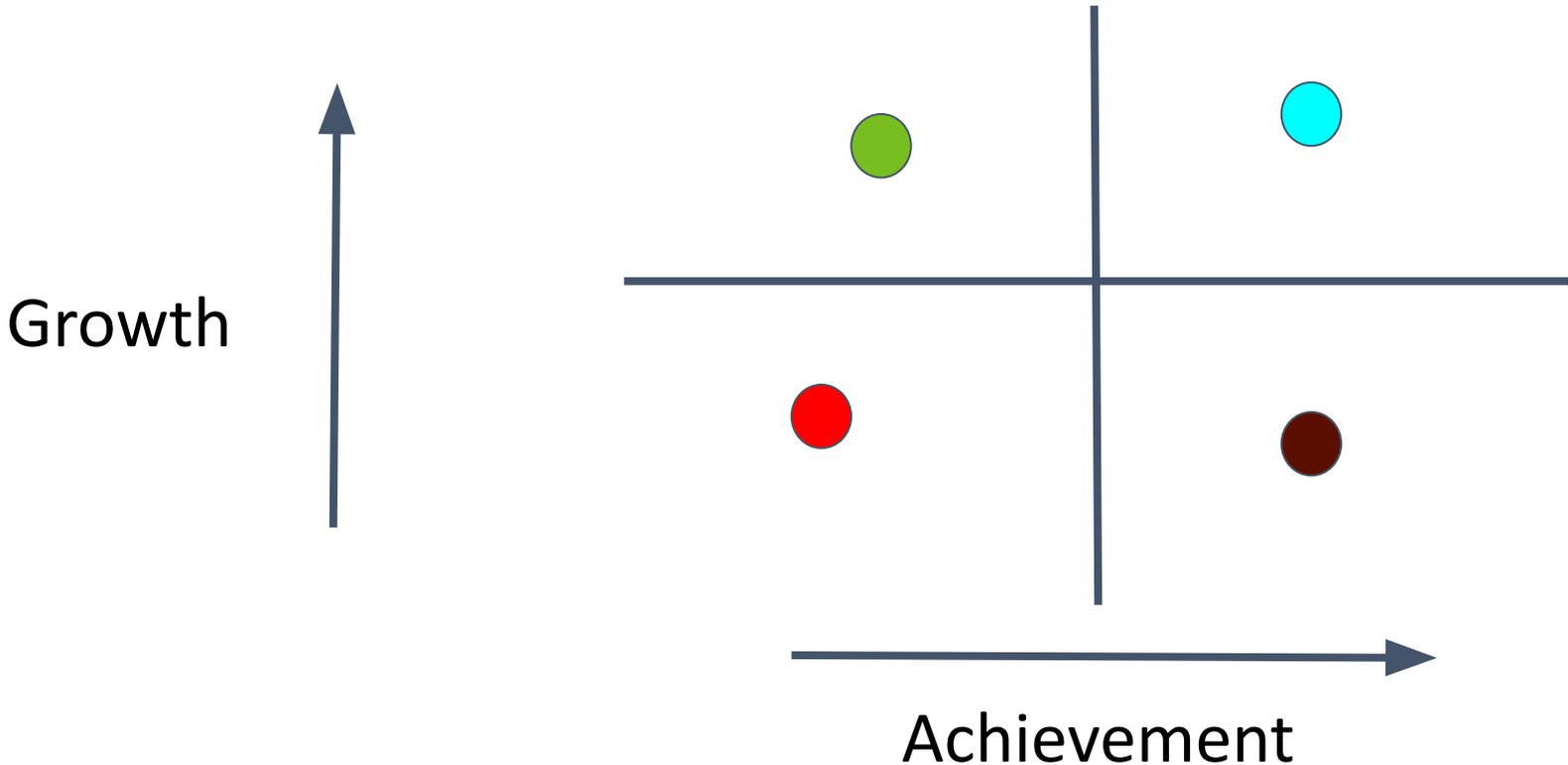
Smarter Balanced Assessment Consortium (SBAC)



- 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



Growth vs. Achievement

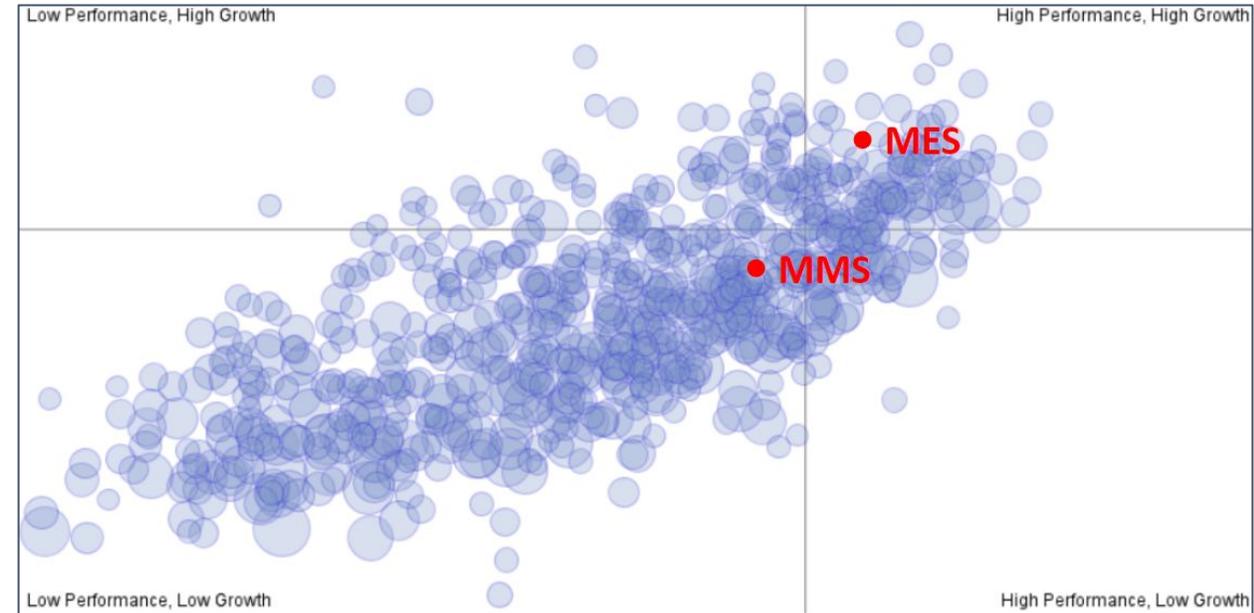
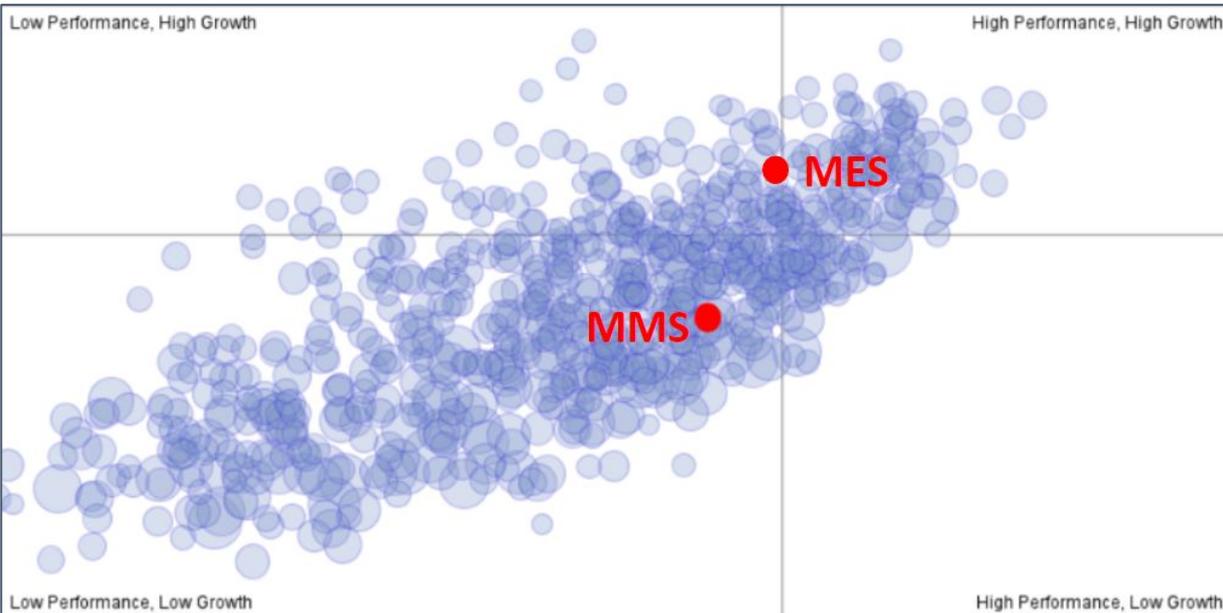


Math

SBAC Growth vs. Performance

2022-23

2023-24

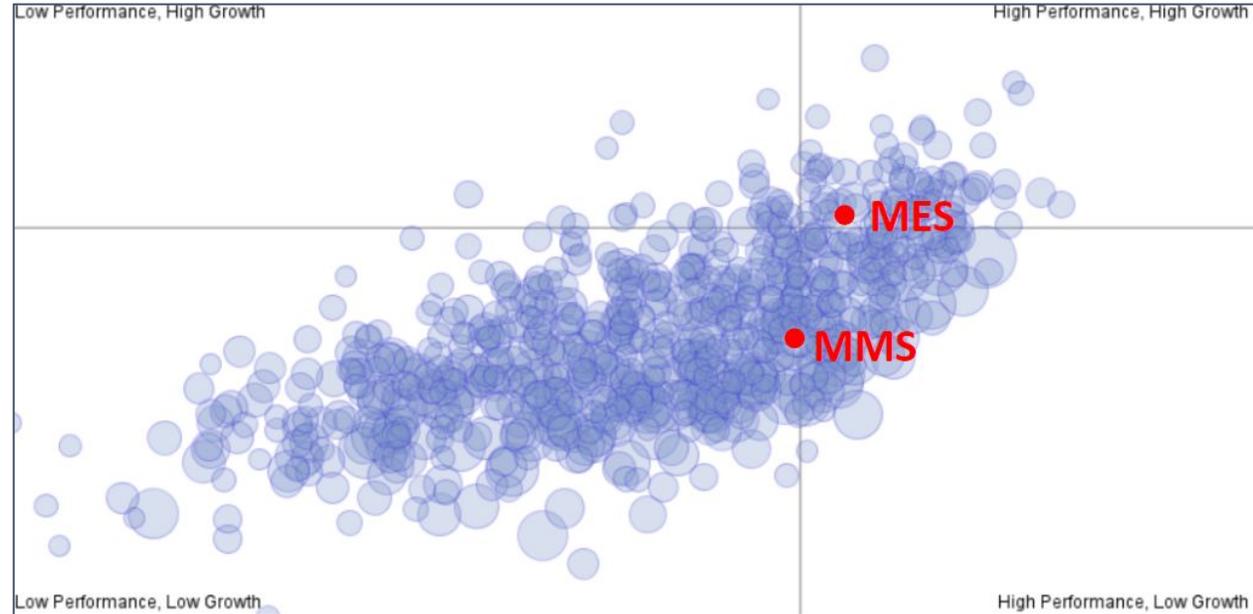
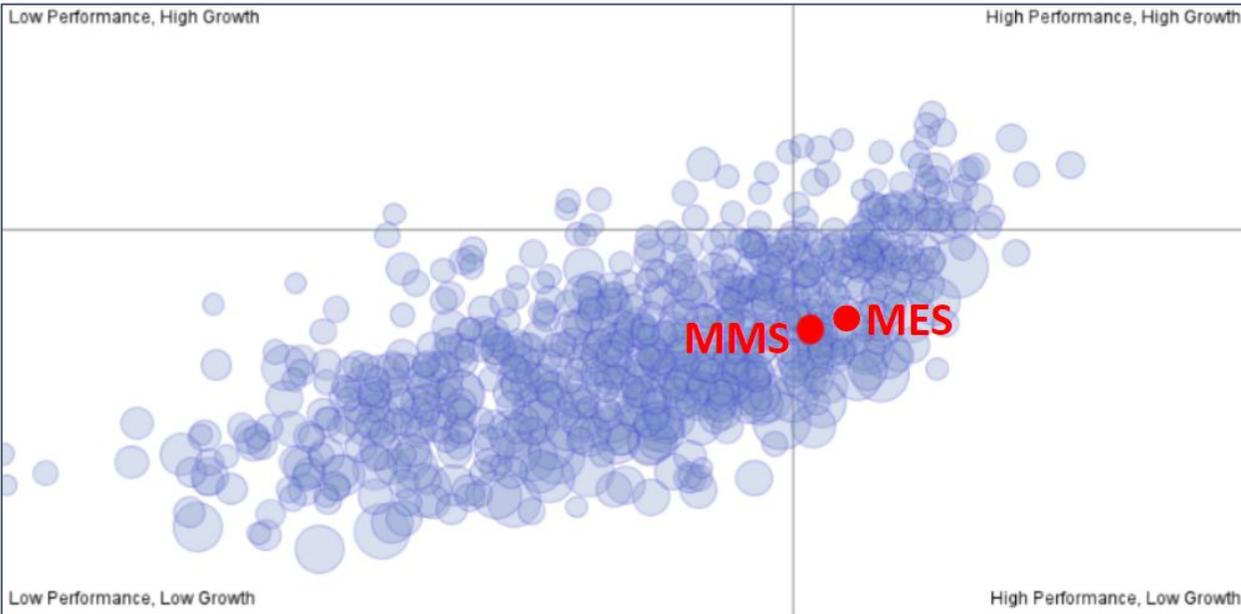


ELA

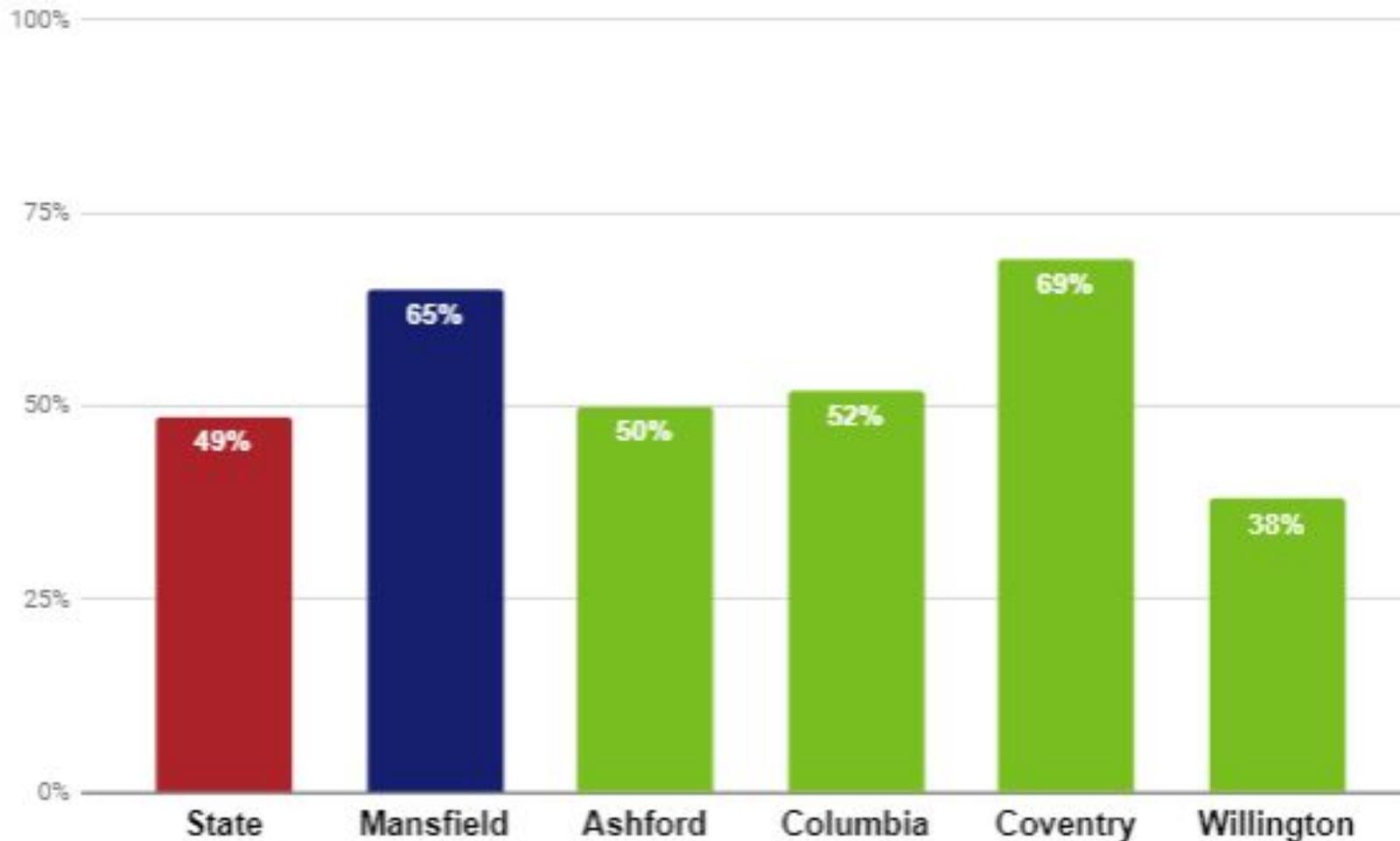
SBAC Growth vs. Performance

2022-23

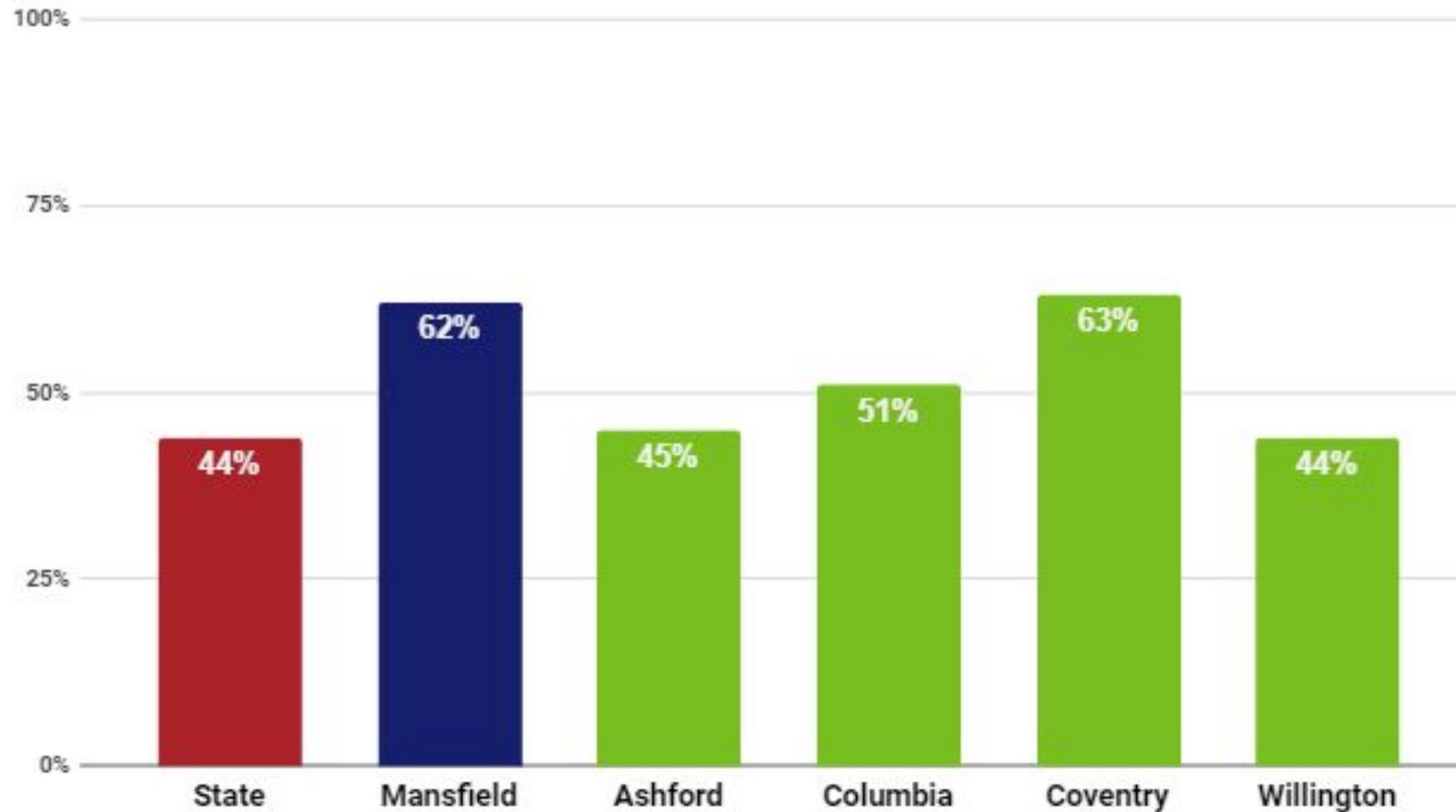
2023-24



ELA Performance Gr 3-8 Regional/State Comparison 2024



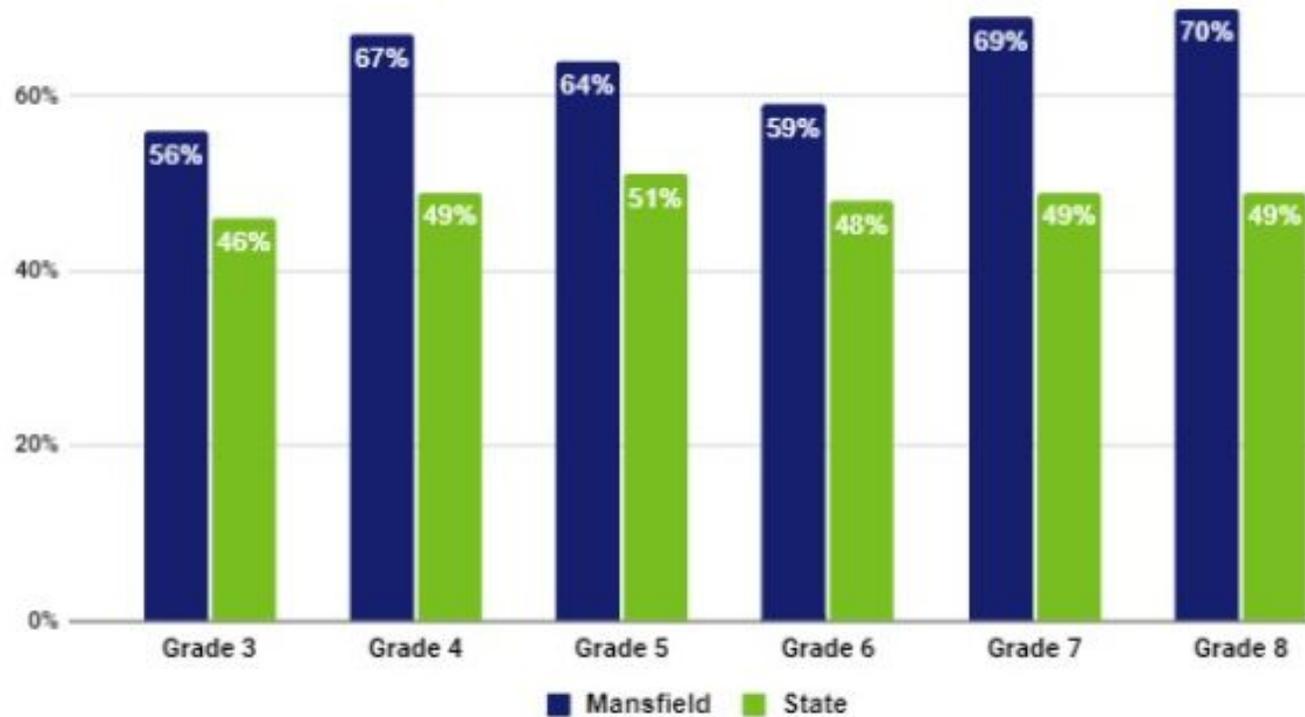
Math Performance Gr 3-8 Regional/State Comparison 2024



ELA Gr 3-8

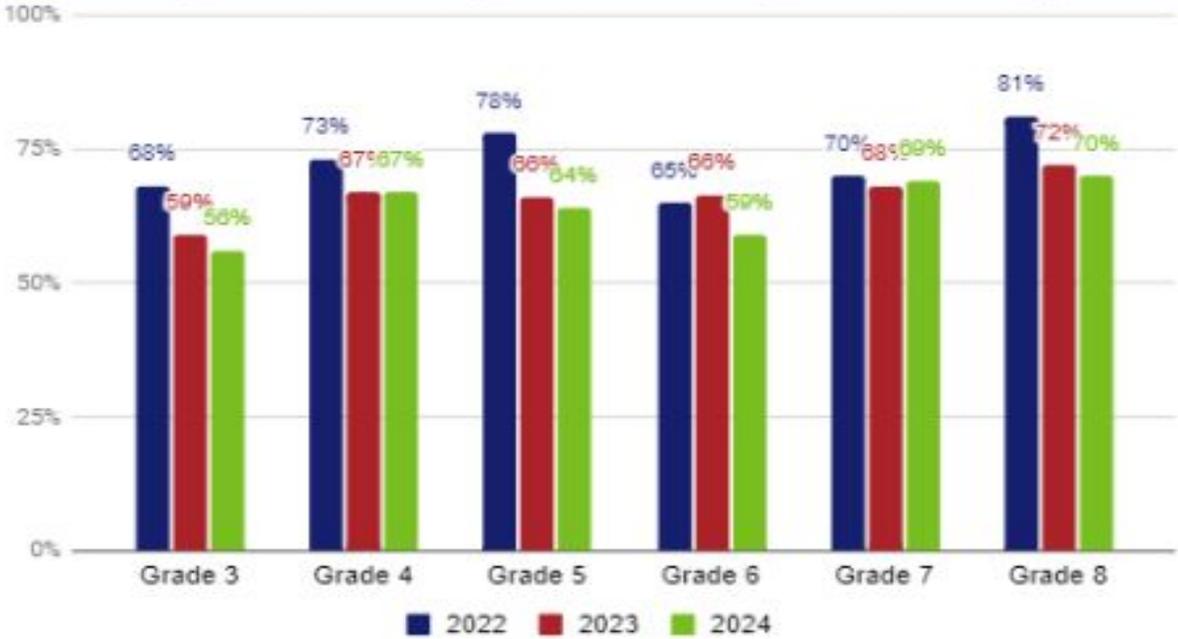


Percentage Meeting or Exceeding Achievement Level 2024



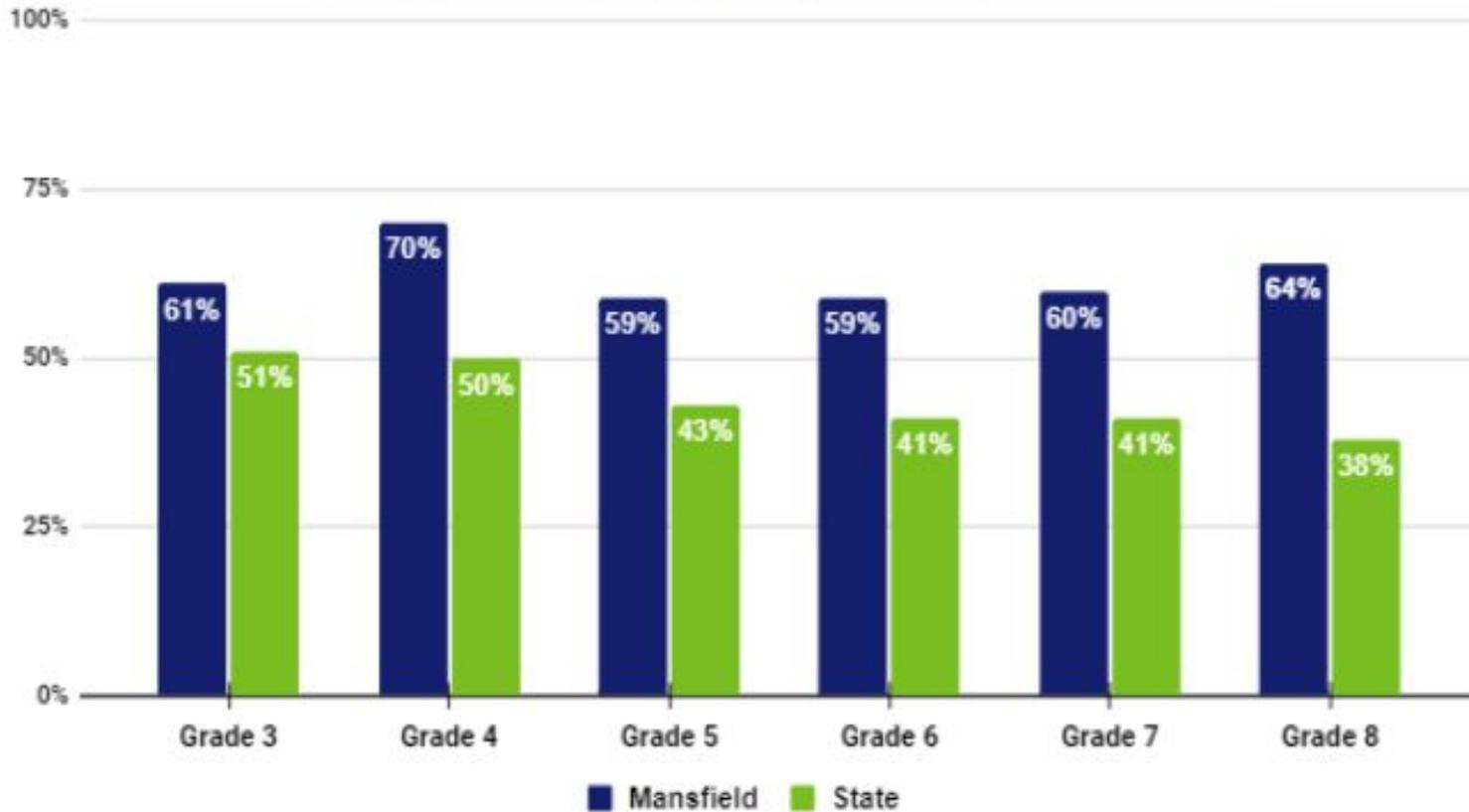
ELA Cohort Data

Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2022	68%	73%	78%	65%	70%	81%
2023	59%	67%	66%	66%	68%	72%
2024	56%	67%	64%	59%	69%	70%



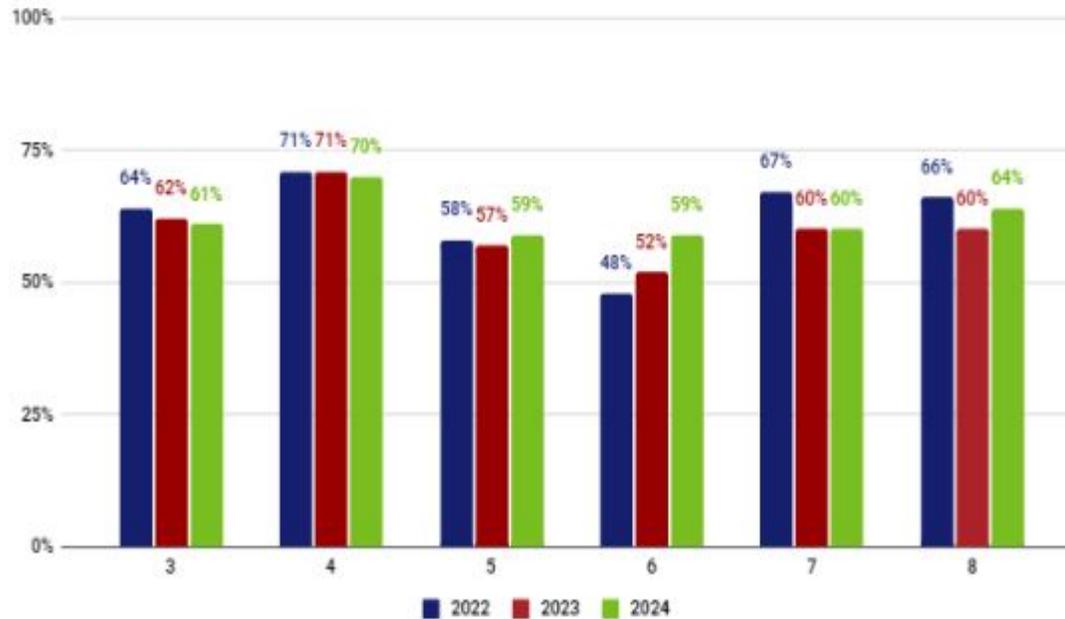
Mathematics Gr 3-8

Percentage Meeting or Exceeding Achievement Level 2024

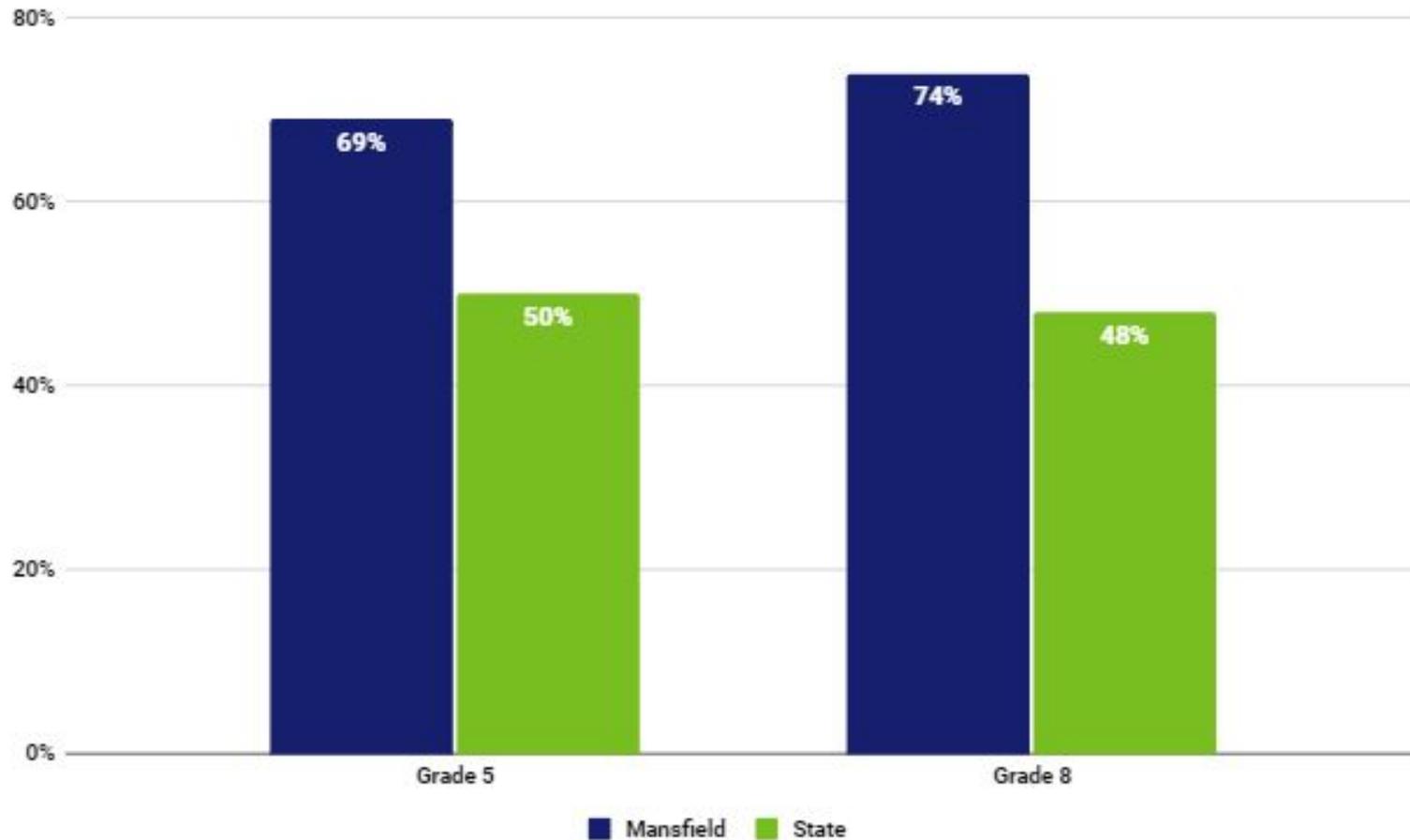


Mathematics Cohort Data

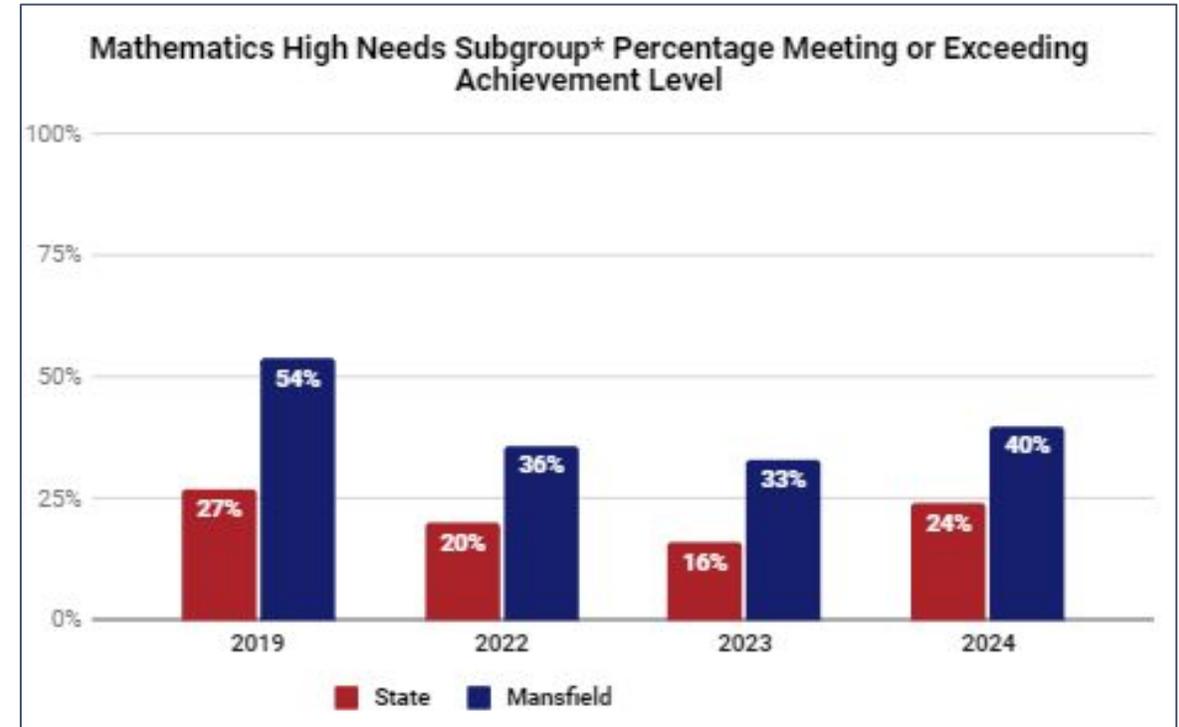
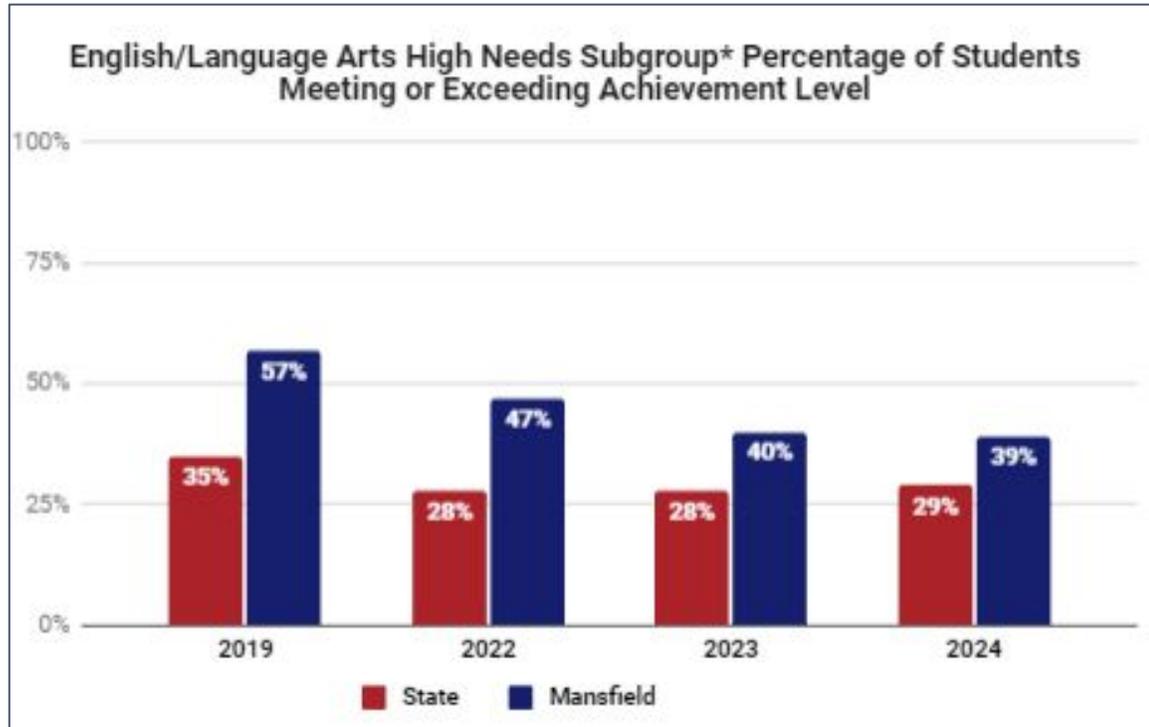
Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2022	64%	71%	58%	48%	67%	66%
2023	62%	71%	57%	52%	60%	60%
2024	61%	70%	59%	59%	60%	64%



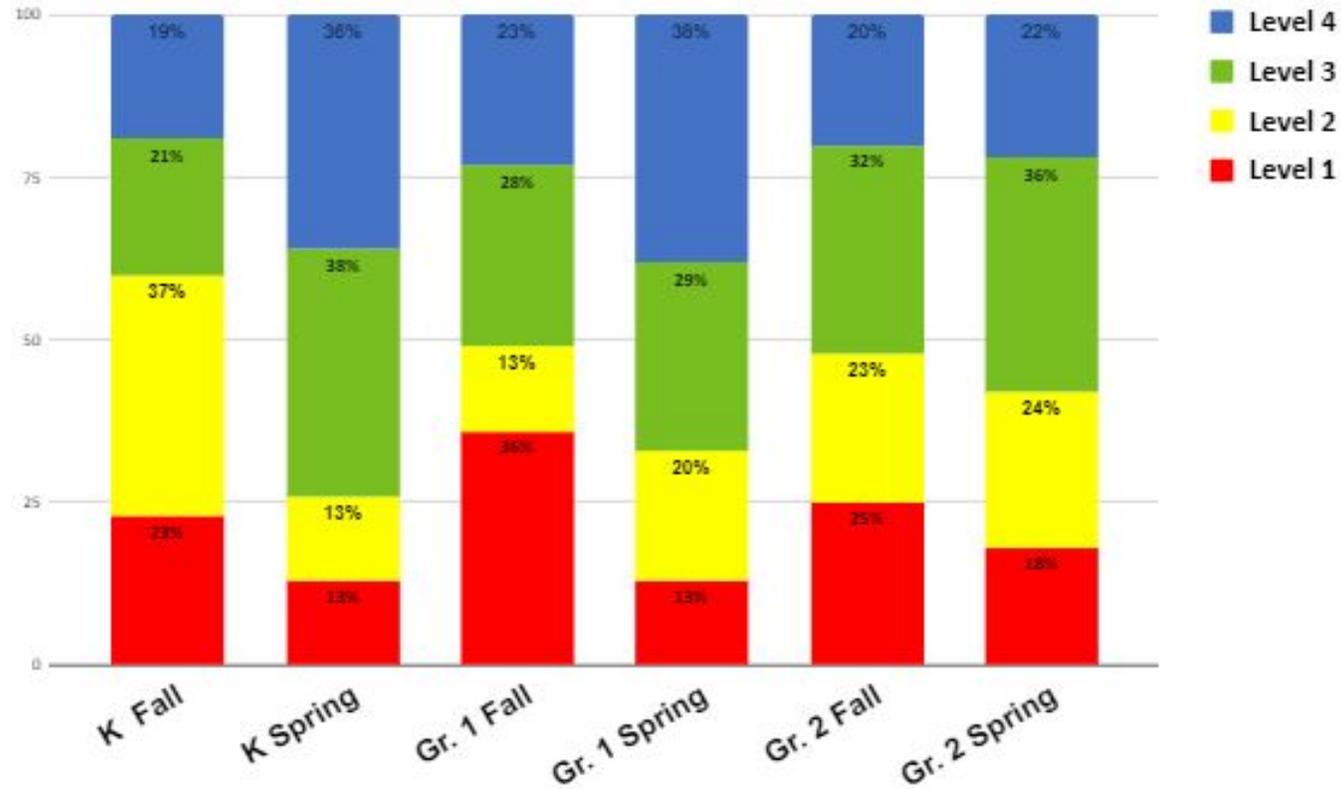
Science State/Mansfield



High Needs Subgroup Comparison



Dibels Reading Assessment



Key Notes:

- Dibels assessment measures student performance in four of the five critical skills for beginning reading (phonemic awareness, phonics, fluency and comprehension).
- Implementation of the Foundations reading program coincides with the use of this assessment.
- First year data indicates that a strong core program supports student acquisition of essential foundational reading skills.

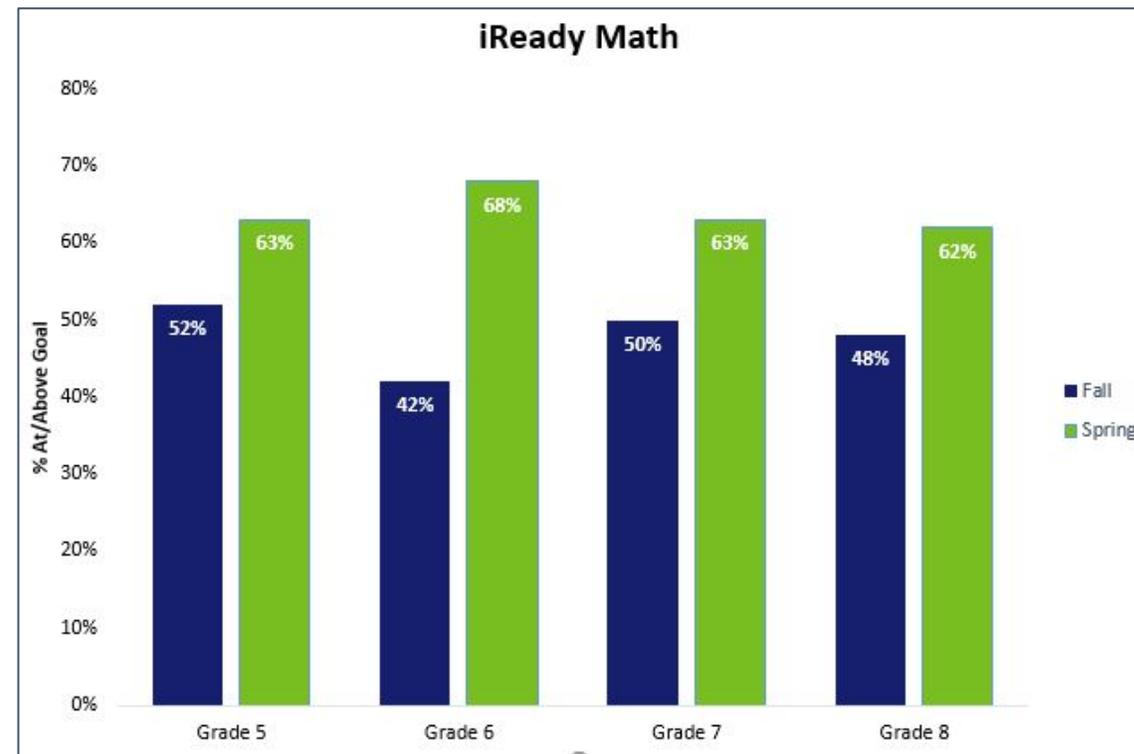
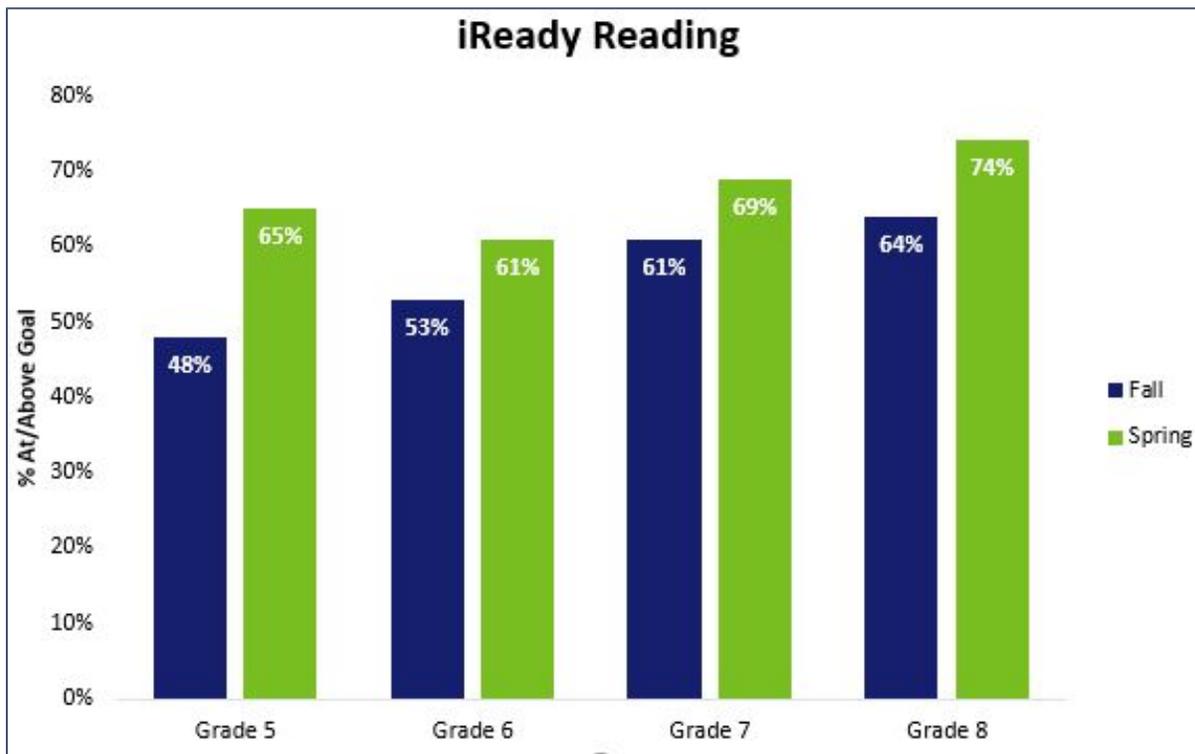
Dibels Cohort Data



Fall Assessment

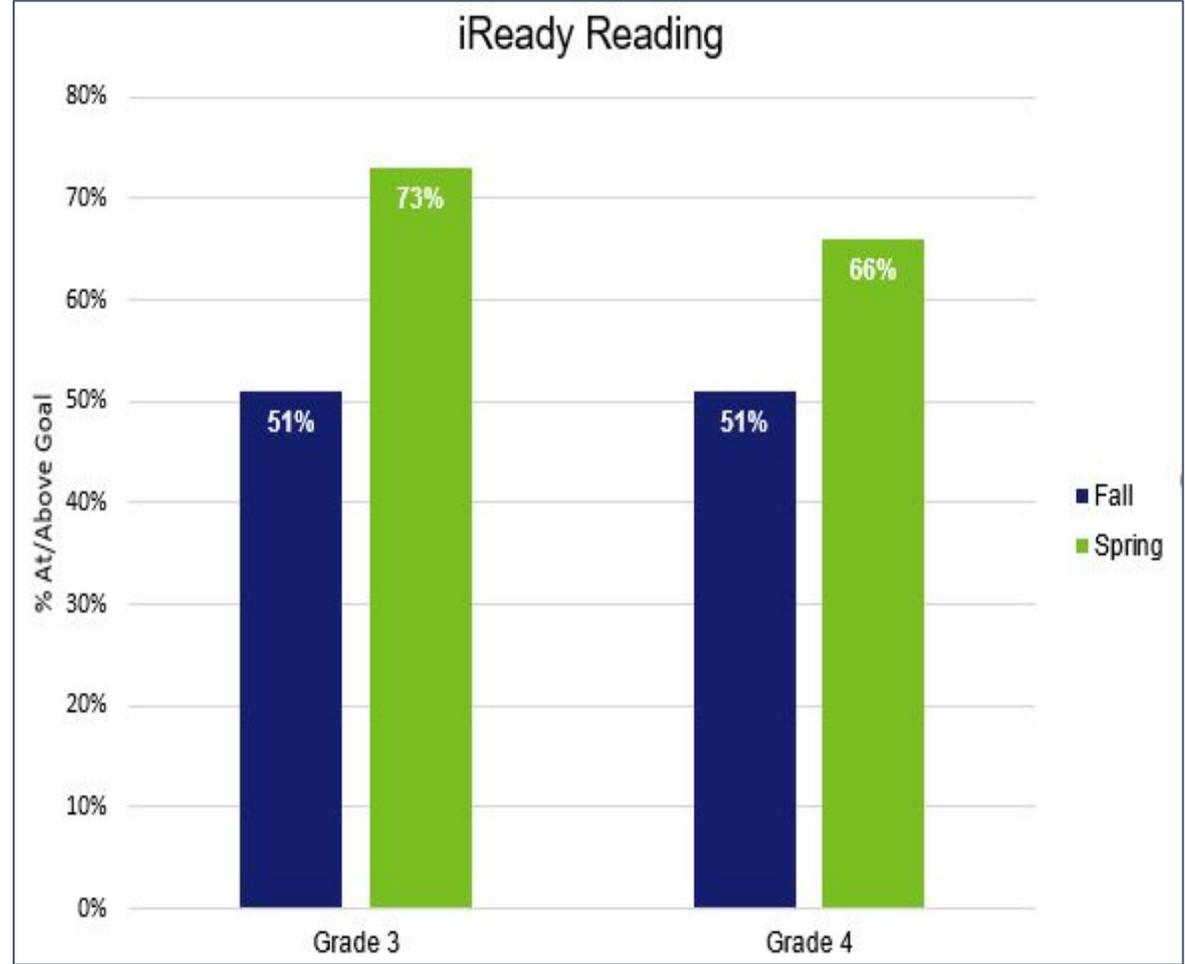
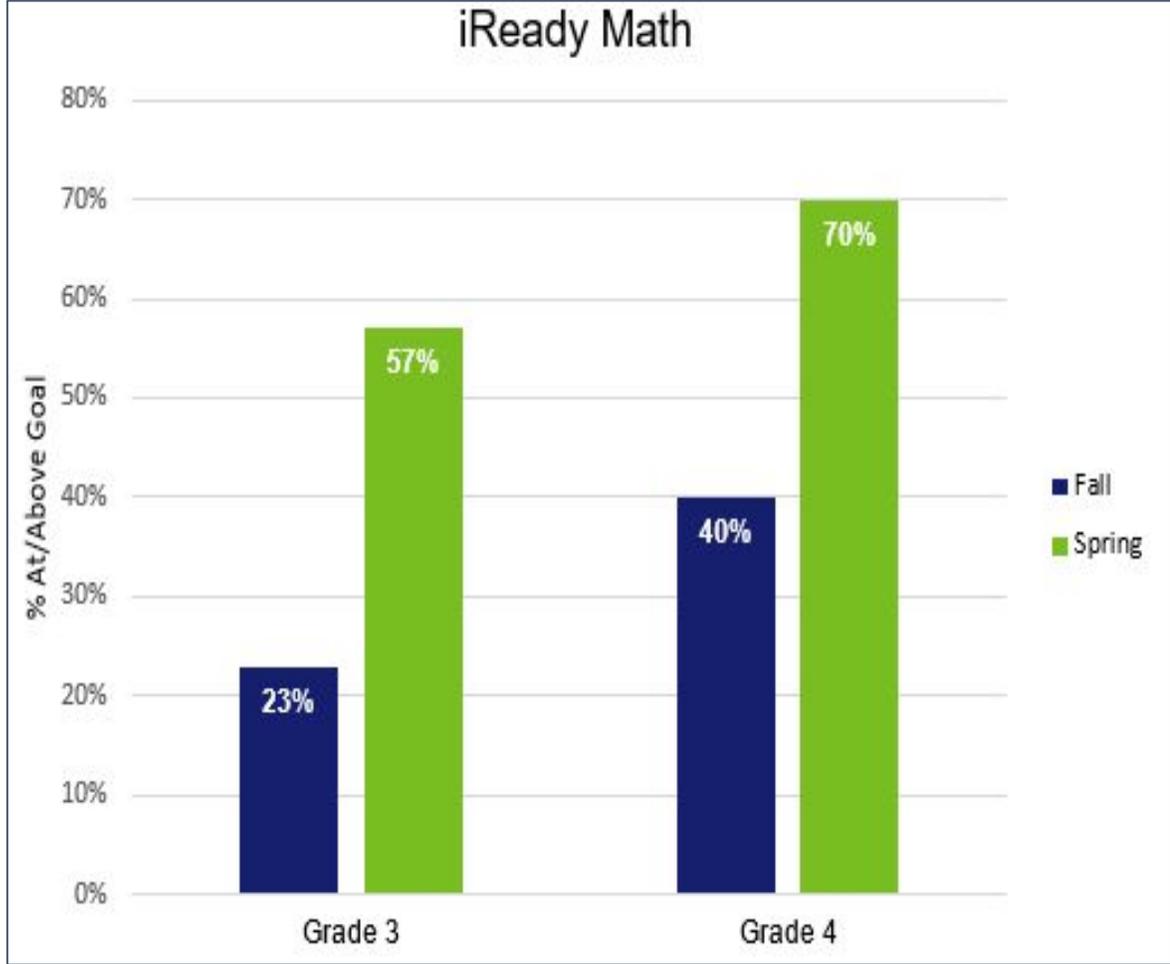
	2023-24 % Meeting/Exceeding Proficient	2024-25 % Meeting/Exceeding Proficient
K	38%	47%
1	49%	62%
2	52%	62%
3	61%	59%

i-Ready



Key Notes:

- iReady launch began in the 2023-2024 sy
- Personalized lessons coupled with targeted teacher-led instruction support growth in student skills



Key Notes:

- Targeted teacher instruction coupled with strategic practice leads to student growth

SBAC - iReady Data Comparison

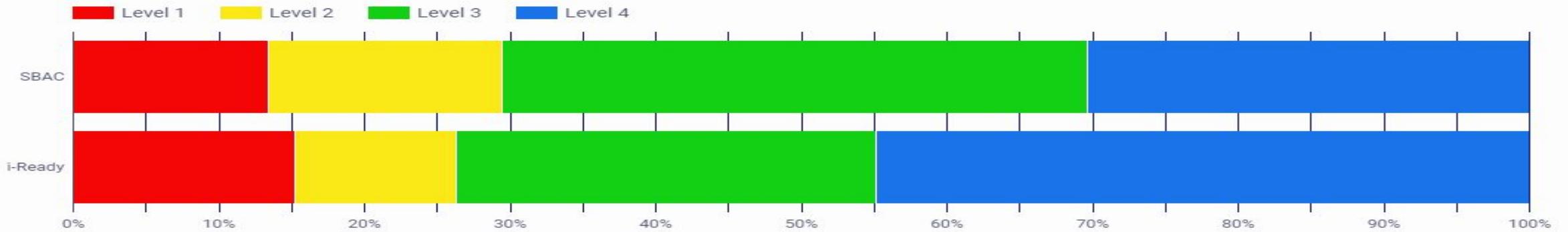


- Data sets represented in these slides compare the spring iReady assessment with SBAC performance
- First year data indicates that iReady is a strong predictor of SBAC performance
- Professional learning continues to support educators in understanding how to blend the use of iReady personalized learning with teacher facilitated small group instruction
- In the 2024-2025 sy professional learning will focus on the use of additional tools within iReady to support students receiving tier 2 or tier 3 instruction

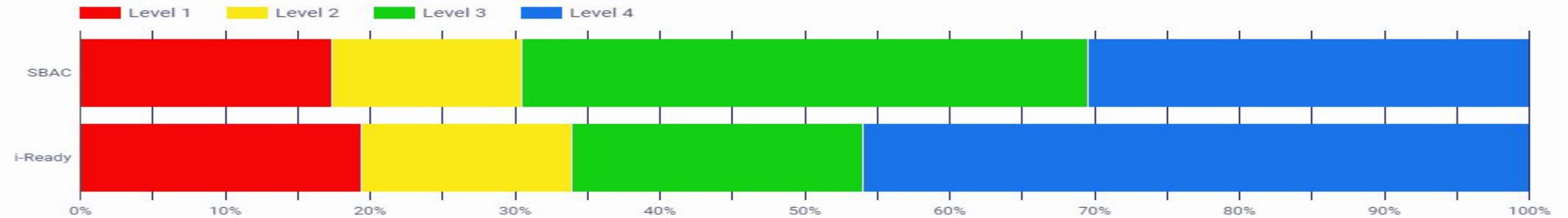


SBAC i-Ready Comparison ELA Performance Data

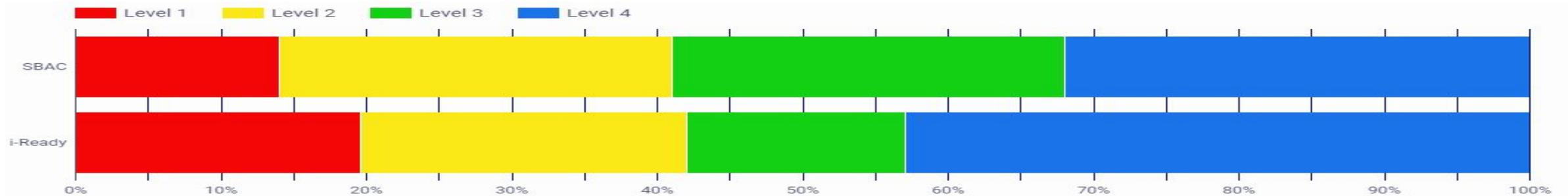
Grade 8



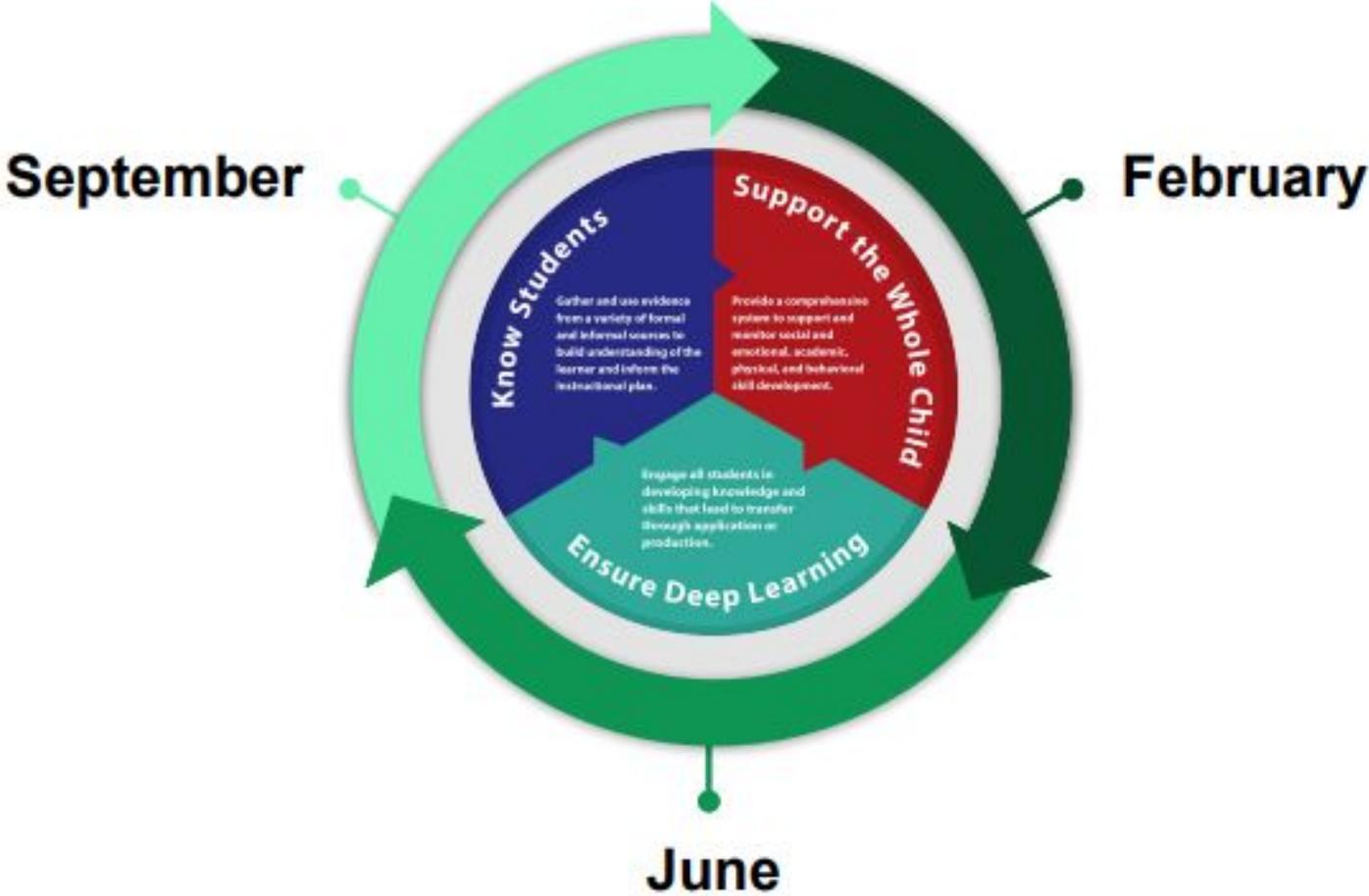
Grade 7



Grade 6



Reports of Progress Cycle



Mansfield **Make Time for Offline** is a call to action – a pledge to help enrich the lives of our community by encouraging all members, especially our children, to **play more** and balance the use of technology, social media, and smartphones.

MANSFIELD
CONNECTICUT

Your place to grow



And
PLAY!

Please
Pledge
to
Make Time
for Offline

As a community member you can:

Participate in and share the *Mansfield Make Time for Offline Challenge* with your family, friends, colleagues, and teams as we increase the amount of time we...

PLEDGE
to

Play  **Exercise**  **Create**
Engage  **Connect**  **Host**
to Make Time for Offline!

How to start?

- Have conversations in person.
- Create cell phone-free moments, spaces, and times.
- Delay use of smartphones and social media for children under 16.
- Model for children and each other how to best live with technology.

Need more ideas? See page 2.