



Report of Progress: Support the Whole Child

January 16, 2025

MANSFIELD
CONNECTICUT

Public Schools

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**.

Key Drivers

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

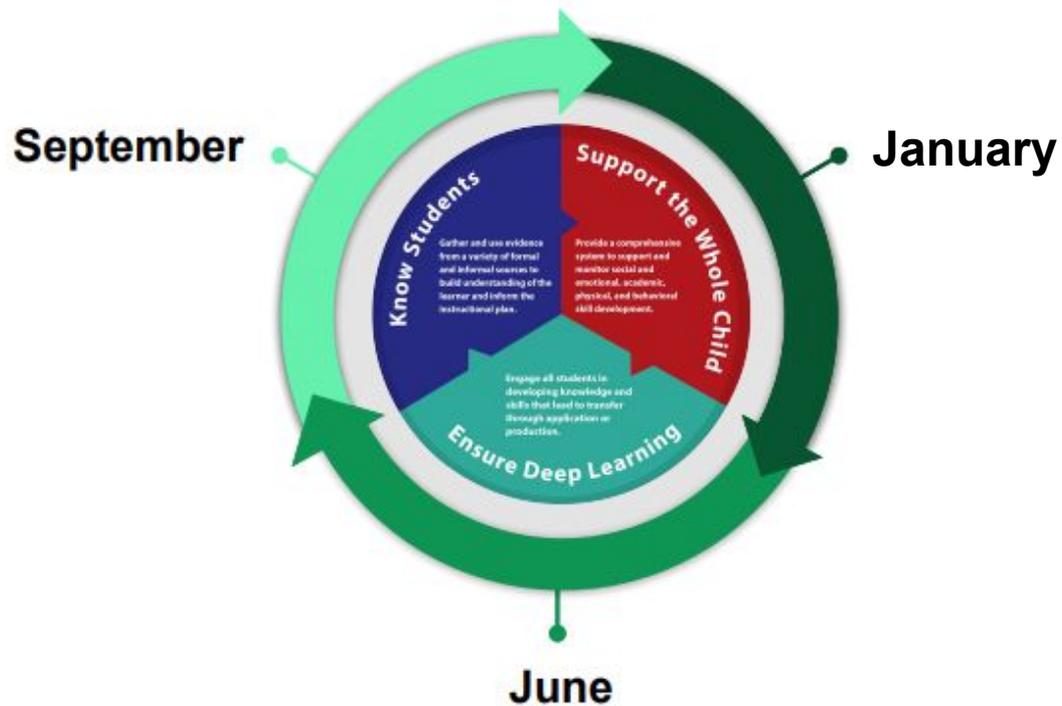
Provide a comprehensive system to support and monitor social-emotional, academic, physical, and behavioral skill development

Ensure Deep Learning

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



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 interest 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 it mean to “Support the Whole Child?”

What will we do to improve our supports?

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 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





Stories of Our Actions



- Strings
- SW/Chronic Absences
- MMS Win Block
- MES Stripes Program
- Play Based Learning
- MMS Youth Employment



MPS Strings/Orchestra Programs

Maestro Lindsey Clark & Christa Berezowskyj

Grades 2-8

Participation Continues to Increase

Increased Access/Opportunity during the school day

Free





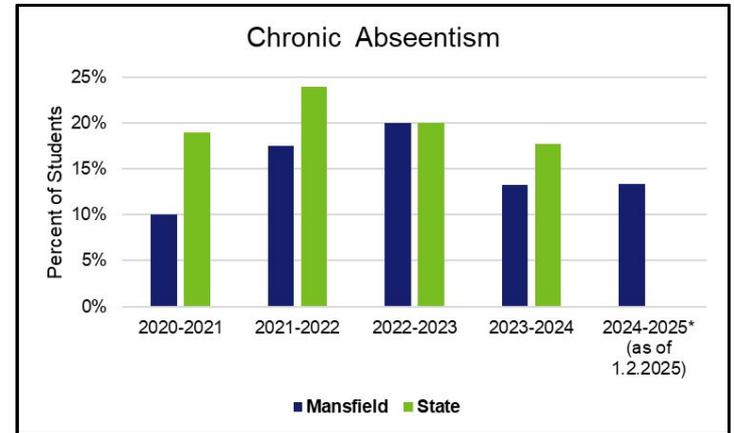
Attendance Review Process

- Monthly attendance meetings
- Social Workers - enhanced monitoring
 - Enhanced monitoring & maintaining daily contact
 - Home visits
 - Personal calls home - identifying barriers and offering support
 - School based counseling
 - Working across the schools to support larger families and align intervention practices

Trends



- Families still adjusting to post pandemic mindset regarding keeping children home with mild illness symptoms
- Phone calls - beneficial to help build understanding and encouraging families to send children to school
- Reminders to families to book travel during school vacation times
- Absences can add up quickly often surprising parents and guardians



One Student's Journey

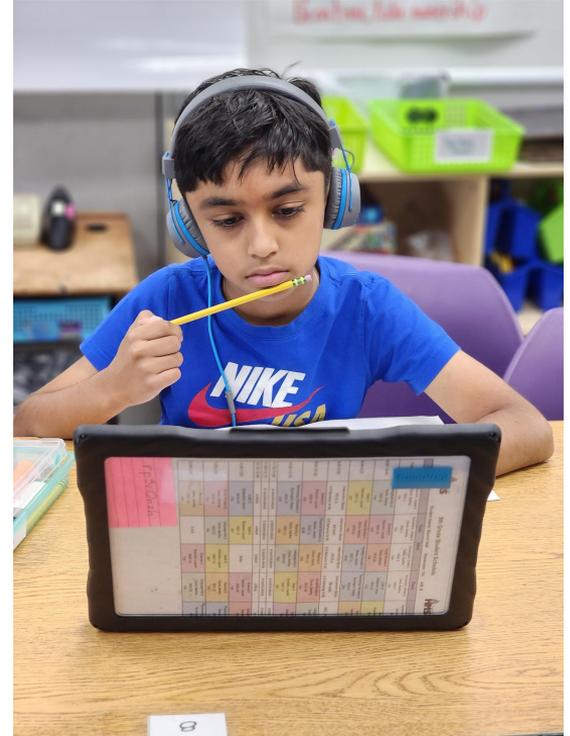
- Relationship building prior to start of school
- Calls home any time student is absent
- Home visits (more than 7 so far)
- Expanding services by connecting family with Human Services
- Ongoing communication with other outside providers
- In school counseling with incentive plan for attendance
- Connected student with the school community and after school clubs



MMS WIN Block



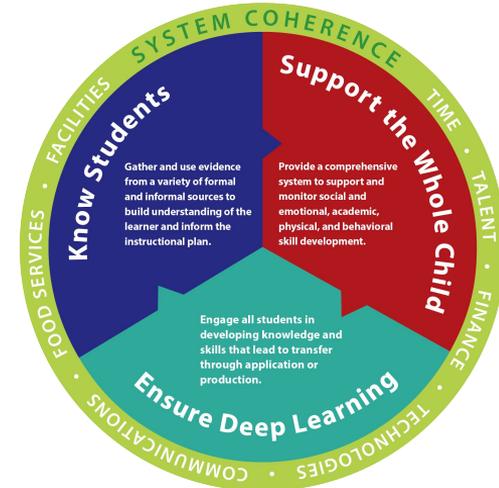
- What is WIN?
 - WIN stands for “What I Need”
 - WIN is a 25 minute dedicated block of time where students have focused time to improve their individualized reading and math skills
 - Every student sets individualized goals for this block of time in consultation with their WIN block teacher



MMS WIN Block



- Why WIN?
 - Students have more individualized needs than ever before
 - Equity: creates a space so that ALL students have access to support
 - Maintains opportunities for ALL students to engage in other activities (i.e. X-block choice, music, world language, after school activities, and tier 1 content instruction)
 - Ensure each student is making their yearly expected growth



MMS WIN Block



- Student goals of the WIN program:
 - Improved student performance on assessments (SBAC, iReady, Unit/class assessments/tasks)
 - Deeper understanding of oneself as a learner
 - Build meaningful and supportive connections between caring adults
- Staff goals of the WIN program:
 - Develop a greater understanding on how to read and utilize student data
 - Further strengthen abilities to help students set and achieve goals
 - Provide ongoing support to student through the conferring process
 - Help students become their best!





Stripes Program

Allows students to remain in their home school

Transdisciplinary approach - regular collaboration

Intentional instruction

BCBA support

Structured learning protocols and Behavior
Intervention Plans for all students

Ongoing training and collaboration for the teams

High frequency parent communication

Peer models and opportunities for inclusion



Play-based Learning at MES

Check out shopping at
Ms. Allen's Grocery Store!



Play-based Learning at MES

Listen for how play blends with Benchmark...



MMS Youth Employment

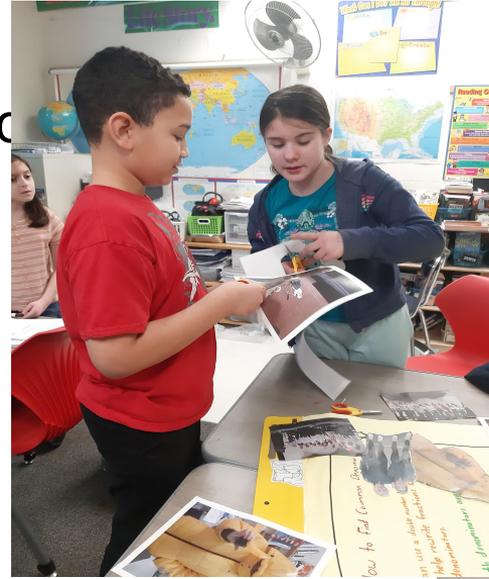
- Youth Employment Program is a weekly commitment by students to work for a MMS staff member.
- Student earn money for responsibly carrying out the duties of the job.
- Students practice life and employment skills such as following directions, being reliable, and completing a timecard.





MMS Youth Employment

- 2023-2024 Data:
 - 123 MMS students participated
 - 30 MMS staff participated
 - Over 989 hours of work performed
- 2024-2025 Data:
 - 88 MMS students have participated so far
 - 27 MMS staff participated
 - Over 350 hours of work performed



Indicators



Indicators

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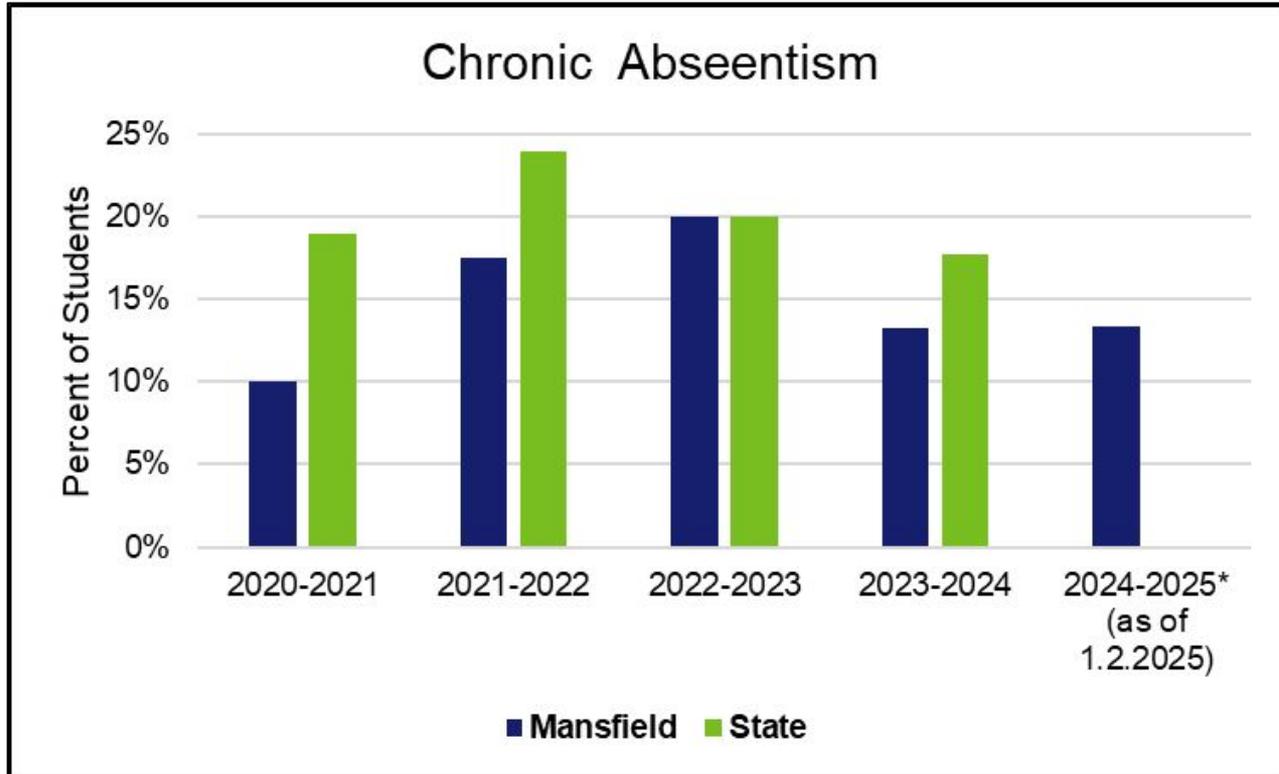
Chronic Absences



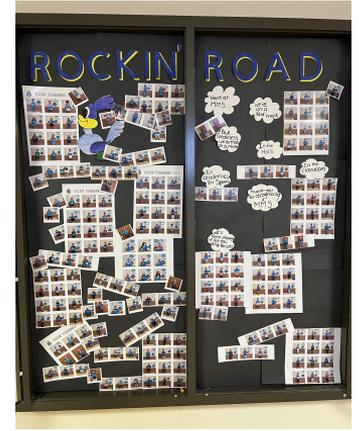
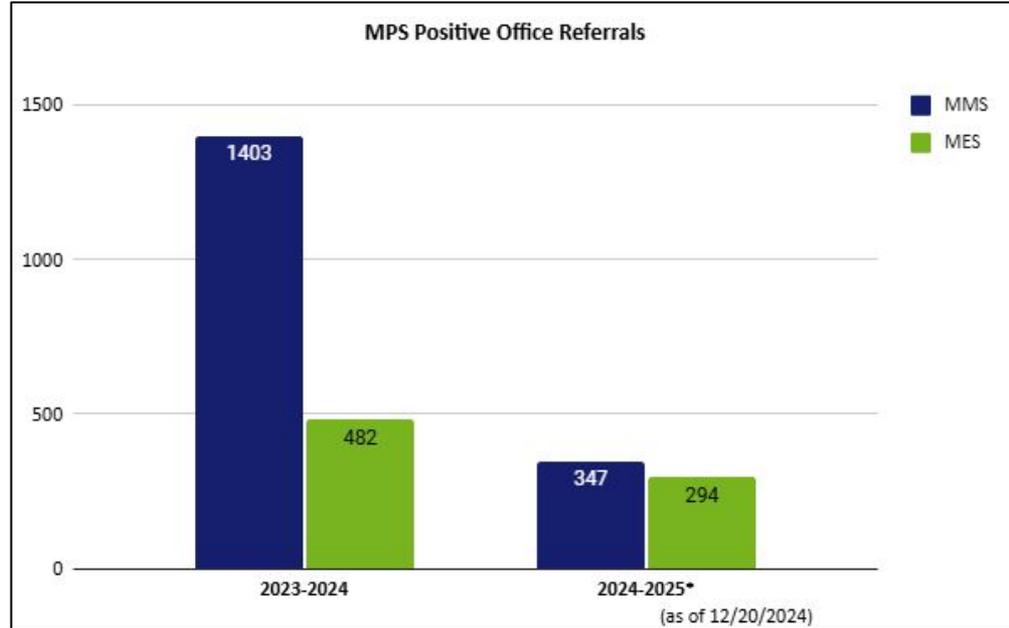
- Chronic Absenteeism - when a student has been absent for 10% or more of their enrolled school days for any reason.
- Truancy - when a student has 4 or more unexcused absences from a school in a month or 10 or more unexcused absences in a school year.



Chronic Absences

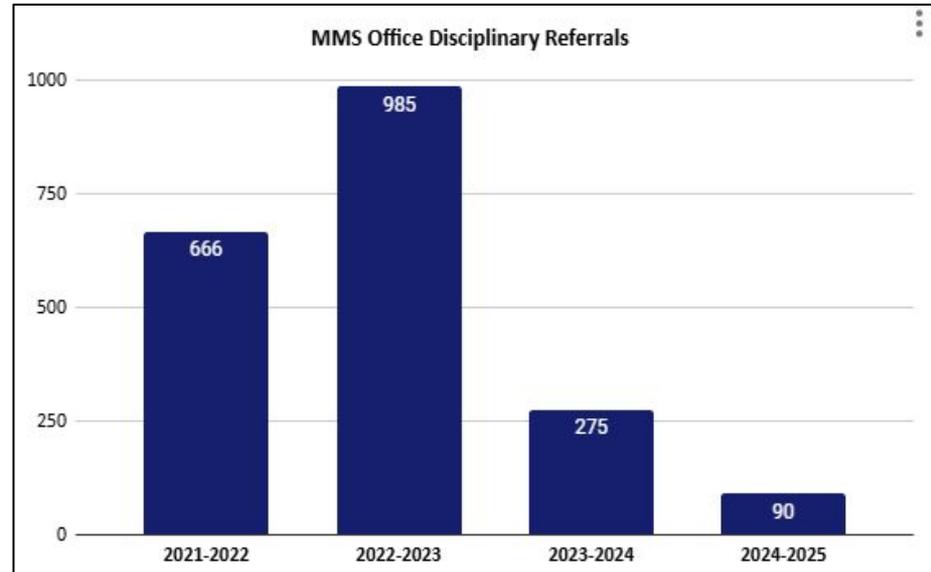
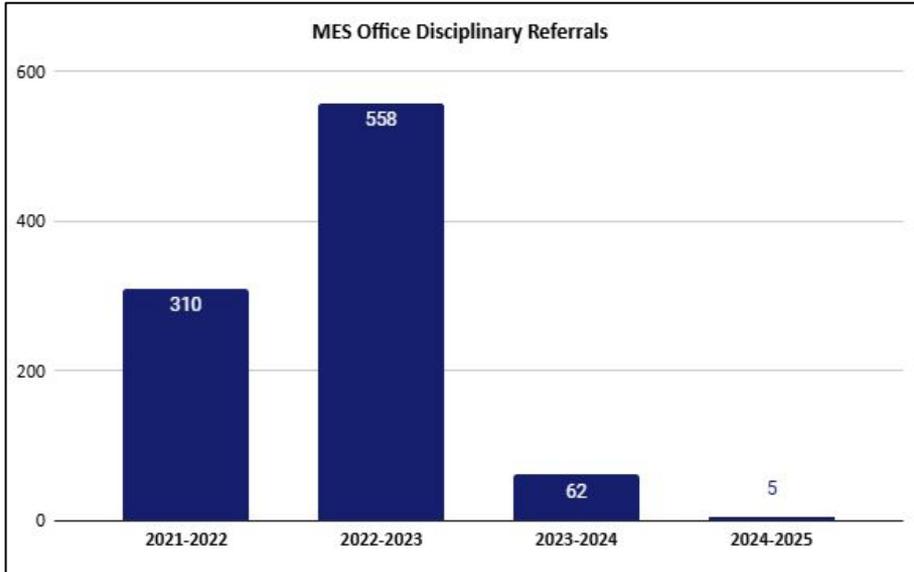


Student Behavior Data: Positive Office Referrals



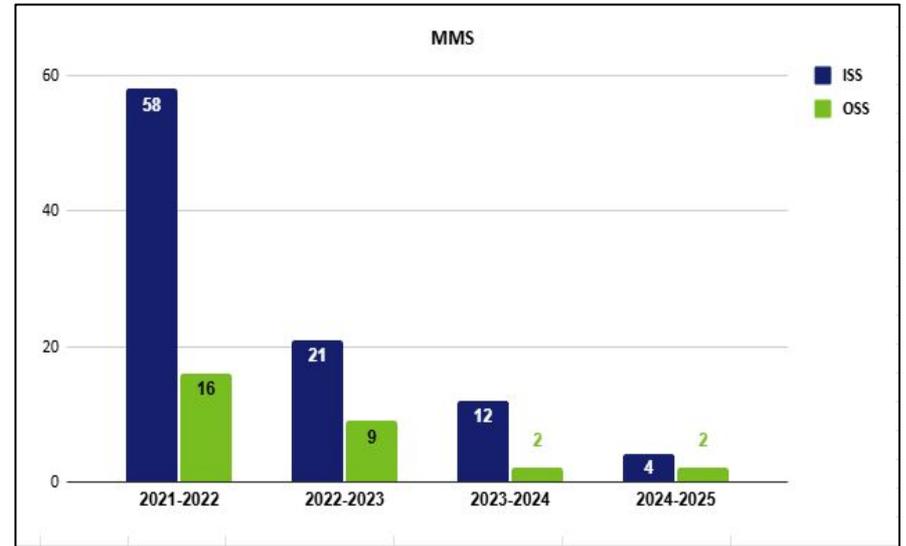
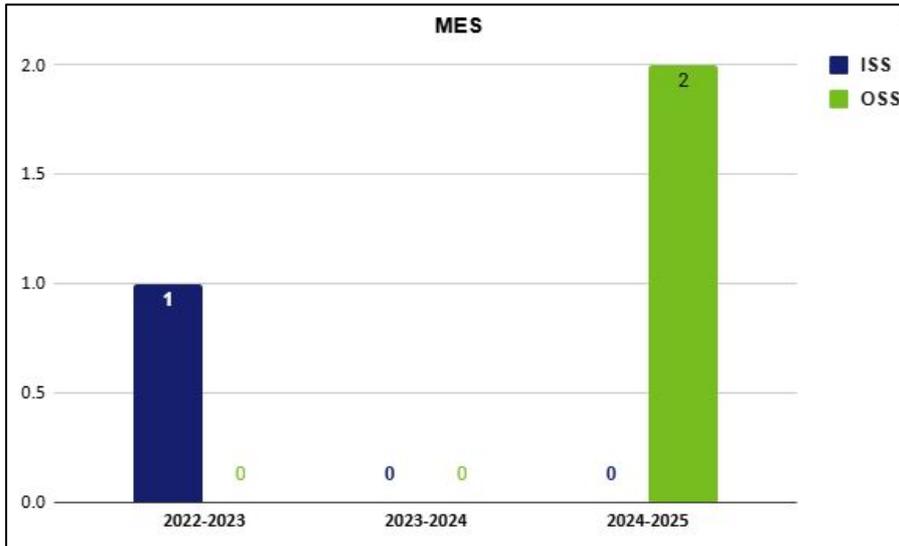


Student Behavior Data: Office Disciplinary Referrals





Student Behavior Data: Suspensions





Multi-Tiered Systems of Support Data

MMS iReady Winter Performance



Reading

- At Risk Tier 3
18% (From 24%)
- Tier 2
15% (From 17%)
- Tier 1
66% (from 59%)



Math

- At Risk Tier 3
17% (From 21%)
- Tier 2
23% (From 30%)
- Tier 1
60% (from 49%)



Multi-Tiered Systems of Support Data

MES iReady Winter Performance



- **At Risk Tier 3**
10% (From 20%)
- **Tier 2**
30% (From 35%)
- **Tier 1**
60% (from 45%)

Reading

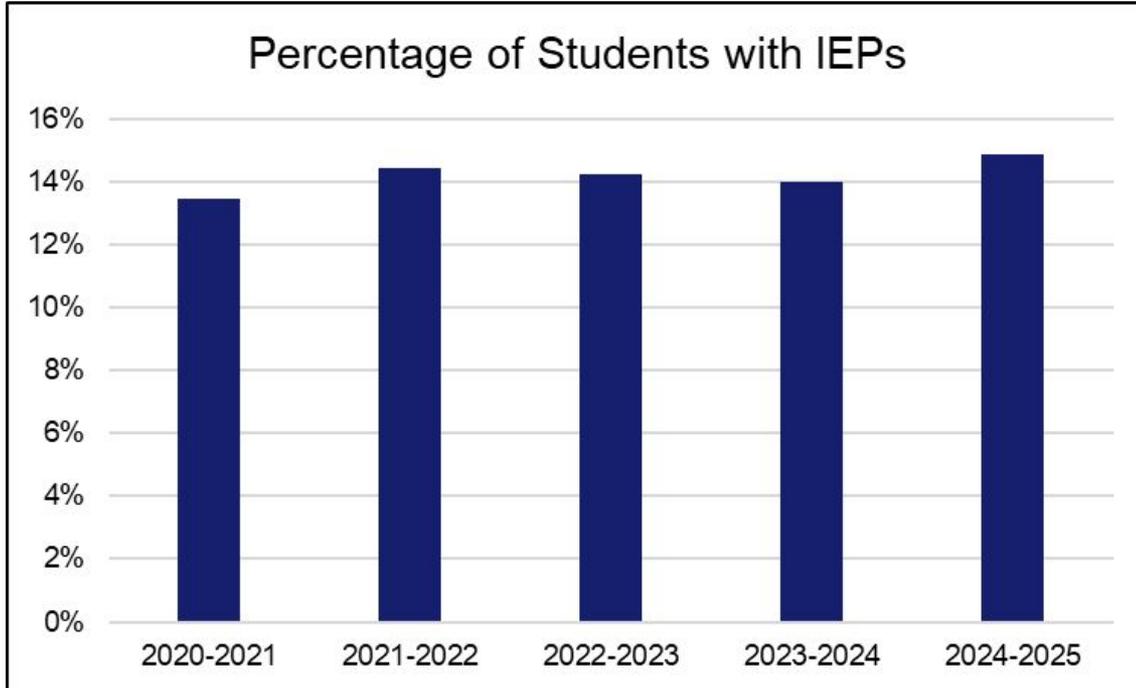


- **At Risk Tier 3**
10% (From 24%)
- **Tier 2**
43% (From 53%)
- **Tier 1**
48% (from 23%)

Math



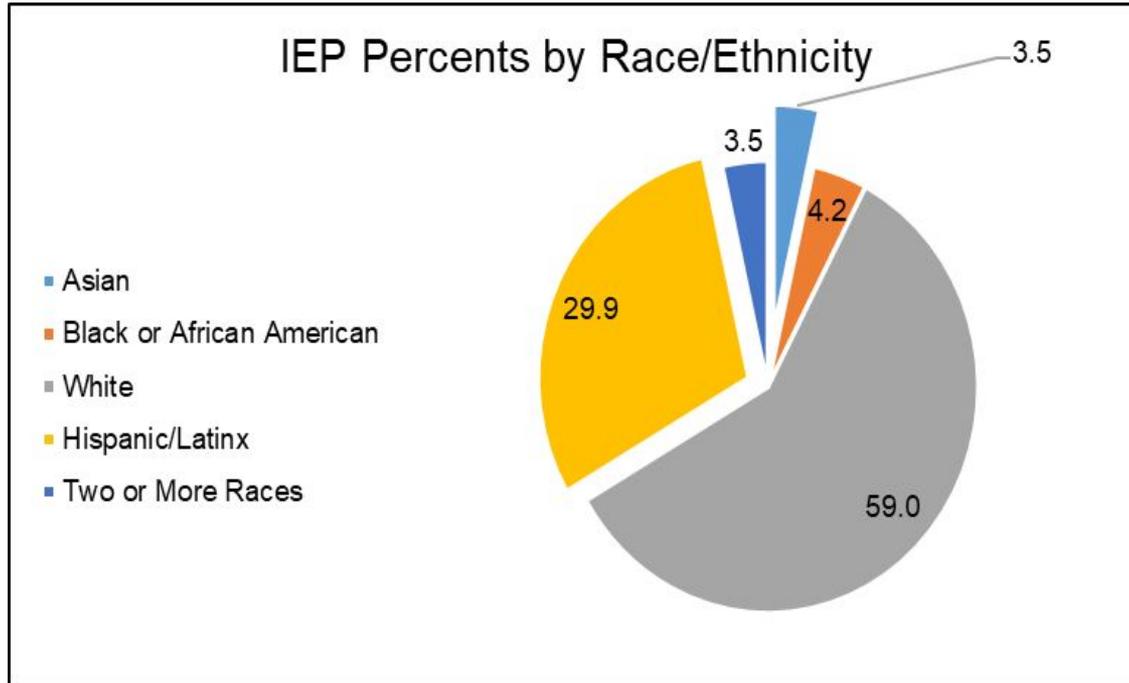
Student Support Data



Based on October 1st PSIS data.



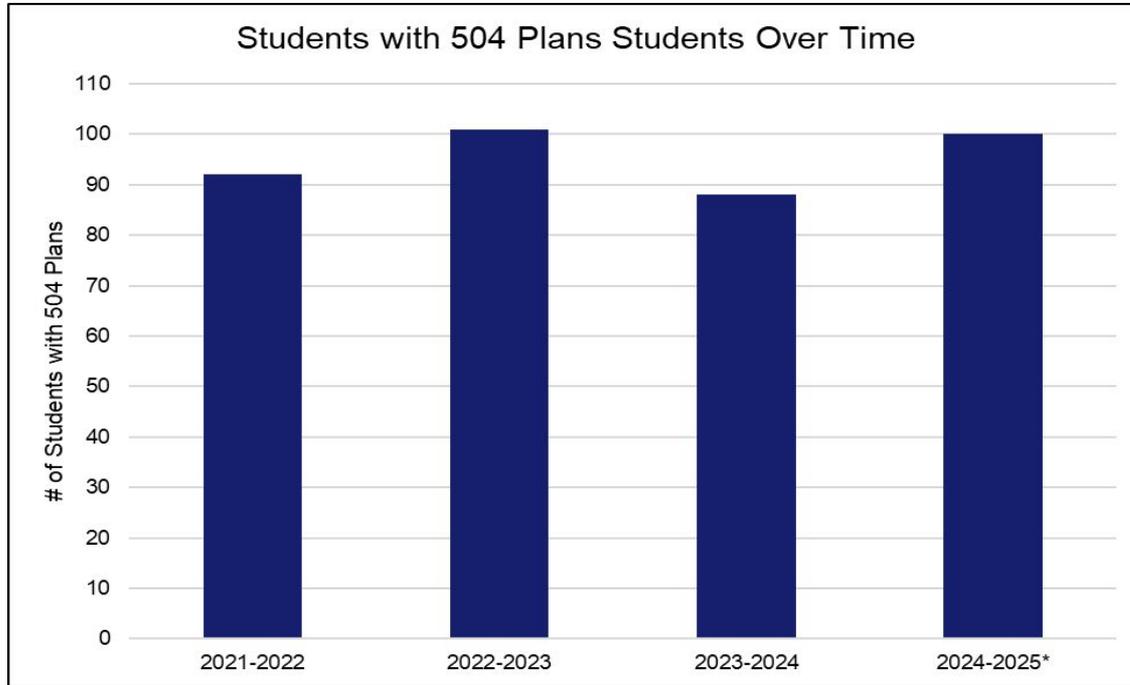
Student Support Data



2023-2024 Data



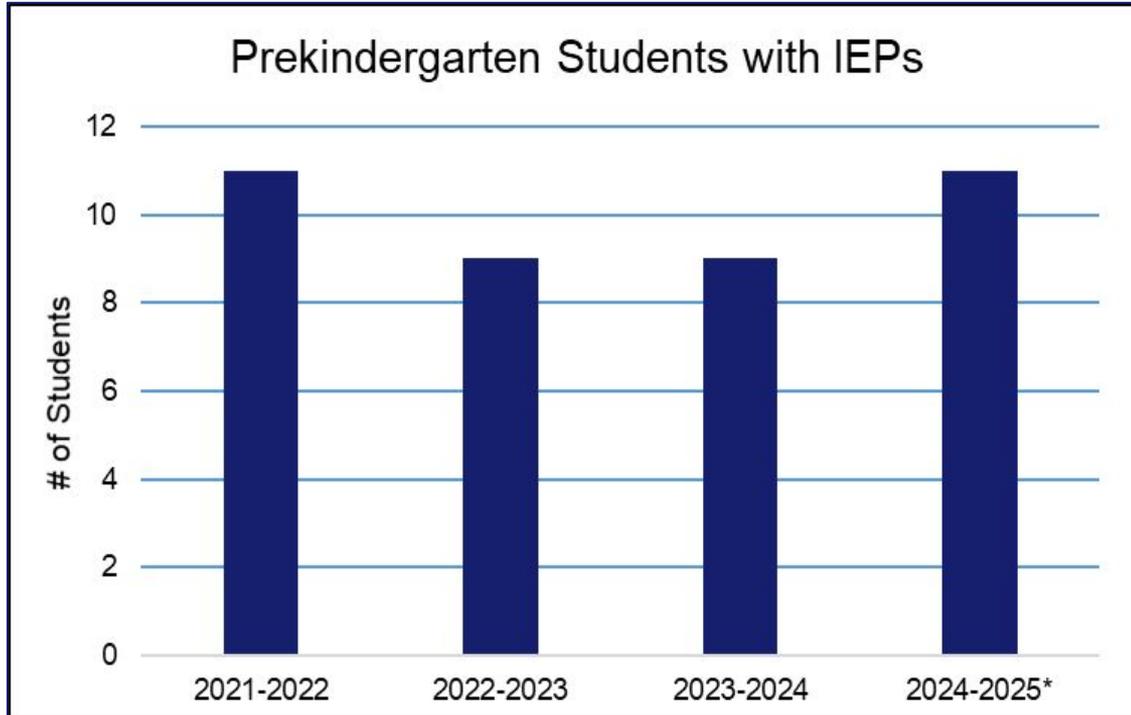
Student Support Data



2024-2025 data is as of 1.2.2025



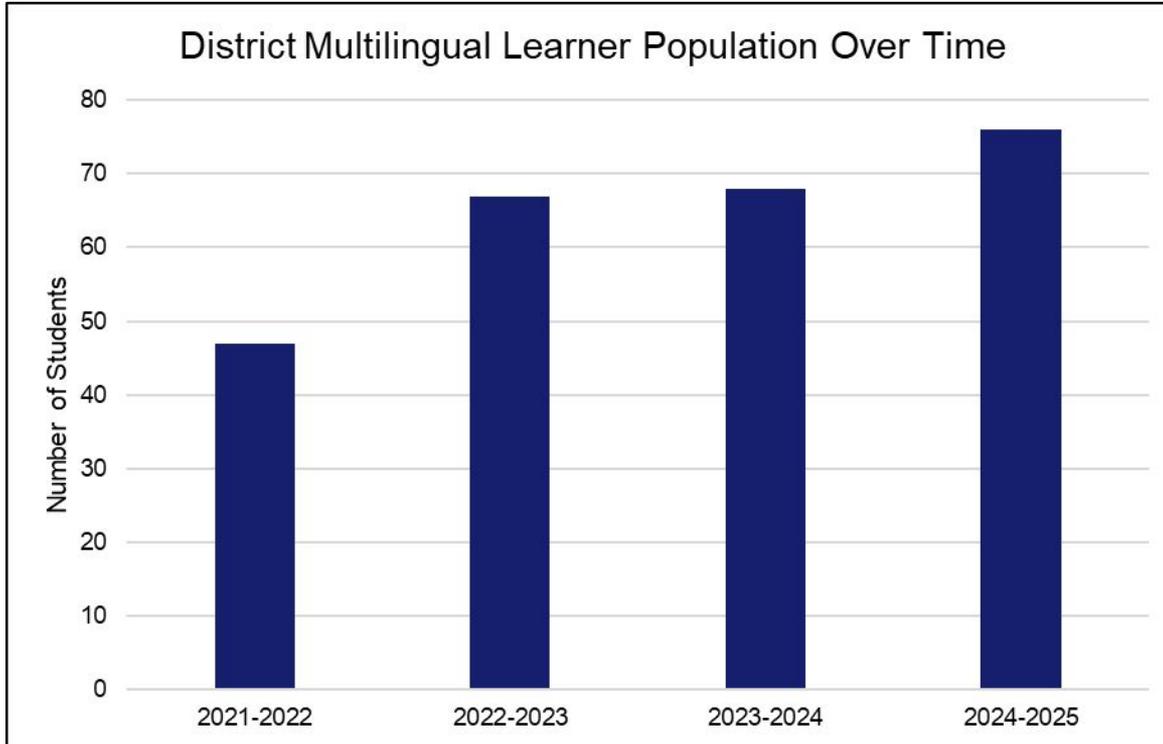
Student Support Data



Based on October 1st PSIS data.



Student Support Data



Based on October 1st PSIS data.



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, Mileage Club, Knowledge Hub Club, Library Club, Running Club (coming this spring) Family Play Challenges, ECO-Action Team, Ambassadors Club, Learning Garden, Robotics





MMS: Enriching Student Participation Data

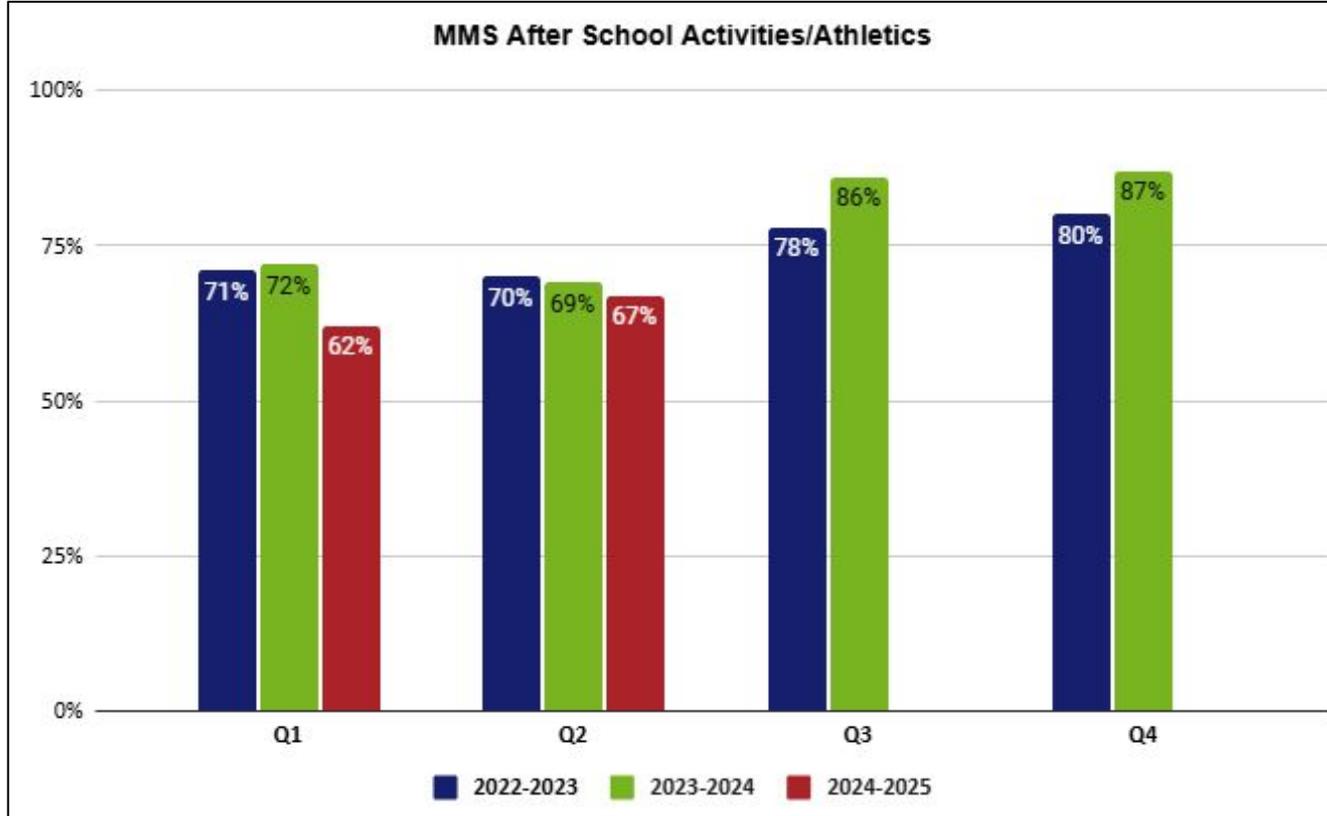
Examples of Activities Offered:

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

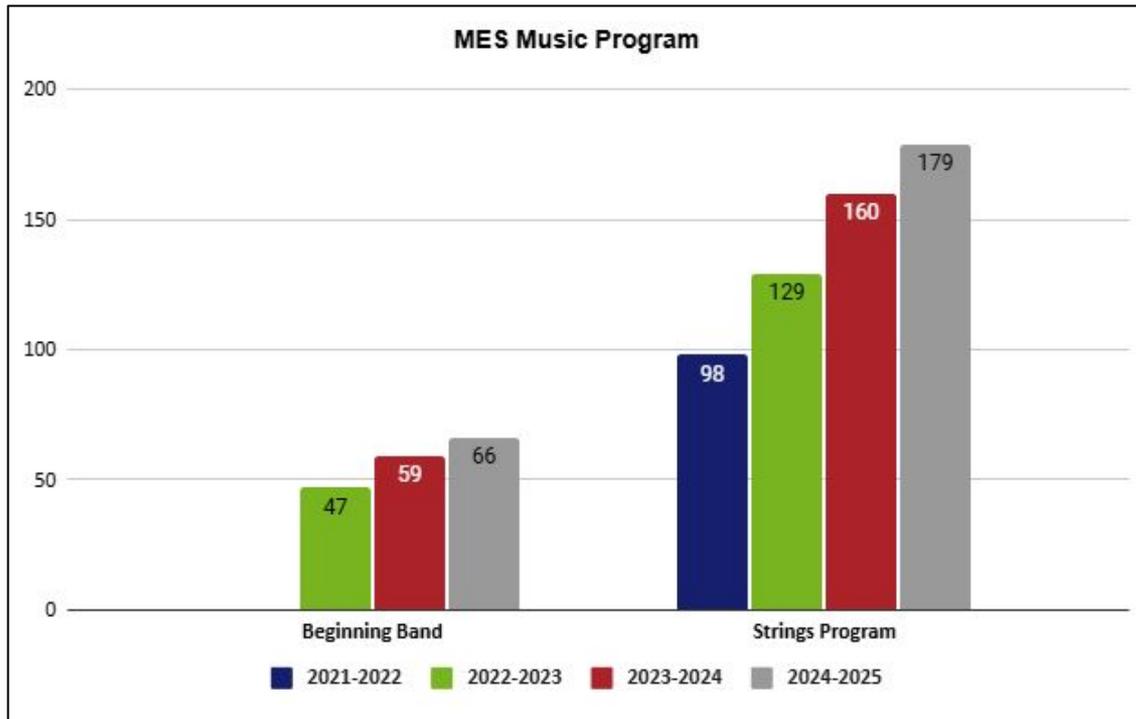




MMS After School Activity Participation



MES Music Program Participation



**Beginning Band begins in grade 4

MES Instrumental Program



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

Cello Lessons	Grades 2 - 4	50 students
Woodwind Lessons	Grades 2 - 4	29 students
Violin Lessons	Grades 2- 4	125 students
Brass Lessons	Grades 2- 4	26 students
Percussion Lessons	Grades 2 - 4	4 students



* Grade 4 Enrollment: 110
99 of those students participate in the MES Music Program

MES Strings Program

Program Highlights

- Open to students in grades 2-4
- Small group lesson 1x per week for 25 minutes
- 4th grade large group ensemble practices once a week for 20 minutes.
- Performances: January 22nd, February 26th, April 30th and May 22nd

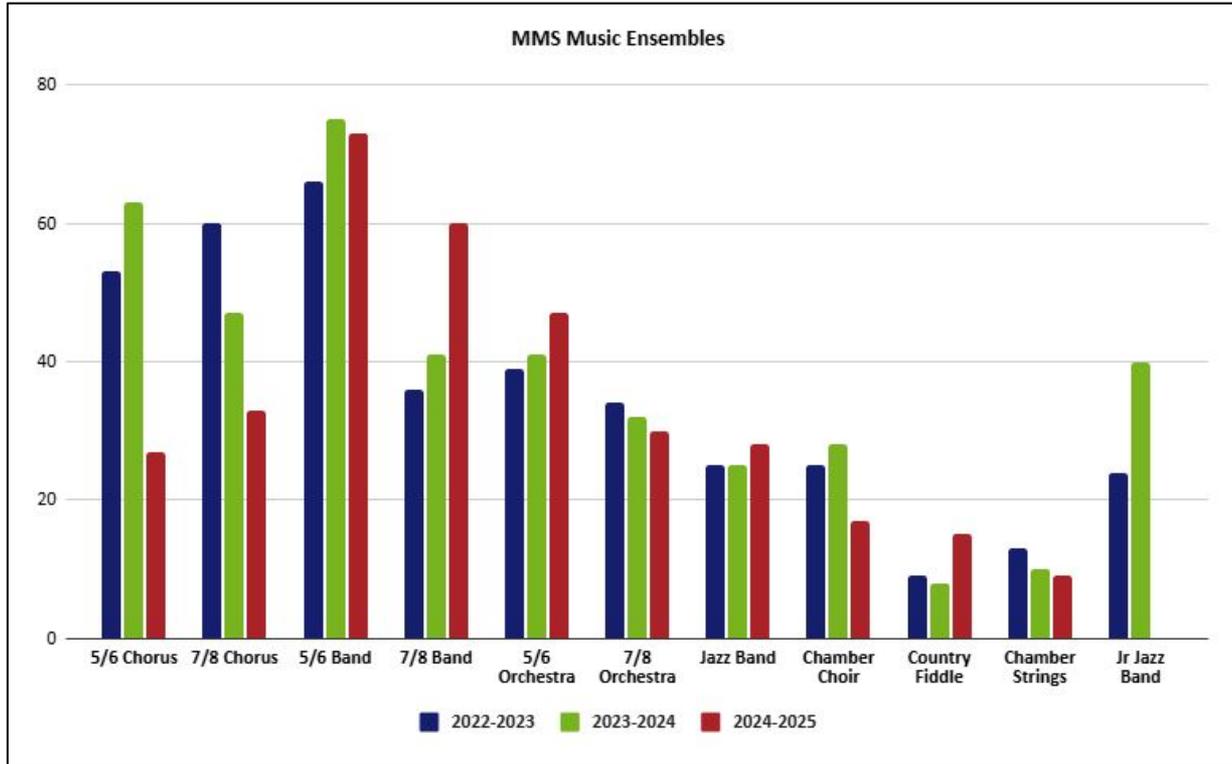
- Participation:
Total 175

Grade 2	73
Grade 3	69
Grade 4	33





MMS Music Program Participation



*Jr. Jazz begins at the end of January



MMS Orchestra Program

Program Highlights

- Open to students in grades 5-8
- Small group lesson 1x per week for 20 minutes
- Large group ensemble practice 2x per week for 45 or 60 minutes
- Performances: January 15th and May 21st
- Participation:

Orchestra 5/6	46
Orchestra 7/8	30
Chamber Orchestra	9*
Fiddle Band	13



*There are auditions for Chamber Orchestra twice a year, in September and January. Chamber Orchestra typically grows after the Winter Concert.



Related Arts/Electives

Visual Arts

Physical Education/Health

World Language

General Music

Library

Technology Education

Life Consumer Science

STEM/Enrichment





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



Family Engagement Data



MMS		
November Conferences	276	66%*
March SLCCs	402	95%*
Middle School Education Week	343**	

MES		
November Conferences	535	96%*
March SLCCs	520	94%*

*Percent of students represented by a family member

** Total participants for the week

Other Opportunities:

Open House, PTO/MMSA Meetings/Events (MES Snow Ball and Fall Festival, MMSA Movie Night and) Curriculum Events: Math and Reading Nights, SBAC/i-Ready Family Information Sessions, Grade Level Exhibitions of Student Work, Winter/Spring Concerts, Drama Productions, Athletic Events, Field Day

