

It is the **mission** of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

MANSFIELD PUBLIC SCHOOLS

2016

Development Plan
Outcomes Report

2017



We Believe:

- It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- Children thrive and experience success when we provide instruction and opportunities that value individual abilities and interests.
- Equal access to our district's programs and services will be afforded to all children.
- All children and staff deserve a safe, secure and supportive school environment.
- Schools excel when staff engage in continuous improvement of practice and life-long learning.
- It is the responsibility of our schools to engage, support, and involve families.
- Our schools are strengthened when the school and community work together, each contributing to the success of the other.

DISTRICT FRAMEWORK



1. The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.
2. The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.
4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.
5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.
6. The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.



STATEMENT 1: The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.

Establish Curriculum Teams in the four primary content areas

Teams led by administrators and district specialists were created in Language Arts, Math, Science, and Social Studies. A two day leadership program was held in August. Each team met three or more times during the year. Quarterly newsletters went to all staff to communicate work of the teams. Highlights include audit of current practices; creation of mission statements; and revision of assessment calendars. Team members also served on school based leadership teams. Next year, teacher leaders will be added in the arts.

Design and implement Summer Curriculum Writing Institute

Team of teachers and administrators spent two full days with Neag faculty to explore the curriculum design process and outcomes. The team has focused on developing 21st century skills aligned problem-based learning (PBL) experiences. A summer PBL institute will support teams of teachers from each school in the development of a PBL experience for their students. Next year will work with national experts to design the Mansfield curriculum design process.

Develop a shared understanding of the qualities and characteristics of 21st Century Student Work

Vision of the Mansfield Learner is complete and has been shared with administrators and selected teachers for feedback and used in work moving forward. Teachers are beginning to design assessments in this area and will use the Portrait of the Graduate in the PBL institute.

Continue to develop school-based social skill programs

Responsive classroom and Positive Behavior Intervention and Support strategies continue to be used in all elementary schools. Work is directed by school climate committees. MMS continues to expand upon the advisory program to address growth mindset development. In addition, all school psychologists attended a full day training on restorative practices.

Statement 1: The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.

Measurable Outcomes

90% of staff will indicate in school surveys that they have a clear understanding of the curriculum goals and expectations for students

94% responded favorably on the teacher survey to the statement, "I have a clear understanding of curricular goals and expectations for students."

Curriculum design templates that include the 4Cs will be developed for use by June 2017

District Curriculum Design Team is developing a process and templates to support creation of Problem-Based Learning experiences. These were used by teachers during a summer curriculum institute.

By June 2017 a definition of the 21st century Mansfield student will be complete and shared with various stakeholders

The Mansfield Portrait of the Graduate was developed by the 21st Century Learning Committee and shared with teachers, administrators, parents, and students for feedback. The Portrait of the Graduate was presented to the Board of Education in June.

School behavioral data will show an increase in positive behaviors

Positive recognition programs in each of our schools were implemented this year. The following is a sampling of data collected:

- 300 Goodwin Whale acts of kindness were recognized
- 460 Southeast Eagle stickers were awarded
- 127 Positive Office Referrals were submitted at MMS
- 157 Recognition Postcards were sent home to grade 7 and 8 students

The Panorama Student Survey was given to all students in grades 3-8. The Survey response choices included 2 unfavorable responses, 2 favorable responses, and one neutral response. Across the district, student favorable responses in areas measured include:

- 62% Favorable School Climate
- 76% Favorable School Belonging
- 53% Favorable School Engagement
- 68% Favorable School Learning Strategies
- 70% Favorable Valuing of School



STATEMENT 2: *The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.*

Implement a student centered literacy program in grades K-6.

Grade by grade skill progressions have been developed and the assessment plan was revised. Much professional development was provided this year to support the workshop approach including: visits to neighboring district (Ellington), full faculty training with keynote presenters, grade level planning and support, side by side coaching, summer literacy institute (2016 and 2017).

Support the transition to Next Generation Science Standards in grades 5-8.

With support from the district math/science specialist and UCONN interns, teachers were supported to develop a deep understanding of NGSS and redesigned one unit of instruction to address both standards and instructional approaches expected by NGSS. Teachers also attended State sponsored training programs.

Continue to promote the use of digital learning experiences to support and enhance all areas of the curriculum.

Highlights:

- Introduction of classroom sets of iPads in grades K and 1.
- Training for technology teacher leaders, state conference and Neag workshop.
- Pilot and evaluation of computer-based math intervention program.
- Moved all schools to Google email to support use of Google apps for education.
- Introduced a variety of digital applications to support project-based learning and student exhibitions.
- Exploring and piloting use of large screen monitors for classroom instructional displays.

Ensure students receive appropriate levels of support, beyond the classroom when needed, to meet learning expectations.

Comprehensive long term study of performance of students who have received MINT (Math Intervention) or SWEIT (Reading Intervention). Revision to program will address findings of data study. Computer math instructional programs were piloted in elementary grades. Dreambox math will be used as an intervention tool next year.

Leadership teams continued to monitor student performance data including STAR screening data. Scientifically Researched based Interventions were provided for students as needed.

English Language Learner program review conclusions supported current program design enhanced this year by UCONN volunteers, Neag interns, and Translanguaging study.



STATEMENT 2 continued...

Provide enrichment experiences to students to extend the curriculum and promote use of 21st century skills.

Support K-8 teachers in the related arts in the implementation of new national and state standards.

Elementary enrichment teachers are supporting grades three and four students during literacy instruction within the classroom. Each enrichment teacher developed NGSS units and taught them or co-taught them in grade three-eight classrooms.

Math enrichment continues at grades two and up.

Enrichment teachers will lead a team from their school in a week long problem based learning program this summer.

PE teachers are writing new curriculum, as are music teachers. Art teachers are exploring new art standards.

Statement 2: The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.

Measurable Outcomes

80% of students will meet expectations in English/Language Arts as measured by State and local assessments

	Smarter Balanced Assessment (scores not yet available)	STAR Early Literacy Spring Benchmark	STAR Reading Spring Benchmark
Kindergarten	NA	68.3%	NA
Grade 1	NA	78.8%	NA
Grade 2	NA	NA	77.1%
Grade 3	73.5%	NA	77.6%
Grade 4	81.4%	NA	86.4%
Grade 5	72.7%	NA	73.2%
Grade 6	69.2%	NA	66.1%
Grade 7	80.7%	NA	78.1%
Grade 8	68.2%	NA	53.7%
OVERALL	74.4%		N/A

End of Year Text Level Achievement Percent of Students Meeting or Exceeding Expectations

Grade	Percent
K	81%
1	76%
2	77%
3	78%
4	80%*
Overall	78%*

*data incomplete

75% of students will meet expectations in mathematics as measured by State and local assessments

	Smarter Balanced Assessment (scores not yet available)	STAR Math
Kindergarten	n/a	n/a
Grade 1	n/a	n/a
Grade 2	n/a	75.5%
Grade 3	74.3%	72.8%
Grade 4	80.0%	84.3%
Grade 5	67.4%	91.7%
Grade 6	55.8%	76.9%
Grade 7	77.1%	80.7%
Grade 8	58.9%	65.9%
OVERALL	69.0%	N/A

90% of students will meet expectations in science as measured by State and local assessments

	15-16 Science CMT	16-17 Science CMT
Grade 5	74%	74%
Grade 8	87%	78%



STATEMENT 3: The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.

Identify end of grade 8 expectations in the content areas of: English/language arts, mathematics, social studies, and science.

Begin to map backwards to define expectations for each grade in the content areas listed above and begin to identify assessment strategies that include 21st Century skills to measure student progress toward these expectations.

Develop collection and reporting practices to support continuous monitoring of student performance in each of the content areas.

Work is underway in each curriculum team.

- Language Arts – progressions document complete.
- Math – Common Core Standards continue to define outcomes.
- Science – NGSS expectations are being clarified at each grade level.
- Social Studies – working to focus State SS Frameworks within existing social studies curriculum.

Backwards mapping is complete in Language Arts and under development in other areas.

Assessment strategies were thoroughly reviewed and new practices piloted in Language Arts and Math grades K-6.

Revised assessment calendars have been developed.

Various assessment rubrics are being explored and applied to problem-based learning experiences to measure 21st century skills.

As assessment calendars are revised, reporting expectations are developed. Our current data warehouse will be discontinued by the developer in July. An interim product has been chosen while we explore creating our own data system.

Statement 3: The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.

Measurable Outcomes

A digital system for collecting student performance data will be identified and ready for use in 2017-2018.

All data from 2009 to May 2017 has been exported and saved out of the outgoing system (Pearson Inform) to ensure our data continues into the new system. We will do one final export of June 2017 data later this month. This data will be imported into the new system, a replacement product for Pearson Inform, so that staff will continue to have access.

85% of students will demonstrate expected grade level performance and growth as measured by STAR assessments in reading.

Star Growth Performance (SGP)

Percent of students meeting SGP of 55 and Median SGP growth (Note: Expected growth range is. 40-60 SPG. We used 55 to provide a rigorous measure.)

	STAR Early Literacy	STAR Reading	STAR Math
Kindergarten	45% (Median: 54)	Not applicable	Not applicable
Grade 1	55% (Median: 53)	Not applicable	Not applicable
Grade 2	Not applicable	63% (Median: 67)	Median: 66
Grade 3	Not applicable	52% (Median: 57)	Median: 48
Grade 4	Not applicable	55% (Median: 59)	Median: 66
Grade 5	Not applicable	60% (Median: 67)	75% (Median: 78)
Grade 6	Not applicable	48% (Median: 53)	57% (Median: 64)
Grade 7	Not applicable	61% (Median: 65)	62% (Median: 62)
Grade 8	Not applicable	43% (Median: 44)	44% (Median: 48)

Clearly defined assessment requirements in each of the four content areas will be defined and ready for implementation in 2017-2018.

Revised assessment plans have been developed in language arts and mathematics. Science assessment are evolving as units are revised to meet NGSS. Social Studies assessments are being revised as PBL experiences are developed.

School teams will meet 3 or more times per year to review assessment data to both monitor student performance and plan future instruction.

School teams met throughout the year to monitor development of all children. Three times a year, data from benchmark assessments are reviewed to identify students in need of intervention. Every 4-7 weeks data are reviewed to monitor the progress of students receiving interventions. Summary findings are shared with full faculty.



STATEMENT 4: The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.

Develop a common understanding of “embedded professional development” and use these practices when defining professional learning experiences for staff.

Principals created a common definition and shared with faculty in the fall. Professional learning has included book study, side by side coaching, collaborative goal setting and action research, in class lab experiences with literacy specialists, and more.

Develop a district professional learning plan for the Board of Education, administrators, teachers, and para-educators that advances the goals of the district.

Plans this year addressed the Board goals and district focus on student centered instruction. Feedback was gathered through a teacher survey. Professional learning priorities for 2017-2018 have been established.

Create school professional learning plans that integrate educator evaluation expectations with school and district goals.

Members of the Professional Development and Evaluation Committee piloted a professional learning focused teacher evaluation plan. It resulted in more meaningful evaluations and richer self-directed learning while advancing learning for students. The plan will be refined for 2018-2019 and more teams of teachers will be invited to participate.

Statement 4: The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.

Measurable Outcomes

80% of staff will respond positively to staff survey questions regarding the professional supports provided throughout the year.

The professional learning I experienced this year has resulted in improved student performance.	87%
My practices have changed as a result of this year's professional learning.	96%
I found "side-by-side teaching" to be a beneficial professional learning experience this year.	94%
I found "self-directed time outside of the classroom" to be a beneficial professional learning experience this year.	91%
I found "lab sites (reading and writing)" to be a beneficial professional learning experience this year.	87%
I found "District PD Days" to be a beneficial professional learning experience this year.	79%
I found "collaborative learning with team/peers" to be a beneficial professional learning experience this year.	91%
I found "reading and research" to be a beneficial professional learning experience this year.	88%
I found "the summer institute" to be a beneficial professional learning experience this year.	100%



STATEMENT 5: The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Enhance communications with Mansfield families.

Several actions were taken including:

- Facebook page established
- Three community newsletters sent via Q-Notify and weekly back packs
- Family Thanksgiving message
- Parent Advisory Group meetings continued
- Facility planning study forums held

Implement bus tracking software allowing families to track their child's bus in real time.

This service was announced to families in August and set-up help was provided at various events and through communications in the fall. Limited use was found due largely to improved bus service. The regularity of the busses limited the need for tracking.

Begin the process of website redesign including exploration of website providers.

Data about website use and desires gathered. RFQ process nearly complete. Website redesign to be completed this summer.

Work with local agricultural agencies and organizations to promote and support farm to school initiatives.

Highlights:

- October Farm to School week
- Grant received to allow for processing of fresh vegetables over summer
- Local sourcing has been a professional development focus for food services director

Statement 5: The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Measurable Outcomes

In parent surveys, 90% of families will respond positively to questions focused on communication practices.

Information not available

80% of families will download bus tracking software.

As of June 4th, our District has 411 SafeStop (bus tracking software) users (includes 3 elementary schools and the middle school). Presently, we average 250-270 users each month (users who use it at least once each month), and 118 of those users are daily active users. We do not have a way to show the number of families represented by the numbers, but typically a family has 1 login.

Monitor website use and identify information most sought.

We had three primary means of gathering this data: (1) A survey made available to parents; (2) Google Analytics (this is a tool that tracks visits to webpages / website usage); and (3) Anecdotal observations by staff. Findings include preference for mobile device compatibility. Information most often sought included contact information for teachers, school lunch menus, school calendars, weekly electronic notices, school news, and Middle School homework pages.



STATEMENT 6: The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

Engage the community in a school facility planning process that focuses on the educational desires and goals of the school system.

Seventy-five community members participated in planning forums and thirteen members serve on the steering committee. Four elements have emerged as focus areas for school design including: sustainable buildings, flexible classroom space, flexible common space, and indoor/outdoor learning space.

Create an operating budget that focuses on advancing the priorities and goals of the Mansfield schools.

The adopted 2017-2018 budget reflects a 2.1% increase that allows for continuation of all student programs, adherence to class size guidelines, professional leadership and learning experiences, and advancement of Board goals and priorities. Materials providing budget details were shared widely and parent organization leadership members received additional information.

Statement 6: The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

Measurable Outcomes

Present a report by June 2017 proposing the future of Mansfield's school facilities.

Report of findings from phase 1 of facilities study planning include a great deal of enrollment, achievement, and financial data. Findings with regards to educational needs include: flexible classroom space, indoor/outdoor learning space; flexible common space, and sustainable/green construction. A full report was presented to the Board of Education on May 25.

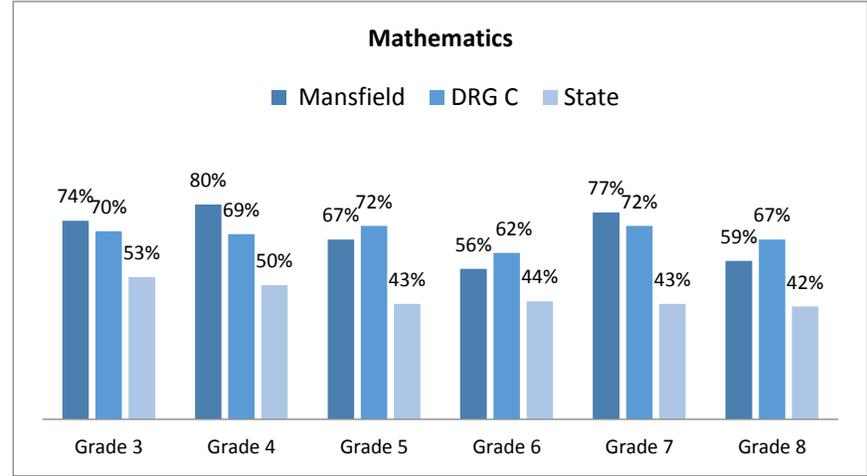
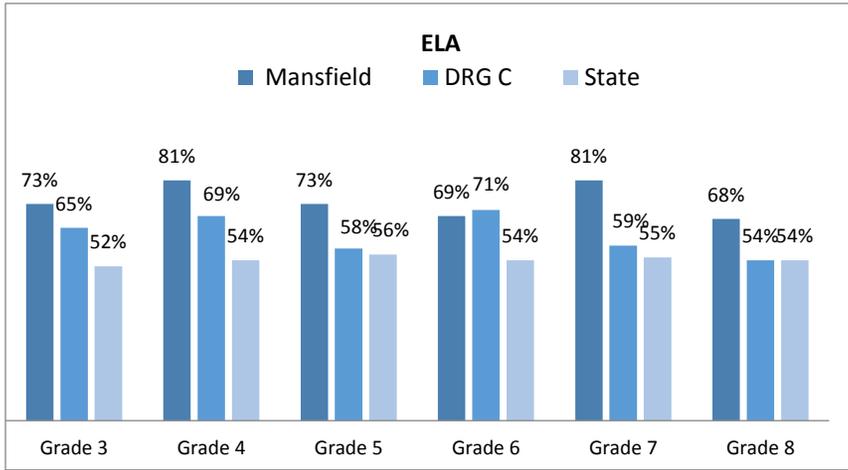
Contain operating costs to an average increase over five years of 3% or less.

2017-18 Budget increase = 2.1%
5 year average 2013-2018 = 2.97%

Year	Approved Budget	% Increase/(Decrease)
2013-2014	\$20,688,160	0.49%
2014-2015	\$21,193,884	2.40%
2015-2016	\$22,022,750	3.90%
2016-2017	\$22,980,500	4.35%
2017-2018	\$23,460,160	2.1%

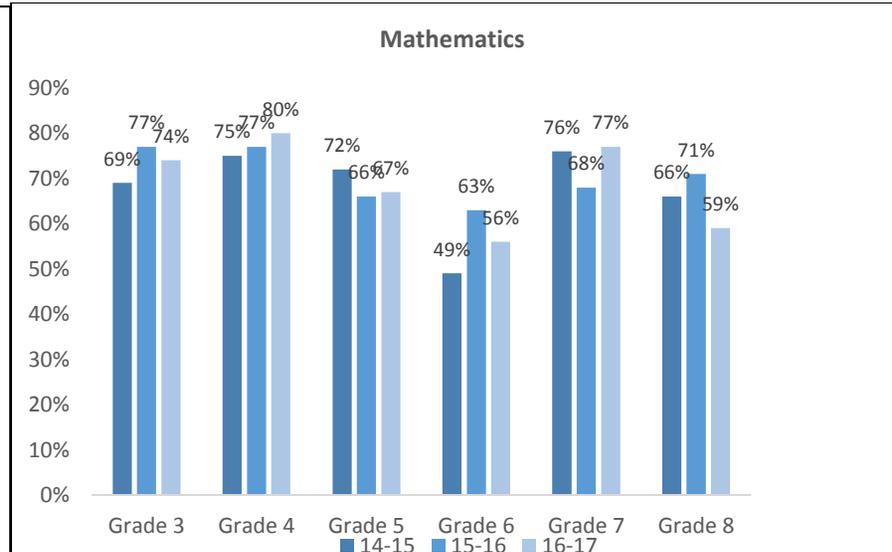
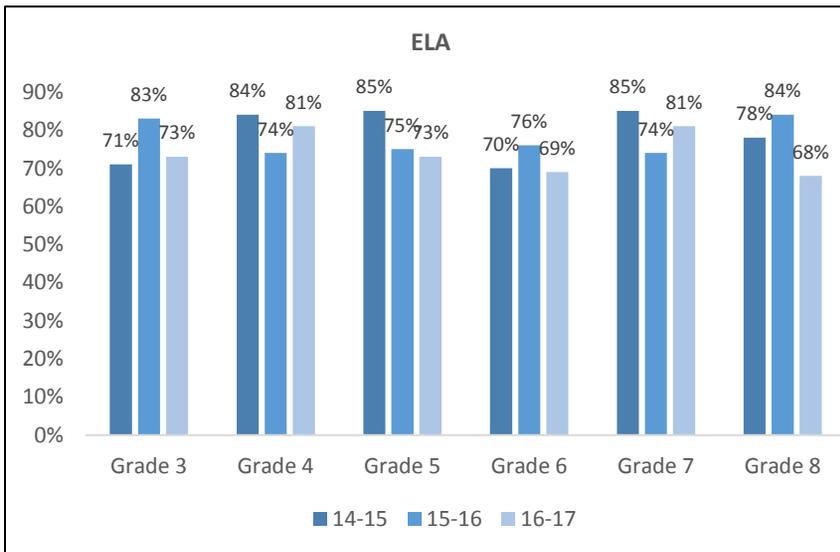
Smarter Balanced Assessment

Percentage of Students Goal or Above 2017



Longitudinal Data

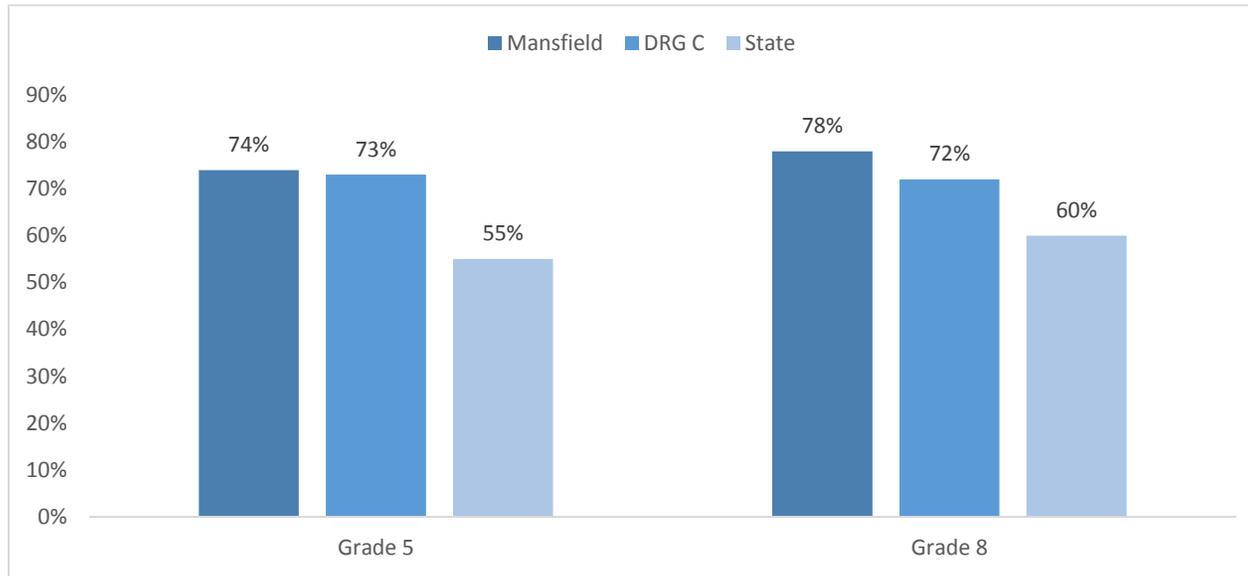
2015-2017



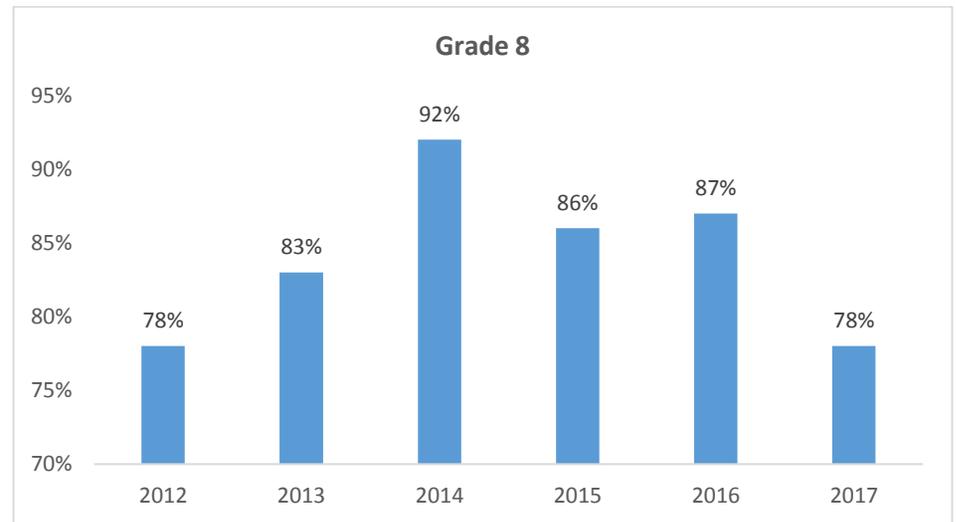
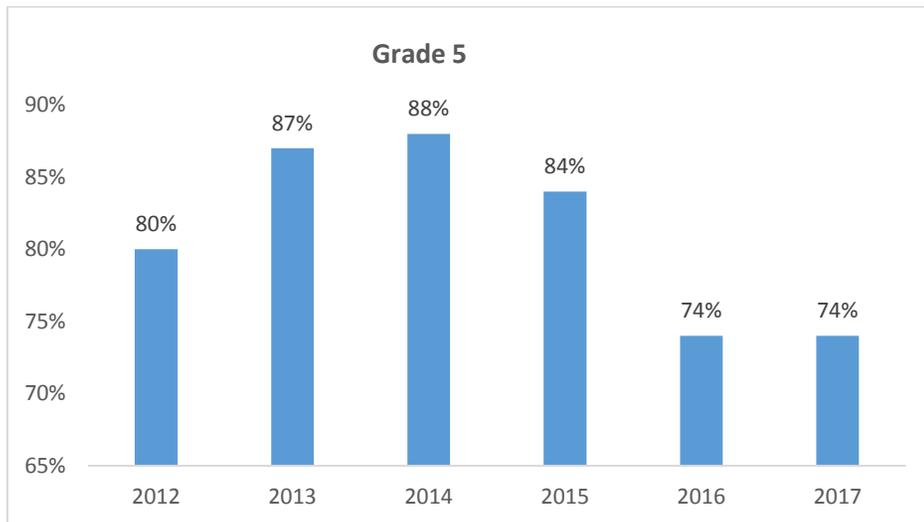
Connecticut Mastery Test

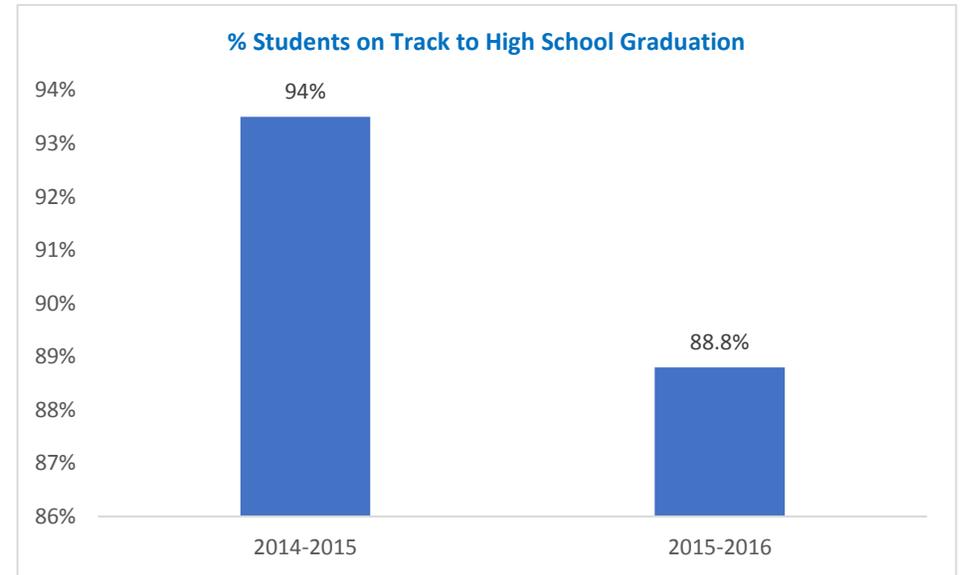
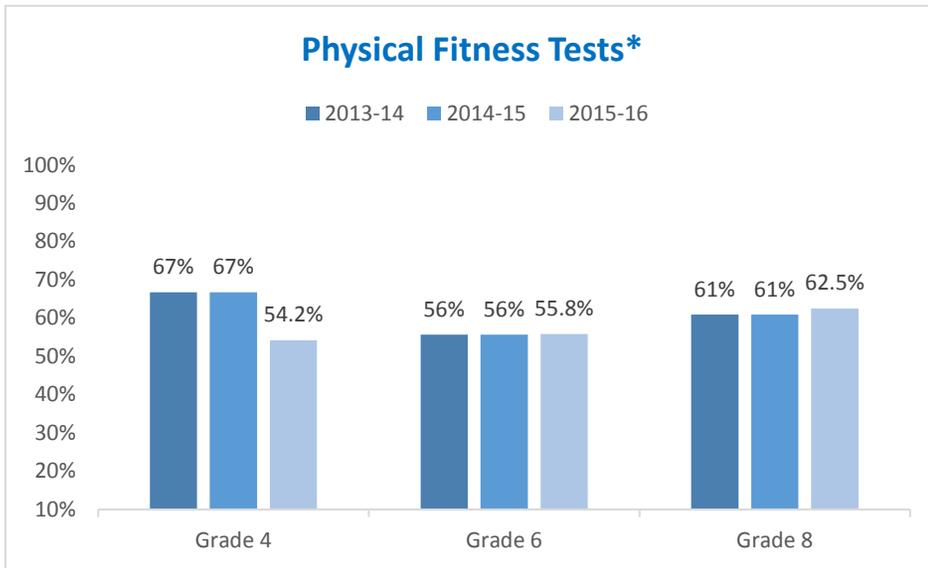
Science

Percentage of Students Goal or Above 2017

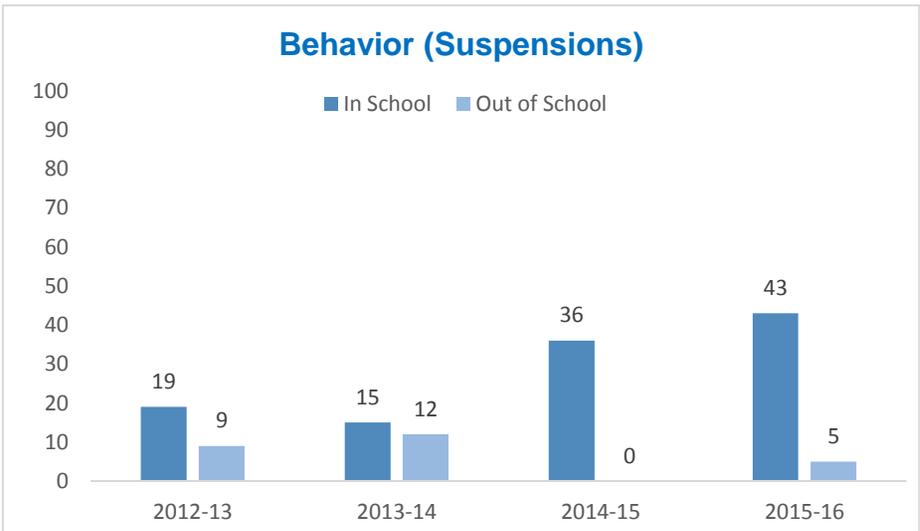
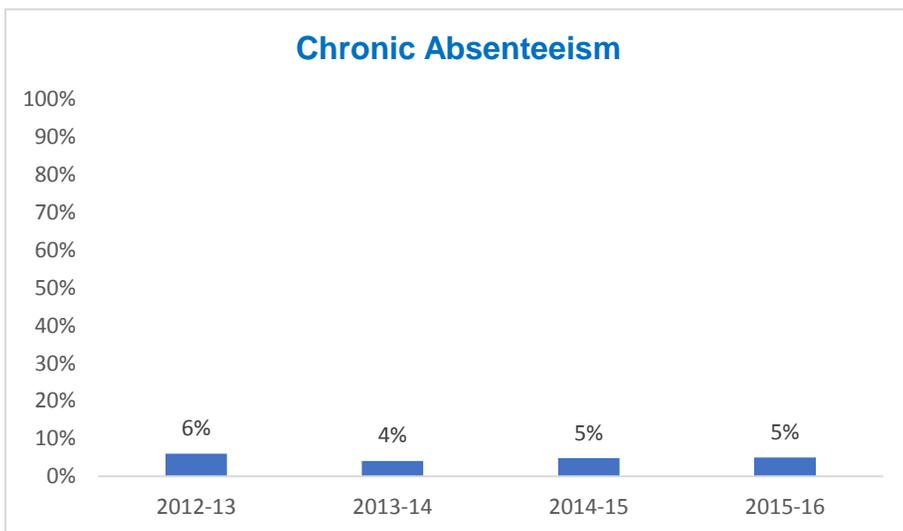


Longitudinal Data 2012-2017





*Data pending verification from State



*Data has been suppressed to ensure student confidentiality.