

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

2017

Development Plan  
Outcomes Report

2018



## 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

Added a fifth team this year for related arts and world language. All five teams received two days of training in August focused on student centered instructional practices and the Mansfield Portrait of the Graduate. Teams have crafted mission statements, identified effective assessment practices, and begun to define grade by grade expectations. Working with the curriculum development committee and administrators, teams are ready to begin crafting new written curriculum.

Design and implement Summer Curriculum Writing Institute

A team of teachers and administrators participated in a five part professional learning experience with national leaders to craft a design process that meets our mission and vision for learning. This summer the social studies team will begin crafting curriculum using this new design process.

Develop a shared understanding of the qualities and characteristics of 21<sup>st</sup> Century Student Work

Portrait of the Graduate Benchmarks have been crafted for the end of grades 2, 4, and 8 allowing teachers to next design assessment practices to monitor student growth in the 5 Cs (collaboration, communication, critical thinking, creativity, and becoming a citizen of the world).

Continue to develop school-based social skill programs

School climate and social and emotional skills committees are active in each school. Elements of such approaches as Positive Behavior Intervention and Support and Responsive Classroom are active in our schools. Identification of practices to support social and emotional skill development is also active in our schools and integrated with our Portrait of the Graduate.

**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

Spring 2018 survey found 86% replied positively to the statement: *I have a clear understanding of the curricular goals and expectations for students.*

Curriculum design templates that focus on student-centered instruction and incorporate the 4 Cs will be developed for use by June 2018.

A new template was implemented in a July 2018 workshop for designing social studies curriculum.

By June 2018 student performance expectations for each element of the Portrait of the Graduate will be defined in grades 2, 4, and 8

Benchmarks have been created by committees of teachers were used for social studies curriculum design work in July.

School behavioral data will show an increase in positive behaviors

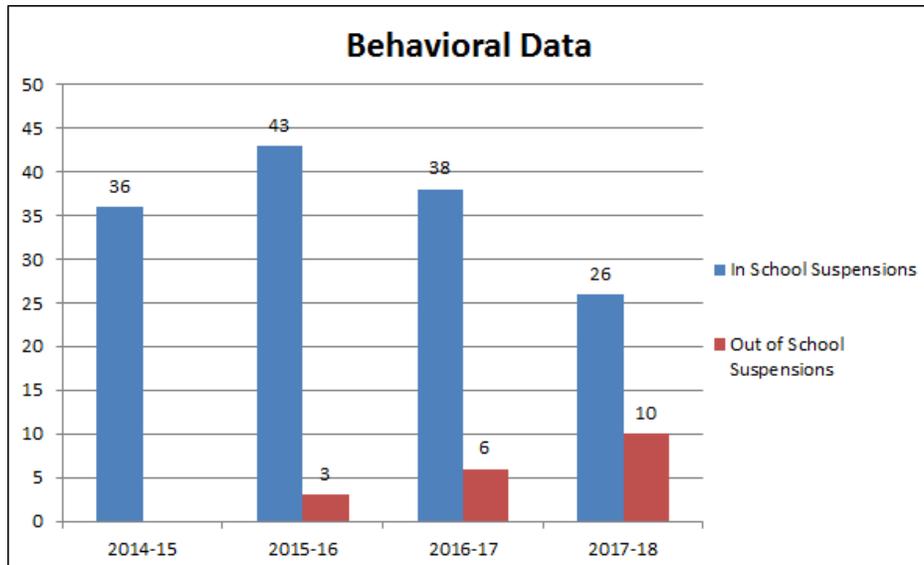
Schools continued positive behavior intervention and recognition programs with data gathered in a variety of ways. For example, Southeast School awarded “eagle expectation” recognition nearly 400 times to students throughout the year. They also focused on improving the environment on the playground and at lunch and saw a decrease in behavioral referrals from 91 in 2016-17 to 75 in 2018-19.

Mansfield Middle School recognized positive behaviors through “positive office referrals” and postcards home. The number of these positive recognitions increased in 2017-18 over the previous year as noted below.

Positive Office Referrals	
16-17	127
17-18	123

	Student Recognition Postcards Grade 7	Student Recognition Postcards Grade 8
16-17	90	80
17-18	124	110

In addition, the number of suspensions at MMS declined as shown below.





**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.

The summer Literacy Institute was expanded to include teachers in grades preK-2. Additional experiences with both nationally recognized leaders in literacy and local experts continued throughout the year for teachers in grades preK-8. Clearly defined skill progressions for reading have been developed accompanied by a district assessment plan that carefully monitors individual performance.

Support the transition to Next Generation Science Standards.

Several teachers have participated in advanced training in NGSS principles. New instructional units have been implemented in grades 5-8 and enrichment teachers are co-teaching science in the elementary schools.

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

The technology curriculum team was expanded to include library media staff. Integration of digital tools into the curriculum has been their focus. In addition, a new set of technical supports has been made available through the Google suite to all staff. Use of the Google suite for educators has increased this year thanks to availability of hardware. A variety of classroom display systems have been piloted to identify the most cost-effective system with the most functionality. These display systems will replace SmartBoards where appropriate as SmartBoards reach the end of their life.

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

Assessment practices in literacy provide detailed information to teachers providing direction for personalized supports to students. Local and state assessments serve to monitor development. English learners are further supported by interns and volunteers from UCONN.



## STATEMENT 2 continued...

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

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

Elementary enrichment teachers provide a variety of services including advanced levels of instruction, student directed learning beyond the classroom curriculum, and science instruction. At the middle school level enrichment teachers provide regular instruction in mathematics, operate many extra-curricular experiences, and co-teach with classroom teachers.

Music teachers continue to integrate the new music standards into their curriculum. Physical Education teachers at the elementary level are rewriting curriculum to reflect new standards and have begun to share this work with the middle school teachers. Teachers have been provided professional learning time to work together.

**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 2017-18	STAR Early Literacy Spring Benchmark 2018	STAR Reading Spring Benchmark 2018
<b>Kindergarten</b>	n/a	69%	n/a
<b>Grade 1</b>	n/a	76%	n/a
<b>Grade 2</b>	n/a	n/a	70%
<b>Grade 3</b>	81.6%	n/a	82%
<b>Grade 4</b>	84%	n/a	83%
<b>Grade 5</b>	78.8%	n/a	74%
<b>Grade 6</b>	70.1%	n/a	64%
<b>Grade 7</b>	74.1%	n/a	66%
<b>Grade 8</b>	82.4%	n/a	74%
<b>OVERALL</b>	<b>78.3%</b>	n/a	n/a

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

Grade	Percent
<b>K</b>	67%
<b>1</b>	84%
<b>2</b>	79%
<b>3</b>	65%
<b>4</b>	71%
<b>5</b>	65%
<b>Overall</b>	<b>72%</b>

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

	Smarter Balanced Assessment 2017-18	STAR Math Spring Benchmark 2018
<b>Kindergarten</b>	n/a	n/a
<b>Grade 1</b>	n/a	n/a
<b>Grade 2</b>	n/a	75%
<b>Grade 3</b>	76.3%	71%
<b>Grade 4</b>	79.8%	89%
<b>Grade 5</b>	73.5%	87%
<b>Grade 6</b>	48.9%	66%
<b>Grade 7</b>	70.7%	82%
<b>Grade 8</b>	74.1%	82%
<b>OVERALL</b>	<b>70.1%</b>	N/A

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

	17-18 Science Smarter Balanced
<b>Grade 5</b>	Pilot Test
<b>Grade 8</b>	Pilot Test



**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.

Curriculum teams continue to define expectations for students and most content and related arts areas have identified the standards for end of grade 8. In reading, expectations have been identified for the end of each grade.

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

Curriculum assessments, formal and informal, summative and formative, have been created for language arts and mathematics. Classroom teachers have designed a variety of curriculum based assessments that include assessment of 21<sup>st</sup> century skills.

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

Data reviews are held at each school regularly throughout the year. Reports of data from standardized assessments are generated within those assessment systems and have been very helpful. A commercial product to replace our former data warehouse has not yet been found. Schools have created storage and reporting tools using simple software. A commercial system will continue to be explored.

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

### Measurable Outcomes

75% of students will demonstrate expected growth as measured by STAR assessments in reading.

#### Star Growth Performance (SGP)

##### Percent of Students Obtaining SPG 55 or Greater

	STAR Early Literacy		STAR Reading	
	2017-18	2016-17	2017-18	2016-17
<b>Kindergarten</b>	42%	45%	N/A	N/A
<b>Grade 1</b>	51%	55%	N/A	N/A
<b>Grade 2</b>	N/A	N/A	53%	63%
<b>Grade 3</b>	N/A	N/A	52%	52%
<b>Grade 4</b>	N/A	N/A	47%	55%
<b>Grade 5</b>	N/A	N/A	58%	60%
<b>Grade 6</b>	N/A	N/A	64%	48%
<b>Grade 7</b>	N/A	N/A	76%	61%
<b>Grade 8</b>	N/A	NA	45%	43%

75% of students will demonstrate expected growth as measured by STAR assessments in mathematics.

#### Star Growth Performance (SGP)

##### Percent of Students Obtaining SPG 55 or Greater

	STAR Math	
	2017-18	2016-17
<b>Kindergarten</b>	N/A	N/A
<b>Grade 1</b>	N/A	N/A
<b>Grade 2</b>	N/A	N/A
<b>Grade 3</b>	N/A	N/A
<b>Grade 4</b>	N/A	N/A
<b>Grade 5</b>	58%	75%
<b>Grade 6</b>	64%	57%
<b>Grade 7</b>	76%	62%
<b>Grade 8</b>	45%	44%

80% of students will demonstrate attainment of end of grade expectations in reading as measured by commercial and locally developed assessments as defined in the district assessment plan.

	STAR Reading End of Grade Expectation 2018	End of Year Text Level Achievement 2018
<b>Kindergarten</b>	69%*	67%
<b>Grade 1</b>	76%*	84%
<b>Grade 2</b>	70%	79%
<b>Grade 3</b>	82%	65%
<b>Grade 4</b>	83%	71%
<b>Grade 5</b>	74%	65%
<b>Grade 6</b>	64%	N/A
<b>Grade 7</b>	66%	N/A
<b>Grade 8</b>	74%	N/A

\*STAR Early Literacy

**Teachers will utilize performance assessments to measure application of content knowledge and 21<sup>st</sup> century skills.**

Students have been challenged to engage in self-assessment of the 21<sup>st</sup> century skills as defined in the Mansfield Portrait of the Graduate. Teachers have created rubrics to assess these skills in problem-based learning experiences.

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

Professional learning experiences to support teacher analysis of student performance data occurred in the fall. Data teams meet regularly to assist with identification of students in need of support and engage in instructional analysis to support planning of future instruction.



**STATEMENT 4:** The district supports embedded professional development 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.

Professional learning practices continue to evolve with more teacher directed learning experiences. Embedded learning occurs through team meetings, lab site experiences, and coaching. Administrators have begun Instructional Rounds, a process whereby teams of administrators view actual classroom instruction together and develop common understanding of effective practices.

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

Our work this year has continued to focus on literacy instruction for grades preK-6, student-centered practices, and understanding of the skills included in the Portrait of the Graduate. The Learning Plan has included inviting teachers to attend targeted professional development outside the district, using our own resources and bringing experts to Mansfield on professional development days, connecting team planning time to advancing practice, and other “during the school day” learning experiences.

Professional learning for administrators has included targeted local and national advanced learning experiences, collaborative learning together, and a series of workshops with all Region 19 schools’ administrators.

The spring Board workshop was cancelled at the last minute due to weather.

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

Members of the Professional Development and Educator Evaluation Committee have participated in a pilot program that uses an action research approach to improvement. STEP, a national model for professional learning communities, has served as the core structure of this work. Working in teams, teachers identify a student performance need related to school and district goals, engage in a variety of research practices to better understand the need and how to address it, then institute a cycle of planning, implementing, and evaluating interventions to promote improvement.

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

### Measurable Outcomes

85% of staff will respond positively to staff survey questions regarding the professional supports provided throughout the year.

What professional learning structures have you found beneficial this year? (check all that apply)	
• PD Days	36/77
• PLCs	10/77
• Team/Department/Grade Level Meetings	45/77
• Coaching	14/77
• Lab Sites	6/77
• Co-teaching	21/77
• Observing in a colleague's classroom	10/77
• PD offered by an outside expert (summer institute or on-site PD)	26/77
• Of-site training or conference	33/77
• Other (please specify)	21/77

85% of staff will respond positively to staff survey questions about the quality of the professional growth experiences throughout the year.

The professional learning experiences I had this year supported my work to ensure student growth.	88%
My practices have changed as a result of this year's professional learning experiences.	82%



**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.

The community newsletter was well received by families based on the responses to the survey enclosed within it. The Superintendent or a Board member have attended PTO meetings in each school at least twice. We have also leveraged support from a new reporter at *The Chronicle* and received a significant amount of local coverage.

Work collaboratively with families to support student learning in the academics, the arts, and social and emotional health.

Schools held several parent programs including those focused on literacy, writing, art and music, play (trestle tree), social media awareness, and schooling for today's child. In addition, the school psychologists and counselors offered a three part series to parents on topics relevant to raising children today.

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

Working collaboratively with A Taste of Mansfield, three community dinners were held that showcased ingredients from local farms. Total attendance at these dinners exceeded 300 people.

**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.

	<b>Strongly Agree/Agree</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Communication from the school to home is effective.</b>	83%	35%	48%	13%	3%
<b>I feel comfortable communicating with the staff at my child's school.</b>	89%	54%	35%	10%	1%

80% of families will respond positively to feedback sought after parent support programs.

Informal feedback from parents suggest programs provided were helpful. Parents also provided suggestions for future programs.



**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.

A variety of communications and events were held to inform and engage the public in the planning for the future of the schools. A report of findings from the planning study completed last spring was widely disseminated and a webpage devoted to facilities planning was created and houses multiple documents from studies and community events as well as informational material. The highlight of this work was a two night community engagement event that solicited feedback from more than 200 community members.

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

Given the reductions in State revenue, a hiring freeze was implemented last summer which resulted in a savings of more than \$600,000. Staff were reassigned and shared positions created across schools in some instances to ensure services to students were not diminished. Successful negotiations and additional reductions in staff due to declining enrollment contributed to a flat budget for 2018-19.

**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 plan by June 2018 proposing the future of Mansfield's school facilities.**

Town Council has formed a building committee to explore the building of one new elementary school in a central location.

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

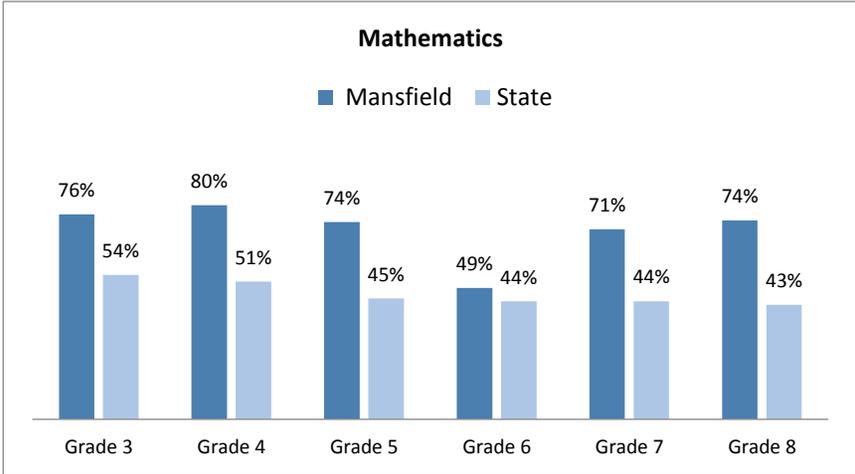
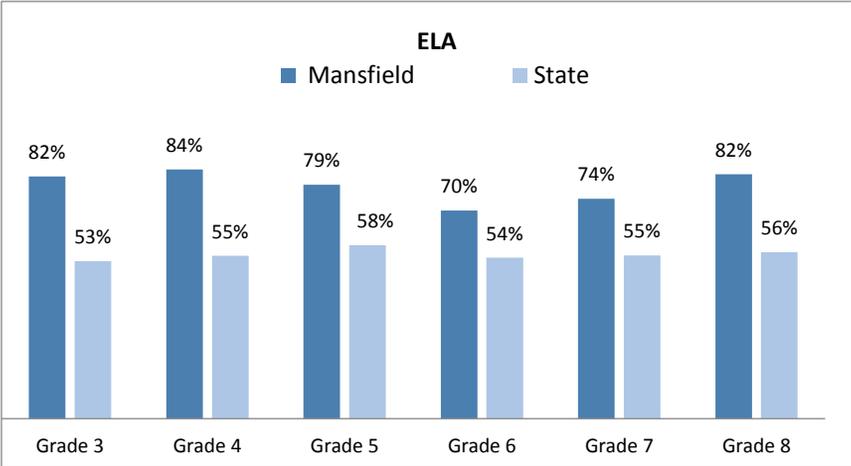
2017-18 Budget increase = 0%

5 year average 2014-2018 = 2.55%

<b>Year</b>	<b>Approved Budget</b>	<b>% Increase/(Decrease)</b>
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	2.09%
2018-2019	\$23,460,160	0%

# Smarter Balanced Assessment

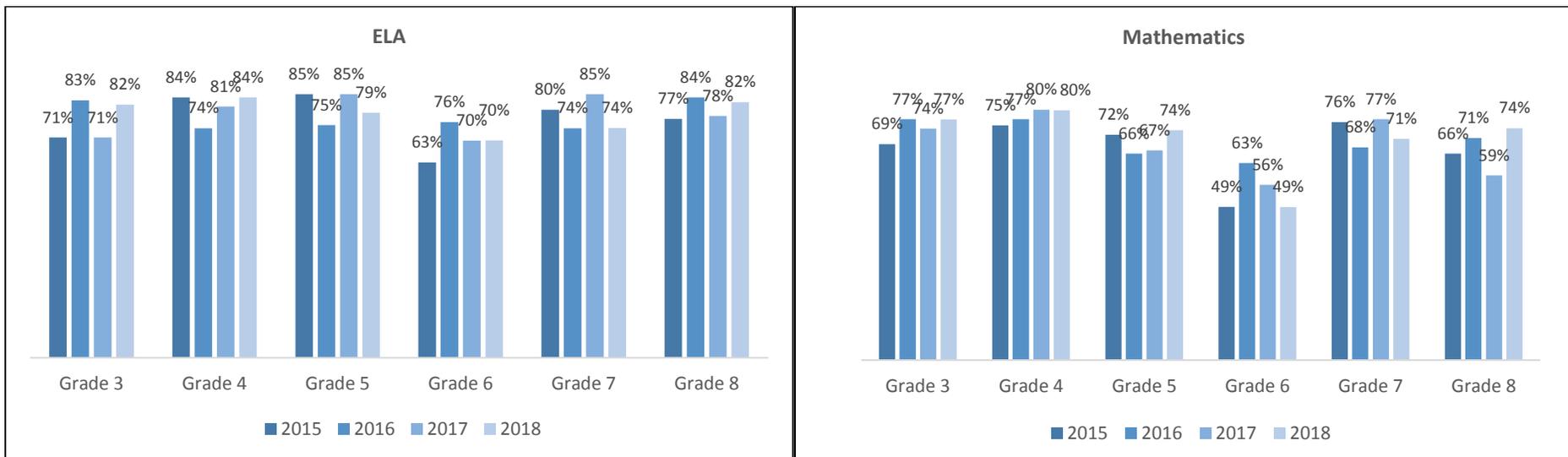
## Percentage of Students Goal or Above 2018



**Science**  
**2017-2018 Smarter Balanced Pilot**  
**No results reported**

## Longitudinal Data

**2015-2018**

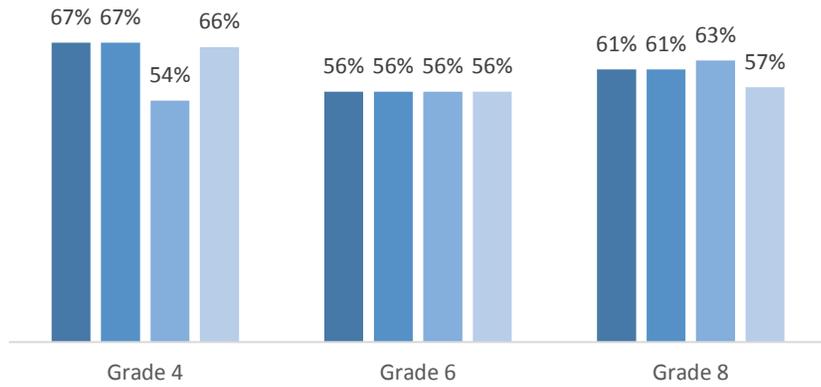


### DRG C Rankings (Comparison to 26 DRG C Districts)

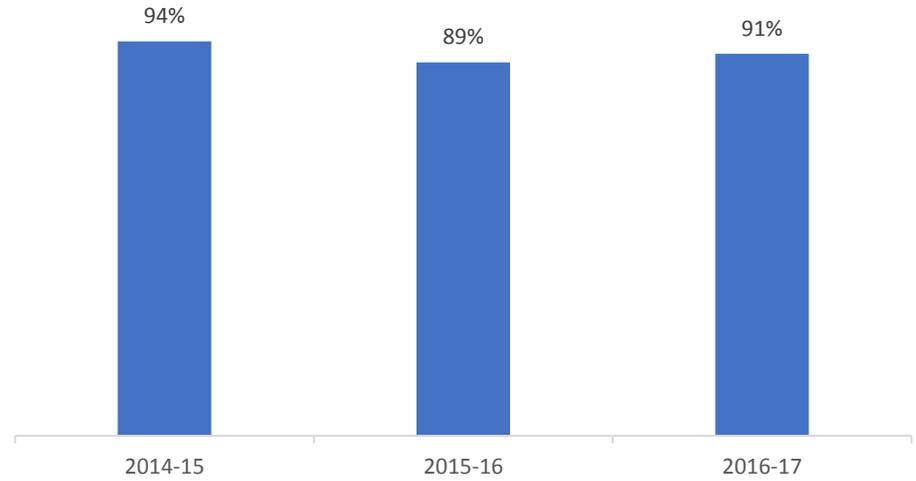
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>ELA</b>	4/26	5/26	2/26
<b>Math</b>	4/26	6/26	4/26

### Physical Fitness Tests

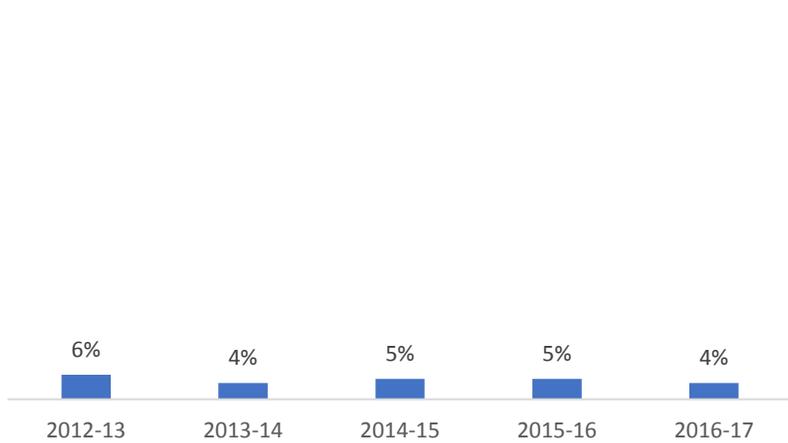
■ 2013-14 ■ 2014-15 ■ 2015-16 ■ 2016-17



### % Students on Track to High School Graduation



### Chronic Absenteeism



### Behavior (Suspensions)

■ In School ■ Out of School

