

Mansfield Public Schools

District Improvement Plan 2023-2025



Presented to School Committee September 26, 2023

Mansfield Public Schools Mission, Vision, & Guiding Beliefs

District Mission

The mission of the Mansfield Public Schools is to provide a high-quality education to prepare all students to be lifelong learners and contributing citizens.

District Vision

(As of September 2023 the Vision is currently undergoing revisions)

Our vision of the ideal school is one in which all students are actively and intellectually engaged in their learning as a result of the instructional practices that are personalized, differentiated, innovative, and designed to challenge their thinking and understanding. The result of our collective efforts is for all students to achieve their personal best and become meaningful contributors to our society.

Guiding (Core) Beliefs of the Mansfield Public Schools

We believe:

- Education must respond to the changing needs of society.
- Students come from a variety of backgrounds and bring diverse experiences into our schools.
- Access to and use of technology enhances teaching and learning.
- Educating the whole student requires a partnership among the schools, parents, and the community.
- Effective education is achieved through high standards and a clear vision of the future.
- Successful schools require continuous assessment and improvement.
- Education contributes to the emotional, physical, social, and academic development of a student.
- All students can be successful lifelong learners.
- A safe, healthy, and respectful learning community is essential.

Empower, Inspire, Engage

Introduction

September 2023

The Mansfield School Community can look back on recent successes that are a firm foundation for the district's future work. The District Improvement Plan 2023-2025 is focused on three key areas:

Academic Advancement for All Students

Facilities Assessment and Educational Visioning Study

MPS Diversity, Equity, Inclusion Strategic Plan

This Plan serves as an umbrella to the work in these areas that began during the past two years. Please note that there are several documents linked to this District Improvement Plan that provide more information and details about the actions and activities of the three key focus areas. These include:

[School Improvement Plans](#)

[Facilities Assessment and Educational Visioning Study](#)

[Facilities Assessment and Education Visioning Presentation](#)

[MPS Diversity, Equity, Inclusion Strategic Plan](#)

Thank you for taking the time to read this document. And, thank you for the support you provide to the Mansfield Public Schools as we move forward with continuous improvement for the school district.

District Demographic Data *

		RG	ROB	J/J	QMS	MHS	DIST
Enrollment	Male	49	374	365	422	576	1,792
	Female	42	380	338	368	513	1,635
	Non-Binary	0	0	1	0	3	4
	Total	91	754	704	790	1,092	3,431
Enrollment by Race/Ethnicity, % of District							
	African American	3.3	4.0	4.4	5.7	4.5	4.6
	Asian	6.6	8.4	8.5	9.7	7.2	8.3
	Hispanic	7.7	7.8	6.4	5.7	6.9	6.6
	Native American	0	.3	.3	0	.1	.1
	White	76.9	74.7	75.1	73.4	78.7	76.0
	Native Hawaiian, Pacific Islander	0	0	.1	0	0	0
	Multi-Race, Non Hispanic	5.5	4.9	5.1	5.4	2.7	4.3

* [Based on DESE 2022 School Report Card](#)

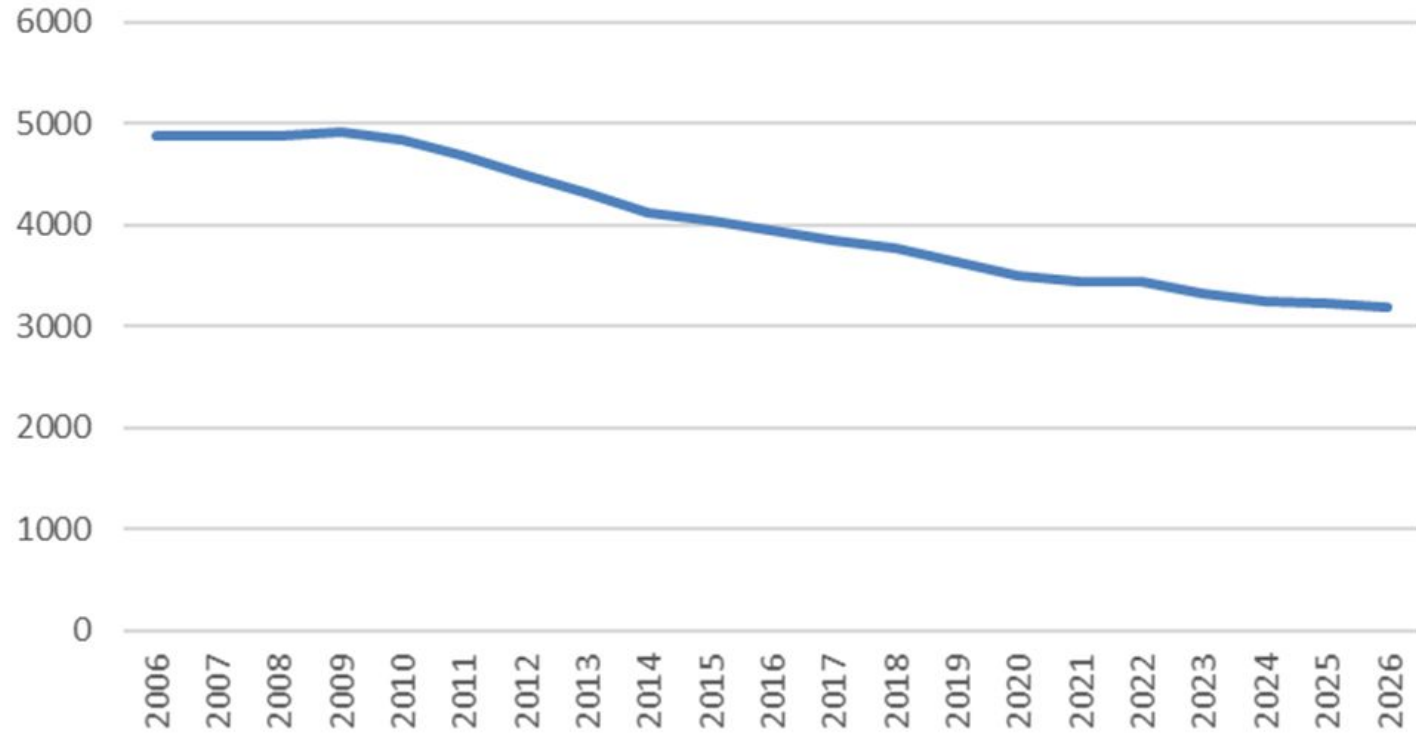
District Demographic Data

	RG	ROB	J/J	QMS	MHS	DIST
Indicators						
Grade 9-12 Dropout Rate (%)					.1	.1
Attendance Rate (%)	89.7	94.6	95.0	95.3	94.4	94.6
Average # of Days Absent	8.5	5.7	5.3	5.0	5.9	5.7
Selected Populations, % of School						
First Language Not English	4.4	6.5	8.4	7.3	6.0	6.8
English Language Learners	0.0	3.3	4.1	1.4	.8	2.2
Students with Disabilities	24.2	12.7	18.6	15.7	14.7	16.3
High Needs	33.0	30.6	37.1	34.1	27.9	32.6
Low Income	18.7	21.0	21.0	20.9	18.0	20.0
District IEPs						613
District 504s						333

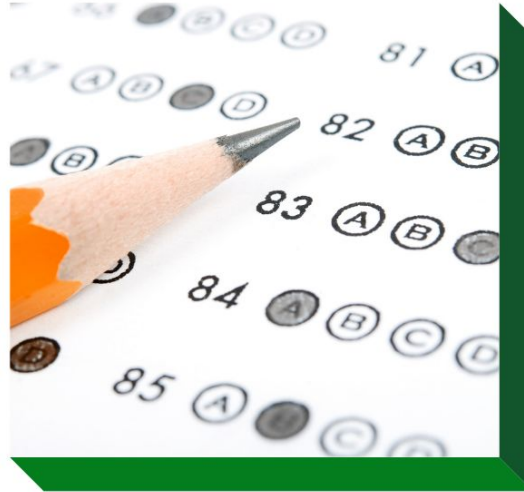
Native Language Not English

	ROB	J/J	QMS	MHS
# of English Learners (EL) Identified as of 9/20/23	30	27	16	7
# of Languages Spoken at Home	11	16	8	4

District Enrollment



Academic Advancement for All Students



Academic Achievement Targets

The Department of Elementary and Secondary Education (DESE) accountability system consists of two components. The first is a normative component, or accountability percentile, which provides information about how a school is doing compared to other schools in the state. The second component is criterion-referenced, which provides information about each district, school, or student group's progress toward improvement targets. The next page provides a snapshot of selected 2023 targets. In addition, there is a link to the 2024-2027 improvement increments for schools and districts.

Targets are set each year by adding the improvement increment to the baseline (i.e., prior year's results) for that indicator.

Increments for 2024-2027 are provided for informational purposes only and are subject to change. DESE will calculate targets for 2024 and beyond following the publication of official MCAS and accountability results each fall.

The highest target any district, school, or group can receive for the four-year cohort graduation rate, extended engagement rate, advanced coursework completion rate, and EL progress rate is 95 percent. The lowest target any district, school, or group can receive for the annual dropout rate and chronic absenteeism rate is 1 percent. Depending on a district, school, or group's actual performance in a given year, these ceilings and floors may affect select targets in future years.

Districts and schools serving high school grades will not have a grade 10 Lowest Performing group in 2023. However, districts and schools will still receive targets for the Lowest Performing group in the non-high school grade span, where present.

Mansfield Public Schools 2023 Accountability Targets - District Results

Group	Gradespan	Area	2022 # of Students Included	2022 Achievement Baseline	2023 Path	2023 Achievement Target	Recovery Quartile	# Years to Recovery
All Students	HS	ELA	278	512.5	Recovery	513.8	3	2
All Students	3-8	ELA	1530	499.1	Recovery	503.8	4	1
All Students	HS	Math	279	511.1	Forward	513.6		
All Students	3-8	Math	1533	502.4	Recovery	504.3	4	1
All Students	HS	Sci	264	510.2	Forward	512.2		
All Students	3-8	Sci	542	500.4	Forward	503.1		

<p>Accountability targets for 2023 provided to districts in March 2023. These educational goals, set by DESE, are targets that the district is expected to achieve between 2022-2027</p>	<p>For district results, in order to report data for a group, there must be results for at least 20 students in BOTH HS and NonHS</p>	<p>Recovery Pathway (Yellow): The MCAS average scaled score for the given group and subject was higher in 2019 than in 2022. These groups experienced declines in student achievement and are expected to improve achievement in a specified number of years to return to (and ultimately surpass) 2019 achievement levels.</p>	<p>Path Forward (Green): The MCAS average scaled score for the given group and subject was higher in 2022 than in 2019, or the improvement increment calculated using the recovery path for the group and subject is less rigorous than that assigned in 2019. These groups experienced little to no decline in achievement from 2019 to 2022 and are expected to continue to improve achievement levels.</p>	<p>Recovery Quartile and Years to Recover: Each school and group on the recovery path were assigned a recovery quartile and a number of years to recovery (i.e., to return to 2019 levels of achievement) based on their own decline (i.e., the difference in average scaled score between 2022 and 2019).</p>
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[2022-2027 Accountability Targets and 2024-2027 Increments](#)

Academic Advancement for All Students

School	District Initiative	Responsible Individuals	Actions & Activities
<p>Roland Green</p>	<p>Implementation of new preschool curriculum in 3 classrooms.</p> <p>While Roland Green currently follows the Massachusetts Curriculum Frameworks, the preschool has been without a research-based curriculum program that would provide numerous benefits to our students and staff.</p> <p><i>Tools of the Mind</i> is an early childhood model combining teacher professional development with a comprehensive innovative curriculum that helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational academic skills they need to succeed in school and beyond.</p>	<p>Director Krista Sylvain will assure fidelity of the preschool curriculum which will be delivered by classroom teachers.</p>	<p>2022-2023 Year I of implementation: Three classrooms pilot the program after receiving professional development by <i>Tools of the Mind</i>.</p> <p>2023-2024 Year II: Final 4 teachers trained to deliver instruction in classrooms.</p> <p>2024-2025 Year III: Full implementation throughout the preschool with additional coaching available as needed.</p>

Academic Advancement for All Students

Schools	Initiative	Responsible Individuals	Actions & Activities
Robinson and Jordan/Jackson	Implementation of an updated DESE-approved K-5 literacy program.	Ryan Gentili, Principal John Nieratko, Principal Julia Greenstine, Director of Instruction and Assessment Michael Connolly, Assistant Superintendent for Teaching and Learning	<p>2023-2024 Year I: Formation of a literacy advisory team consisting of Principals, one classroom teacher per grade level, special education and reading teachers. The process will include collection of data, a needs assessment, and a review of DESE’s selection of highly rated literacy programs.</p> <p>2024-2025 Year II: Fall 2024: Narrow the selection to two programs and obtain cost estimates. Winter 2025: Plan for the purchase and schedule professional development opportunities beginning in spring 2025.</p> <p>2025-2026 Year III: Implementation of program in the two schools.</p>

Academic Advancement for All Students

Schools	Initiative	Responsible Individuals	Actions & Activities
Robinson and Jordan/Jackson	Implementation of an updated DESE-approved K-5 math program.	<p>Ryan Gentili, Principal</p> <p>John Nieratko, Principal</p> <p>Julia Greenstine, Director of Instruction and Assessment</p> <p>Michael Connolly, Assistant Superintendent for Teaching and Learning</p>	<p>2022-2023 Year I: Formation of a math program advisory team consisting of Principals, one classroom teacher per grade level, special education and math teachers. The process will include collection of data, a needs assessment, and a review of DESE's selection of highly rated math programs.</p> <p>2023-2024 Year II: Fall 2023: Narrow the selection to two programs and obtain estimates of costs. Winter 2024: Purchase and schedule professional development opportunities.</p> <p>2024-2025 Year III: Implementation of program in the two schools.</p>

Academic Advancement for All Students

School	Initiative	Responsible Individuals	Actions & Activities
QMS	To meet the needs of high achieving math students, QMS will develop a “Step up Academy” in Math.	Dave McGovern, Principal Jaime Mintz, Math Department Chair	2023-2024 Year I: Research practices used in other districts in Massachusetts and across the nation. Develop entry criteria. Identify potential students and hold an interest meeting for parents/ guardians. 2024-2025 Year II: Pilot the class with identified students. Incorporate this program into the QMS Program of Studies 2025-2026 Year III: Full implementation

Academic Advancement for All Students

School	Initiative	Responsible Individuals	Actions & Activities
MHS	<p>In order to take steps toward meeting a priority standard set forth by the New England Association of Schools and Colleges (NEASC), MHS will work to update and create curriculum in a common Understanding by Design (UBD) format.</p>	<p>Russ Booth, Principal Julia Greenstine, Director of Instruction and Assessment Department Chairs</p>	<p>2022-2023 Year I: Professional Development (PD) for the Department Chairs -- 4 modules for Stages 1 & 2 of UBD.</p> <p>2023-2024 Year II: Summer Institute for the Secondary Leadership Team (SLT) provided initial training on UBD curriculum design for all teachers at MHS. They developed a shared educator evaluation student learning goal that educators can adopt (optional).</p> <p>Fall 2023: SLT delivers initial PD to MHS teachers on UBD curriculum design</p> <p>Ongoing 2023-2024: Curriculum teams within each department will focus on a specific course for curriculum completion of stages 1 and 2.</p> <p>Winter 2024: Professional development delivered to staff on unpacking standards, depth of knowledge (DoK) levels and rigor, and overarching objectives.</p> <p>2024-2025 Year III: Departmental teams will focus on one or more additional courses for curriculum completion of stages 1 and 2. Online UBD course work available for teachers to take in order to be curriculum facilitators.</p>

Academic Advancement for All Students

School	Initiative	Responsible Individuals	Actions & Activities
District-wide	<p>IEP Improvement Process:</p> <p>The new IEP emphasizes the Team planning process in order to increase meaningful conversations while emphasizing a student's vision to capitulate their growth trajectory. The format is designed to serve as the agenda as a means to open increased collaborative dialogue for team members. It also ensures that documentation for dually identified students, special considerations and transition planning be captured into one fluid document. It will continue to be the strong driver of outcomes for students with disabilities.</p>	<p>Jim Leonard, Special Education Director</p> <p>Tim Tichacek, Special Education Assistant Director</p> <p>Jessica Davis, Special Education Assistant Director</p> <p>Krista Sylvain, Roland Green Director</p>	<p>2022-2023 Year I: DESE finalized the new IEP forms. The Mansfield IEP Implementation Team researched the DESE process and created a plan for Mansfield.</p> <p>2023-2024 Year II: Fall 2023 Special Education leadership team will be trained and receive technical assistance in the new process.</p> <p>Winter-Spring 2024: Training for all educators by MPS Special Education Administrators and for SEPAC and other groups.</p> <p>2024-2025: Year III: Full implementation of the IEP improvement process.</p>

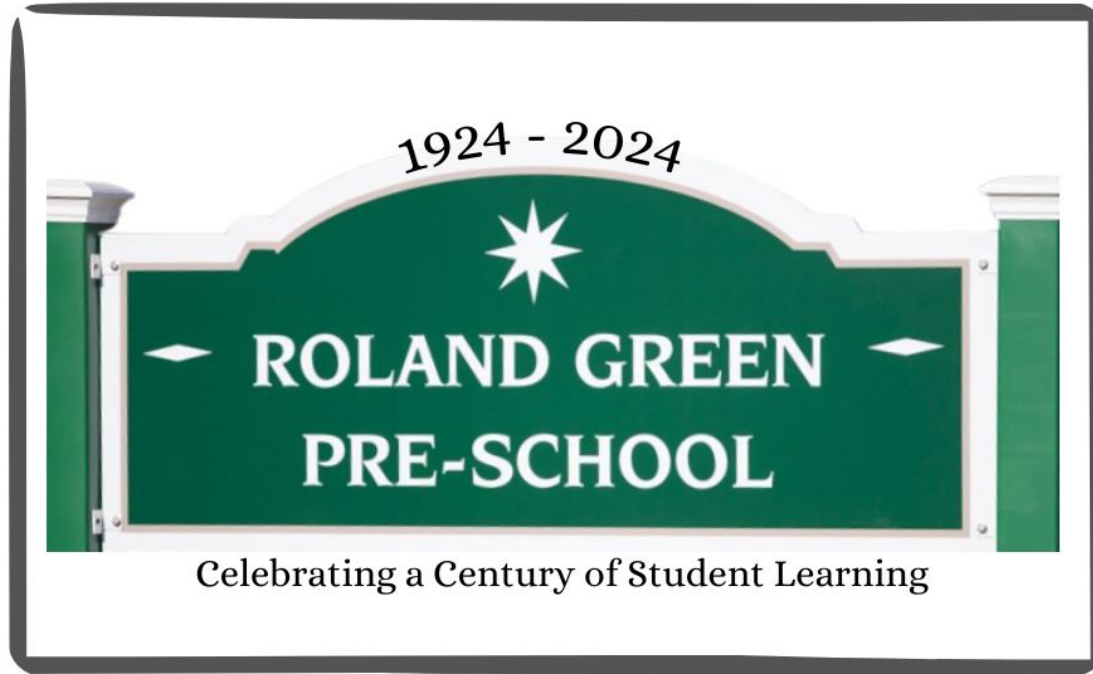
Academic Advancement for All Students

School	Initiative	Responsible Individuals	Actions & Activities
District-wide	Develop and implement individual Building Curriculum Accommodation Plans (BCAP) to supplement the District Curriculum Accommodation Plan (DCAP).	Principal Russ Booth Principal Dave McGovern Principal John Nieratko Principal Ryan Gentili	<p>2022-2023 Year I: Fall 2022 - Team reviewed the District Curriculum Accommodation Plan (DCAP) to identify existing school-based accommodations. Accommodations appropriate for students in each school will be suggested by teachers. Each school's team will write a draft Building Curriculum Accommodation Plan (BCAP) for staff and school council review.</p> <p>2023-2024 Year II: Spring 2023 - After appropriate approvals the school's BCAP will be put in place. The faculty will receive a roll-out session for the BCAP and any resources that the school's team developed to support its implementation. Communication will be addressed to students and parents/caregivers.</p> <p>2024-2025 Year III: Using feedback solicited and collected from teachers, students, and parents/caregivers, adjustments will be made to the BCAP.</p>

Academic Advancement for All Students

School	Initiative	Responsible Individuals	Actions & Activities
District-wide	Each school will strengthen their Multi-Tiered System of Support (MTSS) framework that continuously identifies individuals and groups of students requiring additional academic, behavioral and/or social emotional support.	Michael Connolly, Assistant Superintendent Russ Booth, Principal Dave McGovern, Principal John Nieratko, Principal Ryan Gentili, Principal Each school's MTSS Team	<p>2022-2023 Year I: Create a district-wide working group to identify and research evidence-based MTSS resources that are available for district utilization. Complete a capacity assessment to determine which components of MTSS currently exist in the schools to share across building systems. Conduct district-wide needs assessment. Educator teams will develop their MTSS high leverage school-level initiatives to address MTSS needs as identified in their School Improvement Plans.</p> <p>2023-2024 Year II: Regular utilization of the district's adopted data management program to inform decision-making regarding students and opportunity gaps. Identify data sources that can be used by teachers and administrators to identify students and the opportunity gaps that exist. Provide core subject staff with coaching and support on analyzing and utilizing data. Provide training and practice for identification of root causes including process and prescribing systemic interventions and supports.</p> <p>2024-2025 Year III: Continue to implement and improve MTSS and data management systems. Involve students in setting clear, rigorous and attainable criteria/goals.</p>

Mansfield Public Schools Facilities Assessment and Educational Visioning Study



Mansfield Public Schools Facilities Assessment and Educational Visioning Study

TBA Architects was retained by the Town of Mansfield Public Schools to study the existing five public schools (1 preschool, 2 elementary, 1 middle, 1 high) as to their capacity, current space use, as well as current and future space needs. Integral to this study is the review of enrollment projections, enrollment history, and enrollment trends for each school as well as the district. Our work ultimately included study of:

- Mansfield High School
- Qualters Middle School
- Jordan/Jackson Elementary School
- Robinson Elementary School
- Roland Green Preschool

We identify areas of possible new construction, reconfiguration and/or expansion should the building(s) require planning to remedy identified deficiencies and address space needs required to provide program appropriate spaces and plan for future district needs.

TBA has reviewed and analyzed historical, current, and future enrollment projections to provide a summary of past trends, assist in identifying possible causes for past enrollment fluctuations that could be used for anticipating future impact on the schools from development and/or changing demographics. We also performed a space use analysis; program review; space utilization and adequacy analysis for each of the five schools. The [final report](#) is intended to serve as the basis for future planning and the development of future use plans.

Mansfield Public Schools Facilities Assessment and Educational Visioning Study

Each of the five public schools comprising the subject of this study have unique spatial conditions that require consideration on a case-by-case basis. Future planning requires coordination of each of these unique considerations through objective prioritization and phasing plans.

The schools span original construction times ranging from the 1920s to the 1990s. Roland Green Preschool was erected in the 1920s in the Institutional Georgian style and has had little upgrades in the century that has followed. Robinson Elementary, Qualters Middle School, and Mansfield High School were built in the 1950s and 1960s and reflect mid-century ideals. Each of these schools have seen significant renovations and additions resulting in added classroom wings, reconfigured interiors, and accessibility upgrades. Jordan/Jackson Elementary is the newest construction, built in the 1990s and displaying the ideals of post-modern architecture.

The Town has a school campus located on East Street. Robinson Elementary, Jordan/Jackson Elementary, Qualters Middle School, and Mansfield High School are all located on this campus and operate with coordinated bus schedules and modified bus loops to accommodate the drop off and dismissal times of each school. Roland Green Preschool is the only school currently located off campus in a residential neighborhood at 29 Dean Street.

Each school has been analyzed and assessed based on an individual school-by-school basis as well as their functionality as a school system. The spatial challenges identified within each individual school are identified and then prioritized in consideration of structural necessity as well as in relation to the whole school community.

The findings are described and identified on a scale from low to high priority and multiple options for each building have been considered and are described more fully in later sections. The prime drivers of each have been to address the concerns raised, provide educationally appropriate learning environments, create more efficiency, and to extend the life of each building. Through discussion of the advantages and disadvantages of each option we will establish a prioritized plan for the next several years.

Facilities Assessment and Educational Visioning Study - Roland Green Options

PROPOSED

OPTION 1

Space Mining, Renovation, System Upgrades, and Addition

Renovations with administration and special education administration prioritized within the existing footprint

Significant addition to provide preschool classrooms

OPTION 2

Space Mining, Renovation, System Upgrades, and Addition

Major renovations with educational classrooms integrated throughout existing footprint and new addition

Significant addition to provide adequate square footage for current programming

OPTION 3

New Building with Little Hornets, Special Education at Main School Campus

Relocation, reorganization, and reconfiguration of classrooms to provide kindergarten classrooms with toilet access and classroom wings organized by grade

Reconfiguration and renovation to media and administrative block to improve spatial efficiencies, circulation, and adjacencies

OPTION 4

New Building with Kindergarten at Main School Campus

Relocation to main school campus

New building with adequately-sized spaces, contemporary building systems, and potential for program expansion

Bundling of preschool programming in kindergarten and grade school space provides pathway to MSBA funding for preschool program

OPTION 5

Relocation to New Addition at Robinson Elementary

Southwest Pre-K (with separate entrance) and Kindergarten addition to relocate Roland Green Pre-K program, provide adequately-sized kindergarten classrooms, and provide accessible path connecting upper and lower levels of the first floor of Robinson Elementary

New construction with adequately-sized spaces and updated building systems

Bundling of preschool programming in kindergarten and grade school space provides pathway to MSBA funding for preschool program

Facilities Assessment and Educational Visioning Study - Robinson Options

PROPOSED

OPTION 1

Space Mining and Renovation of identified area A

Relocation, reorganization, and reconfiguration of classrooms to provide kindergarten classrooms with toilet access and classroom wings organized by grade

OPTION 2

Space Mining and Renovation of identified area B & C

Reconfiguration and renovation to media and administrative block to improve spatial efficiencies, circulation, and adjacencies

OPTION 3

Space Mining and Renovation of identified area A, B & C

Relocation, reorganization, and reconfiguration of classrooms to provide kindergarten classrooms with toilet access and classroom wings organized by grade

Reconfiguration and renovation to media and administrative block to improve spatial efficiencies, circulation, and adjacencies

OPTION 4

Space Mining and Renovation of identified area A, B & C Southwest Kindergarten Addition

Relocation, reorganization, and renovation of classrooms to provide classroom wings organized by grade with integrated special education and small group learning rooms

Reconfiguration and renovation to media and administrative block to improve spatial efficiencies, circulation, and adjacencies

Southwest Kindergarten addition to provide adequately-sized classrooms and provide accessible path connecting upper and lower levels of the first floor

OPTION 5

Space Mining and Renovation of identified area A, B & C Southwest Pre-K and Kindergarten Addition

Relocation, reorganization, and renovation of classrooms to provide classroom wings organized by grade with integrated special education and small group learning rooms

Reconfiguration and renovation to media and administrative block to improve spatial efficiencies, circulation, and adjacencies

Southwest Pre-K and Kindergarten addition to relocate Roland Green Pre-K program, provide adequately-sized kindergarten classrooms, and provide accessible path connecting upper and lower levels of the first floor

Facilities Assessment and Educational Visioning Study - Jordan/Jackson Options

PROPOSED

OPTION 1

Space Mining and Renovation of identified areas A, B, C, D, & E

Reorganization and minimal renovation within existing footprint for improved spatial efficiency for administrative spaces, psychologist spaces, physical therapy space, with potential for classroom swap to provide improved storage and appropriate square footage for music room. Potential for addition and renovation to improve maintenance areas for receiving and general supply

Facilities Assessment and Educational Visioning Study - QMS Options

PROPOSED

OPTION 1

Space Mining and Renovation of identified area A, Addition and Renovation at Gymnasium Corridor

Relocation and reconfiguration to improve overall circulation, spatial efficiency and circulation for specials, spatial efficiency for special education spaces, and spatial efficiency and adjacencies for administrative spaces. Addition to replace expired modular addition and provide improved educational spaces for core classrooms, specials, and interventionists

OPTION 2

Space Mining and Renovation of identified area A, Addition and Renovation at Gymnasium Corridor, Addition and Renovation to Second Floor

Relocation and reconfiguration to improve overall circulation, spatial efficiency and circulation for specials, spatial efficiency for special education spaces, and spatial efficiency and adjacencies for administrative spaces. Addition to replace expired modular addition and provide improved educational spaces for core classrooms, specials, and interventionists. Second Floor Addition to improve overall circulation, provide further educational classrooms, and provide administrative spaces

OPTION 3

Space Mining and renovation of identified area A, Addition and Renovation at Gymnasium Corridor, New South Wing Addition

Interior reconfiguration & renovation improving science classrooms and spatial efficiency and circulation of art rooms. Addition to replace outdated modular addition, provide further right-size educational classrooms, and relocate special education spaces for improved educational environment and circulation-Demolition of existing South Wing and construction of new South wing with improved circulation, adequately-sized classrooms, and adequately sized special education spaces

OPTION 4

Complete Renovation of existing building

Complete demolition for total interior reconfiguration and renovation of existing building within existing footprint

OPTION 5

New Building

Complete demolition of existing building and construction of new building

Facilities Assessment and Educational Visioning Study - MHS Options

PROPOSED

OPTION 1

Space Mining of identified areas A,B, and C

Interior renovation and reconfiguration within existing footprint improving science classrooms, spatial efficiency of locker rooms and accompanying physical education support areas, as well as spatial efficiency and maximization of administrative/nurse/guidance suite and special education spaces

OPTION 2

Space Mining of identified areas A, B, C, D, E, F, and G

Interior reconfiguration & renovation improving science classrooms, spatial efficiency of locker rooms and accompanying physical education support areas, spatial efficiency and maximization of administrative/nurse/guidance suite and special education spaces, spatial efficiency of coaches' corner, spatial efficiency and maximization of Northwest classrooms, and spatial efficiency and maximization of art classrooms

OPTION 3

Space Mining and renovation of identified areas A & G

Addition and renovation at South corner of existing building

Interior reconfiguration & renovation improving science classrooms, spatial efficiency of locker rooms and accompanying physical education support areas, spatial efficiency and maximization of administrative/nurse/guidance suite and special education spaces, spatial efficiency of coaches' corner, spatial efficiency and maximization of Northwest classrooms, and spatial efficiency and maximization of art classrooms

OPTION 4

Space Mining and renovation of identified areas A, B, C, D, E, F, and G

Addition and renovation at South corner of existing building

Interior reconfiguration & renovation improving science classrooms, spatial efficiency of locker rooms and accompanying physical education support areas, spatial efficiency and maximization of administrative/nurse/guidance suite and special education spaces, spatial efficiency and circulation of Northwest corridor classrooms on first and second stories, spatial efficiency and circulation of art rooms, and spatial efficiency of security booth and lobby
Addition to replace outdated modular addition, provide further right-size educational classrooms, and relocate special education spaces for improved educational environment and circulation

OPTION 5

New Building

Complete demolition of existing building and construction of new building

Mansfield Public Schools Facilities Assessment and Educational Visioning Study

School	Initiative	Responsible Individuals	Actions & Activities
District-wide	Develop a multi-decade long-range plan for the facilities of the Mansfield Public Schools.	<p>Teresa Murphy, Superintendent</p> <p>Edward Donoghue, Assistant Superintendent</p> <p>Michael Connolly, Assistant Superintendent</p> <p>Jim Leonard, Director of Special Education</p> <p>Mansfield School Committee</p> <p>Officials of the Town of Mansfield</p>	<p>2021-2022 Year I: Research and interview firms that perform the work required of an assessment and analysis of a school district. Seek bids. TBA Architects of Concord, MA was selected to complete the work.</p> <p>2022-2023 Year II: TBA conducted a data and document review; site visits, interviews with selected staff members before completing their analysis. Their final step was writing and presenting their comprehensive report.</p> <p>2023-2024 Year III: Fall 2023 -- A team of MPS and Town officials will be created to review the final report. Winter-Spring 2024 The team will be charged with prioritizing the recommended options while considering the cost costs and funding. Projects and timelines for the next 20 years will be established.</p>

Diversity, Equity, Inclusion



Diversity

+



Equity

+



Inclusion

Diversity, Equity, Inclusion in the Mansfield Public Schools

The educational research firm Mass Insight was selected to conduct an equity audit of the school district beginning in May 2021 and concluding with a final report to the School Committee in September 2022 . The audit consisted of a review of data and relevant artifacts to understand the current status of the schools. This comprehensive review included documents such as written communications from schools and the district; the annual School Improvement Plans; student achievement data accessed through DESE; school visits; the School Committee Policy Manual; Student Handbooks; the Student Opportunity Act Plan. These all provided a snapshot of our district and led to the next phase of the audit which consisted of surveys, interviews and focus groups.

During the winter and spring of 2022, written surveys, individual interviews and focus groups were held to engage all stakeholders including faculty, staff, secondary school students, families, and community partners. The anonymous surveys were administered to gain a broad understanding of stakeholders' perspectives. The interviews and focus groups provided Mass Insight with a more comprehensive understanding of the perspectives and the experiences of those who chose to participate. Analysis of this data took place through June 2022, followed by the writing of the audit report which was presented to the Mansfield School Committee on September 6, 2022.

The audit led to the district formation of a Strategic Planning Team which was composed of district leadership, faculty, staff, and parents/caregivers. Five planning sessions were held September through November 2022. The team unpacked the findings of the equity audit, conducted a data dive, constructed a vision for equity, determined district priorities, and built action steps for a Strategic Plan centered on promoting an inclusive and welcoming learning environment for all students.

Diversity, Equity, Inclusion Strategic Plan

The five focus areas of the MPS DEI Strategic Plan are:

1. Cultivate a shared district-wide culture of and vision for diversity, equity, and inclusion (DEI) in the Mansfield Public Schools
2. Data-informed decision-making to ensure success for all students
3. Increase cultural competency understanding and practices in order to move Mansfield Public Schools across the continuum of cultural proficiency
4. Increase student belonging, access, and support to foster a culture where every student feels safe and included
5. Inclusive communication and engagement with families/caregivers and community in support of the success of all students

The plan defines strategies for the Mansfield Public Schools to engage in for the short-, medium-, and long-term to continue to become more culturally proficient and to create more diverse, equitable, and inclusive experiences for all students, families, faculty and staff.

Diversity, Equity, Inclusion in the Mansfield Public Schools

School	Initiative	Responsible Individuals	Actions & Activities
District-wide	<p>Develop an understanding about the district's current strengths and areas for growth relative to equitable opportunities for our student population.</p> <p>Create a strategic plan centered on promoting an inclusive and welcoming learning environment for all students.</p>	<p>Teresa Murphy, Superintendent</p> <p>Edward Donoghue, Assistant Superintendent</p> <p>Michael Connolly, Assistant Superintendent</p> <p>Jim Leonard, Director of Special Education</p> <p>Strategic Planning Team composed of faculty, staff, parents/guardians.</p> <p>Visioning Team composed of faculty, staff, students, parents/guardians.</p>	<p>2020-2021 Year I: Research and interview firms that perform an equity audit of the district to assess and analyze the strengths and areas of growth. Mass Insight Education and Research of Boston, MA was selected to complete the work.</p> <p>2021-2022 Year II: Mass Insight conducted a data and document review; site visits, interviews and focus groups before completing their analysis. From this review, they wrote and presented a comprehensive report. The district then engaged Mass Insight to facilitate meetings of a strategic planning team which resulted in the MPS Diversity, Equity, Inclusion Strategic Plan 2022-2025.</p> <p>2023-2024 Year III: The actions and activities in the Strategic Plan will be implemented according to the timelines established by the Strategic Planning Team.</p>