

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
Monday, December 6, 2021
Lincoln Center - Hybrid: In-Person and Virtual Meeting
Please note that masks are required for those in attendance

Buildings and Sites

5:45 P.M. - Lincoln Center

Board of Education Meeting

7:00 P.M. - Lincoln Center

Public access to view meeting :

Live streaming on FaceBook: [Link to MPS Pride FaceBook Page](#)

Live at Silk City TV: [Link to Live at Silk City TV](#)

On demand after the meeting: [Link to on-demand after the meeting](#)

A. OPENING

- 1.) Call to order
- 2.) Pledge of Allegiance
- 3.) Board of Education Minutes - November 22, 2021

A - 3

B. COMMITTEE REPORTS

C. CONSENT CALENDAR

- 1.) Personnel Actions
- 2.) Budget Transfers
- 3.) Establish an appropriation for the Adult Education Program Enhancement Project (PEP) Grant for the FY 21/22 in the amount of \$40,000

C - 1

C - 2

C - 3

D. REPORT FROM STUDENT REPRESENTATIVE

Leila Affini, Alexandra Hamza

E. PUBLIC PARTICIPATION

Residents who would like to participate remotely during public comment sessions must complete the [Request to Speak](#) form. Those in attendance must print their name and address on the sign-in sheet at the podium for accurate record keeping. In either case:

- State your name and address for the record. Students state name only.
- Three minute time limit.
- Written statements may be substituted for Board members if time runs out for the speaker.
- Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language.
- Immediate replies to questions/concerns should not be expected (although the Board Chair/Superintendent can do so at their discretion). However, questions of general interest can be submitted anytime using the '[Ask the Superintendent](#)' form

F. SUPERINTENDENT'S REPORT

- 1.) Fall Data Update - Matthew Geary, Superintendent of Schools

F - 1

G. UNFINISHED BUSINESS

H. NEW BUSINESS

I. PUBLIC PARTICIPATION

Residents who would like to participate remotely during public comment sessions must complete the [Request to Speak](#) form. Those in attendance must print their name and address on the sign-in sheet at the podium for accurate record keeping. In either case:

- State your name and address for the record. Students state name only.
- Three minute time limit.
- Written statements may be substituted for Board members if time runs out for the speaker.
- Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language.
- Immediate replies to questions/concerns should not be expected (although the Board Chair/Superintendent can do so at their discretion). However, questions of general interest can be submitted anytime using the '[Ask the Superintendent](#)' form

J. COMMUNICATIONS - None

**K. ITEMS FOR FUTURE AGENDAS
Topics for Superintendent's Report**

Monday, December 20, 2021 Board of Education Professional Learning Session

Monday, January 10, 2022 Budget Presentation
Update on School Climate and Culture

Monday, January 24, 2021 Update on Humanities / STEM 5-12
Budget Presentation

L. ADJOURNMENT

MANCHESTER BOARD OF EDUCATION

**Regular Meeting
November 22, 2021
Lincoln/Virtual**

PRESENT: Eisenthal, Kohls, Mix, Orsene, Patterson, Stefanovicz, Thames

ALSO PRESENT: Superintendent of Schools Geary, Deputy Superintendent Curriculum & Special Services Radikas, Director of Finance & Management Clancy, Director of Human Resources Sone-Moyano

ABSENT: Meggers, Pattacini

A. OPENING

A.1. Meeting Called to Order

Acting Chairperson Patterson called the meeting to order at 7:03 p.m. All in attendance participated in the Pledge of Allegiance to the Flag, led by Ms. Patterson.

A.2. Approval of Minutes of Previous Meeting

Ms. Patterson made a friendly amendment to A.3. to substitute "ceremonial" for "official".

APPROVED – Minutes Regular Meeting of the Board of Education of November 8, 2021 as amended. Acting Secretary Thames moved and Mr. Eisenthal seconded the motion.

7/0 – Voted in favor.

B. COMMITTEE REPORTS

None.

C. CONSENT CALENDAR

Mr. Geary presented 18 items on the Consent Calendar for Board approval. Mr. Geary walked through each item on the Consent Calendar for the benefit of the new Board Members. He explained that in the future, Board members will review items on the Consent Calendar prior to the meeting and ask any questions they may have at the meeting. Items can be removed from the Calendar before approval if there are pending issues or questions.

C.1. Personnel Action (All personnel actions require Board approval.)
Details had already been provided to the Board members with their agenda.

C.2. Transfer of Funds (Transfers of funds between certain accounts require Board approval.)

- Transfer from Martin School Administration General Supplies and Materials account to Martin School Administration Dues and Fees account in the amount of \$200.00
- Transfer from System-wide Medical Services Medical Supplies and Materials account to System-wide Medical Services Professional Development account in the amount of \$1,587.00
- Transfer from Manchester Regional Academy Special Education Printing and Advertising account in the amount of \$900.00 and transfer from Manchester Regional Academy Special Education Travel and Lodging account in the amount of \$100.00 for a total transfer to Manchester Regional Academy Special Education Professional Development account in the amount of \$1,000.00
- Transfer from System-wide Music Education Field Trips account to System-wide Music Education Instructional Supplies & Materials account in the amount of \$5,000.00

C.3. Extended Field Trip Request - Fifty (50) MHS Students, Four (4) Chaperones, MHS Roundtable Singers, Chamber Orchestra, Percussion Ensemble, Handbell Choir - Competition & Performance Tour - Boston and Plymouth, MA - April 21, 2022 - April 24, 2022 (Field trips out of state require Board approval.)

C.4. Permission to apply for the Nellie Mae - New Beginnings: Supporting Young Immigrants and Refugees Grant for the FY 21/22 in the amount of \$25,000

C.5. Permission to apply for the Federal Head Start Grant for the FY 22/23 in the amount of \$2,288,170

C.6. Permission to apply for the ARP ESSER Homeless Children and Youth (HCY) II Grant for the FY 21/22 in the amount of \$47,023

C.7. Permission to apply for the ESSER II Special Education Recovery Activities Grant for the FY 21/23 in the amount of \$120,000

C.8. Permission to apply for the ESSER II Bonus Special Populations Recovery Grant for the FY 21/23 in the amount of \$25,000

C.9. Permission to apply for the ESSER II Bonus Dyslexia Recovery Grant for the FY 21/23 in the amount of \$11,050

C.10. Establish an appropriation for Alliance District Grant for the FY 21/22 in the amount of \$9,133,576

C.11. Establish an appropriation for the Priority School District (PSD) - Extended School Hours Grant for the FY 21/22 in the amount of \$131,566

C.12. Establish an appropriation for the Priority School District (PSD) Grant - Summer School for the FY 21/22 in the amount of \$153,450

C.13. Establish an appropriation for the Priority School District (PSD) Grant for the FY 21/22 in the amount of \$829,434

C.14. Establish an appropriation for the Manchester Federal Head Start Coronavirus Response and Relief Supplemental Appropriations Act and

American Rescue Plan Fund for the FY 20/23 in the amount of \$206,651

C.15. Establish an appropriation for the Enfield Federal Head Start Coronavirus Response and Relief Supplemental Appropriations Act and American Rescue Plan Fund for the FY 20/23 in the amount of \$152,742

C.16. Establish an appropriation for the Title III, Part A English Language Acquisition Grant for the FY 21/23 in the amount of \$60,720

C.17. Establish an increase in appropriation for the Manchester Federal Head Start Program for the FY 21/22 in the amount of \$163,313 bringing the total amount to \$1,463,336

C.18. Establish an increase in appropriation for the Enfield Federal Head Start Program for the FY 21/22 in the amount of \$78,832 bringing the total amount to \$1,039,719

The Acting Chairperson called for a motion.

Acting Secretary Thames moved and Ms. Stefanovicz seconded the recommendation to adopt the Consent Calendar as presented on the agenda.

DISCUSSION:

Ms. Stefanovicz wondered how many refugees we have. Mr. Geary will get that information. He noted we partner with community organizations.

Mr. Eisenthal wondered when we know the amount of the Alliance Grant. Mr. Geary noted that we have 7 years left in a 10 year projection. There is a new state funding formula so we have a projected \$1.5 million added to the base amount each year.

The vote was called.

7/0 - Voted in favor.

D. STUDENT REPRESENTATIVE REPORT

Leila Affini and Alexandra Hamza were both present. Leila reviewed that MHS will be wrapping up school before Thanksgiving break this Wednesday at 11am and despite being called "No-school November," MHS has had an eventful month.

The senior class took home the top prize for their float and performance during the Homecoming parade and each student was invited to a successful FanFest before the homecoming game.

The senior class is also tackling college head-on. Parents and students were invited to a financial aid night earlier this month and the school has hosted a click and submit event as well as after-school help sessions.

Currently, the Fall sports season is coming to a close with celebrations of seniors on the volleyball, swim, football and soccer teams. The winter sports teams have had their informational meetings and will begin their seasons soon.

Last week was home to some big events including: The first MHS play in over a year, *She Kills Monsters*. This was a successful production that received many glowing reviews from students and staff.

The first homecoming dance in over a year was held on Saturday and despite the cold many students stated that they had a good time.

Turkey bowl is also occurring next Thursday, which both the seniors and juniors are very excited for.

Last, MHS students have been given an opportunity to make a change in schools in Connecticut through the Voice4Change grant proposal program.

E. PUBLIC COMMENTS

Ms. Patterson reviewed the rules for public speakers.

Mr. Tom Stringfellow, 183 Hillstown Road, reminded us this is Native American Awareness Month. He suggested several articles and books, including *Women of the Bible*, an article about Pearl Harbor, and the emotional learning of transgender youth.

Mr. Geary mentioned there were references to the Dads on Duty news clip seen recently. We will see a presentation on climate and culture soon and there will be opportunities for families to get involved. There is also a family survey out looking for input.

F. SUPERINTENDENT'S REPORT – PART I

F.1. Update on Humanities PK-4

Mr. Geary introduced Diane Sheehan-Burns, Director of Humanities PK-4. Ms. Burns gave a presentation that is available on the website.

Ms. Mix wondered if the numbers presented were only one school. Ms. Burns reviewed the numbers representing grade 2 across the district, which is 480 students.

Ms. Eisenthal wondered how this compares to prior years. Ms. Burns stated this is the largest gap we have ever seen in the district. The foundational skills and strategies that students missed learning in person are critical to 2nd and 3rd grade learning. These students were in Kindergarten when COVID hit.

Ms. Stefanovicz asked about the difference between Dibels and F&P. Ms. Burns noted that the Dibel just looks at fluency while the F&P shows both fluency and decoding skills to see if a student actually understands what they are reading. Ms. Stefanovicz pointed out that in 2nd grade students should be reading chapter books but 30-40% are still reading at an early Kindergarten level. Typically the bulk of 2nd graders are reading at grade level. Ms. Stefanovicz wondered if there were take-home materials for parents to help their children. Ms. Burns noted that at parent/teacher conferences in December teachers will help parents help their students.

Mr. Thames asked Ms. Burns to review the reading ability and tiers of intervention. Ms. Burns noted that if a student is reading at benchmark that is tier 1 with no extra interventions. If the student is not quite where they need to be (does not meet grade level) they would then fall into tier 2 (about a year behind) with extra help three times a week. If they are further behind, that puts them in tier 3 interventions, which is direct, intensive instruction five days a week in addition to classroom learning. Mr. Thames wondered what grades this approach was used for. Ms. Burns noted this is used through 8th grade.

Mr. Orsene asked when this data is from. Ms. Burns noted the data is from the fall and instruction shifts about mid-October. We revisit numbers in January but progress monitoring is ongoing. Teachers collect weekly running record and want to see growth in fluency and comprehension.

Ms. Stefanovicz wonders how we find time in a student's day to pull out for individual instruction. Ms. Burns noted we do not want the child to miss grade level tier 1 instruction. We have reimagined what some of that instruction looks like and there are often several adults in the class working in small groups.

F.2. Update on STEM PK-4

Ms. Pari Ghetia, Director of STEAM PK-4, gave a presentation focused on math available on the website as well.

Mr. Eisenthal wondered about the concept of math fluency. Ms. Ghetia reviewed basic fact fluency for lower grades and computational fluency for upper grades.

Ms. Mix wondered if there was any movement to change the standards since there is so much pressure on these children to catch up when we all had a global catastrophe. Mr. Geary noted catching up is a multi-year approach, which is why ESSR funding can be used through September 2025. Dr. Radikas noted we need more opportunities to show parents where their students are and how to help them reach their goals.

Ms. Stefanovicz felt this is a lot of responsibility on instructional coaches shoulders. She wondered how many coaches we have and if there are plans to expand that number. Mr. Geary answered that we cut coaches from 18 to 6 about 4 years ago when our budget was cut. At that time there was a literacy and numeracy coach at every elementary school. Now each school shares coaches with 2 other schools.

Mr. Eisenthal noted we are leading the effort to deal with serious problems and he looks forward to hearing about the progress in January.

G. UNFINISHED BUSINESS

G.1. Policy Recommendation

The Policy Committee submits to the full Board its recommended policy changes for a second reading in accordance with its policy on policy changes.

Acting Secretary Thames moved to approve the following policy additions and revisions:

- 1. Credit for Online Courses [Optional and Remote Learning] Policy # 5127.12.**
- 2. Meeting Conduct Policy # 9000 - Bylaws**
- 3. Community Use of School Facilities Policy # 1330**
- 4. Visitors and Observations in Schools Policy # 1300**
- 5. School Volunteers Policy #1401**
- 6. Green Cleaning Policy # 1506**
- 7. Transportation Policy # 3541**

Mr. Eisenthal seconded the motion.

DISCUSSION:

Ms. Stefanovicz asked if the transportation policy had been edited. Mr. Geary noted the correction with K-6 being 1 mile and 7-8 1.5 miles for busing.

The vote was called.

7/0 - Voted in favor.

H. NEW BUSINESS

None.

I. PUBLIC COMMENTS (Limited to items on tonight's agenda)

Mr. Tom Stringfellow, 183 Hillstown Road, gave his support to the Consent Calendar. He noted grants are important and thanked Mr. Geary for his work in obtaining them. Mr. Stringfellow also enjoyed both presentations this evening. He noted that if parents aren't satisfied with public school they are welcome to home school or send their child to a parochial school. Mr. Stringfellow recommended the book *What White People Can Do Next*. Last, Mr. Stringfellow pointed out an article about pregnant women and the COVID vaccine.

Mr. Geary reviewed a couple questions from Facebook. The data is available to the public and the Fall data breakdown will be done at the next meeting. Concerts will resume in Bailey Auditorium with restricted numbers.

J. COMMUNICATIONS

Mr. Thames mentioned the 14 year old missing girl in town. Kimberly Claudio has been missing since November 10th. She is 5'3" and about 100 lbs. She is white with black hair. Call Manchester Police at 860-645-5500 if you have any information. Our hearts go out to her parents. (Update - as of the writing of these minutes the child has been found and returned home).

K. ITEMS FOR FUTURE AGENDAS

Monday, December 6, 2021 - Fall Data Update

Monday, December 20, 2021 - Update on Humanities / STEM 5-12

Monday, January 10, 2022 - Budget Presentation

L. ADJOURNMENT

Ms. Patterson called for a motion to adjourn.

Acting Secretary Thames moved and Mr. Eisenthal seconded the motion to adjourn the meeting.

7/0 - Voted in favor.

Adjournment 8:58 p.m.

Respectfully submitted,

Darryl Thames,
Acting Board Secretary

PERSONNEL ACTIONS**APPOINTMENTS**

Mr. Robert O'Neal to be a Technology Education Teacher at Illing Middle School. Mr. O'Neal received his Masters in Curriculum and Instruction from Asland University and currently resides in Manchester. It is recommended that his appointment be approved effective December 1, 2021 (Masters/Step 13, \$89,650.00).

RESIGNATIONS**LEAVE OF ABSENCES**

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: November 11, 2021

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY2021-2022 Budget.

Discussion/Analysis: Transfer from System-wide Plant Maintenance Maintenance Supplies and Materials in the amount of \$1,520.00. Transfer to System-wide Plant Maintenance Dues and Fees in the amount of \$1,520.00.

Financial Impact: None

Other Board/Commission Action: None

Recommendation: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY2021-2022 Budget.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
December 20, 2021

**Manchester Public Schools
Manchester, Connecticut**

TO: Accounting Department

School/Department: B&G Plant Maintenance

Date of Request: 11/10/2021

Approver: Lindsey Boutilier

Date Approved: 11/10/2021

JUSTIFICATION (Required Field): Membership for Manchester Public Schools Buildings & Grounds Department to the ISSA, the Worldwide Cleaning Industry Association and other B&G Dues and Fees.

SUBJECT:
TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE - In whole dollars only:

\$ 1,520.00 Account #41799260 5613 Description: System-wide Maint. Mat/Supp

\$ _____ Account # _____ Description:

\$ _____ Account # _____ Description:

\$ 1,520.00 TOTAL DECREASE

INCREASE - In whole dollars only:

\$ 1,520.00 Account #41799260 5810 Description: System-wide Maint. Dues/Fees

\$ _____ Account # _____ Description:

\$ _____ Account # _____ Description:

\$ 1,520.00 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes X No ____

Date of Board Approval: _____

Date Transfer Completed: _____ Name: _____

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation FY 2021/22 Adult Education Program Enhancement Project Grant

Date: November 23, 2021

Background: The Manchester Board of Education received the State Department of Education's Program Enhancement Project Grant for The Manchester Adult Education Program. This grant is designed to promote the self-sufficiency of Adult Education students and to strengthen their response to the needs of a rapidly changing labor market; to provide exposure to and experience in, relevant industry sectors/career pathways as identified in the Capital Workforce Partners Workforce Development Board's local WIOA plans; and to ensure that Connecticut has workers with the necessary skills, competencies and credentials to be successful in the 21st century workplace.

Discussion/Analysis: This grant will be used to support individuals that lack sufficient mastery of basic skills, do not have a secondary diploma or its equivalent, are limited English proficient and who would benefit from exposure to, and experience in, the exploration of, and anticipation in, a number of career pathways as a way to enhance employability and/or further their education.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education request the Board of Directors to create an appropriation for the FY 2021/22 Adult Education Program Enhancement Project Grant in the amount of \$40,000.

Attachments: Award letter.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
December 6, 2021

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Manchester School District

DUNS Number: 789457756**4 Award Information****Grant Type:** FEDERAL**Statute:** P.L.113-128**CFDA #:** 84.002A**SDE Project Code:** SDE000000000002**Grant Number:** 077-000 12060-20784-2022-84002--SDE00005**2 Grant Title**

Federal Adult Education - PEP Comprehensive 1

5 Award Period

7/1/2021 - 6/30/2022

3 Education Staff**Program Manager:**

Marcy Reed (860) 807-2130

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

6 Authorized Funding**Grant Amount:** \$40,000.00**Funding Status:** Final**7 Terms and Conditions of Award**

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2021 and June 30, 2022 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2022. For grants awarded for two-year periods beginning July 1, 2021, final second-year budget revision requests covering the entire two-year period must be received no later than February 1, 2023. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved.

11/22/2021

John Frassinelli - CSDE Management Approver

Manchester Board of Education

Fall Data Update 2021-2022



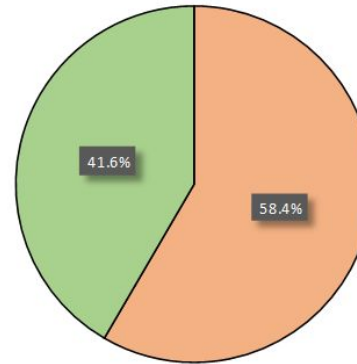
Manchester Public Schools

October 2021

Demographic
Data
K- 12

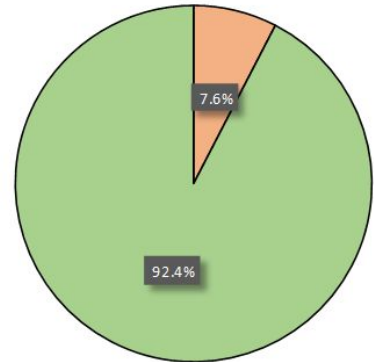
DISTRICT OCTOBER 2021	Enrollment	% of Population
All Students	5918	100.0%
F/R Meals	3456	58.4%
Not F/R Meals	2462	41.6%
Special Ed	903	15.3%
Not Special Ed	5015	84.7%
ELL	449	7.6%
Not ELL	5469	92.4%

District F/R Meals



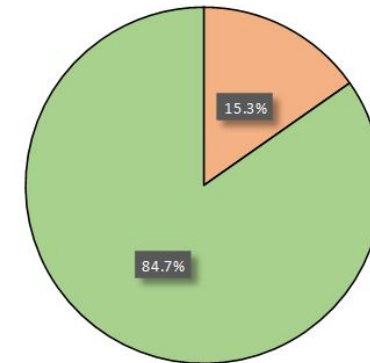
F/R Meals Not F/R Meals

District ELL



ELL Not ELL

District Special Ed



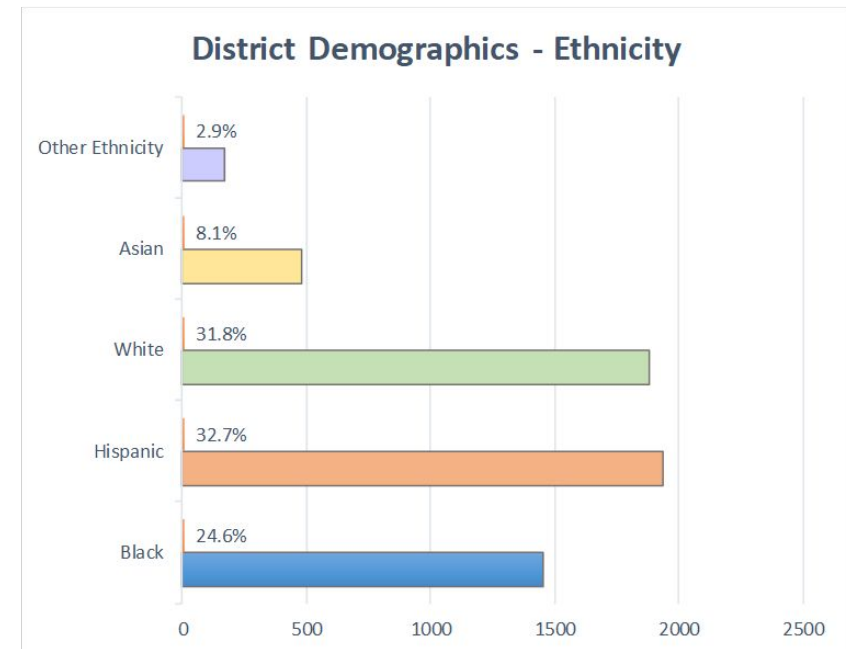
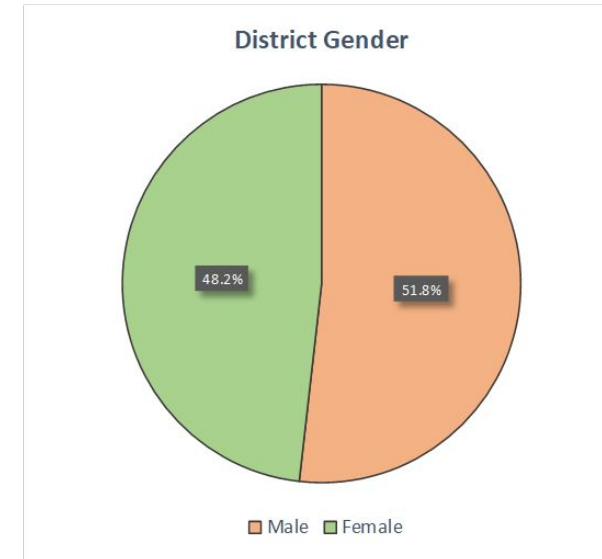
Special Ed Not Special Ed

Manchester Public Schools

October 2021

Demographic
Data
K- 12

DISTRICT OCTOBER 2021	Enrollment	% of Population
All Students	5918	100.0%
Male	3065	51.8%
Female	2853	48.2%
Black	1453	24.6%
Hispanic	1936	32.7%
White	1879	31.8%
Asian	478	8.1%
Other Ethnicity	172	2.9%



GOALS

All students will:

- Achieve mastery in literacy and numeracy as articulated in the Common Core.
- Demonstrate the skills and competencies required for success in learning and work beyond school.
- Demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

District and building level faculty and staff will:

- Develop capacity through reflection, professional learning opportunities including coaching, job embedded professional development, and participation in workshops, and support from school leaders and colleagues over time.
- Build relationships based on trust through listening, welcoming, respecting individual differences, and allowing for shared decision making with parents, families, and other stakeholders.

PROGRES

- Early Screening Inventory (K readiness)
- Percent of students
 - reading at or above grade level as indicated by the Fountas and Pinnell assessments
 - scoring at or above standard on Math Fluency and Math Unit Assessments
 - scoring at or above the state average on the PSAT and SAT
 - scoring at or above goal on the SBAC
 - scoring at or above standard on district assessments of critical skills (reading and writing)
- High school graduation rate
- Participation in Advanced Classes
- College and Career Readiness Rate
- Percent of students who are chronically absent
- Percent of students with 1 or more In School Suspensions

COVID

Covid-19 Case Count

Week of	Adult Cases	Student Cases	Adults Quarantined	Students Quarantined
November 29	will add over the weekend			
November 22	3	2	2	19
November 15	1	9	2	46
November 8	2	8	3	66
November 1	2	4	3	8
October 25	2	2	2	25
October 18	0	3	0	6
October 11	2	5	5	53

Town of Manchester New Cases Per 100,000

10/3 - 10/16	9.1	10/17-10/30	10.8	11/1 - 11/14	12.2	11/14-11/27	13.9
--------------	-----	-------------	------	--------------	------	-------------	------

Grades 1 - 4 Percent Reading at or above grade level

Indicator - F&P	2019-20 fall meets / exceeds <i>different cohort</i>	20-21 spring meets/ exceeds <i>prior grade - same cohort</i>	21-22 fall meets / exceeds <i>current grade - same cohort</i>
Grade 1	54.3%	57.0%	36.9%
Grade 2	52.5%	52.5%	43.7%
Grade 3	55.5%	60.9%	50.2%
Grade 4	68.2%	64.1%	59.0%

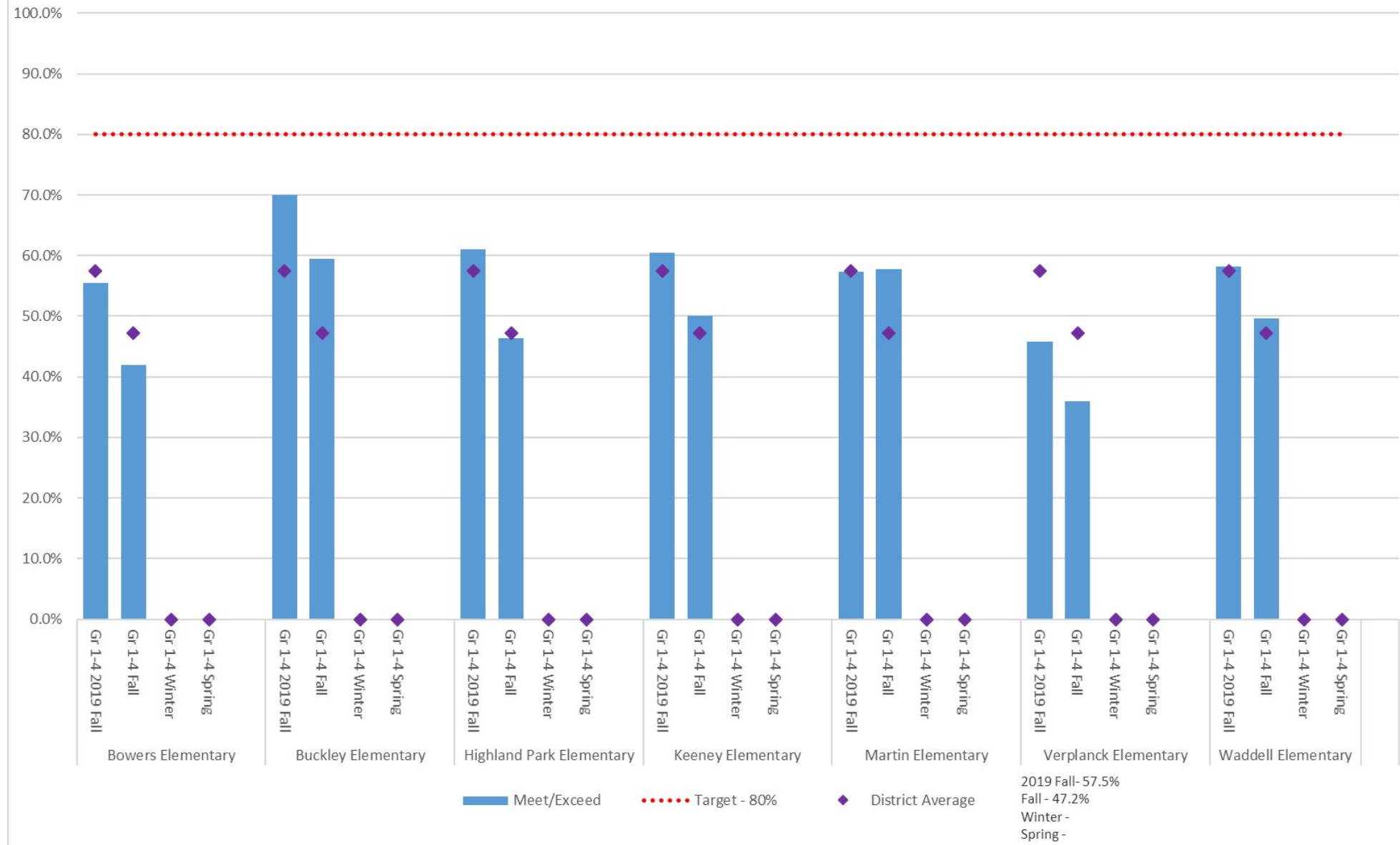
PROGRESS

Grades 1 - 4 Percent Reading at or above grade level

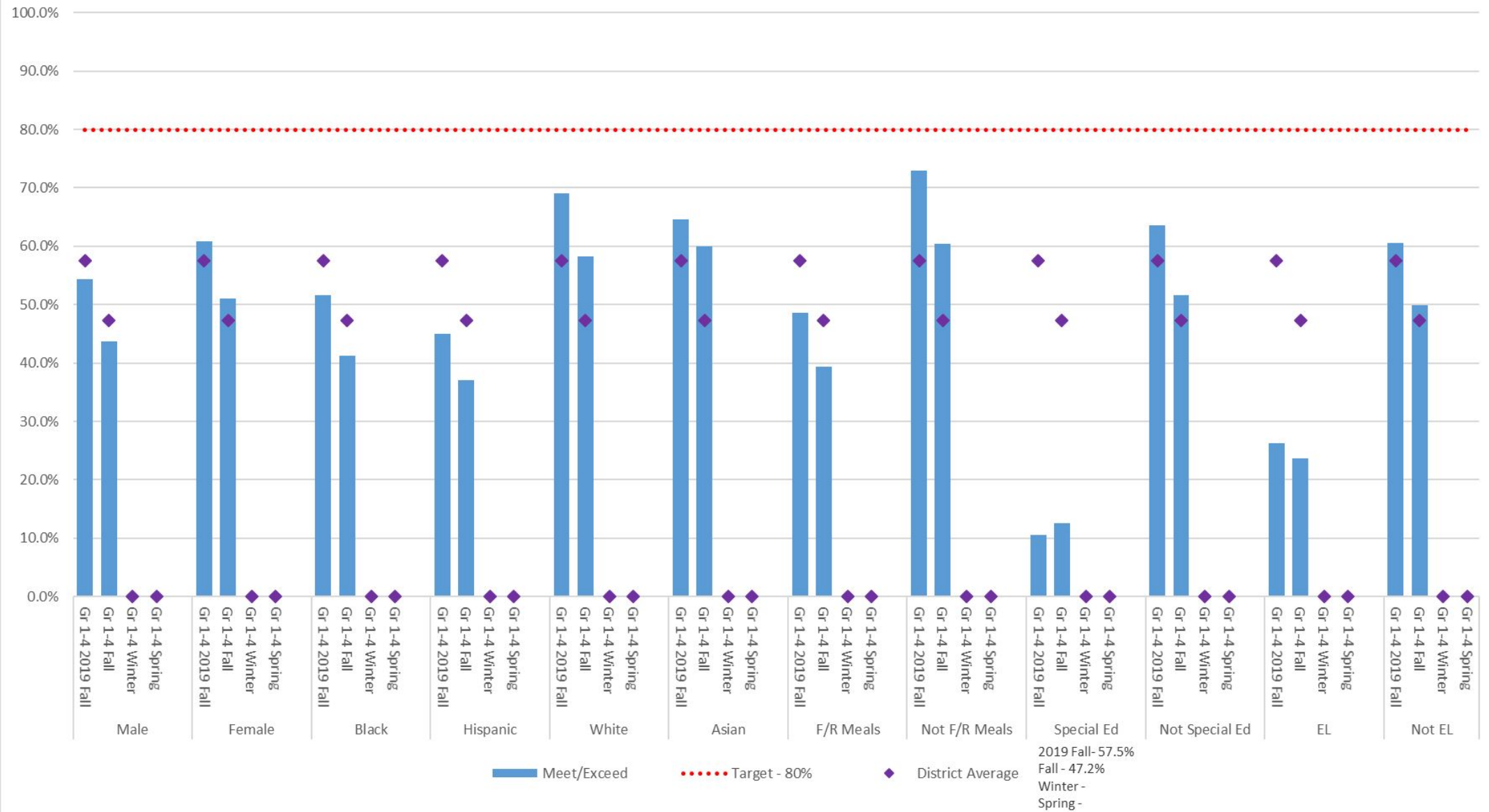
School	Prior Fall 2019		Fall Meets/Exceeds	
	#/Total	%	#/Total	%
Bowers Elementary	148/267	55.4%	113/269	42.0%
Buckley Elementary	187/267	70.0%	135/227	59.5%
Highland Elementary	146/239	61.1%	116/250	46.4%
Keeney Elementary	104/172	60.5%	106/212	50.0%
Martin Elementary	97/169	57.4%	74/128	57.8%
Verplanck Elementary	170/371	45.8%	127/353	36.0%
Waddell Elementary	210/361	58.2%	184/371	49.6%
District	1062/1846	57.5%	855/1810	47.2%

School	Prior Fall 2019		Fall Meets/Exceeds	
	#/Total	%	#/Total	%
Male	517/951	54.4%	417/953	43.8%
Female	545/895	60.9%	438/857	51.1%
Black	231/448	51.6%	168/408	41.2%
Hispanic	230/511	45.0%	227/612	37.1%
White	464/672	69.0%	339/582	58.2%
Asian	113/175	64.6%	102/170	60.0%
F/R Meals	569/1170	48.6%	445/1131	39.3%
Not F/R Meals	493/676	72.9%	410/679	60.4%
Special Ed	22/210	10.5%	25/200	12.5%
Not Special Ed	1040/1636	63.6%	830/1610	51.6%
EL	42/160	26.3%	43/182	23.6%
Not EL	1020/1686	60.5%	812/1628	49.9%
District	1062/1846	57.5%	855/1810	47.2%

2021-2022 - Grades 1-4 - F&P



2021-2022 - Grades 1-4 - F&P



NEXT STEPS

Next Steps

- Continue to implement high quality tier 1 instruction, including small group reading, in all classrooms
- Provide professional development and modeling as needed for classroom teachers
- Adjust schedules to provide for additional literacy time included but not limited to phonics, phonemic awareness, and small group instruction, as needed in grades 1 and 2
- Ensure students reading below grade level have access to intervention delivered by a reading consultant or tutor
- Ensure parents know and understand student reading data and how they can help at home

PROGRES

Grades K - 4 Math Fluency at or above grade level

- Grade K - Addition and Subtraction within 5
- Grade 1 - Addition and Subtraction within 10
- Grade 2 - Addition and Subtraction within 20
- Grade 3 - Multiplication and Division within 100
- Grade 4 - Multiplication and Division within 144

Grades K - 4 Math Fluency at or above grade level

Indicator - Math Fluency	2019-20 winter meets / exceeds	20-21 spring meets/ exceeds	21-22 fall meets/ exceeds
Grade 1	20.8	78.6	16.3
Grade 2	37.3	70.0	24.1
Grade 3	5.4	63.7	4.1
Grade 4	33.9	41.4	18.6

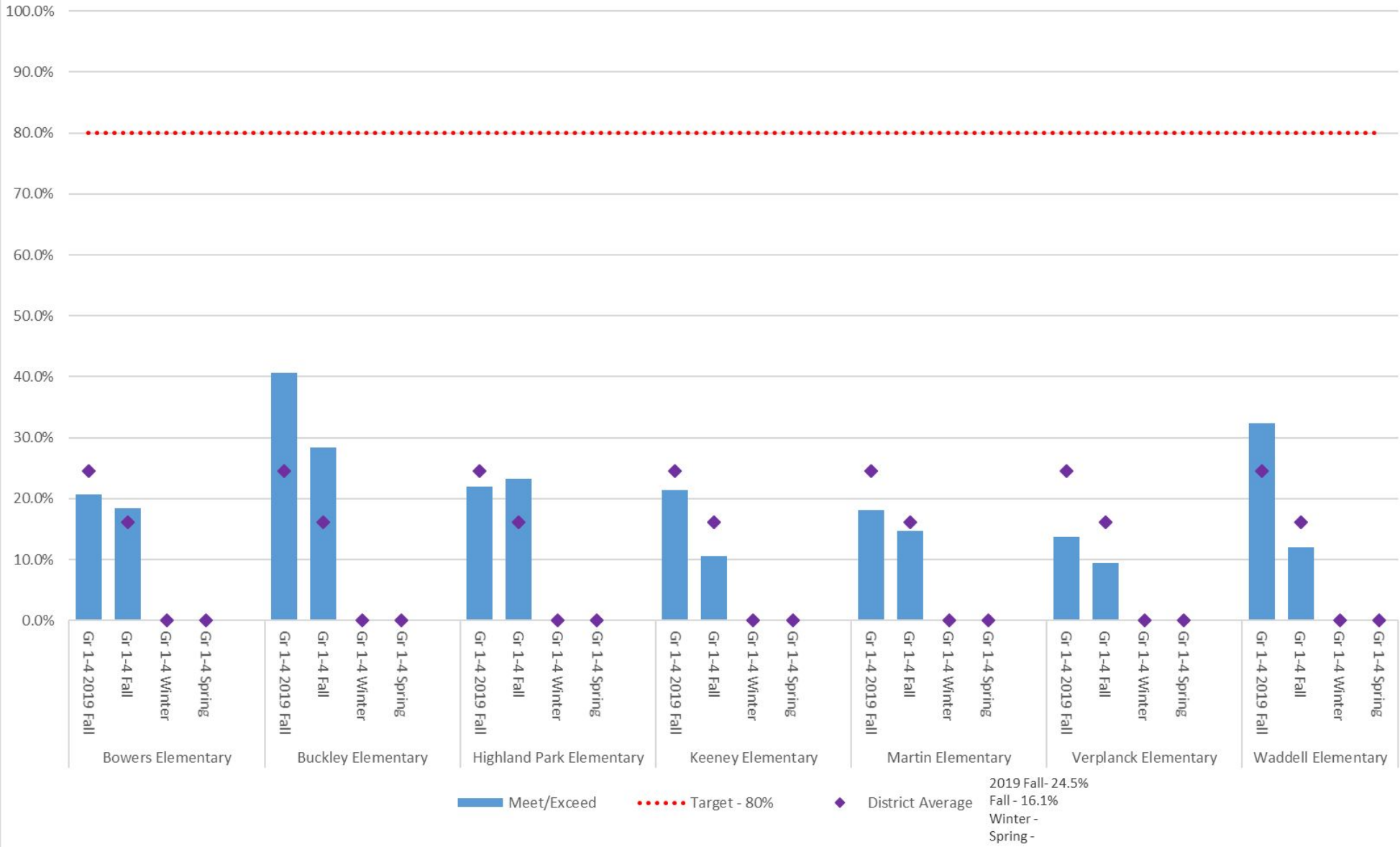
PROGRES

Grades 1 - 4 Math Fluency at or above grade level

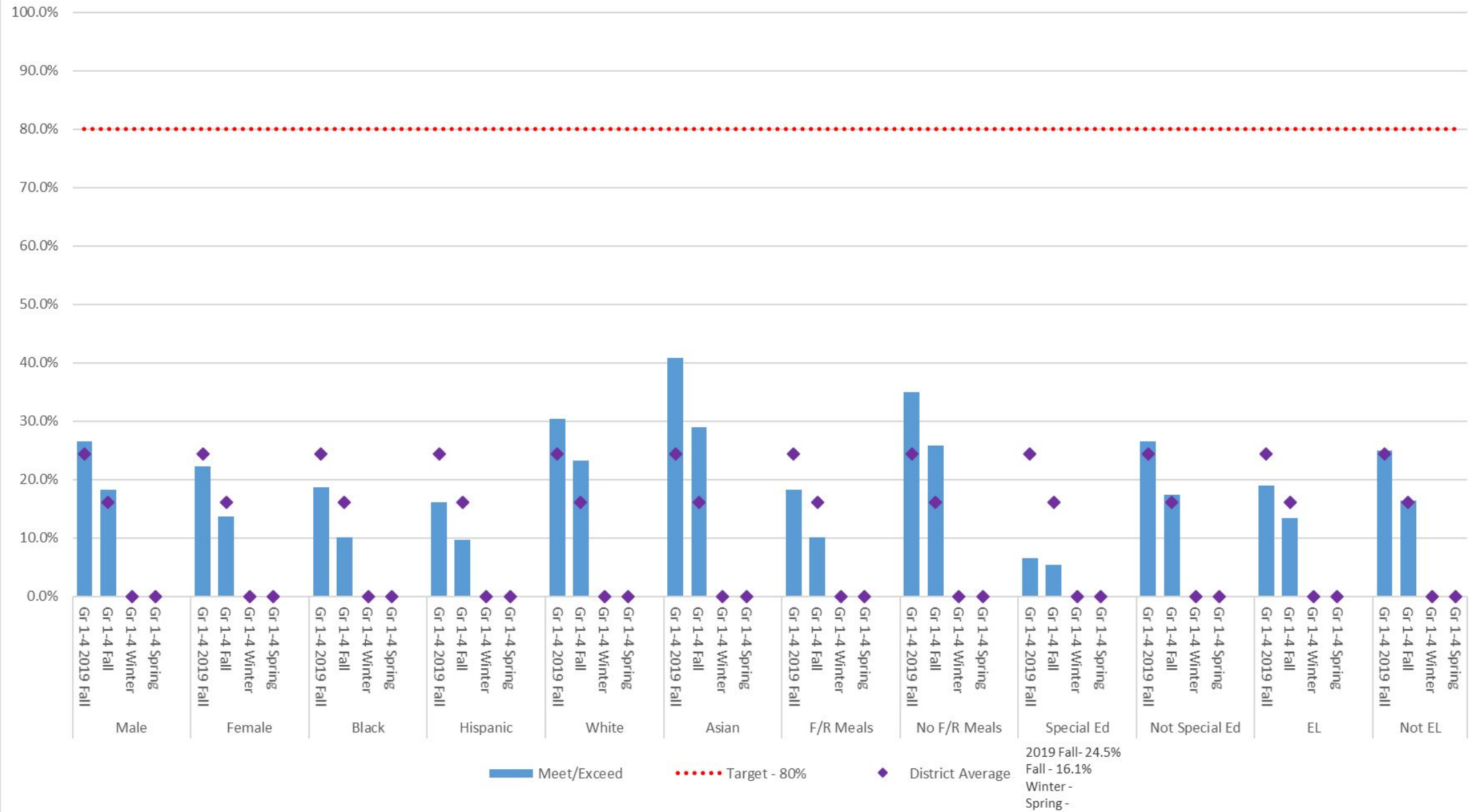
School	Prior Fall 2019		Fall Meets/Exceeds	
	#/Total	%	#/Total	%
Bowers Elementary	52/252	20.6%	48/261	18.4%
Buckley Elementary	108/266	40.6%	62/219	28.3%
Highland Elementary	52/237	21.9%	62/266	23.3%
Keeney Elementary	37/173	21.4%	22/209	10.5%
Martin Elementary	30/165	18.2%	19/129	14.7%
Verplanck Elementary	50/366	13.7%	33/352	9.4%
Waddell Elementary	115/356	32.3%	44/366	12.0%
District	444/1815	24.5%	290/1802	16.1%

School	Prior Fall 2019		Fall Meets/Exceeds	
	#/Total	%	#/Total	%
Male	247/931	26.5%	173/947	18.3%
Female	197/884	22.3%	117/855	13.7%
Black	82/438	18.7%	41/403	10.2%
Hispanic	80/496	16.1%	59/610	9.7%
White	202/666	30.3%	135/582	23.2%
Asian	71/174	40.8%	49/169	29.0%
F/R Meals	208/1139	18.3%	112/1112	10.1%
Not F/R Meals	236/676	34.9%	178/690	25.8%
Special Ed	12/185	6.5%	10/187	5.3%
Not Special Ed	432/1630	26.5%	280/1615	17.3%
EL	30/158	19.0%	25/186	13.4%
Not EL	414/1657	25.0%	265/1616	16.4%
District	444/1815	24.5%	290/1802	16.1%

2021-2022 - Grades 1-4 - Fluency



2021-2022 - Grades 1-4 - Fluency



NEXT STEPS

Next Steps

- Continue to implement high quality tier 1 instruction, with an emphasis on problems which require higher order thinking in all classrooms
- Provide professional development for teachers as needed
- Adjust schedules to provide for additional fact fluency study as needed in all grades with emphasis on grade 4
- Ensure students below grade level in fact fluency have access to intervention
- Ensure parents know and understand student math data and how they can help at home

PROGRES

Illing Middle School - Participation in Advanced Classes

Number of Students		2022			
	Total Enrollment	Algebra 1	Algebra 2	Personal Finance	Spanish 1
Male	440	50	8	75	197
Female	420	58	9	88	214
Black or African American	221	12	2	33	91
Hispanic or Latino	311	27	3	55	139
White	242	47	10	53	130
Asian	63	21	2	17	38
F/R Meals	517	40	6	102	248
Not F/R Meals	343	68	11	61	163
Special Ed	146	1	0	5	8
Not Special Ed	714	107	17	158	403
EL	56	1	0	5	8
Not EL	804	107	17	158	403
Total	860	108	17	163	411

Percentage of Students		2022			
	Total Enrollment	Algebra 1	Algebra 2	Personal Finance	Spanish 1
Male	51.2%	46.3%	47.1%	46.0%	47.9%
Female	48.8%	53.7%	52.9%	54.0%	52.1%
Black or African American	25.7%	11.1%	11.8%	20.2%	22.1%
Hispanic or Latino	36.2%	25.0%	17.6%	33.7%	33.8%
White	28.1%	43.5%	58.8%	32.5%	31.6%
Asian	7.3%	19.4%	11.8%	10.4%	9.2%
F/R Meals	60.1%	37.0%	35.3%	62.6%	60.3%
Not F/R Meals	39.9%	63.0%	64.7%	37.4%	39.7%
Special Ed	17.0%	0.9%	0.0%	3.1%	1.9%
Not Special Ed	83.0%	99.1%	100.0%	96.9%	98.1%
EL	6.5%	0.9%	0.0%	3.1%	1.9%
Not EL	93.5%	99.1%	100.0%	96.9%	98.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

PROGRES

Manchester High School - UConn Participation

	School Population	Amer Stdy	Human Rights	Am Lit	Sr Eng	AP US History	AP/UConn Spanish 5	Med Term	Hum Dev Fam St	Conflict & Peace	Illed Hlth Prf	Latin Am Study	Uconn Discr Math
<i>Male</i>	50.6%	36.4%	35.4%	51.6%	38.3%	35.4%	7.1%	13.0%	0.0%	23.5%	15.4%	41.7%	47.4%
<i>Female</i>	49.4%	63.6%	64.6%	48.4%	61.7%	64.6%	92.9%	87.0%	100.0%	76.5%	84.6%	58.3%	52.6%
Black or African American	25.4%	22.7%	17.0%	19.4%	19.2%	14.6%	14.3%	26.1%	16.7%	29.4%	53.8%	16.7%	0.0%
Hispanic or Latino	29.6%	22.7%	16.3%	22.6%	13.3%	8.3%	50.0%	13.0%	16.7%	5.9%	7.7%	58.3%	10.5%
White	32.5%	39.4%	51.7%	41.9%	51.7%	62.5%	14.3%	43.5%	50.0%	52.9%	23.1%	16.7%	84.2%
Asian	8.0%	12.1%	9.5%	12.9%	10.0%	12.5%	14.3%	13.0%	11.1%	11.8%	7.7%	0.0%	0.0%
<i>F/R Meals</i>	55.1%	57.6%	45.6%	43.5%	46.7%	31.3%	50.0%	43.5%	44.4%	47.1%	69.2%	66.7%	21.1%
<i>Not F/R Meals</i>	44.9%	42.4%	54.4%	56.5%	53.3%	68.8%	50.0%	56.5%	55.6%	52.9%	30.8%	33.3%	78.9%
<i>Special Ed</i>	13.8%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Not Special Ed</i>	86.2%	100.0%	100.0%	98.4%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>EL</i>	6.2%	0.0%	0.7%	0.0%	0.8%	0.0%	7.1%	0.0%	5.6%	0.0%	0.0%	33.3%	0.0%
<i>Not EL</i>	93.8%	100.0%	99.3%	100.0%	99.2%	100.0%	92.9%	100.0%	94.4%	100.0%	100.0%	66.7%	100.0%
Total #		66	147	62	120	48	14	23	18	17	13	12	19

PROGRES

Manchester High School - AP Participation

		Chemistry	AP Art History	Biology	Calculus AB	Calculus BC	Comp Sci A	Eng - Lang & Comp	Eng - Lit & Comp	Environ	Physics 1	Psychology	Statistics	US Gov/Pol	World Hist	Music Theory	US History	Spanish 5
<i>Male</i>	51%	64%	17%	18%	43%	46%	86%	29%	14%	33%	62%	27%	50%	46%	42%	83%	35%	7%
<i>Female</i>	49%	36%	83%	82%	57%	54%	14%	71%	86%	67%	38%	73%	50%	54%	58%	17%	65%	93%
Black or African American	25%	9%	0%	27%	27%	8%	0%	25%	9%	13%	19%	24%	0%	23%	9%	17%	15%	14%
Hispanic or Latino	30%	27%	17%	27%	13%	23%	0%	21%	14%	0%	10%	24%	17%	12%	19%	33%	8%	50%
White	33%	36%	67%	27%	40%	38%	29%	38%	55%	60%	33%	39%	75%	42%	53%	50%	63%	14%
Asian	8%	18%	17%	18%	20%	15%	57%	8%	18%	20%	29%	12%	8%	15%	13%	0%	13%	14%
<i>F/R Meals</i>	55%	45%	33%	45%	37%	38%	43%	38%	36%	20%	38%	55%	8%	38%	34%	50%	31%	50%
<i>Not F/R Meals</i>	45%	55%	67%	55%	63%	62%	57%	63%	64%	80%	62%	45%	92%	62%	66%	50%	69%	50%
<i>Special Ed</i>	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<i>Not Special Ed</i>	86%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<i>EL</i>	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	7%
<i>Not EL</i>	94%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	96%	100%	100%	100%	93%
Total X	11	6	11	30	13	7	24	22	15	21	33	12	26	53	6	48	14	11

PROGRES

Manchester High School - MCC and National Equity Lab

		Cad 1	Conv Mfg Process Lab	Engin Draw Interp	College Account	Financial Literacy	Principles of Criminal Justice	Essentials of Pers Finance	Psychology and the Good Life
<i>Male</i>	50.6%	100.0%	100.0%	100.0%	45.5%	50.0%	7.1%	30.0%	0.0%
<i>Female</i>	49.4%	0.0%	0.0%	0.0%	54.5%	50.0%	92.9%	70.0%	100.0%
<i>Black or African American</i>	25.4%	22.2%	0.0%	33.3%	54.5%	50.0%	28.6%	40.0%	33.3%
<i>Hispanic or Latino</i>	29.6%	33.3%	28.6%	33.3%	9.1%	16.7%	42.9%	20.0%	0.0%
<i>White</i>	32.5%	22.2%	57.1%	11.1%	36.4%	33.3%	7.1%	10.0%	33.3%
<i>Asian</i>	8.0%	11.1%	14.3%	22.2%	0.0%	0.0%	7.1%	20.0%	33.3%
<i>F/R Meals</i>	55.1%	66.7%	71.4%	66.7%	90.9%	83.3%	57.1%	70.0%	33.3%
<i>Not F/R Meals</i>	44.9%	33.3%	28.6%	33.3%	9.1%	16.7%	42.9%	30.0%	66.7%
<i>Special Ed</i>	13.8%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Not Special Ed</i>	86.2%	94.4%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>EL</i>	6.2%	0.0%	14.3%	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%
<i>Not EL</i>	93.8%	100.0%	85.7%	100.0%	100.0%	100.0%	92.9%	100.0%	100.0%
Total		18	7	9	11	6	10	3	14

NEXT STEPS

Next Steps

- Review criteria for inclusion in Middle School Advanced Classes
- Continue to support courses from National Equity Lab and Manchester Community College
- Utilize College Board Data to identify students who may be successful in Advanced Placement classes
- Recruit students representative of MPS student demographics for advanced classes as part of course selection process

PROGRES

Chronic Absence - 40 Days

% Chronic Absent 40 Days

	Bowers	Buckley	Highland	Keeney	Martin	Verplanck	Waddell	Bennet	Illing	MHS	District
Male	35.8%	15.4%	22.7%	28.3%	25.4%	36.8%	27.6%	21.8%	24.7%	35.3%	9.2%
Female	32.7%	13.0%	24.6%	21.1%	29.4%	32.2%	29.7%	21.8%	27.9%	33.9%	28.8%
Black	32.8%	17.1%	24.2%	32.8%	20.4%	27.6%	23.5%	16.7%	24.1%	32.0%	26.4%
Hispanic	48.4%	19.0%	33.1%	28.4%	40.0%	41.1%	37.2%	30.2%	31.1%	44.1%	37.6%
White	24.6%	10.7%	11.8%	17.1%	20.3%	29.7%	15.4%	17.6%	24.1%	29.7%	22.5%
Asian	23.5%	10.0%	38.9%	36.4%	31.8%	40.6%	33.7%	23.3%	14.3%	23.5%	26.0%
F/R Meals	40.2%	19.2%	28.9%	29.3%	32.3%	37.8%	32.6%	27.4%	30.1%	40.7%	34.5%
Not F/R Meals	25.2%	8.4%	16.4%	20.8%	19.3%	24.8%	23.4%	11.7%	18.2%	24.0%	19.7%
Special Ed	44.4%	30.0%	17.6%	41.1%	38.5%	41.9%	37.0%	22.6%	33.6%	46.8%	38.5%
Not Special Ed	32.4%	11.3%	24.3%	21.4%	22.0%	33.9%	27.8%	21.7%	24.8%	32.7%	27.4%
EL	29.6%	20.0%	21.6%	25.0%	35.3%	35.0%	38.2%	26.4%	33.3%	45.9%	34.5%
Not EL	34.7%	13.8%	23.9%	25.1%	26.3%	34.6%	27.1%	21.5%	25.7%	33.8%	28.6%
Total	34.3%	14.3%	23.6%	25.1%	27.0%	34.7%	28.7%	21.8%	26.2%	34.6%	29.0%

NEXT STEPS

Next Steps

- Continue relentless monitoring of attendance every 20 days
- Hold Attendance summit to ensure all staff involved in attendance monitoring are clear on roles and responsibilities
- Prioritize the work of Student Engagement Specialists to ensure they are working with students in danger of chronic absence
- Utilize resource and referral component of the Family Resource Center along with social workers to help families who need additional support

PROGRES

In School Suspension

Number		Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Bennet		37	16	21						
Bentley		6					2	2	1	1
Illing		16			7	9				
MHS		57					15	13	15	14
MMA		3		2		1				
MRA/NH		11				1	3	4	3	
Total		130	16	23	7	11	20	19	19	15
		ISS % of Total								
Percent	District	Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Male		62.3%	75.0%	52.2%	85.7%	81.8%	55.0%	68.4%	68.4%	33.3%
Female		37.7%	25.0%	47.8%	14.3%	18.2%	45.0%	31.6%	31.6%	66.7%
Black		39.2%	75.0%	34.8%	0.0%	45.5%	20.0%	42.1%	47.4%	33.3%
Hispanic		36.2%	12.5%	52.2%	42.9%	27.3%	35.0%	47.4%	31.6%	33.3%
White		17.7%	12.5%	8.7%	57.1%	27.3%	25.0%	10.5%	10.5%	20.0%
Asian		1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	6.7%
Special Ed		36.9%	43.8%	39.1%	28.6%	36.4%	40.0%	47.4%	31.6%	20.0%
Not Special Ed		63.1%	56.3%	60.9%	71.4%	63.6%	60.0%	52.6%	68.4%	80.0%
EL		6.9%	0.0%	4.3%	28.6%	0.0%	10.0%	5.3%	10.5%	6.7%
Not EL		93.1%	100.0%	95.7%	71.4%	100.0%	90.0%	94.7%	89.5%	93.3%
Total		130	16	23	7	11	20	19	19	15

PROGRES

Out of School Suspension

		Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Bennet		6	1	5						
Bentley		13					11	1		1
Illing		41			23	18				
MHS		40					12	6	8	14
MMA		19	1	4	9	5				
MRA/NH		20					5	5	5	5
Total		139	2	9	32	23	28	12	13	20
OSS % of Total										
		Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Male		61.2%	100.0%	66.7%	65.6%	52.2%	53.6%	83.3%	76.9%	45.0%
Female		38.8%	0.0%	33.3%	34.4%	47.8%	46.4%	16.7%	23.1%	55.0%
Black		36.7%	50.0%	66.7%	28.1%	43.5%	28.6%	25.0%	30.8%	50.0%
Hispanic		45.3%	0.0%	33.3%	56.3%	56.5%	28.6%	66.7%	46.2%	35.0%
White		15.1%	50.0%	0.0%	15.6%	0.0%	39.3%	8.3%	7.7%	10.0%
Asian		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Special Ed		43.2%	100.0%	66.7%	37.5%	39.1%	46.4%	33.3%	53.8%	35.0%
Not Special Ed		56.8%	0.0%	33.3%	62.5%	60.9%	53.6%	66.7%	46.2%	65.0%
EL		9.4%	0.0%	0.0%	18.8%	8.7%	7.1%	0.0%	23.1%	0.0%
Not EL		90.6%	100.0%	100.0%	81.3%	91.3%	92.9%	100.0%	76.9%	100.0%
Total		139	2	9	32	23	28	12	13	20

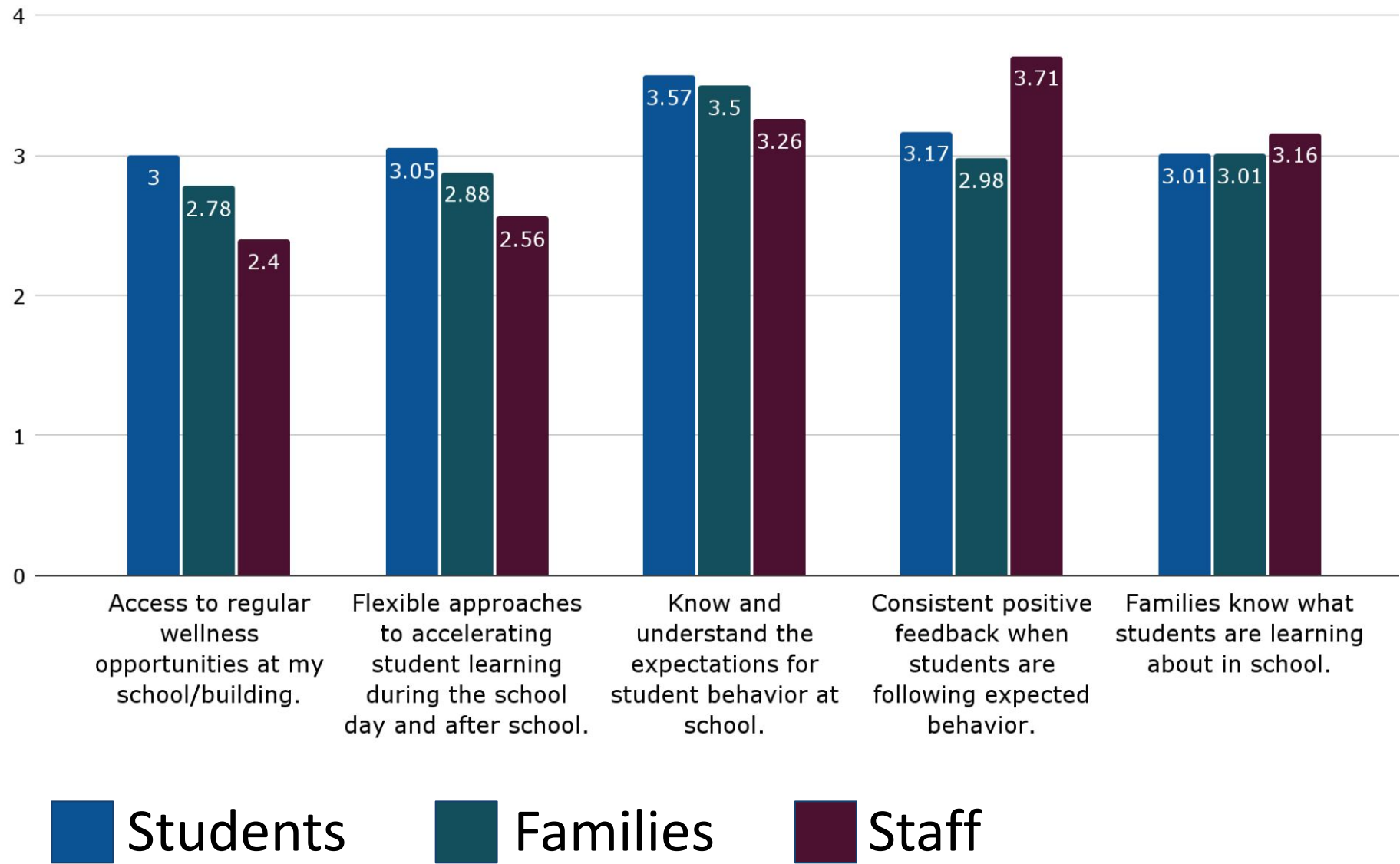
NEXT STEPS

Next Steps

- Ensure physical and mental health needs of students and families are prioritized by providing necessary supports including food and nutrition, social work and counseling services, and family outreach
- Monitor the health and wellness of MPS staff and support staff self care by providing resources and time
- Implement on site services and case management for Mental Health Supports through Community Health Resources
- Continue to partner with parents and families to improve school climate and culture

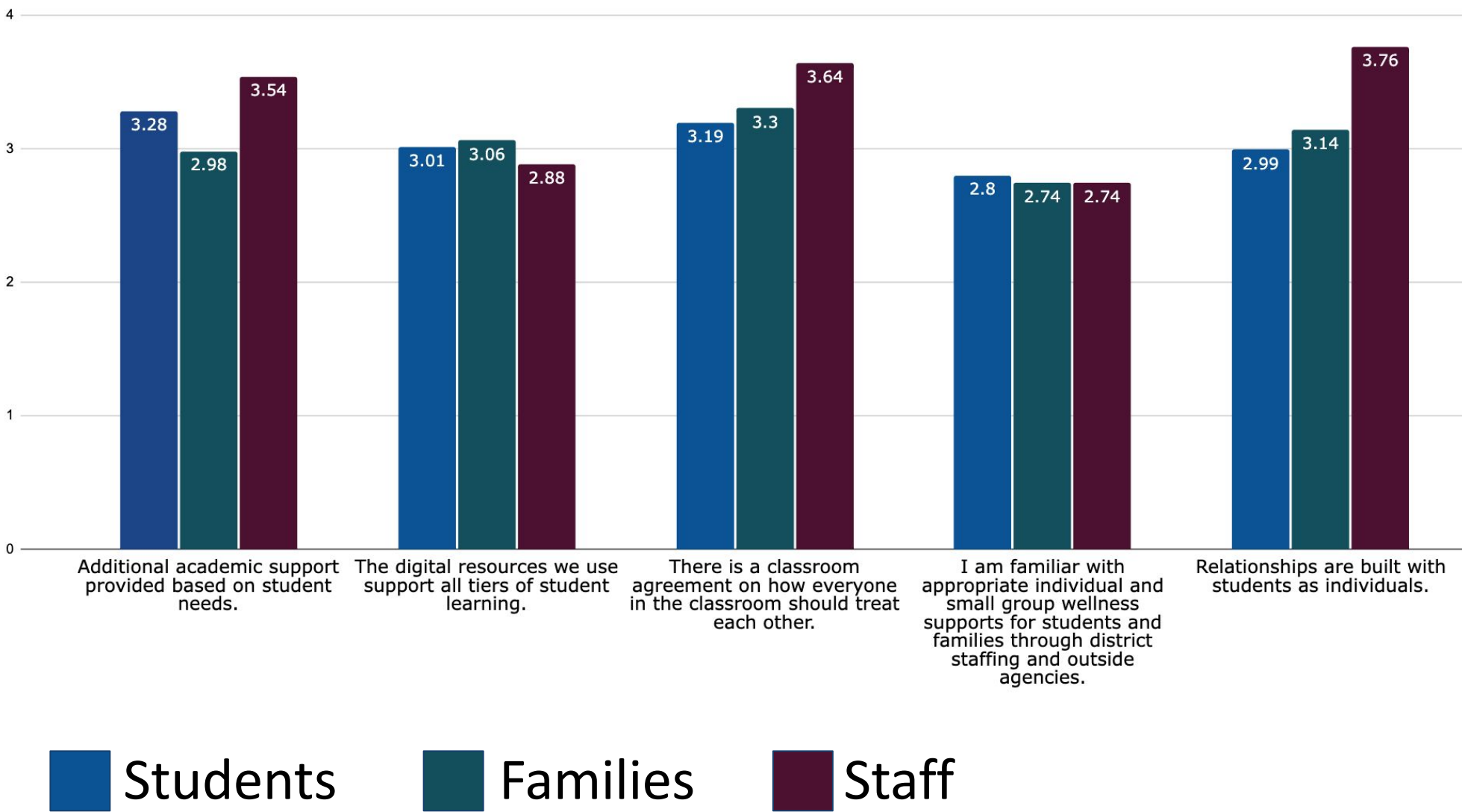
PROGRES

District Improvement Plan Survey Data



PROGRES

District Improvement Plan Survey Data



NEXT STEPS

Next Steps

- Ensure all members of the school community are aware of and accessing wellness opportunities and mental health supports
- Adjust schedules where possible to support additional intervention during the school day
- Ensure families know how they can help their students academically at home
- Continue to build and strengthen relationships between students and staff members (every student has a person)

QUESTIONS

