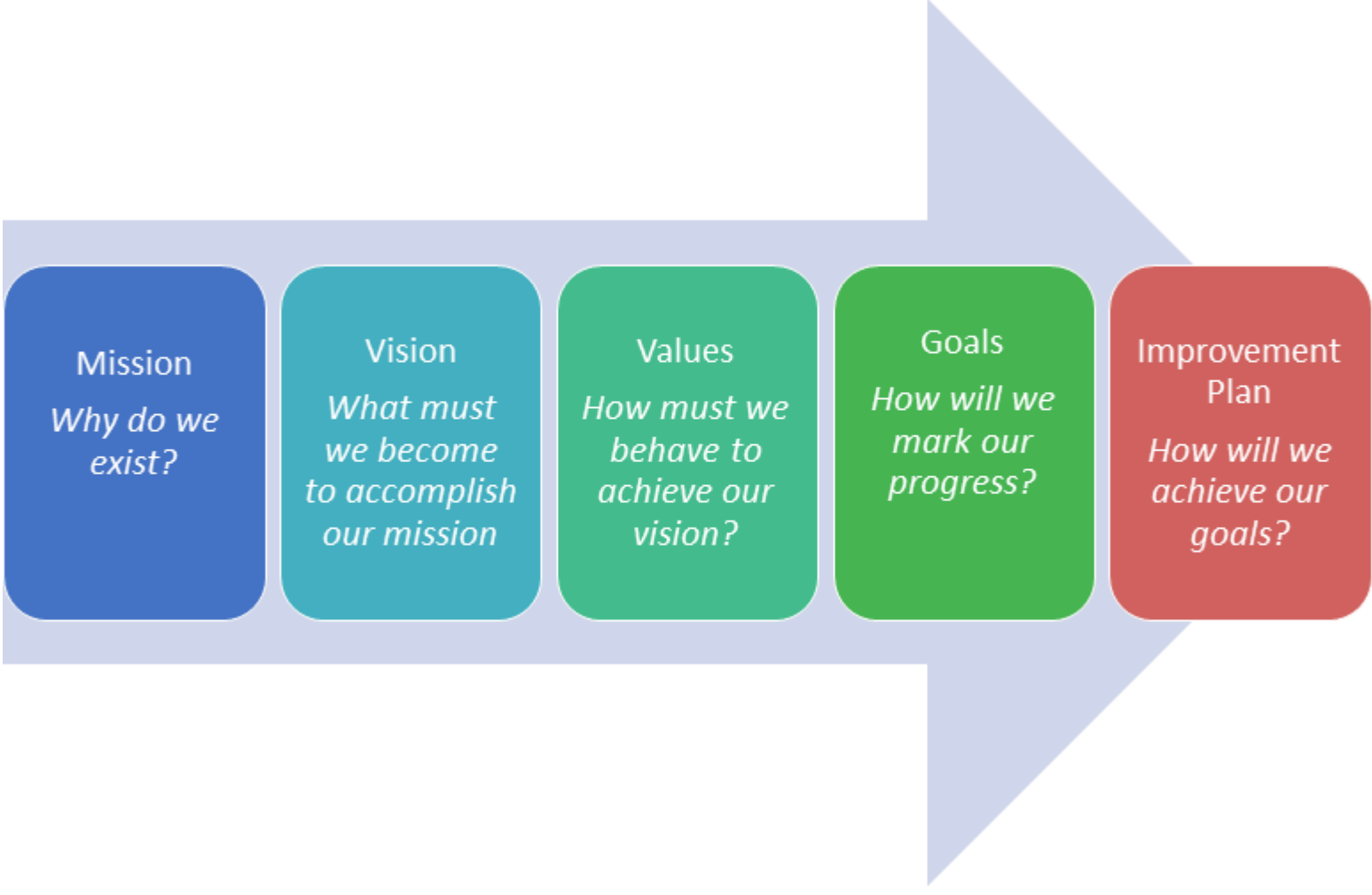




THE FOUNDATION OF OUR WORK



MISSION OF THE MANCHESTER PUBLIC SCHOOLS

Manchester Public Schools will engage *all* students in the highest quality 21st century education preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal. *All* students will be prepared to be lifelong learners and contributing members of society.



VISION OF THE MANCHESTER PUBLIC SCHOOLS

The Vision for the Manchester Public Schools has three areas of focus:

1. Outcomes and Opportunities for Students
2. Overall Quality of the School District
3. The School District's Relationship with the Community



VISION OF THE MANCHESTER PUBLIC SCHOOLS

Our vision is that all students in the Manchester Public Schools will:

- Arrive at kindergarten with developmentally appropriate social and academic readiness capabilities.
- Achieve foundational skills in reading, writing and mathematics on grade level, by grade three.
- Meet high performance standards on local and State assessments.
- Demonstrate positive values and beliefs as evidenced by respect for peers and adults; a strong work ethic; a growth mindset; and kindness and caring for themselves and others.



VISION OF THE MANCHESTER PUBLIC SCHOOLS

- Make decisions that have positive results for themselves and others; manage their time effectively; advocate for themselves; embrace and value differences in all people; and assume responsibility for their own actions.
- Engage in critical and creative thinking to solve personal, social and academic problems; and actively pursue independent learning opportunities.
- Apply technology to analyze, evaluate, and synthesize the increasing volume of available information in a rapidly changing world.



VISION OF THE MANCHESTER PUBLIC SCHOOLS

- Develop an appreciation of the performing and visual arts; participate and collaborate in all aspects of the arts commensurate with age, interests and talents.
- Exemplify the determination, perseverance, grit, and teamwork necessary to succeed in the challenges they will face in all areas of school life and beyond graduation.
- Be prepared to make sound personal decisions regarding a healthy, productive lifestyle, including diet, health maintenance, exercise including athletics, and positive leisure activities.



VISION OF THE MANCHESTER PUBLIC SCHOOLS

- Value all educational opportunities; remain in school; and graduate with optimism and confidence in their choices.





VISION OF THE MANCHESTER PUBLIC SCHOOLS

Our vision is that the Manchester Public Schools will be characterized by:

- Safe, secure and well maintained schools.
- A strong belief that all children can learn.
- Adults who are committed to ensuring success for all students by providing equal access and opportunities.
- A climate that fosters learning and high achievement and is characterized by mutual respect, care, and concern for all students, staff and families.



VISION OF THE MANCHESTER PUBLIC SCHOOLS

- A strong, inclusive, and comprehensive academic system that includes a rigorous, standards-based curriculum, and high-quality and consistently effective instruction and assessment in all schools.
- Co-curricular programs for gifted, service-minded, creative, artistic and athletic students appropriate to satisfy the myriad needs and interests of all students in support of their college and career readiness.
- A student population in all schools that represents the diversity in the District as a whole.



VISION OF THE MANCHESTER PUBLIC SCHOOLS

- A wide range of up-to-date technologies and technical support for student learning; professional development; personnel and office management; and student records maintenance and transfer throughout the District.
- A unified and coherent system of ongoing monitoring and evaluation of students, staff, and administration; and for auditing and evaluating all major operating systems in the District.
- An effective system in place to ensure the recruitment, orientation, supervision, and development of all personnel in the District to ensure selection, support, and retention of highly talented administrators, faculty and staff.



VISION OF THE MANCHESTER PUBLIC SCHOOLS

- Well-trained and skilled classroom-level professionals who work collaboratively to examine student work, assess student performance, and continuously improve classroom instructional practices.
- Well-trained teams of adults collaboratively engaged at all levels of the system to enhance the capacities of District educators to significantly contribute to positive outcomes for all students.



VISION OF THE MANCHESTER PUBLIC SCHOOLS

Our vision is that the Manchester Public Schools' relationships with the community will be characterized by the following:

- Constituents from both schools and community recognize the importance of the role each has in making the community a viable and attractive place to live.
- Parents and families are actively involved in their children's educational success, including engagement in school activities and community participation in social, civic and political events.
- Residents understand and support the tax-based educational budget and become advocates for school improvement.



VISION OF THE MANCHESTER PUBLIC SCHOOLS

- Faculty, staff and administration are integral in supporting the community through civic, social and political engagement.
- School officials provide many opportunities to include community members in school activities, ensuring an open, welcoming environment.
- School officials communicate frequently and directly to the community so that residents understand the District's vision and goals and are informed of the progress being made toward achievement of the District's expectations for all of its students and staff.



CORE VALUES



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.



DATA DASHBOARD – HIGHLIGHTED MEASURES

- Early Screening Inventory (K readiness)
- Percent of students
 - reading at or above grade level as indicated by the Developmental Reading Assessment 2 and Fountas and Pinnell assessments
 - scoring at or above standard on Math Unit Assessments
 - scoring at or above the state average on the PSAT
 - earning a B or better on High School Final Exams
- High school graduation rate
- Percent of students who are chronically absent



DISTRICT IMPROVEMENT PLAN

Academics

Talent

Systems

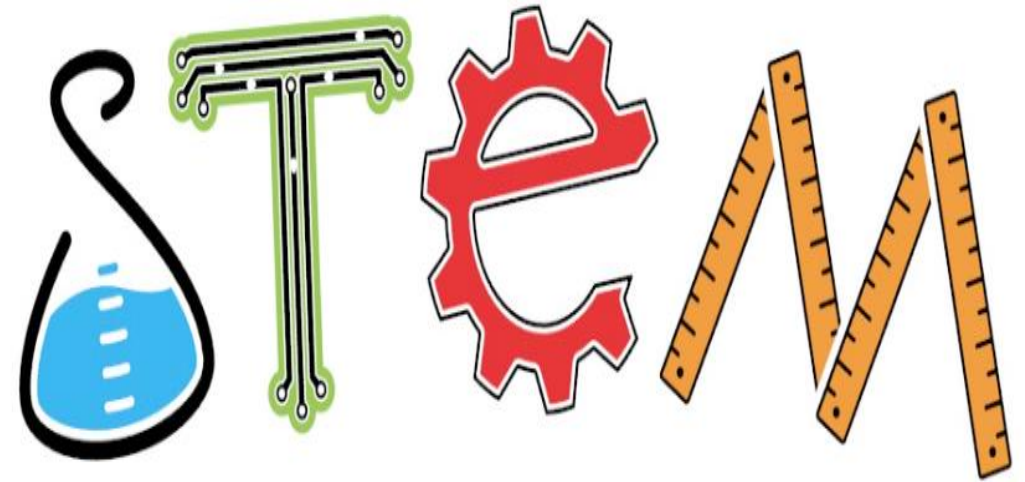
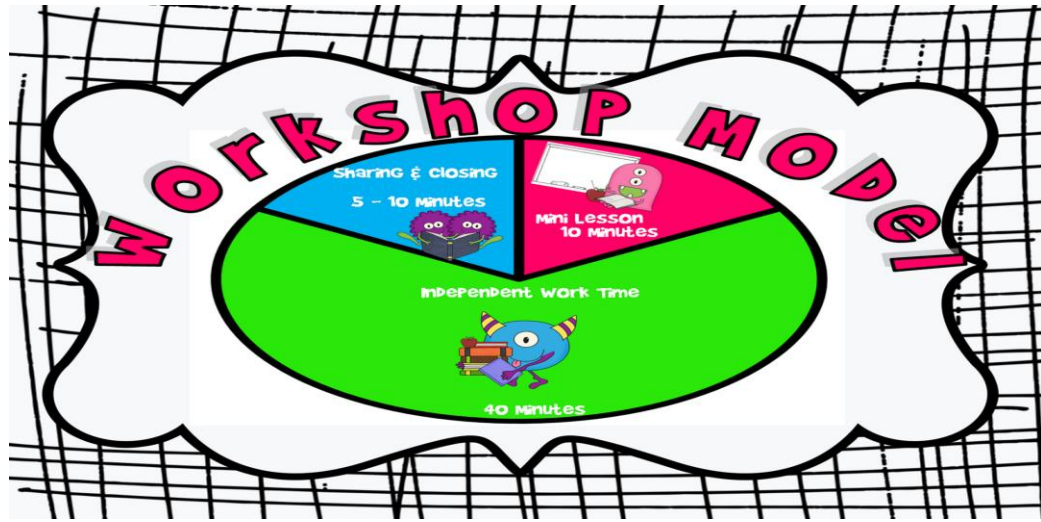
Culture and Climate



Keep in mind ...

- Every student does not learn the same way or develop at the same pace.
- Some students struggle with the social and academic behaviors needed to succeed in school.





DISTRICT IMPROVEMENT PLAN - ACADEMICS

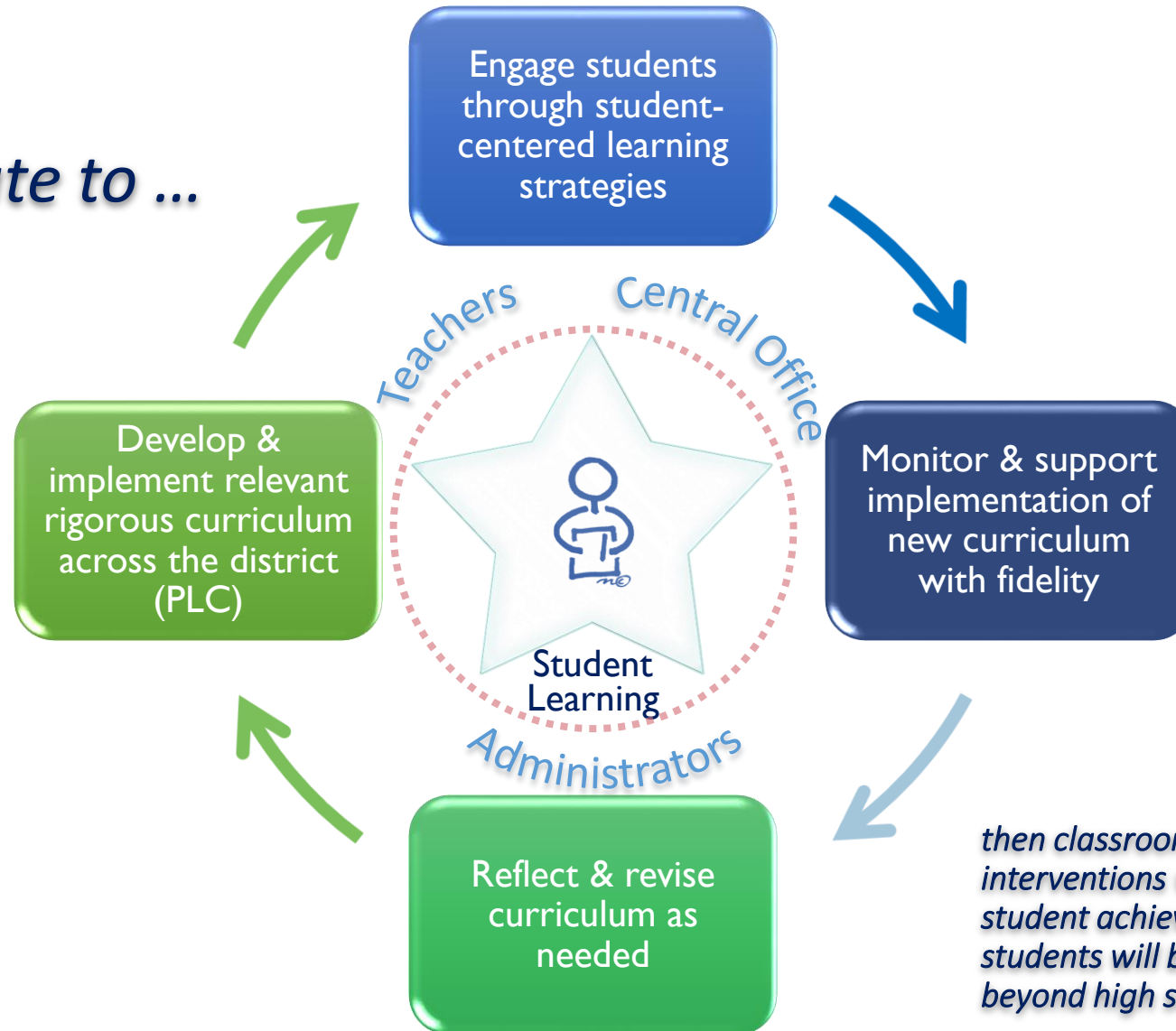
- Create curricular units aligned to CCSS and related state standards in all core areas including Social Studies, Science, and Elective Areas
- Strengthen instruction Prek-12 utilizing research-based instructional practices (workshop model / personalized learning)
- Incorporate new resources and technology to engage students in their own learning (1:1 technology; STEM specialists)
- Develop curriculum embedded, unit based performance tasks and assessments in all content areas.



Academics: Theory of Change



If we collaborate to ...



then classroom instruction will improve, tiered interventions will be focused on targeted areas, student achievement will increase, and all students will be prepared for learning and work beyond high school.



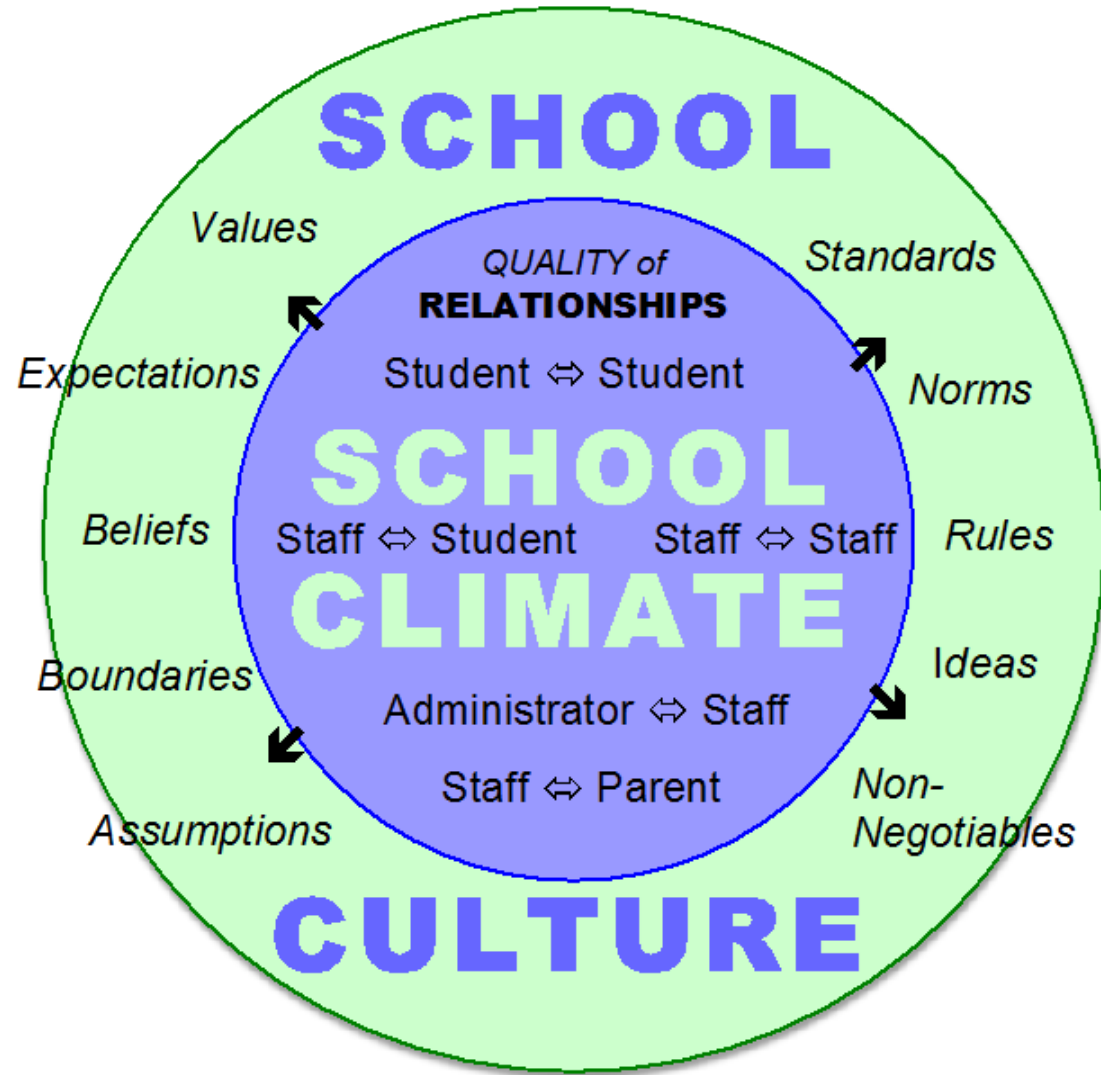
COACHING MODEL



DISTRICT IMPROVEMENT PLAN – TALENT

- Provide leadership development opportunities for all building- and central office administrators in district
- Strengthen the instructional effectiveness of faculty through the coaching model and collaborative curricular practice
- Strategically recruit candidates that are representative of student demographics of Manchester Public Schools

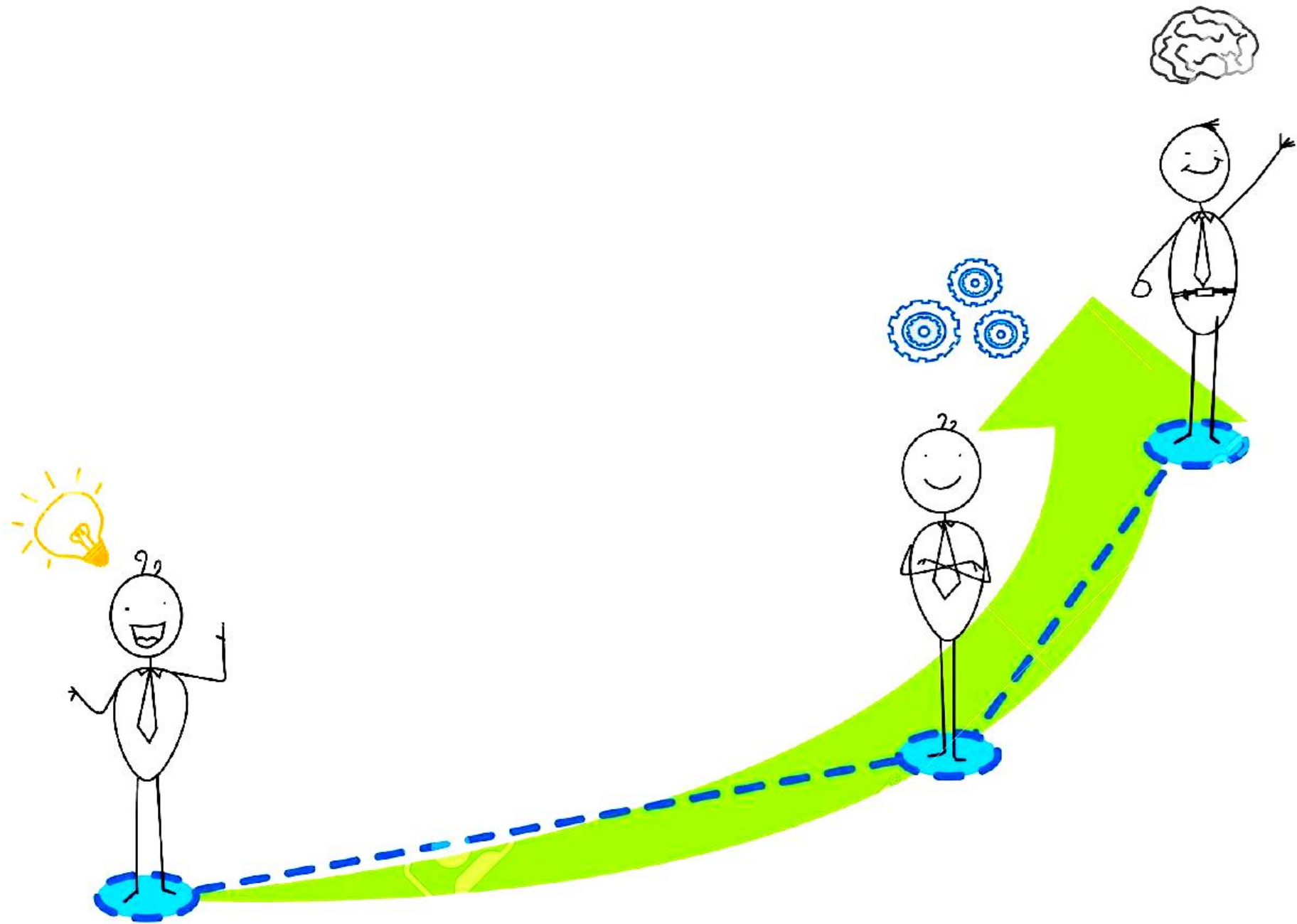




DISTRICT IMPROVEMENT PLAN – CULTURE AND CLIMATE

- Identify and implement a set of culture/climate core practices focused on improvement of school climate, including family-school partnerships
- Actively engage families as partners in their children's education
- Develop trust and collaboration among all stakeholders
- Reduce the impact of barriers on students, families and community members affecting school success





DISTRICT IMPROVEMENT PLAN - SYSTEMS

- Maintain District Improvement Team to monitor the implementation of the District Improvement Plan and support School Improvement Teams in developing and implementing School Improvement Plans
- Strengthen the work of the Professional Learning Communities (PLC), with an emphasis on translating the work of the PLCs into high-leverage, research-based practices in all schools and classrooms
- Conduct systems and operations audit and program evaluations

