

# MANCHESTER PUBLIC SCHOOLS

## STRATEGIC PLAN 2003-2006

**Strategic Goal 1: The Manchester Board of Education will continue to establish accountability structure for students and staff, designed for the success of every student.**

**A. Student failure is not an option. In an “Efforts-Based Environment,” students, staff, parents, and community members capitalize on their strengths through the belief that all students can learn.**

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>1) Continue planned professional development to help teachers connect Efficacy with The Principals of Learning</p> <p>Develop a plan for frequent <b>collaboration among staff</b> at each school/grade level/department including Sped and support staff. (Manchester Teacher Professional Development/Evaluation Plan)</p> <p>Plan for <b>increased articulation</b> among levels; Elementary to Middle, Middle to Elementary and to High</p>	<p>Assistant Superintendent; Principals; Instructional Supervisors, Equity Director</p> <p>Assistant Superintendent; Principals, Equity Director, K-12 Supervisors</p> <p>Assistant Superintendent, Principals, Supervisors, Equity Director</p>	<p>2003-2006</p> <p>2003-2005</p> <p>2003-2005 2005-2006 (Pilot)</p>	<p>Walk Through letters; Curriculum Units, Curriculum Maps, CEU Activity Request Forms</p> <p>Department/grade level schedules; Team Meeting/Agendas/Minutes School Improvement Plans Manchester Middle Professional Growth Plan Administrators Professional Goals</p> <p>Minutes of meetings/visitations Collegial/Walk Through incidence Curriculum that addresses the needs of all level students Data Driven Decision Making</p>
<p>2) Improve <b>Guidance Department services</b> (See Goal II)</p>	<p>Director of Student Support Services; Secondary Principals</p>	<p>2004-2006</p>	<p>New services indicated in Roster See Goal II</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>3) Improve and expand <b>alternative education options</b> for K-12 students whose needs require alternatives</p> <ul style="list-style-type: none"> <li>• Extended learning day program</li> <li>• Expanded mentoring programs (community, teachers, students)</li> <li>• Expand and refine existing programs (See Goal II)</li> </ul> <p>4) Increase <b>parent support/education and community awareness programs.</b> (See Goal III)</p> <p>Provide educational opportunities for parents so they can support their children in the learning process. (Example: promote GED, ELL and other formal adult education courses during school-parent activities)</p> <p>Investigate MHS/PTSA sponsored refresher courses.</p>	<p>Superintendent; Assistant Superintendent; Principals; Principal at Bentley Alternative School, MHS Principal</p> <p>Assistant Superintendent; Director of Student Support Services, All Principals</p>	<p>2004-2006</p> <p>2003-2006</p>	<p>See Goal II.a.1. K-12 Program of Studies Manchester Alternative Education Committee, Protocols and Minutes</p> <p>Information dissemination protocols for Family Center, all elementary and secondary schools;</p> <p>Incidence of parent registration in Adult Education courses, such as GED and ELL.</p> <p>MHS/PTSA brochure/info to parents regarding courses, registrations See Goal III</p>
<p>5) Use technology and media for further parent communication.</p> <p>Continue outreach to underrepresented groups/families (See Goal III).</p>	<p>Superintendent; Assistant Superintendent; Instructional Supervisors; Principals; Technology Support Personnel</p>	<p>2003-2006</p>	<p>See Goal III. Manchester Technology Plan</p>
<p>6) Expand use of volunteers' services to support students</p>	<p>Principals</p>	<p>2003-2006</p>	<p>Lists of volunteers and organizations and types of services</p>

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**B. Teachers, students, and parents use student achievement data to determine students' needs, including during transition from year to year.**

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p><b>1) Design and/or Identify Uniform Assessment Tools for Proficiency Targets for Graduation Performance Skills.</b>                      During on-going Efficacy Initiative training, grades 6-12 teacher determine proficiency targets throughout the curriculum.</p> <p>During on-going Efficacy Initiative training, grades 6-12 teacher determine proficiency targets throughout the curriculum.</p>	<p>Assistant Superintendent; Instructional Supervisors; Curriculum and Instructional Leaders; Secondary instructional specialists and teachers; Equity Director</p>	<p>2003-2005</p>	<p>Benchmarked assessment with performance tested against state testing program over time. Curriculum units</p> <p>Ultimately, student graduation rate through earned regular diploma program is the evidence of accomplishment.</p> <p>Data Collection/Data Driven Decision Making</p>
<p><b>2) Provide Data-Mining Support Structure.</b>  Train designated staff with EdSmart and Pentamation</p>	<p>Superintendent; Assistant Superintendent; Business Manager; Data Personnel and MHS Data Personnel, Building Data Teams</p>	<p>2003-2006</p>	<p>Data reports</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>3) <b>Prepare to Implement BOE Policy 5127.1: High School Graduation Requirements</b></p> <p>Complete graduation performance requirements portfolio/project course designs for English and Mathematics and any other course that comes on line prior to 2006.</p> <p>Institute summer school courses for graduation performance requirements.</p> <p>Revise policy to include science performance requirement and any other performance requirement needed.</p> <p>Increase academic rigor in General Studies and Post-Secondary Prep Courses.</p> <p>Develop student work portfolio system.</p> <p>Refine reporting system for parents.</p>	<p>Assistant Superintendent; Secondary Principals; Instructional Supervisors; Curriculum and Instructional Leaders; Equity Director</p> <p>See above and High School Summer Director</p> <p>Board of Education; Assistant Superintendent; Secondary Principals; Instructional Supervisors; Curriculum and Instructional Leaders.</p> <p>Assistant Superintendent; MHS Principal; Instructional Supervisors; Curriculum and Instructional Leaders; Equity Director</p>	<p>2003-2006</p> <p>2003-2006</p> <p>2004-2006</p> <p>2003-2006</p>	<p>Designed course revisions approved by the Board Curriculum and Instruction Committee.</p> <p>MHS Summer School Course Brochure</p> <p>Board of Education Policies 5120 And 5127.1 revised</p> <p>Designed course revisions approved by the Board of Curriculum and Instruction Committee; Student work portfolio protocols; refined parent reporting system regarding graduation requirements accomplishments.</p>

Action Plan	Persons Responsible	Timeline	Evidence of Accomplishment
<p><b>4) Improve Student Skill/Knowledge Acquisition Reporting to Parents.</b></p> <p>Implement revised elementary report card. (2003-2004)</p> <p><b>Revise middle school report cards to:</b> Inform parents/students about progress in what student should know and be able to do; show growth over time; align with district and CMT benchmarks</p>	<p>Assistant Superintendent; Elementary Principals Elementary Report Card Committee</p> <p>Assistant Superintendent; Middle School Principals</p>	<p>2003-2006</p> <p>2004-2006</p>	<p>Successful implementation of elementary report cards as determined by adjustment meetings of the Report Card Revision Committee in December and April.</p> <p>New report card as described.</p>
<p><b>5) Continue to Improve Intra-District Communication</b></p> <p>Use professional development time for continued K-12 skill articulation</p> <p>Continue Curriculum Council</p> <p>Plan for meaningful and effective transfer of student skill data from Grade 5 to 6 and from Grade 8 to 9, included in CMT data.</p>	<p>Assistant Superintendent; Principals; other Curriculum Leaders within the District, Equity Director, Early Intervention Teams, Student Assistance Teams</p>	<p>2003-2006 on-going</p>	<p>Early Intervention Teams Minutes Student Assistance Teams Minutes</p> <p>Schedule of Professional Development Days</p> <p>Curriculum Council Minutes Individual Reading Plans</p>

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### STRATEGIC PLAN 2003-2006

**Strategic Goal I: The Manchester Board of Education will continue to establish accountability structure for students and staff, designed for the success of every student.**

**C. Increase the percentage of diverse students in higher-level courses, particularly Honors, Advanced-Placement, and University of Connecticut courses.**

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
1) Continue professional development to improve teachers' instructional skills for differentiated strategies.	Assistant Superintendent; All Principals	2003-2006	Professional development schedules
2) Accelerate vertical student achievement by improving middle school grouping practices (i.e., temporary and flexible ability groupings, based on student skills).  (See NELMS Assessment Folios)	Assistant Superintendent; Middle School Principals; Curriculum Specialist at the middle level; Middle School Teachers	2003-2006	Master Schedule Team Meeting Minutes Walkthrough Letters
3) "Market" and encourage advanced level courses, using families/staff mentors/role models	Assistant Superintendent; Secondary Principals; Curriculum and Instructional Leaders	2003-2006	Parent/Student Handbooks Manchester Program of Studies
4) Increase academic rigor in General Studies and Post-Secondary Preparation Courses	Assistant Superintendent; MHS Principal; Curriculum and Instructional Leaders	2003-2006	Designed courses approved by the Board Curriculum and Instruction Committee School Wide/Academic Expectations and Rubrics

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**D. Improve instruction through authentic, active student tasks.**

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
1) Through on-going professional development, teachers increase meaningful, engaging, and rigorous curricular tasks that require students to be active learners and work producers.	Assistant Superintendent; All Principals, Instructional Leaders, Teachers	2003-2006	Curricular units, lesson plans Collegial/Walkthroughs Manchester Teacher Professional Growth Plans
2) Continue to revise curriculum to include engaging, meaningful and rigorous tasks.  Teachers design learning units with “big picture” in mind (Enduring Understandings and Essential Questions).	Assistant Superintendent; Instructional Supervisors; Curriculum and Instructional Leaders	2003-2006	Revised Curriculum approved by the Board Curriculum and Instruction Committee
3) Study mandatory high school community service project for all students.	Board of Education; Assistant Superintendent; Secondary Principals	2004-2006	Policy Study (5120 and 5127.1) Results

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>4) <b>Efficacy:</b> Support continuum of high school graduation requirements:</p> <p>Design and/or identify benchmarked tests.            Articulate proficiency targets.            Design high school curriculum to demonstrate proficiency over time.            Teachers design and/or identify assessments for authentic tasks.</p> <p>(See Goal I, B, 3)</p>	<p>Assistant Superintendent;            Secondary Principals;            Instructional Supervisors;            Curriculum and Instructional Leaders;            Middle School Curriculum Specialists;            Secondary Teachers</p>	<p>2004-2006</p>	<p>See Goal I , B, 3</p>

**MANCHESTER PUBLIC SCHOOLS**

**STRATEGIC PLAN 2003-2006**

**Strategic Goal II: Equal Access to Resources – Students, staff, and school will have adequate access to resources and programs in order to support their success.**

**A. Space and Human Resources: Expand space and staffing to support and expand initiatives begun in the last five years.**

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
<p>1) Provide adequate space to ensure student access to instructional programs and support services.</p> <p>Space for additional classes (e.g., MHS electives and elementary specials)                      Space for small, alternative programs,                      Appropriate space for support programs,                      Appropriate space for pre-school (See Goal V)</p>	<p>Board of Education in conjunction with the Manchester Citizens</p> <p><i>And Board of Directors</i></p>	<p>2005-06 year</p>	<p>Successful referenda.                      Additional building space at a number of building sites.</p>
<p>2) Allocate human resources and professional development necessary to meet the needs of an increasingly diverse student population</p>		<p>Ongoing</p>	<p>Reinstatement of K-12 Equity and Differentiation Supervisor in Trainer of Teachers Model</p>

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
<p>Maintain low student/staff ratio.</p> <p>Properly staff small learning communities.</p> <p>Improve and expand alternative programs.</p> <p>Continue to hire a diverse certified staff, including bilingual and bi-cultural staff for classroom instruction and student support service as well as male staff at the elementary level.</p>	<p>Board of Education Central Office Staff</p> <p>Board of Education Central Office Staff, Principals</p> <p>Board of Education; Assistant Superintendent; All Principals</p> <p>Board of Education; Superintendent; All Administrators, (Principals); Director of Human Resources; Director of Equity Education</p>	<p>2003-06</p> <p>2003-06</p> <p>2003-06</p> <p>2003-06</p>	<p>Student-to-teacher ratio. (Strategic School Profile)</p> <p>Student-to-teacher ratio and number of small learning communities.</p> <p>List and description of alternative schools and programs.</p> <p>Minority staffing percentage (Strategic School Profile)</p>
<p>2) Support professional development for certified staff to ensure culturally responsive instruction and sensitivity to diversity.</p> <p>Efficacy Training (See Goal I) PMT (Psychological Mgt. Training) Differentiated Instruction (I) Benchmarking (Goal I)</p>	<p>Assistant Superintendent; All Principals; Director of Student Support Services; Instructional Supervisors; K-12 Equity Supervisor</p>	<p>2003-06</p>	<p>Training logs; description of activities</p>



Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>Provide transportation for support programs and after-school initiatives.</p> <p>Progress toward flexible work hours to enable support staff to work with parents.</p> <p>Expand counseling services at elementary level and alternative education programs.</p>	<p>Board of Education; Superintendent; Business Manager</p> <p>Board of Education; MEA (contract); all administrators</p> <p>Board of Education (budget decisions)</p>	<p>2003-06</p> <p>2003-06</p> <p>2003-06</p>	<p>Transportation routes for after-school programming.</p> <p>Report from each school on effort to increase parent participation with support staff</p> <p>Budget will show increased funding for services; statistics will show increase in services provided</p>
<p><b>2) Improve student access to specific academic programs.</b></p> <p>Reinstate PROBE</p> <p>Improve scheduling of Unified Arts at the middle level.</p> <p>Increase electives offerings at the high school level, including MRA and Bentley.</p>	<p>Board of Education</p> <p>Middle School Principals, Along with Assistant Superintendent</p> <p>MHS Principal, along with Assistant Superintendent</p>	<p>2003-06</p> <p>2003-06</p> <p>2003-06</p>	<p>Gifted and Talented Programming at the elementary level.</p> <p>Revised UA scheduling that permits adequate core academic time and student exploration in UA.</p> <p>MHS, MRA, and Bentley Program of Studies</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>Improve “character education” initiatives in schools where program is lacking.</p> <p>Offer chorus at every elementary school.</p> <p>Raise academic rigor (See Goal I) Increase student enrollment in honors, UCONN, and AP</p> <p>Decrease #/% of students in lower level courses.</p>	<p>All Principals</p> <p>Elementary Principals; K-8 Music Curriculum Chair; Elementary Music Chair</p> <p>Assistant Superintendent; MHS Principal; Middle School Principals; Curriculum and Instructional Leaders</p>	<p>2003-06</p> <p>2003-06</p> <p>2003-06</p>	<p>Character Education programs in each school.</p> <p>Chorus offering at every elementary school.</p> <p>Student enrollment and completion data.</p>
<p>3) Develop community and parent partnerships necessary to ensure students’ equal access to resources. (See Goal III.)</p> <p>For example: parent support; Head Start model expanded beyond pre-school; expanded connections with community libraries; increased family access to computers; outreach programs from school into the community.</p>	<p>Superintendent; Assistant Superintendent; All Principals; Administrators; Instructional Supervisors; Family Literacy Personnel; Library Media Specialists, Teachers, (etc.) all school staff</p>	<p>2003-06</p>	<p>See Goal III. List of community partnerships and shared programs or resources</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>4) Expand technology and instructional resources and use for all students and families, including at home and in the community:</p> <p>Provide parent digital access to student information, such as attendance and academic performance;</p> <p>Improve parent/teacher communication through phone or email;</p> <p>Expand teacher access to and use of telecommunications, such as phones to call parents, email, and School Notes use;</p> <p>Install technology such as smart boards in classrooms;</p> <p>Increase student access to technology and telecommunications within every classroom.</p> <p>(All are prescribed in Technology Plan V.)</p>	<p>Board of Education; Superintendent; Assistant Superintendent; Business Director; Instructional Supervisors; All Principals</p> <p>Board of Education; Superintendent; Business Director; All Principals; All Board of Education Staff</p>	<p>2003-06</p> <p>2003-06</p>	<p>Parent-Accessed View Screens</p> <p>Expanded access to telecommunications and other technologies at schools.</p> <p>Documented increased incidence of school staff to parent contacts</p> <p>Increased technology access for students.</p>

**MANCHESTER PUBLIC SCHOOLS**

**STRATEGIC PLAN 2003 – 2006**

**Strategic Goal III: Promote Family Participation and Community Partnerships – Continue to develop a wide-range of programs and opportunities for students, families, and other community members and agencies to participate in Manchester’s educational community.**

**A. Complete the continuum of family-friendly programs and opportunities across the district for students, families, and community members to increase participation and academic support. Consider education a Birth to senior citizens mission in the town of Manchester.**

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>1) <b>Coordinate, solidify, and expand the family literacy program and other broad-based adult education programs throughout the district all levels.</b></p> <p>Expand services to families beyond Title I schools;</p> <p>Enhance Lutz Museum “Family Cultural Literacy.”</p> <p>Actively recruit parents in need to Adult Education ELL and GED programs.</p>	<p>Board of Education; Family Center</p> <p>Family Center in conjunction with the Lutz</p> <p>Family Center; All Principals; Literacy Facilitators; Guidance Counselors; Adult Education</p>	<p>Dependent on Family Center</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Title I schools’ inclusion in Family Literacy model.</p> <p>Lutz First Friday attendance figures. Repeat family visits.</p> <p>Adult education data.</p>

(The Family enter was deleted form the MPS budget 2004-05.)

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>Expand family field trips in connection with classroom and continue to provide formal docents.</p> <p>Expand connections with the town libraries.</p> <p>Continue New Birth Family Book Project.</p> <p>Increase school-family interactive lessons.</p>	<p>Family Center; Elementary Principals; Literacy Facilitators</p> <p>Elementary Principals; Family Center; Literacy Facilitators; Town Libraries</p> <p>Family Center in collaboration with Manchester Memorial Hospital</p> <p>Elementary principals; classroom teachers; Family Center; Literacy Facilitators</p>	<p>Dependent on Family Center</p> <p>Ongoing</p> <p>Dependent on Family Center</p>	<p>Family field trip rosters and curricula.</p> <p>Library connection programs; student participation; repeat family visit data.</p> <p>Distribution records.</p> <p>Lessons</p>
<p><b>2) Engage parents, guardians, grandparents, and students in multiple ways to promote student achievement.</b></p> <p>Continue and expand school-based family activities as defined in each school's School Improvement Plan;</p> <p>Increase programming offered at various times of day, evening, and weekends;</p>	<p>All Principals; School Advisory Councils</p> <p>All Principals</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Principals' annual review of the School Improvement Plans</p> <p>Principals' annual review of the School Improvement Plans</p>

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
Implement Family Days;	Manchester Public Schools and Manchester Service Agencies	Ongoing	Family Days
Expand home visitation pilot conducted by nurses;	Board of Education; Assistant Superintendent; Director of Student Support Services; Head Nurse	Dependent on grant monies	Log of nurse visits to families
Initiate a newsletter to teachers and other teacher training to provide tips on family-friendly classroom practices. (BOE Policy 1400)	Family Center	Dependent on Family Center	Newsletters
Follow and review all district policies pertaining to families.	Board of Education; Superintendent; Assistant Superintendent	Ongoing	Policy review
Expand extended day (before and after school) academic programming.	Board of Education; All Principals	Ongoing	Roster of expanded programs
Increase availability of information through Family Center, technologies, and individual school sites.	Family Center; All Principals	Ongoing	Family Center website; school websites and other evidence of information dissemination.

**MANCHESTER PUBLIC SCHOOLS**

**STRATEGIC PLAN 2003 – 2006**

**Strategic Goal III: Promote Family Participation and Community Partnerships – Continue to develop a wide-range of programs and opportunities for students, families, and other community members and agencies to participate in Manchester’s educational community.**

**B. Maximize Board of Directors and Board of Education dollars through alternative funding and through strong collaborations that result in joint programming.**

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>1) Continue to forge working relationships with town agencies and service groups:</p> <p>Maintain representation, collaborations, and joint programming with the School Readiness Council;</p> <p>Maintain strong connections with Manchester Memorial Hospital for family programs.</p> <p>Increase use of Family Resource Center.</p>	<p>Assistant Superintendent; Family Center; Head Start Director; School Readiness Council</p> <p>Director of Student Support Services; Family Center; MMH</p> <p>Assistant Superintendent; Family Center; Director of Student Support Services, MMH</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Dependent on Family Center</p>	<p>Minutes of School Readiness Council</p> <p>Manchester Memorial Hospital reports and Family Center reports</p> <p>FRC logs</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
Expand programs with the Lutz Museum, other town museums, and the town libraries.	Assistant Superintendent; All Principals; Family Center; Lutz and Library personnel	Ongoing	Lutz and Town Libraries' Data
Expand use of town government and other agencies for high school citizenship courses and graduation projects.	Assistant Superintendent; MHS Principal; Social Studies Curriculum and Instruction Leader; Youth Services; Town and Government and Agencies	Ongoing	Youth Services/Town Government and Agency Data in conjunction with MHS Citizenship Course data
<p><b>2) Expand collaboration with family, community, state, and federal partners to provide coordinated access to resources for children and families.</b></p> <p>Continue to use Joyce Epstein model for parent involvement, ensuring parent involvement at the level that the parent finds appropriate.</p> <p>Continue and strengthen parent and community involvement on School Advisory Councils.</p> <p>Forge parent-to-parent and family-to-family formal networks for information sharing and mentoring.</p>	<p>Assistant Superintendent; All Principals; Family Center</p> <p>All Principals</p> <p>Head Start Director and Family Center</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Log of professional development and parent trainings</p> <p>School Improvement Plan Membership Rosters</p> <p>Network rosters and protocols</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
Increase parent volunteering.	All Principals; Head Start Director; Family Center	Ongoing	
Expand mentoring	Superintendent; All Principals	Ongoing	Numbers of students at each school being mentored.
Continue School-To-Career partnerships and expand to middle schools.	Secondary Principals	Ongoing	S-T-C minutes
Continue and strengthen joint programs with Manchester Community College, the University of Connecticut, and Central Connecticut State University.	Superintendent; Assistant Superintendent; Secondary Principals; Instructional Supervisors	Ongoing	Programs of Studies; Professional Development Logs
Initiate an Adopt-A-School program, using area businesses.	Superintendent; Principals; Family Center	Dependent on Family Center	Rosters
Continue and expand local church and civic organization participation in tutoring and school clubs.	All Principals	Ongoing	Rosters
Search out state and federal grants and entitlements for increased programming.	Assistant Superintendent; Principals; Family Center	Ongoing	Grants Authored; Grants Successfully Authored

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
<p>3) Establish formal networks to provide for smooth inter-district and intra-district student and family transitions.</p> <p>Expand informational and training functions of the Family Center.</p> <p>Examine possibilities for inter-district information sharing.</p>	<p>Principals; Family Center</p> <p>Family Center</p> <p>Director of Student Support Services; Family Center</p>	<p>Ongoing</p> <p>Dependent on Family Center</p> <p>Ongoing</p>	<p>Training Lots</p>

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**STRATEGIC PLAN 2003 – 2006**

**Strategic Goal IV: Develop Student Attitude, Character, and Ownership in the School Community.**

**A. Respect for the learning process and for diverse people is positively supported and modeled by adults in school, in the home, and in the community.**

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p><b>1) Pride in our school’s cultural communities is unsegregated, respected, and recognized as an advantage in our larger community.</b></p> <p>Integrate seamless character education, by example, for all students.</p> <p>Include in graduation requirements an expectation for innovative community service project that conveys an awareness of surroundings.</p> <p>Remove fear of difference through PreK-12 programs.</p> <p>Celebrate excellence and encourage all students to participate at higher levels. (See Goals I and II.)</p>	<p>All Instructional and Support Staff</p> <p>Board of Education; MHS Principal; Curriculum and Instructional Leaders; MHS Teachers</p> <p>Board of Education; All PreK-12 Staff; Assistant Superintendent</p> <p>Board of Education; All PreK-12 Staff</p>	<p>2003-04</p>   <p>Spring 2005</p>	<p>News releases; positive press coverage</p>   <p>Reduction in suspensions, expulsions, and other disciplinary actions</p> <p>Board of Education Policies 5210 and 5127.1</p> <p>Implementation adoptions for mega-skills/aspirations</p> <p>See Goals I and II</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
Dissuade student segregation into social and support areas and promote higher expectations.	All district staff; building principals; Assistant Superintendent	Fall 2005	Integrated, diverse learning communities in all schools
<p><b>2) Respect for the learning process is positively modeled by all adults in a child’s life.</b></p> <p>Increase prevention programs against bias and violence.</p> <p>Continue to support school safety.</p> <p>Respect for work and people is modeled by all.</p> <p>Students are engaged in active learning to promote respect for the learning process and the school environment. (See Goal I.)</p> <p>Parents support teacher and student efforts because teachers, at all levels, engage in frequent communication with parents about homework, skill acquisition, and student behavior, both positive and negative.</p>	<p>Board of Education; Superintendent; Director of Student Support Services; All PreK-12 Staff</p> <p>Board of Education, Superintendent; School Safety Personnel; All Principals</p> <p>All who interact with students</p> <p>All Administrators and Teachers</p> <p>All Administrators and Teachers</p>	<p>Fall 2005</p> <p>Ongoing</p> <p>Immediate and ongoing</p>	<p>Violence reduction (SSP Data)</p> <p>Installation of cameras in all schools</p> <p>Positive Student/Parent</p> <p>See Goal I</p> <p>Parent/Family Communication Logs; Internet “Hits”</p>

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**Strategic Goal IV: Develop Student Attitude, Character, and Ownership in the School Community**

**C. Student social development is a clearly articulated PreK through 12 commitment. Elementary and middle schools set the foundation, while high school presents opportunities for career decisions and life long independence.**

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
<p><b>1) Clear articulation:</b></p> <p>Clearly articulate performance expectations consistently PreK through 12, establishing a uniform vision for ALL students.</p> <p>Promote publicly the positives about the school system, marketing the system’s individuality and the special programs for each age group.</p>	<p>Board of Education; Superintendent and All PreK-12 Staff</p> <p>Board of Education; Superintendent and All Administrators</p>	<p>2004-2005</p> <p>Fall 2004</p>	<p>Expectations articulated in print, digital transmissions, handbooks, sandwich boards, posters, etc.</p> <p>Public communications, press, newsletters, TV ads, bill boards, technology transmissions</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p><b>2) High behavioral performance expectations for adults and students are consistent across the district.</b></p> <p>Teachers model high expectations for students.</p> <p>Teachers develop more personalized relationships between themselves and their students.</p> <p>Teachers design instructional units that increase student involvement in the learning process, and therefore, engender more respect in students. (See Goal I.)</p> <p>Teachers increase student involvement in examination of critical issues in real world environments, rather than merely focusing on traditional classroom-bound academics.</p> <p>Students have high expectations for themselves and the adults with whom they work.</p>	<p>All Administrators and Staff</p> <p>All Administrators and Staff</p> <p>All Administrators and Staff</p> <p>All Administrators and Staff</p> <p>All Students and Adults</p>	<p>2004-2005</p> <p>Ongoing</p> <p></p> <p></p> <p>2004-2005</p>	<p>Teachers expectations in staff handbooks</p> <p>-Outreach programs -Decline in failure rate -Rising CMT/CAPT scores</p> <p>See Goal I</p> <p>See Goal I</p> <p>Student participation in development of civic/social goals</p>
<p>Student ownership means students and staff alike “speak up” and participate in school culture-building.</p>	<p>All Administrators, Staff, and Students</p>	<p>2005-2006</p>	<p>Teacher and student participation in school governance; student participation in class expectations, articulated mission and goals</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p><b>3) The district and parents engage regularly in a dialogue about expectations for the district, expectations for students, and expectations for parents.</b></p> <p>The district publishes, in multiple venues, and promotes the “district message” for adult attitudes that is unified across the district.</p> <p>Teachers and parents speak more frequently, and teachers make “good news” contacts with families.</p> <p>Parents are expected to be involved with school, knowing their child’s teachers, attending conferences, and knowing work expectations.</p>	<p>Board of Education; Superintendent; All Administrators</p> <p>All Administrators and Staff</p> <p>Board of Education; All Administrators and Staff; Parents</p>	<p>2004-2005</p> <p>2005-2006</p> <p>Ongoing</p>	<p>-District and school missions are mailed and posted in all schools -Consistency of message is included in all district publications</p> <p>-Communication logs</p> <p>-Communication logs -Conference attendance</p>

**MANCHESTER PUBLIC SCHOOLS**

**STRATEGIC PLAN 2003 – 2006**

**Strategic Goal V: Prepare Children for School**

**A. Increase social development skills in pre-school and primary school students.**

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
<p><b>1) Assessment:</b> Survey current methods and materials to assess and address social development.</p> <p>Determine effectiveness and select appropriate assessment tool for uniformity.</p>	<p>Early childhood service providers</p>	<p><b>March, '05</b></p> <p><b>May, '05</b></p>	<p>Survey conducted and results compiled</p> <p>Assessment tool selected</p>
<p><b>2) Training:</b> Develop a training program for parents, providers, and others, focusing on important skills for young children and strategies to develop the skills.</p> <p>Develop a social support program for parents.</p> <p>Provide on-going support for parents and providers who are trained to identify and shape children's social and behavioral development.</p>	<p>School Readiness Council; Assistant Superintendent; Director of Head Start</p> <p>Director of Head Start and Family Center</p> <p>School Readiness Council; Director of Head Start, Family Center</p>	<p><b>May, '05</b></p> <p><b>By May '05</b> <b>On-going</b> <b>In each site.</b> <b>May, '05</b></p>	<p>Content curriculum Produced training sign-in sheets</p> <p>Program training calendars reflect programs for parents</p> <p>Programs designate locations, times and staff responsible for support activities</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p><b>3) Resources:</b> Develop an early childhood center where parents and other providers can find support and training.</p> <p>Commit to small class sizes for kindergartens.</p> <p>Provide time for home visits for those parents who are working.</p>	<p>Board of Education; Superintendent; Assistant Superintendent; Director of Head Start; Elementary Principals</p> <p>Board of Education</p> <p>Board of Education; Elementary Principals; Director of Head Start, Family Center</p>	<p><b>After construction of new facility</b></p> <p><b>Continue present process</b></p> <p><b>On-going</b></p>	<p>Early Childhood Center</p> <p>Student-to-teacher ratio (Strategic School Profile)</p> <p>Home visit logs completed by teachers of full-day K during first 6 weeks of school year</p>

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**STRATEGIC PLAN 2003 – 2006**

**Strategic Goal V: Prepare Children for School**

**B. Study All-Day Kindergarten toward expanded options for all parents.**

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
1) Establish public awareness for the importance and benefits of early childhood learning in a high quality environment.	School Readiness Council; Superintendent; Assistant Superintendent; Director of Head Start	<b>Annually, beginning Fall of '03</b>	<b>Conduct at least one community conversation annually, collect sign-in</b>
2) Articulate a commitment for All-Day Kindergarten 3) Identify funding sources for All-Day Kindergarten	Board of Education  Board of Education; Superintendent; Director of Head Start	<b>May, '05</b>  <b>On-going</b>	<b>Position statement by Board of Education</b> <b>Cost analysis done by business office</b>
4) Study advantages of an early childhood center with some All-Day Kindergarten housed.	Board of Education; Superintendent; Assistant Superintendent; All Elementary Principals	<b>June, '05</b>	<b>Review of at least 3 other communities that have accomplished this</b>

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**STRATEGIC PLAN 2003 – 2006**

**Strategic Goal V: Prepare Children for School**

**C. Expand pre-school as a universal option.**

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
1) Establish public awareness for the importance and benefits of early childhood learning in a high quality environment.	School Readiness Council; Superintendent; Assistant Superintendent; Director of Head Start; Elementary Principals	<b>Annually, beginning fall of '03</b>	<b>At least one community conversation forum conducted annually. Sign-in sheet collected</b>
2) Improve the collection and dissemination of town-wide needs assessment data.	School Readiness Council; Assistant Superintendent; Director of Head Start	<b>May, '05</b>	List of data sources and who they are then distributed to, updated annually
3) Develop a directory of all early childhood programs, providing data about costs, philosophy, hours, ages served, and other information that parents need.	School Readiness Council; Assistant Superintendent; Director of Head Start	<b>May, '05</b>	
4) Identify funding sources to address growing need to expand early childhood registrations.	Board of Education; Superintendent; Assistant Superintendent; Director of Head Start	<b>2004-2006</b>	Annual review of RFP's and other grant opportunity. Minutes taken

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
5) Create a single point of entry (town-wide) for parents seeking early childhood programs.	Board of Education Board of Directors School Readiness Council	<b>May, '06</b>	Single entry point identified by phone number, mailing address, and contact person
6) Establish a linkage for parents of pre-school children to facilitate communication among them.	School Readiness Council	<b>May, '06</b>	Annual community conversation recruit parents interested. Periodic meetings facilitated by Readiness Council
7) Develop an early childhood center that could address many of the space needs as well as the parents and staff training needs.	Board of Education Board of Directors Superintendent School Readiness Director of Head Start	<b>Sept., '06</b>	Early Childhood Center

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**STRATEGIC PLAN 2003 – 2006**

**Strategic Goal V: Prepare Children for School**

**D. Raise expectations for early childhood education (PreK through Grade 3)**

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
1) Develop a major awareness campaign regarding increased expectations for young children. Target parents, policy makers, diverse segments of the community.  Address cultural and language diversity.	School Readiness Council; Head Start Director; Elementary Principals	<b>Annually, beginning Dec. '04</b>	<b>Conduct annual community conversation. Sign-in sheet</b>
2) Coordinate with School Readiness Council for continued development and implementation of communication strategies.	School Readiness Council; Director of Head Start; Elementary Principals	<b>May '04</b>	<b>Elementary school principal sits on School Readiness Council</b>
3) Identify funding sources for outreach and information-dissemination programs	School Readiness Council; Board of Education	<b>Annually</b>	<b>Annual review of RFP's and other grant opportunities.</b>

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
4) Provide technical consultation or communication and outreach.  5) Connect with all early childhood providers.			
6) Re-instate PIC (Now Family Center) to its fullest capacity as a resource for registration, family information, and training.	Board of Education		

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**Strategic Goal V: Prepare Children for School**

**E. Create an early childhood center to establish a foundation for home/school partnerships.**

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
<p><b>1) Early Childhood Center:</b></p> <p>Create a center for families, children, grandparents, and other adults involved with young children.</p>	<p>Board of Education</p>		<p>Early Childhood Center</p>
<p><b>2) Center Services:</b></p> <p>Early childhood program, such as Head Start, day care, early special education, adult education, health and mental health resources, parent and staff training, parent information center, lending library, parent-friendly line for information and referral, parent-to-parent mentoring and support services.</p> <p>(See Goal III.)</p>	<p>Board of Education; Superintendent; Assistant Superintendent; Director of Head Start</p>		<p>See Goal III.</p>

Action Steps	Persons Responsible	Timeline	Evidence of Accomplishment
<p>3) <b>Training:</b> Provide parents with training to learn understand important early childhood skills and strategies to foster them.</p> <p>Provide parents with skills to understand community services and their connection to family services and needs.</p>	<p>School Readiness Council; Director of Head Start; Family Center</p>		<p>Training logs</p>
<p>4) Empower School Readiness Council to act as a conduit for Manchester early childhood programming for resource coordination, grant writing, and other tasks.</p>	<p>Board of Directors</p>		
<p>5) Create a single point of entry for children/family services with School Readiness Council as the lead organization</p>	<p>Board of Directors Board of Education</p>		<p>Single Entry Point</p>