

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, DECEMBER 9, 2013

7:00 P.M.
Lincoln Center

- A. OPENING**
- 1) Call to order
 - 2) Pledge of Allegiance
 - 3) Board of Education Minutes – November 25, 2013 A – 3
- B. SUPERINTENDENT’S REPORT – PART I**
- 1) High School Principal Search B – 1
- C. CONSENT CALENDAR**
- 1) Personnel Actions C – 1
 - 2) Establish and appropriation in the amount of \$120,000 for the Out-of-Town Magnet School Transportation Grant for the FY13/14. C – 2
 - 3) Transfer of Funds C – 3
 - 4) Extended Field Trip – Manchester High School – Broadcast Journalism Course – Orlando, Florida – Parent & Teacher Chaperones – 3/18/14 – 3/23/14 – 10-14 students. C – 4
- D. PUBLIC COMMENTS (any item before the board)**
- E. SUPERINTENDENT’S REPORT – PART II**
- 1) Pupil Personnel Services Update Report – Mrs. Shelly Matfess E – 1
 - 2) Alliance Grant Year 2 Quarterly Report E – 2
- F. UNFINISHED BUSINESS**
- 1) SMARTR Committee Recommendation F – 1
- G. NEW BUSINESS**
- 1) January 8th Budget Workshop G – 1
- H. COMMUNICATIONS**
- I. COMMITTEE REPORT**
- J. PUBLIC COMMENTS (comments limited to items on tonight’s agenda)**

K. ITEMS FOR FUTURE AGENDAS

L. ADJOURNMENT

Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):

- 1) Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) State your name and address for the record. Students state name only.*
- 3) First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) Second Session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) Written statements may be substituted for Board members if time runs out for speaker.*
- 6) Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).*
- 7) Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

The Community

Manchester, Connecticut is a suburb located eight miles east of Connecticut's capitol of Hartford, 86 miles from Boston, 107 miles from New York City, and 57 miles from Providence. It is a large community rich in history. It was first settled by Native Americans and subsequently by various early religious groups who developed the area agriculturally. Manchester was also the site of the world's largest silk mill established by the Cheney Family.

Manchester is a town with a population of 57,847 and encompasses 27 square miles. It is home to a shopping mall, outdoor shopping areas, restaurants, two public libraries, a hospital, police station, several fire stations and a community college.

ADMINISTRATION

Richard W. Kisiel
Interim Superintendent of Schools

Patricia F. Brooks
Assistant to the Superintendent
Finance and Management

Amy Radikas
Assistant Superintendent
Curriculum & Instruction

Shelly Matfess
Assistant Superintendent
Pupil Personnel Services



Please apply on-line at
<https://www.applitrack.com/manchester/onlineapp/>
or submit a complete application packet (Cover letter, resume, three letters of recommendation, proof of certification and official transcripts)

By mail to:
Patricia F. Brooks
Assistant to the Superintendent
Finance and Management
Manchester Public Schools
45 North School Street
Manchester, CT 06042

Application Deadline: January 21, 2014



The Manchester Board of
Education invites

***Exceptional Educational
Leaders***

To apply for the position of

HIGH SCHOOL PRINCIPAL

**MANCHESTER HIGH
SCHOOL**



134 EAST MIDDLE TPKE.
MANCHESTER, CT 06040

TELEPHONE (860) 647-3521

POSITION

Manchester Public Schools seeks to appoint a visionary and energetic instructional leader who is able to work collaboratively with the instructional staff to raise student achievement and ensure that all students are college and career ready with skills necessary for learning and working beyond high school.

The successful candidate must also provide leadership to support improvement in instructional practice and opportunities for professional learning, possess strong interpersonal and decision making skills, have knowledge of current effective educational practices, understand the importance of technology as a tool to enhance teaching and learning, and serve as a visible and articulate presence in the community to enhance support for education.

COMPENSATION

The 2014-15 salary range for the 220-day position of High School Principal is \$126,252-\$145,109 depending on experience. A competitive benefits package is also offered.

**For additional information go to:
publicschools.manchesterct.gov**

LEADERSHIP SEARCH

HIGH SCHOOL PRINCIPAL

QUALIFICATIONS

- ◆ State of Connecticut Intermediate Administrator and Supervisor Certification (092)
- ◆ Secondary level principal experience
- ◆ Improved student performance through data driven decision making
- ◆ Understanding of N.E.A.S.C. (New England Association of Schools and Colleges) standards and processes

ABOUT MANCHESTER SCHOOLS

Manchester Public Schools has a student population of more than 7,500 students. These students are served by 9 elementary schools, one sixth grade academy, one middle school, one high school, a regional academy, an alternative education program, and a Head Start program. Two schools within Manchester Public Schools are accredited by New England Association for School and Colleges (NEASC): Manchester High School and Keeney Elementary School.

SCREENING PROCESS

Applications will be reviewed by a committee of administrators, teachers, parents and Board of Education Members.

Selected candidates will participate in a series of interviews with various constituents.

The Committee will make recommendations to District Office Administration. District Office Administration will make a recommendation to the Superintendent for appointment.

ANTICIPATED START DATE JULY 1, 2014

OUR MISSION STATEMENT

The mission of the Manchester Public Schools is to engage all students in the highest quality 21st century education preschool through graduation.

District and school-wide practices will be consistently improved upon so that practices will not benefit some and disadvantage others.

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.

**MANCHESTER PUBLIC SCHOOLS
Manchester, Connecticut**

**Manchester High School
Principal**

The Manchester Public Schools seeks to appoint a visionary and energetic instructional leader who is able to work collaboratively with the instructional staff to raise student achievement and ensure that all students are college and career ready with skills necessary for learning and working beyond high school. The successful candidate must also provide leadership to support improvement in instructional practice and opportunities for professional learning, possess strong interpersonal and decision making skills, have knowledge of current effective educational practices, understand the importance of technology as a tool to enhance teaching and learning, and serve as a visible and articulate presence in the community to enhance support for education.

The candidate must be CT certified/certifiable as an intermediate supervisor and demonstrate successful experience as a principal and teacher.

Application Deadline: January 21, 2014

Interested candidates should complete an on-line application accessible on the Manchester Public Schools website. The electronic application must include a letter of interest, transcripts, three current letters of recommendation, and verification of certification.



Timeline for Manchester High School Principal Search 2014

- Post position internally beginning Monday, December 2, 2013. Posting closes internally December 13, 2013. Advertise position externally starting Tuesday, December 3, 2013. Ad closes externally January 21, 2014.
 - Advertise in Hartford courant, Journal Inquirer, Education Week and on the following websites: C.A.P.S.S. (CT Association of Public School Superintendents), C.A.B.E. (CT Association of Boards of Education), CT R.E.A.P. (CT Regional Education Applicant Placement Program), C.E.A. (CT Education Association), C.A.S. (CT Association of Schools and N.A.B.S.E. (National Association of Black School Educators).
 - Human Resources, High School Principal and Superintendent to begin reviewing incoming applications the week of January 6, 2014.
- Establish Interview Committee by January 21, 2014.
 - Interview Committee will consist of Board of Education Personnel and Finance Committee members, Human Resource Staff, Administrators, Teachers and Parents.
- Committee interviews to be held the week of February 10, 2014.
- Site visits, offsite and at M.H.S., early week of February 24, 2014.
- Finalists to Roundtable/Meet & Greet with Instructional Leadership Committee and Administrators later in the week of February 24, 2014 (two separate meetings).
- Final Interviews by Central office Administration the week of March 3, 2014.
- Board of Education approves candidate on consent calendar March 10, 2014.
- Start Date of July 1, 2014.

PERSONNEL ACTION

RESIGNATIONS

Mark Danaher, Medical Academy Counselor at Manchester High School, has submitted a letter of resignation for personal reasons effective January 1, 2014. Mr. Danaher has been with Manchester Public Schools since October 21, 1999. It is recommended that his request be approved.

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Re: Out-of-Town Magnet School Transportation FY 13/14
Date: December 3, 2013

Background: Manchester Public Schools has received a grant in the amount of \$120,000 for Out-of-Town Magnet School Transportation from the State Department of Education in support of the district's magnet school activities.

Discussion/Analysis: We are currently transporting 60 students to out-of-town magnet schools.

Financial Impact: The Manchester Board of Education budget funds the difference between the grant and the actual cost of out-of-town magnet school transportation.

Other Board Action: None

Recommendation: The Superintendent recommends that the Manchester Board of Education request the Board of Directors appropriate \$120,000 for the Out-of-Town Magnet School Transportation Grant for the 2013-14 fiscal year.

Attachments: None



Richard W. Kisiel, Ed.D.
Interim Superintendent of Schools
Manchester, Connecticut
December 9, 2013

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Transfer of Funds
Date: December 9, 2013

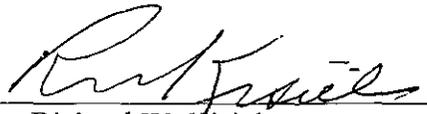
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfer from Buckley School Admin Printing/Advertising to Buckley School Admin Contracting Services account. A transfer of \$440 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.



Dr. Richard W. Kisiel
Interim Superintendent of Schools
Manchester, Connecticut
December 9, 2013

DC OK
11/22/13

Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School: Buckley

Date: 11/20/13

Principal's Sign: [Signature]

Date of Approval: 11/21/13

JUSTIFICATION (Required Field) :

transfer money to cover laminator service
Contract for the 2013-2014 year.

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE In whole dollars only:

\$ <u>440.00</u>	Account # <u>42303100 5540</u>	Description: <u>Admin Printing / Adv.</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$ _____ TOTAL DECREASE

INCREASE In whole dollars only:

\$ <u>440.00</u>	Account # <u>42303100 5430</u>	Description: <u>Admin. Contracted Svs</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$ _____ TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes No

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

MANCHESTER PUBLIC SCHOOLS
45 North School Street
Manchester, CT 06040

EXTENDED FIELD TRIP REQUEST FORM

In accordance with Board of Education Policy titled "Instruction-6153" all extended field trips must be approved by the Superintendent of Schools. The following information must be forwarded to the Superintendent 30 days (four months for international trips) prior to the Board meeting which antedates the trips.

Name of School: Manchester High School **Date of Request:** December 5, 2013

Name of Club or Activity: Broadcast Journalism Course

Trip to: Orlando, Florida **Purpose:** Student Television Network (STN) Convention

Number of students participating: 10-14 **From:** 3/18/14 **To:** 3/23/14

Number of school days missed: 3

Number and names of teachers and chaperones: Give ages of chaperones under 25 and list relationship to system or staff.

- a. Eric Larson, Teacher b. Ryan Jones, Teacher
 c. Parent To be determined d. _____
 e. _____ f. _____
 g. _____ h. _____

Others: _____

Transportation: Bus Train Plane Car Other Ground Transportation from airport to conference site/hotel.

Are fund-raising activities planned? Yes No If so, describe: Restaurant fundraisers; requests for funding out to the Mayor's Fund for Manchester's Children, the MHS PTSA, the Townwide PTA, and the Manchester Road Race Foundation; MHS faculty dress down days.

How will funds be allocated to students participating?* Money raised will be divided evenly to reduce per student cost.

Lodging: Hotel/Motel Camp Private Home

If known, give specifics of room assignments: Up to 4 per room

Cost per teacher and/or chaperone: \$1000.00 (Chaperones may need to provide some of their own expenses if the field trip fund is not adequate.)

Total cost per student: \$940.00 (Money from fund-raising activities is deposited into an account for the designated field trip in order to offset student costs. However, students may still be responsible for a portion of the cost.*)

Cost per student after fund-raising: \$ To be determined

If travel agencies are engaged, at least three quotations need to be approved with documentation attached to this form. For quotes in excess of \$7,499, sealed public bids must be sought. Please allow enough time for public bid process (1 month).

a. _____ b. _____
c. _____ d. _____

Name of teacher making request:

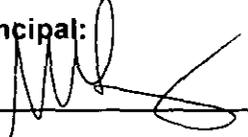
Signature: _____ Typed: Eric Larson

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

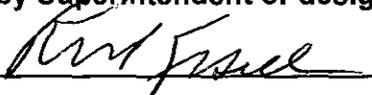
Approved by Department Chair at secondary level:

Signature: _____ Date: _____

Approved by Principal:

Signature:  _____ Date: _____

Approved by Superintendent or designee:

Signature:  _____ Date: 12-6-13

Attachments: Quotations
Itinerary

*Every effort should be made to allow all eligible students to participate regardless of financial situation.

Department of Pupil Personnel Services Manchester Public Schools

Shelly Matfess, Ed.M.
Assistant Superintendent
Pupil Personnel Services

2013-2014

45 North School Street, Manchester, Connecticut 06042
(860) 647-3448 fax: (860)647-5058
email: smatfess@manchesterct.gov



Who We Are

Pupil Personnel Staff 2013-14	
Staff Title	# Staff
Board Certified Behavior Analyst	2
504 Coordinator	1
Director Guidance	1
Guidance Staff	12
Nurse	18
Occupational Therapist/Physical Therapist	6
Psychologists	18
Secretaries & SEDAC Specialist	9
Speech- Language Pathologist	17
Social Work	27
Special Ed Teachers	70
Supervisors & PPT Coordinator	4
Teacher Hearing Impaired	1
Vocational Staff	5
Total	191

What We Do....

- ∅ Provide supports, services, and specially designed instruction that allows students to participate in and make progress in the general education curriculum
- ∅ Assess students to assist in determining if specific interventions are warranted
- ∅ Provide related services; such as speech/language therapy, occupational and physical therapy, and counseling
- ∅ Make referrals for students who are at risk

What We Do (cont'd)

- Ø **Residency verification**
- Ø **Facilitate Post-Secondary Opportunities and Transition Planning: such as work placements, college preparation, daily and independent living skills**
- Ø **Maintain and monitor special equipment needs**
- Ø **Foster the home school connection**

What We Do (cont'd)

- Ø School Attendance Review Board**
- Ø Assist with bullying investigations and interventions**
- Ø Section 504 Coordinators and Case Managers**
- Ø Provide individualized services for students with chronic or acute health concerns**

Students by Disability Classification: 10/1/2013 Child Count

Primary Disability	# Students
Autism	96
Deaf-Blindness	0
Developmental Delay	55
Emotional Disturbance	83
Hearing Impairment	7
Intellectual Disability	15
Multiple Disabilities	73

Students by Disability Classification: 10/1/2013 Child Count(cont'd)

Orthopedic Impairment	0
Learning Disability	267
Speech and Language Impairment	170
Visual Impairment	0
Other Health Impairment: ADD/ADHD	166
Traumatic Brain Injury	0
Total Students with Disabilities	932

Students with Disabilities by Race: 10/1/2013 Child Count

Amer. Indian/Alaskan Native	5
Asian	34
Black/African American	228
White (Non-Hispanic)	361
Hispanic/Latino of any race	270
Native Hawaiian/Other Pacific Islander	0
Two or more races	34

Current Educational Options in Manchester

- Ø Integrated Preschool
- Ø Elementary Schools, Bennet, Illing, and MHS
- Ø Alternatives: Bentley/MRA/New Horizons, and 5th year programming (Transition Center)
- Ø Special district-wide programs
- Ø Homebound instruction
- Ø Out-of-District placements

Placements

- Ø Parents place students in choice programs; i.e., magnet, charter, private schools
- Ø DCF places students in day and residential programs
- Ø The courts place students in detention centers
- Ø Some students are placed in hospitals by their families

Placements/Tuition as of 10/1/2013

- Ø 59 students with disabilities in out-of-district placements
 - 19 of these students are out-placed by the Department of Children and Families
- Ø 58 students with disabilities attending magnet schools
- Ø 22 students with disabilities attending Odyssey Charter School
- Ø 27 students with disabilities attending non-public schools

Overall Budget

Revenue	
BOE	\$18,504,287
IDEA	\$1,642,866
MRA Tuition	\$800,000

Overall Budget

Expenses

Staff salaries

Tuition

Summer programming

Professional development

Specialized evaluations

Consultants

Legal Fees

Equipment and supplies

Special Education Tuition Costs (Out-of-District Placements)

School Year	Total Students	Placing Agency		Tuition Costs	BOE Budget
		LEA	DCF & Court		
2009-2010	115	75	40	\$4,349,766	\$2,778,641
2010-2011	79	57	22	\$3,914,280	\$2,778,641
2011-2012	65	40	25	\$4,348,998	\$2,778,641
2012-2013	67	46	21	\$4,481,752	\$2,778,641
2013-2014	59	40	19	\$4,246,048*	\$2,778,641

* The costs and student numbers for 2013-2014 are incomplete. Additional placements will continue to occur through the remainder of the school year that will increase these tuition costs. Students may also be returned to district or placed elsewhere by DCF, which also impact tuition expenses.

Excess Cost 2013-2014

Thresholds for students placed by:

- Ø State Agency Placements: \$14,607**
- Ø Local Education Agency: \$65,730**
- Ø Reimbursement estimated at 70%**

Summer Programming 2013

Program Category	# of Students
Early Childhood	28
Elementary	47
Middle	10
High School	18
Transition	5
Out-of-District	42
Camp	13
Total	163

Monitoring by CSDE

Monitoring Priority: Free and Appropriate Public Education in the Least Restrictive Environment

Indicator 1: Graduation

Indicator 2: Dropouts

Indicator 3: Participation and Performance on Statewide Assessments

Indicator 4: Suspension and Expulsion

Indicator 5: Removal from Regular Class

Indicator 6: Preschool settings

Indicator 7: Preschool social, knowledge, and behavior skills

Indicator 8: Parent Involvement

Monitoring by CSDE (cont'd)

Monitoring Priority: Disproportionality

Indicator 9: Districts with Disproportionate Representation in Special Education and Related Services

Indicator 10: Districts with Disproportionate Representation in Specific Disability Categories

Monitoring by CSDE

Monitoring Priority: Effective General Supervision Part B

Indicator 11: Evaluation Timeline

Indicator 12: IEPs Implemented at Age 3

Indicator 13: IEP Goals and Transition Services

Indicator 14: Post-Graduation Data

Indicator 15: General Supervision

Indicator 16: Complaints

Indicator 17: Due Process Hearing Requests

Indicator 18: Resolution Settlement Agreements

Indicator 19: Mediation Agreements

Indicator 20: Timely and Accurate Reporting

CSDE Alliance Districts
Year 2 Quarterly Data Dashboard



School District:	Manchester				
Student Attendance	Q1 11/8/13				
Student Chronic Absenteeism	Q1 11/8/13				
Student Suspensions	Q1 11/8/13				
Staff Attendance	Q1 11/8/13				
Math Assessment:	NWEA	Q1 10/11/13			
Reading Assessment:	NWEA	Q1 10/11/13			

Classification	School	Enrollment Oct. 2013	Student Attendance Rate: Average daily rate by quarter				Student Chronic Absenteeism Rate: % of students missing 10% or more of days this quarter				Student Suspensions Rate: # of OSS/total enrollment				Staff Attendance Rate: Average daily rate by quarter				Math Assessment: % of students at or above grade level				Reading Assessment: % of students at or above grade level				Graduation Rate		SPI	
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	2012	2013	2013	2014
	District Aggregate Data	5854	97%				8%				6				92%				31%				40%				73%		72.0	
	Manchester High School	1566	93%				6.70%				28				98.53%				28.1%				39.8%				73.20%		64.8	
	Illing Middle School	796	98%				6%				12				97.00%				23.7%				30.4%						73.5	
	Elisabeth Bennet Academy	376	96.60%				5.50%				1				93.56%				25.7%				35.3%						77.4	
	Bowers Elementary	427	96.50%				8.70%				0				92.24%				29.1%				39.4%						73.2	
	Buckley Elementary	362	98%				8%				7				92.00%				53.8%				54.8%						81.3	
	Highland Park Elementary	267	97%				8.90%				0				87.43%				38.4%				48.5%						81	
	Keeney Elementary	338	98%				9%				4				90.90%				39.6%				45.9%						79.9	
	Martin Elementary	280	97%				11%				0				89.00%				35.9%				47.6%						71.4	
	Robertson Elementary	370	98%				5.40%				1				91.48%				28.0%				37.6%						71.3	
	Verplanck Elementary	365	98%				7.70%				3				91.48%				20.0%				24.5%						60.9	
	Waddell Elementary	341	99%				9.90%				0				92.00%				32.0%				37.6%						70.5	
	Washington Elementary	366	96%				5.70%				12				89.13%				13.5%				20.4%						54.7	
		5854	97%				7.71%				5.6667				92.06%				30.7%				38.5%						71.658	

CSDE Alliance Districts
Year 2 Quarterly Data Dashboard



School District:	Manchester						
Student Attendance		Q1 11/8/13					
Student Chronic Absenteeism		Q1 11/8/13					
Student Suspensions		Q1 11/8/13					
Staff Attendance		Q1 11/8/13					
Math Assessment:	NWEA	Q1 10/11/13					
Reading Assessment:	NWEA	Q1 10/11/13					

Classification	School	Enrollment Oct. 2013	Student Attendance Rate: Average daily rate by quarter				Student Chronic Absenteeism Rate: % of students missing 10% or more of days this quarter				Student Suspensions Rate: # of OSS/total enrollment				Staff Attendance Rate: Average daily rate by quarter				Math Assessment: % of students at or above grade level				Reading Assessment: % of students at or above grade level				Graduation Rate		SPI	
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	2012	2013	2013	2014
	District Aggreg	5854	97%				8%				6				92%				31%				40%				73%		72.0	

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #1:	Implement early intervention and instructional interventions aligned to the Common Core to close the achievement gap in literacy and numeracy.		
Priority #1 Budgeted Amount:	\$1,613,515	Priority #1 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
1.1. Implement the summer "Jump Start" program for students who have not had an authentic academic preschool experience	X			X	Kindergarten readiness assessment	F: There were approximately 15 children in each of the four classrooms. The Jumpstart Kindergarten pre assessment was given to each child. The children were assessed in the following areas: cognitive, literacy, numeracy, writing, language and personal and social development. The daily academic activities provided each child with an opportunity to develop his/her own rate according to his/her specific needs based on the pre assessment. At the end of the six weeks, the Jumpstart Kindergarten post assessment was administered. We found the results were favorable in the areas of personal and social development. Development in these areas is an essential component for children that have not had previous school experiences. Of the five academic areas, the MONDO oral language indicated the highest average improvement with 2.16 points of growth. This growth may be the result of having a speech and language pathologist working once a week in each of the four classrooms. ¶
1.2. Implement an extended school year six week summer program emphasizing improving student literacy and numeracy achievement, and enrichment and cultural experiences	X			X	State assessments, district benchmark assessments (NWEA), DRA2, DAW & CFAs	F 13': The Summer Advantage Academy of Manchester (SAAM) program was put into place to limit the impact of the "summer slide" for students in K-5. About 500 students took part in the program which ran for 6 weeks at 3 sites. The Kindergarten program ran a four day/week half-day schedule and grades 1-5 ran a five day/week full-day schedule with academic in morning and enrichment in the afternoon. Overall, NWEA normed RIT data captured from Spring 2013 to Fall 2013 indicated that all students that took part in the SAAM program, in all ethnicity bands, maintained their RIT level scores.
1.3. Monitor implementation of CCSS-aligned curriculum.	X	X	X		Walkthrough data, Instructional rounds, school/district data teams	F 13': Instructional rounds and PLCs continue in all schools. W 14': A district improvement team (DIT) will begin in December 2013 and work to establish student goals based on current data sets, identify/select strategic areas of adult work, create an action plan for each strategic area of work, complete work on the District Improvement Plan (DIP) and oversee and monitor implementation of the DIP. Meetings for the 2013-2014 school year have been set.
1.4. Begin the creation of CCSS-aligned units of study.	X	X	X	X	Number of units of study available online	F 13': District has continued to create units of studies at the middle/high school levels and has begun to create teams at the elementary level to join this work. A UBD model is being used to frame each unit. W 14': The district has contracted with Curriculum Connector (CC) as an online platform to house all units. Unit development will continue and all previously developed units will be migrated to the CC platform to allow teachers the use of a live binder curriculum.

1.5.	Increase ELL teachers (2.0 FTE) to provide direct instruction to students and training for classroom teachers and tutors	X	X	X	Las Links assessments, DRA2, State assessments, District benchmark assessments (NWEA)	F 13':ELL teachers have been increased to (2.0 FTE) to provide direct instruction to students. Training for teachers and tutors has begun, but will also include curriculum coaches as they work daily with teachers to improve best practices. NWEA district-data and CMT, CAPT data indicate that ELLs continue to perform below their peers, however, at the middle school level (6-8) the performance of ELLs on CMT indicated that achievement occurred. The district has been proactive in preparing for the transition to the LAS Links Form C by registering all ELL personnel for training. W 14':The district will continue to monitor how ELL supports are provided throughout the district so that our resources are used as efficiently as possible - resulting in increased achievement and exiting of ELL status.
1.6.	Implement the Lexia Reading program in grades K-5 as a Tier 1 classroom center intervention		X	X	DRA2, State assessments, District benchmark assessments (NWEA)	F 13':District has purchased Lexia for all 9 elementary schools, our 6th grade school and our 7-8 school. A transition from the old Lexia model to the new Core5 model was completed in early November. Training was provided to all coaches in these grades and will continue with tutors supporting Tier I and Tier II, as well as, principals who will utilize the new data reports for their school improvement plans.
1.7.	Coordinate early childhood programming with the Town of Manchester	X	X	X	Kindergarten readiness assessment	F 13':A Kindergarten readiness assessment (Early Screening Inventory for Kindergarten (ESI-K) has been purchased. The ESI-K aligns to the assessment used at the preschool level. Utilizing the same assessment will allow all elementary schools to transfer similar data sets providing a more accurate indication of school readiness for incoming kindergarten students. W 14': K readiness committee will continue to meet to plan for coordinated Kindergarten registration process and transition.

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #2:	Improve talent development strategies to improve teacher and administrator effectiveness		
Priority #2 Budgeted Amount:	\$64,000.00	Priority #2 YTD Spending:	\$0.00

Strategies		Implementation Status				Progress Metrics	Notes on Progress and Implementation
		F '13	W '14	Sp '14	Su '14		
2.1.	Provide teachers with training in the implementation of the teacher evaluation system.	X	X	X		Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice and student learning	F 13': Training has been provided to teachers through the use of standard PowerPoints developed at the district-level, thus providing consistent messaging. The development of SLOs and IAGDs was completed by utilizing one the district's current PD calendar. W 14': As the district moves through the implementation of the teacher eval system the district will continue to meet with the Teacher Evaluation Committee to address teacher concerns. The group will also review a mid-year survey to be provided to all staff regarding the training process. Effectiveness/ improved instructional practices will be captured through the evaluation process itself.
2.2.	Provide administrators with training in the implementation of the teacher and the administrator evaluation systems.	X	X	X		Administrator survey on the effectiveness of the training and impact of the system on improved instructional practice and student learning	F 13': Administrators have been provided training using the same model used for teachers. Administrators meet monthly for training. The training is planned by polling administrators for topics/areas of need. Admins have worked on recalibrating their observational skills, reviewing SLOs and IAGDs, and crafting evaluations based on the district's teacher evaluation rubrics.
2.3.	Continue training in school based instructional rounds.	X	X	X		School provided evidence of changes in instructional practice focused on rigor	F 13': Changes in instructional practices focused on rigor are part of each school's instructional rounds process and PLCs. Walkthroughs with sister schools has begun focusing on evidence of strategies to promote rigor and what can be done by our instructional coaches to support these shifts. W 14': District is hoping to contract services to assist with strategies related to rigor for our ELL population as this group continues to lag behind their peers.
2.4.	Provide school based professional teacher training by the schools' curriculum coaches in the implementation of the Common Core.	X	X	X		Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice, implementation of the Common Core and student learning	F 13': Teachers have asked for units to be developed to assist with the implementation of the Common Core (CC) in ELA and Mathematics. As mentioned in Area #1 this work has begun and will continue throughout the year. Instructional coaches at all levels have begun to assist with the implementation of instructional practices to promote the implementation of the CC - these include, but are not limited to: Writer's Workshop and Math talk.
2.5.	Implement a single, coordinated communication platform for curriculum and instruction, educator evaluation, and professional development.	X	X	X		Development of the platform Teacher survey on the effectiveness of the training and impact of the system on improved instructional practices	F 13': District currently has three systems: one for curriculum and instruction (Curriculum Connector), teacher/admin eval (Talent Ed), and professional development (PD 360). District has utilized videos from the Teaching Channel and the State of Georgia for curriculum / instruction and teacher eval training. ProTraxx system is in use for monitoring professional learning opportunities and the district may someday consider its use for teacher/admin eval, however, at this time Talent Ed provides that service. The coordination of these three systems will continue throughout the year.

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #3:	Expand collaboration of school-community program-service opportunities focused on improving student achievement, graduation rates, student attendance, and reducing the number of suspensions, disruptive behaviors, and school based arrests.		
Priority #3 Budgeted Amount:	\$456,587	Priority #3 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
3.1. Implement program service providers for the following programs initiated in 2012-13: Play by the Rules, Student and Family Engagement Program, the Family/School Connections Program, the Wilderness School, the Credit Recovery Program, along with the services of a community outreach social worker.	X	X	X		20% Reduction Office referrals for disruptive behavior; 20% Reduction in suspension; 20% Reduction in chronic absenteeism; 20% Reduction student arrests in school	F 13': The district has developed an outreach office to help support priority Area 3. The outreach office is staffed by a community coordinator, 3 full time staff and 6 part time staff. The goals of the outreach office are to support district initiatives around chronic absenteeism, exclusionary discipline and family engagement. This year our Play by the Rules is running in our sixth grade academy and our middle school. The program provides students that may have otherwise received exclusionary discipline an opportunity to participate in an afterschool program that teaches students about their civic responsibilities. To date, Play by the Rules has provided 14 students services. The Student and Family Engagement Program is currently running in collaboration with our local Youth Service Bureau and outreach staff. This program allows for more intensive case managing for students that exhibit chronic absenteeism and behavioral issue. Students are usually referred to this program though our School Attendance and Safety Review Boards and/or directs school referrals. Students participating in this program are assigned a case manager who meets with the student, student's school team and parents on a regular basis. The case manager reaches out through phone contact, home visits, parent meetings and student one on one sessions. To date the SAFE program is services approximately 40 students. The Family/School Connections Program is currently working in our K-5 schools and is focusing its attention on chronic absences and discipline issues. The outreach staff supporting this program work closely with Title I schools attending monthly update meetings. This program also has an after school component to better support students struggling with disruptive school behaviors. The Neighbors for Kids program (collaboratively staff with YSB) helps to strength the students coping skills, engage parents and to increase achievement through after school enrichment. Approximately, 32 students are working with the Family/school Connection programs. The Credit Recovery Program provides students, who struggle with traditional school, an opportunity to work closely with a teacher on online courses. This program is currently working with approximately 15 students. Some students are using the program to also recover credit. Over all, the community outreach social worker and the outreach team have worked with ~200 students since the start of this academic school year. Reduction in office referrals for disruptive behavior, reduction in suspensions, chronic absenteeism and student arrests in school will be monitored quarterly. W 14'/S14': The Wilderness School program will be servicing approximately 30 students starting in the spring of 2014.

3.2.	Provide additional substance abuse services and educational programming with a full-time substance abuse specialist	X	X	X		Number of student participants; Student survey evaluation of program	<p>F 13': We have hired a full time substance abuse specialist and a part-time substance abuse intervention/prevention worker. These individuals are members of the outreach team (see above) but primary focus is to work with students who exhibit indicators of substance abuse, at-risk behaviors . If a student is suspected of using drugs or alcohol, or caught on campus under the influence, the administrator and/or SW on the team will administer a quick screener to determine the level of involvement with drugs/alcohol. We are currently using the screener called the CRAFFT (developed by the Center for Adolescent Substance Abuse Research) which is a very quick tool that would help us determine the next level of intervention with our substance abuse specialist. Currently we are running the several groups in our secondary schools and have serviced over 60 students. The following substance abuse and prevention services are available in our secondary schools:</p> <ol style="list-style-type: none"> 1. Prevention/ Early Intervention Group -forces on personal views, the pros and cons of use, drugs and the brain, drug addiction, classes of drugs/drugs of abuse, marijuana/risks, alcohol/underage drinking, decision making/refusal skills, peer pressure, stress management. 2. Individual Counseling or Small Group- Full assessments done: basic psycho-social, modified mini-screen for mental health. 3. Recommendation for intensive, external supports- Intensive, addiction therapy through partner agencies <p>Survey evaluation and further assessments are in progress.</p>
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CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #4 (Optional):	Increase the level of college and career readiness of sec. schl stud. Particularly those in underperforming subgroups by personalized learning.		
Priority #4 Budgeted Amount:	\$458,433.00	Priority #4 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
4.1. Provide access to technology, at school and at home, in the form of Google Chromebooks to transform learning, assessment, and intervention through regular integration of student research, presentations, and authentic publication of work in all classrooms, regular administration of online adaptive assessments to efficiently and effectively monitor the progress of all students in a timely fashion, and the use of web-based tools designed to allow students to control pace and time in order to focus instruction and close achievement gaps.	X	X	X		During walkthroughs, 70% of teachers implement differentiated strategies, blended learning using the Chromebooks, and using student-centered instructional strategies with a high cognitive demand.	F 13': Classroom walkthrough data Q1: Higher Order Thinking (15% Much evidence; 13% No evidence; 72% Some evidence); Differentiated Instruction(32% Much evidence; 18% No evidence; 50% Some evidence) Student-centered learning (25% Much evidence; 1.5% No evidence;73.5% Some evidence); Blended Learning (68% No evidence; 32% Some evidence); Use of Chromebook (26% Much evidence; 40% No evidence; 34% Some evidence) W 14': Integration of blended learning and increases in rigor and Chromebook use.
4.2. Implement a medical career academy as the first step in breaking the high school into smaller learning communities.	X	X	X		Enroll at least 120 students in Medical Careers Academy during 2013-2014; 90% of students enrolled remain in academy for 2014-2015 school year; 98% of students enrolled in the academy graduating in 4 years; At least 85% of students reporting high levels of investment in the academy classes on the survey	F 13': Medical Careers Academy: 136 students Male - 38 Female - 98 Caucasian - 84 (25 of which identify as Hispanic) Black - 33 (6 of which identify as Hispanic) Asian - 16 American Indian - 1 Multiple - 2
4.3. Implement a medical career academy as the first step in breaking the high school into smaller learning communities.	X	X	X		40% reduction in office referrals; 30% reduction in suspensions; 50% reduction ins tudents with 10 or more unexcused absences	F 13': Full implementation underway
4.4. Identify student exemplars reflective of district student expectations.	X	X	X		Creation of student writing exemplars.	F 13': Groups of teachers and instructional coaches have begun to define what exemplars are and discuss how to best showcase these exemplars for themselves and parents. As the district curriculum and instruction (C&I) webpsge is redesigned - attention will be given to how to incorporate student exemplars on this platform. W 14': C&I webpage - district exemplar work

CSDE Alliance Districts
Year 2 Quarterly Data Dashboard



School District:	Manchester					
Student Attendance		Q1 11/8/13				
Student Chronic Absenteeism		Q1 11/8/13				
Student Suspensions		Q1 11/8/13				
Staff Attendance		Q1 11/8/13				
Math Assessment:	NWEA	Q1 10/11/13				
Reading Assessment:	NWEA	Q1 10/11/13				

Classification	School	Enrollment Oct. 2013	Student Attendance Rate: Average daily rate by quarter				Student Chronic Absenteeism Rate: % of students missing 10% or more of days this quarter				Student Suspensions Rate: # of OSS/total enrollment				Staff Attendance Rate: Average daily rate by quarter				Math Assessment: % of students at or above grade level				Reading Assessment: % of students at or above grade level				Graduation Rate		SPI		
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	2012	2013	2013	2014	
	District Aggreg	5854	97%				8%					6				92%				31%				40%				73%		72.0	

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #1:	Implement early intervention and instructional interventions aligned to the Common Core to close the achievement gap in literacy and numeracy.		
Priority #1 Budgeted Amount:	\$1,613,515	Priority #1 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
1.1. Implement the summer "Jump Start" program for students who have not had an authentic academic preschool experience	X			X	Kindergarten readiness assessment	F: There were approximately 15 children in each of the four classrooms. The Jumpstart Kindergarten pre assessment was given to each child. The children were assessed in the following areas: cognitive, literacy, numeracy, writing, language and personal and social development. The daily academic activities provided each child with an opportunity to develop his/her own rate according to his/her specific needs based on the pre assessment. At the end of the six weeks, the Jumpstart Kindergarten post assessment was administered. We found the results were favorable in the areas of personal and social development. Development in these areas is an essential component for children that have not had previous school experiences. Of the five academic areas, the MONDO oral language indicated the highest average improvement with 2.16 points of growth. This growth may be the result of having a speech and language pathologist working once a week in each of the four classrooms.
1.2. Implement an extended school year six week summer program emphasizing improving student literacy and numeracy achievement, and enrichment and cultural experiences	X			X	State assessments, district benchmark assessments (NWEA), DRA2, DAW & CFAs	F 13': The Summer Advantage Academy of Manchester (SAAM) program was put into place to limit the impact of the "summer slide" for students in K-5. About 500 students took part in the program which ran for 6 weeks at 3 sites. The Kindergarten program ran a four day/week half-day schedule and grades 1-5 ran a five day/week full-day schedule with academic in morning and enrichment in the afternoon. Overall, NWEA normed RIT data captured from Spring 2013 to Fall 2013 indicated that all students that took part in the SAAM program, in all ethnicity bands, maintained their RIT level scores.
1.3. Monitor implementation of CCSS-aligned curriculum.	X	X	X		Walkthrough data, Instructional rounds, school/district data teams	F 13': Instructional rounds and PLCs continue in all schools. W 14': A district improvement team (DIT) will begin in December 2013 and work to establish student goals based on current data sets, identify/select strategic areas of adult work, create an action plan for each strategic area of work, complete work on the District Improvement Plan (DIP) and oversee and monitor implementation of the DIP. Meetings for the 2013-2014 school year have been set.
1.4. Begin the creation of CCSS-aligned units of study.	X	X	X	X	Number of units of study available online	F 13': District has continued to create units of studies at the middle/high school levels and has begun to create teams at the elementary level to join this work. A UBD model is being used to frame each unit. W 14': The district has contracted with Curriculum Connector (CC) as an online platform to house all units. Unit development will continue and all previously developed units will be migrated to the CC platform to allow teachers the use of a live binder curriculum.

1.5.	Increase ELL teachers (2.0 FTE) to provide direct instruction to students and training for classroom teachers and tutors	X	X	X	Las Links assessments, DRA2, State assessments, District benchmark assessments (NWEA)	F 13':ELL teachers have been increased to (2.0 FTE) to provide direct instruction to students. Training for teachers and tutors has begun, but will also include curriculum coaches as they work daily with teachers to improve best practices. NWEA district-data and CMT, CAPT data indicate that ELLs continue to perform below their peers, however, at the middle school level (6-8) the performance of ELLs on CMT indicated that achievement occurred. The district has been proactive in preparing for the transition to the LAS Links Form C by registering all ELL personnel for training. W 14':The district will continue to monitor how ELL supports are provided throughout the district so that our resources are used as efficiently as possible - resulting in increased achievement and exiting of ELL status.
1.6.	Implement the Lexia Reading program in grades K-5 as a Tier 1 classroom center intervention		X	X	DRA2, State assessments, District benchmark assessments (NWEA)	F 13':District has purchased Lexia for all 9 elementary schools, our 6th grade school and our 7-8 school. A transition from the old Lexia model to the new Core5 model was completed in early November. Training was provided to all coaches in these grades and will continue with tutors supporting Tier I and Tier II, as well as, principals who will utilize the new data reports for their school improvement plans.
1.7.	Coordinate early childhood programming with the Town of Manchester	X	X	X	Kindergarten readiness assessment	F 13':A Kindergarten readiness assessment (Early Screening Inventory for Kindergarten (ESI-K) has been purchased. The ESI-K aligns to the assessment used at the preschool level. Utilizing the same assessment will allow all elementary schools to transfer similar data sets providing a more accurate indication of school readiness for incoming kindergarten students. W 14': K readiness committee will continue to meet to plan for coordinated Kindergarten registration process and transition.

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #2:	Improve talent development strategies to improve teacher and administrator effectiveness		
Priority #2 Budgeted Amount:	\$64,000.00	Priority #2 YTD Spending:	\$0.00

Strategies		Implementation Status				Progress Metrics	Notes on Progress and Implementation
		F '13	W '14	Sp '14	Su '14		
2.1.	Provide teachers with training in the implementation of the teacher evaluation system.	X	X	X		Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice and student learning	F 13': Training has been provided to teachers through the use of standard PowerPoints developed at the district-level, thus providing consistent messaging. The development of SLOs and IAGDs was completed by utilizing one the district's current PD calendar. W 14': As the district moves through the implementation of the teacher eval system the district will continue to meet with the Teacher Evaluation Committee to address teacher concerns. The group will also review a mid-year survey to be provided to all staff regarding the training process. Effectiveness/ improved instructional practices will be captured through the evaluation process itself.
2.2.	Provide administrators with training in the implementation of the teacher and the administrator evaluation systems.	X	X	X		Administrator survey on the effectiveness of the training and impact of the system on improved instructional practice and student learning	F 13': Administrators have been provided training using the same model used for teachers. Administrators meet monthly for training. The training is planned by polling administrators for topics/areas of need. Admins have worked on recalibrating their observational skills, reviewing SLOs and IAGDs, and crafting evaluations based on the district's teacher evaluation rubrics.
2.3.	Continue training in school based instructional rounds.	X	X	X		School provided evidence of changes in instructional practice focused on rigor	F 13': Changes in instructional practices focused on rigor are part of each school's instructional rounds process and PLCs. Walkthroughs with sister schools has begun focusing on evidence of strategies to promote rigor and what can be done by our instructional coaches to support these shifts. W 14': District is hoping to contract services to assist with strategies related to rigor for our ELL population as this group continues to lag behind their peers.
2.4.	Provide school based professional teacher training by the schools' curriculum coaches in the implementation of the Common Core.	X	X	X		Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice, implementation of the Common Core and student learning	F 13': Teachers have asked for units to be developed to assist with the implementation of the Common Core (CC) in ELA and Mathematics. As mentioned in Area #1 this work has begun and will continue throughout the year. Instructional coaches at all levels have begun to assist with the implementation of instructional practices to promote the implementation of the CC - these include, but are not limited to: Writer's Workshop and Math talk.
2.5.	Implement a single, coordinated communication platform for curriculum and instruction, educator evaluation, and professional development.	X	X	X		Development of the platform Teacher survey on the effectiveness of the training and impact of the system on improved instructional practices	F 13': District currently has three systems: one for curriculum and instruction (Curriculum Connector), teacher/admin eval (Talent Ed), and professional development (PD 360). District has utilized videos from the Teaching Channel and the State of Georgia for curriculum / instruction and teacher eval training. ProTraxx system is in use for monitoring professional learning opportunities and the district may someday consider its use for teacher/admin eval, however, at this time Talent Ed provides that service. The coordination of these three systems will continue throughout the year.

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #3:	Expand collaboration of school-community program-service opportunities focused on improving student achievement, graduation rates, student attendance, and reducing the number of suspensions, disruptive behaviors, and school based arrests.		
Priority #3 Budgeted Amount:	\$456,587	Priority #3 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
3.1. Implement program service providers for the following programs initiated in 2012-13: Play by the Rules, Student and Family Engagement Program, the Family/School Connections Program, the Wilderness School, the Credit Recovery Program, along with the services of a community outreach social worker.	X	X	X		20% Reduction Office referrals for disruptive behavior; 20% Reduction in suspension; 20% Reduction in chronic absenteeism; 20% Reduction student arrests in school	F 13': The district has developed an outreach office to help support priority Area 3. The outreach office is staffed by a community coordinator, 3 full time staff and 6 part time staff. The goals of the outreach office are to support district initiatives around chronic absenteeism, exclusionary discipline and family engagement. This year our Play by the Rules is running in our sixth grade academy and our middle school. The program provides students that may have otherwise received exclusionary discipline an opportunity to participate in an afterschool program that teaches students about their civic responsibilities. To date, Play by the Rules has provided 14 students services. The Student and Family Engagement Program is currently running in collaboration with our local Youth Service Bureau and outreach staff. This program allows for more intensive case managing for students that exhibit chronic absenteeism and behavioral issue. Students are usually referred to this program though our School Attendance and Safety Review Boards and/or directs school referrals. Students participating in this program are assigned a case manager who meets with the student, student's school team and parents on a regular basis. The case manager reaches out through phone contact, home visits, parent meetings and student one on one sessions. To date the SAFE program is services approximately 40 students. The Family/School Connections Program is currently working in our K-5 schools and is focusing its attention on chronic absences and discipline issues. The outreach staff supporting this program work closely with Title I schools attending monthly update meetings. This program also has an after school component to better support students struggling with disruptive school behaviors. The Neighbors for Kids program (collaboratively staff with YSB) helps to strength the students coping skills, engage parents and to increase achievement through after school enrichment. Approximately, 32 students are working with the Family/school Connection programs. The Credit Recovery Program provides students, who struggle with traditional school, an opportunity to work closely with a teacher on online courses. This program is currently working with approximately 15 students. Some students are using the program to also recover credit. Over all, the community outreach social worker and the outreach team have worked with ~200 students since the start of this academic school year. Reduction in office referrals for disruptive behavior, reduction in suspensions, chronic absenteeism and student arrests in school will be monitored quarterly. W 14'/S14': The Wilderness School program will be servicing approximately 30 students starting in the spring of 2014.

3.2.	Provide additional substance abuse services and educational programming with a full-time substance abuse specialist	X	X	X		Number of student participants; Student survey evaluation of program	<p>F 13': We have hired a full time substance abuse specialist and a part-time substance abuse intervention/prevention worker. These individuals are members of the outreach team (see above) but primary focus is to work with students who exhibit indicators of substance abuse, at-risk behaviors . If a student is suspected of using drugs or alcohol, or caught on campus under the influence, the administrator and/or SW on the team will administer a quick screener to determine the level of involvement with drugs/alcohol. We are currently using the screener called the CRAFFT (developed by the Center for Adolescent Substance Abuse Research) which is a very quick tool that would help us determine the next level of intervention with our substance abuse specialist. Currently we are running the several groups in our secondary schools and have serviced over 60 students. The following substance abuse and prevention services are available in our secondary schools:</p> <ol style="list-style-type: none"> 1. Prevention/ Early Intervention Group -forces on personal views, the pros and cons of use, drugs and the brain, drug addiction, classes of drugs/drugs of abuse, marijuana/risks, alcohol/underage drinking, decision making/refusal skills, peer pressure, stress management. 2. Individual Counseling or Small Group- Full assessments done: basic psycho-social, modified mini-screen for mental health. 3. Recommendation for intensive, external supports- Intensive, addiction therapy through partner agencies <p>Survey evaluation and further assessments are in progress.</p>
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CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #4 (Optional):	Increase the level of college and career readiness of sec. schl stud. Particularly those in underperforming subgroups by personalized learning.		
Priority #4 Budgeted Amount:	\$458,433.00	Priority #4 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
4.1. Provide access to technology, at school and at home, in the form of Google Chromebooks to transform learning, assessment, and intervention through regular integration of student research, presentations, and authentic publication of work in all classrooms, regular administration of online adaptive assessments to efficiently and effectively monitor the progress of all students in a timely fashion, and the use of web-based tools designed to allow students to control pace and time in order to focus instruction and close achievement gaps.	X	X	X		During walkthroughs, 70% of teachers implement differentiated strategies, blended learning using the Chromebooks, and using student-centered instructional strategies with a high cognitive demand.	F 13': Classroom walkthrough data Q1: Higher Order Thinking (15% Much evidence; 13% No evidence; 72% Some evidence); Differentiated Instruction(32% Much evidence; 18% No evidence; 50% Some evidence) Student-centered learning (25% Much evidence; 1.5% No evidence;73.5% Some evidence); Blended Learning (68% No evidence; 32% Some evidence); Use of Chromebook (26% Much evidence; 40% No evidence; 34% Some evidence) W 14': Integration of blended learning and increases in rigor and Chromebook use.
4.2. Implement a medical career academy as the first step in breaking the high school into smaller learning communities.	X	X	X		Enroll at least 120 students in Medical Careers Academy during 2013-2014; 90% of students enrolled remain in academy for 2014-2015 school year; 98% of students enrolled in the academy graduating in 4 years; At least 85% of students reporting high levels of investment in the academy classes on the survey	F 13': Medical Careers Academy: 136 students Male - 38 Female - 98 Caucasian - 84 (25 of which identify as Hispanic) Black - 33 (6 of which identify as Hispanic) Asian - 16 American Indian - 1 Multiple - 2
4.3. Implement a medical career academy as the first step in breaking the high school into smaller learning communities.	X	X	X		40% reduction in office referrals; 30% reduction in suspensions; 50% reduction ins tudents with 10 or more unexcused absences	F 13': Full implementation underway
4.4. Identify student exemplars reflective of district student expectations.	X	X	X		Creation of student writing exemplars.	F 13': Groups of teachers and instructional coaches have begun to define what exemplars are and discuss how to best showcase these exemplars for themselves and parents. As the district curriculum and instruction (C&I) webpsge is redesigned - attention will be given to how to incorporate student exemplars on this platform. W 14': C&I webpage - district exemplar work

CSDE Alliance Districts
Year 2 Quarterly Data Dashboard



School District:	Manchester					
Student Attendance		Q1 11/8/13				
Student Chronic Absenteeism		Q1 11/8/13				
Student Suspensions		Q1 11/8/13				
Staff Attendance		Q1 11/8/13				
Math Assessment:	NWEA	Q1 10/11/13				
Reading Assessment:	NWEA	Q1 10/11/13				

Classification	School	Enrollment Oct. 2013	Student Attendance Rate: Average daily rate by quarter				Student Chronic Absenteeism Rate: % of students missing 10% or more of days this quarter				Student Suspensions Rate: # of OSS/total enrollment				Staff Attendance Rate: Average daily rate by quarter				Math Assessment: % of students at or above grade level				Reading Assessment: % of students at or above grade level				Graduation Rate		SPI		
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	2012	2013	2013	2014	
	District Aggreg	5854	97%				8%					6				92%				31%				40%				73%		72.0	

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #1:	Implement early intervention and instructional interventions aligned to the Common Core to close the achievement gap in literacy and numeracy.		
Priority #1 Budgeted Amount:	\$1,613,515	Priority #1 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
1.1. Implement the summer "Jump Start" program for students who have not had an authentic academic preschool experience	X				X	Kindergarten readiness assessment F: There were approximately 15 children in each of the four classrooms. The Jumpstart Kindergarten pre assessment was given to each child. The children were assessed in the following areas: cognitive, literacy, numeracy, writing, language and personal and social development. The daily academic activities provided each child with an opportunity to develop his/her own rate according to his/her specific needs based on the pre assessment. At the end of the six weeks, the Jumpstart Kindergarten post assessment was administered. We found the results were favorable in the areas of personal and social development. Development in these areas is an essential component for children that have not had previous school experiences. Of the five academic areas, the MONDO oral language indicated the highest average improvement with 2.16 points of growth. This growth may be the result of having a speech and language pathologist working once a week in each of the four classrooms.
1.2. Implement an extended school year six week summer program emphasizing improving student literacy and numeracy achievement, and enrichment and cultural experiences	X				X	State assessments, district benchmark assessments (NWEA), DRA2, DAW & CFAs F 13': The Summer Advantage Academy of Manchester (SAAM) program was put into place to limit the impact of the "summer slide" for students in K-5. About 500 students took part in the program which ran for 6 weeks at 3 sites. The Kindergarten program ran a four day/week half-day schedule and grades 1-5 ran a five day/week full-day schedule with academic in morning and enrichment in the afternoon. Overall, NWEA normed RIT data captured from Spring 2013 to Fall 2013 indicated that all students that took part in the SAAM program, in all ethnicity bands, maintained their RIT level scores.
1.3. Monitor implementation of CCSS-aligned curriculum.	X	X	X			Walkthrough data, Instructional rounds, school/district data teams F 13': Instructional rounds and PLCs continue in all schools. W 14': A district improvement team (DIT) will begin in December 2013 and work to establish student goals based on current data sets, identify/select strategic areas of adult work, create an action plan for each strategic area of work, complete work on the District Improvement Plan (DIP) and oversee and monitor implementation of the DIP. Meetings for the 2013-2014 school year have been set.
1.4. Begin the creation of CCSS-aligned units of study.	X	X	X	X		Number of units of study available online F 13': District has continued to create units of studies at the middle/high school levels and has begun to create teams at the elementary level to join this work. A UBD model is being used to frame each unit. W 14': The district has contracted with Curriculum Connector (CC) as an online platform to house all units. Unit development will continue and all previously developed units will be migrated to the CC platform to allow teachers the use of a live binder curriculum.

1.5.	Increase ELL teachers (2.0 FTE) to provide direct instruction to students and training for classroom teachers and tutors	X	X	X	Las Links assessments, DRA2, State assessments, District benchmark assessments (NWEA)	F 13':ELL teachers have been increased to (2.0 FTE) to provide direct instruction to students. Training for teachers and tutors has begun, but will also include curriculum coaches as they work daily with teachers to improve best practices. NWEA district-data and CMT, CAPT data indicate that ELLs continue to perform below their peers, however, at the middle school level (6-8) the performance of ELLs on CMT indicated that achievement occurred. The district has been proactive in preparing for the transition to the LAS Links Form C by registering all ELL personnel for training. W 14':The district will continue to monitor how ELL supports are provided throughout the district so that our resources are used as efficiently as possible - resulting in increased achievement and exiting of ELL status.
1.6.	Implement the Lexia Reading program in grades K-5 as a Tier 1 classroom center intervention		X	X	DRA2, State assessments, District benchmark assessments (NWEA)	F 13':District has purchased Lexia for all 9 elementary schools, our 6th grade school and our 7-8 school. A transition from the old Lexia model to the new Core5 model was completed in early November. Training was provided to all coaches in these grades and will continue with tutors supporting Tier I and Tier II, as well as, principals who will utilize the new data reports for their school improvement plans.
1.7.	Coordinate early childhood programming with the Town of Manchester	X	X	X	Kindergarten readiness assessment	F 13':A Kindergarten readiness assessment (Early Screening Inventory for Kindergarten (ESI-K) has been purchased. The ESI-K aligns to the assessment used at the preschool level. Utilizing the same assessment will allow all elementary schools to transfer similar data sets providing a more accurate indication of school readiness for incoming kindergarten students. W 14': K readiness committee will continue to meet to plan for coordinated Kindergarten registration process and transition.

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #2:	Improve talent development strategies to improve teacher and administrator effectiveness		
Priority #2 Budgeted Amount:	\$64,000.00	Priority #2 YTD Spending:	\$0.00

Strategies		Implementation Status				Progress Metrics	Notes on Progress and Implementation
		F '13	W '14	Sp '14	Su '14		
2.1.	Provide teachers with training in the implementation of the teacher evaluation system.	X	X	X		Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice and student learning	F 13': Training has been provided to teachers through the use of standard PowerPoints developed at the district-level, thus providing consistent messaging. The development of SLOs and IAGDs was completed by utilizing one the district's current PD calendar. W 14': As the district moves through the implementation of the teacher eval system the district will continue to meet with the Teacher Evaluation Committee to address teacher concerns. The group will also review a mid-year survey to be provided to all staff regarding the training process. Effectiveness/ improved instructional practices will be captured through the evaluation process itself.
2.2.	Provide administrators with training in the implementation of the teacher and the administrator evaluation systems.	X	X	X		Administrator survey on the effectiveness of the training and impact of the system on improved instructional practice and student learning	F 13': Administrators have been provided training using the same model used for teachers. Administrators meet monthly for training. The training is planned by polling administrators for topics/areas of need. Admins have worked on recalibrating their observational skills, reviewing SLOs and IAGDs, and crafting evaluations based on the district's teacher evaluation rubrics.
2.3.	Continue training in school based instructional rounds.	X	X	X		School provided evidence of changes in instructional practice focused on rigor	F 13': Changes in instructional practices focused on rigor are part of each school's instructional rounds process and PLCs. Walkthroughs with sister schools has begun focusing on evidence of strategies to promote rigor and what can be done by our instructional coaches to support these shifts. W 14': District is hoping to contract services to assist with strategies related to rigor for our ELL population as this group continues to lag behind their peers.
2.4.	Provide school based professional teacher training by the schools' curriculum coaches in the implementation of the Common Core.	X	X	X		Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice, implementation of the Common Core and student learning	F 13': Teachers have asked for units to be developed to assist with the implementation of the Common Core (CC) in ELA and Mathematics. As mentioned in Area #1 this work has begun and will continue throughout the year. Instructional coaches at all levels have begun to assist with the implementation of instructional practices to promote the implementation of the CC - these include, but are not limited to: Writer's Workshop and Math talk.
2.5.	Implement a single, coordinated communication platform for curriculum and instruction, educator evaluation, and professional development.	X	X	X		Development of the platform Teacher survey on the effectiveness of the training and impact of the system on improved instructional practices	F 13': District currently has three systems: one for curriculum and instruction (Curriculum Connector), teacher/admin eval (Talent Ed), and professional development (PD 360). District has utilized videos from the Teaching Channel and the State of Georgia for curriculum / instruction and teacher eval training. ProTraxx system is in use for monitoring professional learning opportunities and the district may someday consider its use for teacher/admin eval, however, at this time Talent Ed provides that service. The coordination of these three systems will continue throughout the year.

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #3:	Expand collaboration of school-community program-service opportunities focused on improving student achievement, graduation rates, student attendance, and reducing the number of suspensions, disruptive behaviors, and school based arrests.		
Priority #3 Budgeted Amount:	\$456,587	Priority #3 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
3.1. Implement program service providers for the following programs initiated in 2012-13: Play by the Rules, Student and Family Engagement Program, the Family/School Connections Program, the Wilderness School, the Credit Recovery Program, along with the services of a community outreach social worker.	X	X	X		20% Reduction Office referrals for disruptive behavior; 20% Reduction in suspension; 20% Reduction in chronic absenteeism; 20% Reduction student arrests in school	F 13': The district has developed an outreach office to help support priority Area 3. The outreach office is staffed by a community coordinator, 3 full time staff and 6 part time staff. The goals of the outreach office are to support district initiatives around chronic absenteeism, exclusionary discipline and family engagement. This year our Play by the Rules is running in our sixth grade academy and our middle school. The program provides students that may have otherwise received exclusionary discipline an opportunity to participate in an afterschool program that teaches students about their civic responsibilities. To date, Play by the Rules has provided 14 students services. The Student and Family Engagement Program is currently running in collaboration with our local Youth Service Bureau and outreach staff. This program allows for more intensive case managing for students that exhibit chronic absenteeism and behavioral issue. Students are usually referred to this program though our School Attendance and Safety Review Boards and/or directs school referrals. Students participating in this program are assigned a case manager who meets with the student, student's school team and parents on a regular basis. The case manager reaches out through phone contact, home visits, parent meetings and student one on one sessions. To date the SAFE program is services approximately 40 students. The Family/School Connections Program is currently working in our K-5 schools and is focusing its attention on chronic absences and discipline issues. The outreach staff supporting this program work closely with Title I schools attending monthly update meetings. This program also has an after school component to better support students struggling with disruptive school behaviors. The Neighbors for Kids program (collaboratively staff with YSB) helps to strength the students coping skills, engage parents and to increase achievement through after school enrichment. Approximately, 32 students are working with the Family/school Connection programs. The Credit Recovery Program provides students, who struggle with traditional school, an opportunity to work closely with a teacher on online courses. This program is currently working with approximately 15 students. Some students are using the program to also recover credit. Over all, the community outreach social worker and the outreach team have worked with ~200 students since the start of this academic school year. Reduction in office referrals for disruptive behavior, reduction in suspensions, chronic absenteeism and student arrests in school will be monitored quarterly. W 14'/S14': The Wilderness School program will be servicing approximately 30 students starting in the spring of 2014.

3.2.	Provide additional substance abuse services and educational programming with a full-time substance abuse specialist	X	X	X		Number of student participants; Student survey evaluation of program	<p>F 13': We have hired a full time substance abuse specialist and a part-time substance abuse intervention/prevention worker. These individuals are members of the outreach team (see above) but primary focus is to work with students who exhibit indicators of substance abuse, at-risk behaviors . If a student is suspected of using drugs or alcohol, or caught on campus under the influence, the administrator and/or SW on the team will administer a quick screener to determine the level of involvement with drugs/alcohol. We are currently using the screener called the CRAFFT (developed by the Center for Adolescent Substance Abuse Research) which is a very quick tool that would help us determine the next level of intervention with our substance abuse specialist. Currently we are running the several groups in our secondary schools and have serviced over 60 students. The following substance abuse and prevention services are available in our secondary schools:</p> <ol style="list-style-type: none"> 1. Prevention/ Early Intervention Group -forces on personal views, the pros and cons of use, drugs and the brain, drug addiction, classes of drugs/drugs of abuse, marijuana/risks, alcohol/underage drinking, decision making/refusal skills, peer pressure, stress management. 2. Individual Counseling or Small Group- Full assessments done: basic psycho-social, modified mini-screen for mental health. 3. Recommendation for intensive, external supports- Intensive, addiction therapy through partner agencies <p>Survey evaluation and further assessments are in progress.</p>
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CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #4 (Optional):	Increase the level of college and career readiness of sec. schl stud. Particularly those in underperforming subgroups by personalized learning.		
Priority #4 Budgeted Amount:	\$458,433.00	Priority #4 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
4.1. Provide access to technology, at school and at home, in the form of Google Chromebooks to transform learning, assessment, and intervention through regular integration of student research, presentations, and authentic publication of work in all classrooms, regular administration of online adaptive assessments to efficiently and effectively monitor the progress of all students in a timely fashion, and the use of web-based tools designed to allow students to control pace and time in order to focus instruction and close achievement gaps.	X	X	X		During walkthroughs, 70% of teachers implement differentiated strategies, blended learning using the Chromebooks, and using student-centered instructional strategies with a high cognitive demand.	F 13': Classroom walkthrough data Q1: Higher Order Thinking (15% Much evidence; 13% No evidence; 72% Some evidence); Differentiated Instruction(32% Much evidence; 18% No evidence; 50% Some evidence) Student-centered learning (25% Much evidence; 1.5% No evidence;73.5% Some evidence); Blended Learning (68% No evidence; 32% Some evidence); Use of Chromebook (26% Much evidence; 40% No evidence; 34% Some evidence) W 14': Integration of blended learning and increases in rigor and Chromebook use.
4.2. Implement a medical career academy as the first step in breaking the high school into smaller learning communities.	X	X	X		Enroll at least 120 students in Medical Careers Academy during 2013-2014; 90% of students enrolled remain in academy for 2014-2015 school year; 98% of students enrolled in the academy graduating in 4 years; At least 85% of students reporting high levels of investment in the academy classes on the survey	F 13': Medical Careers Academy: 136 students Male - 38 Female - 98 Caucasian - 84 (25 of which identify as Hispanic) Black - 33 (6 of which identify as Hispanic) Asian - 16 American Indian - 1 Multiple - 2
4.3. Implement a medical career academy as the first step in breaking the high school into smaller learning communities.	X	X	X		40% reduction in office referrals; 30% reduction in suspensions; 50% reduction ins tudents with 10 or more unexcused absences	F 13': Full implementation underway
4.4. Identify student exemplars reflective of district student expectations.	X	X	X		Creation of student writing exemplars.	F 13': Groups of teachers and instructional coaches have begun to define what exemplars are and discuss how to best showcase these exemplars for themselves and parents. As the district curriculum and instruction (C&I) webpsge is redesigned - attention will be given to how to incorporate student exemplars on this platform. W 14': C&I webpage - district exemplar work

CSDE Alliance Districts
Year 2 Quarterly Data Dashboard



School District:	Manchester					
Student Attendance		Q1 11/8/13				
Student Chronic Absenteeism		Q1 11/8/13				
Student Suspensions		Q1 11/8/13				
Staff Attendance		Q1 11/8/13				
Math Assessment:	NWEA	Q1 10/11/13				
Reading Assessment:	NWEA	Q1 10/11/13				

Classification	School	Enrollment Oct. 2013	Student Attendance Rate: Average daily rate by quarter				Student Chronic Absenteeism Rate: % of students missing 10% or more of days this quarter				Student Suspensions Rate: # of OSS/total enrollment				Staff Attendance Rate: Average daily rate by quarter				Math Assessment: % of students at or above grade level				Reading Assessment: % of students at or above grade level				Graduation Rate		SPI		
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	2012	2013	2013	2014	
	District Aggreg	5854	97%				8%					6				92%				31%				40%				73%		72.0	

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #1:	Implement early intervention and instructional interventions aligned to the Common Core to close the achievement gap in literacy and numeracy.		
Priority #1 Budgeted Amount:	\$1,613,515	Priority #1 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
1.1. Implement the summer "Jump Start" program for students who have not had an authentic academic preschool experience	X			X	Kindergarten readiness assessment	F: There were approximately 15 children in each of the four classrooms. The Jumpstart Kindergarten pre assessment was given to each child. The children were assessed in the following areas: cognitive, literacy, numeracy, writing, language and personal and social development. The daily academic activities provided each child with an opportunity to develop his/her own rate according to his/her specific needs based on the pre assessment. At the end of the six weeks, the Jumpstart Kindergarten post assessment was administered. We found the results were favorable in the areas of personal and social development. Development in these areas is an essential component for children that have not had previous school experiences. Of the five academic areas, the MONDO oral language indicated the highest average improvement with 2.16 points of growth. This growth may be the result of having a speech and language pathologist working once a week in each of the four classrooms. ¶
1.2. Implement an extended school year six week summer program emphasizing improving student literacy and numeracy achievement, and enrichment and cultural experiences	X			X	State assessments, district benchmark assessments (NWEA), DRA2, DAW & CFAs	F 13': The Summer Advantage Academy of Manchester (SAAM) program was put into place to limit the impact of the "summer slide" for students in K-5. About 500 students took part in the program which ran for 6 weeks at 3 sites. The Kindergarten program ran a four day/week half-day schedule and grades 1-5 ran a five day/week full-day schedule with academic in morning and enrichment in the afternoon. Overall, NWEA normed RIT data captured from Spring 2013 to Fall 2013 indicated that all students that took part in the SAAM program, in all ethnicity bands, maintained their RIT level scores.
1.3. Monitor implementation of CCSS-aligned curriculum.	X	X	X		Walkthrough data, Instructional rounds, school/district data teams	F 13': Instructional rounds and PLCs continue in all schools. W 14': A district improvement team (DIT) will begin in December 2013 and work to establish student goals based on current data sets, identify/select strategic areas of adult work, create an action plan for each strategic area of work, complete work on the District Improvement Plan (DIP) and oversee and monitor implementation of the DIP. Meetings for the 2013-2014 school year have been set.
1.4. Begin the creation of CCSS-aligned units of study.	X	X	X	X	Number of units of study available online	F 13': District has continued to create units of studies at the middle/high school levels and has begun to create teams at the elementary level to join this work. A UBD model is being used to frame each unit. W 14': The district has contracted with Curriculum Connector (CC) as an online platform to house all units. Unit development will continue and all previously developed units will be migrated to the CC platform to allow teachers the use of a live binder curriculum.

1.5.	Increase ELL teachers (2.0 FTE) to provide direct instruction to students and training for classroom teachers and tutors	X	X	X	Las Links assessments, DRA2, State assessments, District benchmark assessments (NWEA)	F 13':ELL teachers have been increased to (2.0 FTE) to provide direct instruction to students. Training for teachers and tutors has begun, but will also include curriculum coaches as they work daily with teachers to improve best practices. NWEA district-data and CMT, CAPT data indicate that ELLs continue to perform below their peers, however, at the middle school level (6-8) the performance of ELLs on CMT indicated that achievement occurred. The district has been proactive in preparing for the transition to the LAS Links Form C by registering all ELL personnel for training. W 14':The district will continue to monitor how ELL supports are provided throughout the district so that our resources are used as efficiently as possible - resulting in increased achievement and exiting of ELL status.
1.6.	Implement the Lexia Reading program in grades K-5 as a Tier 1 classroom center intervention		X	X	DRA2, State assessments, District benchmark assessments (NWEA)	F 13':District has purchased Lexia for all 9 elementary schools, our 6th grade school and our 7-8 school. A transition from the old Lexia model to the new Core5 model was completed in early November. Training was provided to all coaches in these grades and will continue with tutors supporting Tier I and Tier II, as well as, principals who will utilize the new data reports for their school improvement plans.
1.7.	Coordinate early childhood programming with the Town of Manchester	X	X	X	Kindergarten readiness assessment	F 13':A Kindergarten readiness assessment (Early Screening Inventory for Kindergarten (ESI-K) has been purchased. The ESI-K aligns to the assessment used at the preschool level. Utilizing the same assessment will allow all elementary schools to transfer similar data sets providing a more accurate indication of school readiness for incoming kindergarten students. W 14': K readiness committee will continue to meet to plan for coordinated Kindergarten registration process and transition.

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #2:	Improve talent development strategies to improve teacher and administrator effectiveness		
Priority #2 Budgeted Amount:	\$64,000.00	Priority #2 YTD Spending:	\$0.00

Strategies		Implementation Status				Progress Metrics	Notes on Progress and Implementation
		F '13	W '14	Sp '14	Su '14		
2.1.	Provide teachers with training in the implementation of the teacher evaluation system.	X	X	X		Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice and student learning	F 13': Training has been provided to teachers through the use of standard PowerPoints developed at the district-level, thus providing consistent messaging. The development of SLOs and IAGDs was completed by utilizing one the district's current PD calendar. W 14': As the district moves through the implementation of the teacher eval system the district will continue to meet with the Teacher Evaluation Committee to address teacher concerns. The group will also review a mid-year survey to be provided to all staff regarding the training process. Effectiveness/ improved instructional practices will be captured through the evaluation process itself.
2.2.	Provide administrators with training in the implementation of the teacher and the administrator evaluation systems.	X	X	X		Administrator survey on the effectiveness of the training and impact of the system on improved instructional practice and student learning	F 13': Administrators have been provided training using the same model used for teachers. Administrators meet monthly for training. The training is planned by polling administrators for topics/areas of need. Admins have worked on recalibrating their observational skills, reviewing SLOs and IAGDs, and crafting evaluations based on the district's teacher evaluation rubrics.
2.3.	Continue training in school based instructional rounds.	X	X	X		School provided evidence of changes in instructional practice focused on rigor	F 13': Changes in instructional practices focused on rigor are part of each school's instructional rounds process and PLCs. Walkthroughs with sister schools has begun focusing on evidence of strategies to promote rigor and what can be done by our instructional coaches to support these shifts. W 14': District is hoping to contract services to assist with strategies related to rigor for our ELL population as this group continues to lag behind their peers.
2.4.	Provide school based professional teacher training by the schools' curriculum coaches in the implementation of the Common Core.	X	X	X		Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice, implementation of the Common Core and student learning	F 13': Teachers have asked for units to be developed to assist with the implementation of the Common Core (CC) in ELA and Mathematics. As mentioned in Area #1 this work has begun and will continue throughout the year. Instructional coaches at all levels have begun to assist with the implementation of instructional practices to promote the implementation of the CC - these include, but are not limited to: Writer's Workshop and Math talk.
2.5.	Implement a single, coordinated communication platform for curriculum and instruction, educator evaluation, and professional development.	X	X	X		Development of the platform Teacher survey on the effectiveness of the training and impact of the system on improved instructional practices	F 13': District currently has three systems: one for curriculum and instruction (Curriculum Connector), teacher/admin eval (Talent Ed), and professional development (PD 360). District has utilized videos from the Teaching Channel and the State of Georgia for curriculum / instruction and teacher eval training. ProTraxx system is in use for monitoring professional learning opportunities and the district may someday consider its use for teacher/admin eval, however, at this time Talent Ed provides that service. The coordination of these three systems will continue throughout the year.

CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #3:	Expand collaboration of school-community program-service opportunities focused on improving student achievement, graduation rates, student attendance, and reducing the number of suspensions, disruptive behaviors, and school based arrests.		
Priority #3 Budgeted Amount:	\$456,587	Priority #3 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
3.1. Implement program service providers for the following programs initiated in 2012-13: Play by the Rules, Student and Family Engagement Program, the Family/School Connections Program, the Wilderness School, the Credit Recovery Program, along with the services of a community outreach social worker.	X	X	X		20% Reduction Office referrals for disruptive behavior; 20% Reduction in suspension; 20% Reduction in chronic absenteeism; 20% Reduction student arrests in school	F 13': The district has developed an outreach office to help support priority Area 3. The outreach office is staffed by a community coordinator, 3 full time staff and 6 part time staff. The goals of the outreach office are to support district initiatives around chronic absenteeism, exclusionary discipline and family engagement. This year our Play by the Rules is running in our sixth grade academy and our middle school. The program provides students that may have otherwise received exclusionary discipline an opportunity to participate in an afterschool program that teaches students about their civic responsibilities. To date, Play by the Rules has provided 14 students services. The Student and Family Engagement Program is currently running in collaboration with our local Youth Service Bureau and outreach staff. This program allows for more intensive case managing for students that exhibit chronic absenteeism and behavioral issue. Students are usually referred to this program though our School Attendance and Safety Review Boards and/or directs school referrals. Students participating in this program are assigned a case manager who meets with the student, student's school team and parents on a regular basis. The case manager reaches out through phone contact, home visits, parent meetings and student one on one sessions. To date the SAFE program is services approximately 40 students. The Family/School Connections Program is currently working in our K-5 schools and is focusing its attention on chronic absences and discipline issues. The outreach staff supporting this program work closely with Title I schools attending monthly update meetings. This program also has an after school component to better support students struggling with disruptive school behaviors. The Neighbors for Kids program (collaboratively staff with YSB) helps to strength the students coping skills, engage parents and to increase achievement through after school enrichment. Approximately, 32 students are working with the Family/school Connection programs. The Credit Recovery Program provides students, who struggle with traditional school, an opportunity to work closely with a teacher on online courses. This program is currently working with approximately 15 students. Some students are using the program to also recover credit. Over all, the community outreach social worker and the outreach team have worked with ~200 students since the start of this academic school year. Reduction in office referrals for disruptive behavior, reduction in suspensions, chronic absenteeism and student arrests in school will be monitored quarterly. W 14'/S14': The Wilderness School program will be servicing approximately 30 students starting in the spring of 2014.

3.2.	Provide additional substance abuse services and educational programming with a full-time substance abuse specialist	X	X	X		Number of student participants; Student survey evaluation of program	<p>F 13': We have hired a full time substance abuse specialist and a part-time substance abuse intervention/prevention worker. These individuals are members of the outreach team (see above) but primary focus is to work with students who exhibit indicators of substance abuse, at-risk behaviors . If a student is suspected of using drugs or alcohol, or caught on campus under the influence, the administrator and/or SW on the team will administer a quick screener to determine the level of involvement with drugs/alcohol. We are currently using the screener called the CRAFFT (developed by the Center for Adolescent Substance Abuse Research) which is a very quick tool that would help us determine the next level of intervention with our substance abuse specialist. Currently we are running the several groups in our secondary schools and have serviced over 60 students. The following substance abuse and prevention services are available in our secondary schools:</p> <ol style="list-style-type: none"> 1. Prevention/ Early Intervention Group -forces on personal views, the pros and cons of use, drugs and the brain, drug addiction, classes of drugs/drugs of abuse, marijuana/risks, alcohol/underage drinking, decision making/refusal skills, peer pressure, stress management. 2. Individual Counseling or Small Group- Full assessments done: basic psycho-social, modified mini-screen for mental health. 3. Recommendation for intensive, external supports- Intensive, addiction therapy through partner agencies <p>Survey evaluation and further assessments are in progress.</p>
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CSDE Alliance Districts
Year 2 Implementation Tracker



School District:	Manchester Public Schools		
Year 2 Priority Area #4 (Optional):	Increase the level of college and career readiness of sec. schl stud. Particularly those in underperforming subgroups by personalized learning.		
Priority #4 Budgeted Amount:	\$458,433.00	Priority #4 YTD Spending:	\$0.00

Strategies	Implementation Status				Progress Metrics	Notes on Progress and Implementation
	F '13	W '14	Sp '14	Su '14		
4.1. Provide access to technology, at school and at home, in the form of Google Chromebooks to transform learning, assessment, and intervention through regular integration of student research, presentations, and authentic publication of work in all classrooms, regular administration of online adaptive assessments to efficiently and effectively monitor the progress of all students in a timely fashion, and the use of web-based tools designed to allow students to control pace and time in order to focus instruction and close achievement gaps.	X	X	X		During walkthroughs, 70% of teachers implement differentiated strategies, blended learning using the Chromebooks, and using student-centered instructional strategies with a high cognitive demand.	F 13': Classroom walkthrough data Q1: Higher Order Thinking (15% Much evidence; 13% No evidence; 72% Some evidence); Differentiated Instruction(32% Much evidence; 18% No evidence; 50% Some evidence) Student-centered learning (25% Much evidence; 1.5% No evidence;73.5% Some evidence); Blended Learning (68% No evidence; 32% Some evidence); Use of Chromebook (26% Much evidence; 40% No evidence; 34% Some evidence) W 14': Integration of blended learning and increases in rigor and Chromebook use.
4.2. Implement a medical career academy as the first step in breaking the high school into smaller learning communities.	X	X	X		Enroll at least 120 students in Medical Careers Academy during 2013-2014; 90% of students enrolled remain in academy for 2014-2015 school year; 98% of students enrolled in the academy graduating in 4 years; At least 85% of students reporting high levels of investment in the academy classes on the survey	F 13': Medical Careers Academy: 136 students Male - 38 Female - 98 Caucasian - 84 (25 of which identify as Hispanic) Black - 33 (6 of which identify as Hispanic) Asian - 16 American Indian - 1 Multiple - 2
4.3. Implement a medical career academy as the first step in breaking the high school into smaller learning communities.	X	X	X		40% reduction in office referrals; 30% reduction in suspensions; 50% reduction ins tudents with 10 or more unexcused absences	F 13': Full implementation underway
4.4. Identify student exemplars reflective of district student expectations.	X	X	X		Creation of student writing exemplars.	F 13': Groups of teachers and instructional coaches have begun to define what exemplars are and discuss how to best showcase these exemplars for themselves and parents. As the district curriculum and instruction (C&I) webpsge is redesigned - attention will be given to how to incorporate student exemplars on this platform. W 14': C&I webpage - district exemplar work

Town of Manchester

SMARTR Committee Recommendations

December 3, 2013

PROCESS

- April 2012 SMARTR begins evaluation of elementary schools
- November 2013 SMARTR votes on recommendation to BOD/BOE
- December 3, 2013 SMARTR makes initial formal recommendation to BOD/BOE
- December 2013 Public Forum
- January 2014 Public Forum
- February 2014 Public Forum
- February 2014 BOD Public Hearing on referendum question for Cheney/Bennet
- February 2014 BOD vote
- April 2014 Public vote on Cheney/Bennet

REQUIRED PLAN ACCOMPLISHMENTS

- ✓ All elementary students in a 21st century learning environment (this plan by 2020).
- ✓ Address practical impacts of 1996 Sheff v. O'Neill court decision re: civil rights and public education in Connecticut/Magnet Schools (\$2.0M tuition/year).
- ✓ Sustainable racial balance, as required by law, in each elementary school.
- ✓ Supported by a neighborhood structure with contiguous boundaries.
- ✓ Be cost effective, optimize State reimbursement opportunities through attention to design.
- ✓ Fully utilize that space already bonded (Bennet/Highland).
- ✓ Support a learning model endorsed by the BOE (K-4/5-6).
- ✓ Maintain class size at 17-22 students per classroom.

SUMMARY

1. Renovate Cheney Building at the Bennet Complex for 5/6 Academy. 5th grade classrooms in the Cheney building. Share cafeteria, gymnasium, art space, music space, etc.
2. Ensure Highland Park is fully occupied after 5th grade moves.
3. Rebuild like new and expand Robertson.
4. Rebuild like new and expand Washington or Verplanck.
5. Close up to two surplus elementary schools and avoid capital investment.
6. Invest in upgrading at balance of elementary schools.
7. Accomplish all by 2020.

Cheney-Bennet 5th-6th Grade Academy Rendering



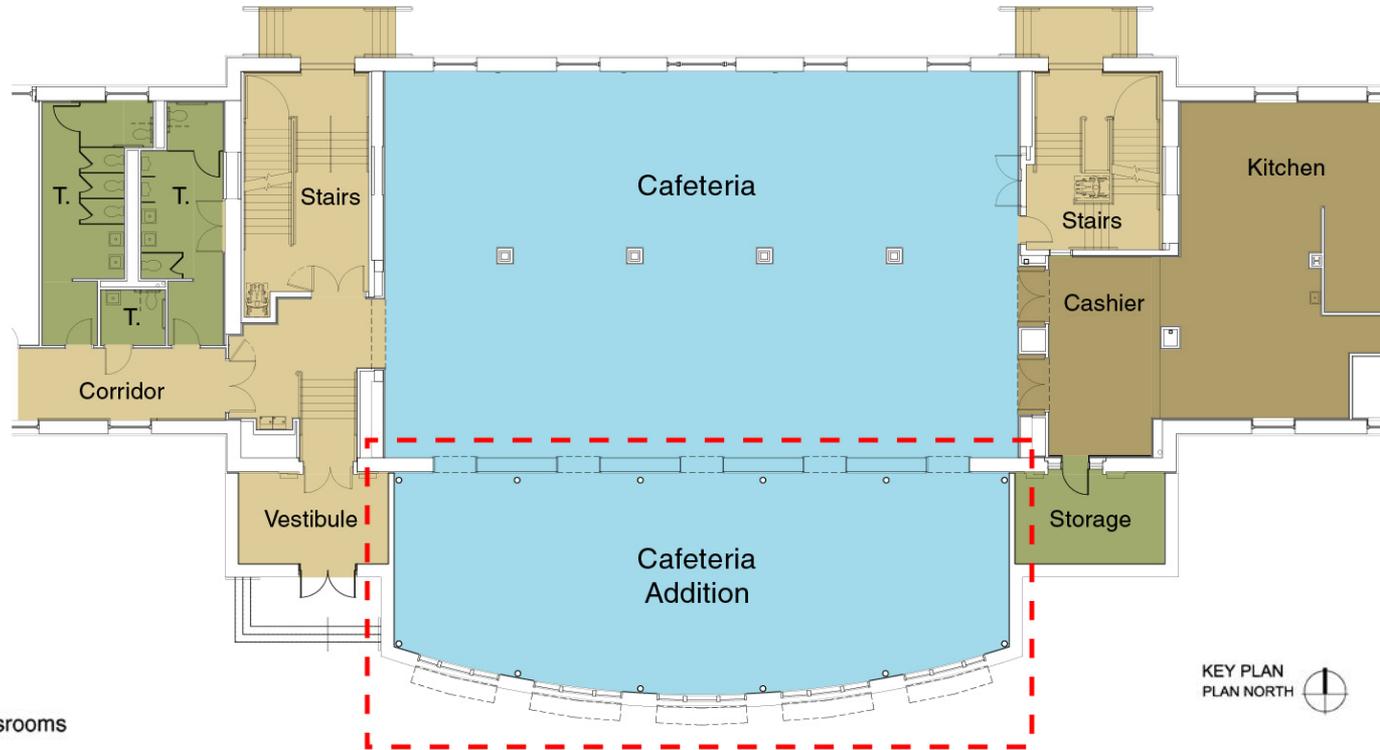
Total Project Cost = \$17.4 M
Estimated State Grant = \$10.2 M
Net Cost to Manchester = \$7.2 M

Tai Soo Kim Partners



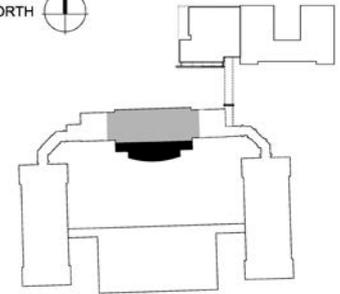
Cheney-Bennet 5th-6th Grade Academy

Bennet Lower Level (Cafeteria Addition)



- Classrooms
- Administrative
- Circulation
- Utility & Service
- Core / Shared

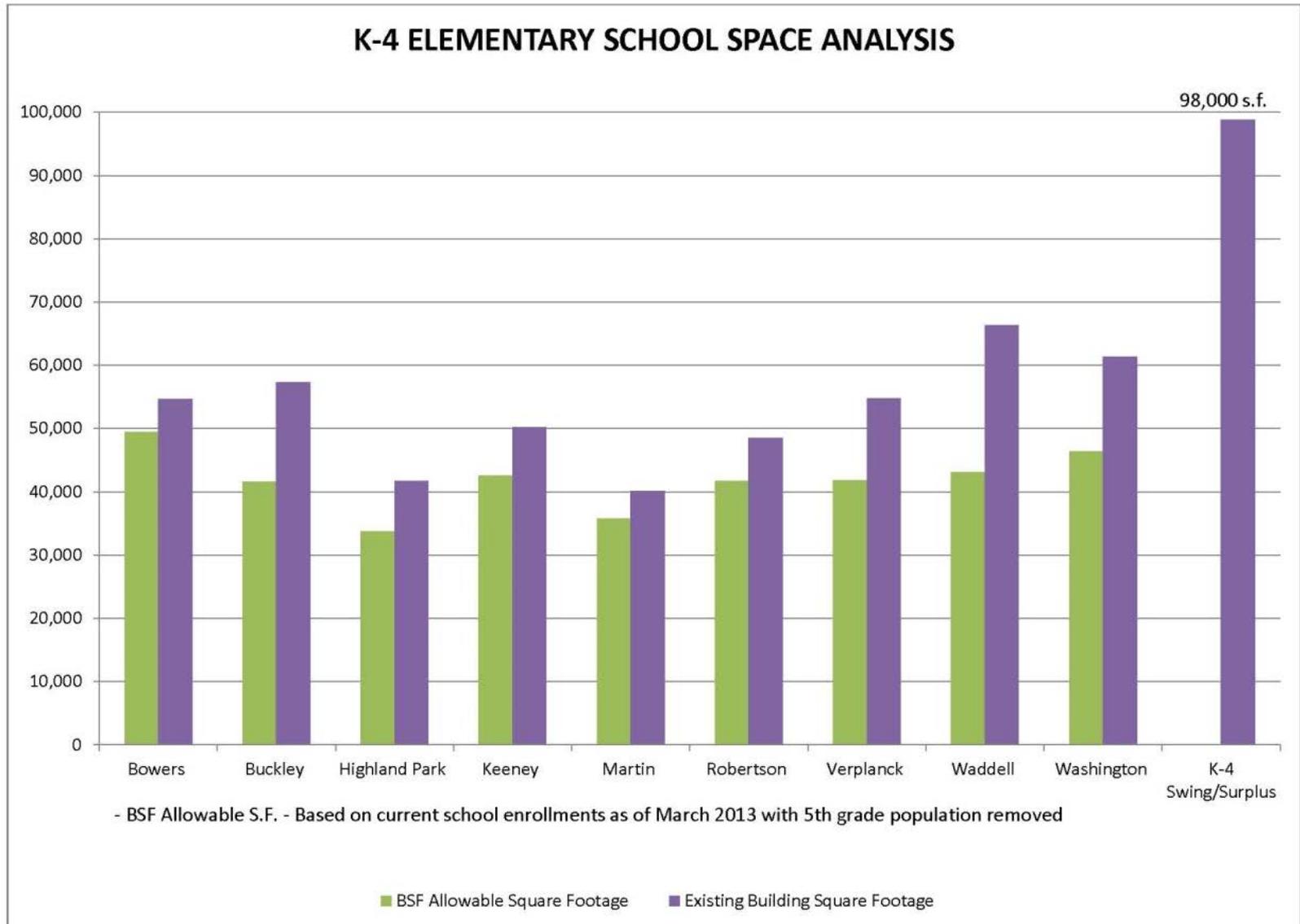
KEY PLAN
PLAN NORTH



Cheney-Bennet 5th-6th Grade Academy Timeline

- Spring 2014
 - Referendum authorizing project
 - Special Legislation for 2014 Education Grants Bill
- Summer-Fall 2014
 - Design Development and Construction Documents
 - RFP for Construction Manager & Commissioning Agent
- Winter 2015
 - Public bid for construction contracts
- Spring 2015
 - Begin Construction – Demolition & Abatement @ Cheney Building
- Spring 2016
 - Complete Construction
- Summer 2016
 - Move 5th grade classrooms to Cheney Building
- September 2016 – Project Complete and Ready for Occupancy

Town of Manchester – SMARTR Committee Recommendations



Comparison of New Elementary School Costs

SCHOOL/DISTRICT	PROJECT COST	ENROLLMENT
Region 16 PK-5 Elementary	\$36.6M	676
CREC Hartford Arts PK-5 Elementary Magnet	\$49.7M	522
East Rock PK-5 Global Magnet	\$49.0M	550

Like New Renovation – All Schools VS. SMARTR Plan with Additional Costs*

School	LIKE NEW RENOVATION ALL SCHOOLS, K-5 Model				SMARTR PLAN, K-4 Model, with Additional Costs*			
	Bldg Sq. Ft.	Enrollment ¹	Estimate ²	Reimbursement ³	Building Sq ft ⁴	Redistricted Enrollment ⁵	Estimate ⁶	Reimbursement ⁷
Bennet Middle School	160,844	413			195,844	899	\$ 17,400,000	\$ 10,440,000
Bowers	54,637	412	\$ 26,007,000	\$ 12,777,000	54,637	335	\$ 4,500,000	\$ 675,000
Buckley	57,357	336	\$ 27,302,000	\$ 8,095,000	57,357	282	\$ 4,500,000	\$ 675,000
Highland Park	41,763	272			41,763	318		
Keeney	50,200	343	\$ 23,895,000	\$ 9,638,000	50,200	327	\$ 4,500,000	\$ 675,000
Martin	37,961	289	\$ 18,069,000	\$ 9,049,000	37,961	252	\$ 4,500,000	\$ 675,000
Robertson	45,819	348	\$ 21,810,000	\$ 10,870,000	63,000	536	\$ 30,000,000	\$ 15,436,800
Verplanck	54,776	337	\$ 26,073,000	\$ 13,323,000				
Waddell	66,363	348	\$ 31,589,000	\$ 7,505,000				
Washington	60,518	387	\$ 28,807,000	\$ 11,629,000	63,000	536	\$ 35,000,000	\$ 16,204,800
Total	630,238	3,485	\$ 203,552,000	\$ 82,886,000	563,762	3,485	\$ 100,400,000	\$ 44,781,600
Potential Re-use - Closed School Buildings							\$ 5,000,000	
Net Cost to Manchester			\$ 120,666,000		\$ 60,618,400			

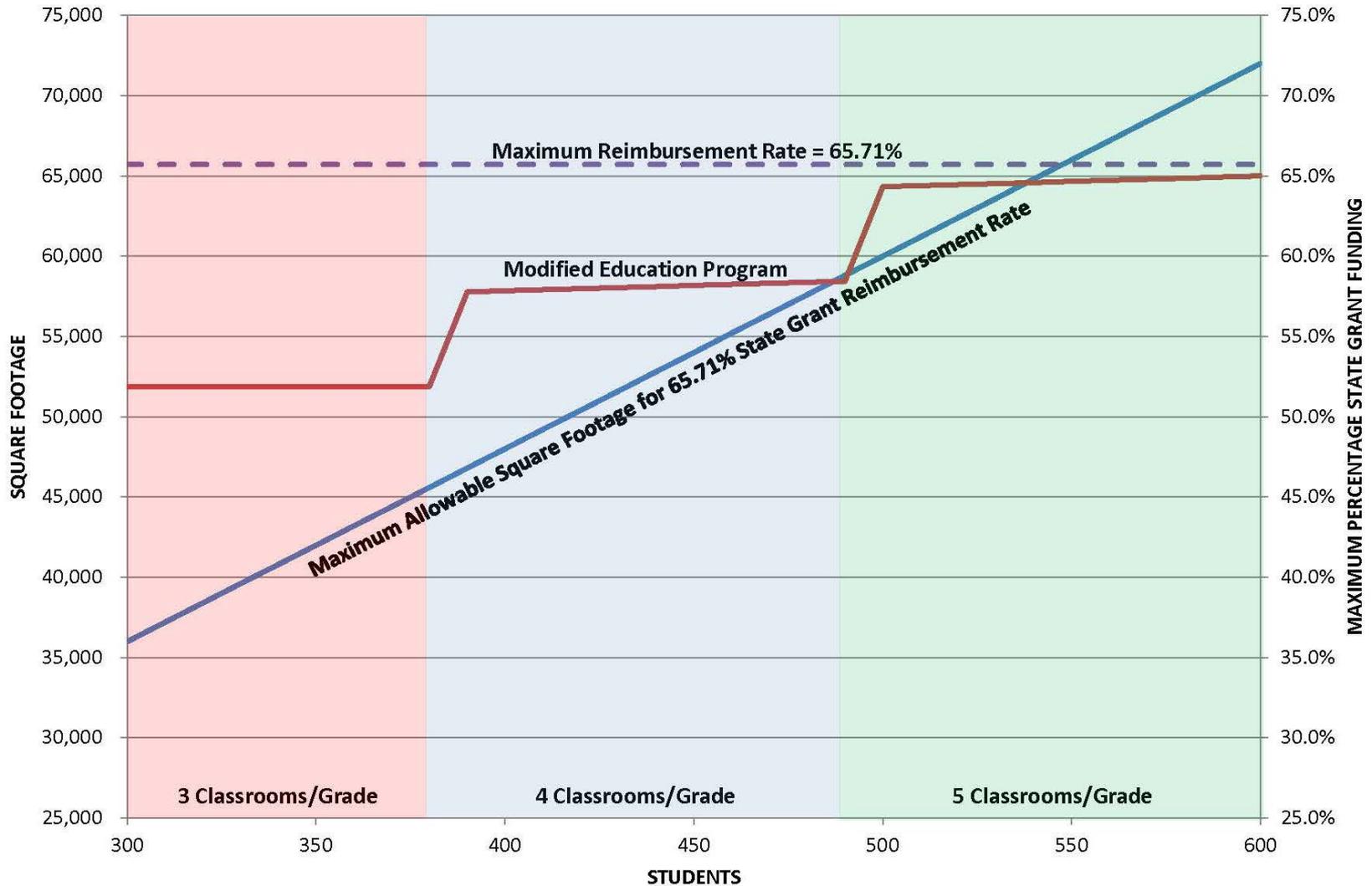
Notes:

* Additional costs shown in red are place holder estimates from Town staff for comparison purposes only – not voted on by SMARTR

- 1) Based on January 2013 enrollment data
- 2) Based on total project cost same as Robertson (\$476/s.f.) using existing permanent existing space, rounded to nearest thousand.
- 3) Net reimbursement assuming a pro-ration of the 60% according to the ratio of allowable s.f./actual s.f., rounded to nearest thousand
- 4) Post renovation school size for Bennet, Robertson and Washington.
- 5) According to Milone & MacBroom Scenario B 2013-2014 snapshot enrollments
- 6) Budgetary estimates for renovations based on Feasibility Studies by TSK and JCJ, all others are allowances for facilities upgrades - not comprehensive renovation.
- 7) Net reimbursement assuming 60% rate for Bennet, Robertson & Washington. (15% rate for additional costs) is a Town staff estimate that will vary based on project scope

Town of Manchester – SMARTR Committee Recommendations

REIMBURSEMENT PERCENTAGE VS. SCHOOL SIZE



Manchester Public Schools



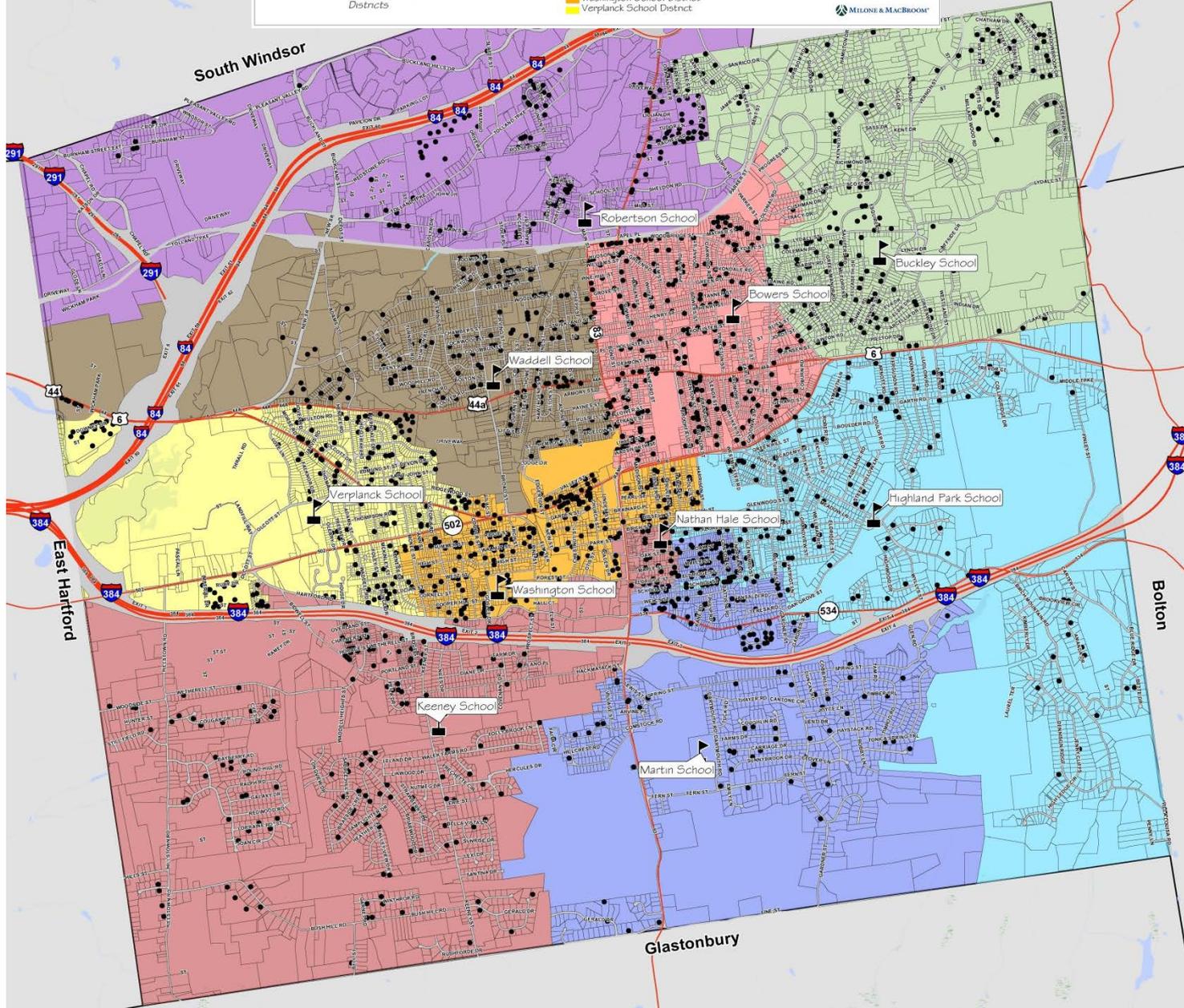
Existing Elementary Districts

Attendance Area

- Bowers School District
- Buckley School District
- Highland Park School District
- Keeney School District
- Martin School District
- Robertson School District
- Washington School District
- Verplank School District

Date: December 2013

Source:
Town of Manchester, CT GIS Department
GIS Parcel Boundary
Manchester, State of Education
School Locations
School District Boundaries & Enrollment
Database (Oct. 2013)



Milone & MacBroom Redistricting Scenario B

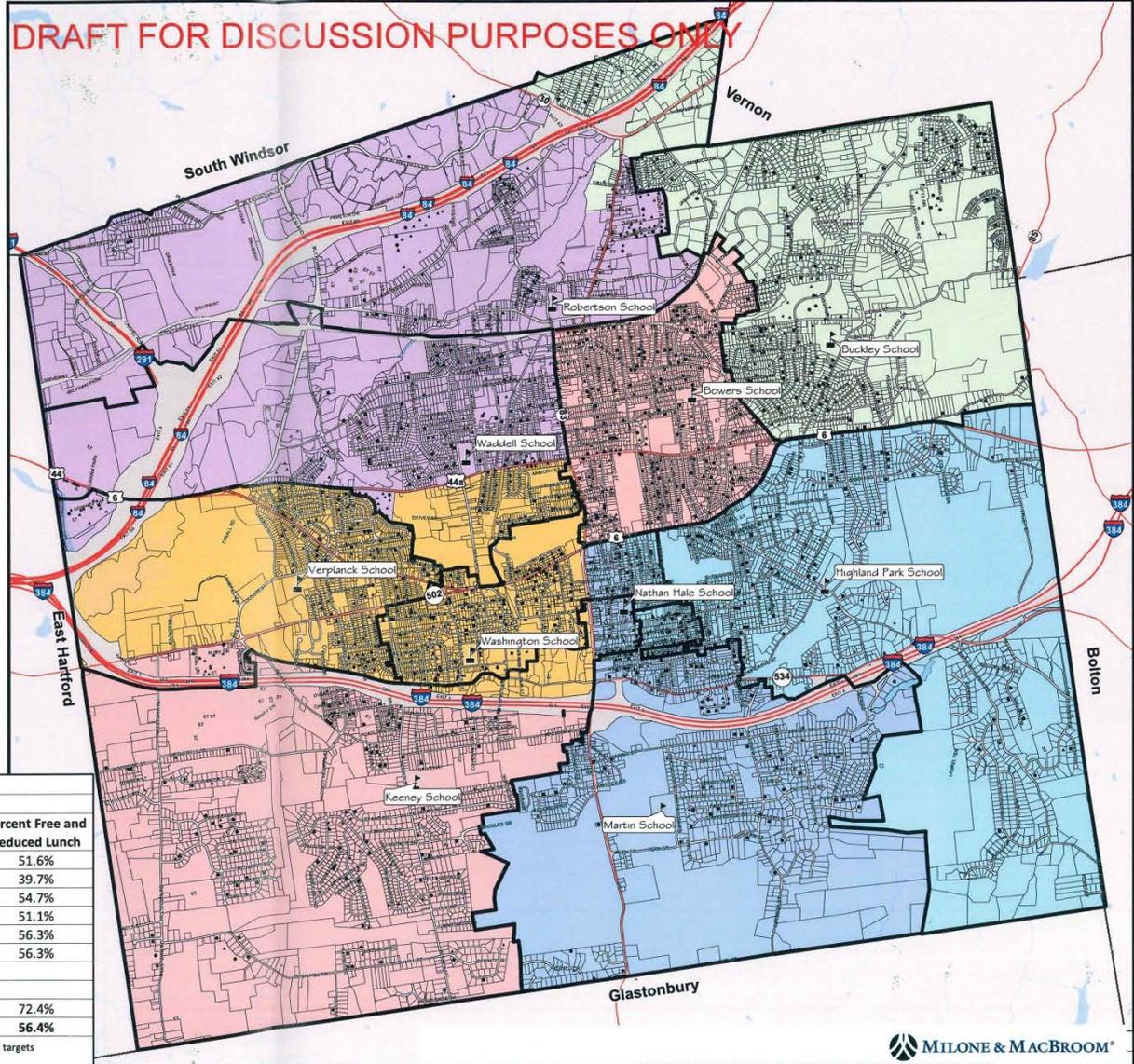
Scenario B
 Renovate Robertson
 Renovate Washington

Attendance Area

- Bowers School District
- Buckley School District
- Highland Park School District
- Keeney School District
- Martin School District
- Robertson School District
- Washington School District
- Verplanck School District

Student

- Non-Minority Students
- ▲ Minority Students
- Districts as Adopted 20



Scenario B - Renovate Robertson & Washington						
Manchester Enrollment Snapshot - (2013-14 Enrollments)						
School Facility	K-4 Enrollment	Full Size K-4 Classrooms	Targeted Capacity*	Percent Utilization	Percent Minority	Percent Free and Reduced Lunch
Bowers	335	20	440	76.1%	52.8%	51.6%
Buckley	282	23**	360	78.3%	51.4%	39.7%
Highland Park	318	14	320	99.4%	51.3%	54.7%
Keeney	327	17	374	87.4%	62.7%	51.1%
Martin	252	14	308	81.8%	57.5%	56.3%
Robertson	536	TBD	530	101.1%	73.7%	56.3%
Verplanck	0	18	0			
Waddell	0	19	0			
Washington	536	TBD	530	101.1%	70.0%	72.4%
District K-4 Total	2,586		2,862	90.4%	62.1%	56.4%

* Capacity was set at 22 students per classroom except Highland Park, Robertson, and Washington, which were set by construction targets
 ** 7 Classrooms held for PreK programs

Milone & MacBroom Redistricting Scenario C

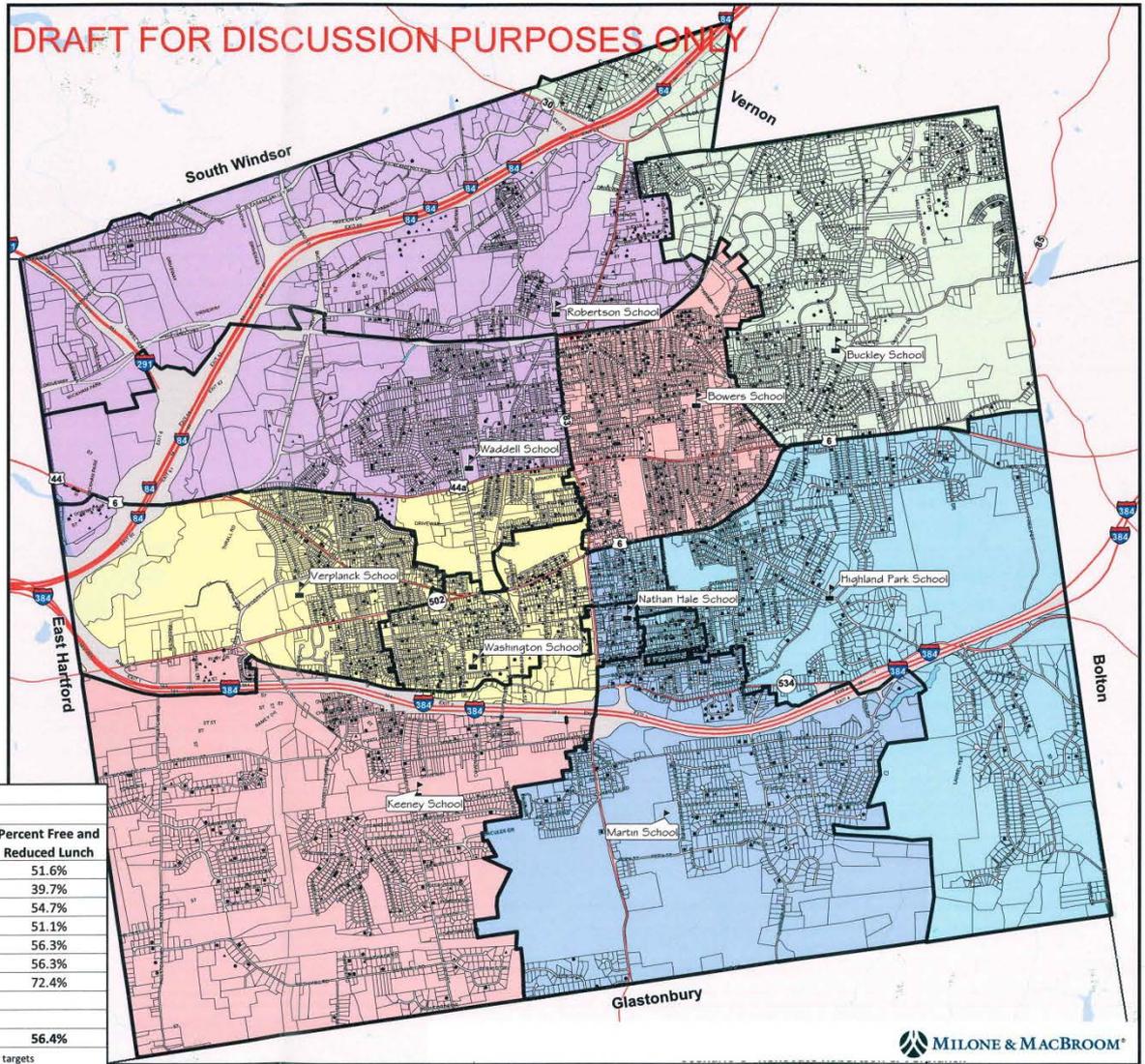
Scenario C
 Renovate Robertson
 Renovate Verplanck

Attendance Area

- Bowers School District
- Buckley School District
- Highland Park School District
- Keeney School District
- Martin School District
- Robertson School District
- Washington School District
- Verplanck School District

Student

- Non-Minority Students
- Minority Students
- Districts as Adopted 2012



Scenario C - Renovate Robertson & Verplanck						
Manchester Enrollment Snapshot - (2013-14 Enrollments)						
School Facility	K-4 Enrollment	Full Size K-4 Classrooms	Targeted Capacity*	Percent Utilization	Percent Minority	Percent Free and Reduced Lunch
Bowers	335	20	440	76.1%	52.8%	51.6%
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Verplanck	536	TBD	530	101.1%	70.0%	72.4%
Waddell	0	19	0			
Washington	0	17	0			
District K-4 Total	2,586		2,862	90.4%	62.1%	56.4%

* Capacity was set at 22 students per classroom except Highland Park, Verplanck, and Robertson which were set by construction targets
 ** 7 Classrooms held for PreK programs

Robertson Elementary School – Renovation & Addition

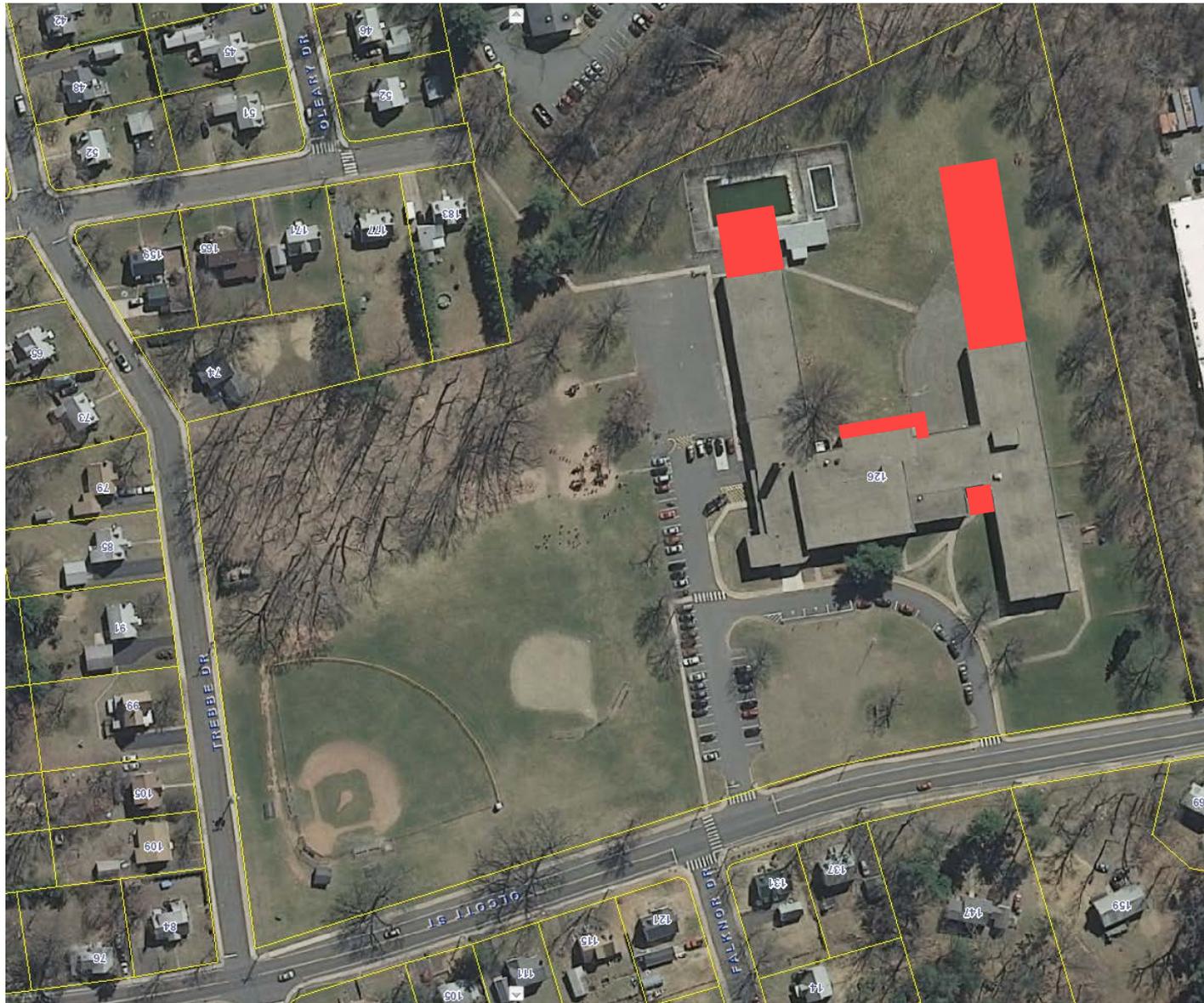
ROBERTSON SCHOOL - OPTION



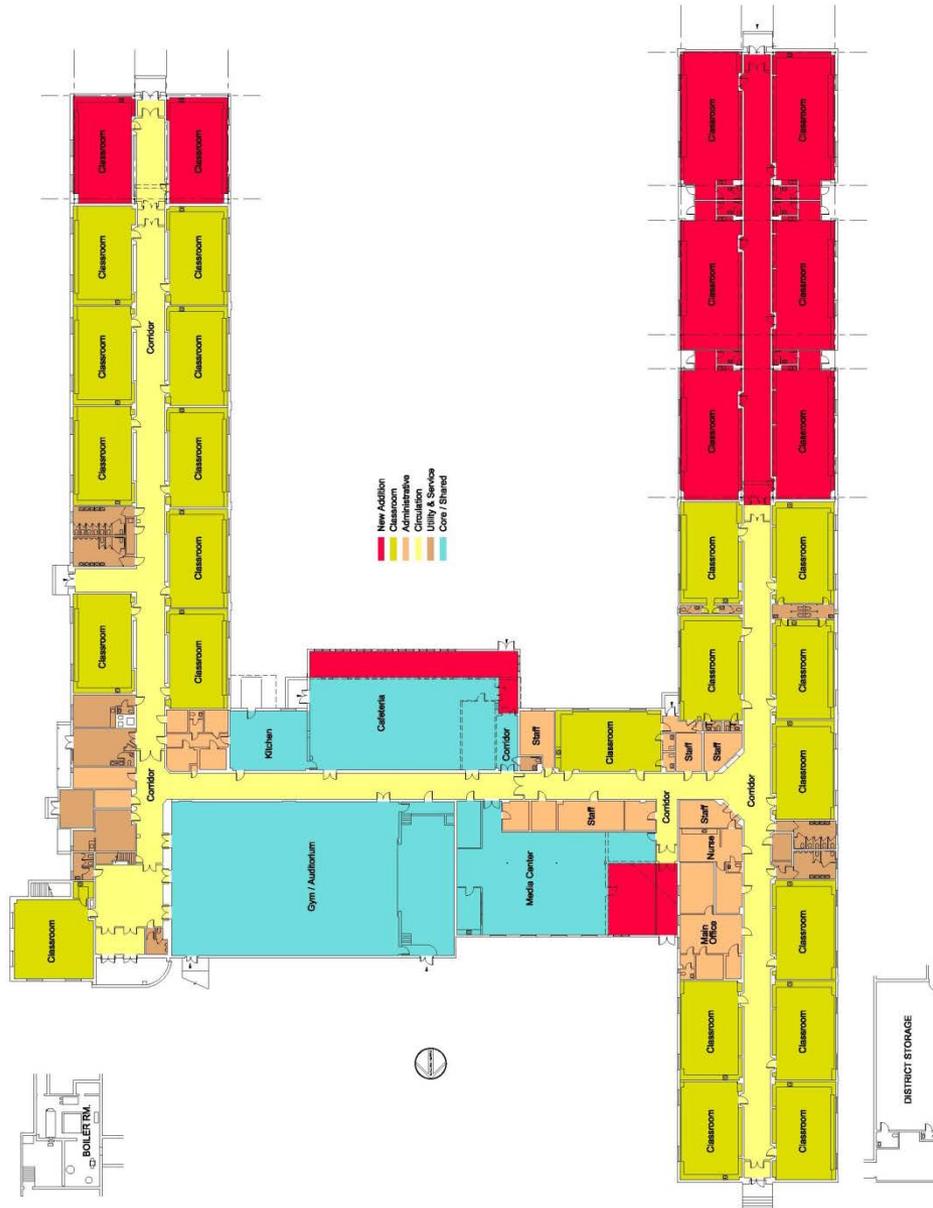
Washington Elementary School – Renovation & Addition



Verplanck Elementary School – Initial Expansion Feasibility



Verplanck Elementary School – Initial Expansion Feasibility



Potential Aggressive Timeline

(Developed by Town Staff as achievable benchmarks)

- 12/03/13 SMARTR Recommendation
- 12/14/13 – 2/6/14 Public Forums
- 2/2014 BOD Public Hearing Referendum Question
- 3/2014 BOD votes on question
- 4/2014 Public votes Bennet/Cheney Phase I
- 6/2014 – 1/2015 Design Phase Bennet/Cheney
- 6/2015 – 9/2016 Construction Bennet/Cheney
- 11/2015 Referendum Question Phase II
- 12/2015 – 6/2016 Design Phase Robertson
- 9/2016 5th Grade to Bennet/Cheney
- 9/2016 Assure full occupancy Highland Park
- 9/2016 Reassign Robertson to available swing space
- 9/2016 Begin construction Robertson
- 11/016 Referendum Phase III
- 1/2017 Design Washington or Verplanck
- 9/2018 Occupy new Robertson
- 9/2018 Relocate Washington or Verplanck
- 9/2020 Occupy new Washington or Verplanck

SUMMARY

1. Renovate Cheney Building at the Bennet Complex for 5/6 Academy. 5th grade classrooms in the Cheney building. Share cafeteria, gymnasium, art space, music space, etc.
2. Ensure Highland Park is fully occupied after 5th grade moves.
3. Rebuild like new and expand Robertson.
4. Rebuild like new and expand Washington or Verplanck.
5. Close up to two surplus elementary schools and avoid capital investment.
6. Invest in upgrading at balance of elementary schools.
7. Accomplish all by 2020.

TO: Manchester Board of Education
FROM: Dr. Richard Kisiel
DATE: December 6, 2013

I am requesting Board of Education action to suspend its policy regarding the date specified for the Superintendent to present his recommended budget to the Board of Education. Policy 3110, subsection "Budget Adoption Process," specifies that "the Superintendent will present the Board with a detailed recommended budget request not later than the first regular meeting of the Board in January of each year." The first regular meeting of the Board in January is Monday, the 13th.

The current budget calendar identifies January 8 as the first budget workshop date. This budget workshop date is followed by another scheduled on January 15, January 22, and a "snow date" of January 29. The Board must take action to adopt a budget on or before February 1.

I am requesting the Board take action to suspend this section of the Board policy to allow the Superintendent to make his budget presentation on January 15 two days after the first regular meeting in January. Both Mrs. Brooks and I believe that we will not be able to meet the January 8 required under Board policy. The availability of business personnel during the December recess, our desire to spend more time with Mr. Geary in the preparation of this budget, and the availability of four days after the December recess to finalize the budget make the deadline date of January 8 problematic.

Hence, I am requesting the Board take action on the following motion at the regular meeting on December 9:

"Move to suspend the policy for the current school year that requires the Superintendent to present the Board with a recommended budget not later than the first regular meeting, but require the Superintendent's budget presentation no later than January 15, 2014."

This motion requires a majority approval of the Board.