



A LETTER FROM OUR SUPERINTENDENT

On behalf of the groundbreaking collaboration between Manchester Proud and the Manchester School District, I fully endorse Our Community's Plan for Manchester's Future of Learning: Excellence and Equity for all Learners. We have purposefully built on the legacy of our school district, while providing greater coherence and direction for an exciting future of learning here in Manchester. However, what is even more exciting to me is the uniqueness of the collaboration that gave birth to this plan, for I believe it represents a future where our schools are much more integrated with our community in ways that both improve learning for our students and enrich our city. This plan is an important representation of that deep linkage with the community that we seek and we need to meet our aspirations of high quality options for every single learner.

Developing this plan has been a truly collaborative process that documented over 5,000 conversations, town halls, survey responses, and comments. The purpose of this extensive data gathering was to gain an understanding of the strengths and needs of our district from the perspective of its internal and external



stakeholders- all of our community. This plan captures those perspectives and translates them into a set of informed goals and strategies to ensure equity and excellence for all. This plan is designed to respond to primary stakeholder priorities with a mission, vision, graduate profile, theory of action, goals, and metrics driven by evidence-based practices.

We are deeply committed to moving this school system forward together. We are creating a whole system of excellence, rather than pockets of opportunity. To do that, this plan outlines an approach to reducing learning disparities and raising expectations. MSD must ensure every school accelerates learning and provides college and career readiness through a range of accessible, high-quality pathways and partnerships. In short, we need to prepare ALL of our students for the world they live in now and the one they will lead in the future.

As a community, investing in this vision will reap economic, civic, and personal benefits that multiply with each year that we advance this plan. Research shows us that improved graduation rates from high school and college are predictive of a more robust local economy. This community plan sets forth a shared vision that is directed toward setting higher standards for our students and ourselves, always driven by values of equity and excellence. Just as important as setting the direction, the plan holds all of us accountable to measurable goals that will drive student success now and in the future.

The achievements of this plan will continue to rest on deep and ongoing community collaboration and continuous improvement progress checks. This community plan is our beacon for a new approach to managing change and improving performance across the district. I hope you share in my enthusiasm as we continue moving forward and working together with our amazing students, outstanding staff, and engaged community. John sollmit

Dr. John Goldhardt, MSD Superintendent



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ABOUT

Manchester is a dynamic city welcoming newcomers for nearly three hundred years. An economic powerhouse during the industrial revolution, the city has emerged once again with a strong economy in tech, higher education, health care, and a diversity of services. Over the past few years, civic and business leaders have reasserted the commonly held belief that a great city needs great schools. In order to achieve great schools, schools that serve all of our children and all of us, we need a deeply engaged community. This plan is emblematic of that core belief: the future we want for Manchester, a future where all of our residents enjoy opportunities to be their best selves, is dependent upon the performance of, and our support for, our public schools.

INTRODUCTION

Manchester Proud, a city-wide movement, working in close partnership with school district leadership and the Board of School Committee, has collaboratively developed this bold and comprehensive plan for the Manchester School District (MSD). Over the past two years, this collaboration has prioritized listening and learning, with over 5,000 members of our community coming forward to share their opinions and hopes for the future of our students and schools. These voices heard from throughout our city have provided the foundation for our work, and together with third party research, have led us to examine community partnerships, finance, governance, organizational effectiveness and teaching and learning within our district. This comprehensive qualitative and quantitative research has provided our community with a far clearer understanding of our district-both current assets and areas for further growth. Taken collectively, these efforts have served as critical inputs to inform the development of this 2020 plan for excellence and equity.

This plan is based squarely on the following three core concepts:

- Learning- this plan is a map to increase the focus on learning for students, educators and our system itself. Through the research, we identified assets to build from and barriers to mitigate that will enhance the learning experience for all.
- Ownership- this plan focuses on building greater ownership of learning for our students, families, educators, and community.
 Central to this is ensuring that each of these vital stakeholders has the ability to drive their own experience, with greater ownership of learning and assessment, and that Manchester becomes a community that counts learning and education for all among its most essential assets.
- All our kids- to ensure real equity for every learner in our system, we need to embrace the fact that each and every learner is a priority, for whom we have high expectations, a broad set of supports, and rich diversity of opportunities.

At the center of this plan is the vision of a successful graduate from MSD that emerged from robust community visioning. It is this graduate profile (which you can see in more detail on page 6) that provides the focus of our work moving forward. Every goal and every strategy seeks to improve our ability to realize this vision for each and every MSD learner, and/or mitigate barriers that are preventing us from doing that successfully.





Our Why: VISION

Our vision captures the future we seek to create for our students.

To provide a transformational learning experience and ensure that every MSD learner has high quality postsecondary options to attain a technical certificate, gainful employment, and/or a two-year or four-year degree.

MSD will increase the number of students achieving this outcome from 42% to 76% by 2023¹.

Our What: MISSION

Our mission explains our fundamental purpose as an organization.

MSD produces graduates who can demonstrate:

- · communication and collaboration skills;
- · critical thinking and problem solving;
- · a growth mindset and resilience/adaptability;
- \cdot an **equity** mindset and **cultural competency**/empathy;
- · the key work and life ready "basics" we need to succeed and thrive; and,
- · STEM/technology skills.

Through equitable access to high quality academic, social, and applied learning, students are ready to excel in college, careers, and life.

Our How: THEORY OF ACTION

Our theory of action describes the specific methods we will use to achieve our vision. Our driving aim is to realize our mission on behalf of every learner through the goals and strategies outlined in this plan. This is done through greater coherence of shared vision and mission, a more effective organization, and increased empowerment and collaboration between learners, educators and the broader community. Our theory of action is effectively captured by addressing what learning in our district is: equitable and inclusive; student-driven; engaging and relevant; civic, culturally, and digitally competent; and career and college focused.

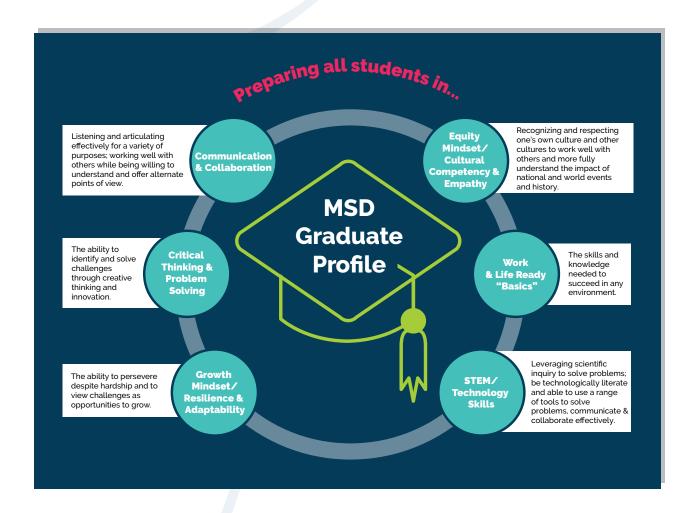
Our Ethos: CORE VALUES

Our core values drive our culture and answer the question, "How do we want to act in working to achieve our vision?"

As the adults in the system, we are prioritizing the following core values as the embodiment of how we want to act and what we believe in: student-centered; data-driven and accountable; equitable and inclusive; bold and innovative; and transparent and respectful.

¹As an overarching goal, this measure leverages New Hampshire's Career and College Readiness ESSA indicators, which you can review <u>at this link</u> and which are embedded within this plan's metrics as well.





This plan exists to **realize our vision**, **mitigate our key challenges** and **embody our core values**. It is our future story. It is our aspiration. It is supporting our efforts to "transform" rather than "reform." It strives to be both future-oriented **and** feasible. We see this plan as a new conversation with our community about the purpose of public education. Success of this plan is reliant on the continued, sustained, and enthusiastic community involvement that created it. At its heart, it is about our kids, our community, and our economy. This is not intended to be a static document but rather a dynamic tool. **Manchester kids, families, and the broader community deserve the best, and our plan strives to realize our fullest potential, to be excellent and to create new stories of audacious innovation.**





METHODOLOGY

We set out to uncover strengths and gaps in Manchester School District in the context of our driving research question: "What is currently enabling or inhibiting a transformational learning experience for all Manchester learners?"



Community Engagement Research

In our research, it was imperative to begin with a broad range of Manchester stakeholders, including students, families, community members, educators, business leaders, and more. From those who opt out of Manchester School District to those who have no school-age children to those who have multiple Manchester public school students, we wanted to hear from as many Manchester residents as possible. Reaching Higher NH led a robust community engagement effort over ten months, including neighborhood canvassing in all 12 city wards, a communitywide survey, interviews with all 22 principals, and in-depth community and school-based listening sessions, totaling 2,053 participants.

From the outset, it became clear that there are issues of trust, which proved to be one of the most important findings in this process. We also heard resounding concerns about funding (including the budget, staffing, class sizes, materials, and infrastructure) from the community. Families and students currently in the district expressed their desire to see equitable opportunities and experiences available for all students, especially those in special education, English learners, and students of color. The community at large saw two major assets in Manchester schools: the school staff and the diversity of the student population.

Quantitative and Qualitative Analysis

Through this process and the data that resulted, five categories of analysis emerged: community partnerships, finance, governance, organizational effectiveness, and teaching and learning. 2Revolutions launched a detailed secondary research process that looked at past and present efforts and initiatives to better inform future priorities. This was supported by additional rounds of interviews with central office leadership and staff, community and business leaders, as well as other stakeholders. We coupled our on-the-ground research with a national review of promising practices in each of the five

categories. We also identified a set of "analogous" districts -- school systems across the country that have similarly sized student populations and demographic makeup, and similar or higher need city indicators (such as the rate of violent crime, children in poverty and unemployment), yet have attained higher academic achievement and student outcomes by traditional measures than Manchester. We used these analogous districts for comparative analysis to understand successful practices for similar student populations. In addition, we analyzed select data sets from a small number of nearby New Hampshire districts to have local comparisons.

Community Planning Group

In February 2019, we launched our Community Planning Group (CPG). Through an open application process, members were selected by an independent committee of community leaders. This resulted in a representative group of 29 community members -- made up of educators, parents, students, school district leaders and administrators, business leaders, nonprofit and city representatives, and Manchester Proud Council members. This group steered the planning efforts with support from 2Revolutions. Throughout the year, they reviewed all the research and data collected, supported broader community input on the plan, and were the final decision-makers on all of the elements of this strategic plan. Ongoing engagement with their various stakeholder groups ensured that this plan is truly developed by and for the community. We also convened mini "Exploratory Planning Groups" with local experts in finance and governance, who were charged with taking a deeper dive into those two areas and proposing additional solutions for the Community Planning Group's consideration.

The Community Planning Group, as a representative body, worked to narrow a long list of preliminary strategies (called "hunches" through this process) to a core set of priorities



Then, they worked to get broader community feedback on the remaining strategies through a series of face-to-face sessions and voting forms available online (and translated into six languages) in late 2019. The discussions and feedback from the broader community (approximately 600 people shared their opinions) subsequently informed decisions on the final goals and strategies included in this plan.

Visioning

Before any strategy could be included in our plan, we needed a vision to help us guide all strategic decisions. What does our community think all kids need to know and be able to do in order to be successful after they leave our school system? What does learning look like in Manchester? What are the guiding values of the Manchester School District to realize this vision? What are the guiding values of our community that will ensure implementation?

To find out, we launched an inclusive process to co-create a vision for Manchester schools. We gathered input from over 3,500 Manchester residents - students, families, educators, senior citizens, business leaders, nonprofit workers, new Americans and more who generated a list of knowledge, skills, and dispositions they felt were essential to Manchester students' success. We ended up with our community's "Graduate Profile" -- the top ideas Manchester residents overwhelmingly identified as the key competencies for students to know and be able to do. These competencies are the essential elements that define the community's hope for MSD's mission.

LEARN MORE

Interested in learning more about our community engagement, research and what we uncovered in each of the five categories? Click through for more information.

Community Engagement Reports (by Reaching Higher NH)

- "I don't have kids in the schools, though": Canvassing Manchester's Residents on their City and Schools
- "I didn't know you did that. I do that, too": Findings from School-Based Listening Sessions and Interviews
- "Accountability as a community: We vs. Me!": Findings from Community-Based Listening Sessions and Interviews
- "My kids are more important than pride in the past": Findings from Manchester Proud's Community Survey Data

Secondary and Primary Research Findings (by 2Revolutions)

- Finance Current State & Finance Projections
- Governance
- · Teaching & Learning
- Organizational Effectiveness
- Community Partnerships





A GUIDE TO NAVIGATING THIS PLAN



Developing a Culture of Success

Consistently throughout our community engagement and broader research efforts, there was a focus on issues of culture, trust, and support within the district. At all levels and relationships, people expressed concerns about a culture of distrust within MSD. We seek to change that. Throughout this plan, you will see "Culture" Boost" icons next to strategies that aim to help build and support a culture of empowerment, engagement, trust, respect, and consideration. Shifts in culture are often the hardest to measure, but it is our hope that by intentionally tackling this issue through many approaches, we can help strengthen the culture we all need to ensure our students, educators, and employees grow and thrive.

A Focus on Equity

In each of the three core goals of the plan, you will see an "Equity Focus" that explores concretely how the goal supports a move towards greater equity for all learners. Throughout the planning process, equity has consistently been a critical lens because our task demands it - we cannot achieve a high quality system without an ongoing focus on equity. If our plan's aim is to support the success of every learner, then we must engage and hear the voices of the whole community, so that our plan is truly representative. In our research phase, we examined the structures, cultures and practices that inhibit best outcomes for all kids. Going beyond the representative body of the Community Planning Group, there is the recognition that deeper success of our community plan can be realized only with our ability to authentically engage the most marginalized communities. The Manchester

Inclusivity & Equity Committee was formed to enable a broader group of people from all backgrounds to share their voices and ideas for Manchester's public schools and the city more broadly. In addition to offering initial input on the plan, the committee's aim is to widen and deepen opportunities for meaningful, ongoing engagement of historically marginalized community members, to inform and support implementation of this plan over time, and ensure that we maintain the focus on equity and excellence for all learners.

Time

In order to be successful, certain strategies may take longer to implement than others, or may need careful sequencing, requiring them to fall before or after other strategies. Every strategy in this plan is mapped against the following time breakdown; we have used these icons to help guide your understanding of the order in which each strategy occurs. The timing that is identified signals when the effort begins; within a strategy, there may be sequencing over a longer period of time.



Now through September 2020

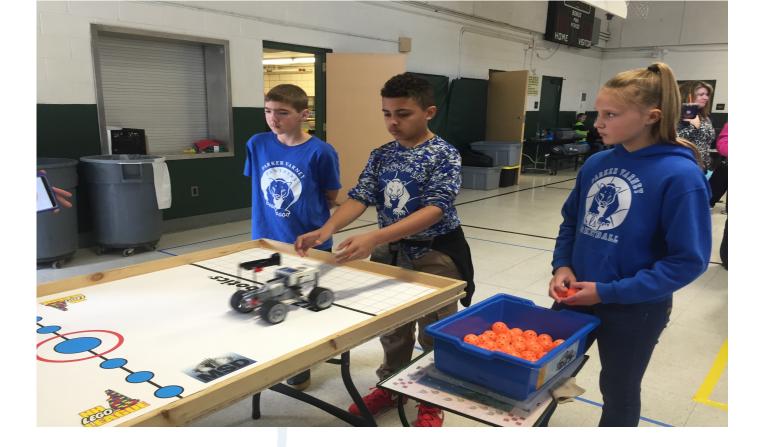


Next September 2020-March 2022



Future
Beyond
March 2022





Measures

Each of the three core goals (Grow Our Learners, Grow Our Educators, and Grow Our System) also feature a series of tangible measures to which our strategies are held accountable throughout this plan's implementation. Each measure, where appropriate, will be broken out by cohort (such as race/ethnicity, income level, English learner status) as well. You can find them at the end of each of the respective goal sections.

Action Plans

The MSD leadership team has created a series of high-level action plans mapped to each strategy, encompassing cost, time, key steps, and key roles. You can find these action plans at the end of the document in the appendix.

Glossary

Need help understanding a certain term used in this plan? Any word that is **bolded** is defined in our glossary, which you can find at the end of the document in the appendix or by clicking on the bolded word if you are viewing the plan electronically.







EQUITY FOCUS

Growing our Learners is focused on better engaging and meeting the needs of all of our learners. Strategy #1 focuses on more intentionally engaging students through project-based learning, which promotes greater equity and inclusion. Studies comparing learning outcomes for students taught via project-based learning (PBL) versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes toward learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009). PBL shows promise as a strategy for closing the achievement gap by engaging underperforming students (Boaler, 2002; Penuel & Means, 2000). Strategy #2 prioritizes moves to dismantle some of the structures that uphold inequities, such as leveling and discipline policies, in alignment with the existing work of the Equity Review Team and the Barr Foundation's grant to MSD for Planning for Postsecondary Success for All Students.



RESEARCH AND PRACTICE RATIONALE

Research shows that when students believe that they are valued for their perspectives and respected, they begin to develop a sense of ownership and attachment to their work and schooling (Mitra 2009). Similarly, when students have the ability to talk about their learning experiences and have those testimonials taken seriously, they can develop a stronger sense of membership, respect, self-worth and sense of agency or empowerment (Rudduck, Demetriou, and Pedder 2003). Research also shows that tracking students into levels based on perceived intelligence or motivation can be harmful to students and likely exacerbates existing motivational dispositions and intellectual capacities (Wantanabe 2008). Providing opportunities for choice, control and collaboration can help support increased academic achievement; students are far more likely to be motivated and engaged when they feel that they have a voice in how they learn(Toshalis and Nakkula 2012).

Strategy #1: Learning is Student-Centered and Student-Driven





The learning experience puts the student at the center - All students should learn through a range of student-centered approaches (workshop model, project-based, blended learning, extended learning opportunities, etc.) with clear rationale and supports provided for each. This strategy supports learners in realizing the graduate profile.

• Every learner has a personalized learning plan through which they can set learning goals and reflect on performance (promoting metacognition to better understand how they learn). Starting in 6th grade, this plan becomes a

Career/College Readiness Plan, that is supported by educators and guidance counselors as a student moves toward graduation, able to choose pathways to graduation based on their interests and passions and in alignment with the MSD Graduate Profile.

- Assessment is a shared process between student and educator; increasingly, students own the assessment process through self assessment, opportunities for peer feedback, student-led conferencing and portfolio defenses in grades 5, 8 and 12.
- Ensure high quality, applied learning through **project-based learning (PBL)** for every learner that integrates core content and work-study practices (communication, collaboration, creativity, critical thinking), as well as authentic, real-world problem solving.



Curriculum, Instruction and Assessment is Focused to Realize Our Community's Graduate Profile

- Move Further Toward a Competency-Based System
- Refine and use Competency
 Frameworks across the system to better support educators
- Support learners to show evidence of mastery, moving away from seat-time expectations
- Learning progressions provide clarity for learners and educators of what it means to move toward



- more expert understanding and demonstration of mastery of content knowledge and skills over time.
- Overhaul and Use MSD Grading Philosophy aligned with district vision- The existing Grading Philosophy Statement falls short of honoring core elements of **competency-based** learning. The goal is to revisit to provide an aligned and consistent approach to grading for learners, teachers and families.



Support and Maintain Essential Technologies - Because technology is a necessity to realize the shift to student-centered and student-driven learning, bring MSD infrastructure up to par with other leading districts and move toward a ratio of 1:2 high quality devices per learner over the period of this plan.

Strategy #2: Better Meet the Needs of Every Learner





Improve Graduation Requirements - Create a district policy that increases the graduation rate and preparation through a more rigorous set of requirements in alignment with MSD's Graduate Profile. Increase graduation requirements such as 4 years of Science, 4 years of Math and Community Service requirements.



Improve District Course Catalogue Move toward district-wide program of
studies with a focus on ensuring high
quality courses for a minimum of 15
students with an emphasis on content
that reflects the backgrounds and
lived experiences of our students.
Focus on this will reinvigorate courses
to be of higher quality, use staff more
efficiently, leverage community and
business partnerships for applied
learning, and rethink how course

competencies can be reorganized into one course for greater efficiency and impact.



Revisit Class Size Policy -

- Put policy in place to ensure grades K-4 have a maximum of 20 students per classroom so all learners get a strong foundation to their learning experience. The current average is 21 students/class across K-4; there is a need for approximately 12 additional teachers to reach class size goals.
- More efficiently schedule middle and high school courses to minimize class size and maximize instruction.
 Redoubling our efforts to follow existing policy, the minimum class size in high schools should be 15 to ensure a high quality experience for all learners and fiscal sustainability.



Put in place Multi-Tiered System of Supports (MTSS) system-wide - MTSS is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the "whole child." It is necessary to better understand current identification practice and do a meaningful capacity building push across the system, but with a clear focus on all educators in PreK-3 (happening currently in pockets across the district). Adopt an approach to student discipline, as part of this the MTSS approach, that embraces a policy of mediation and discussion-based approaches.





Enhance High Quality Guidance
Supports - Add a new
Comprehensive Guidance
Coordinator to better support all
learners by enhancing the supports
and training needed for guidance
counselors, liaise with a broad array
of community supports and formalize
higher education partnerships to
maximize dual credit opportunities
for MSD learners.



Dismantle Leveling - In order for MSD to meet the needs of all of its students, it is crucial that leveling is dismantled at middle and high schools. This entails changing policies that uphold leveling across the district and providing educators with comprehensive professional supports around differentiation in order to support all learners succeeding. Putting new graduation requirements in place, working to improve the course catalogue, and establishing an MTSS system, all work to support this critical shift.

Expand student access to high quality

out of school learning, including

Extended Learning Opportunities



Next



(ELOs) and after-school programming through work in the classroom, out of school and afterschool programming. Currently, access to these opportunities varies between schools, therefore making them inequitable. Community partnerships should be aligned across the district to help support all students receiving access to these opportunities - including the after school transportation that makes them possible by leveraging community and business partner support.

Additionally, provide more dual credit

postsecondary training with some

options for our learners so increasingly, they can begin

credits.







- This entails creating a coordinated system of care by scaling Community Schools or elements of the community schools model; leveraging the existing "hub and spoke" model to provide true wraparound supports; encouraging braided funding efforts and data sharing through the creation of an interagency agreement with community partners. This work is supported by the creation of a Director of Community Partnerships, which you can read more about in the "Growing Our System" section.



Grades 5-8 Restructuring - Approved in April 2018, the restructuring plan allows for a focus on vertically improving student learning with the following areas of focus: reducing class sizes at our elementary schools, implementation of a K-8 math curriculum, increased opportunities for rigor as evidenced by at least 60% of 8th graders successfully completing Algebra and achieving at least 4 high school credits. Parkside became a 5-8 school in Fall 2019, Southside will become a 5-8 in Fall 2021, and McLaughlin and HIllside will become 5-8 in Fall 2022.

Measures (Leading Indicators)

- Competent Students
 - Proficiency by 3rd grade (reading)
 - Growth on 8th grade ELA/Math/Science
 - Growth in SAT/ACT scores
 - Increase of on-time graduation rate
- Growth in # of Industry certifications and apprenticeships
- K-8 acceleration measures (earning HS credits in MS)
- Critical Thinking Students
 - Grades 8/12 gateway portfolio defenses
 - # dual enrollment/ % growth
 - Increase in #/% of multilingual students
- Safe and Healthy Students
 - Increase in attendance rates by building, grade span and system-wide
 - Decline in discipline incidents, suspensions, and expulsions
 - Measure of student engagement and school climate through student surveys on student-adult relationships and degrees of student ownership of their learning



GOAL #1 GROW **OUR LEARNERS**





EQUITY FOCUS

Growing our Educators focuses on supporting all staff to better meet the needs of all students in the district, through inclusive, equitable practices. Strategy #1 aims to build a more coherent, teacher-driven, actionable professional development system that can better support all students. Strategy #2 focuses on trainings, extended learning experiences and targeted supports to expand whole-child education in service of inclusion, as well as a focus on building educator knowledge and skill to improve their cultural competence and ability to support trauma more effectively.

RESEARCH AND PRACTICE RATIONALE

There is a strong research base squarely pointing to the efficacy of teachers as one of the biggest drivers of student success. Studies consistently show that the biggest school-related factors to student achievement are teachers (RAND Corporation 2019, 2012; Hill & Chin 2014). We know that the relationships between students and teachers



are important drivers for student success (Schieb and Karabenick 2011), and that students' life outcomes, as measured by earning potential, are directly impacted by the quality of their teachers (Hanushek 2011). In fact, the effects of teachers on student learning are not only quite high but are also cumulative and long-lasting. Just one teacher can impact a student's future learning for up to four years (McCaffrey et al. 2003), and potentially even after graduating. When students are taught by high quality teachers, they are more likely to attend college, have higher salaries upon entering the workforce and save more for retirement (Chetty et al. 2011). Student success is highly dependent upon effective educators both in and outside the classroom. In order to impact learning at scale, our educators need an improved approach to training and support. It is these adult learners who, when engaged, empowered and supported to learn differently, can leverage that experience to drive real and lasting transformation of student learning. High quality, personalized professional development, such as a mentoring program, is linked to increased teacher retention (Darling-Hammond et al. 2009). When teachers feel that they have opportunities for growth, their sense of efficacy and competency increases, making them more motivated to remain in their current position (Huang and Cho 2010). This represents a significant opportunity for systemic impact through a deep and focused investment in growing our educators.

Strategy #1: Transform Professional Learning and Support Structures

Ensure that all professional learning, while educator-driven, is in clear alignment with district vision and mission. Implement, with consistency, the district's aspirational plan for professional learning in alignment with the district's supervision and evaluation model. Professional development should be targeted and personalized to best meet the needs of the educators.



Staff Capacity Building to Meet Needs - Hire a Coordinator of Professional Learning and three network leaders and provide appropriate support throughout the district to ensure that there are coherent policies and all educators are effectively supported.



Implement a Coherent Network Strategy to Support Principals and Teachers - Develop three vertical networks based on feeder patterns/geographic proximity and support educators with dedicated coaching and support.

- Provide dedicated leadership coaching for principals to build their capacity as instructional leaders and support them in more effectively leading their teams. Coaching will build capacity to advance equity and agency within their schools. This should be anchored to a Problem of Practice methodology against district vision.
- Improve PLC (professional learning communities) structure to ensure high quality, supportive learning communities are in place in every school. Work toward evidence-based presentations of learning as a way to demonstrate growth. Increase self assessment, peer observation and collaboration around goal setting to improve professional practice, while ensuring that feedback is concrete, actionable, and anchored to moving toward the district vision and supporting the MSD Graduate Profile
- Develop teacher supports in Math, ELA and student-centered learning. Network managers ensure that PLCs

provide dedicated on-demand teacher coaching and support rigorous, professional learning based on unique teacher needs to realize the vision. Under leadership of the Chief Academic Officer, there will be the opportunity to leverage building-based reading and math specialists more broadly in service of needs across the network.



Provide more time for educator learning and support - Build in additional Professional Development (PD) days to teacher contract. Actively explore the development of early starts or late dismissals one day a week for Professional Learning Communities (PLCs).



Develop better tools to support educator development - Ensure that educators are more effectively supported and evaluated using tools that accurately measure student-centered instruction and assessment, with a focus on self, peer, and supervisor assessment.

- Develop a simple, non-evaluative walk-through tool with clear look-fors for coaching and support of teaching and learning.
- Investigate and adopt more studentcentered evaluation tools, building from, but going deeper than, existing evaluation frameworks.

Strategy #2: Provide Training to Support Educators in Realizing Student-centered Instruction and Assessment



Support all educators with deep training for student-centered learning-MSD educators should leverage a range of student-centered pedagogic



GOAL #2 GROW OUR EDUCATORS approaches - (workshop model, project-based, blended learning, ELOs, etc.) with clear rationale and supports provided for each, all anchored to the vision. The goal is not to "choose one" but to raise awareness around what high quality instruction looks like in each approach, and support educators to know and be able to do each in different contexts, in order to meet and support all students' needs, and heighten student engagement and ownership of their learning.

- Educators can leverage new district supports through Kagan Structures, research-based instructional strategies that have a track record of improving academic achievement and social outcomes.
- Ensure that educators have a variety of learning opportunities available such as microcredentials/graduate credit options focused on designing and facilitating PBL, student-driven assessment, portfolio defenses and integrating NH Work Study practices into core content.



Develop a cadre of teacher leaders

- Design and launch an educator learning center that is the hub of teacher/leader learning with a focus on building a set of credentialed teacher leaders able to lead dedicated professional learning days and actively lead



GOAL #2 GROW OUR EDUCATORS and support PLCs over time.
Educators who can demonstrate
mastery will have opportunities for
leadership roles and special
assignments, ensuring that teachers
stay in the classroom while
expanding their skill set and impact.
Over time, this will keep professional
development funds in the district to
reinvest in our educators.



Support culturally responsive teaching and cultural competence district-wide - Provide cultural competency training for all educators, administrators and support staff in the district, with additional focus on issues of diversity, equity and inclusion in education, to support a more welcoming, understanding, and supportive teaching environment.



Support trauma-informed teaching & learning - Scale existing "bright spot" practices with district-wide staff trainings and supportive practices, with a focus on making trauma-sensitive and trauma-informed approaches more systemic; this relies upon deep community partnerships in order to be successful.

Measures (Leading Indicators)

- Survey/growth measures for principals
- Survey/growth measures for educators
 - % of teachers working in collaboration (self-reported)
 - % of teachers reporting growth in PBL (self-reported)
- % of teachers engaged in more student-centered practices (self-reported)
- # of staff trained in trauma-sensitive practices/ % of overall staff with goal of all student-facing staff
- # of staff trained in cultural competence/% of overall staff with goal of all district staff
- # of teachers reporting higher quality PD
- All teachers move toward evidence-based presentations of learning





EQUITY FOCUS

Growing our System focuses on the structures and practices that break down barriers to a truly equitable and inclusive school district. Beyond a direct and targeted approach to making equity a systems priority (Strategy #3), this includes in particular a growing emphasis on organizational improvements (Strategy#4) that will help to build the foundations to support the diversity, equity and inclusion work going forward, as well as the importance of high quality, systemized community partnerships (Strategy #5).

RESEARCH AND PRACTICE RATIONALE

A successful district is only as strong as its systems. This includes everything from the culture and tone set by school board and district leadership, to the organizational effectiveness of structures and policies that can help all employees work better in service of all learners. From a governance perspective, we know that districts that are more successful in student outcomes have board members who assign high priority to improving student learning (Fordham 2014). Furthermore, emerging research suggests



that improving student achievement across a district will only occur under leaders who are collaborative rather than confrontational and know how to use politics to bring about change (EWA 2003). School boards that work as a united team, have strong shared values, a collaborative relationship with staff and the community, and align and sustain resources are more effective at increasing and supporting student achievement (Center for Public Education 2011). We also know that the community is a key driver for organizational effectiveness (Sanders 2016) and that impactful continuous improvement is only possible through strengthened leadership and sustained community partnerships (Strive Together 2017).

Strategy #1: Focus on Fiscal Sustainability



Explore Opportunities for Savings

- Map Teacher Placement to Enrollment and Student Need -Adjust staffing levels to be in line with district enrollment and more equitably distributed across the system. To do this, we will need to limit educator hiring, temporarily not replace educators that retire or leave the district, and instead make more rational placements based on student needs and building demands. Clear policies and policy enforcement on class size minimums and maximums at all grade levels will have a favorable impact on this issue.
- Targeted Capacity Building in Special Education (SPED) Identification Practices Offer a targeted set of professional development for educators in PreK-3 around special education identification to provide them with supports to better meet the needs of all children, and to better understand other options beyond SPED identification to avoid the over-identification of students.

This recommendation will work in tandem with the implementation of a system-wide Multi-tiered System of Support to ensure that whether identified or not, there is a comprehensive support system for every learner.



Explore Opportunities for New Revenue

- Develop Magnet Schools: Provide greater choice and specialization within MSD schools as a way toward stabilizing enrollment and attracting charter, home school and possibly suburban families back into the district. Begin planning dual language programming at the elementary/middle level and innovative magnet approaches in high schools including expanding on CTE (Career and Technical Education), and exploring arts, STEM, and alternative school models.
- Expand Successful Revenue *Generating Programming:* Support revenue-generating, successful programming by removing barriers to scale. Specifically, this entails increasing the capacity of Manchester School of Technoloy's (MST) CTE program to increase enrollment from sending towns by creating additional space at Memorial High School. Additionally, explore opportunities for paid Pre-k seats and utilization of MSD facilities for mixed use.





Showcase innovation and excellence - Support a storytelling initaitive that focuses on documenting and promoting positive stories of students, educators and staff achievement/learning to attract and retain learners through print, audio, video and social media campaigns.



Strategy #2: Strengthen BOSC Governance



Improve Board of School Committee



(BOSC) Working Culture

- Formally Adopt a Kids First Governance Policy- Ensure alignment of BOSC policies with MSD's future-facing vision, and create specific and aligned metrics and outcomes for each school year.
- Support a More Effective BOSC
- Invest in a high quality, repeating coach for the board focusing on role, structure and decorum re-establish BOSC as a policy board, not a management board, and clearly determine how that manifests itself through targeted coaching that 1) sets an expectation for the role of board leadership to rise above the fray and maintain decorum and disciplined focus on the vision and 2) resets BOSC norms, with clear mechanisms for holding each other accountable to them.
- Strengthen Ties Between BOSC, Schools, and Board of Mayor and Aldermen (BOMA) -Promote greater understanding and build deeper relationships between schools, BOSC and BOMA through a series of regularly scheduled school visits and interactions: implement a program of routine engagement.
- Transparently Evaluate Superintendent and BOSC Leadership - Anchor job performance to clear metrics of success that are public.

Build More Efficient and Effective Structures



- Increase BOSC Meeting Efficiency -To support time management and greater efficiency, shift the BOSC meeting structure to one meeting/month for business ("committee of the whole" structure) and one meeting/month that contains public comment. Eliminate BOSC interviews of all director and principal candidates; make this the responsibility of the Superintendent as this is a management function, not a policy function. Additionally, formally ensure that the BOSC is using a consent agenda.
- Simplify BOSC Committees Utilize either the full board or just one committee for approval of grants, rather than engaging various subcommittees plus the full board, and increase the contract/grant approval limit and allow central office to handle grants below this larger limit. Merge/consolidate standing committees and move to "on demand" structure (committees are created as needed for specific reasons and dissolved after final report).
- Proposed City Charter Shifts to More Effective/Less Politicized BOSC
- Consider merging wards or dividing the city into larger districts; or moving to at-large entirely with the aim of lowering the number of BOSC members.

- Stagger BOSC Elections and Lengthen Terms- Increase term length of BOSC members to three to four years, and stagger elections to ensure that the full BOSC is not up for election at one time.
- Shift Away from Mayoral Chair of BOSC- This entails removing the mayoral role completely from their ex-officio position as BOSC chair.
- Elect Student to BOSC with Voting Rights- Give the BOSC student representatives voting rights (except for issues regarding personnel or other HR matters) to reflect a growing national trend toward elevating student voice. (Currently, some ambiguity remains around impediments to implementation which will be resolved as part of this effort.)

A Note on the Tax Cap - During our two years of community engagement and planning, the Tax Cap, which limits tax revenues and school expenditures, has been a frequent topic of discussion. More broadly, school funding was among the top concerns expressed by many in our community. We recognize that the Tax Cap has consequences of great interest to Manchester's residents and requires further, open and objective consideration before positions are taken. With this in mind we have intentionally not linked our plan to a change in the Tax Cap.



Strategy #3: Make Equity a Systems Priority

Throughout this plan, there is a focus on diversity, equity and inclusion. Each of the core goals has an equity focus that highlights

strategies as they directly relate to learners, educators and the broader system. We share below systems-level strategies to help ensure students and families are equipped with the tools and resources they need to advocate for themselves and hold MSD accountable to greater diversity, equity and inclusion across the system.



Hire an Equity Director to Oversee Alignment of All Equity Work - This role prioritizes the district's focus on issues of Diversity, Equity and Inclusion (DEI). This is a cross-cutting role that will support work across the entire organization. The Director would work to coordinate multiple coherent streams of DEI work across the system including aligned professional development, curricular support, disciplinary actions, hiring and retention of people from diverse backgrounds throughout MSD, and systems improvement, as well as grant-funded projects. A key focus would be to adopt tools, resources, and concepts within MSD that bring an equity lens.



Create an Equity Dashboard - To ensure transparency and promote alignment, each department will have an annual diversity, equity, and inclusion goal and a public report on progress, highlighting the important disparities in the metrics described in this report and others. As part of the dashboard, departments will set a diversity goal to increase representation in the school district, so the adults in our buildings,



including educators and administrators, increasingly mirror the diversity and capabilities of our student population.



Revisit Assessment Policies and Practices Systemwide - There is a need to analyze and adjust assessment policies that create barriers for certain learners (based on implicit cultural biases or structures such as frequency of testing).



Partner with the Manchester Inclusivity and Equity Committee -In partnership with the Manchester Inclusivity and Equity Committee, MSD will seek feedback, information, and perspectives from historically marginalized community members to improve the district's work in an ongoing way such that students from historically marginalized communities are able to achieve their aspirations for success. The district also will share data, policies, announcements, and updates on progress with community members who often are marginalized, enabling them to engage with the district in even more effective ways.

Strategy #4: Work Smarter, Not Harder



Use 21st Century Systems (payroll, HR, learning management system) with appropriate training - Understand the full capacity of each system and how they can work together in order to identify key gaps and areas for improvement, and purchase additional trainings and services to help streamline and automate tasks.



Develop a Needs-Based
Organizational Chart - Develop an
organizational chart reflective of the
needs to realize the vision.

Have a clearer definition of roles and responsibilities - define competencies for each role that are clear and transparent and ensure that evaluation/support system maps to those competencies.

Strategy #5: Make our Community Partnerships Systemic



Hire a Director of Community
Partnerships - MSD directly
coordinates and liaises community
partnerships on behalf of schools.
Hiring a director at the central office
will promote greater effectiveness,
efficiency and equity through
coordinating a system of all schools
and community partners, including
youth serving nonprofits, businesses,
cultural organizations, and the
Manchester Inclusivity and Equity
Committee.





Scale ABC Early Warning Indicators
Model - Targeted tracking of a
student's attendance, behavior and
course completion (ABC) are among
the strongest correlates to an
on-time graduation. The District is
seeing positive results from both
current and pilot Early Warning
Indicator (ABC) focused programs to
track this data to intervene earlier
and in more targeted ways with
students who are at-risk for falling off
track. These results strongly support
scaling up the use of this model by
expanding partnerships with local



GOAL#3 GROW OUR SYSTEM youth serving agencies to support student success.



Develop one Manchester Schools Foundation - Create a separate foundation, independent of the district, with a community-led board of directors that have sole authority over these private funds. This could also entail better integration of alumni funding streams with existing school funds.





Establish Community Information Hubs for More Inclusive, Accessible Communications - Create more avenues and methods of communication between the district and families by ensuring district communications are shared where families/students frequently congregate, and leverage community partnerships to support culturally sensitive communication needs for multilingual families. Create a Community Connection Committee to promote services and events, and, in partnership with the committee, launch a website or app that helps families (particularly those from underrepresented groups), educators, and guidance counselors navigate youth-serving organizations. In addition, host a district-wide event annually with community partners and invite teachers, students, and families to come learn about available assets and opportunities.



Scale Postsecondary
Coaching/Mentorship Partnership Create a dedicated support for every
middle and high school student
(grades 7-12) in the district through a
range of partnerships with high
quality organizations in Manchester
that focus and bring real expertise
and proven success supporting
adolescents in understanding and
making choices for improved
postsecondary outcomes.



City-wide Focus on Student Safety The District Safety Team, consisting of
school, district and community partners
will continue to plan, practice and
implement a comprehensive school
safety plan with a unified approach.

Measures (Leading Indicators)

- Healthier finances as evidenced by balanced budgets, increases in student enrollment (program and full students), decreases in % of identified SPED %
- More effective and efficient BOSC as evidenced by family and staff climate surveys, BOSC self assessment
- % change in reported incidents of bias/exclusion and bullying
- Improvement in culture of trust as evidenced by employee culture and climate surveys
- Data sharing agreement signed and leveraged effectively with external partners
- Increase in network of partnerships with organizations and businesses, and more equitable distribution of partnership funds and collaboration across system





THE FUTURE OF MANCHESTER PROUD

The work of Manchester Proud has been guided by two core beliefs:

- 1. Our public schools impact the lives of everyone in our city, and our future is tied to their performance and reputation.
- 2. Communities that make and sustain high performing schools understand that in the 21st century, great schools are the responsibility of all residents, requiring deep and meaningful community engagement.

The creation of this plan represents an important milestone for our city. It is offered as a powerful tool for our Board of School Commitee's use as they lead us in the making of great schools. Manchester Proud intends to continue to be here as a willing and able partner, monitoring the progress of plan implementation and building ever greater community support for our kids and schools.





APPENDICES

Glossary of Terms

Blended Learning

The practice of using a combination of in-person instruction and online learning experiences for students.

Braided Funding

A process of bringing multiple, separate funding streams together in coordination in order to fund a common idea or initiative.

Community Schools

A model where the school becomes a community hub (for all residents, not just those with students) and builds deep local partnerships in health and support services to assist families. In Manchester, community schools currently exist at Bakersville, Beech Street, and Gossler Park Elementary Schools.

Competency-Based Learning

Systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education, and ensures that students advance only when ready.

Cultural Competence

Having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families.

Cultural Responsiveness or Culturally Responsive Teaching

Culturally responsive teaching is how instructional staff, and schools, demonstrate—or implement—their cultural

competence; using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through students' strengths.

Data Sharing

Securely and safely sharing student data between youth-serving agencies and the school district with parental approval.

Equity

In education, the term equity refers to the principle of fairness. While it is often used interchangeably with the related principle of equality, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes.

Extended Learning Opportunities

Learning that takes place outside of the classroom - often before or after school, including internships, apprenticeships, community service opportunities, or other community-led programming.

Learning Management System

District-wide software used to track and manage student data. In Manchester, we use <u>Aspen</u>.

Learning Progressions

The purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels.

Leveling

In Manchester, a system whereby students are tracked and categorized into one of four academic levels. Historically, there has been little to no movement between levels once a student is placed. Research shows that ending leveling has a positive impact on all learners.

Magnet Schools

A public school that specializes its instruction and course offerings to certain topics or themes, such as languages, the arts, or science/technology. Often used as a way to attract students.

Metacognition

Awareness and understanding of how one learns.

Multi-Tiered System of Supports (MTSS)

MTSS is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the "whole child." The MTSS framework offers school districts a coordinated strategic approach that consists of 1) a school wide system of evidence-based academic and behavioral practices for all students, 2) a targeted system of practices for youth who need additional support, and 3) a tertiary system of intensive and individualized interventions for students with the greatest academic behavioral needs. The framework does not prescribe a particular strategy or curriculum for school districts, but rather offers the ability to choose what works for their own communities.

Personalized Learning Plan

A unique set of goals for each student that is aligned to the graduate profile and the student's needs.

Project-Based (or Workshop-Model) Learning

A model of instruction that engages students in using their knowledge and skills in a way that prepares them for real life; students master core academic content, while learning how to think critically, collaborate, communicate effectively, direct their own learning, and believe in themselves through applying their learning to real-world situations and concepts.

Portfolio Defenses

A way of assessing student knowledge and growth where students curate a selection of their work as evidence that they have achieved certain outcomes, presented in front of a group of assessors (often including teachers and parents together).

Student-centered Learning

Methods of instruction that are intended to address the distinct learning needs, interests, and cultural backgrounds of students.

Trauma-informed / Trauma-sensitive

Trauma-informed practices recognize the signs and symptoms of trauma in students and responds by fully integrating knowledge about trauma into policies and practices while seeking to actively resist re-traumatization in students. Trauma-sensitive schooling focuses on a "whole-school" approach and seeks to address student needs in holistic ways, support all students to feel safe, and explicitly connect students to the school community.



Action Plans

These action plans were prepared by the MSD Executive Team. The costs associated with these action plans are preliminary numbers for order-of-magnitude budgeting only and are based on 2020 dollars.

Strategy	Cost	Time	Key Steps	Owner(s)			
Growing Our Learners							
Strate	egy #1 - Learr	ning is Stu	dent-Centered and Student-Drive	n			
Learning Experience Puts the Student at the Center	Science \$600,000 Social Studies \$550,000 \$50,000 for Unified Arts Additional costs are reflected in Growing Our Educators	Next	Develop draft Personalized Learning Plan to prototype Develop detailed professional learning strategy to support student-lead assessment and high quality applied learning Support curriculum adoption: working collaboratively with committees, adopt NGSS, C3, and Unified Arts standards that have been adopted by the state and Science directly impact our assessment data Continue with curriculum review and program adoption cycle	Amy Allen			
Move Further Toward a Competency- Based System	\$75,000	Next	Review current competencies and learning progressions with a focus on refining/improving Align current work at MST, West and other schools to create a true competency-based system. Provide PD to schools and leaders on creating the competency culture. Workgroup produces updated MSD Grading Philosophy Communication engagement strategy with families	Amy Allen			

Strategy	Cost	Time	Key Steps	Owner(s)
Support & Maintain Essential Technologies	FY21 \$548,000 in hardware & software \$408,000 infrastructur e improvemen ts (80% paid by e-rate) FY22 \$100,000	Now	Develop RFPs Select vendor and project management Provide training and support	Stephen Cross
	Strategy #2 -	Better Me	eet the Needs of Every Learner	
Improve Graduation Requirements	No additional cost	Now	Convene multi-stakeholder workgroup to study issue and propose updated requirements Workgroup bring recommendation to BOSC for updated policy	Amy Allen
Improve District Course Catalog	No additional cost	Now	Continue workgroup efforts to move to common Program of Study	Amy Allen & Jenn Gillis
Revisit Class Size Policy	\$720,000	Next	Develop formal policy recommendation for BOSC approval Implement alongside 5-8 restructuring	John Goldhardt & Amy Allen
Put in place Multi-Tiered System of Supports (MTSS) system-wide	\$450,000	Now	Hire MTSS Coordinator Hire Coaches for Each Network Develop PD Plan to support the work within each school	Mary Steady

Strategy	Cost	Time	Key Steps	Owner(s)
Enhance High Quality Guidance Supports	\$125,000/ year	Next	Develop job description for Director of Comprehensive Student Supports Address contract needs unique to counselors Train & Ongoing Support for Guidance Counselors	Mary Steady
Dismantle Leveling	No additional funds needed	Next	New grad requirements in place Course Catalog work MTSS in place Targeted PD @HS to support better differentiation	Amy Allen & Mary Steady
Expand student access to high quality out of school learning, both in and after school	\$330,000 FY21 \$70,000 FY22 \$130,000 FY23 \$130,000 Additional HS ELO coordinator- \$60k for FY21 Add MS ELO Coordinator for FY22 \$60k Transport- \$10k/year	Now	Program audit to assess out of school options and support needs for ES, MS, HS learners Work with community partners to ensure systemic push to match all schools to high quality afterschool opportunities; align with additional transportation Post and hire additional ELO coordinator Develop communications and engagement strategy to ensure families have an understanding of choices and process	Jenn Gillis

Strategy	Cost	Time	Key Steps	Owner(s)
Create Better Wraparound Supports	\$50,000/ year	Now	Program audit to assess out of school options and support needs for ES, MS, HS learners Integrate with Early Warning Indicators Initiative Launch Community Calendar and Resource Guide New Community Partnership Position helps oversee (see Goal #3, Strategy #6)	Jenn Gillis & Mary Steady
5-8 Restructuring	\$1.2M for capital work in (Hillside, McLaughlin) buildings Personnel FY22 (\$958,000) FY23 (\$1,9M)	Next	Training on middle school model (NELMS, AMLE, NASB)	John Goldhardt & Amy Allen
	(Growing	Our Educators	
Strategy	#1 - Transfori	m Profess	ional Learning and Support Struct	ures
Staff Capacity Building to Meet Needs Implement a Coherent Network Strategy to Support Principals and Teachers	\$420,000/ year 3 Network Directors PD Coordinator	Now	Develop new network strategy, with a focus on analyzing use of Title and Grant funds to ensure most effective and efficient use of resources Hire and train Network Directors and Professional Development Coordinator Assess capacity across network specialists to ensure high quality ELA, Math and student- centered learning specialists available to Deploy district team and school-based specialists to address network-wide needs	Amy Allen & Mary Steady

Strategy	Cost	Time	Key Steps	Owner(s)
Provide more time for educator learning and support	Additional cost assumed in FY20	Next	MEA agreement to use one-time funds from FY20 to add three additional PD days to contract. PD must align with Strategic Plan goals.	John Goldhardt & Amy Allen
			Explore plan to allow for early release or late start once a week for PLC collaboration in all schools.	
Develop better tools (evaluation & walk-thru) to support educator development	\$40,000	Next	Take Danielson and update in alignment with new MSD vision and focus on student-centered and applied learning	Amy Allen
de retepment			Develop corresponding coaching tool	
			Identify an online tool to support and integrate the experience for staff, coaches, supervisors	
			PD around observations and quality feedback	
Strategy #2 - Pi			oort Educators in Realizing Student and Assessment	t-Centered
Support all educators with	\$250,000/ year	Now	Implement Kagan Training	Amy Allen
deep training for student- centered learning	year		Identify additional high quality supports focused on building educator capacity for instruction and assessment	
Develop a cadre of teacher-	\$200,000 (one-time)	Next	Develop an RFP to identify a partner to support this effort.	Amy Allen
leaders			Identify learning pathways for educators, with clear progressions (in alignment with coaching tool and updated evaluation instrument).	
			Develop a learning center that is the hub of educator learning with clear opportunities to demonstrate mastery for micro-credential and/or graduate credit	

Strategy	Cost	Time	Key Steps	Owner(s)
Support culturally responsive teaching and cultural competence district-wide	\$25,000	Next	Identify partner to support district with annual trainings system-wide - 1) focused on culturally responsive teaching for all educators and administrators; 2) cultural competence for all district staff Align educator training with network strategy and supports Ensure that new evaluation and coaching tool supports culturally responsive teaching	Amy Allen & Mary Steady
Support trauma- informed teaching & learning	\$10,000	Next	Develop annual training system-wide Align with MTSS as delivery and support Develop a strategy for secondary trauma training	Amy Allen & Mary Steady
		Growin	g Our System	
	Strategy	#1 - Focu	s on Fiscal Sustainability	
Map Teacher Placement to Enrollment and Student Need	Over time, this represents a meaningful cost savings	Next	Develop a cross-functional workgroup to analyze placement against student enrollment & needs Make recommendations for staffing shifts and work collaboratively with MEA	John Goldhardt & Jenn Gillis & Karen DeFrancis
Targeted Capacity Building in SPED Identification Practices	\$200,000 Over time, this can reduce our SPED identificatio n, bringing down overall costs	Next	MTSS/RTI model for Pre-K (2 dedicated teachers) MTSS for K-3 Develop a strategy for training plan	Mary Steady

Strategy	Cost	Time	Key Steps	Owner(s)
Explore Magnet Schools	\$250,000 to support design (one-time) Represents an opportunity to stabilize enrollment, and over time, attract new students which generates revenue	Next	Study location & topics (alternative, dual language elementary, high school magnets) Explore state aid supports Identify design partner to facilitate design and early implementation supports Integrate Director of Community Partnerships role as a key partner in the effort	John Goldhardt & Amy Allen
Expand Successful Revenue Generating Programming	Opportunity to generate revenue over time	Next	Develop a workgroup of MSD & Manchester Proud to further consider revenue generating options using school buildings Actively pursue scaling MST CTE student recruitment Study paid PreK as a longer term option	John Goldhardt & Amy Allen & Karen DeFrancis
Showcase innovation and excellence	\$100,000	Now	Hire new Communications role Develop a communications plan to highlight innovation and excellence of our students, educators, leaders and staff	John Goldhardt

Strategy #2 - Strengthen Board Governance

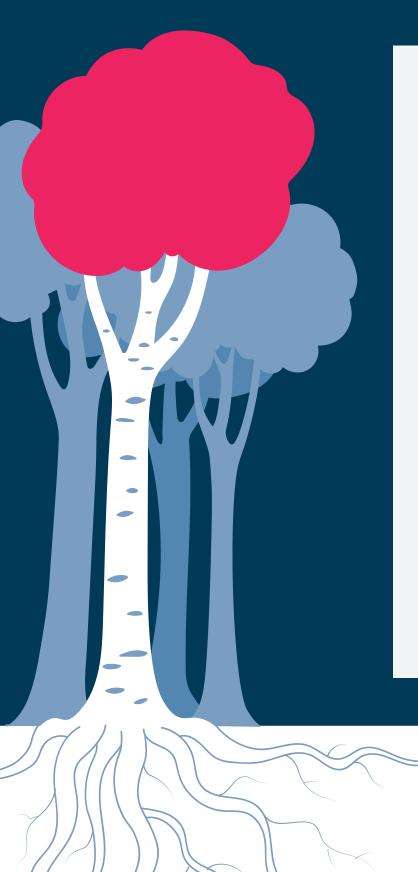
The strategies in this section, as they pertain directly to the ways in which the Board operates, require action plans built out by BOSC members themselves.

Strategy #3 - Make Equity a Systems Priority

Strategy	Cost	Time	Key Steps	Owner(s)
Hire an Equity Director to Oversee Alignment of All Equity Work	\$150,000	Next	Develop a job description and seek philanthropic support for this role Hire and onboard new role, that sits within one department but is set up to work cross-functionally across MSD	Mary Steady
Create an Equity Dashboard Partner with the Manchester IEC	No additional costs	Next	Develop tech-enabled tool to transparently track and manage goals Ensure communication strategy engages internal and external stakeholders regularly and transparently Director sets up partnership with Manchester IEC for success	Mary Steady
Revisit Assessment Policies & Practice Systemwide	No additional costs	Next	Audit assessment policies and practices system-wide with goal of recommended policy changes Practice shifts supported with PD through Goal 2, Strategy 2-Support all educators with deep training for student- centered learning & Support culturally responsive teaching	Amy Allen & Mary Steady
	Strateg	y #4 - Wo	ork Smarter, Not Harder	
Use 21st Century Systems	Software solutions- \$80,000/ye ar (likely cost neutral with exception of one-time installation/training support) \$90,000 (for Talent Acquisition Manager)	Next	Streamline HR & payroll process into one system for onboarding (MUNIS). ESS: Employee Self Serve. Utilize the MUNIS system to record staff absence across the district to monitor trends Develop a district-wide substitute teacher system to deploy coverage where there is greatest need Put in place system-wide staff training	Karen DeFrancis & Stephen Cross

Strategy	Cost	Time	Key Steps	Owner(s)
Develop a Needs-Based Organizational Chart	\$50,000 (one-time)	Now	Ensure that draft needs based organizational chart has fully defined roles, responsibilities Develop competencies against all roles to allow for more rigorous evaluation/support system	John Goldhardt & Karen DeFrancis
Str	ategy #5 - Ma	ake Our C	ommunity Partnerships Systemic	
Hire a Director of Community Partnerships	\$100,000 +/-	Next	Develop draft job description with clear responsibilities and competencies Develop a multi-stakeholder group to manage selection process Onboard and ensure that the role is effectively integrated into MSD	John Goldhardt & Jenn Gillis
Scale ABC Early Warning Indicators Model	\$75,000 Coordinator (Gear Up probable funding source)	Now	Pilot the Truancy focus Based on learning, plan for the following year including staff and guidance training Hire a dedicated coordinator to oversee the work Integrate effort with MTSS work Develop community awareness campaign	Jenn Gillis
Develop One Manchester Schools Foundation	No additional cost	Future	Develop a multi-stakeholder group to explore the development of a foundation	John Goldhardt

Strategy	Cost	Time	Key Steps	Owner(s)
Establish Community Information Hubs	No additional costs at this time	Future	Director of Community Partnerships works with multi-stakeholder workgroup to investigate how to improve communication and engagement with families and the broader community Explore development of bilingual liaisons for each network to engage families and welcome/ support transitioning families	Jenn Gillis
Scale Postsecondary Coaching/ Mentorship	No additional costs at this time	Future	Working with Guidance Coordinator and Community Partners, assess the nature, quality and coverage of postsecondary coaching and mentorship for all students in grades 7-12 Present a recommendation for a fully priced out support model that ensures all learners get the postsecondary coaching/support they need from middle school through high school Formalize partnerships	Jenn Gillis & Mary Steady
School Safety Plan	TBD (FEMA and State \$\$ are likely funding source)	Next	Identify costs of technology that can assist (notification and response) Develop comprehensive training plan Community Awareness and push of resources Citywide functional training FEMA Team training at the district level - look for train the trainer options Look for tech option for housing the EOP Link to SEL work	Jenn Gillis



SPECIAL THANKS TO OUR PARTNERS



Founded in 2008 as a mission-driven organization, 2Revolutions is a national education design lab that designs, launches and supports Future of Learning models and systems. We build capacity to transform – by building schools, building systems and helping to build the field. Specifically, we work with a range of forward-thinking school, district/community and state partners to help them transform toward their Future of Learning. We are compelled by a single insight: change occurs through people. We use the design process to help communities develop their own solutions, then we provide knowledge and experience as we help support them through the change process.



Reaching Higher New Hampshire's mission is to foster support for high standards in all of our public schools, giving all New Hampshire children the opportunity to prepare for college, for immediate careers, and for the challenges and opportunities of life in the 21st Century. RHNH serves as a nonpartisan 501c3 public education policy and community engagement resource for New Hampshire students, families, educators, and elected officials.