Success Story

Manchester School District

The Manchester School District is an alliance district in Connecticut that receives additional funding to improve student achievement. The MSD in 2014 partnered with FMS to meet its goal of closing the achievement gap for students of color and providing a personalized learning approach for all students to be successful in today global economy.

Challenges

How do you get an entire district to focus on a specific goals and outcomes as opposed to a large number dispirit initiatives without clear measurements. How do you change the behavior of your administrators to be focused on goals and outcomes?

Solutions

The superintendent committed to the personalization of leadership development for all administrators. This effort ensures that personalized learning is grounded in the adults’ improvement and sustainable for long term success.

An additional benefit of the leadership work is the connection to diversity work for administrators to connect the use of Kirtman’s leadership competencies and the WPI to leading as a person of color.

After three years Manchester now has every administrator complete the research based Workplace Personality Inventory and also receive individual coaching on improving leadership to obtain desired results for students. In addition, every department and school has used the WPI to build high performing teams.

Results

The results are strong with a total commitment by each administrator to a written leadership plan that drives their evaluation. School Improvement plans are results driven for students with a segment on adult development. As Matt Geary, Superintendent stated, “FMS has been mindful of bringing the work back to what we want to accomplish in MPS: *closing the achievement gap*. The Leadership Improvement Plans developed with each team member were intended to improve individual work toward that larger results goal.”

Now all departments are involved and working on their improvement strategies. The business office, building and grounds, office support personnel, information technology all are engaged in leadership and team building. They are also involved in work to become better at customer services and becoming a service center to the schools.

The district has also used foundation funds to support communities of practice for elementary, secondary, and central office with a district wide assistant principal group just beginning.

The achievement gap is closing significantly and the test scores in the district have improved. However, with a true results culture improvement is not enough. The district is now working with FMS on teachers’ leadership, a more motivating teacher evaluation process, and establishing results cultures in schools.