



**WINDHAM PUBLIC SCHOOLS
DISTRICT IMPROVEMENT PLAN**

2017-2020



The District Improvement Plan Planning Process and Requirements

The Windham School District has an operating budget of \$49,211,740 for a school district with approximately 2983 students and seven schools covering enrollment from pre-K to grade 12. The school system is governed by a five (5) member School Board which is focused on making the Windham School District a 21st century school system. The Windham School District offers a comprehensive education for its children that includes; expanded school year programs, enrichment programs, advanced studies, practical learning experiences, a commitment to a digital learning environment, and a rich program of studies. The Windham School District regards itself as a place of excellence where all children are able to achieve at their full potential. Everything that the Windham School District does is focused on doing the best for its children so that they can compete, successfully, in the ever changing global community.

Development of the District Improvement Plan began in 2016 with the expressed purpose of establishing goals and objectives to provide guided direction that would lead to the creation of a system to ready the Windham School District students for the complex, competitive world we live in, and to shape their skills, values, and ability to be successful. The District Improvement Plan focuses on a three year plan (2017-2020) to meet that challenge. As a foundation for the plan, a **Steering Committee** was organized to lead the effort. The Committee is comprised of a cross representation of community partners in education that include members of the School Board, school administration, professional staff, parents, elected officials, and community members at large. Sub-committees were established according to district standards and indicators, and developed objectives and action plans to meet a district needs-based assessment to move the district forward over the next three years.

The **District Improvement Plan** is structured around six (6) essential conditions for school. These are outlined in the **District Standards and Indicators**: (1) Leadership and Governance, (2) Curriculum and Instruction, (3) Assessment, (4) Human Resources and Professional Development, (5) S Services, and (6) Financial and Asset Management.

A **School Improvement Plan** to be formulated annually that is aligned with the goals articulated in the District Improvement Plan. School Improvement Plans are guided by the **Conditions for School Effectiveness**. The characteristics of highly effective schools are as follows: (1) effective district systems for school support and intervention, (2) effective school leadership, (3) aligned curriculum, (4) effective instruction, (5) student assessment, (6) professional development and structures for collaboration, (7) tiered instruction and adequate learning time, (8) students' social, emotional, and health needs, (9) family-oriented engagement, and (10) strategic use of resources and adequate budget authority.

A District Improvement Plan results from a self-assessment of the conditions of effectiveness. This assessment allows for the district to review each school's current practices and progress in implementing those conditions and make determinations. These determinations according to District Standards and Indicators serve as the impetus for development or revision of the District Improvement Plan.

There is a direct correlation between the District Standards and Indicators and the Conditions for School Effectiveness. Until the creation of this District Improvement Plan, School Improvement Plans for each school focused on only their respective school and not the direction of the district with respect to providing an education that meets the needs of all children and in accordance with the state curriculum content frameworks. This District Improvement Plan aligns our effort to formulate a system that is earmarked for a comprehensive system that meets the challenges of all students, delivers quality curriculum and instruction, and establishes the expectation that all students learn at the highest level and potential. **Excellence is a Culture in the Windham School District**, and this plan perpetuates that ideal.

Finally, many thanks go to the Steering Committee and those who volunteered their time to make this document a reality. The District Improvement Plan is a "living document" that was effectuated September 2017, and will be annually reviewed over the course of its three-year span and revised as needed through its steering committee and/or upon request of the School Board.

Our Superintendent often states "what is realized for our students' results not because of mandate, but because those who make it happen believe it is their moral obligation", and we truly believe that all of us work to that end to make our school system better.

Adopted September 2017

District Standards and Indicators

Leadership and Governance p. 7

1. Focused School Committee Governance
2. Effective District and School Leadership
3. District and School Improvement Planning
4. Educationally Sound Budget Development
5. Effective District Systems for School Support and Intervention

Curriculum and Instruction p. 18

1. Aligned, Consistently Delivered, and Continuously Improving Curriculum
2. Strong Instructional Leadership and Effective Instruction
3. Sufficient Instructional Time

Assessment p. 28

1. Data Collection and Dissemination
2. Data-Based Decision-Making
3. Student Assessment

Human Resources and Professional Development p. 33

1. Staff Recruitment, Selection, Assignment
2. Supervision and Evaluation
3. Professional Development

Student Support Services p. 39

1. Academic Support
2. Access and Equity
3. Educational Continuity and Student Participation
4. Services and Partnerships to Support Learning
5. Safety

Financial and Asset Management p. 52

1. Comprehensive and Transparent Budget Process
2. Adequate Budget
3. Financial Tracking, Forecasting, Controls, and Audits
4. Cost-Effective Resource Management
5. Capital Planning and Facility Maintenance

Membership and Chairs* - District Standards and Indicators

Leadership and Governance

- Assistant Superintendent - **Dr. Kori Becht**
- Building and Grounds Committee Member - **Rich Amari**
- GBS Assistant Principal - **B.J. Martin - Chair**
- WHS Teacher - **Ryan O'Connor**
- School Committee Member - **Tom Murray**
- Finance Committee Member-**Bob Coole**
- WCS Teacher - **Patricia Bouley**
- Endowment Committee - **Diane Carpenter**
- WSD Moderator - **Betty Dunn, Esq.**

Curriculum and Instruction

- 6-12 Teacher/Curriculum Director - English - **Coby Troidl**
- WHS Assistant Principal - **Matt Malila - Chair**
- 6-12 Teacher/Curriculum Director - Science/Engineering - **Mike Koski**
- WMS Principal - **Brenda Morrow**
- WCS Grade 4 Teacher- **Lindsay Haarlander**
- GBS Teacher -**Mike Hachey**
- Parent - **Michelle Farrell**
- Reading Specialist - **Danielle Catabia**
- WHS Library Media Specialist - **Deb Morin**

Assessment

- GBS Principal - **Deanna Poulin**
- WCS Rtl Teacher - **Doug Stahlheber**
- WMS Assistant Principal -**Jay Gratton**
- WHS Teacher- **Elizabeth Talon - Chair**
- 6-12 Teacher/Curriculum Director- Mathematics - **Cathy Croteau**
- WCS Special Education Director - **Christina Kaskiewicz**
- WCS Teacher - **Jamie Carrier**
- WHS Teacher - **Pat Kaplo**
- GBS Teacher - **Veronique Gilbert**
- Parent - **Dana Kelliher**

Human Resources and Professional Development

- Human Resource Manager - **Amina Fazlic**
- Para Professional Union President - **Linda Dolce**
- WSD SB Member - **Keleigh McAllister - Chair**
- WHS Wellness Teacher - **Jill Bartlett**
- WCS Grade 3 Teacher - **Bethany Pellerin**
- Town of Windham Selectmen - **Jennifer Simmons**
- WCS Teacher - **Katy Smith**

Student Support Services

- Executive Director of Student Services - **Ken Duesing - Chair**
- WCS Case Manager - **Jennifer Godfrey**
- K-12 Director of Guidance - **Julie Lichtmann**
- Parent - **Donna InDelicato**
- PTA President - **Shannon Ulery**
- Parent - **Cynthia Finn**
- WHS Special Services Director- **Jill Hanlon**

Financial Asset Management

- WCS Principal - **Rory O'Connor**
- Executive Director of Finance and Operations - **Bill Hickey - Chair**
- Technology Committee Member - **Kurt Simione**
- Lead Accountant - **Sarah Lee**
- IT Director - **Dr. Harry Bennett**
- Parent - **Ken Eyring**

Richard P. Langlois, Superintendent of Schools
Irene Ladd, Consultant

Windham Public Schools

2017-2020 District Improvement Plan

LEADERSHIP, GOVERNANCE, COMMUNICATION

Standard I: School Board, district and school administrators establish, implement and continuously evaluate the effectiveness of policies and procedures. These policies and procedures are designed to promote continuous improvement and innovation of instructional practice and ensure the development, high achievements, and well-being of all students. As these policies and procedures are implemented, leadership decisions and actions will be routinely communicated to the community to promote public confidence, support, and financial commitment.

Objective: 1.1 To create a culture of collaboration between the School Board and the Superintendent that establishes effective policy and procedures which are designed to maximize student performance.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|--------------------------------------|---------------------------|--|---|
| 1.1.1 Evaluate the Superintendent based on attainment of goals and standards annually | School Board | 2017-2020 Annually | Develop criteria for performance and document to provide feedback. | Superintendent Annual Goal Update and Self Evaluation |
| 1.1.2 Create a process by which information is clearly and | Superintendent, District Leadership, | 2017-2020 | Ensure effective and continuous communication channels | All affected parties are informed of |

| | | | | |
|---|---|--|--|--|
| effectively communicated through the levels of leadership to the School Board | Communication Liaison and Building Leadership | | through the development of organizational charts which are published and posted to the School Administration (SAU) website | communication routes |
| 1.1.3 Develop teacher and paraprofessional contracts and agreements in support of higher level student achievement | Superintendent, HR, School Board, WSD Lawyer, and Union Reps./Committee | Teacher contract: Dependent on contract expiration date. Paraprofessional: Dependent on contract expiration date. | Negotiation dates/meetings as laid out in an approved schedule | Approved/signed contracts by all parties Ratification by voters |
| 1.1.4 Foster a culture of collaboration and support between the Superintendent and School Board through consensus on district-wide initiatives that improve student achievement | Superintendent, School Board, Administration, Staff and Community | 2017-2020 | Develop and hold regular Building and District School Council Meetings Ongoing building and district wide school improvement plans with budgetary needs connected. A minimum of 5 meetings per year with administrators as well as union reps. | Evaluations Create and Post Agendas on School Website Create and Post Meeting Minutes on School Website Summary of council results to be posted on website in June. |

| | | | | |
|--|--------------|----------------------------|---|--|
| 1.1.5 The school board will complete self assessment goals and evaluation of their performance | School Board | Annual Basis by Mid August | Identified and documented SB goals for each academic year | Presentation of incremental progress at public, bi-monthly School Board meetings |
|--|--------------|----------------------------|---|--|

Objective: 1.2 To support the District's mission in providing quality learning that improves student achievement.

“The mission of The Windham School District is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life.”

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|-----------|---|--|
| 1.2.1 Provide ongoing and meaningful Professional Development for staff on newly adopted programs, assessments, and school wide initiatives | Superintendent, Assistant Superintendent, Directors, Professional Development Committee & Building Administrators | 2017-2020 | Provide grade level specific training on new programs, assessments and school wide initiatives to staff in the implementation year as well as to new staff for the duration of the program or initiative Develop vision of training one-year out based on teacher surveys, and new academic or technical | Staff Surveys Professional Development schedule published annually and shared with teachers/paraprofessionals |

| | | | | |
|--|---|-----------------------|--|---|
| | | | requirements | |
| <p>1.2.2 Create and/or support Professional Learning Communities (PLC)</p> <p><i>PLC-Ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve</i></p> | Principals, Directors & Building Administration | 2017-2021 Annually | Provide initial and ongoing training of PLC's for both Facilitators and staff through train the trainer or a PLC Book Club | Weekly document agendas for PLC's as well as meeting notes |
| 1.2.3 Promote and support teacher leadership within the district and school buildings | Superintendent, Assistant Superintendent, Directors & Building Administration | 2017-2021 Annually | <p>Clearly define the roles and expectations of team leaders, department heads, and executive directors across Monthly meeting agenda and meeting minutes for the district</p> <p>Provide budget training for grade level team leaders, department heads, and executive directors</p> <p>Provide professional development for the role and level of leadership</p> | Defined mission/vision of the leadership teams & department heads |

| | | | | |
|---|--|---|---|--|
| | | | Form a Leadership Academy for new and aspiring administrators to train on leadership, budget, curriculum, emergency management etc. | |
| 1.2.5 Maintain a Mentor/Mentee Program and orientation for new staff to the district | Overseen by Curriculum Director (Assistant Superintendent) Leaders of Mentor/Mentee Program and individual building program leaders | Annual Basis | Provide training of school/district initiatives, curriculum and programming Annual training of new staff each summer Scheduled meetings between Assistant Superintendent and new staff Scheduled meetings/plans with mentees | Completion of annual summer training Published meeting schedule and documented notes Published meeting schedule and signed attendance sheets |
| 1.2.6 Develop an evidence-based school budget and resources to support improved student achievement | Superintendent, Assistant Superintendent, Directors, Principals | Fall 2017 Annually Each Fall 2017-2020 | Evaluation of need in each school to meet student needs. | Surveys conducted prior to April break to all employees Each School will request feedback from School Council. |

Objective: 1.3 To use student, school and district level data to create district wide improvement plans. All improvement plans will contain measurable benchmarks, targets and goals.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|--------------------------------|--|---|
| 1.3.1 Analysis of data to evaluate student performance and assess needs to improve student achievement (requirement of the budgetary process) | Superintendent, Assistant Superintendent, Directors & Principals | Annually over the summer | Additional programming and staffing as needed to support the student achievement | Review and compare yearly |
| 1.3.2 Assess school and departmental improvement plans (SIP) developed by the schools that represent program and building needs to determine appropriate funding | Principals Superintendent School Board Leadership Team | 2017-2020 Annually | Review and revise School Improvement Plans | School Improvement Plans |
| 1.3.3 Maintain School Councils and District Parent Councils as advisories to the principal and Superintendent respectively, committed to developing strategies to improve their schools | School Board Superintendent Principals Teachers | 2017-2020 Annually | Create a framework for School Council Committees District Wide to include responsibilities, operations and oversight, a mission statement, defined measureable results Establish a calendar and | Agendas and Meeting Minutes Principal report School Council concerns and recommendations to Superintendent and School Board following each scheduled meeting |

| | | | | |
|--|---------|--|---|--|
| | Parents | | council representative of staff and parents | |
|--|---------|--|---|--|

Objective: 1.4 To develop a budget proposal that meets student and school needs, and to communicate the proposed budget to all stakeholders with full transparency.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress | Related Standard |
|--|--|--|---|---|------------------|
| 1.4.1 Assess the needs of the students by analyzing available data | Superintendent Principals School Councils Leadership Team Curriculum Leaders Teachers | 2017-2020 Annually | Student Performance Data Facilities Assessments Technology Assessments Establish PLC's to foster collaborative analysis | District goals established by leadership team | |
| 1.4.2 Bring budgetary needs to School Council based on student data for feedback | Principals Building Staff Leaders | 2017-2020 Based on Superintendent | Create objectives and plans with measureable data | District and School Improvement Plans updated | |

| | | | | | |
|---|--|---|---|--|-------|
| | Department Heads Directors School Council | and Business Administrators Timeline for budget development | connected to budget needs | | |
| 1.4.3 Continuous review of the District Improvement Plan (DIP) to serve as guidance in the development of the fiscal budget | Superintendent School Board Leadership Teams DIP Committee | 2017-2020 Annually | Review plan and ongoing results and make recommendations to the DIP Team to amend current DIP actions. | DIP Plan | |
| 1.4.4 Principals finalize budget based on data and feedback from stakeholders, get feedback from school council and submit to Superintendent for presentation to School Board | Superintendent Principals School Board | 2017-2020 Based on School Board Timeline | School principals and the superintendent finalize needs-based budget for the school and district, and present to the School Board according to the budgetary timeline | Superintendent and School Board approval | |
| 1.4.5 Superintendent submits budget to School Board that addresses the needs identified in the | Superintendent Finance Director | 2017-2021 February | Superintendent recommends proposed budget to | Approval of needs based budget or | 6.1.2 |

| | | | | | |
|---|--|---------------------------|---|--|-------|
| school and district improvement plans | School Board | Annually | School Board | adjustments | |
| 1.4.6 School Board articulates needs based budget and presents budget to Community | School Board Budget Committee Superintendent Principals | 2017-2020 | Presentation of Budget Present at public hearing | Approval by voters | 6.1.3 |
| 1.4.7 Superintendent implements approved budget based on the outcome of the budget hearings and School Board approval | Superintendent School Board Finance Director | July 1 - June 30 Annually | Management of the budget within the appropriation | Submit monthly and end of year reports | |

Objective: 1.5 To develop a communication process dealing with school facility issues/requirements between School Administration and the School Board.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|--|------------------------------------|---|----------------------------|
| 1.5.1 To provide the proper oversight to school renovation projects | School Board Committees as appointed by the School Board such as Building and Grounds Committee Administration (Superintendent, Business Administrator, Facilities Director) Project Steering Committee | 2017-2020 Bi-Weekly/Monthly | Reports that contain Project Management Planning to include phasing, cost management, quality management, contract administration, timelines, challenges and etc. | Agenda and Meeting Minutes |
| 1.5.2 Need school safety points of egress and building access Control of visitors in schools | Building Administration Superintendent Business Administrator Facilities Director Building and Grounds Committee School Board | 2017-2020 | Establish a plan to include security and access to buildings at point of egress | |

Objective: 1.6- Update, develop and communicate policies.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|--|--|---------------|--|--|
| 1.6.1 Create policy that complies with student federal regulations and district operations | Policy Committee Superintendent School Board | 2017- 2020 | Address policies based on immediate concerns that arise throughout the school year. Start with mandated policies Cycle through each section (A,B...) Policies updated within a cycle every five years | Updated website with all current policies and policy books |
| 1.6.2 Maintain, update and provide public access to School Board Policies and Procedures | Policy Committee Superintendent School Board | 2017- 2020 | Policies updated within a cycle every five years Annual articulation of policies and procedures as required by law | Updated website with all current policies and policy books |

Windham Public Schools

2017-2020 District Improvement Plan

CURRICULUM AND INSTRUCTION

Standard II: Curriculum and Instruction: The district provides a comprehensive, accessible, and rigorous instructional program aligned with state frameworks and the common core comprised of curricula and instructional practices that are implemented and monitored effectively, and that lead to high levels of achievement for all students.

Objective 1: To Provide an Aligned, Consistently Delivered and Continuously Improving Curriculum

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|-----------------------------------|--|---|
| 2.1.1 Review the process and the review/adoption cycle for curriculum to ensure it reflects and supports a rigorous instructional program and technology that is relevant, accessible and comprehensive, PreK to 12 across all contents | Curriculum Director, Executive Directors/ Supervisors Lead Teachers Instructional Specialists | September 2017- August 2018 | Develop a list and timeline (by content area) of adopted programs <ul style="list-style-type: none"> ● Map ● Align ● Assess the gaps ● Ensure the resources match the curriculum | A monitoring system and data collected Curriculum cycle review chart |
| 2.1.1.a. Review Textbook Replacement Cycle | Curriculum Director, Executive Directors/ | September 2017- | Develop a list of content area textbooks and resources being utilized. Include publication dates. Create a | Student achievement data collected through the monitoring system |

| | | | | |
|--|---|--------------------------------------|---|--|
| | Supervisors, Lead Teachers | August 2018 | survey about teacher use and effectiveness as needed. Look at assessment data. | and annual review of curriculum and assessments |
| 2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning | Curriculum Director, Executive Directors/ Supervisors Lead Teachers Instructional Specialists | September 2017-June 2020 | Create a survey about curriculum and instructional practices and effectiveness. Look at multiple sources of assessment data Regular evaluation through effective evaluation of teacher performance | A monitoring system and data from its use appropriate to each level. |
| 2.1.1.c. Create a system to monitor student progress | Superintendent Assistant Superintendent/ Curriculum Director, Principals | September 2017- August 2018 | Develop a system for student monitoring that includes weighted assessments, benchmarks, and standardized testing to include but not limited to; ie.,NWEA, AIMSweb, SBAC, PSAT, SAT, NECAP, and various data points. | The system should be used within all buildings in the district |
| 2.1.2 Provide a structure within each building to ensure consistent and continuous discussion about curriculum and instruction | Curriculum Director, Principals, Executive Directors/ Supervisors, Teachers, SPED Staff | September 2017-2020 | Create PLC opportunities for collaborative work on diagnosis piece of student data | 2020 data collection and analysis |

Objective 2: Ensure Strong Instructional Leadership and Effective Instruction

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|--|--------------------|--|--|
| 2.2.1 Provide all internal stakeholders with adequate training to ensure that there is consistency and fidelity with respect to all district initiatives, protocols, and curriculum | Administrators, building administrators, directors, teachers and staff | August 2017 - 2020 | Utilize teacher in-service, PD, and other meeting times to ensure that the teachers and staff are prepared and knowledgeable about initiatives | Teacher evaluations and observations Staff survey |
| 2.2.2 Develop a shared understanding and best practices for differentiated instruction in order to improve achievement for all students | Building administrators, Directors, and other staff (staff involved in instructional rounds) | August 2017 - 2020 | Teacher in-service Interdisciplinary and intradisciplinary PLC discussions Professional development (workshops, conferences ...) Building and Teacher Goals | Teacher observations and evaluations Teacher lesson plans Instructional Rounds Data teams reviewing assessment data |
| 2.2.3 Enhance professional learning communities to target improved student learning | Building administrators, Directors, and other building staff | August 2017 - 2020 | Model PLC's in faculty and department meetings. Ensure that school goals lead to professional discussions related to student learning. Maintain expertise through strategic | Review PLC minutes Data |

| | | | | |
|--|--|--------------------|---|---|
| | | | turn-key training. | Action Plan |
| 2.2.4 Create and implement a K-12 curriculum based on district standards and measured by common assessments with annual (regular) review and updates | Administrators, building administrators, directors, and teachers | 2017 – 2020 | Utilize teacher in-service, PD, and other meeting times to ensure that the teachers and staff are highly trained, using best practices (e.g. differentiation, instruction, intervention, and assessment), and using data to track student achievement over time | Teacher observations and evaluations. Curriculum review. Curriculum based measurement Data analysis (local assessments, PSAT, SAT, NECAP) Curriculum needs are addressed by the WSD budget |
| 2.2.5 Create an array of relevant and appropriate formative assessments | Building administrators, directors, and other staff (staff involved in instructional rounds) | August 2017 - 2019 | During departmental meetings, teacher in-service and PD days, ensure that all teachers understand the value of formative assessments and have numerous forms that they can utilize to assess student understanding | Through teacher evaluations and follow up conversations with evaluator(s), teachers demonstrate how student understanding is assessed and how that data is used to drive instruction |
| 2.2.6 Ensure consistency in teacher and staff evaluations | Executive Directors, building administrators, and directors | 2017 – 2020 | Provide training for all administrators/evaluators in the district in order to ensure consistency (i.e. calibrate evaluations) in teacher and staff evaluations | Curriculum meetings Administrative PD |

Objective 3: Ensure Sufficient Instructional Time

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|---------------------------------|---|---|
| <p>2.3.1 Develop and implement a multi-tiered system of support PK-12 where the schedule in each building must provide time for instructional supports and interventions</p> <p>(MTSS - tiered systems of support, academic and behavioral interventions, technology and English Language Learners English Language Learners(ELL)</p> | <p>Administrators, Building based leadership teams, SST Team, Teachers, Case Managers, RtI coordinators</p> | <p>August 2017- August 2020</p> | <p>Develop a common understanding of effective model(s) of instruction for students with academic or behavioral deficits/gaps</p> <p>Create a common understanding of tiers of support for all staff</p> <p>Provide adequate staffing to support the model(s) of instruction</p> <p>Provide appropriate curriculum resources</p> <p>Train teachers effectively planning and implementation of specialized instruction aligned with the instructional model(s)</p> | <p>Student performance data; standardized, local, norm referenced</p> |

| | | | | |
|---|--|---------------------------------|--|---|
| <p>2.3.2 Ensure necessary time for instruction in order to access the district curriculum. Provide resources and training to staff to create a common vision and expectations for instructional practice to maximize instructional time</p> | <p>Administrators, building based leadership teams, RtI (Response to Intervention) coordinators, Specialists</p> | <p>August 2017- August 2020</p> | <p>Provide teacher in-service/ professional development opportunities throughout the year</p> <p>Train teachers/ staff in technology resources to maximize/extend classroom instructional time</p> <p>Utilize PLC time</p> <p>Develop norms for PLCs to ensure efficient use of time</p> <p>Provide appropriate curriculum resources</p> <p>Create & Evaluate school schedules for appropriate instructional time</p> <p>Evaluate and monitor curriculum pacing guides</p> | <p>Student performance data and NH Minimum Standards</p> <p>Teacher observations and evaluations</p> <p>PLC notes and agendas</p> <p>SST Team</p> |
| <p>2.3.3 Create a common action plan to support enrichment for all students</p> | <p>Administrators Building based leadership teams Teachers Case Managers RtI coordinators</p> | <p>August 2017- August 2020</p> | <p>Develop a common understanding of effective model(s) of instruction for students</p> <p>Create a common understanding</p> | <p>Building level program evaluation</p> <p>Student, staff, and</p> |

| | | | | |
|--|--|-----------------------------|--|---|
| | Specialists Building staff | | of support for all staff Provide adequate staffing to support the model(s) of instruction Provide appropriate curriculum resources Train teachers to effectively plan and implement specialized instruction aligned with the instructional model(s) | community survey Performance data Teacher evaluations |
| 2.3.4 Research and provide a rich palette of Extended Learning Opportunities (ELO) for students (summer study, community service, internships) | Administrators Building based leadership teams and building staff | August 2017- August 2020 | Place application for Extended Learning Opportunities (ELO) partners on website so it is easily accessible Administrators will survey community to ask for potential community partners | |
| 2.3.5 Provide opportunities for cross-curricular co-teaching instruction and integration of different subject areas | Administrators Building based leadership teams Building staff | August 2017- August 2020 | Provide out of school time for different discipline teachers to plan unit integration Provide training on student- | |

| | | | | |
|---|---|---------------------------------|---|--|
| | | | <p>centered models of instruction</p> <p>Utilize PLC time</p> <p>Provide for and train teachers to implement co-teaching models</p> | |
| <p>2.3.6 Utilize technology to aid with on time graduation and course completion through communication</p> <p>Establish a credit recovery program</p> | <p>High School Guidance Department</p> <p>Data specialist</p> | <p>August 2017- August 2020</p> | <p>Jan. 2018 Create timeline templates that are consistent throughout the district</p> <p>Discuss format for development with the Information Technology (IT) team</p> <p>Sept. 2018 Begin implementation of those timelines for students</p> <p>Staff training</p> | <p>Graduation data</p> <p>Track student performance</p> |
| <p>2.3.7 Explore additional certifications to accompany diploma as well as Extended Learning Opportunities (ELO)</p> | <p>HS Administration</p> <p>Directors</p> | <p>August 2017- August 2020</p> | <p>Staff training</p> <p>Research ongoing process and explore parameters</p> | <p>Track student performance</p> <p>Track student college and career opportunities</p> |

Objective 4: Implement a Multi-Tiered System of Support for the High Achievement of All Students

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|--------------------|---|--|
| 2.4.1 Integrate a framework of multi-tiered supports and interventions for all students across all levels | MTSS Task Force Asst Superintendent Principals | July 2017- 2020 | | |
| 2.4.2 Establish systems aligned to the common core with an RtI (MTSS) framework within each building to provide appropriate interventions to support high achievement | Principals Teachers MTSS Coordinator Interventionists | July 2017- 2020 | Literacy Institute July 2017 Form bldg. level teams Implementation in buildings | Student achievement data Progress monitoring, process evaluation |
| 2.4.3 Provide appropriate research-based materials and provide training to staff | Asst Superintendent MTSS Task Force Principals Content specialists | July 2017- 2020 | Create a menu of interventions Purchase interventions Provide training Evaluate performance | Student achievement data Progress monitoring, process evaluation Evaluate teacher implementation |

| | | | | |
|---|--|-----------------------|---|---|
| <p>2.4.4 Create a system to monitor implementation of frameworks at each building using student performance data; longitudinal and benchmark data comparisons</p> | <p>Asst Superintendent MTSS Task Force Director of Student Assessment Principals Content specialists</p> | <p>July 2017-2020</p> | <p>Create a structure for monitoring longitudinal and coherent data progressions in each building Develop understanding of data protocols and process Evaluate system by reviewing student data and determining correlation</p> | <p>Student achievement data Progress monitoring, process evaluation Evaluate teacher implementation</p> |
| <p>2.4.5 Evaluate the effectiveness of the systems using multiple points of student performance data</p> | <p>Asst Superintendent MTSS Task Force Principals Director of Student Assessment Directors Content specialists</p> | <p>July 2017-2020</p> | <p>Create a structure for monitoring longitudinal and coherent data progressions in each building Develop understanding of data protocols and process Evaluate system by reviewing student data and determining correlation</p> | <p>Student achievement data Progress monitoring, process evaluation Evaluate teacher implementation</p> |

Windham Public Schools

2017-2020 District Improvement Plan

ASSESSMENT

Standard III District and school leadership use student assessment results, local benchmarks, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: policy development and implementation, instructional programs, assessment practices, procedures, and supervision.

Objective: 3.1 To provide access to user friendly, district-wide and school based reports on student achievement and other relevant data.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|--|---|----------------------|--|--|
| 3.1.2 Provide professional development to teachers and instructional support staff in how to use student information system to access data, and generate reports | District Administration, School Administration, Data Manager, Technology Integrators, other staff members | Summer 2018 | By June 30, 2018, staff is trained on accessing and analyzing data | Monitor staff PD enrollment numbers. |
| 3.1.3 Identify specific data reports that are needed | Principals, District Administration, Curriculum Directors, Special Education Directors, Teacher Leaders, Data | Fall 2017 Ongoing | Work with data specialist to develop specific data reports | List of data reports, ie., Analysis, Areas of Deficiency |

| | | | | |
|---|---|-------------------|--|--|
| | Manager | | | |
| 3.1.4 Provide tiered and timely access to data reports for all stakeholders (teachers, parents, students etc.) when developmentally appropriate | Data Manager, District Administration, Principals, Teachers, students, Guidance Counselors, Special Education, Technology Integrators | Ongoing | Staff, parents, and students trained on accessing and interpreting data Timelines are established for dissemination of data | Website link established for parents Presentations Reports Report cards Create data dashboard for all students |
| 3.1.5 Establish protocols, procedures, and structure for staff to analyze and discuss data in order to impact student learning | Principals, Curriculum Directors, District Administration, teacher leaders, PLCs | Nov 2017; ongoing | Make “data dashboards” or the like available to teachers for incoming students by the first day of school, each school year Summer data coaching workshop participants will become data teams for each school | Monitor frequency of meetings per building Meeting agendas |

Objective: 3.2 To ensure the district is highly effective at analyzing and using data to drive decision making.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|-----------------|---|---|
| 3.2.1 Train staff on the use of student data to inform decision making in closing the achievement gap | District Education Center Administration, School-based Administration | ongoing | Which assessments should be analyzed | Professional development opportunities ie., RBT, Data Coaching |
| 3.2.2 Develop and implement a robust multi tiered system of student support with embedded use of universal screening and progress monitoring for all students | District Education Center Administration, School-based Administration Teachers and Student Instructional Support Personnel (SISP RTI Coordinators), Special Education | ongoing | Initially, RTI is developed by previous year's data. Throughout the year, teachers then bring concerns of students to the data (SST) team. Parents contacted to discuss data and grant permission to offer assistance to their child. | Education and training on MTSS Build MTSS guidelines |
| 3.2.3 Establish data teams at all schools | Principals, District Education Center Administration, Curriculum Supervisors, Coordinators, | June 2018 | Teachers bring data to the meetings on students who have concerns | Building data team meetings Agendas |

| | | | | |
|---|---|------------------------------|--|--|
| | Teacher Leaders, RTI Coordinators, | | | |
| 3.2.4 Examine correlation of attendance and individual student growth | Classroom teacher, Parents, Guidance, Building Principals, Directors, District Policy Committee | Fall 2017- Spring 2018 | Have District Policy Committee develop a policy that can be upheld | Decrease number of student support team/special education referrals, suspension/expulsion, dropout rates |

Objective: 3.3 To ensure the use of a balanced system of formative and benchmark assessments to guide instructional practice, and determine individual remedial and enrichment requirements.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks |
|---|---|----------------|---|
| 3.3.1 Establish and monitor rigorous common assessments horizontally and vertically aligned to standards | District Administration, School Administration, Curriculum Directors, Teachers | Ongoing | At least 2 times per year, evaluate the effectiveness of the assessments being used. Develop a plan for restructure if needed, including removal of unnecessary assessments |
| 3.3.2 Offer professional development on designing and implementing effective learning targets, success criteria, and formative assessments to drive instruction | District Administration, School Administration, Curriculum Directors, Special Education Directors, Technology Integrators, and Teachers, Professional Development | Summer 2018 | School Based PD/PLC's |

| | | | |
|--|--|-----------------------|---|
| | Committee | | |
| 3.3.3 Establish benchmark cumulative assessments | School Administration, Curriculum Directors, Teachers, RTI coordinators | On-going | Critical types of data are identified by grade level/course. (Student assessments, AIMSweb, NWEA, SBAC, PSAT, SAT, etc). Time to align standards / programs to mastery standards and assessments |
| | Curriculum Directors, School Administration, Teachers RTI Coordinators | Fall 2017 On-going | Implementation of appropriate intervention models |

Windham School District 2017-2020 District Improvement Plan

HUMAN RESOURCES AND PROFESSIONAL DEVELOPMENT

Standard IV: The district structures its environment to recruit, develop and retain effective and highly-qualified faculty and staff with a student-centered approach.

Objective 4.1: To recruit and retain a diverse pool of well qualified staff.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|--|-------------------------|--|--|
| 4.1.1 Review and revise current recruitment process, including: Exploration of new pathways used to identify potential staff, including job fairs, online referral sources, and use of formal and informal networks | Superintendent, Manager of Human Resources, Curriculum Directors, Principals | Spring/Summer 2017-2020 | Maintain bank of current job descriptions Establish effective practices to evaluate quality of recruitment Post current positions within 1 week of board approval Revise and implement new hire process | Human Resources data report and procedures |

| | | | | |
|--|---|------------------|---|---|
| | | | Implement Procedure for Student Teachers Create a plan for engaging student teachers after program completion to develop talent internally | |
| 4.1.2 Streamline and update the current employee application process, including: Revision of the current website to ease candidates' pathways to information, exploration of ways to improve communication to candidates and ways to include community members in the process when possible | Manager of Human Resources, Executive Director of Technology, Assistant Superintendent | August 2017-2020 | Revise school district website | Website Launch Date Quarterly review of current websites Application process feedback |
| 4.1.3 Monitor the Mentor /Mentee program currently in place, including: Surveys of current mentors/Mentees, differentiation of the program, yearly refinement of the program based on feedback from various sources, and exploration of best practices from other districts to include all educators and paraprofessionals | Manager of Human Resources, Director of Guidance, WSD Mentor/Mentee Coordinators, School Mentor/Mentee Coordinators | June 2017-2020 | Complete mentor/mentee surveys Implement mentor program revisions Create and implement standard procedure for | Survey analysis New procedure for new hires |

| | | | | |
|---|---|--|--|--|
| | | | new employee mentors (100% certification of mentors) | |
| 4.1.4 Explore ways to identify and utilize the knowledge of current teachers for professional development, program development, and mentoring | Assistant Superintendent, Manager of Human Resources, Professional Development Committee, Curriculum Directors, Principals | Yearly, prior to second Teacher Workshop Day | Ongoing development of curricula and other materials exclusively by district staff. Monitor program progress 100% certified staff in place for start of school year Clear plan for non- certified (alt-plan) staff for education, development, and certification Refine PD committee to include representatives from each employee group and all schools | 1 PD Day / year presented. PD Day program, Curricula minutes, Mentor Program notes |

Objective 4.2: To create a culture that utilizes ongoing evaluation of teacher performance and student learning to drive continuous improvement of teachers' skill.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|--|---|--------------------------------------|--|--|
| 4.2. Effectively train evaluators in the evaluation method | Assistant Superintendent | Yearly training on method and rubric | Notes / agendas of evaluation meetings related to goal | Ongoing training and feedback from evaluators. |
| 4.2.2 Provide ongoing and confidential support for struggling professional staff focused on improving skill and retaining human capital | Principals, Asst. Principals, Curriculum Directors, other supervisors | Ongoing as needed | Provide formal and/or informal teacher improvement plans | Yearly review of effectiveness |
| 4.2.3 Create an environment where available data is explored and used in order to identify areas of need and continuous improvement, and new data is mined effectively | Superintendent, Director of Student Assessment, Administrative team | Ongoing | Yearly assessment of needs by Director of Student Assessment, ongoing data collection, analysis, and distribution of data to appropriate staff; training as needed | Assessment of needs documentation, data analysis documents, training plans/agendas |

Objective 4.3: To create a culture that utilizes professional development to create links between district / school goals and student success.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|-----------------|---|---|
| 4.3.1 Identify areas of need based on teacher supervision and evaluation data, best practice, and faculty/staff input | Assistant Superintendent, Professional Development Committee, Principals, Curriculum Directors | Yearly (spring) | Results of faculty/staff & evaluator needs surveys, review of evaluation documents, review of best practice | Survey results, evaluation documents, plans for following year Professional development committees |
| 4.3.2 Provide effective professional development that is aligned to identified needs and district/school goals | Assistant Superintendent, Professional Development Committee, Principals, Curriculum Directors, Executive Director of Finance and Operations | Ongoing | Planning and implementation of effective PD aligned to needs and goals | Catalogue of offerings, attendance sheets, survey results |
| 4.3.3 Continuously review the effectiveness of professional | Assistant Superintendent, | Ongoing | Surveys collected and analyzed following all PD | Survey results, documentation of PD |

| | | | | |
|---|--|--|---|--------------------|
| development and identify ways to better meet the needs of faculty/staff | Professional Development Committee, Principals, Curriculum Directors | | opportunities directly connected to WSD | Committee meetings |
|---|--|--|---|--------------------|

Windham Public Schools

2017-2020 District Improvement Plan

STUDENT SUPPORT SERVICES

Standard IV: 5.0 The district provides quality programs for all students that are comprehensive, accessible and rigorous. Student academic support services and district discipline and behavior practices address the needs of all students. The district is effective in maintaining high rates of attendance for students and staff and retains the participation of students through graduation.

Objective: 5.1 Academic Support: To develop and implement policies, procedures and practices that promote high student achievement, support course completion, reduce grade retention and encourage on-time graduation. The District will develop and implement an effective system for addressing the emergent and long-term holistic needs of all students.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|---------------------------|---|---|
| 5.1.1 Define the current Multi-Tiered System of Support (MTSS) to ensure it addresses the needs of learners along the entire learning | Superintendent, Building Administrators MTSS committee | March 2017 - June 2018 | Refine the Multi-Tiered (including RtI programs) System of Support Develop and implement district | Outline MTSS measurement processes at each school Monitor effective RtI programming and growth via data/scores at each |

| | | | | |
|-----------|----------|--|---|---|
| spectrum. | Teachers | | <p>MTSS guidelines</p> <p>Hold consistent meetings to review processes and methods to collect data.</p> <p>Identify current and deficient academic, social, and emotional supports, services and opportunities for all students.</p> <p>Create a document identifying support tiers, and qualitative and quantitative goals within and between tiers.</p> <p>Ensure adequate staff and professional development for effective implementation of MTSS goals at each grade level.</p> | <p>school</p> <p>Analysis of data indicating the effectiveness of interventions</p> <p>Analysis of programming and materials to ensure they are age appropriate and provide access and progression of skills</p> <p>District MTSS guideline plans</p> |
|-----------|----------|--|---|---|

| | | | | |
|--|--|--|---|--|
| | | | <p>Provide PD for all teachers regarding differentiated learning, accommodations and modifications</p> <p>Add interventionists and/or identify internal resources for MTSS specialization across all grade levels</p> | |
|--|--|--|---|--|

| | | | | |
|--|--|---|---|--|
| <p>5.1.2 Establish an effective Professional Learning Communities (PLC) system implemented consistently throughout each school</p> | <p>Administrative Directors Building Principals</p> | <p>September 2017 - June 2018</p> | <p>Establish common definition of PLC</p> <p>Implement PLC trainings for common understandings, ideals, and implementation</p> <p>Establish PLC leadership, management, topic calendars, and staff goals at all grades PK - 12</p> <p>Implement consistent PLC activities PK - 12</p> | <p>Survey from trainings</p> <p>Master PLC calendar of topics so that staff can best prepare, collaborate, and participate</p> <p>Generate curriculum of suggested activities and themes</p> |
| <p>5.1.3 Establish consistent practices to address the needs of all students as they transition between grades and schools PK - 12</p> | <p>Building Principals Director of Guidance</p> | <p>June 2017- June 2018</p> | <p>Plan meetings throughout the year between schools to ensure a smooth transition from school to school and grade to grade</p> <p>Identify resources and allocate</p> | <p>Develop a schedule of transition activities PK - 12</p> <p>Develop a working list of alternative/additional transition activities for students who require</p> |

| | | | | |
|---|---|-----------|--|---|
| | Directors of Special Education at each school | | resources needed Teacher/Admin teams will meet to place students appropriately Plan Step Up Day New Student Orientation | them |
| 5.1.4 Establish curriculum for Executive Functioning skills PK-12 | Principals Director of Guidance Special Education Academic Directors | June 2018 | Develop and implement an Executive Functioning skill-based program for needs based students Identify best practices, procedures and programs for executive functioning across all grade levels to include college readiness skills An effective Executive Functioning skills based resource Develop clear procedures for identifying students with Executive Functioning deficits | Identify and report on developmentally appropriate executive functioning skills at each level PK - 12 Utilize all building level resources to provide executive functioning intervention |

| | | | | |
|--|--|--|--|--|
| | | | Identify the need for an Executive Functioning Coach using data collected through MTSS | |
|--|--|--|--|--|

Objective: 5.2 : To collaborate with educators to ensure equity and to close the achievement gaps by using data on student achievement to provide additional programs or supports that facilitate educational success.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|--|----------------------------|---|---|
| 5.2.1 Implement a credit recovery program | Principal, Guidance and Special Education Director | September 2017 - June 2018 | <p>Train staff on various credit recovery platforms and options</p> <p>Set criteria for student eligibility</p> | <p>Students will participate and earn credit for failed courses or semesters.</p> <p>Teachers will independently create individualized programs to attain and demonstrate knowledge of concepts not mastered in the respective class.</p> |

| | | | | |
|---|--|-----------------------------------|--|---|
| <p>5.2.2 Expand school to career opportunities for all students</p> | <p>Transition specialist, WHS Director of Special Education/Guidance Special education teachers/guidance counselors</p> | <p>September 2017 - June 2018</p> | <p>Establish career days at each school for students to learn about postgraduate opportunities</p> <p>Provide postings and opportunities for employment, volunteer, and community information resources for parent / student</p> <p>More in-depth discussions with Vocational and Rehabilitation resources</p> <p>Work with local colleges to discuss possible pre-college readiness options/courses</p> | <p>Provide Junior achievement programs and surveys</p> <p>Students will participate in online career surveys</p> <p>Follow up on students who have graduated to determine college preparedness relative to peers.</p> <p>Evaluate the implementation of the Work To Learn program focusing on community based work experiences to address the transitional and pre-vocational needs of students.</p> <p>Create pathways and events for local business professionals to engage in mentorship</p> |
|---|--|-----------------------------------|--|---|

| | | | | |
|---|---|---------------------------------|---|---|
| | | | | |
| <p>5.2.3 Develop a continuum of specially designed services from PK - 12 and vertically align those services to meet the developmental needs and skills of students with disabilities</p> | <p>Building Principals Directors of Special Education</p> | <p>September 2017-June 2019</p> | <p>Review the continuum across the district from Pre-K-12 building continuity between grade levels and grade spans among teachers</p> <p>Explore opportunities to provide extended year instruction (summer school) and funding sources</p> <p>Create a committee to outline existing services and design a model for a true continuum of comprehensive services</p> <p>Review assessment data to identify skill deficit areas and target for remediation</p> | <p>Placement of students into specialized settings</p> <p>Program approval via the Department of Education (DOE)</p> <p>Revise and/or add programming to address specific needs denoted by data collected (obtain DOE program approval if needed)</p> |

Objective: 5.3 Educational Continuity and Student Participation: Implement school policies and practices that promote student attendance, which will be continuously monitored, reported and acted upon.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|----------------------------------|--|---|
| 5.3.1 Research the need and demand for before and after school activities, enrichment opportunities, and child care | Principals Directors Teachers Parents/Students | September 2017 - June 2018 | Form a committee to review current options and to brainstorm new suggestions for academic, social and emotional enrichment at each school Establish clubs and activities reaching a spectrum of interests and development needs - sports, academic, leisure, arts, vocational, social and others Collaborate with private providers (like Champions/Boys and Girls Club) | Creation of online afterschool activities resource database Increased partnerships with community stakeholders |

| | | | | |
|--|--|-----------------------------------|---|--|
| <p>5.3.2 Further Develop Advisory and Personal Development programs for students</p> | <p>Building Principals Committee</p> | <p>September 2017 - June 2019</p> | <p>Develop an Advisory protocol PK - 12 for each school to use and provide PD for teachers in order to properly implement.</p> <p>Identify character education curriculum to develop social and emotional intelligence, and build stronger, more attentive, and healthier school communities.</p> <p>Phase implementation of Advisory Model</p> | <p>Student and Staff surveys</p> |
| <p>5.3.3 Increase student attendance</p> | <p>School Board, Superintendent Policy committee School leaders Teachers</p> | <p>September 2017 - June 2018</p> | <p>Review current policy and discuss to revise seeking more accountability</p> <p>Discuss options for a district-wide truancy officer</p> | <p>Data; Review of attendance records regarding absenteeism rate to identify specific areas needing improvement</p> <p>Create an attendance policy that will support a reduction in student absences to increase student performance</p> |

Objective: 5.4 Ensure that each school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and behavioral health needs of its students with parents as partners

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|----------------------------|---|--|
| 5.4.1 Increase parent education and partnership across a variety of school related areas, including, but not limited to, mental health, social media, curriculum, communication with teachers | Director of Guidance Building administration Parents | September 2017 - June 2018 | Develop a district webpage Develop Online resource for parents and students to access Implement consistent and meaningful parent/school communication via a variety of platforms, such as Powerschool, podcast, School Messenger, workshops, and school newsletters | Anecdotal feedback from parent survey regarding use of resources and efficacy and value of District communication |
| 5.4.2 Increase Family Engagement and Resource Awareness | Director of Guidance Building administration Directors Parents | September 2017 - June 2018 | Create a parent learning center at each school - school and community information, computer access, pamphlets, etc. Create webinars for parents to attend on current concerns; bullying, drug awareness, anxiety | Parent survey regarding use of learning center Parent Information Centers Online sign up log for parents attending district webinars |

Objective: 5.5 Safety -To ensure all schools maintain the physically and emotionally safe environments for students. The District will review and revise a comprehensive safety plan and will meet annually with local police and fire department to be used to create aligned school plans.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|--|---|---|--|--|
| 5.5.1 Improve training on bullying, in areas including, but not limited to, identifying victims, how to respond, changing culture of acknowledgement, and student reluctance to share concerns | Superintendent, Building Principals School resource officers Guidance Teachers Parents Students | Summer 2017 September 2017 - June 2018 | Create a committee of students, parents, and staff/administrators Provide Professional development to teachers on how to appropriately identify, respond and refer struggling students Consult external resources such as local and regional mental health agencies to stay current regarding emergent issues and trends that may impact students Meet with School Resource Officers on a regular basis to identify potential issues and share strategies | Data review regarding rate of bullying incidents in each school Develop schedule of training opportunities for students, staff, parents |
| 5.5.2 Review and Refine as needed the District's Crisis Response System | Director of Guidance Administrators | September 2017 - June 2018 | Establish a crisis emergency management team | Evaluate plan |

| | | | | |
|--|--------------|--|--|--|
| | School Nurse | | | |
|--|--------------|--|--|--|

Windham Public Schools

2017-2020 District Improvement Plan

FINANCIAL AND ASSET MANAGEMENT

Standard VI: The District engages in a participative, well-documented, and transparent process that uses student achievement as the primary factor in the overall budget. The District acquires and uses financial, physical, and competitive capital resources to provide for and sustain the advancement of achievement for all students enrolled in the district. The District regularly assesses the effectiveness and efficiency of its financial and capital assets and has the ability to meet reasonable changes and unanticipated events.

Objective: 6.1: The District will provide the Windham community with the necessary budget information to meet the goals and expectations as outlined and identified by the District Improvement Plan (DIP) and the individual School Improvement Plans (SIP).

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|---|---|------------------|-----------------------------|--|
| 6.1.1 The District will develop and disseminate a budget timeline to all stakeholders Publish timeline on website- so community will be informed about when schools present individual budgets | Superintendent; Executive Director of Business, Finance, and Operations School Board Finance Committee | August 2017-2020 | Sample 2017 budget calendar | Stakeholders meeting specified deadlines |

| | | | | |
|---|---|--|--|---|
| <p>6.1.2 Analyze available student performance data to identify needs Align the School Improvement Plans (SIPs) to address those needs as well as student achievement goals</p> | <p>School Principal School Council Leadership Team Department Heads</p> | <p>October to December 2017-2020 annually</p> | <p>Informal Biweekly progress report to the Superintendent</p> | <p>Completed SIPs presented to the School Board as aligned to the District Improvement Plan</p> |
| <p>6.1.3 Align budget requests for annual school budget school improvement plans</p> | <p>Superintendent Principals Executive Directors School Board</p> | <p>September/October 2017-November 2020 annually</p> | <p>The budget requests reflect the SIP requests</p> | <p>The Superintendent's Annual Budget presented to School Committee with SIPs aligned to the overall request</p> |
| <p>6.1.4 The School Board will present their annual budget in a format that is easily accessible and allows the target audience to search and understand with the information</p> | <p>Superintendent Principals Executive Directors School Board Finance Committee Information Technology (IT)</p> | <p>January 2017-2020 annually</p> | <p>Annual Budget is posted to the website and is readily accessible to the public and has an executive summary that can be separate from the Budget Document, disseminate relevant and important message to the public through appropriate outlets</p> | <p>Used during School Board portion of budget talks and also during presentation of proposed budget at Deliberative Session</p> |

Objective 6.2: The District will provide financial tracking, forecasting, controls, and audits.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|--|---|-----------------|---|---|
| 6.2.1 Develop an audit cycle of the annual financial statement, including validation that all risks and deficiencies referenced in the December 2016 internal control review audit are addressed | Superintendent Executive Directors Lead Accountant Payroll Coordinator Accounts Payable Clerk Principals Secretaries Finance/Audit Committee School Board | June-January | Audit cycle presented to School Board | Audit report presented to School Board |
| 6.2.2 Establish a district system to monitor student activity accounts and other revolving accounts/resources | Executive Director of Business, Finance, and Operations Principals Administrative Assistants | July 1-June 30 | Monthly reconciliation of all student activity accounts by the financial department | Annual internal audit completion |
| 6.2.3 Establish equity in student resources across schools for annual budget requests. | Executive Director of Business, Finance, and Operations School Board | Budget Proposal | Budget request specifically has a section to show equity in spending across schools | School Board's review of budget documents |

Objective 6.3: The District will establish Capital Maintenance Procedures that ensure educational and program facilities that are clean, safe, and conducive to student learning.

| Action Steps | Accountability/ Responsibilities | Timeline | Implementation Benchmarks | Evaluation of Progress |
|--|--|----------|---|---|
| 6.3.1 Establish a long-term capital plan that reflects future capital development and improvement needs that is reviewed and revised as needed with stakeholder input | School Board; Executive Director of Business, Finance and Operation Director of Facilities | Annually | Presentation of long term capital plan in conjunction with budget | Acceptance of plan by School Board |
| 6.3.2 Continue the Building and Grounds Committee to participate in the oversight of the approved Golden Brook School and Windham Middle School construction projects as well as future facility needs | School Board Building and Grounds Committee | Annually | Continuation of the Building and Ground Committee, reports, recommendations | Formal report |
| 6.3.3 Develop an inventory database of all capital items Database should include references to SIP and DIP priorities | Executive Director of Business, Finance, and Operations Principal Executive Director of Technology | Annually | Database selected, and all new capital items entered into it at time of purchase, existing items entered by locations | Database reports to audit firm during school audits |

*A special thank you to the members of the Windham School District Improvement Committee
for their hard work and dedication on this project that will guide the district over the next three years
to provide the best education for the students of the Windham Public Schools as they meet the challenges of the 21st century.*