



## Windham School District 2022-2023 Implementation Plan Rubric

### 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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
1.1.3 Maintain teacher and paraprofessional contracts and agreements in support of higher level student achievement. Representative members and groups will be selected to serve on negotiation committees to develop contracts as determined by the expiration dates of current contracts.	<ul style="list-style-type: none"> <li>● Notice to AFSCME regarding opening negotiations</li> <li>● Selection of negotiating teams</li> <li>● Negotiations</li> </ul>	<ul style="list-style-type: none"> <li>● Fall 2022</li> <li>● Fall 2022</li> <li>● Winter 2023</li> </ul>	<ul style="list-style-type: none"> <li>● Ratified contract</li> </ul>	<ul style="list-style-type: none"> <li>● School Board</li> <li>● Superintendent</li> <li>● Assistant Superintendent</li> </ul>

**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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
<p>1.2.1 Continue to provide ongoing and meaningful Professional Development for staff on newly adopted programs, assessments, and school-wide initiatives by developing an annual professional development calendar to address educational needs both district-wide and at the building level.</p>	<ul style="list-style-type: none"> <li>● Create PD calendar.</li> <li>● Provide calibration training regarding UbD for directors.</li>   <li>● Provide calibration training around PLC for directors.</li> <li>● Train teachers on nonnegotiables for UbD curriculum mapping.</li>   <li>● PLC, departmental time for development and collaboration.</li> <li>● Provide ongoing vertically articulated professional development.</li>   <li>● Survey staff of PD needs for 2023-2024.</li>   <li>● Develop a vision of training one-year out based on teacher surveys and new academic or technical requirements.</li> </ul>	<ul style="list-style-type: none"> <li>● September 2022</li> <li>● September 2022</li>   <li>● September 2022</li> <li>● November/December</li> <li>● October 5, 2022, and December 8, 2022</li>   <li>● Weekly PLC meetings</li>   <li>● April 2023</li>   <li>● May 2023</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Surveys</li> <li>● Professional Development schedule published annually and shared with teachers/paraprofessionals</li>   <li>● Feedback survey</li> <li>● Teacher feedback forms</li>   <li>● PLC notes</li> <li>● Teacher feedback forms</li>   <li>● Survey creation</li> <li>● Survey results</li> <li>● PD plan</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Directors</li> <li>● Curriculum Directors</li>   <li>● Curriculum Directors and Assistant Superintendent</li> <li>● Curriculum Directors</li>   <li>● Curriculum Directors</li> <li>● Building Admin</li>   <li>● Assistant Superintendent</li> <li>● Curriculum directors</li> <li>● Building Admin</li> </ul>

<p>1.2.2 Continue to promote and support teacher leadership within the district and school buildings.</p>	<ul style="list-style-type: none"> <li>Clearly define the roles and expectations of district and building leaders.</li> <li>Create monthly meeting agendas and meeting minutes for the district.</li> <li>Form a Leadership Academy for new and aspiring leaders.</li> <li>Provide professional development within the Aspiring Leadership Academy.</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2022</li> <li>Monthly</li> <li>Fall 2022</li> <li>Monthly</li> </ul>	<ul style="list-style-type: none"> <li>Defined mission/vision of the leadership teams &amp; department heads</li> <li>Monthly meetings to review and implement goals</li> <li>Annual invitations to the Aspiring Leadership Academy</li> <li>Targeted and ongoing professional Development for the roles of all leaders</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent</li> <li>Buildings Leaders</li> <li>Assistant Superintendent</li> <li>Curriculum Directors</li> <li>Building Admin</li> </ul>
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**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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
<p>1.4.1 Assess the needs of the students by analyzing available data</p>	<ul style="list-style-type: none"> <li>Review Student Performance Data</li> <li>Facilities Assessments</li> <li>Technology Assessments</li> <li>Data gathered through PLCs to foster collaborative analysis</li> <li>Regularly scheduled meetings and presentations by the Director of Assessment and Accountability.</li> <li>Review of standardized test data as determined by release dates of the data.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> <li>Fall 2022</li> <li>Fall 2022</li> <li>Weekly</li> <li>Fall 2022+ Spring 2023</li> <li>Fall 2022</li> </ul>	<ul style="list-style-type: none"> <li>Review of assessment data during PLC's</li> <li>Data review during department meetings and full faculty meetings</li> <li>SIPs</li> <li>Board presentations</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Principals</li> <li>School Councils</li> <li>Leadership Team</li> <li>Curriculum Leaders</li> <li>Teachers</li> </ul>

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

Action Steps	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
<p>1.5.2 Review and adjust the school safety plan, including points of egress and access, to ensure that the school is safe for students and staff. Control of visitors in schools</p>	<ul style="list-style-type: none"> <li>● Homeland Security Audit</li> <li>● Establish a plan to include security and access to buildings at point of egress.</li> <li>● Conduct a minimum of ten safety drills each year.</li> <li>● Monthly meetings with Windham Police and Fire.</li> <li>● Screen and log in and out all visitors.</li> </ul>	<ul style="list-style-type: none"> <li>● Fall 2022</li> <li>● Fall 2022</li>   <li>● Monthly</li> <li>● Monthly</li> <li>● Daily</li> </ul>	<ul style="list-style-type: none"> <li>● Regular oversight by school-level administrators, facilities director, and custodians</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Business Administrator</li> <li>● Facilities Director</li> <li>● Building and Grounds Committee School Board</li> <li>● Building Administration</li> </ul>

## 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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
2.1.2 Utilize PLCs to ensure consistent and continuous discussion about curriculum, instruction, and student academic and emotional learning.	<ul style="list-style-type: none"> <li>Create a district PLC template for note taking.</li> <li>Monitor PLC work</li> </ul>	<ul style="list-style-type: none"> <li>October 2022</li> <li>Weekly PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>2024 student data collection and analysis</li> <li>PLC notes and observations</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Directors</li> <li>Curriculum Directors/Principals</li> </ul>

**Objective 2: Ensure Strong Instructional Leadership and Effective Instruction**

Action Steps	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability / Responsibilities
2.2.1 Review and implement professional development with attention to alignment, consistency, and fidelity.	<ul style="list-style-type: none"> <li>Prioritize and target initiatives in order to ensure adequate time can be provided to effect change.</li> <li>Plan teacher in-service, PD, and other meeting times to ensure teachers and staff are prepared and knowledgeable about initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>September 2022</li> <li>September 2022</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Calendar developed for the 2022-2023 school year</li> <li>Measure initiatives' progress after sufficient time through staff surveys, department meeting conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Administrators, Building</li> <li>Administrators, Directors, Teachers and Staff</li> </ul>
2.2.2 Review and consistently implement a system for monitoring and evaluating instructional practices.	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Calibration training</li> <li>Calibration tasks</li> </ul>	<ul style="list-style-type: none"> <li>September - June 2023</li> <li>December 2022</li> <li>January - June 2023</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation notes/ratings</li> <li>Feedback forms</li> <li>Teacher observation notes</li> </ul>	<ul style="list-style-type: none"> <li>Primary and Secondary Evaluators</li> </ul>

2.2.3 Provide opportunities for cross-curricular co-teaching instruction and integration of different subject areas.	<ul style="list-style-type: none"> <li>• Provide for and train teachers to implement co-teaching models.</li> </ul>	<ul style="list-style-type: none"> <li>• WHS training 2022-2023 school year</li> <li>• WMS Sept-May</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and evaluate co-teaching and cross-curricular lessons</li> <li>• Staff presentations to reinforce co-teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Building Based Leadership Teams</li> <li>• Building Staff</li> </ul>
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**Objective 3: Support High Levels of achievement for all students**

Action Steps	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
2.3.1 Integrate a framework of multi-tiered supports and interventions for all students across all levels.	<ul style="list-style-type: none"> <li>• Train teachers effectively to plan and implement social emotional learning strategies.</li> <li>• One Trusted Adult fall training</li> <li>• Utilize a structure for monitoring longitudinal and coherent data progressions in each building.</li> </ul>	<ul style="list-style-type: none"> <li>• November 2022 - One Trusted Adult training for all teachers</li> <li>• Ongoing 2022-2023 school year</li> </ul>	<ul style="list-style-type: none"> <li>• PD evaluations</li> <li>• DESSA/CASocial Emotional Learning reports</li> <li>• Student achievement data</li> <li>• Data team/SST meeting minutes</li> <li>• SWISS Data -PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators, Building</li> <li>• Administrators, Directors, Teachers and Staff</li> </ul>
2.3.2 Implement research-based practices to provide interventions for all students across all levels.	<ul style="list-style-type: none"> <li>• Develop and implement guidelines to move students in or out of intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• December 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Progress monitoring tools</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators, Building</li> <li>• administrators, directors, teachers, and staff</li> </ul>

## 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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
3.1.1 Continue to provide professional development to teachers and instructional support staff in how to use the student information system to access data and generate reports (i.e., NH SAS, College Board, Renaissance, Schoolzilla, DESSA, etc.).	<ul style="list-style-type: none"> <li>Staff will be trained on accessing and analyzing data from various platforms (i.e., NH SAS, Renaissance, College Board, DESSA, Schoolzilla).</li> </ul>	<ul style="list-style-type: none"> <li>Monthly PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>Staff participation in PD sessions</li> </ul>	<ul style="list-style-type: none"> <li>District Administration,</li> <li>School Administration,</li> <li>Data Manager, Teachers, and support staff members.</li> </ul>
3.1.2 Continue to identify and share specific tiered data reports in a user-friendly and timely manner to all stakeholders (teachers, parents, students, etc.).	<ul style="list-style-type: none"> <li>The Director of Assessment and Accountability will identify and share specific data reports that schools &amp; teachers find most beneficial.</li> <li>Staff, parents, and students trained on accessing and</li> <li>Interpreting ongoing data.</li> <li>Timelines are established for the dissemination of data.</li> <li>Parent resource link will be added to the Assessment page of the WSD website.</li> </ul>	<ul style="list-style-type: none"> <li>Fall Benchmark - October 2022</li> <li>Winter Benchmark - January 2023</li> <li>Spring Benchmark - June 2023</li> </ul>	<ul style="list-style-type: none"> <li>List of data reports, i.e., Analysis and Areas of Deficiency</li> <li>Website link established for parents</li> <li>Presentations</li> <li>Reports</li> <li>Report cards</li> <li>Schoolzilla - Analytics Dashboard</li> </ul>	<ul style="list-style-type: none"> <li>District Administration,</li> <li>Principals,</li> <li>Teachers, school counselor Counselors, and Students.</li> </ul>
3.1.3 Continue to analyze and discuss data in order to impact student learning.	<ul style="list-style-type: none"> <li>Data discussions with appropriate stakeholders during PD time.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly PLC Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Staff participation in PD sessions</li> </ul>	<ul style="list-style-type: none"> <li>Principals, Curriculum Directors, District Administration, and Teachers.</li> </ul>

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

Action Steps	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
3.2.1 Maintain our robust Multi-Tiered System of Support (MTSS) with embedded use of universal screening and progress monitoring for all students.	<ul style="list-style-type: none"> <li>• Universal MTSS District Team consists of district and building level admin, school counselor, Rtl/SST coordinators, student services, and a school board member.</li> <li>• Fall RTI is developed by the previous year's data, with reevaluation performed after each benchmark window.</li> <li>• Throughout the year, teachers follow an outlined protocol before referring student concerns to the Student Support Team (SST).</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly MTSS Meetings</li> <li>• Weekly SST &amp; Rtl Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of MTSS</li> <li>• initiatives.</li> <li>• MTSS handbook guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS District Team</li> </ul>
3.2.2 Maintain data teams at all schools.	<ul style="list-style-type: none"> <li>• School-specific data is analyzed to address school-based challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly building level meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Building data team meetings Agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Principals, District Administration,</li> <li>• Curriculum Directors,</li> <li>• Building Stakeholders.</li> </ul>

**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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
3.3.2 Continue designing and implementing effective learning targets, success criteria, and formative assessments to drive instruction.	<ul style="list-style-type: none"> <li>• School Based PD, PLC, and UBD work.</li> </ul>	<ul style="list-style-type: none"> <li>• October PD UBD session</li> <li>• Bi-monthly PLC meetings to focus on UBD</li> <li>• Monthly department meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that UBD unit creation.</li> <li>• Ensure UBD units have been created. Ensure appropriate implementation through formal and informal classroom observations.</li> </ul>	<ul style="list-style-type: none"> <li>• District Administration,</li> <li>• School Administration, Curriculum Directors, Special Education Directors, Professional Development Committee</li> </ul>



## 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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
<p>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 to reflect changing times and district needs.</p>	<ul style="list-style-type: none"> <li>● Create and Maintain a bank of job descriptions. Job Descriptions will be evaluated as needed.</li> <li>● Engaged MRI to start the process with 10 positions and then identify specific roles to create needed job descriptions by January, 2023.</li> <li>● Revise and implement a new hire process.</li> <li>● Qualifying employees may be eligible for loan forgiveness by the Federal Government if they meet identified criteria. HR will inform our employees of their ability to file for loan forgiveness if they qualify.</li> </ul>	<ul style="list-style-type: none"> <li>● January 2023</li> <li>● January 2023</li> <li>● September 2022</li> </ul>	<ul style="list-style-type: none"> <li>● Human Resources data report and procedures</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent, Director of Human Resources, Curriculum Directors, Principals</li> </ul>
<p>4.1.4 Implement Aspiring Leadership Academy.</p>	<ul style="list-style-type: none"> <li>● Create a schedule for Aspiring Leader cohort</li> <li>● Recruit/invite staff</li> <li>● Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● August 2022</li> <li>● September 2022</li> <li>● Dates TBD</li> </ul>	<ul style="list-style-type: none"> <li>● Calendar creation</li> <li>● Invitations sent and accepted</li> <li>● Agendas and surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Assistant Superintendent</li> <li>● Executive Director of Finance</li> <li>● Executive Director of Student Services</li> <li>● Director of Accountability</li> <li>● Principals</li> </ul>

**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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
4.2.1 Explore ways to identify and utilize the knowledge of current teachers for professional development, program development, and mentoring.	<ul style="list-style-type: none"> <li>● Recruit teachers/staff for PD presentations.</li> <li>● Create offerings/sign up for PD day with presentations from teachers.</li> <li>● Survey teachers, as needed.</li> <li>● Meet regularly with mentor coordinators to review current needs of new staff.</li> <li>● Mentor meetings</li> </ul>	<ul style="list-style-type: none"> <li>● September 2022</li> <li>● October 2022</li> <li>● November 8, 2022</li> <li>● Monthly meetings, first Tuesday</li> <li>● Monthly</li> </ul>	<ul style="list-style-type: none"> <li>● 11/8 PD survey</li> <li>● Staff sign-up</li> <li>● Staff survey</li> <li>● Meeting notes and agendas</li> <li>● Monthly</li> </ul>	<ul style="list-style-type: none"> <li>● Assistant Superintendent</li> <li>● Professional Development Committee</li> </ul>
4.2.2 Effectively train evaluators in the evaluation method.	<ul style="list-style-type: none"> <li>● Train all new administrators on WSD educator evaluation.</li> <li>● Review options for calibration training.</li> <li>● Calibration training and conversations.</li> </ul>	<ul style="list-style-type: none"> <li>● September 2022</li> <li>● September 2022</li> <li>● Monthly</li> </ul>	<ul style="list-style-type: none"> <li>● Agenda</li> <li>● Proposals/notes</li> <li>● Meeting agendas/notes</li> </ul>	<ul style="list-style-type: none"> <li>● Human Resources</li> <li>● Assistant Superintendent</li> </ul>
4.2.3 Provide ongoing and confidential support for struggling professional staff focused on improving skill and retaining human capital.	<ul style="list-style-type: none"> <li>● Provide formal and/or informal teacher improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>● 30, 60, 90-day meetings</li> <li>● Mentor meetings</li> <li>● Mentor Coordinator Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● One-on-one meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Human Resources</li> <li>● Principals, Asst. Principals,</li> <li>● Curriculum Directors</li> <li>● Mentors</li> </ul>
4.2.4 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.	<ul style="list-style-type: none"> <li>● Yearly assessment of needs by Director of Assessment &amp; Accountability, ongoing data collection, analysis, and distribution of data to appropriate staff; training as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Accountability reports</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent, Director of Assessment &amp; Accountability,</li> <li>● Administrative team</li> </ul>

## STUDENT SUPPORT SERVICES

**Standard V: 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 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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
<p>5.1.2 Maintain consistent practices to address the needs of all students as they transition between grades and schools PK - 12.</p>	<ul style="list-style-type: none"> <li>Continue to plan meetings throughout the year between schools to ensure a smooth transition from school to school and grade to grade. Maintain meeting notes to ensure consistency in future years.</li> <li>Continue to utilize resources and allocate resources as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly</li> <li>May/June 2023</li> </ul>	<ul style="list-style-type: none"> <li>Develop a schedule of transition activities PK - 12</li> <li>Develop a working list of alternative/ additional transition activities for students who require them</li> </ul>	<ul style="list-style-type: none"> <li>Building Principals</li> <li>Director of School</li> <li>Counseling</li> <li>Directors of Special Education at each school</li> </ul>
<p>5.1.3 Establish curriculum for Executive Functioning skills PK-12.</p>	<ul style="list-style-type: none"> <li>Develop and implement an Executive Functioning skill-based program for needs-based students.</li> <li>Identify best practices, procedures and programs for executive functioning across all grade levels to include college readiness skills .</li> <li>Develop an effective Executive Functioning skills based resource.</li> <li>Develop clear procedures for identifying students with Executive Functioning deficits.</li> <li>Continue to assess the need for executive functioning resources using data collected through MTSS for various grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>PD days throughout year</li> <li>April 2023</li> <li>April 2023</li> <li>April 2023</li> <li>Monthly MTSS Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Identify and report on developmentally appropriate executive functioning skills at each level PK - 12.</li> <li>Utilize all building level resources to provide executive functioning intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>Director of School</li> <li>Counseling</li> <li>Special Education</li> <li>Academic Directors</li> <li>Executive Functioning Coach</li> </ul>

**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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
<p>5.2.1 Implement an academic recovery and remediation program.</p>	<ul style="list-style-type: none"> <li>● Inform staff on various academic recovery and remediation platforms and options.</li> <li>● Continue to review and assess the criteria for student eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>● April 2023</li> <li>● April/May 2023</li> </ul>	<ul style="list-style-type: none"> <li>● Students will participate and earn credit for failed courses or semesters.</li> <li>● Teachers will independently create individualized programs (e.g., specific assignments, projects, tests, ELOs, etc.) to attain and demonstrate knowledge of concepts not mastered in the respective class.</li> </ul>	<ul style="list-style-type: none"> <li>● Principal, school counselor. Curriculum and Special</li> <li>● Education Directors and Director of Assessment &amp; Accountability</li> </ul>

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

Action Steps	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
6.2.2 Continue to monitor student activity accounts and other revolving accounts/resources.	<ul style="list-style-type: none"> <li>Monthly reconciliation of all student activity accounts by the financial department.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly internal</li> <li>Audit completion by business office</li> </ul>	<ul style="list-style-type: none"> <li>Executive Director of Business, Finance, and Operations, Assistant Business Administrator, Principals</li> <li>Administrative Assistants</li> </ul>
6.2.3 Continue to review equity in student resources across schools for annual budget requests.	<ul style="list-style-type: none"> <li>Budget request specifically has a section to show equity in spending across schools</li> </ul>	<ul style="list-style-type: none"> <li><del>Monthly</del></li> <li>Quarterly (11/22)</li> </ul>	<ul style="list-style-type: none"> <li>School Board's review of budget documents.</li> </ul>	<ul style="list-style-type: none"> <li>Executive Director of Business, Finance, and Operations</li> <li>School Board</li> </ul>
6.2.4 Implement a time and attendance system that allows for more accurate tracking of employee time entry and move to a time worked model for hourly staff members.	<ul style="list-style-type: none"> <li>Creating and rolling out of time and attendance systems.</li> <li>Develop a process and pay schedule so that employees are paid on a time worked basis.</li> </ul>	<ul style="list-style-type: none"> <li>In Progress</li> <li>Met</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of timekeeping system and pay schedules.</li> </ul>	<ul style="list-style-type: none"> <li>Executive Director of Finance and Operations, Assistant Business Administrator, Payroll Coordinator, Director of Human Resources</li> </ul>

**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	Implementation Benchmarks	Timeline	Evaluation of Progress	Accountability /Responsibilities
<p>6.3.1 Continue to review and update a long-term capital plan that reflects future capital development and improvement needs that are reviewed and revised as needed with stakeholder input</p>	<ul style="list-style-type: none"> <li>● Presentation of long-term capital plan in conjunction with budget.</li> </ul>	<ul style="list-style-type: none"> <li>● August-Yearly-5 Year Update</li> </ul>	<ul style="list-style-type: none"> <li>● Acceptance of plan by School Board</li> </ul>	<ul style="list-style-type: none"> <li>● School Board;</li> <li>● Executive Director of Business, Finance and Operation Director of Facilities</li> </ul>
<p>6.3.3 Continue to maintain an inventory database of all capital items Database should include references to SIP and DIP priorities</p>	<ul style="list-style-type: none"> <li>● Database selected, and all new capital items entered into it at time of purchase, existing items entered by locations.</li> </ul>	<ul style="list-style-type: none"> <li>● Spring 2023</li> </ul>	<ul style="list-style-type: none"> <li>● Database reports to audit firm during school audits.</li> </ul>	<ul style="list-style-type: none"> <li>● Executive Director of Business, Finance, and Operations</li> <li>● Principal</li> <li>● Executive Director of Technology</li> </ul>