



Windham Public Schools

*"Building Windham's future,
one student at a time"*

EST. 1713

District Strategic Plan 2022 - 2025

Willimantic, CT
September, 2023

Windham Public Schools, Connecticut



Windham Early Childhood Center



Windham Center Elementary School



Natchaug Elementary School



C. H. Barrows STEM Academy



North Windham Elementary School



Windham Middle School



W. B. Sweeney Elementary School



Windham High School



CORE/AWP

Central Office Administration

Tracy Youngberg

Superintendent of Schools

Neil Weathers

Assistant Superintendent of Schools

Beth Ann Brunet

Director of Equity & Multilingual Education

Elizabeth Bumgardner

Director of Elementary Education

Aaron Coleman

Director of Pupil Services

Albert Harris

Director of Secondary Education

Rita Parciak

Associate Director of Finance and Operations

Grace Sanchez

Director of Human Resources

Windham

Board of Education

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Chairperson

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Vice Chairperson

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Table of Contents

SECTION 1: Introduction

Table of Contents	3
Letter from the Superintendent	4
Purpose of the District Strategic Plan	5
Who We are vs. State of CT	10
District Achievement Targets	11
Achievement Targets Glossary	12

SECTION 2: School Summaries

Windham Early Childhood Center	16
Natchaug School	18
North Windham School	20
W. B. Sweeney School	24
Windham Center School	27
Charles H. Barrows STEM Academy	30
Windham Middle School	33
Windham High School	36
CORE/AWP	39

September, 2023

Welcome to the District Strategic Plan for Windham Public Schools. While this document has been developed for the time period of 2022-2025, it is updated annually to ensure the community has the most current information about our school system. The document offers an overview of who we are as a school system, how we prioritize our work, track our annual progress and what we aspire to achieve. Our Strategic Priorities are a guide for the district's work that is always centered around our students. This year at our annual Convocation event I introduced to our talented staff the concept of *Living Our Story* as our yearlong staff theme. I explained in my address that living our story means truly connecting to who we are as a community, who are students are, what their families bring to the table and how the district can use human connections, talents and expertise to ensure our students reach their academic and social emotional goals. I reminded the audience that Windham High School's Class of 2023 valedictorian and salutatorian both thanked their immigrant parents at the June commencement ceremony for instilling in them an understanding that education was their path to success. They both spoke in English and Spanish at the ceremony and recognized their parents for showing them that hard work in their studies would ensure them a better position in life than their parents experienced as non-English speaking immigrants. These families came to this country focused on having their children become first-generation college students, the quintessential example of the American dream. For a district with 73% of its students being of Latino/Hispanic decent, nearly three times the poverty rate of the state and more than 50% of our households speaking Spanish as their first language, these commencement messages were extraordinary. I want Windham Public Schools to be the kind of district where we hold high expectations for all students and do not let them give up when things are difficult because we know that education can level the playing the field. I want our district to fully understand the enormous responsibility of providing a quality education to the children of Windham. Our work means something to the students seated in our PreK-12 classrooms, but it also has the ability to impact generations to come. Our story is the community's story. Please do not hesitate to reach out to me if you have any questions about our District Strategic Plan.

Sincerely



Tracy Youngberg

The Purpose of the District Strategic Plan:

The District's Strategic Plan is designed to communicate the school system's purpose, core values and unwavering commitment to the success of Windham's students. The plan, which is a living document and will change over time based on student needs, showcases the district's overarching goals and will serve as a guide to the School and Department Improvement Plans. The coherence between the district plan and those utilized within our schools and supporting departments will naturally define expectations in our classrooms, grade levels and offices across the district. The District Strategic Plan will also serve as a tool to regularly update the Board of Education and others stakeholders as to our progress toward our identified goals.

The 2022-2025 District Strategic Plan is based on six Strategic Priorities originally identified in the Spring of 2019 by our Strategic Plan Task Force. They are described below:

- **Priority I: Student Learning**

Accelerate achievement, improve access to advanced course work and dual language programming, and implement aligned instructional practices to increase outcomes and ensure equitable preparation for our 21st century learner

- **Priority II: Staff Learning/Capacity**

Recruit and retain courageous leaders at all levels (teacher, school leader, central office, support staff) that reflect the diversity of our students and believe in their potential.

- **Priority III: Partners as Resources**

Engage family, staff and community members in two-way, open communication focused on equity, district priorities, trust and a shared responsibility for student success.

- **Priority IV: Learning Environments**

Develop a safe and productive learning environment that reflects the sociocultural richness of our community and facilitates an interdependent approach to academics, social emotional wellness and civic responsibility.

- **Priority V: Effective Operations**

Be a fiscally responsible organization by operating more efficiently while ensuring equitable distribution of resources to serve the vast diversity of our students.

- **Priority VI: Diversity as Strength**

Celebrate the diversity of our school community by addressing bias, developing bilingualism, continuously cultivating cultural competence and empowering all.

Each of these strategic priorities represents a portion of what the district believes is necessary for Windham students to succeed and each can be linked directly to the District's Mission, Vision & Theory of Action, as well as the District's Core Beliefs. To further highlight the technical and adaptive skills that we believe students need to be successful, we have adopted a Portrait of a Graduate. It is the district's intention to embed lessons and learning experiences directly linked to the Portrait of the Graduate between Pre-K and their graduation from Windham High School.

District Mission: Windham Public Schools provides all students equitable access to a high-quality education and graduates students who are prepared to become productive members of society. The school district and community hold a commitment to support cultural and linguistic diversity, deep student engagement, and the pursuit of lifelong learning that will support our students' success in college, career and life.

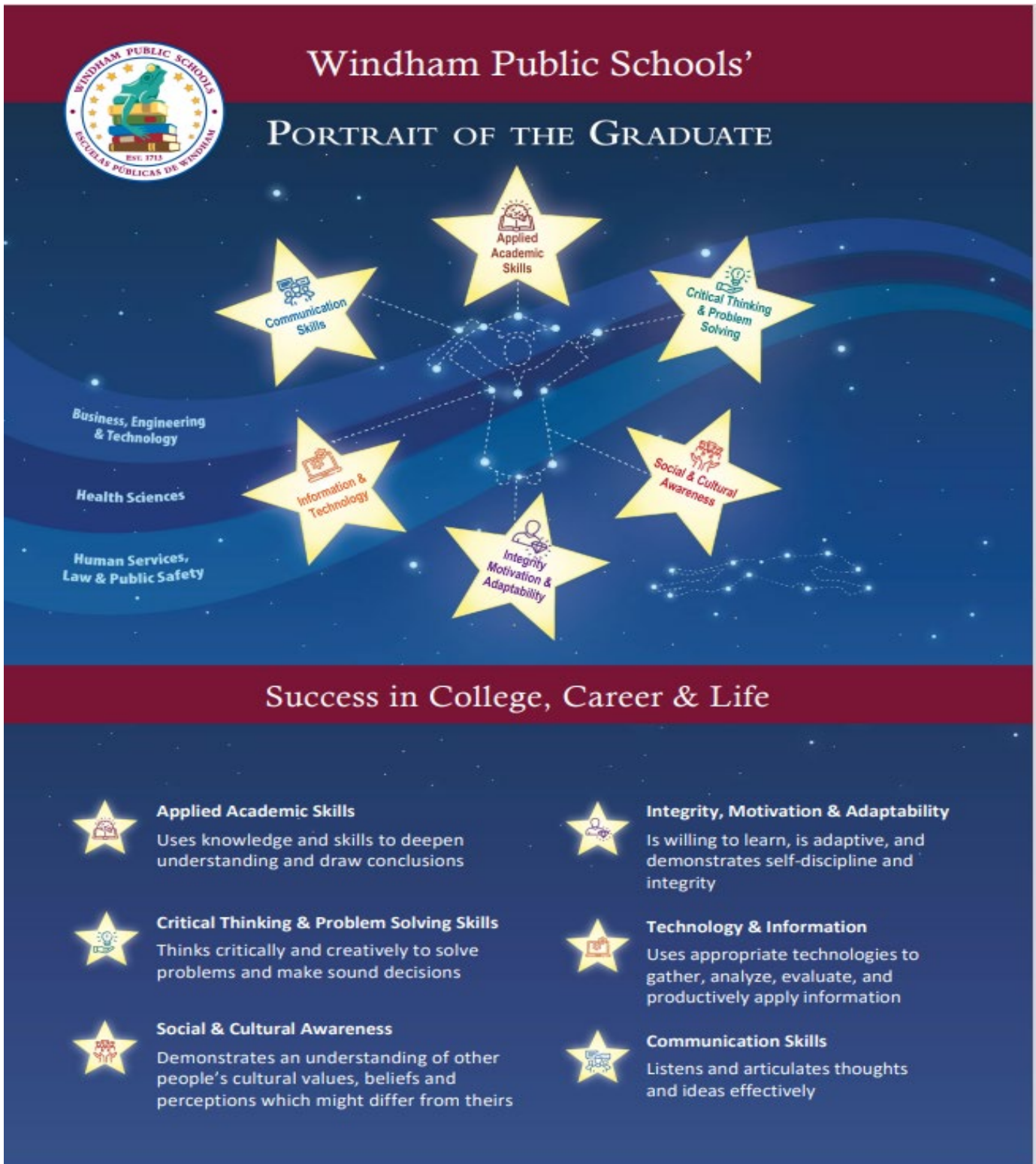
District Vision: Every student will be deeply engaged in his/her own learning, challenged by high expectations, supported by staff, family, and community, and will graduate with the competence and confidence needed for success.

District Theory of Action: If we ensure high quality, culturally-relevant instruction in every classroom, strong hiring practices, high levels of support for teachers, strong accountability practices based on data, courageous leadership, and effective engagement with families and community, then student achievement will improve, more students will perform at or above grade level, and achievement gaps will improve or disappear

District Core Values:

- All students can achieve.
- It is the duty of our organization to provide ALL students with opportunities and access to resources to develop their full potential.
- Strong teaching and learning are a foundation for successful schools.
- The entire staff is valued as a key component to the success of our organization.
- Parents of our students are our partners in helping us develop lifelong learners who grow up to be productive citizens.
- A rich and diverse community enriches us and strengthens our students with 21st century skills.
- Our responsibility is to remove all barriers to success.

Windham Public Schools' Portrait of the Graduate:



*Applied Academic Skills * Critical Thinking & Problem-Solving Skills * Social & Cultural Awareness * Integrity, Motivation & Adaptability * Technology & Information * Communication Skills*

Our Aspirational Goals:

We are committed to maintaining the highest of expectations for the students of Windham Public Schools as this will ensure they are prepared for success in college, career and life. The goals listed below are indicative of these high expectations and our strong belief in our students and staff members.

- 100% of Windham students in grades 3-12 will report feeling supported within their learning communities as measured by an annual survey.
- At least 90% of K-12 students will have attendance rates of 95% or better
- At least 95% of students will meet behavioral expectations and avoid disciplinary events that result in suspension
- At least 95% of students will meet the high school graduation requirements
- At least 80% of Windham students will meet or exceed the state goal in English Language Arts and Mathematics as measured by annual state assessments administered in grades 3-11.
- 100% of Windham students in grades 4-8 will meet annual growth targets as measured by Smarter Balanced Assessment.
- Our current community partnerships will be maintained and expanded in support of student success.

Accountability for Success:

Annually the district leadership team identifies core strategies under each of our six priorities based on a variety of data sources linked to student success. The core strategies, which are designed to move the district closer to its aspirational targets, are closely monitored through our School and Department Improvement Plans and the supervision of our leadership team.

This year, all schools and departments will rely on an accountability template that addresses Core Strategies, Action Steps, Fidelity Indicators and Indicators of Adult Progress and will be monitored at least three times within the school year.

Core Strategies

Core strategies are high-leverage approaches, or focus areas, coherently linked to our Strategic Priorities and designed to address an opportunity to improve.

Action Steps

Action steps are specific, sequenced actions adults will take in response to prioritized needs. Action steps will be limited in number, to maintain focus.

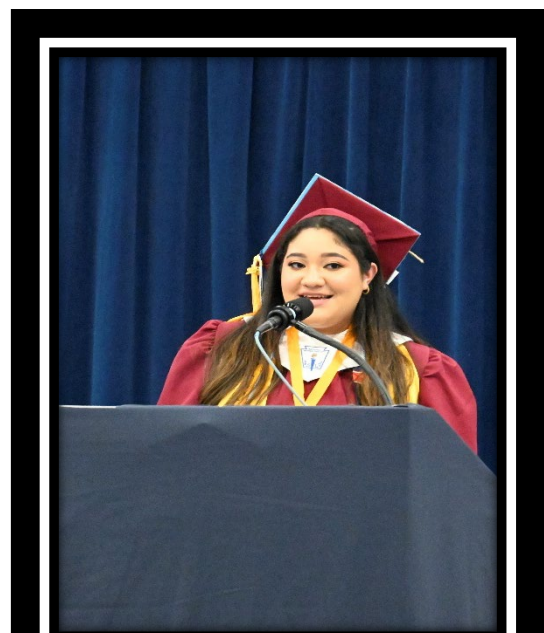
Fidelity Indicators

Fidelity Indicators provide evidence to demonstrate completion of the identified action steps and will be reflected in the district's Data Teaming process.

Indicators of Adult Progress

Indicators of Adult Progress help us determine changes in adult practices over time, and must be linked directly to Action Steps and Fidelity Indicators within the plan.

Accountability Template: District Priority I: Student Learning: Accelerate achievement, improve access to advanced course work and dual language programming, and implement aligned instructional practices to increase outcomes and ensure equitable preparation for our 21st-Century learners.			
Core Strategies <small>(High-leverage priorities)</small>	Action Steps <small>(Specific implementation steps)</small>	Fidelity Indicators <small>(Evidence action steps were completed)</small>	Indicators of Adult Progress <small>(Evidence adult practice is changing)</small>
Mini-Observations	-Regularly conduct mini-observations with face to face feedback.	-Completed Mini observation forms -Staff tracker of mini observations completed to monitor following superintendent guidelines -Increased understanding of staff professional development needs	-Teacher practice changing based on the next steps feedback -Increased teacher comfort with administrators observing regularly -Improved student behavior/academic performance -Teacher reflection



Windham High School Class of 2023 Valedictorian and Salutatorian



Who We Are vs. State of Connecticut

Poverty Rate (under age 18)

Windham 2016 – 2020 (35%)

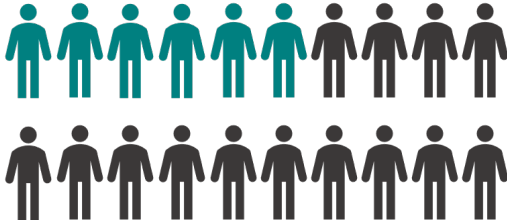


Connecticut 2016 - 2020 (13%)



English Language Learner Students (ELLs)

Windham 2021 – 2022 (31%)



Connecticut 2021 - 2022 (8%)

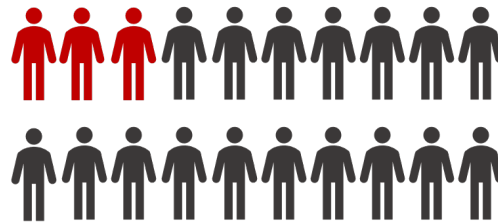


Special Education Students

Windham 2021 – 2022 (20%)

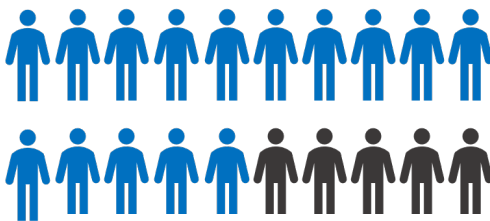


Connecticut 2021 - 2022 (17%)

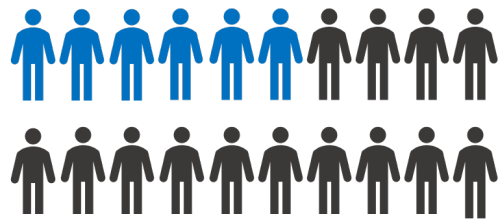


Hispanic/Latinx Students

Windham 2021 – 2022 (73%)



Connecticut 2021 - 2022 (29%)



Note: This information is the most recent available from the State of Connecticut

Windham Public Schools' total enrollment is 3,224 (as of Oct. 2022)



Windham Public Schools continue to have the highest percentage of English Learners (EL) among all Connecticut districts.

District Achievement Targets

Next Generation Accountability District Performance Index (DPI)

The district has shifted all progress monitoring and goal setting to the Next Generation Accountability System. Developed by the Connecticut State Department of Education, this system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers, and life. The calculations move beyond test scores and graduation rates and instead provide a more holistic, multifactor perspective of district and school performance and incorporates student growth over time. The chart below demonstrates the District Performance Index (DPI) from 2021-2023. The 2023-2024 school year and all of our School and Department Improvement Plans are aligned to these targets. The DPI is an average of all our schools.

Indicator	Target	2021-22	22-23 Estimate	2023-24 Goal
	Target	Index/Rate	Index/Rate	Index/Rate
1a. ELA Performance Index - All Students	75	52.5	53.2	56.2
1b. ELA Performance Index - High Needs Students	75	48.5	49.2	52.2
1c. Math Performance Index - All Students	75	46.9	49.0	52.0
1d. Math Performance Index - High Needs Students	75	42.8	44.9	47.9
1e. Science Performance Index - All Students	75	53.4	50.2	53.3
1f. Science Performance Index - High Needs Students	75	48.6	45.3	48.3
2a. ELA Academic Growth - All Students	100%	53.0%	56.2%	60.0%
2b. ELA Academic Growth - High Needs Students	100%	51.3%	54.4%	60.0%
2c. Math Academic Growth - All Students	100%	60.2%	59.3%	65.0%
2d. Math Academic Growth - High Needs Students	100%	57.9%	56.4%	60.0%
2e. Progress Toward English Proficiency - Literacy	100%	67.9%	51.3%	56.0%
2f. Progress Toward English Proficiency - Oral	100%	53.3%	54.9%	60.0%
4a. Chronic Absenteeism - All Students	<=5%	46.0%	36.2%	26.0%
4b. Chronic Absenteeism - High Needs Students	<=5%	51.1%	39.6%	29.0%
5. Preparation for CCR - Percent Taking Courses	75%	87.1%	94.0%	95.0%
6. Preparation for CCR - Percent Passing Exams	75%	36.4%	36.4%	40.0%
7. On-track to High School Graduation	94%	68.3%	65.3%	70.0%
8. 4-year Graduation: All Students	94%	78.4%	68.1%	70.0%
9. 6-year Graduation: High Needs Students	94%	76.8%	79.9%	82.0%
10. Postsecondary Entrance	75%	36.0%	36.0%	40.0%
11. Physical Fitness	75%	42.2%	59.0%	65.0%
12. Arts Access	60%	65.5%	57.7%	60.0%
Index Total		60.7%	60.4%	65.4%
Met 22-23 Target				
Decrease from 21-22 with Accurate Estimate				
Crude Estimate				

Glossary

Performance and Achievement

Arts Access (Indicator 12)

Arts access is measured by the percent of Grade 12 students that have been enrolled in an art course.

Chronic Absenteeism (Indicator 4)

A student is considered chronically absent if they are absent for 10% of the days of enrollment.

College and Career Readiness Courses (CCR) (Indicator 5)

Students in grades 11 & 12 participating in at least one of the following during high school:

- Two courses in Advanced Placement/International Baccalaureate/dual enrollment; or
- Two courses in one of seven Career-Technical Education (CTE) categories; or
- Two workplace experience “courses” in any area.

College and Career Readiness Exam Pass Rate (Indicator 6)

The pass rate is the percentage of students in grades 11 and 12 that have scored a 3 or higher on an AP exam or have scored both at least a 530 in Math and a 480 in Evidence-Based Reading and Writing on the SAT.

Connecticut State Target

Connecticut state targets are defined by the Connecticut State Department of Education, in alignment with the *Every Student Succeeds Act* compliance submission.

District Performance Index (DPI)

Performance on the DPI or SPI relates to reaching standard, or identified goals. Additional information can be found on EdSight at

<https://edsight.ct.gov>

English/Language Arts (ELA) (Indicator 1)

Graduation Cohort (Indicators 8 and 9)

The graduation year for both the four-year and six-year graduation cohorts is identified as four years from a student’s first entry into ninth grade in a high school.

Growth Indicator (Indicator 2)

Growth is defined as the percent of an academic target achieved by a student. Targets are individualized and based on past performance. Growth is measured in Math and English Language Arts in grades 3-8 and English Proficiency for English Learners from grades K-12.

Language Assessment Scales (LAS)

LAS is the designated State English Language proficiency test required by Title 3 law for all English Learners in grades K-12.

Meeting Benchmark

Meeting the benchmark is when students reach a score of levels 3 or 4 in Scholastic Aptitude Test (SAT), Smarter Balanced Assessment Consortium (SBAC), and Next Generation Science Standards (NGSS) out of a 4-level system.

Next Generation Science Standards (NGSS) Assessment

Test in science which is based on Next Generation Science Standards given in grades 5, 8, and 11.

On-Track to High School Graduation (Indicator 7)

The measurement used to determine if students are on track is calculated by the percentage of Grade 9 students that earn 5 credits during the year.

Performance Index (Indicator 1)

Comprised of high-stakes test scores (Grades 3-8 Smarter Balanced; Grade 11 SAT; Connecticut Alternative Assessments; Grades 5, 8, and 11 NGSS). A performance index is generated for English Language Arts, Math, and Science for the school and district. The purpose is to provide a performance summary based on high-stakes test data.

Physical Fitness Test (Indicator 11)

The percentage of students in Grades 4, 6, 8, and 10 passing all four sections of the physical fitness test (curl up, push up, sit and reach, and pacer)

Post-secondary Entrance (Indicator 10)

Post-secondary entrance is measured by the percentage of students who are entered into a 2-year or 4-year college or university one year after graduation.

Students with High Needs

The State of Connecticut identifies students with high needs as English learners, receiving special education services, and/or qualifying for free-or-reduced-priced meals.





Section 2

School Summaries





Windham Early Childhood Center

Overview

Windham Early Childhood Center will ensure that all of Windham’s preschool-aged children have access to safe, nurturing, high quality early education that promotes social, cognitive and physical development as well as social emotional wellbeing.

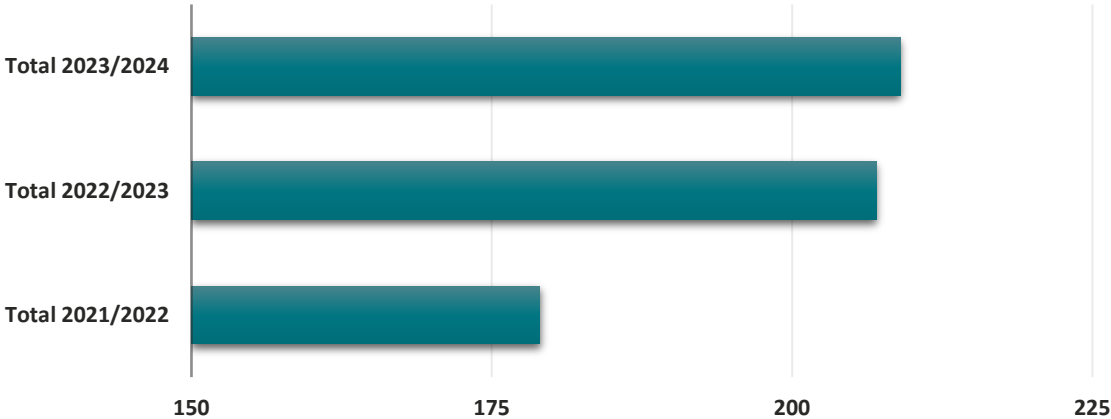
Director	Aliki Caraganis
School Address	123 Quarry Street 355 High Street Willimantic, CT 06226
Phone	860-465-2627
Grades Served Enrollment	Pre-Kindergarten 208
Title 1	Yes
Special Program(s)	RISE Compañeros Early Head Start



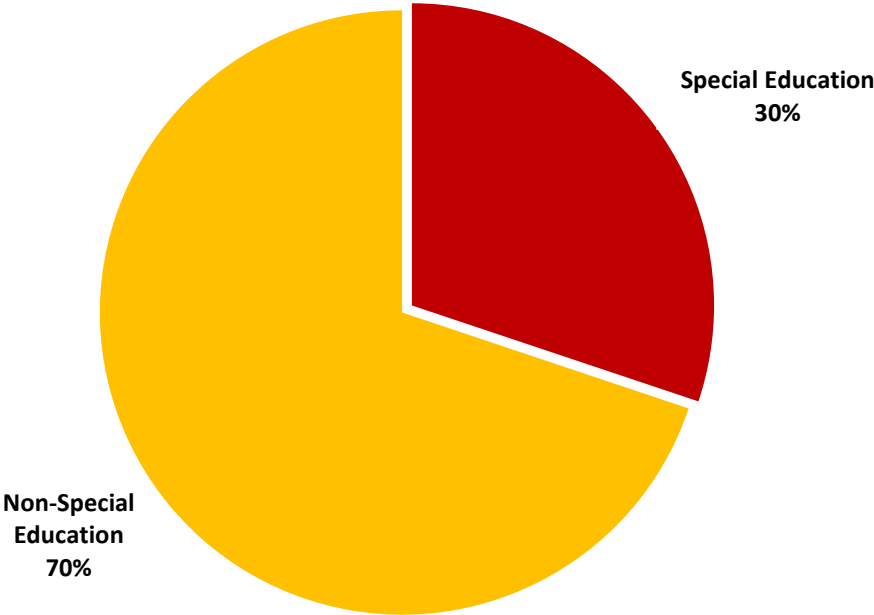
Windham Early Childhood Center

Student Summary

Enrollment



Special Education



Natchaug School

Overview

Natchaug Elementary School maintains the highest expectation that all children can learn. The primary purpose of the school is to provide its students with a comprehensive curriculum and instructional opportunities to produce knowledgeable, creative, and critical thinkers who will be self-motivated, lifelong learners. All students are educated within a broad cultural environment that enriches student learning, values, and respect for others.

Acting Principal	Jeannine Enamait
School Address	123 Jackson Street Willimantic, CT 06226
Phone	860-465-2380
Grades Served	K-5
Enrollment	264
Approx. Sq. Footage	48,276
Year Built	1913
Additions	1924 and 1973
Title 1	Yes
Special Program(s)	Before and After School Program Camino Alto Dos Ríos S.T.R.I.D.E.

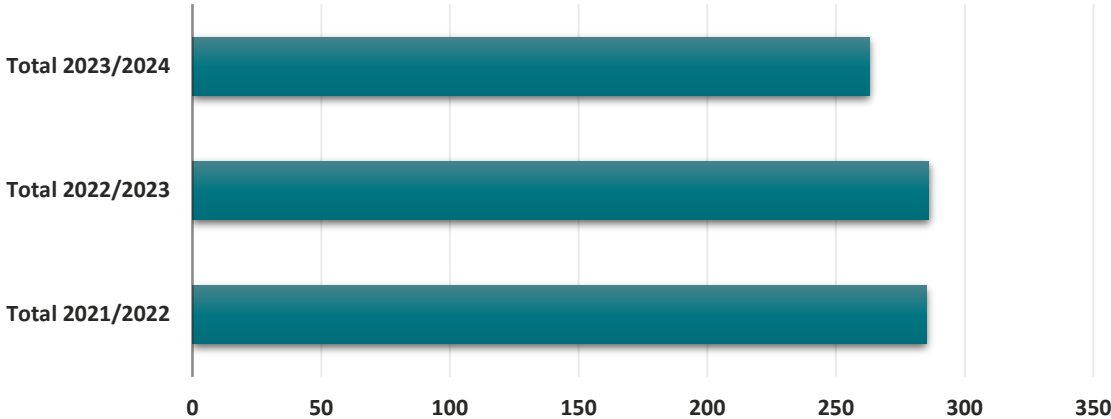


*As of 10/4/23



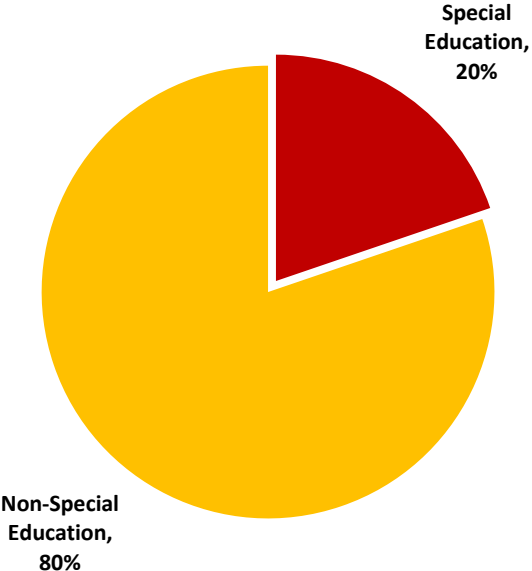
Natchaug School

Enrollment

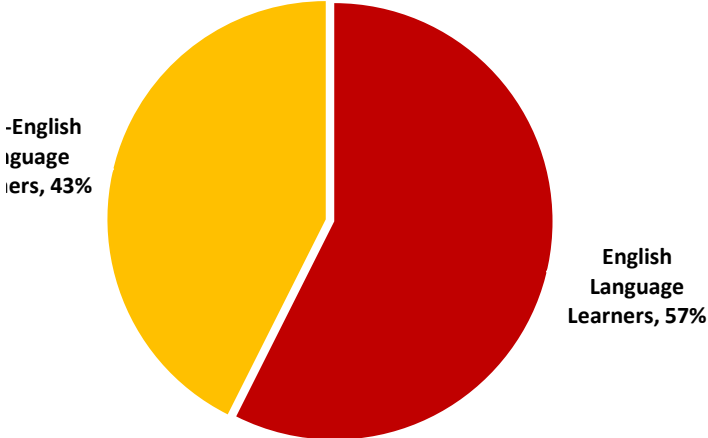


Student Summary

Special Education



English Language Learners



Next Generation Accountability Targets

Natchaug

Indicator	2021-2022		22-23 Estimate	2023-2024
	Index/Rate	Target		Index/Rate
1a. ELA Performance Index - All Students	54.3	75	51.5	53.5
1b. ELA Performance Index - High Needs Students	53.2	75	50.8	52.8
1c. Math Performance Index - All Students	48.5	75	51.5	53.5
1d. Math Performance Index - High Needs Students	47.0	75	50.5	52.5
1e. Science Performance Index - All Students	55.1	75	49.0	51.0
1f. Science Performance Index - High Needs Students	53.1	75	48.2	50.2
2a. ELA Academic Growth - All Students	72.9%	100%	57.4%	59.4%
2b. ELA Academic Growth - High Needs Students	73.6%	100%	56.7%	58.7%
2c. Math Academic Growth - All Students	79.7%	100%	73.4%	75.4%
2d. Math Academic Growth - High Needs Students	80.2%	100%	73.2%	75.2%
2e. Progress Toward English Proficiency - Literacy	76.0%	100%	54.6%	58.0%
2f. Progress Toward English Proficiency - Oral	62.5%	100%	50.3%	53.0%
4a. Chronic Absenteeism - All Students	52.2%	<=5%	34.5%	22.5%
4b. Chronic Absenteeism - High Needs Students	54.5%	<=5%	36.0%	24.0%
5. Preparation for CCR - Percent Taking Courses				
6. Preparation for CCR - Percent Passing Exams				
7. On-track to High School Graduation				
8. 4-year Graduation: All Students (2018 Cohort)				
9. 6-year Graduation: High Needs Students				
10. Postsecondary Entrance				
11. Physical Fitness	34.9%	75%	72.0%	75.0%
12. Arts Access				
Index Total	63.80%		59.20%	64.20%

Met 22-23 Target	
Decrease from 21-22 with Accurate Estimate	
Crude Estimate	



North Windham School

Overview

North Windham Elementary School provides a safe, caring, and engaging environment where children feel successful, challenged, accepted, and loved. Our school community shares a commitment to support cultural and linguistic diversity, social-emotional development, meaningful academic engagement, and the pursuit of lifelong learning.

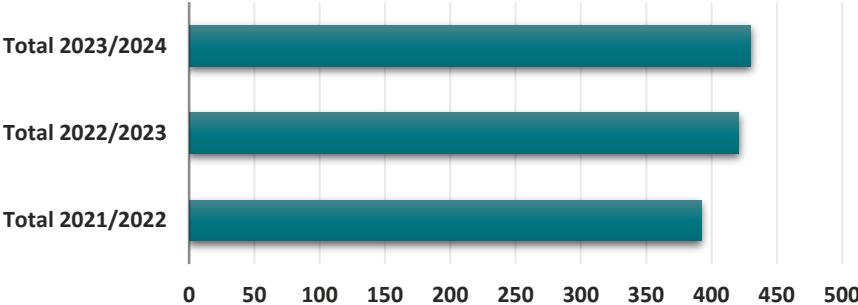


Principal	Amy Majek
Assistant Principal	Emily Malan
School Address	112 Jordan Lane North Windham, CT 06256
Phone	860-465-2400
Grades Served	K-5
Enrollment	430
Approx. Sq. Footage	55,000
Year Built	1959
Additions	1974
Title 1	Yes
Special Program(s)	Before and After School Program Compañeros



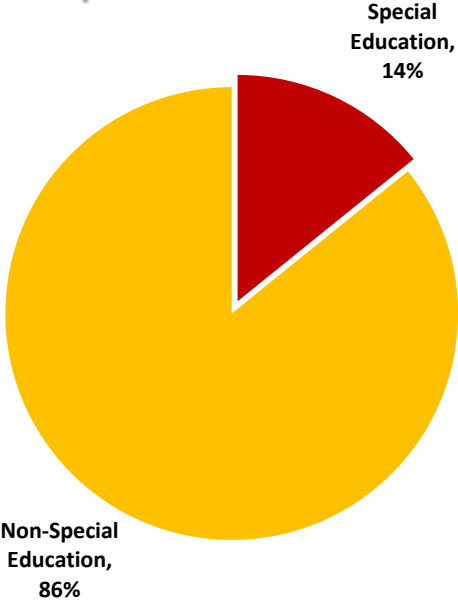
North Windham School

Enrollment



Student Summary

Special Education



English Language Learners



North Windham School

Next Generation Accountability Index

Indicator	2021-2022		22-23	2023-2024
	Index/Rate	Target	Estimate	Index/Rate
1a. ELA Performance Index - All Students	50.8	75	53.3	54.3
1b. ELA Performance Index - High Needs Students	48.9	75	50.6	51.6
1c. Math Performance Index - All Students	46.9	75	54.3	55.3
1d. Math Performance Index - High Needs Students	44.7	75	51.1	52.1
1e. Science Performance Index - All Students	52.4	75	56.7	57.7
1f. Science Performance Index - High Needs Students	49.3	75	54.4	55.4
2a. ELA Academic Growth - All Students	66.1%	100%	57.6%	58.6%
2b. ELA Academic Growth - High Needs Students	62.7%	100%	52.9%	53.9%
2c. Math Academic Growth - All Students	78.7%	100%	83.3%	84.3%
2d. Math Academic Growth - High Needs Students	76.9%	100%	78.4%	79.4%
2e. Progress Toward English Proficiency - Literacy	82.0%	100%	54.2%	56.0%
2f. Progress Toward English Proficiency - Oral	59.5%	100%	66.0%	68.0%
4a. Chronic Absenteeism - All Students	37.8%	<=5%	24.5%	15.4%
4b. Chronic Absenteeism - High Needs Students	39.3%	<=5%	25.6%	16.5%
5. Preparation for CCR - Percent Taking Courses				
6. Preparation for CCR - Percent Passing Exams				
7. On-track to High School Graduation				
8. 4-year Graduation: All Students				
9. 6-year Graduation: High Needs Students				
10. Postsecondary Entrance				
11. Physical Fitness	59.7%	75%	73.0%	76.0%
12. Arts Access				
Index Total	62.10%		64.70%	69.70%

Met 22-23 Target	
Decrease from 21-22 with Accurate Estimate	
Crude Estimate	



W. B. Sweeney School

W. B. Sweeney School is a dedicated community of staff, students, and families committed to the belief that all children will succeed. We challenge students to achieve academically, physically, and socially. We build on students' academic and cultural strengths, value individual growth, and recognize progress toward goals.

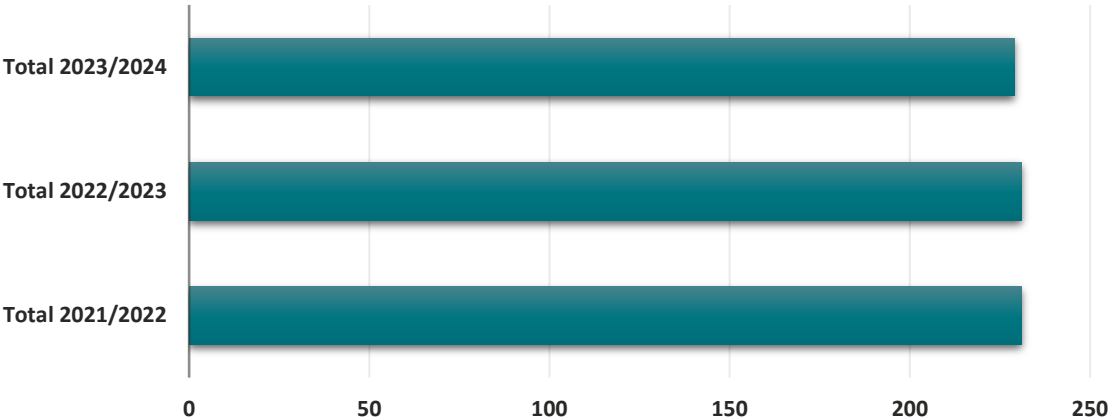
Principal	Kathryn Firth
School Address	60 Oak Hill Drive Willimantic, CT 06226
Phone	860-465-2420
Grades Served	K-5
Enrollment	230
Approx. Sq. Footage	45,432
Year Built	1959
Additions	1987 (portables)
Title 1	Yes
Special Program(s)	Before and After School Program Dos Ríos STRIDE



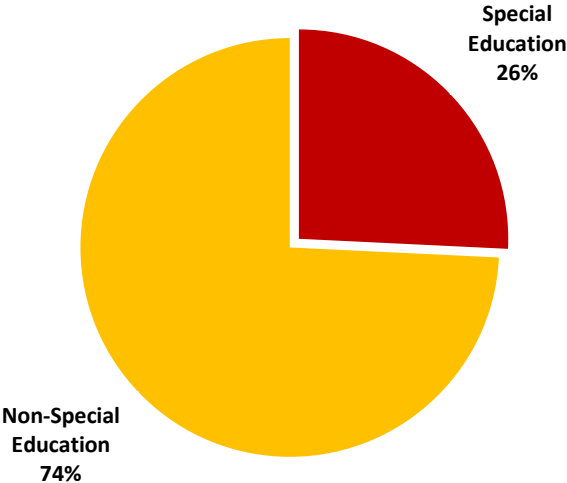
W. B. Sweeney School

Student Summary

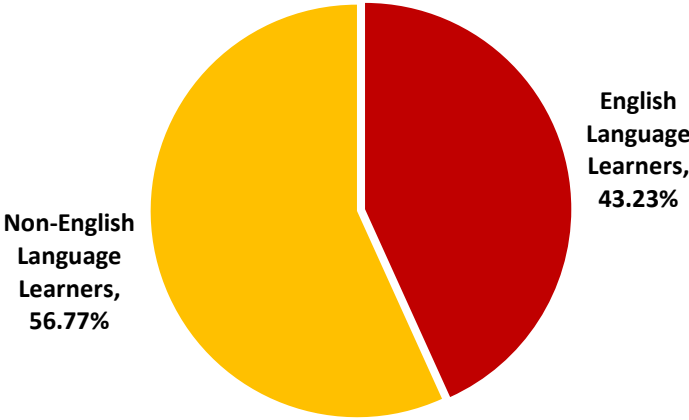
Enrollment



Special Education



English Language Learners



W. B. Sweeney School

Student Summary

Next Generation Accountability Index

Indicator	2021-2022		22-23 Estimate	2023-2024
	Index/Rate	Target		Index/Rate
1a. ELA Performance Index - All Students	52.6	75	55.9	59.2
1b. ELA Performance Index - High Needs Students	51.7	75	53.9	57.2
1c. Math Performance Index - All Students	51.6	75	55.5	58.7
1d. Math Performance Index - High Needs Students	50.2	75	53.6	56.7
1e. Science Performance Index - All Students	54.8	75	54.0	57.2
1f. Science Performance Index - High Needs Students	54.5	75	52.0	55.2
2a. ELA Academic Growth - All Students	56.7%	100%	62.2%	65.4%
2b. ELA Academic Growth - High Needs Students	57.2%	100%	59.9%	63.1%
2c. Math Academic Growth - All Students	84.7%	100%	72.1%	75.3%
2d. Math Academic Growth - High Needs Students	83.4%	100%	71.2%	74.4%
2e. Progress Toward English Proficiency - Literacy	87.0%	100%	58.2%	60.0%
2f. Progress Toward English Proficiency - Oral	54.8%	100%	63.9%	65.0%
4a. Chronic Absenteeism - All Students	45.8%	<=5%	37.2%	24.2%
4b. Chronic Absenteeism - High Needs Students	48.0%	<=5%	39.0%	26.0%
5. Preparation for CCR - Percent Taking Courses				
6. Preparation for CCR - Percent Passing Exams				
7. On-track to High School Graduation				
8. 4-year Graduation: All Students				
9. 6-year Graduation: High Needs Students				
10. Postsecondary Entrance				
11. Physical Fitness	33.3%	75%	75.0%	76.0%
12. Arts Access				
Index Total	61.60%		62.40%	67.40%

Met 22-23 Target	
Decrease from 21-22 with Accurate Estimate	
Crude Estimate	



Windham Center School

Overview

Windham Center School prepares students with a personal and nurturing environment that values each child while providing them with a challenging curriculum and high quality, differentiated, and engaging instruction that will prepare them for college or career.

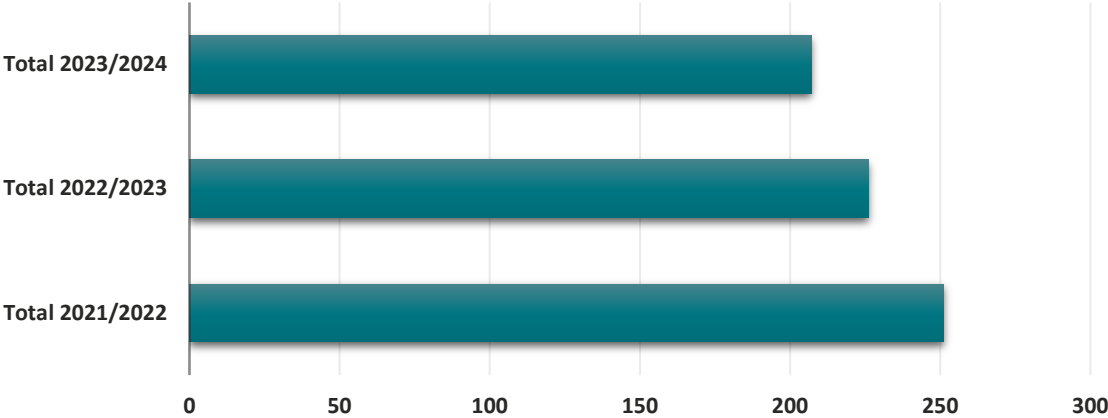
Principal	Kathleen Goodwin
School Address	45 North Road Windham Center, CT 06280
Phone	860-465-2440
Grades Served	K-5
Enrollment	206
Approx. Sq. Footage	37,515
Year Built	1953
Additions	1969, 1987
Title 1	Yes
Special Program(s)	Before and After School Program Dos Ríos Medically Fragile Program



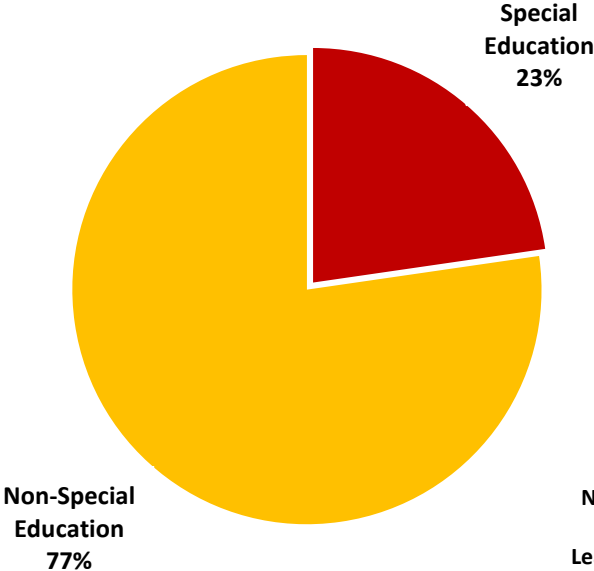
Windham Center School

Student Summary

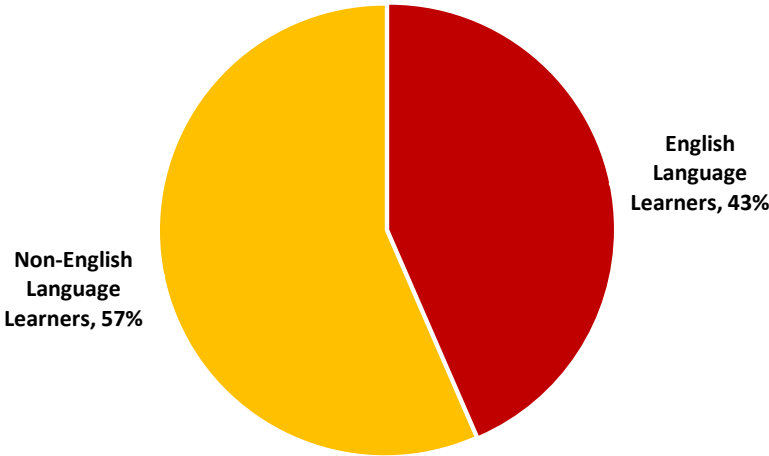
Enrollment



Special Education



English Language Learners



Windham Center School

Next Generation Accountability Index

Indicator	2021-2022		22-23	2023-2024
	Index/Rate	Target	Estimate	Index/Rate
1a. ELA Performance Index - All Students	51.7	75	52.0	56.0
1b. ELA Performance Index - High Needs Students	48.8	75	48.4	52.4
1c. Math Performance Index - All Students	46.4	75	50.0	54.0
1d. Math Performance Index - High Needs Students	43.9	75	45.6	49.6
1e. Science Performance Index - All Students	55.3	75	45.4	49.4
1f. Science Performance Index - High Needs Students	50.1	75	40.0	44.0
2a. ELA Academic Growth - All Students	63.0%	100%	46.0%	50.0%
2b. ELA Academic Growth - High Needs Students	63.6%	100%	49.3%	53.3%
2c. Math Academic Growth - All Students	67.8%	100%	56.1%	60.1%
2d. Math Academic Growth - High Needs Students	71.4%	100%	54.4%	58.4%
2e. Progress Toward English Proficiency - Literacy	73.8%	100%	50.4%	53.4%
2f. Progress Toward English Proficiency - Oral	50.8%	100%	57.9%	60.0%
4a. Chronic Absenteeism - All Students	62.9%	<=5%	39.4%	25.3%
4b. Chronic Absenteeism - High Needs Students	69.0%	<=5%	42.0%	28.2%
5. Preparation for CCR - Percent Taking Courses				
6. Preparation for CCR - Percent Passing Exams				
7. On-track to High School Graduation				
8. 4-year Graduation: All Students				
9. 6-year Graduation: High Needs Students				
10. Postsecondary Entrance				
11. Physical Fitness	63.2%	75%	75.0%	76.0%
12. Arts Access				
Index Total	59.80%		52.40%	57.40%

Met 22-23 Target	
Decrease from 21-22 with Accurate Estimate	
Crude Estimate	

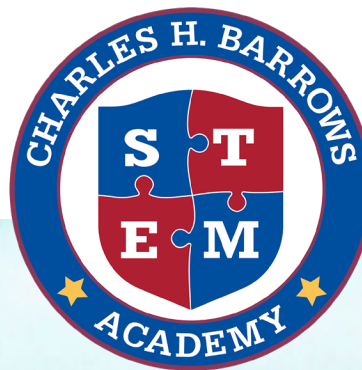


Charles H. Barrows STEM Academy

Overview

At C. H. Barrows STEM Academy, students engage in the rigorous integration of Science, Technology, Engineering, and Mathematics through student-directed inquiry and project-based learning. The school inspires students to become critical thinkers who analyze connections across disciplines, investigate complex questions, and persevere to solve authentic local and global issues. By fostering positive relationships with our community partners, students are prepared to pursue the STEM careers of the future.

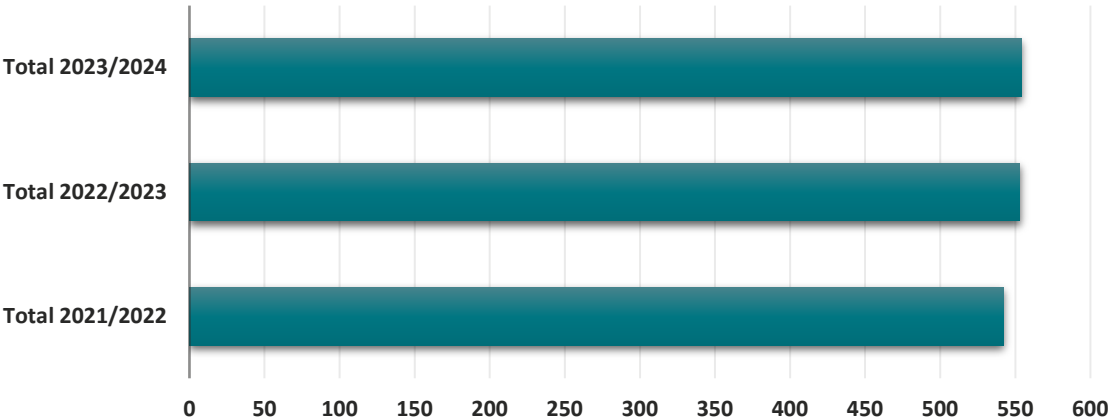
Principal	Timothy Maclure
Assistant Principals	Robert Kallajian Stephanie Sawyer Amy Wong (through 1/24)
School Address	141 Tuckie Road North Windham, CT 06256
Phone	860-465-2610
Grades Served	K-8
Enrollment	554
Approx. Sq. Footage	86,899
Year Built	2013
Title 1	Yes
Special Program(s)	Before and After School Program



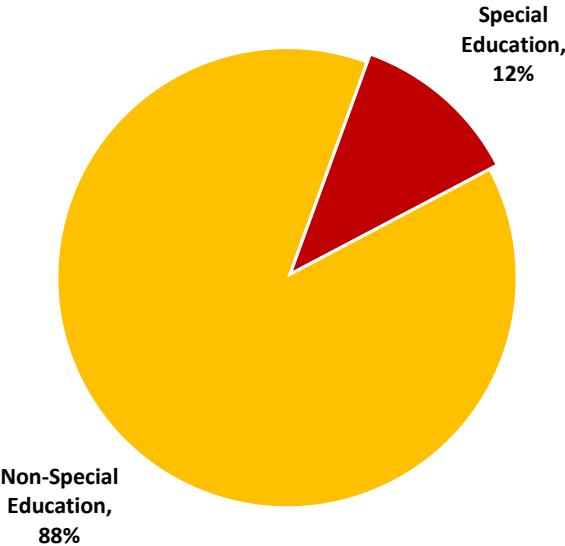
Charles H. Barrows STEM Academy

Student Summary

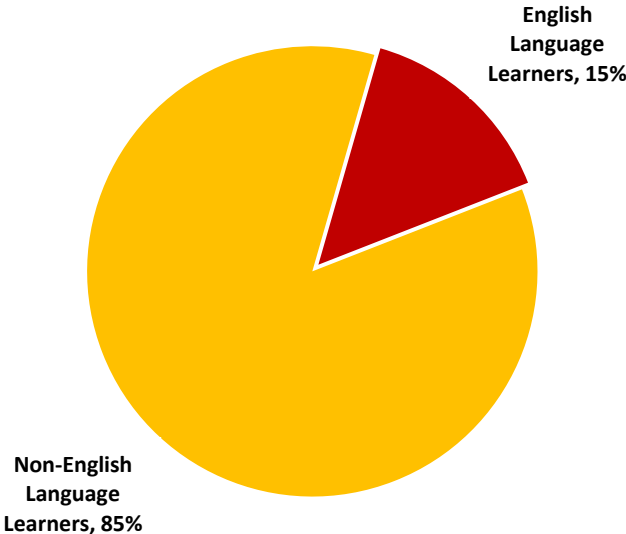
Enrollment



Special Education



English Language Learners



Charles H. Barrows STEM Academy

Next Generation Accountability Index

Indicator	2021-2022		22-23	2023-2024
	Index/Rate	Target	Estimate	Index/Rate
1a. ELA Performance Index - All Students	66.0	75	64.4	66.9
1b. ELA Performance Index - High Needs Students	59.2	75	57.5	60.4
1c. Math Performance Index - All Students	61.7	75	61.4	64.3
1d. Math Performance Index - High Needs Students	54.7	75	55.0	57.9
1e. Science Performance Index - All Students	71.9	75	72.0	74.9
1f. Science Performance Index - High Needs Students	63.6	75	63.3	66.2
2a. ELA Academic Growth - All Students	58.4%	100%	58.2%	60.1%
2b. ELA Academic Growth - High Needs Students	58.8%	100%	54.4%	56.1%
2c. Math Academic Growth - All Students	70.0%	100%	61.9%	63.8%
2d. Math Academic Growth - High Needs Students	66.6%	100%	58.8%	60.7%
2e. Progress Toward English Proficiency - Literacy	69.1%	100%	59.7%	62.0%
2f. Progress Toward English Proficiency - Oral	53.9%	100%	49.2%	53.0%
4a. Chronic Absenteeism - All Students	30.9%	<=5%	26.3%	16.3%
4b. Chronic Absenteeism - High Needs Students	41.8%	<=5%	31.6%	21.6%
5. Preparation for CCR - Percent Taking Courses				
6. Preparation for CCR - Percent Passing Exams				
7. On-track to High School Graduation	93.3%	94%	80.3%	85.0%
8. 4-year Graduation: All Students				
9. 6-year Graduation: High Needs Students				
10. Postsecondary Entrance				
11. Physical Fitness	87.8%	75%	79.0%	80.0%
12. Arts Access				
Index Total	66.30%		63.70%	68.70%

Met 22-23 Target	
Decrease from 21-22 with Accurate Estimate	
Crude Estimate	



Windham Middle School

Overview

The mission of Windham Middle School is to provide a comprehensive and rigorous interdisciplinary learning environment with a strong focus on the sciences, technology and the arts as aligned with current state and national standards. We nurture behaviors of respect, responsibility, and pride by promoting communication and collaboration in our diverse learning community.



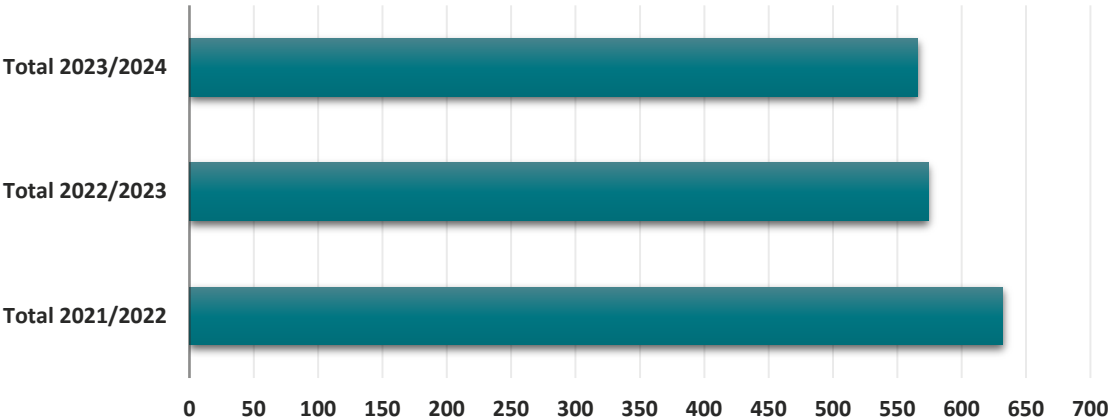
Principal	Carlos DeLaBarrera
Assistant Principals	Joanne Haddad Robert Raines Tracy Goodell-Pelletier
School Address	123 Quarry Street Willimantic, CT 06226
Phone	860-465-2380
Grades Served	6-8
Enrollment	568
Approx. Sq. Footage	179,076
Year Built	1997
Title 1	Yes
Special Program(s)	After School Program Camino Alto Compañeros Enrichment S.T.R.I.D.E. RISE



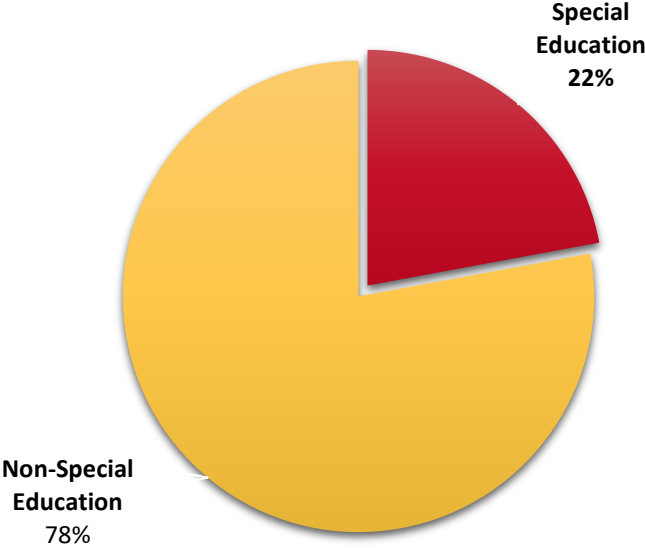
Windham Middle School

Student Summary

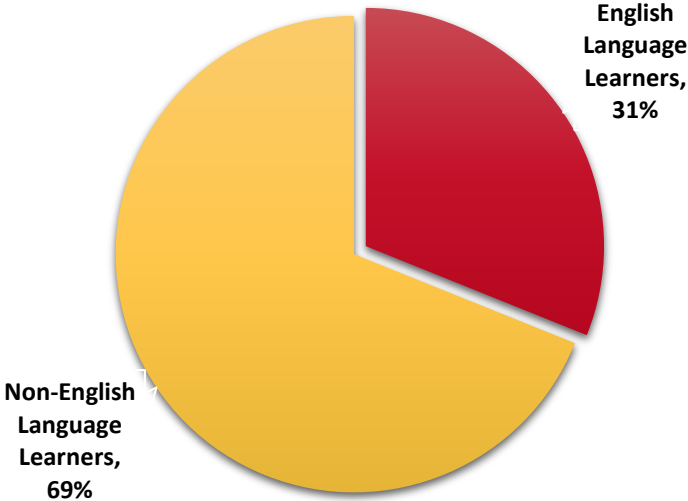
Enrollment



Special Education



English Language Learners



Windham Middle School

Next Generation Accountability Index

Indicator	2021-2022		22-23	2023-2024
	Index/Rate	Target	Estimate	Index/Rate
1a. ELA Performance Index - All Students	47.9	75	49.8	51.1
1b. ELA Performance Index - High Needs Students	45.0	75	47.6	49.1
1c. Math Performance Index - All Students	39.7	75	40.5	42.0
1d. Math Performance Index - High Needs Students	37.0	75	38.0	39.5
1e. Science Performance Index - All Students	50.3	75	42.4	43.9
1f. Science Performance Index - High Needs Students	47.6	75	39.1	39.6
2a. ELA Academic Growth - All Students	42.1%	100%	55.1%	56.6%
2b. ELA Academic Growth - High Needs Students	39.9%	100%	54.3%	55.8%
2c. Math Academic Growth - All Students	43.3%	100%	48.4%	49.9%
2d. Math Academic Growth - High Needs Students	40.9%	100%	45.9%	47.2%
2e. Progress Toward English Proficiency - Literacy	57.5%	100%	60.7%	63.0%
2f. Progress Toward English Proficiency - Oral	47.8%	100%	60.7%	63.0%
4a. Chronic Absenteeism - All Students	43.3%	<=5%	30.8%	20.8%
4b. Chronic Absenteeism - High Needs Students	46.5%	<=5%	33.3%	23.3%
5. Preparation for CCR - Percent Taking Courses				
6. Preparation for CCR - Percent Passing Exams				
7. On-track to High School Graduation	73.6%	94%	69.9%	73.0%
8. 4-year Graduation: All Students				
9. 6-year Graduation: High Needs Students				
10. Postsecondary Entrance				
11. Physical Fitness	28.9%	75%	45.0%	49.0%
12. Arts Access				
Index Total	45.60%		50.30%	55.30%

Met 22-23 Target	
Decrease from 21-22 with Accurate Estimate	
Crude Estimate	



Windham High School

Overview

Windham High School supports cultural and linguistic diversity, deep student engagement, and the pursuit of lifelong learning. With the pathways of

- (1) Business, Engineering, & Technology,*
- (2) Health Services, and*
- (3) Human Services, Law, & Public Safety,*

Windham High School aims to provide an educational experience that engages all students in an academically rigorous and relevant core curriculum.



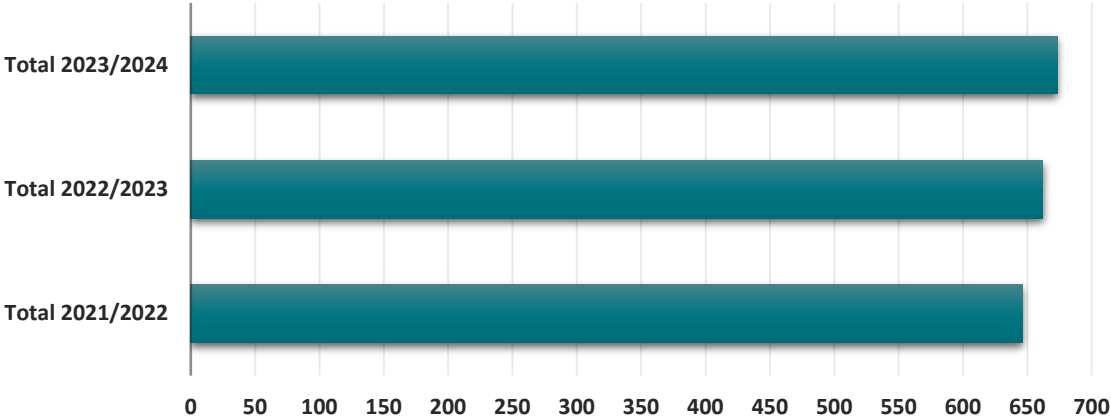
Principal	Pamela Cavanagh
Assistant Principals	Patrick Risley Fatima Piresson
School Address	355 High Street Willimantic, CT 06226
Phone	860-465-2460
Grades Served	9-12
Enrollment	672
Approx. Sq. Footage	226,765
Year Built	1970 (and currently renovating as new)
Title 1	Yes
Special Program(s)	
Early College Opportunity Program (ECO)	UConn Early College Experience
S.T.R.I.D.E.	ECSU WHIP Program
	QVCC High School Partnership



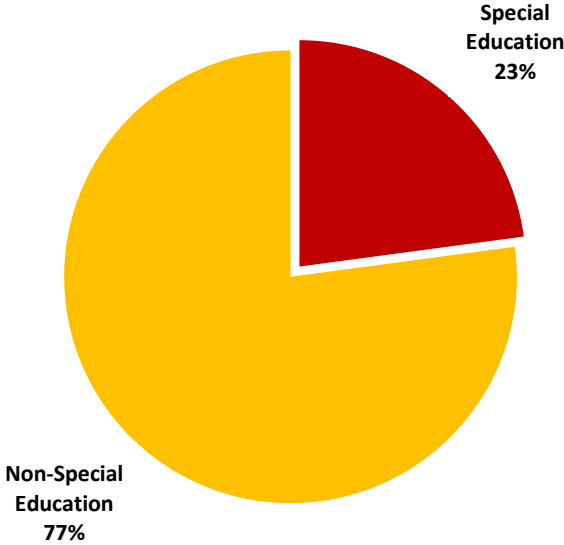
Windham High School

Student Summary

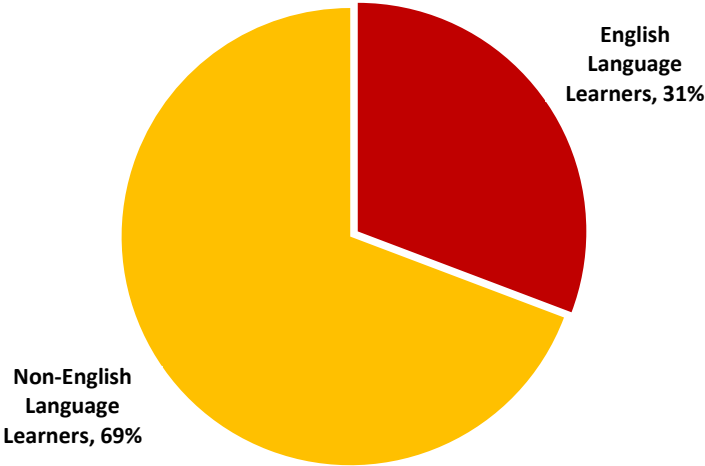
Enrollment



Special Education



English Language Learners



Windham High School

Student Summary

Next Generation Accountability Index

Indicator	2018-2019	2021-2022	Target	22-23	2023-2024
	Index/Rate	Index/Rate		Estimate	Index/Rate
1a. ELA Performance Index - All Students	45.9	41.5	75	36.7	40.6
1b. ELA Performance Index - High Needs Students	42.4	39.8	75	34.4	38.3
1c. Math Performance Index - All Students	41.9	37.1	75	34.2	38.1
1d. Math Performance Index - High Needs Students	39.9	35.5	75	32.3	36.5
1e. Science Performance Index - All Students	40.8	40.8	75	36.1	40
1f. Science Performance Index - High Needs Students	39.1	38.9	75	34.6	38.5
2a. ELA Academic Growth - All Students					
2b. ELA Academic Growth - High Needs Students					
2c. Math Academic Growth - All Students					
2d. Math Academic Growth - High Needs Students					
2e. Progress Toward English Proficiency - Literacy	27.7	27.2%	100%	28.3%	35.0%
2f. Progress Toward English Proficiency - Oral	36.2	43.0%	100%	37.9%	45.0%
4a. Chronic Absenteeism - All Students	31.6	56.4%	<=5%	52.9%	32.0%
4b. Chronic Absenteeism - High Needs Students	34.3	59.9%	<=5%	56.0%	36.0%
5. Preparation for CCR - Percent Taking Courses	79.7	87.7%	75%	93.9%	95.0%
6. Preparation for CCR - Percent Passing Exams	14.8	39.5%	75%	39.5%	40.5%
7. On-track to High School Graduation	57.3	58.5%	94%	58.2%	61.2%
8. 4-year Graduation: All Students	86.8	84.4%	94%	71.6%	72.6%
9. 6-year Graduation: High Needs Students	88.1	82.4%	94%	81.4%	82.6%
10. Postsecondary Entrance	40.4	37.7%	75%	37.7%	40.7%
11. Physical Fitness	31.8	14.0%	75%	51.0%	56.0%
12. Arts Access	31.8	67.1%	60%	60.1%	65.0%
Index Total	31.8	54.30%		51.00%	56.00%

Met 22-23 Target	
Decrease from 21-22 with Accurate Estimate	
Crude Estimate	
Special Case	

CORE/Assisted Work Program

Overview

In alignment with the district's goals of offering services to students outside of the district in a revenue generating practice, while simultaneously supporting Windham students, we have recently opened this new facility which houses three different programs.

The CORE Program offers individualized support and instruction in academic, vocational, daily living, and social skills for high school students to facilitate increased student motivation and goal setting for students who require a non-traditional learning environment.

Principal	Matt Harnett
School Address	579 North Windham Road North Windham, CT 06256
Phone	860-771-4013
Grades Served	9-12
Enrollment	33
Approx. Sq. Footage	13,171 (leased space)
Year Built	2000
Additions	Leased space
Special Program(s)	CORE Program Assisted Work Program



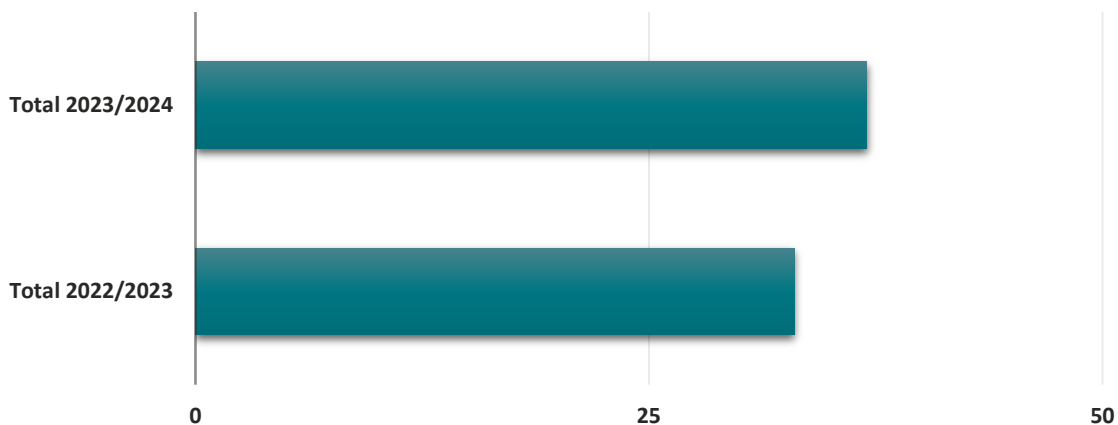
The Assisted Work Program (AWP) is our district's transition program that provides specialized programming for students 18-22 years old who have completed graduation requirements and still require transition, vocational, and independent living skills.

The program provides students with supported work experiences as they learn necessary life skills to help them to be more independent and/or successful in the workplace.

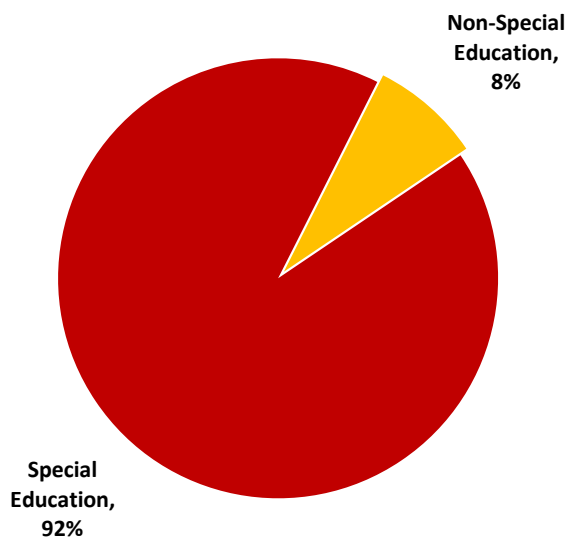
CORE/Assisted Work Program

Student Summary

Enrollment



Special Education



English Language Learners

