



A Growing District for Growing Minds

Savannah R-III
Comprehensive School
Improvement Plan
CSIP

The mission of the Savannah R-III School District is to nurture, inspire, challenge, and encourage every student by providing the education to become a productive member of society.

Overview

According to the Missouri Department of Elementary and Secondary Education, “The CSIP serves as a long-range planning tool for addressing student performance and describes a specific set of actions to be undertaken relative to these issues. It is not a document that simply identifies “what” the measurable objectives/goals for improvement will be; it is a document that details “how” the district intends to make the desired improvements. The CSIP is a means of determining how districts are ensuring that all students are college and career ready.”

The intent of this CSIP is to share the goals our district will utilize to strengthen our foundation and help us be successful in the future. The strength of the foundation lies in the alignment of our district’s mission statement, our Board of Education’s core values, our teachers’ professional development plans for curriculum, instruction, and technology, and the upgrades made to our facilities by the 2025-26 school year. The idea is that we project a united vision and have evidence of a cohesive road-map for where we want to go and how we want to get there.

CSIP Committee Members

BOE Members	District Level Officials	Building Level Officials	Community Members
Joe Barbosa Rebecca Bledsoe Stancy Bond Debrah Wenzel Linda Kozminski Jamin Sybert Than Wagers	Belinda Fisher Becki Booth Jason Boyer Jess Gillett Brian Hansen Eric Kurre Jeff Martin	Elorie Boeh Catina Dreyer Chad Dreyer Troy Dunn Chris Holcomb Chase Holcumbrink Stephanie Merritt Sarah Portenier Kristi Raines Kelly Warren	Kerri Knechtenhoffer Anthony Moon Suzanne Webb Chris Wheeler

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SR3 * BOE

Core Values

We believe our district reflects the following values:

Goal 1: Relationships

We value:

- the bond between students and staff members; we understand when students feel safe, encouraged, and supported, learning takes place. ^(1.a)
- diversity and respect for all. ^(1.b)
- relationships between district employees built on mutual respect and professional conduct. ^(1.c)
- engaged families who support learning. ^(1.d)

Goal 2: Accountability

We value:

- teachers utilizing data to drive instruction for student growth. ^(2.a)
- building administrators as instructional leaders responsible for the growth of students and teachers. ^(2.b)
- administrators who lead the district guided by the CSIP. ^(2.c)
- fiscal responsibility with district resources. ^(2.d)

Goal 3: Work Ethic

We value:

- positive effort put forth by students and employees in their daily tasks. ^(3.a)
- individual and team pride resulting from quality effort, attendance and integrity. ^(3.b)

Goal 4: Results

We value:

- processes to create the desired result of lifelong learners and successful citizens. ^(4.a)
- continuing education and professional development opportunities for employees resulting in ongoing growth in our students' education. ^(4.b)

Goal 5: Communication

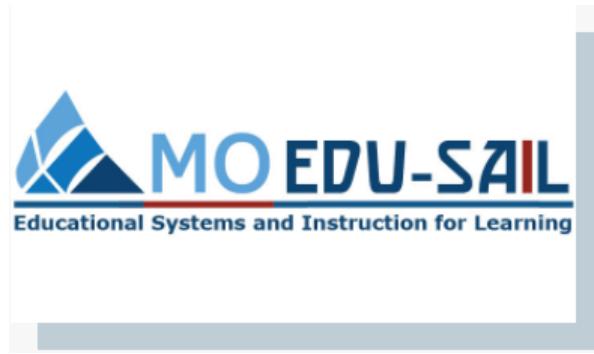
We value:

- transparency between home, school and community; conducting all emails, social media posts, phone calls, letters and face-to-face conversations professionally and in students' best interests. ^(5.a)
- open communication between the Board of Education and stakeholders. ^(5.b)

Goal 6: Curriculum/ Technology

We value:

- the relationship between 21st Century curriculum and technology. ^(6.a)
- progressive advancement of curriculum resources and instructional technology so students are prepared as contributing members of society after graduation. ^(6.b)



“District Continuous Improvement (DCI) is the framework for the implementation of highly effective teaching and learning practices at a district-wide level.” As a district participant in Missouri’s Model District (MMD) / District Continuous Improvement (DCI) system, the district leadership team determined four areas, based on staff response surveys, as a focus through 2025-26:

DCI Goal 1: Collaborative Teaming

DCI Goal 2: Data-Based Decision Making

DCI Goal 3: Common Formative Assessments Implementation

DCI Goal 4: Effective Teaching and Learning

Source: <https://education.missouristate.edu/atll/district-continuous-improvement.aspx>



Marzano Research has identified the five areas of High Reliability Schools (HRS).
In order to be an effective institution, schools must have:

- 1. Safe and Collaborative Culture**
- 2. Effective Teaching In Every Classroom**
- 3. A Guaranteed and Viable Curriculum**
- 4. Standards-Referenced Reporting of Student Progress**
- 5. Competency-Based Education**

Source: <https://www.marzanoresources.com/hrs/high-reliability-schools/>

NEE Indicator 1.2



Evidence of cognitively engaging students in the content

The teacher cognitively engages students in the content. Cognitive engagement in the classroom refers to students' active mental involvement in the learning activities or mental effort, such as meaningful processing, strategy use, concentration, and metacognition. Cognitive engagement is different from behavioral engagement, which is cooperative participation, or adhering to classroom rules. Cognitive engagement is a key goal of many school reform efforts because it predicts achievement.

In the classroom, this might look like:

- Teacher incorporates appropriate learning and instructional strategies to encourage deep thinking
- Teacher supports students in monitoring their own levels of cognitive engagement
- Teacher recognizes if some students are not cognitively engaged, and tries alternate strategies to increase or maintain students' thinking about content
- Teacher uses cognitive engagement strategies such as advanced organizers, K-W-L charts, share-out, shoulder-partner work
- Teacher cognitively engages students so that they are active in the lesson or activity
- Teacher is able to build activities appropriate for all depth of knowledge levels
- Teacher assesses student understanding often

In the teacher professional development plan, teacher explicitly discusses how change in practice is expected to improve student engagement in learning.

In the unit of instruction, unit objectives are evident through essential and guiding questions that focus student attention on meaningful activities leading to desired learning.

Source: <https://neeadvantage.com/>

NEE Indicator 4.1



Uses instructional strategies leading to student problem-solving and critical thinking

This indicator addresses the teacher's ability to draw students into skillfully applying, analyzing, synthesizing, and evaluating information to reach a conclusion or solve a problem. Promoting critical thinking and problem-solving skills is difficult and fairly uncommon in typical classrooms. Yet there are a variety of ways teachers can promote critical thinking.

- asking challenging questions (not just yes/no questions)
- giving students complex, demanding tasks that require persistent effort, concentration, and various cognitive and metacognitive strategies
- requiring students to determine what makes an argument valid, assess possible solutions, categorize problems, map concepts or explain a worked example
- asking students to justify or evaluate their thinking (or other's thinking)
- asking students to generate questions and problems, independently collect and assess relevant information in the content and come to an extended conclusion/justification that works to solve complex issues

Not every incident of the phrase "solve a problem" involves critical thinking. For example, in math classes a teacher may ask students to "solve the problems on page 17" or "come to the board and solve the problem." Such tasks only qualify as critical thinking if they have the properties listed above. However, if they merely involve a student applying a scripted algorithm, such "problem-solving" is not critical thinking.

In the classroom, this might look like:

- Teacher uses instructional strategies that promote student involvement
- Teacher uses engagement strategies that maintain or increase student thinking
- Teacher incorporates learning processes students can use to build prior knowledge into advanced applications
- Teacher develops questions that lead to deeper thinking and/or problem solving for students
- Teacher facilitates and organizes instruction to encourage problem solving
- Teacher requires students to justify their answers, weigh credibility of evidence, develop an informed argument, or ask higher-order questions, etc.

In the unit of instruction, teacher includes essential or guiding questions that all clearly promote depth-of-knowledge levels 3 and 4 or the higher levels in Bloom's Taxonomy.

Source: <https://neeadvantage.com/>

NEE Indicator 7.4

Monitors the effect of instruction on individual and class learning.



This indicator addresses the teacher's ability to monitor the effect of instruction on individual students and the whole class. It is about formative assessment of a particular kind. Formative assessment has multiple meanings, but in NEE we use the term to refer to quick checks for understanding as the lesson is progressing. The purpose is to inform modification of teaching and learning activities in real time. Thus, it is information used to guide instruction as part of the instructional process. Questioning is the most common form of this kind of formative assessment. However, other kinds of formative assessment might include solving problems on a whiteboard or answering spot quizzes with fist-to-five, thumbs up, or clicker techniques.

To score high on this indicator, the teacher conducts formative, on-the-spot assessment for both the whole class and individual students and must also take appropriate corrective action when modifications to instruction need to be made. Strong, corrective action can be in the form of modifying the lesson if a high number of students are not understanding, providing scaffolding as students work through cognitive errors or incorrect answers, or asking further questions to ascertain whether students are mastering the objectives of the lesson.

Questioning is the most common form of this kind of formative assessment. Questioning helps teachers identify student knowledge deficits. However, other kinds of formative assessment might include solving problems on a whiteboard or answering spot quizzes with fist-to-five, thumbs up, or clicker techniques. While formative assessment improves achievement for most students, it may be more effective for low-achieving students. The National Research Council endorsed formative assessment as an important classroom activity.

In the classroom, this might look like:

- Teacher monitors the learning of the whole class and many individuals
- Teacher uses multiple checks for understanding
- Teacher engages in effective formative assessment
- Teacher monitors learning progress
- Teacher uses assessment for learning
- Teacher uses systematic monitoring of learning progress
- Teacher uses strategies such as questioning, whiteboarding, thumbs up, fist-to-five, observing student work, etc.
- On-the-spot assessment is seamless throughout instruction
- Strong, appropriate corrective action is taken to ensure learning of almost all students

In the early childhood classroom, the same look-fors are applicable, but the method of assessment may place greater reliance on informal teacher observation, portfolios, data tracking sheets and anecdotal notes. Teachers often cannot assess all three-year-olds at once (although some activities may provide quick checks for understanding among all learners), so evaluators may focus on percentage of time rather than percentage of students. Assessment should be developmentally appropriate, may involve scaffolding and be tailored to the individual learner's zone of proximal development.

Source: <https://neeadvantage.com/>

NEE Indicator 9.1

Effective Collaborative Teaming



Participates in collegial activities to build relationships and encourage growth within the educational community.

Source: <https://neeadvantage.com/>

SR3 PreK-12 Effective Collaborative Team Norms

- Be Punctual
- Be an Active Participant
- Be Prepared, On-Task and Focused
- Be Trustworthy
- Be Able to Respond to Disagreements Appropriately
- Be Able to Share Workload
- Be Able to Meet Deadlines
- Be Solution Oriented
- [LINK](#) to SR3 Guidelines for Effective Collaborative Teams

Curriculum & Instruction Goals

Through 2025-26

The SR3 administration and Board of Education want to see evidence of a rigorous curriculum, rooted in technology, being delivered to our students. In addition, positive classroom culture and climate should be evident. We will utilize an evaluation tool for accountability purposes and provide instructional coaching/training that aligns to our expectations through professional development.

Identified District Initiatives through 2025-26

Initiative 1: SR3 will be a **Professional Learning Community (PLC)** District operating under the DESE model for **District Continuous Improvement (DCI)** and track **Effective Collaborative Team** norms (*NEE Standard 9.1*) while en route to be recognized as a **Marzano High Reliability School**.

Goal started 2020-21
Indicators listed on page 12

Initiative 2: SR3 teachers, PreK-12, will use the 5E Instructional Model that incorporates **Engagement Strategies** (*NEE Standard 1.2*) and implements **Critical Thinking** opportunities (*NEE Standard 4.1*) into their lessons.

Goal started 2018-19
Data recorded in Teacher Evaluations

Initiative 3: SR3 teachers, grades K-5, will implement a **Standards Based Education** (*curriculum, assessment, and reporting*) **System** into their classrooms.

Goal completed 2020-21

Initiative 4: SR3 teachers, PreK-12, will make **Data Driven Decisions** in their classrooms using data from *benchmarks, common formative assessments (NEE Standard 7.4), and/or summative assessments*.

Goal started 2020-21
Indicators listed on pages 13-14

Initiative 5: SR3 teachers, grades PreK-12, will utilize a **Multi-Tiered System of Support (MTSS)** for Intervention and Enrichment opportunities during the school day.

Goal started 2019-20
Indicators listed on page 15

Initiative 6: SR3 teachers, grades K-12, will provide benchmarking data in the CORE content areas for the BOE three times a year (September, December, and May) so that student learning growth may be tracked.

Goal started 2018-19
Data shared with BOE

Indicators for Initiative 1: Collaborative Teaming

Collaborative Teaming is the essence of effective professional growth and development. SR3 administrators stress the importance of efficient planning, deliberate goal setting, and the value of time spent working together toward a common goal.

GOAL: By May 2026, all district collaborative teams (grade level and/or department level) will implement a consistent, systematic collaborative planning process that results in effective communication and student progress towards goals identified in the curriculum.

Initiative Alignment

Indicator	Description
SR3 1.c	We value relationships between district employees built on mutual respect and professional conduct.
SR3 3.b	We value individual and team pride resulting from quality effort, attendance and integrity.
DCI Goal 1	<p>Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.</p> <p>Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).</p> <p>Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.</p>
HRS 1.1	The faculty and staff perceive the school environment as safe and orderly.
HRS 1.4	Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
HRS 1.7	The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
NEE 9.1	Participates in collegial activities to build relationships and encourage growth within the educational community.

Sources:

Marzano, Robert J., et al. *A Handbook for High Reliability Schools: the next Step in School Reform*. Marzano Research Laboratory, 2014.
http://sapp.missouripd.org/building_reports/
<https://neeadvantage.com/>

Indicators for Initiative 4: Formative Assessments

Assessments during the learning process help guide teacher’s instructional practices. Evidence of what students have learned, and what they have not learned, is critical in the lesson planning process.

GOAL: By May 2026, all district collaborative teams (grade level or department level) will create common formative assessments based on priority standards and/or MAP/EOC aligned practice assessments.

Initiative Alignment

Indicator	Description
SR3 4.a	We value processes to create the desired result of lifelong learners and successful citizens.
SR3 6.b	We value progressive advancement of curriculum resources and instructional technology so students are prepared as contributing members of society after graduation.
DCI Goal 3	<p>Educators develop clear and meaningful learning targets to guide instruction and student learning.</p> <p>Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist.</p> <p>Educators use assessment data to improve student learning.</p>
HRS 3.1	The school curriculum and accompanying assessments adhere to state and district standards.
NEE 7.4	The teacher monitors the effect of instruction on individual and class learning.

Sources:

Marzano, Robert J., et al. *A Handbook for High Reliability Schools: the next Step in School Reform*. Marzano Research Laboratory, 2014.
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Indicators for Initiative 4: Data Based Decision Making

Data Based Decision Making creates synergy between teaching and learning. Truly knowing what to teach to whom is more effective than teaching everything to everyone. Data drives intervention needs for struggling learners and sheds light on needed enrichment for students who are ready for the challenge.

GOAL: By May 2026, K-12 teachers will document evidence of utilizing data from common assessments to identify their students' levels of mastery on skills and content associated with priority standards in order to provide enrichment services or intervention strategies to document the growth in student data.

GOAL: By May 2026, core content teachers, grades 2-12, will document evidence of utilizing data from benchmarking tools to identify their students' levels of mastery on skills and content associated with MAP (grades 3-8) or EOC (grades 9-12) assessments in order to provide enrichment services or intervention strategies to document the growth in student data.

Initiative Alignment

Indicator	Description
SR3 2.a	We value teachers utilizing data to drive instruction for student growth.
DCI Goal 2	<p>Educators develop clear and meaningful learning targets to guide instruction and student learning.</p> <p>Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist.</p> <p>Educators use assessment data to improve student learning.</p>
HRS 3.5	Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
HRS 3.6	Appropriate school- and classroom- level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.
NEE 7.4	The teacher monitors the effect of instruction on individual and class learning.

Sources:

Marzano, Robert J., et al. *A Handbook for High Reliability Schools: the next Step in School Reform*. Marzano Research Laboratory, 2014.
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Indicators for Initiative 5: Effective Teaching & Learning

A quality classroom atmosphere and the successful production of college/career ready students is our ultimate goal.

Because not every student learns at the same rate of speed- some already know the material for a specific learning objective and others need more time to master the objective- we must utilize effective instructional practices and data to determine which students need interventions and who needs enrichment.

GOAL: By May 2026, K-12 teachers will demonstrate evidence of implementing a core set of instructional strategies and data from formative assessments to identify students who need enrichment or intervention in relation to a learning target.

Initiative Alignment

Indicator	Description
SR3 4.a	We value processes to create the desired result of lifelong learners and successful citizens.
SR3 6.b	We value progressive advancement of curriculum resources and instructional technology so students are prepared as contributing members of society after graduation.
DCI Goal 3	<p>Educators develop clear and meaningful learning targets to guide instruction and student learning.</p> <p>Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist.</p> <p>Educators use assessment data to improve student learning.</p>
HRS 3.1	The school curriculum and accompanying assessments adhere to state and district standards.
NEE 7.4	The teacher monitors the effect of instruction on individual and class learning.

Sources:

Marzano, Robert J., et al. *A Handbook for High Reliability Schools: the next Step in School Reform*. Marzano Research Laboratory, 2014.
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Technology Goals

Through 2022-23

The SR3 administration and Board of Education want to see evidence of a cohesive plan between technology and curriculum implementation. Teachers will be supported and have access to technology that enhances their instructional practices. In addition, students will graduate from SR3 with the technology exposure and knowledge needed to survive in a digital age.

Technology Vision

Savannah R-III Public Schools is dedicated to using technology to enhance learning, which engages and empowers all learners in a global society in order to foster a productive, innovative, and ethical citizenry.

Timeframe

This technology plan covers fiscal year 2020 through fiscal year 2023, and includes the below upgrades and plans:

- Network infrastructure
- Server infrastructure
- Student devices
- Teacher devices
- Classroom displays
- Warranty information

Current State of Technology

Network Infrastructure

- 1Gbps fiber internet uplink
 - United Fiber ISP
- 10Gbps core switch
 - 100% fiber backbone
 - 20 10Gbps Switches throughout the district
- 1Gbps fiber WAN
 - Dedicated uplink to each switch via twelve-strand fiber
- 1Gbps ethernet to all data drops
 - CAT 5 or CAT6 to every active ethernet drop
 - Ethernet from each port on managed switch direct to drop
- One hundred eighty-six wireless access points throughout the district
 - Provides 100% wireless coverage inside building
 - Provides ;limited coverage on outside campus
- 1Gbps or 2Gbps ethernet to all wireless access points
 - Pre-2017 wireless access points have a 1Gbps ethernet uplink
 - Wireless AC Wave 2 access points have 2 x 1Gbps ethernet uplinks
- Six-year replacement cycle for all network equipment

Server Infrastructure

- Five physical hosts (servers)
 - Low availability if a host is lost
- 1Gbps interconnectivity
- On-site / off-site backups
 - All servers backed up for a minimum of 14 restore points (two weeks)
 - All critical servers backed up every 15 minutes
 - Data backs up to a DATTO server with a capacity of 2TB
 - Datto Backups include ability to spin up a virtual server in a matter of 10 minutes
- Battery backups rated for a minimum of 15 minutes in the event of power loss
- Six-year replacement cycle for all server equipment

Student Devices

- 2:1 student-to-device ratio Kindergarten and first grade (current kindergarten devices are Android tablets and first grade are Chromebooks)
- 1:1 student-to-device ratio for the rest of the district (current devices are Chromebooks)
- Five-year replacement cycle for all devices
- Windows computer labs are also available in the Middle School and High School

Teacher Devices

- A Windows laptop computer
- Five-year replacement cycle for all devices

Classroom Displays

- Epson Interactive projectors in each instructional classroom
- Beginning FY21, will cycle out 1/3 of district each year with new displays, resulting in a six year cycle

Warranty Information

- All mobile devices are protected by a five-year accidental damage protection warranty
 - Total cost of ownership is known up-front
 - Students do not pay for first incident (resets each year)
 - Subsequent breakages will result in fines per fee schedule

Technology Improvement Plan

Network Infrastructure

- Over the next three years, increase bandwidth from 1Gbps to 2.5Gbps
 - Meets the FCC's recommendation for bandwidth per student
 - Allows more multimedia-rich content to be delivered to students
 - Estimated cost to the district (per year) is an additional \$20,000 before eRate discount
- During the next replacement cycle, if budget allows (21/22 school year), purchase switches and wireless APs capable of multi-gigabit ethernet
 - Will pave the way for faster wired desktops
 - Will allow future wireless upgrades to utilize multi-gigabit uplinks
 - Set up replacement on a 5 to 7 year cycle

- Increase outdoor wireless coverage on campus to at least 75%
 - Allows students to connect and work on homework anywhere on campus
 - Covers dead-spots in cellular coverage for emergency wireless calling

Server Infrastructure

- During the next replacement cycle,, if budget allows 21/22 school year), purchase servers that are faster and have redundant power
 - Provides more memory and processing speed in the event of a host failing
 - Will support high-availability more seamlessly
 - In the event of a battery backup failing, redundant power supply will keep host online
 - Set up replacement on a 5 to 7 year cycle
- Upgrade all servers to a minimum of Server 2019
 - Provides more security and latest patches

Teacher Devices

- Upgrade all teacher laptops with touchscreen Windows laptops prior to beginning of 21/22 school year.

Student Devices

- Provide devices to all students (Chromebooks possibly touchscreen in K - 1). Prior to 22/23 school year.
 - Bring all grades K -12 to 1 to 1
 - Allows students to interact with multimedia content easier
- Reduce the replacement cycle from 5 years to 4 years due to Chromebooks end of life policy from Google

Measures of Technology Plan Success

Availability of Resources

By continually monitoring our bandwidth, the school district can ensure that students are able to access any educational content they need without worry of internet slowness. Furthermore, by increasing the aggregate bandwidth throughout the system, bottlenecks should no longer be an issue.

Reliability of Systems

Keeping everything on a replacement cycle will help ensure hardware is not becoming out-of-date. This, in turn, should increase reliability within our network, as well as individual teacher and student devices. Reliability will also accommodate the students' ability to access the content they need in order to complete assignments.

Continuity of Systems

In the event of a disaster, the continuity of systems are ensured by keeping many of our systems in the cloud and those that are on-site keeping a secure offsite backup. These backups can be 'turned-on' remotely, allowing for all systems and software to be hosted from a different location if our network is inoperable. By keeping a service-level agreement with our provider, we are able to ensure a quick turnaround time for minimal downtime of critical systems.

Facility Maintenance Goals

Through 2025-26

The SR3 administration and Board of Education want to see district facilities respond to the needs of the students and staff in the buildings on a daily basis as well as evolve with the needs of the community.

INTRODUCTION

Savannah School District has established an inventory of facilities and contents that are currently assessed at approximately \$58,845,600 with approximately 384,976 square feet of floor space. This represents an important and vital segment of the education process of Savannah RIII. It is the responsibility of the district to provide properly maintained and furnished educational environments. This can only be accomplished through efficient, timely, and economical maintenance of our facilities and grounds.

This report provides an overview of the scheduled maintenance of all buildings, identifies objectives of the maintenance program and presents the maintenance and operations budget.

In the sections that follow, elaboration and details are provided that are illustrative of the long-range planning for school building maintenance for Savannah RIII. We will continue to strive for improvement to the procedures and practices stated within the plan.

PURPOSE OF THE PLAN

This comprehensive maintenance plan is established to help identify, improve and develop the plant maintenance program of Savannah RIII. Educational programs and services mandate that their instructional delivery be presented within educational facilities that provide a safe and healthy environment. The mission of all District Operations Departments is to ensure that the proper environment is provided while managing the efficient use of all resources.

PRIMARY OBJECTIVES OF THE MAINTENANCE PROGRAM

The overall objective of the maintenance program is to maintain, throughout its expected useful life, the interior and exterior of school buildings, the grounds including parking areas, and all fixed and moveable equipment through preventive maintenance and repairs. Further, this objective is specifically intended to provide:

1. Buildings and their components which function safely and at top efficiency.
2. Facilities and equipment which greatly minimize the possibility of fires, accidents, and safety hazards.
3. Continuous use of facilities without disruptions to the educational programs.
4. Protection of district property through proper planning, scheduling, LE and preventive maintenance.
5. Provide quality management of maintenance projects and tasks.
6. Conservation of energy through utilization of the latest technology and energy conservation measures.
7. Insure a quality maintenance program through effective management and efficient utilization of resources.
8. Provide the best indoor air quality possible by maintaining a physical environment that supports the needs of the instructional program, staff, students, other users, and visitors who use school facilities and grounds.

LEVELS OF MAINTENANCE AND RELATED COST FACTORS

There are a variety of factors associated with the desired level of school building maintenance which relate directly to the available resources. These include: Age of facility, age of equipment, available manpower, current level of funding, and facility use beyond that of the regular school day. In order to assess the impact of required school building maintenance efforts, the following factors are presented:

1. IN BUILDING USE

School buildings may require various levels of maintenance due to the varied use of the facilities. The maintenance effort and cost for school facilities can often be traced to the extent of the facilities use, the type of facilities use, an effective Director of Maintenance and community user respect. This is essentially true of the school buildings in Savannah RIII which have extensive community-use patterns. Respect and care by the building users usually results in few dollars required for maintenance.

2. BUILDING AND EQUIPMENT DESIGN

Another major factor that influences equipment and building maintenance is the design of the school facility. Facility designers have the opportunity to conserve district funds by incorporating design characteristics consistent with maintenance efficiency and longevity. During the design process, materials and equipment selected should demonstrate characteristics of:

Design simplicity and equipment accessibility as related to performing repairs and preventive maintenance
Quality and maintainability
Ease of component replacement and repair parts availability
Maximum operating efficiency of all mechanical components and maximum energy efficiency of all mechanical/electrical systems

3. BUILDING CODES

Various federal, state and city codes change from time to time. These standards must be adhered to in order to insure a safe, accessible and healthy building environment for students, employees and the public. Maintaining compliance with these code modifications is certainly a cost factor that must be considered in addition to regular building maintenance.

4. ADVANCES IN TECHNOLOGY

New technology and energy savings measures related to building equipment and components need to be carefully considered and incorporated into the building maintenance program in order to insure a more cost-effective level of maintenance.

These new technological advances may require the development of revised maintenance and operations procedures and may reduce operating costs. While such advances may show a first time or one time increase in the maintenance budget, there may be significant long-term decrease in the plant operations budget or increase in life.

5. CONDITION OF EXISTING SCHOOL BUILDINGS

The condition of existing school facilities need to be considered as well as frequency of use of facilities beyond the normal school day when evaluating the overall maintenance effort. These factors create a significant impact to the plant maintenance program to provide adequate funding, staffing, and effective building maintenance.

6. SERVICE STANDARDS

Maintenance service standards for school facilities are best established through adequate program administration and supervision, effective employee selection and training and maintaining employee performance within the organization.

7. OPERATIONAL CONSIDERATIONS (PREVENTIVE MAINTENANCE)

The operations component in the individual school (often referred to as a Custodial Services) is an important consideration in assessing overall maintenance levels and determining costs associated with building maintenance. An effective building operation function should complement the centralized plant maintenance function to provide an overall effective plant maintenance program. Savannah RIII has developed and implemented such a plan. We feel this combined effort is providing an effective plant maintenance program.

In Summary, all of the above-mentioned factors have a direct impact on establishing a cost-effective plant maintenance program that meets the requirements of today's educational environment.