

Windham Center School



School Improvement Plan
2019-2020

School Council Members

Administration	Rory O'Connor, Kim Freccero, Mary Pantazis
Teachers	Stephanie Serian, Patricia Bouley
Parent Representatives	Kristen Gazda, Lewis Zachas, Elizabeth Koenigsbauer
WSD Finance Committee Liaison	Carolina Valenti
WSB Member	Keleigh McAllister

School Council Meeting Dates

Oct 11, 2018
Nov 15, 2018
Dec 13, 2018
Feb 14, 2019
March 14, 2019
May 16, 2019

Time of Meetings: 3:30-4:30 p.m.

Windham Center School Profile

School Hours

Office Hours: 7:30 a.m.-4:00 p.m.
Bell Schedule: 8:40 a.m.- 2:50 p.m.
Breakfast: 8:15 a.m.- 8:40 a.m.

Faculty/Staff

Administrators: 3 FTE
Faculty: 55.0 FTE
Paraprofessionals: 23.0 FTE
Office Personnel: 3.0 FTE
Nurse: 1.0 FTE
Licensed Nurse's Assistant: 1.0 FTE
School Counselors: 2.0 FTE
Custodial: 3.0 FTE
Recess Monitors: 0.8 FTE

Teams/Committees

Data Team
Department Head
Curriculum Alignment
Emergency Management
Joint Loss
Principal's Council
Professional Learning Communities (PLCs)
School Assembly Committee
School Council
Student Support Team
STEAM Team
Team Leader

School Programs

Special Education
Response to Intervention (RtI)
English for Speakers of Other Languages (ESOL)
Band/Violin
Homework Club
Drama Club
Student Council
Destination Imagination (DI)
Ski Club
Bowling Club
Jr. Book Beat Club

Math Olympiads
 Chorus
 Yearbook Club
 Floor Hockey
 Games Club
 Robotics Club

School Programs/ Improvements/ Accomplishments

- What I Need "WIN"
- Digital Literacy
- World Language (Spanish)
- PowerSchool Unified Classroom
- PTA and Community Involvement
- Multi-Tiered System of Supports (MTSS)
- Student Support Team (SST)
- Response to Intervention (RtI)
- Enrichment Opportunities (i.e. Robotics, Geography Bee, Spelling Bee)
- Positive Behavioral Development Committee (PBDC)
- Data Team
- Principal Coffee Hour
- PLC Student Data Review
- Event Planning Committee
- STEAM Fair
- *Lucy Calkins Units of Reading and Writing*
- *Inspire Science*
- *Words Their Way*
- *Leveled Literacy Intervention (LLI)*
- *Lead Like a Pirate Initiative*

Student Enrollment/Demographics (As of October 9, 2018)

	19-20	18-19	17-18	16-17	15-16	14-15	13-14
Total Enrollment	448	651	689	724	744	729	634
Male	TBD	346	361	393	390	385	344
Female	TBD	305	328	331	354	344	290
Special Education	TBD	101	98	111	102	113	103
EL	TBD	Services: 20 Monitor: 5	Services: 13 Monitor: 14	Services: 8 Monitor: 12	Services: 13 Monitor: 14	Services: 7 Monitor: 15	Services: 6 Monitor: 11
Free/Red. Lunch	TBD	22	27	29	31	33	34

Windham Center School Staff

School Administration

Rory O'Connor-Principal

Kimberly Freccero-Assistant Principal

Mary Pantazis-Director of Special Education

Classroom Teachers

Grade 3

Jamie Carrier

Laurie Doherty

Sherry Fay

Nancy Hale

Morgan Lemmon

Bethany Pellerin

Erin Russell

Rebecca Schneider

Lisa Sheehan

Grade 4

Cynthia Avallone

Alyssa deLara

Lindsay Haarlander

Nicole Matthews

Meghan McKinney

Elizabeth Ross

Anna Ryan

Linda Satkwich

Sara Whitney

Grade 5

Patricia Bouley

Alexandra Claus

Stephanie Fleet

Alexandra Krish

Cady Lavoie

Michael Miloro

Katherine Misiaszek

Stephanie Serian

Mikayla Souza

Natasha Stoyak

Unified Arts Teachers

Amy Buonpane-Band

Adelia Couser- Spanish

Suzanne Cronin-Technology Integration Facilitator

Nancy Fothergill-Music

Diana Greenleaf- Library Media Specialist

Jenna Lapadula-Art

Joni Matthews-Physical Education Zachary Weilbrenner-Physical Education
School Resource Officer
Ofc. Greg Iworsky
ESOL Teacher
Tanya Simard
Special Education Special Education Teachers
Sara Accardo Melissa Carley Jody Courter Jennifer Godfrey Morgan Lacaillade Christina Negrón Denise Palmer Paula Wyka
Speech-Language Pathologist
Rachel Garofoli Jocelyn Lister
Occupational/Physical Therapist
Holly Rylant
Reading Specialist
Linda Rattigan Habiba Freeman
Board Certified Behavior Analyst
Jocelyn Hampoian

School Counselors
Kristin Phillips Jillian Sapochetti
Response to Intervention (RtI)
Doug Stahlheber-RtI Teacher Margaret Coish-Tutor Elyse Jodrey- Tutor Katie Letizio-Tutor Kim Reed-Tutor
Paraprofessionals (Special Education)
Judy Anthony Kim Bail Laura Boyd Lisa Ciampa Holly Conley Linda Dolce Michelle Feyler Mikayla Gauvain Ruth Harbilas Pat Horrigan Renata Kamenarova Christina Jozokos Julianne Kiley Denise Kirley Kimber Leuteritz Kristen Lisa Karen McGlynn

<p>Jill Meuse</p> <p>Lisa Sawyer</p> <p>Nicole Szyrkiewicz</p> <p>Joy Travis</p> <p>Chrysta Wong-Sierra</p>
Support Staff
<p>Pauline Field-Administrative Assistant</p> <p>Susan Bartlett-Secretary</p> <p>Tara Orciani-Receptionist</p> <p>Kathleen Baroni-Nurse</p> <p>Moriah Infinger-LNA</p> <p>Gwen Bergman-Recess Monitor</p> <p>Cheryl Hoag-Recess Monitor</p>
Information Technology
<p>Clayton Caddy-Technician</p>
School Nutrition Service
<p>Debbie Caron</p> <p>Nancy Goodwin</p> <p>Audrey Solorzano</p> <p>Cecilia Streechon</p> <p>Kelly Toth</p>
Maintenance
<p>Thomas Lindner-Head Custodian</p> <p>Nathan LaTour</p> <p>Fernando Pages-Martinez</p>

Student Performance Indicators

SAS ELA TREND DATA (PROFICIENT AND ADVANCED)

Grade	FY 15	FY 16	FY 17	FY 18
3	69%	64%	65%	73%
4	77%	77%	73%	70%
5	70%	78%	77%	83%
6	73%	72%	72%	74%
7	81%	72%	69%	76%
8	73%	81%	74%	80%

SAS MATH TREND DATA (PROFICIENT AND ADVANCED)

Grade	FY 15	FY 16	FY 17	FY 18
3	68%	78%	71%	71%
4	66%	76%	77%	75%
5	60%	66%	67%	70%
6	59%	61%	67%	78%
7	70%	63%	68%	71%
8	66%	73%	72%	81%

*Black line between FY17 and FY18 denotes transition from SBAC to SAS

**NH SAS ELA (Reading & Writing)
Scale Score Proficiency Cuts**

Grade	Below Proficient	Approaching Proficient	Proficient	Above Proficient
3	420-556	557-586	587-615	616-750
4	430-579	580-604	605-634	635-790
5	450-593	594-620	621-663	664-810
6	460-604	605-641	642-687	688-830
7	470-607	608-643	644-696	697-850
8	480-624	625-660	661-710	711-870

NH SAS Mathematics Scale Score Proficiency Cuts

Grade	Below Proficient	Approaching Proficient	Proficient	Above Proficient
3	300-409	410-430	431-454	455-550
4	310-430	431-459	460-491	492-610
5	320-459	460-494	495-521	522-660
6	330-478	479-517	518-555	556-720
7	340-506	507-551	552-586	587-750
8	350-538	539-590	591-624	625-830

NH SAS Science Scale Score Proficiency Cuts

Grade	Below Proficient	Approaching Proficient	Proficient	Above Proficient
5	500 – 543	544 – 553	554 – 565	566 – 600
8	800 – 844	845 – 853	854 – 869	870 – 900
11	1100 – 1145	1146 – 1152	1153 – 1175	1176 – 1200

NWEA Scaled Performance Levels

NWEA Math RIT Bands by Grade

GRADE	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
3	179 and below	180-187	187-194	194-201	202 and above
4	190 and below	191-198	199-205	206-214	214 and above
5	199 and below	200-208	208-215	216-224	224 and above

NWEA Reading RIT Bands by Grade

GRADE	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
3	175 and below	176-184	185-192	193-202	202 and above
4	185 and below	186-194	195-202	203-211	212 and above
5	193 and below	193-202	202-210	210-218	219 and above

NWEA READING TREND DATA (PROFICIENT AND ADVANCED)

Grade	FY 15	FY 16	FY 17	FY 18	FY 19
3	—	79%	77%	85%	TBD
4	—	73%	86%	83%	TBD
5	—	83%	87%	85%	TBD
6	84%	82%	87%	86%	TBD
7	90%	88%	87%	83%	TBD
8	89%	89%	90%	85%	TBD

When analyzing the NWEA Reading assessment, all grade levels 3 through 8 scored at 83% proficient or higher during FY18. The progress by each grade level and student cohort group can be followed by year showing marked growth to reach the present levels of performance.

NWEA MATH TREND DATA (PROFICIENT AND ADVANCED)

Grade	FY 15	FY 16	FY 17	FY 18	FY 19
3	—	80%	81%	89%	TBD
4	—	83%	85%	87%	TBD
5	—	76%	84%	85%	TBD
6	76%	72%	77%	81%	TBD
7	85%	78%	82%	72%	TBD
8	87%	87%	90%	76%	TBD

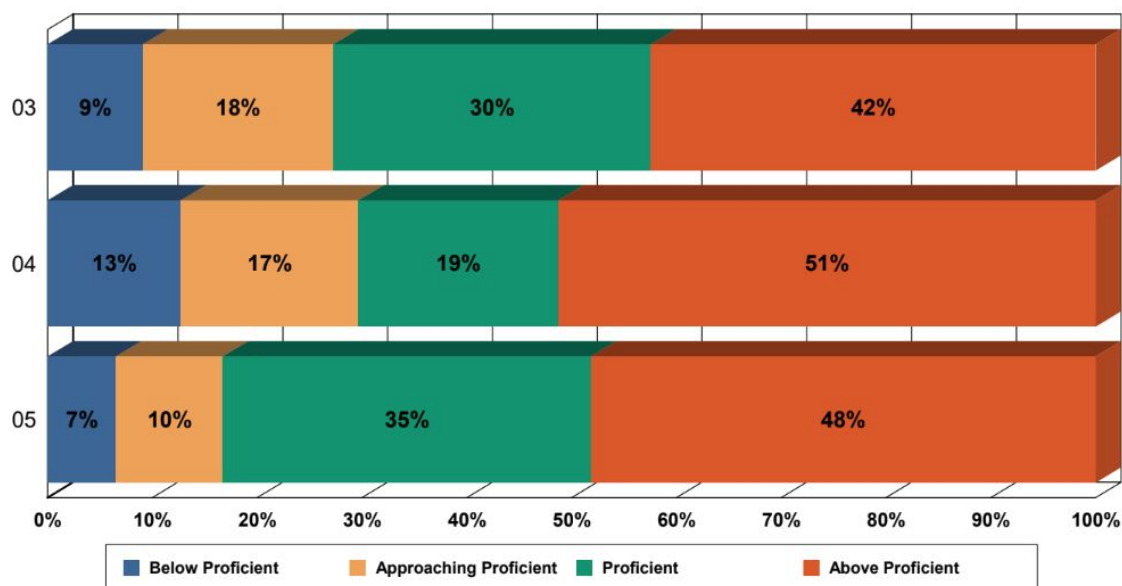
When analyzing the NWEA Mathematics longitudinal assessment data across the 3-5 grade levels, student achievement continues to increase. Noteworthy gains were realized by the fourth grade cohort moving from 81% proficient in third grade to 87% proficient in fourth grade.

Next Generation “3D” Science

Percent Proficient or Above		
	State	WCS
Grade 5	42%	66%

2018 NHSAS ELA/Reading WCS

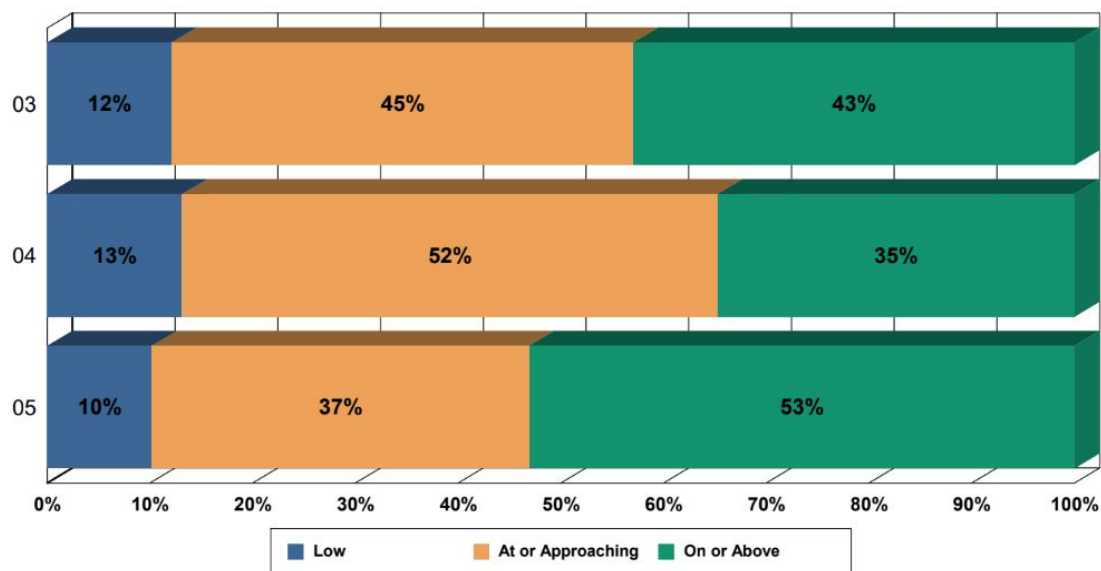
ELA/Reading Achievement Level



Overall score performances (**Proficient & Above Proficient**) on the 2018 NHSAS ELA Assessment revealed the following proficiency rates at each grade level: **Grade 3: 72%; Grade 4: 70%; Grade 5: 83%.**

2018 NHSAS ELA/Reading WCS

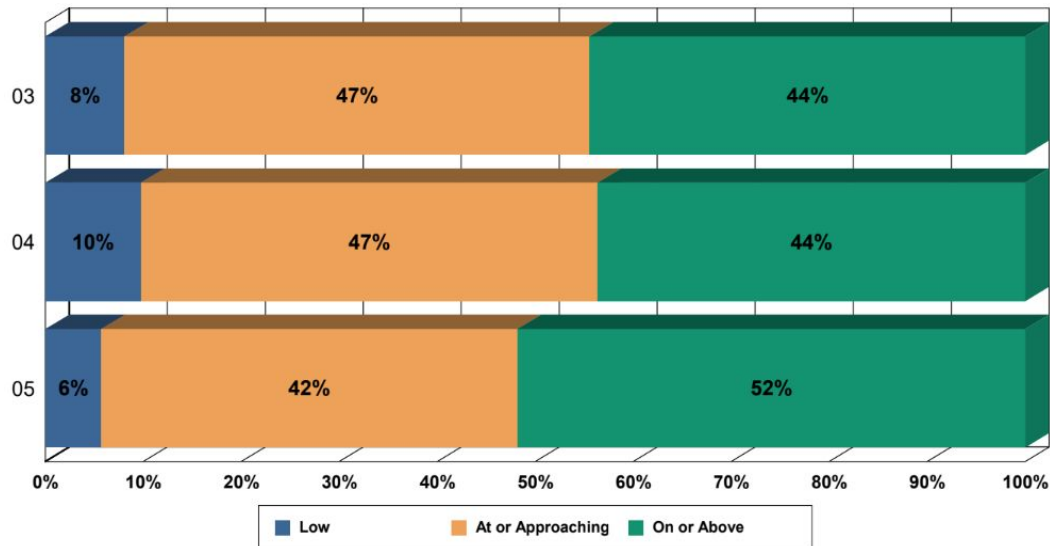
Reading Literary Text Performance



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS ELA Assessment in the area of Reading-Literary Text revealed the following proficiency rates at each grade level: **Grade 3: 88%; Grade 4: 87%; Grade 5: 90%.**

2018 NHSAS ELA/Reading WCS

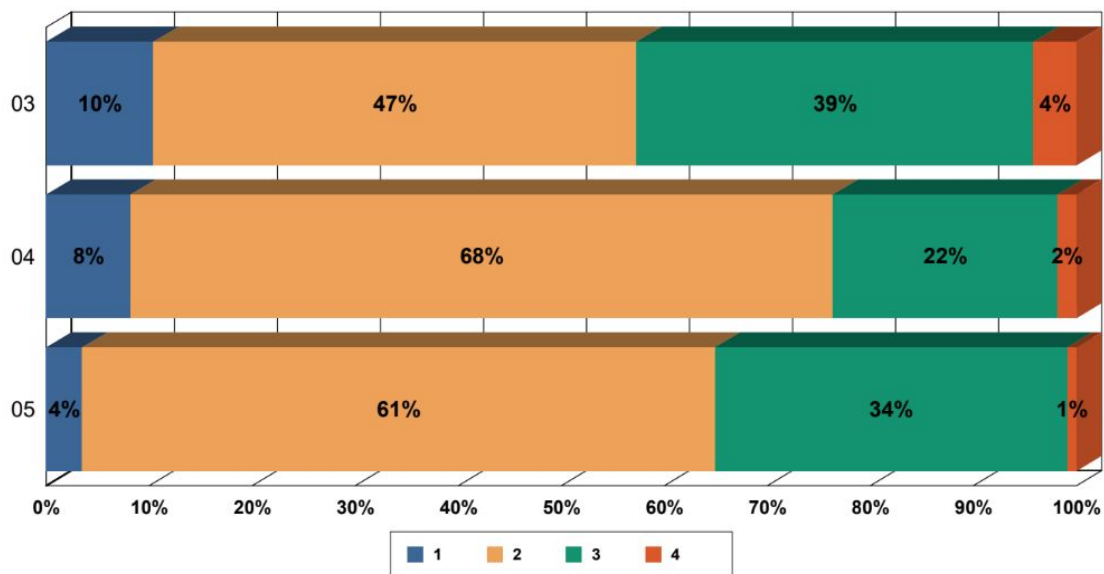
Reading Informational Text Performance



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS ELA Assessment in the area of Reading-Informational Text revealed the following proficiency rates at each grade level: **Grade 3: 92%; Grade 4: 90%; Grade 5: 94%.**

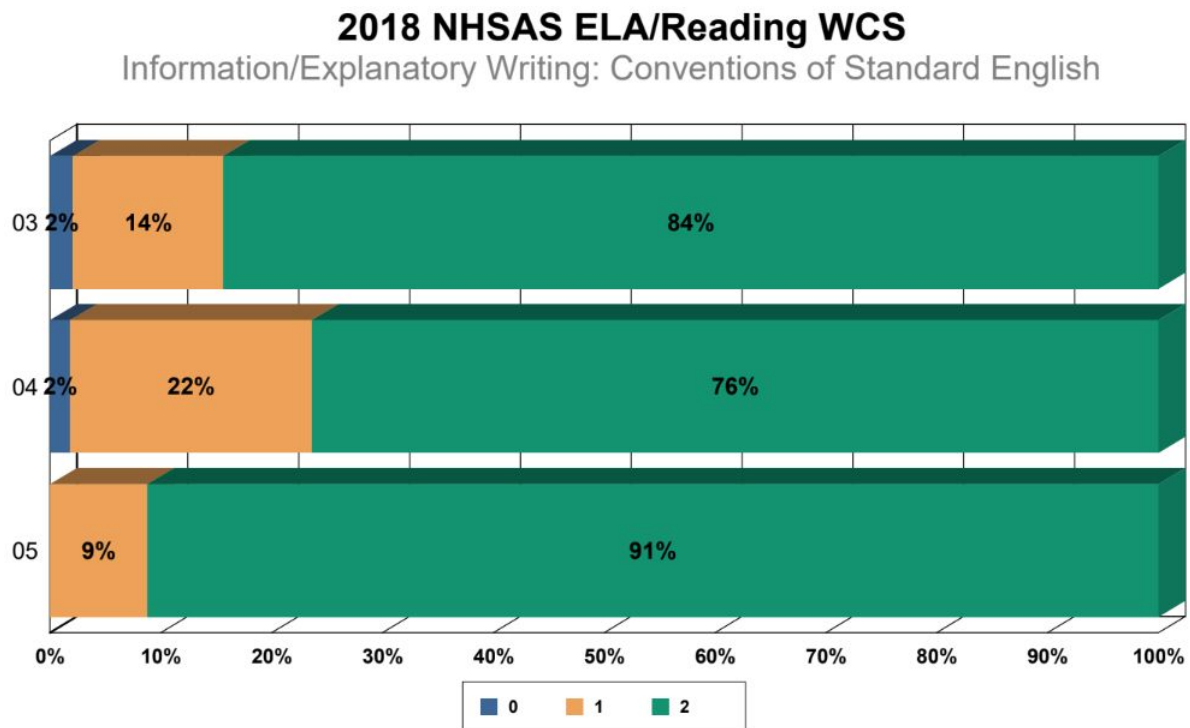
2018 NHSAS ELA/Reading WCS

Information/Explanatory Writing: Purpose, Focus and Organization



Score performances (**Approaching, Proficient & Above Proficient**) on the 2018 NHSAS ELA Assessment in the area of Information/Explanatory Writing: Purpose, Focus and Organization revealed the following proficiency rates at

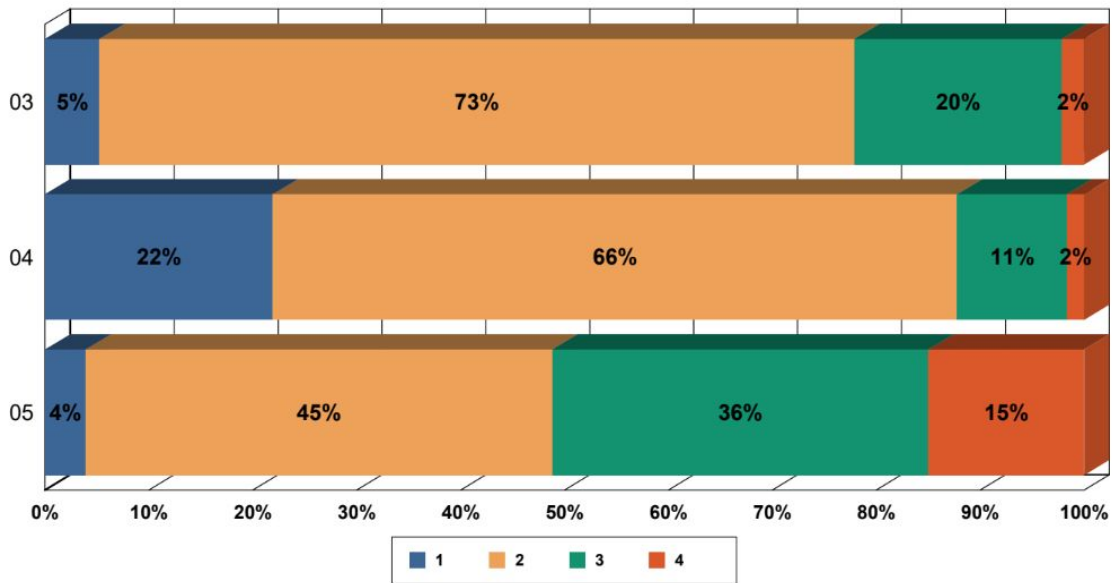
each grade level: **Grade 3: 90%; Grade 4: 92%; Grade 5: 96%.**



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS ELA Assessment in the area of Information/Explanatory Writing: Conventions of Standard English revealed the following proficiency rates at each grade level: **Grade 3: 98%; Grade 4: 98%; Grade 5: 100%.**

2018 NHSAS ELA/Reading WCS

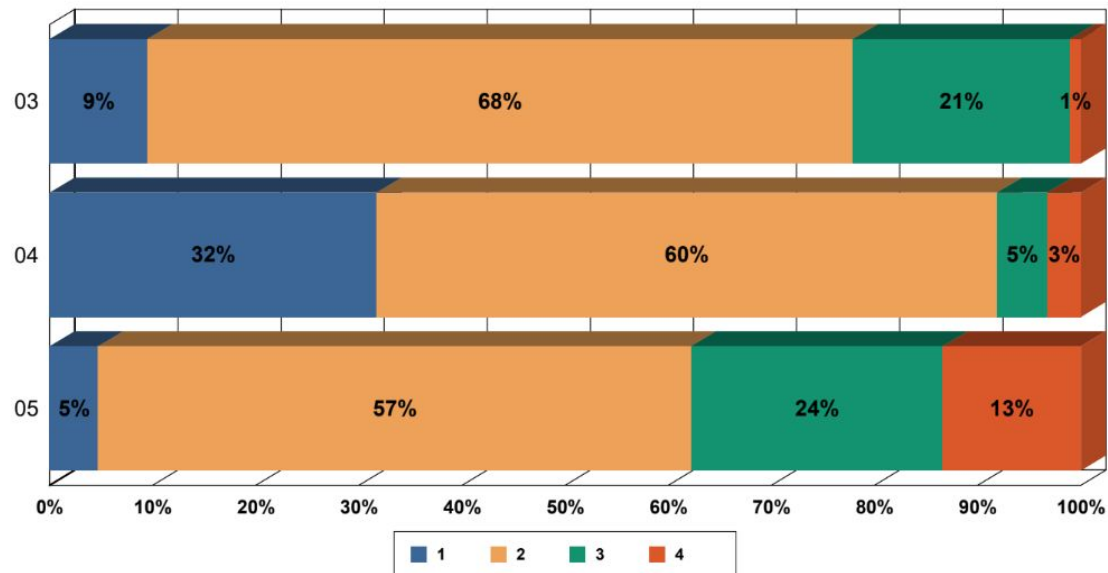
Opinion Writing: Purpose, Focus and Organization



Score performances (**Approaching, Proficient & Above Proficient**) on the 2018 NHSAS ELA Assessment in the area of Opinion Writing: Purpose, Focus and Organization revealed the following proficiency rates at each grade level: **Grade 3: 95%; Grade 4: 78%; Grade 5: 96%.**

2018 NHSAS ELA/Reading WCS

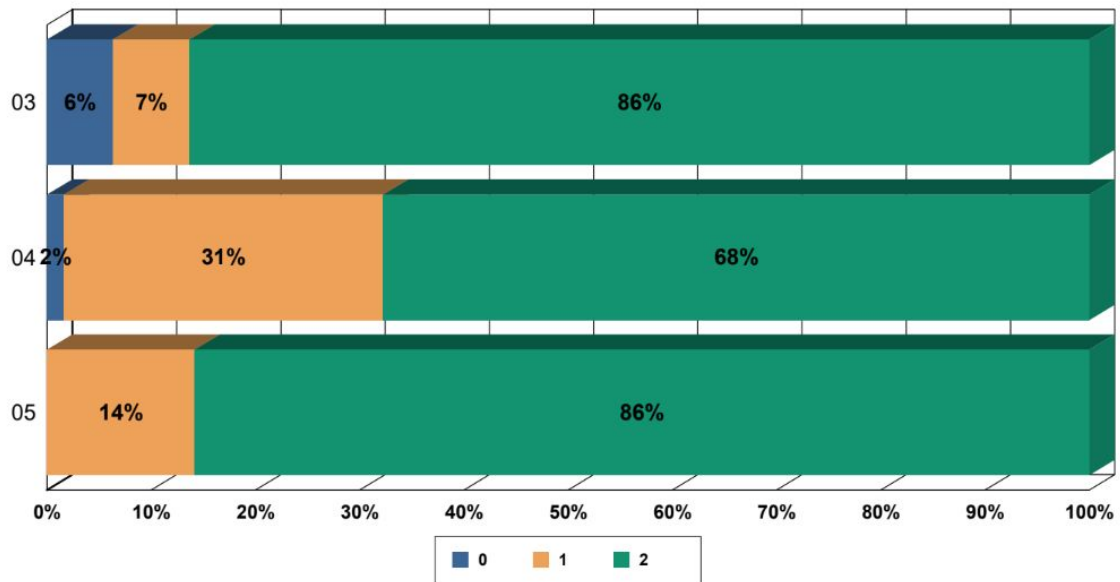
Opinion Writing: Evidence and Elaboration



Score performances (**Approaching, Proficient & Above Proficient**) on the 2018 NHSAS ELA Assessment in the area of Opinion Writing: Evidence and Elaboration revealed the following proficiency rates at each grade level: **Grade 3: 91%; Grade 4: 68%; Grade 5: 95%.**

2018 NHSAS ELA/Reading WCS

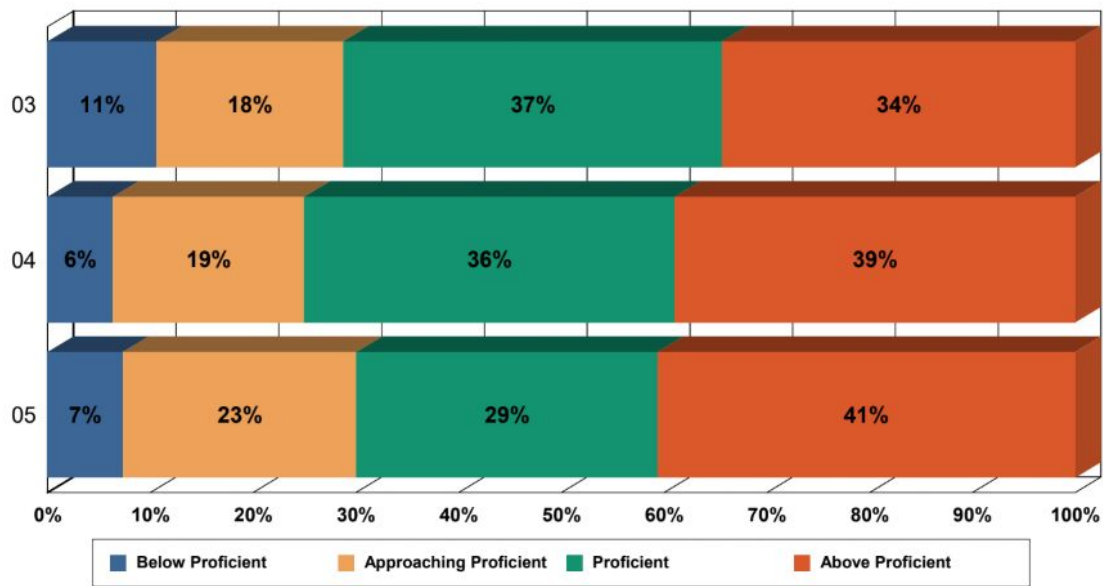
Opinion Writing: Conventions of Standard English



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS ELA Assessment in the area of Opinion Writing: Conventions of Standard English revealed the following proficiency rates at each grade level: **Grade 3: 94%**; **Grade 4: 98%**; **Grade 5: 100%**.

2018 NHSAS Math WCS

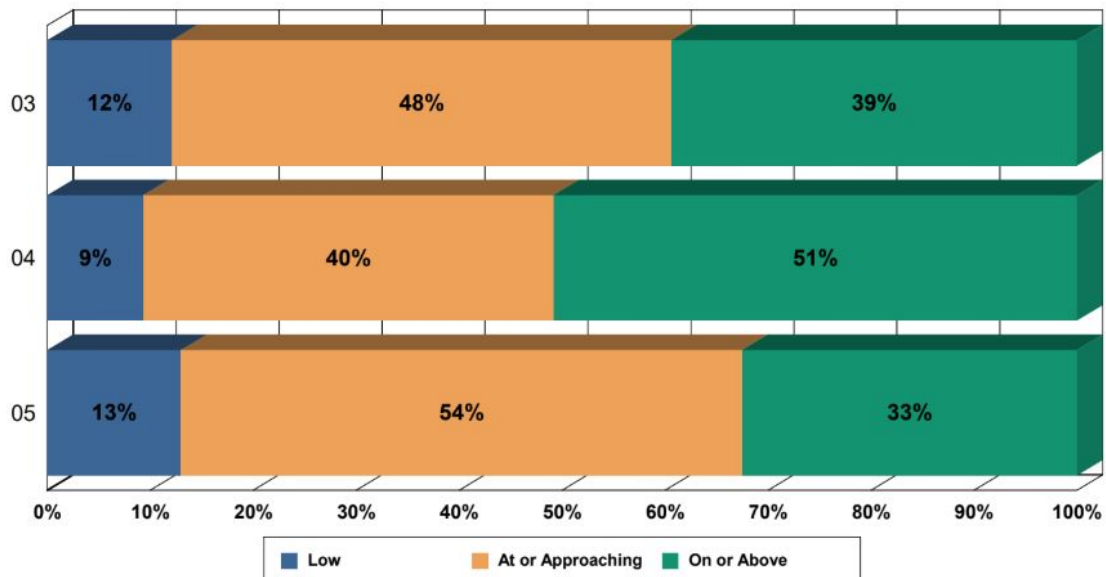
Math Achievement Level



Overall score performances (**Proficient & Above Proficient**) on the 2018 NHSAS ELA Assessment showed the following proficiency rates at each grade level: **Grade 3: 71%; Grade 4: 75%; Grade 5: 70%.**

2018 NHSAS Math WCS

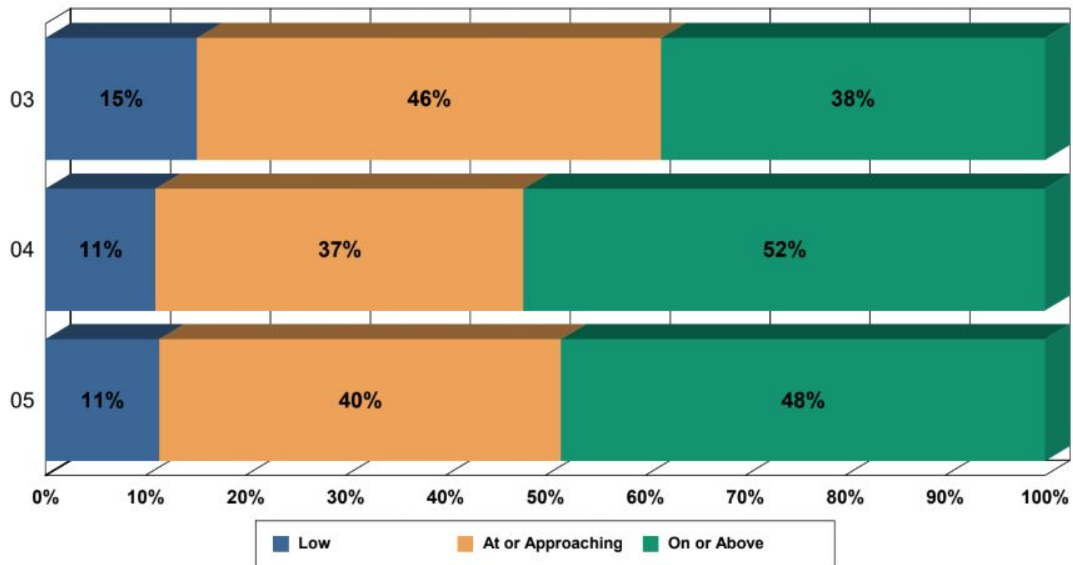
Operations and Algebraic Thinking Performance



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS ELA Assessment in the area of Operations and Algebraic Thinking revealed the following proficiency rates at each grade level: **Grade 3: 88%; Grade 4: 91%; Grade 5: 87%.**

2018 NHSAS Math WCS

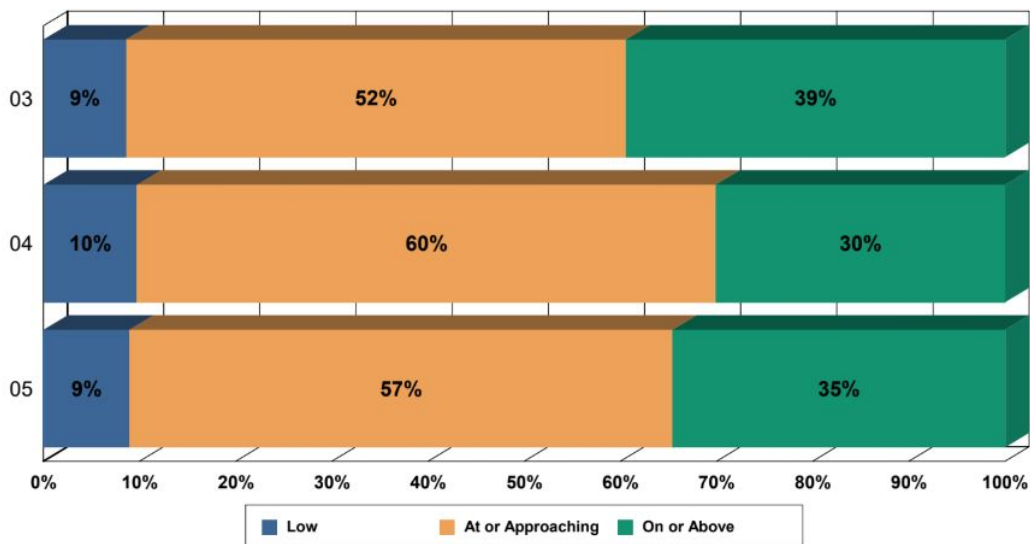
Number Operations Fractions Performance



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS ELA Assessment in the area of Number, Operations, and Fractions revealed the following proficiency rates at each grade level: **Grade 3: 85%; Grade 4: 89%; Grade 5: 89%.**

2018 NHSAS Math WCS

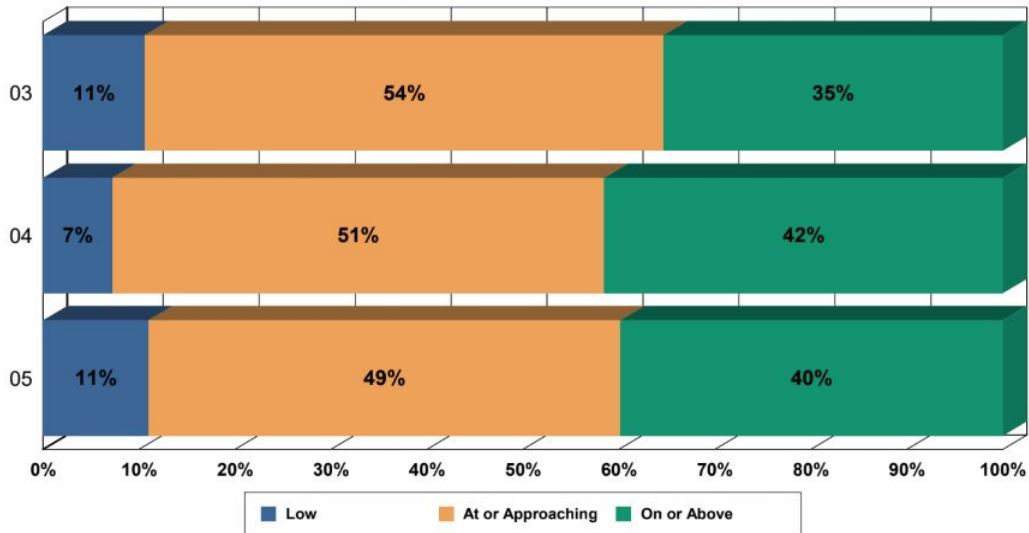
Measurement Data and Geometry Performance



Scores performances (**At or Approaching & On or Above**) on the 2018 NHSAS ELA Assessment in the area of Measurement, Data and Geometry revealed the following proficiency rates at each grade level: **Grade 3: 91%; Grade 4: 90%; Grade 5: 91%.**

2018 NHSAS Math WCS

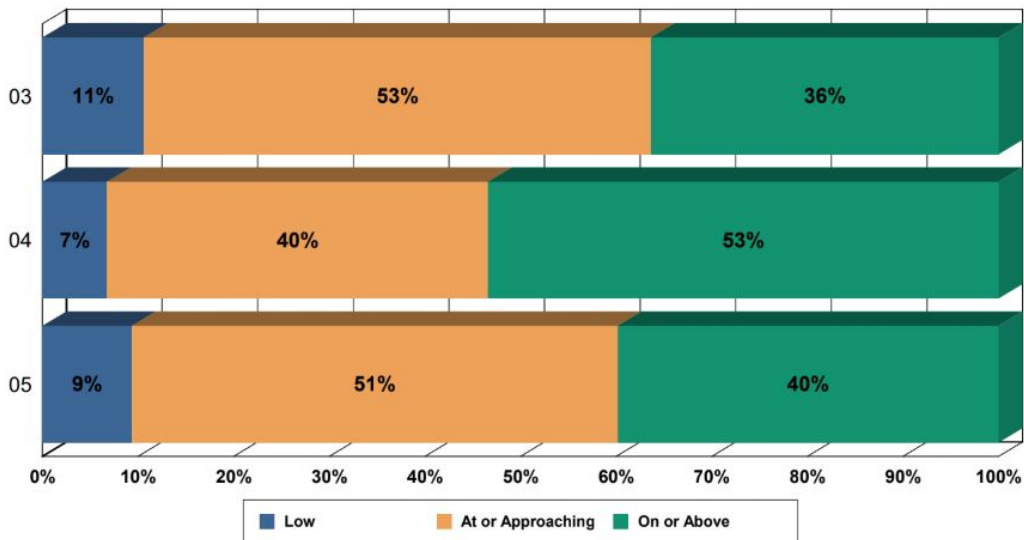
Use Mathematical Reasoning Performance



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS ELA Assessment in the area of Using Mathematical Reasoning revealed the following proficiency rates at each grade level: **Grade 3: 89%; Grade 4: 93%; Grade 5: 89%.**

2018 NHSAS Math WCS

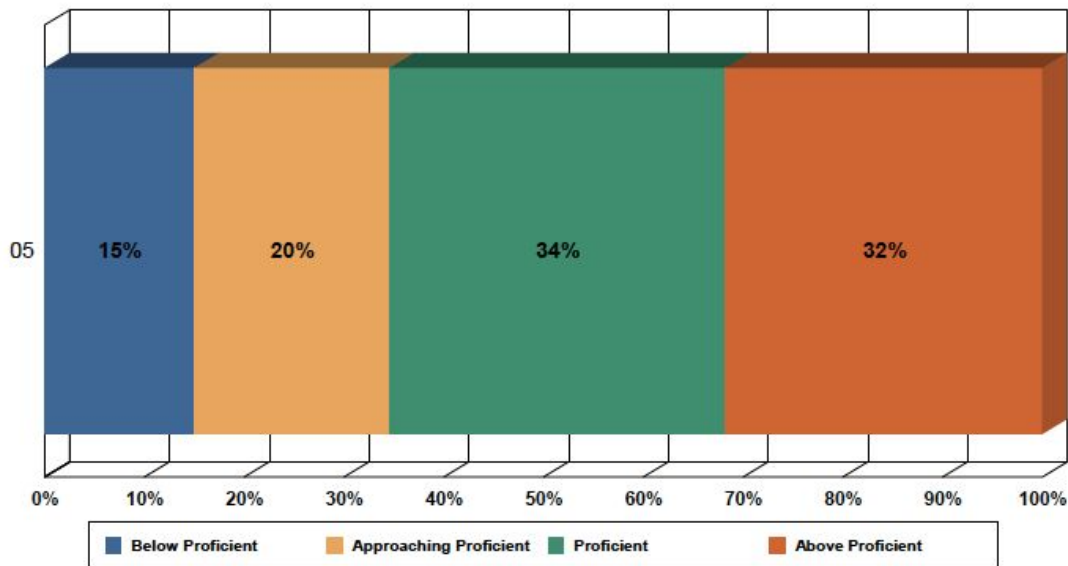
Modeling and Problem Solving Performance



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS ELA Assessment in the area of Modeling and Problem Solving revealed the following proficiency rates at each grade level: **Grade 3: 89%; Grade 4: 93%; Grade 5: 91%.**

2018 NHSAS Science Grade 5 WCS

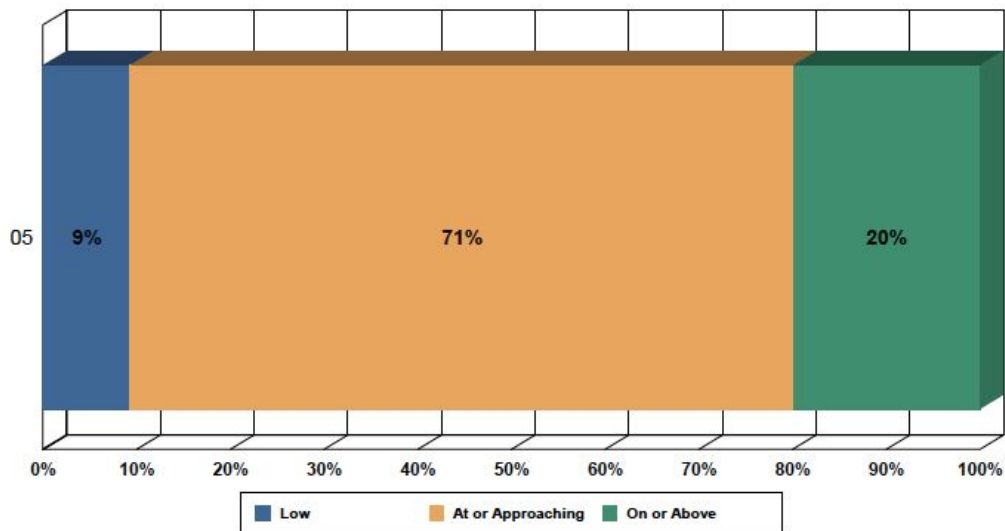
Science Achievement Level



Overall scores (**Proficient & Above Proficient**) on the 2018 NHSAS ELA Assessment showed the following proficiency rate: **Grade 5: 66%.**

2018 NHSAS Science Grade 5 WCS

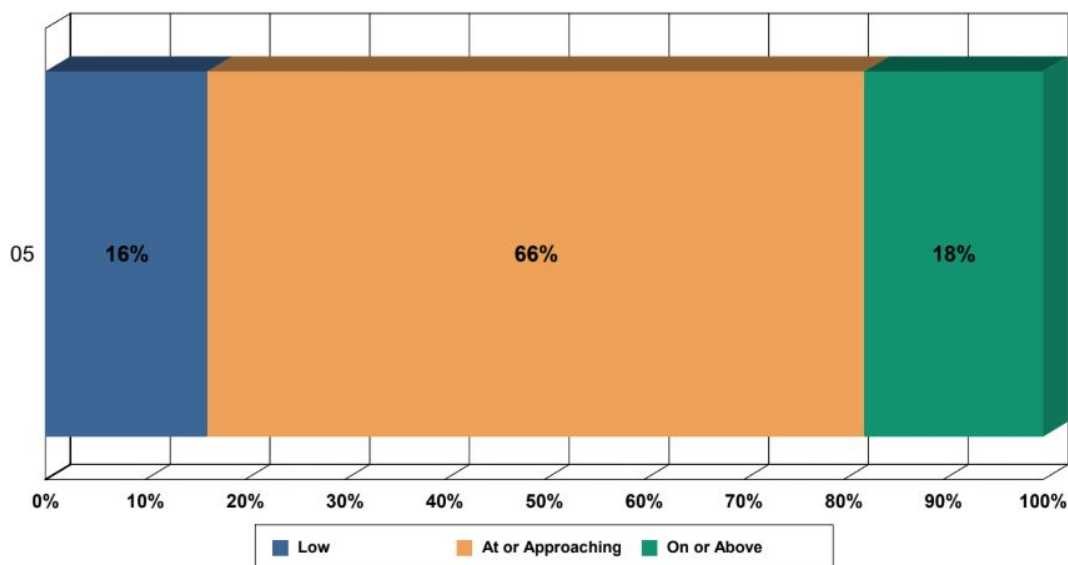
Physical Sciences Achievement



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS Science Assessment in the area of Physical Sciences revealed the following proficiency rate: **Grade 5: 91%.**

2018 NHSAS Science Grade 5 WCS

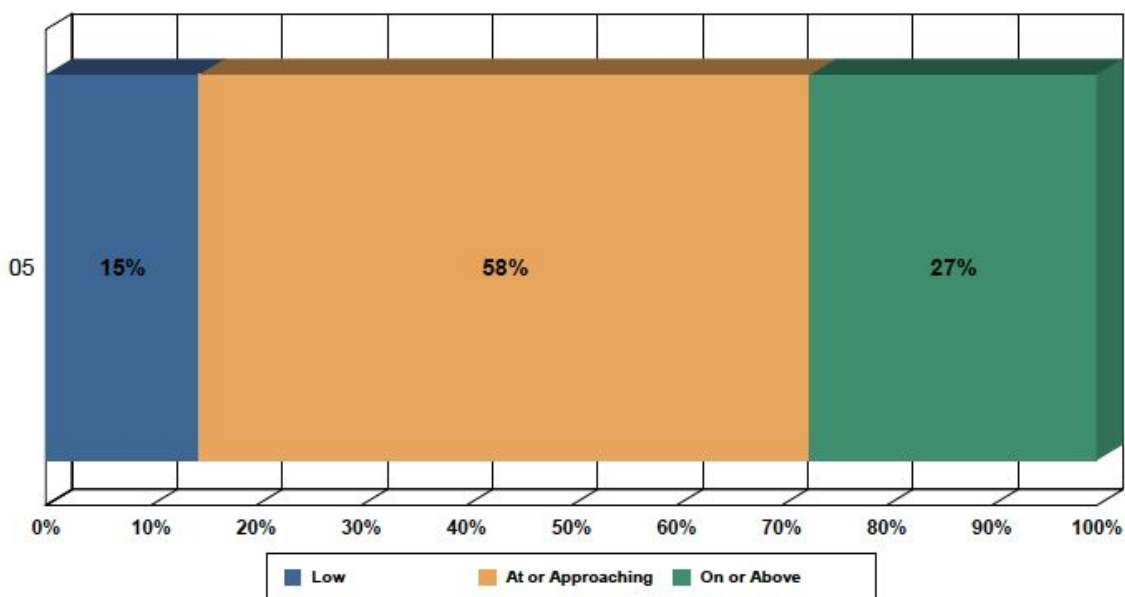
Life Sciences Achievement



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS Science Assessment in the area of Life Sciences revealed the following proficiency rate: **Grade 5: 84%.**

2018 NHSAS Science Grade 5 WCS

Earth and Space Sciences Achievement



Score performances (**At or Approaching & On or Above**) on the 2018 NHSAS Science Assessment in the area of Earth and Space Sciences revealed the following proficiency rate: **Grade 5: 85%.**

Component A

Analysis of Student Performance and Achievement

SAS PERFORMANCE DATA (PROFICIENT AND ADVANCED)				
SUBJECT	ELA		MATH	
LOCATION	STATE	WCS	STATE	WCS
GRADE 3	54	73	55	71
GRADE 4	56	70	53	75
GRADE 5	62	83	45	70

Windham Center School continues to provide all students with instruction that is Common Core standards aligned and follows the highest quality practices. We continue to utilize the Lucy Calkins Units of Reading and Writing to deliver instruction that prepares our students for their educational future. When reviewing our school's performance on the NH SAS assessment, as compared to New Hampshire State averages, our students continue to score well above the state average in all areas. That being said, we continue to strive toward improved performance and have identified several areas for growth in the content areas of English language arts as well as mathematical performances across all grade levels. The 2018-2019 school year has brought about many changes to our academic schedule including a "What I Need" (WIN) block in all grade levels and reconfigured teaching teams according to specific content areas.

To expand upon the area of mathematics, WCS fared well overall for students who scored a Level 3 (Proficient) or above. Specifically, the scores are as follows: Grade 3 (71%), Grade 4 (75%), and Grade 5 (70%). Providing students and teachers maximized time on learning was at the center of all scheduling considerations for this school year, attempting to minimize transitions and divide time blocks amongst content areas.

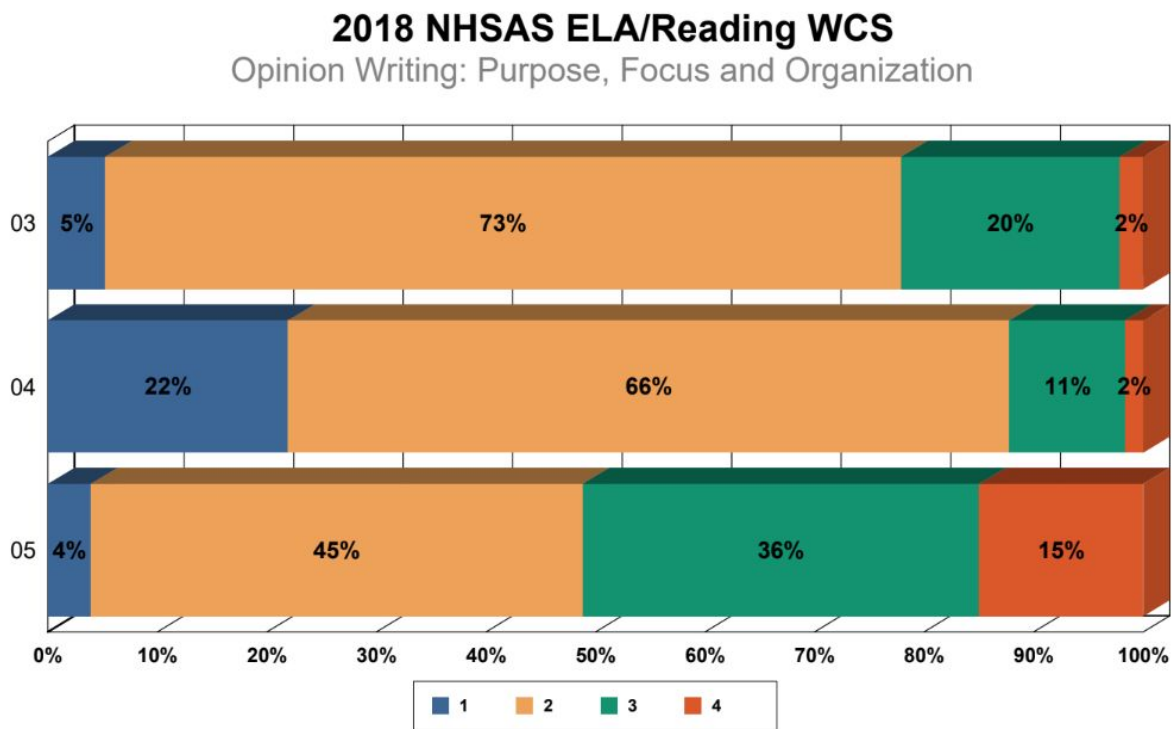
Windham Center School has participated in the development of the K-5 MTSS (Multi-Tiered System of Supports) program to provide RtI (Response to Intervention) academic interventions. This year, data will be used to inform instruction during the What I Need (WIN) block to help strengthen particular content areas in which students may need additional practice or reinforcement of skills. During the fall, winter, and spring seasons, students will receive benchmark assessments to determine levels of proficiency which will then be used to form targeted intervention groups. Math fact assessments as well as the Fountas and Pinnell reading benchmark will be administered. This can best be described as a net that is cast long and far to ensure that students requiring academic intervention receive it. With respect to reading, we are excited to continue our targeted approach with the inclusion of LLI, or *Leveled Literacy Intervention*. This particular intervention program is designed to support our

most struggling readers while offering us with a universal system for all tutors to use during interventions.

WCS will also continue to strive for growth in the area of science. The 2017-18 school year brought the new NH SAS Science assessment aligned to the NGSS, 3D Science Standards. We implemented a brand new science resource, *Inspire Science*, which has increased our students' comfort with inquiry based lessons. Along with a partnership with the UNH Teaching Collaborative, WCS teachers will continue to bring WCS students the most cutting-edge inquiry based lessons in the classroom. Last year, the 1:1 Chromebook initiative allowed teachers and students to access materials and resources needed to best meet these standards. We are looking forward to even more innovative, creative and cross-curricular science lessons to engage all students.

Component B

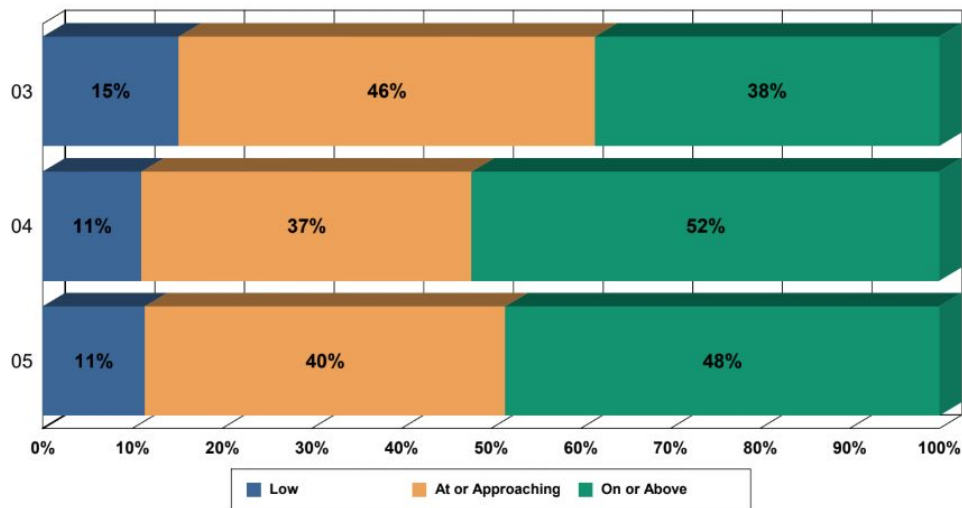
Identification of Gaps in Student Performance



Scores performances (**Approaching, Proficient & Above Proficient**) on the 2018 NHSAS ELA Assessment in the area of Opinion Writing: Purpose, Focus and Organization revealed the following proficiency rates at each grade level: **Grade 3: 95%; Grade 4: 78%; Grade 5: 96%**. While overall proficiency scores are well above 70% proficient, there are a large number of students who fall in the "Approaching" proficiency band, particularly in grade 4. Through targeted intervention and carefully planned lessons focused directly on identifying purpose, focus and organization in opinion writing, it is our goal for students in the "Approaching" band to reach the "Proficient" band on the 2019 NHSAS Assessment.

2018 NHSAS Math WCS

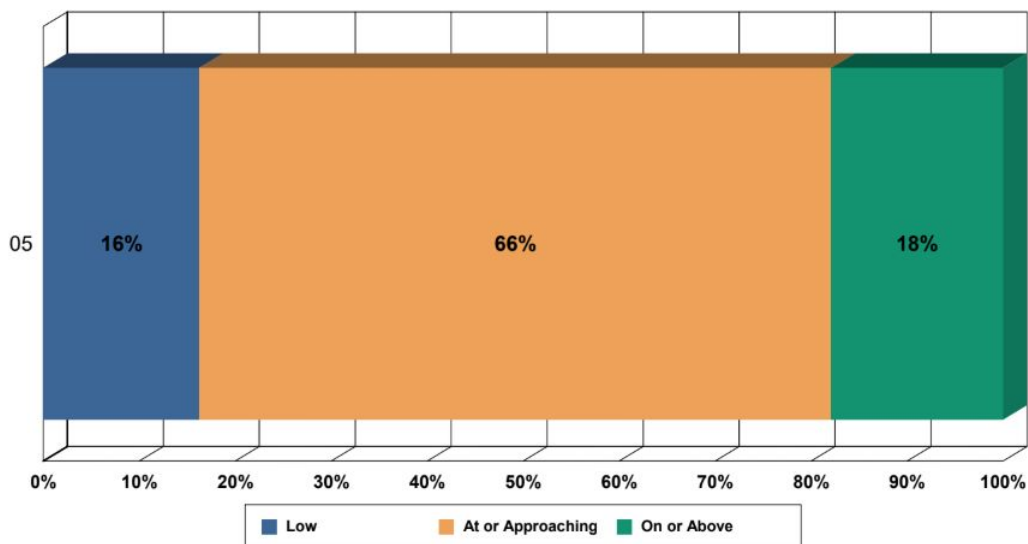
Number Operations Fractions Performance



Scores performances (**At or Approaching & On or Above**) on the 2018 NHSAS ELA Assessment in the area of Number, Operations, and Fractions revealed the following proficiency rates at each grade level: **Grade 3: 85%; Grade 4: 89%; Grade 5: 89%**. This shows significant progress in this area. With this progress, there is a percentage of students in each grade level that falls in the "At or Approaching" proficiency band. Through careful planning and targeted skill practice throughout the school year, it is our hope that students in this band will progress to the "On or Above" proficiency band.

2018 NHSAS Science Grade 5 WCS

Life Sciences Achievement



Scores performances (**At or Approaching & On or Above**) on the 2018 NHSAS Science Assessment in the area of Life Sciences revealed the following proficiency rate: **Grade 5: 84%**. While this is an excellent overall proficiency rate in this area of science, we would like to have a larger population of students securely within the "On or above" proficiency level. With extended focus on the area of life science through Inspire Science and inquiry-based lessons, students will receive the background knowledge and experience needed to achieve proficiency on this section of the assessment.

Component C

Identification of barriers to improved performance for all students

- Length of school day offers 1,035 hours on instructional time (N.H. Minimum Standard = 945 hours)
- Expectations and accountability continue to increase as length of school day remains unchanged
- N.H. changed its formal standardized assessment to the Statewide Assessment System (SAS) that replaced the three-year old Smarter Balanced Assessment Consortium (SBAC)
- Lack of before/after school programming restricts academic remediation
- Clear Touch Board Displays will enhance students' learning by offering a multi-modal opportunity master skills and concepts, but are only in a select number of classrooms at this point.
- Red Cat Activate System will greatly enhance teachers' ability to deliver whole and small group instruction
- Media Center continues to transition 21st century Learning Commons model
- Rtl staff and ESOL teacher should have appropriately sized room to deliver instructional support
- Band instruction should have a dedicated classroom space
- Music instruction should have a dedicated classroom space
- Art instruction should have a dedicated classroom space

Component D

Goals and Objectives

Goal 1: School Climate and Culture

FY 19 District Goal: We will Improve the overall effectiveness of staff and community communication.

School Goal:

All Windham Center School staff members will strive to improve communication both internally and externally as a school organization.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Design, build, and deliver a revitalized school newsletter to all community stakeholders, called "Center Stage"	Administration	2019-2020	Bi-weekly messages	Analytics report real time data relative to user engagement
Meet bi-monthly with Team Leaders to make joint decisions, and inform all staff through meeting minutes	Administration, team leaders	2019-2020	Bi-monthly meetings	End-of-year survey for staff to fill out
Schedule vertical team meetings with grades 3 & 4 and 5 & 6 in preparation of building shifts for personnel in FY20	Administration, team leaders	2019-2020	Monthly meetings	Review of meeting minutes
Host Principal Coffee Hour to increase family and community engagement, and invite guest speakers from the school/district	Administration	2019-2020	Monthly meetings at 9:15 a.m.	Monthly agendas/meeting minutes

Goal 2: Student Achievement

FY 19 District Goal: We will utilize professional learning communities (PLC) to focus on student social and emotional well-being and academic progress.

School Goal:

Each grade level team will work collaboratively to analyze student performance data to develop fluid instructional action plans throughout the course of the school year.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Develop PLC schedule to allow for grade level teams to meet to review student performance data	Administration	2019-2020	Weekly meetings	Weekly meeting minutes
Implement Statewide Assessment System (SAS) schedule to leverage modular and interim assessment data	Administration	2019-2020	Monthly interim benchmarking	Regular evaluation of interim/modular assessment data
Coordinate schedule with Rtl tutors to participate in grade-level PLCs to discuss intervention strengths/areas for growth	Administration, grade-level teams, Rtl team	2019-2020	Monthly meetings	Monthly meeting minutes
Institute "WIN" block for Tier 1-3 instructional interventions based upon aims/targets decided by grade-level PLCs	Administration, grade-level teams, Rtl team, Special Education team	2019-2020	3x/week for 45 minutes each	Trimester benchmark assessment data

Goal 3: Professional Development

FY19 District Goal: We will provide professional development aligned with the district's overarching goals and technology initiatives.

School Goal:

We will analyze specific academic performance scores and tailor professional learning opportunities to strengthen our core instruction.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Schedule training with EduTron mathematics to provide professional learning focused on the conceptual understanding of mathematics for all classroom teachers and tutors	Administration	2019-2020	Weekly meetings	Weekly meeting minutes
Review IEP academic goals with FY18 SAS performance data	Administration, Special Education team	2019-2020	Early Release/Professional Learning Days	Update
Schedule webinar training for NoRedInk grammar and conventions software with classroom teachers	Administration, grade-level teams	2019-2020	ELA/WIN academic programming	FY 19 SAS conventions claim performance data
Institute Pear Deck add-on for Google Slides to be used with ClearTouch screens during classroom instruction as a formative assessment tool	Administration, grade-level teams, technology integration facilitator	2019-2020	PLC meetings	Teacher survey feedback

Goal 4: Technology

FY19 District Goal:

We will analyze data to monitor and evaluate student progress.

School Goal:

Windham Center School will leverage District and state learning management systems to better process, analyze, and report student performance data.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Utilize the SAS online reporting system to access interim and modular assessment data	Administration	2019-2020	Weekly meetings	Weekly meeting minutes
Leverage Unified Classroom gradebook	Administration, Special Education team	2019-2020	Early Release/Professional Learning Days	Update
Designate AIMSweb Plus software to only progress monitor students identified under the special education umbrella	Administration, grade-level teams	2019-2020	ELA/WIN academic programming	FY 19 SAS conventions claim performance data
Designate NWEA as the sole-source provider of benchmark assessment performance data	Administration, grade-level teams, technology integration facilitator	2019-2020	PLC meetings	Teacher survey feedback

Form 2A Windham Public Schools

ANALYSIS OF STAFFING NEEDS FISCAL YEAR 2018-2019

Numbers listed as of 2018-10-09

	EXISTING FISCAL YEAR 18/19			PROPOSED FISCAL YEAR 19/20 (as of 10/9/18)			CHANGE	COMMENTS
Grade	No. of Students	Class Size	Staff	No. of Students	Class Size	Staff		
3	202	22.4	9	NA	NA	NA		
4	201	22.3	9	NA	NA	NA		
5	247	24.7	10	201	23.0	9	-1	
6	261	26.1	10	248	24.9	10		
Total	650 (Grades 3-5)			448 (Projected Grades 5-6)				

Component E

Proposed Staffing

Position WCS	FY19 Current Positions	FY20 Proposed Positions	Variance
Principal	1.00	1.00	0.00
Assistant Principal	1.00	1.00	0.00
Director of Special Education	1.00	0.75	-0.25
Administrative Assistant	1.00	1.00	0.00
Secretary	1.00	1.00	0.00
Special Ed Admin Assistant	1.00	1.00	0.00
School Counselor	2.00	1.00	-1.00
Special Education Teacher	7.00	4.00	-3.00
Speech Language Pathologist	2.00	1.00	-1.00
Occupational Therapist	1.40	1.00	-0.40
School Psychologist	0.50	0.50	0.00
Reading Specialist	2.00	1.50	-0.50
Specialist in Assessment of Intellectual Functioning	0.50	0.50	0.00
Interventionist	1.00	1.00	0.00
Tutor	5.00	3.00	-2.00
ESOL Teacher	1.00	0.50	-0.50
Nurse	1.00	1.00	0.00
LNA	1.00	1.00	0.00
World Language	1.00	0.70	-0.30
Technology Integration Facilitator	1.00	0.70	-0.30
Physical Education	2.00	1.40	-0.60
Art	1.00	0.70	-0.30
Music	1.00	0.70	-0.30
Band Teacher	1.00	0.50	-0.50
Library/Media Specialist	1.00	0.70	-0.30
Grade 3	9.00	0.00	-9.00
Grade 4	9.00	0.00	-9.00
Grade 5 Teacher	11.00	11.00	0.00
Grade 6 Teacher	0.00	10.00	10.00
Custodian	4.00	4.00	0.00
Paraprofessional	29.00	29.00	0.00
Technology Technician	0.50	0.50	0.00
Recess/Lunch Monitor	4.00	3.00	-1.00
School Nutrition Services	5.00	4.00	-1.00
TOTAL	109.9	88.65	-21.25
New Positions			
Mental Health Counselor		0.5	
TOTAL		0.5	
Contracted Service/Grant Funded			
Board Certified Behavioral Analyst	0.5	0.5	Grant Funded
Special Education Teacher	1	1	Grant Funded
Physical Therapist	0.2	0.2	Contracted Service
TOTAL	1.7	1.7	

Academic Schedule

GRADE 5									
SA	7:15-7:30	7:35-7:40	7:40-8:25	8:30-10:25	10:30-10:50	10:55-11:15	11:20-12:05	12:10-2:15	
Fleet	RSg	Home room/Attendance	WINWLDL	Main/Sci	Recess	Lunch	UA	ELASS	
Bouley	RSg	Home room/Attendance	WINWLDL	ELASS	Recess	Lunch	UA	Main/Sci	
Souza	RSg	Home room/Attendance	WINWLDL	ELASS	Recess	Lunch	UA	Main/Sci	
Laviole	RSg	Home room/Attendance	WINWLDL	Main/Sci	Recess	Lunch	UA	ELASS	
Serfati	RSg	Home room/Attendance	WINWLDL	ELASS	Recess	Lunch	UA	Main/Sci	
GRADE 6									
SE	7:15-7:30	7:35-7:40	7:40-8:25	8:30-9:15	9:20-10:25	10:30-11:15	11:20-11:40	11:45-12:05	12:05-2:15
Miloro	RSg	Home room/Attendance	Main/Sci	WINWLDL	Main/Sci	UA	Recess	Lunch	ELASS
Krish	RSg	Home room/Attendance	ELASS	WINWLDL	ELASS	UA	Recess	Lunch	Main/Sci
Claus	RSg	Home room/Attendance	ELASS	WINWLDL	ELASS	UA	Recess	Lunch	Main/Sci
Misiaszek	RSg	Home room/Attendance	Main/Sci	WINWLDL	Main/Sci	UA	Recess	Lunch	ELASS
Stoyak	RSg	Home room/Attendance	ELASS	WINWLDL	ELASS	UA	Recess	Lunch	Main/Sci
GRADE 6									
GA	7:15-7:30	7:35-7:40	7:40-9:15	9:20-10:05	10:05-10:25	10:30-10:50	10:55-11:20	11:25-12:35	12:40-1:25
TBD	RSg	Home room/Attendance	ELASS	WINWLDL	Recess	Lunch	ELASS	Main/Sci	UA
TBD	RSg	Home room/Attendance	Main/Sci	WINWLDL	Recess	Lunch	Main/Sci	ELASS	UA
TBD	RSg	Home room/Attendance	Main/Sci	WINWLDL	Recess	Lunch	Main/Sci	ELASS	UA
TBD	RSg	Home room/Attendance	ELASS	WINWLDL	Recess	Lunch	Main/Sci	Main/Sci	UA
TBD	RSg	Home room/Attendance	Main/Sci	WINWLDL	Recess	Lunch	ELASS	UA	ELASS
GRADE 6									
GB	7:15-7:30	7:35-7:40	7:40-9:35	9:40-10:05	10:10-10:55	10:55-11:15	11:20-11:40	11:45-1:25	1:30-2:15
TBD	RSg	Home room/Attendance	Main/Sci	ELASS	WINWLDL	Recess	Lunch	ELASS	UA
TBD	RSg	Home room/Attendance	ELASS	Main/Sci	WINWLDL	Recess	Lunch	Main/Sci	UA
TBD	RSg	Home room/Attendance	ELASS	Main/Sci	WINWLDL	Recess	Lunch	ELASS	UA
TBD	RSg	Home room/Attendance	Main/Sci	ELASS	WINWLDL	Recess	Lunch	Main/Sci	UA

WINDHAM SCHOOL DISTRICT

FY 2019-2020 Operating Budget

Proposed Personnel Change

School/Department: Windham Center School

School Improvement Plan: 2019-2020

Assessment Data: SAS, NWEA, AIMSweb

Part I: Describe the proposed personnel change.

Reassign 4.0 FTE Directors to include Grade 5

Part II: Contract rate: NA

Part III - Provide supplementary supporting information for your proposal. Action taken:

Expected Result:

Currently, the Directors of Mathematics, Science, English Language Arts, and Social Studies provide content-specific instructional support for classroom teachers in grades 6-12. During the FY20 shift of grade levels, Windham Center School will absorb all sixth grade teachers. By embracing the concept of directors working with both grades 5 and 6 faculty, we are providing a more ideal professional learning environment in our quest to strengthen core instruction.

Consequence: Without this shift in responsibility, there could not only be a major misstep in instructional support, but also a divisive school climate if fifth grade teachers are not afforded the same professional opportunities that sixth grade teachers do in the current design.

WINDHAM SCHOOL DISTRICT

FY 2019-2020 Operating Budget

Proposed Personnel Change

School/Department: Windham Center School

School Improvement Plan: 2019-2020

Assessment Data: Special Education Programs/Service, SBAC, NWEA

Part I: Describe the proposed personnel change.

Additional 1.0 FTE Mental Health/School Counselor

Part II: Contract rate

Mental Health/School Counselor: Up to M8 According to WEA CBA

Part III - Provide supplementary supporting information for your proposal. Action taken:

Proposal:

Reassign one School Counselor to a Mental Health Counselor to help support and provide special education services to students with social/emotional disabilities as well as mental health counseling services at WCS.

Expected Result: A Mental Health/School Adjustment Counselor at WCS will allow students with social/emotional services in their IEPs to receive services within the school setting. This position will also serve the needs of students. It will decrease the number of students we outplace to counselor services, and will decrease the sharing of staff from WHS and WMS to help support students on an as needed basis. During the FY18 school year, the mental health counselors at both WMS and WHS were utilized on a regular basis to help support the special education and school counseling department during times when students were in crisis. An additional counselor dedicated to working with small groups of students as well as individual counseling mandated by IEPs will provide a more cohesive counseling model for all students beginning at elementary school through high school. Further, the additional counselor will be critical to the school climate and environment of the building. The additional counselor will help the Windham Center School counselors to have more manageable caseloads and to develop more personal relationships with students. WCS would like to visit the concept of adding a Therapeutic Learning Lab to the school to service students with social and emotional needs during the school day. The addition of this position will be a positive piece to adding this program.

Consequences: Without a Mental Health/School Adjustment counselor at WCS where our student population will now be more mature, the school counseling department and administrators will be managing a large number of students in crisis. It will be more cost effective to have a trained Mental Health/School Adjustment Counselor as opposed to sending our building level staff out for crisis training. Outside agencies will need to be utilized to service these students social and emotional needs which increases both transportation and counseling costs to the district. For severe cases of students in crisis, the mental health counselors will be pulled from either WMS or WHS to support staff at WCS, causing them to minimize the time they have with students in their buildings.

WINDHAM SCHOOL DISTRICT

FY 2019-2020 Operating Budget

Proposed Personnel Change

School/Department: Windham Center School

School Improvement Plan: 2019-2020

Assessment Data: NA

Part I: Describe the proposed personnel change.

General fund stipends to support intramural club sport activities for Grade 5 and 6 students

Part II: \$2,000/activity

Part III - Provide supplementary supporting information for your proposal. Action taken:

Proposal:

Create general fund stipends in the amount of \$2,000/advisor to coordinate and officiate club sports activities. Clubs could include the follow sports/activities: Basketball, Flag Football, Kickball, Ultimate Frisbee, Volleyball, Chess, Computer Coding

Expected Result: As we transition to an upper elementary school, the focus is to create opportunities for students that were not available in the existing grade level composition. In the event that fifth and sixth grade students are unable to participate in Windham Middle School athletics, a club/activity offering will still allow students to participate in compensatory activities.

Consequences: Without the addition of these club/activity positions, Windham Center School will have a greater challenge to transforming the school culture to an upper elementary atmosphere. The school environment should undergo some noticeable changes to support the social and emotional needs of students as we transition from a grade 3-5 school to a grade 5-6 school.

Component F

Request for Educational Materials and Cost Estimates

BUDGET CODE: 100.00.1100.11.610.000000.5

FY19 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: WINDHAM CENTER SCHOOL

GRADE/SUBJECT: GRADE 5 CLASSROOM

PREPARED BY: RORY O'CONNOR & KIM FRECCERO

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
(Mathematics) Carnegie Math	We will analyze data to monitor and evaluate student progress.	Student Edition Textbook, MATHia Software License, Online Access to Textbook and Skills Practice Textbook, 1 day of online implementation PD, NWEA MAP-MATHia Integrated Solution, and professional learning	CarnegieLearning	\$31,500

BUDGET CODE: 100.00.1100.05.640.000000.5

FY19 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: WINDHAM CENTER SCHOOL

GRADE/SUBJECT: GRADE 5 CLASSROOM

PREPARED BY: RORY O'CONNOR & KIM FRECCERO

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
(ELA) Lucy Calkins Teaching Units of Reading and Writing, mentor texts, and professional learning	Expand the teaching units of reading and writing instruction to include grade 6. Vertical progression in District will span K-6.	Teacher resource bundles and mentor texts will be purchased with the units of study along with professional learning activity	Heinemann	\$1,000 (Bundle) \$5,000 (Books) \$5,000 (Professional Learning)

BUDGET CODE: 100.2225.00.734.212.000000.5

FY18 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: WINDHAM CENTER SCHOOL

GRADE/SUBJECT: Technology (GRADE 4)

PREPARED BY: RORY O'CONNOR & KIM FRECCERO

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Whole and Small Group Instruction	Align budget requests for annual school budget school improvement plans	5 Redcat Activate Systems	Lightspeed	\$13,000

BUDGET CODE: 100.2222.00.733.212.000000.5

FY18 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: WINDHAM CENTER SCHOOL

GRADE/SUBJECT: Furniture

PREPARED BY: RORY O'CONNOR & KIM FRECCERO

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Learning Commons Furniture	Align budget requests for annual school budget school improvement plans	Furniture to continue transition of Media Center to Learning Commons	NorvaNivel	\$15,000

BUDGET CODE: 100.2222.00.730.212.000000.5

FY18 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: WINDHAM CENTER SCHOOL

GRADE/SUBJECT: Equipment

PREPARED BY: RORY O'CONNOR & KIM FRECCERO

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Full Height Magnetic Dry Erase Board	Align budget requests for annual school budget school improvement plans	White boards for 12 x 6 area of Learning Commons Area	MyWhiteBoards	\$2,500

BUDGET CODE: 1100.2630.00.430.212.000000.5

FY18 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: WINDHAM CENTER SCHOOL

GRADE/SUBJECT: Maintenance

PREPARED BY: RORY O'CONNOR & KIM FRECCERO

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Soundproofing Tiles	Align budget requests for annual school budget school improvement plans	Tiles to soundproof a 900 square foot classroom (for band instruction to be held in Room #139)	B & H Photo	\$10,000
Octagonal Picnic Benches	Align budget requests for annual school budget school improvement plans	Metal picnic tables for courtyard area to support outdoor instruction/outdoor common area	Grainger	\$6,000
Outdoor Benches		Metal outdoor benches for front walkway and outdoor common area	Grainger	\$3,000

WINDHAM SCHOOL DISTRICT

FY 2018-2019 Operating Budget

After School Math Program Proposal

School/Department: Windham Center School

School Improvement Plan: 2019-2020

Targeted population: Students in grades 5-6 who score below proficient on the NWEA and SAS assessments (Grades 5 and 6). Students will be grouped according to skills needing reinforcement so that targeted instruction can be differentiated based on student need.

Number of Students: 60 students per grade level

Time: 2:30-3:30 PM, 3 days per week

Transportation: Parents/Guardians are responsible for coordinating the drop-off or pick-up of their child at the end of school.

Staff: 2 teachers per grade level (4 total), 3 hours per week instructional time, 1 hour per week planning time.

Curriculum topics to be covered during program:

- Operations and Algebraic Thinking
 - Evaluate expressions with parentheses, brackets, and braces. (5.OA.A.1)
- Numbers and Operations in Base Ten
 - Read, write, and compare decimals in standard, expanded, and word form. (5.NBT.A.3)
 - Round decimals. (5.NBT.A.4)
 - Multiply whole numbers. (5.NBT.B.5)
 - Divide by 2-digit divisors. (5.NBT.B.6)
 - Add, subtract, and multiply decimals. (5.NBT.B.7)
- Numbers and Operations - Fractions
 - Add and subtract fractions with unlike denominators. (5.NF.A.1)
 - Multiply fractions and whole numbers. (5.NF.B.4)
- Measurement and Data
 - Find volume of right rectangular prisms. (5.MD.C.3)
 - Convert measurements within a system. (5.MD.A.1)
- Geometry
 - Classify two-dimensional figures. (5.G.B.4)

Costs For District		4 hours per week (3 one hour sessions + one hour prep)	12 Week Program	
Teacher Rate Per Hour Per CBA	\$38.50	\$154	\$1,848.00	
FICA @ 7.65%	\$2.94	\$11.78	\$141.37	
NHRS Employer Share @ 17.80%	\$6.85	\$27.41	\$328.94	
Total Cost for District	\$48.29	\$193.19	\$2318.31	Cost for One Teacher

\$2318.31 per teacher x 6 teachers = \$13,909.86 per 12 week session

In addition, individual student profile reports from the NWEA and SAS assessment will drive instruction to focus on particular skills in need of improvement. This will help in the formation of groups for the program. During each session, students will participate in direct instruction of skills as well as reinforcement and practice opportunities using manipulative materials and games. Formative assessments will help teachers determine future lessons based on mastery of concepts.

Expected Result:

With the addition of the after school math program at Center School, students' individual mathematics areas of improvement will be targeted. This will help to fill learning gaps and build a stronger foundation of number concept skills for these students. This skill set is needed for students to be successful as math concepts become increasingly complex by grade-level. By targeting these skills with additional instructional time after school, students are able to continue progressing through grade-level concepts during the school day. Through examining assessment data, students will show individual growth on skills that will impact all strands of mathematics.

Consequence:

Without the formation of this program, students at risk who are scoring below proficiency on standardized assessments may continue to score at this level. Without the reinforcement of these skills, the acquisition of new, complex concepts and procedures may be more difficult for students to master. Achievement on standardized assessments may continue to remain at current achievement level or decrease as grade level concepts become more complex, increasing the achievement gap for these students.

Proposal for Facilities/Space

Proposal

Support a project to retrofit exterior door locks to transition to keyless fob access.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result This proposal will support the intended upgrade as outlined in the Homeland Security audit to allow for more secure access from school .

Consequence: Security to school will be vastly improved to allow access to staff members who are intended to be present.

Proposal

Expand the driveway across the entire front of the school building and expand parking in the front and side of the school building, or construct a road off Route 111 that connects to our driveway.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result This proposal will support the annual increase of traffic volume of students who arrive and are dismissed by parents/guardians, as well as the increase of Route 111 traffic. Given the proximity to a major intersection, expansion of the driveway and widening of the entrance/exit along with addition of parking will allow for safer entry and exit. It will also relieve traffic in and around the school at all times, including during school events and before and after school drop-off/pickups.

Consequence: Continued congestion (most times backed up at the intersection of Rt. 111 and Lowell Road) during the heightened traffic as parents are dropping off students and picking them up in the afternoon. Also, continued problems at school sponsored events, which result in multiple parking violations and high police detail invoices. These additions would alleviate such issues and benefit WCS and the Windham community.

Proposal

Add additional security cameras inside and outside of Windham Center School in accordance with the Homeland Security Audit.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result: With the addition of security cameras in each hallway and exit door throughout the school, security within the building will be increased, allowing for close monitoring of any internal or external security threats. This was included as a concern by the NH Department of Homeland Security during their audit during the FY17 school year.

Consequences: Exits and hallways throughout the building would not be monitored for internal or external security threats which poses a serious safety concern for our students and staff.

Proposal

Install countertop style seating in existing Media Center to allow for 21st century Learning

Commons to take shape.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result This proposal will allow for more updated and practical seating for students who rely more heavily on 1:1 devices during the normal academic day. The goal is create a learning space that is the “hub” of the school, where students want to collaborate with one another in an engaging environment.

Consequence: Creating a 21st century learning environment will allow for a continued delivery of high quality instruction to follow the state-of-the-art Golden Brook School (P-4) Learning Commons area and Project Based Learning Classrooms.

Proposal

Expand the rear parking area and relocate the paved playground to include a synthetic surface to build two basketball/tennis courts in the area where existing playground equipment is located.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result: This proposal will allow for a more mature play area for students in grades 5 and 6. The existing playground equipment may not be developmentally appropriate for students at these grade levels as they begin to explore team sports at a higher level.

Consequence: Updating the play area for students in grades 5 and 6 will give WCS a true sense of an upper elementary school as we embrace the District's grade level shifts.

Proposal

Complete air conditioning project on 2nd Floor of remaining classrooms without climate controlled technology.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result: This would allow for creation of consistent environments on the upper floor and a climate controlled atmosphere conducive to learning during the many times that we experience high temperatures.

Consequences: The consequence would be inconsistent experiences for students on the second floor and a negative impact on learning.

Proposal

Add speed bumps to the front driveway at Windham Center School.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result: Currently, there are no speed bumps on the front driveway at WCS. This poses a safety risk for students and staff as vehicles tend to drive fast upon entering the lot.

Consequences: The consequence would be that vehicles would continue to drive at unsafe rates of speed through the parking lot, a safety hazard for students, staff and community members.

Proposal

Budget for bus transportation pending the WSD's potential decision to allow sixth grade students to participate in WMS athletic programs. This is contingent upon a tri-county bylaw amendment that could allow for districts to decide at the local level whether or not sixth grade students would participate in middle school athletics, regardless of their school facility placement.

Budget Code: 100.2724.00.519.212.000000.5

Expected Result: Transportation would be required for sixth grade students housed at Windham Center School to participate in Windham Middle School tri-county athletic programs.

Consequences: By not anticipating and budgeting for this potential expense, funding would need to be secured through alternative means.

Proposal

Provide moving trucks to assist all sixth grade faculty and staff who will relocate to WCS from WMS in the FY20 school year.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result: Additional support from a professional moving company will assist classroom teachers and district employees who may be responsible for moving items back to WCS.

Consequences: District resources would not be stretched thin during the massive District move that is under a tight timeline.

Proposal

Move lockers from WHS to WCS for fifth and sixth grade students.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result: Additional storage space for students' personal belongings and books as well as providing additional learning space in classrooms.

Consequences: Students will need to store personal items on hooks in classrooms, taking away from instructional space in classrooms.

