

Windham Center School



School Improvement Plan
2018-2019

School Council Members

Administration	Rory O'Connor, Kim Freccero, Jennifer Freitas
Teachers	Michael Miloro, Mackenzie Lawrence
Parent Representatives	Kristen Gazda, Lewis Zachas, Elizabeth Koenigsbauer
WSD Finance Committee Liaison	Carolina Valenti
WSB Member	Keleigh McAllister

School Council Meeting Dates

October, 2017
November, 2017
December, 2017
January, 2018
February, 2018
March, 2018
April, 2018
May, 2018

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: 3.5 FTE
Faculty: 51.0 FTE
Paraprofessionals: 23.0 FTE
Office Personnel: 3.0 FTE
Nurse: 2.0 FTE
Licensed Nurse's Assistant: 1.0 FTE
School Counselors: 2.0 FTE
Custodial: 3.0 FTE

Teams/Committees

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

School Programs

Special Education
Special Education Inclusion Program (GAINS)
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
 Math Facts Club
 Robotics Club

School Programs/ Improvements/ Accomplishments

- Powerschool Unified Classroom
- PTA and Community Involvement
- Multi-Tiered System of Supports (MTSS)
- Student Support Team (SST)
- Response to Intervention (Rtl)
- 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
- GRIT Student Contracts
- STEAM Fair
- *Inspire Science*
- *Words Their Way*
- *Leveled Literacy Intervention (LLI)*
- *Teach Like a Pirate* Initiative

Student Enrollment/Demographics (As of January 1, 2018)

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

Windham Center School Staff

School Administration

Rory O'Connor-Principal

Kimberly Freccero-Assistant Principal

Patricia Bouley-Assistant Principal (GBS & WCS)

Jennifer Freitas-Director of Special Education

Classroom Teachers

Grade 3

Jamie Carrier

Laurie Doherty (WHS)

Sherry Fay (WHS)

Debbie Finch (WHS)

Nancy Hale

Christine Morabito

Bethany Pellerin (WHS)

Erin Russell-Team Leader

Rebecca Schneider

Grade 4

Cynthia Avallone

Alyssa deLara

Lindsay Haarlander

Mackenzie Lawrence

Anna Ryan

Elizabeth Ross

Linda Satkwich

Lisa Sheehan

Rita Testa

Sara Whitney

Grade 5

Darlene Cataldo

Alexandra Claus

Stephanie Fleet

Allison Hartnett

Kim Golden

Meghan McKinney

Michael Miloro

Katherine Misiaszek

Stephanie Serian

Mikayla Souza

Natasha Stoyak

Unified Arts Teachers

Nicole Archambault-Band

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

Jennifer Briare

Jody Courter

Jennifer Godfrey

Morgan Lacaillade

Christina Negron

Paula Wyka

Special Education Inclusion Facilitator

Lisa Thornton

Speech-Language Pathologist

Rachel Garofoli

Jocelyn Lister

Occupational/Physical Therapist

Holly Rylant

Reading Specialist

Theresa Jakubec
Joanne Barner-Special Education

Board Certified Behavior Analyst

Jocelyn Hampoian

School Counselors

Kristin Phillips
Jillian Sapochetti

Response to Intervention (RtI)

Doug Stahlheber-RtI Teacher
Margaret Coish-Tutor
Donna Curtin-Tutor
Christine Desimone-Tutor
Kim Reed-Tutor

Paraprofessionals (Special Education)

Amanda Bonifacio
Cathy Demmons
Cheri Bernard
Denise Kirley
Donna Belanger
Holly Conley
Jill Meuse
Jody Downey
Joy Travis
Judy Anthony
Julianne Kiley
Kim Bail

<p>Kristen Lisa</p> <p>Linda Dolce</p> <p>Lisa Sawyer</p> <p>Mark Melvin</p> <p>Michelle Feyler</p> <p>Nicole Szynekiewicz</p> <p>Pat Horrigan</p> <p>Ruchi Agarwal</p> <p>Sharon Richard</p> <p>Wendy Rzasz</p> <p>Kimber Leuteritz</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>Jen Beall-LNA</p> <p>Kelly Carter-Nurse (WHS)</p>
Information Technology
<p>Jennie Froment-Technology Integrator</p> <p>Clayton Caddy-Technician</p>
School Nutrition Service
<p>Adrienne Ritchey</p> <p>Nancy Goodwin</p> <p>Audrey Solorzano</p> <p>Cecilia Streechon</p> <p>Kelly Toth</p>

Maintenance
Thomas Lindner-Head Custodian Noah Belanger Nathan LaTour Fernando Pages-Martinez

Student Performance Indicators

SBAC ELA TREND DATA (PROFICIENT AND ADVANCED)			
Grade	FY 15	FY 16	FY 17
3	69%	64%	65%
4	77%	77%	73%
5	70%	78%	77%
6	73%	72%	72%
7	81%	72%	69%
8	73%	81%	74%

SBAC MATH TREND DATA (PROFICIENT AND ADVANCED)			
Grade	FY 15	FY 16	FY 17
3	68%	78%	71%
4	66%	76%	77%
5	60%	66%	67%
6	59%	61%	67%
7	70%	63%	68%
8	66%	73%	72%

NWEA READING TREND DATA (PROFICIENT AND ADVANCED)				
Grade	FY 15	FY 16	FY 17	FY 18
3	--	79%	77%	TBD
4	--	73%	86%	TBD
5	--	83%	87%	TBD
6	84%	82%	87%	TBD
7	90%	88%	87%	TBD
8	89%	89%	90%	TBD

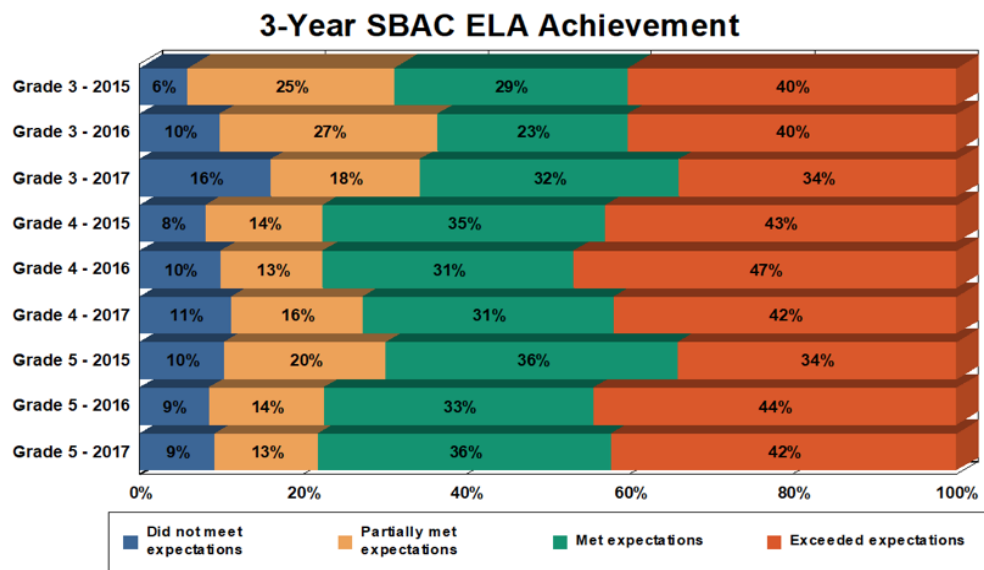
Upon examining NWEA Reading scores by grade levels and student cohorts across two spans, Fall 2016 to Fall of 2017, it can be noted that all student cohorts have increased in percent of students proficient. For example, 79% students who were in grade 3 during the 2015-2016 school year improved as grade 4 students during the 2016-2017 school year to a proficiency rate of 86%.

NWEA MATH TREND DATA (PROFICIENT AND ADVANCED)				
Grade	FY 15	FY 16	FY 17	FY 18
3	--	80%	81%	TBD
4	--	83%	85%	TBD
5	--	76%	84%	TBD
6	76%	72%	77%	TBD
7	85%	78%	82%	TBD
8	87%	87%	90%	TBD

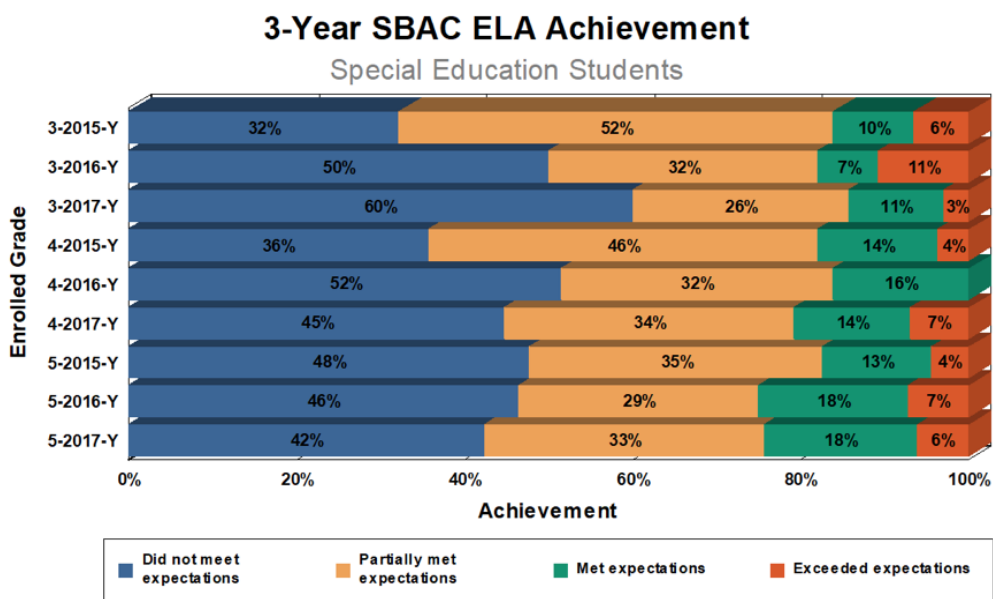
Upon examining NWEA Math scores by grade levels and student cohorts across a two-year span, all student cohorts and grade levels have made steady growth over the course of the year and the growth has continued through the transition to WMS. At Center School, grade 3 proficiency increased from 80 to 81%, grade 4 increased from 83% to 85% and grade 5 increased from 76% to 84% proficient from Fall 2016 to the Fall 2017.

NECAP Science

Percent Proficient or Above			
	2015	2016	2017
Grade 4	58%	58%	55%

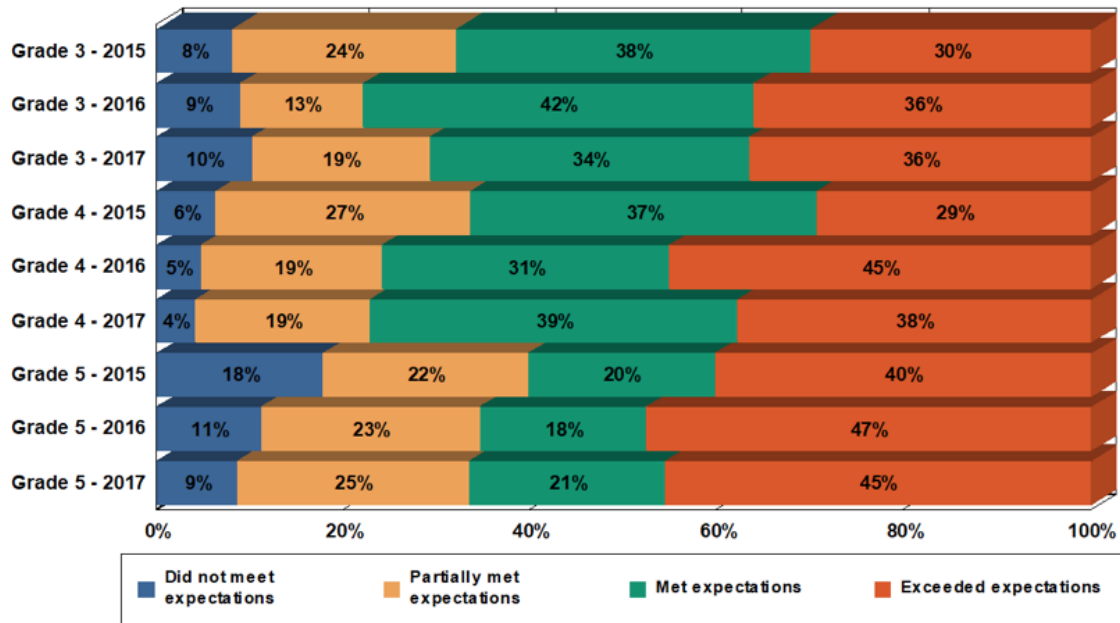


Upon review of the 3-year average for the SBAC English Language Arts Claim, the following lists the grade level averages for students who met or exceeded expectations: **Grade 3 (66%) ; Grade 4 (76%); Grade 5 (75%).**



Upon review of the 3-year average for the SBAC English Language Arts Claim for our Special Education population of students, the following lists the grade level averages for students students who partially met, met, and exceeded expectations: **Grade 3 (53%) ; Grade 4 (56%); Grade 5 (54%).**

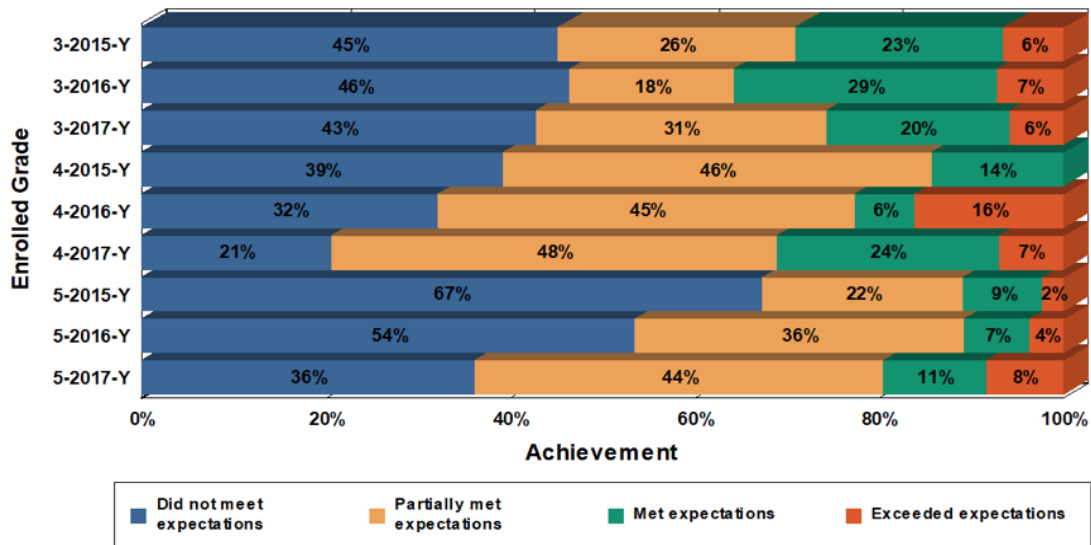
3-Year SBAC Math Achievement



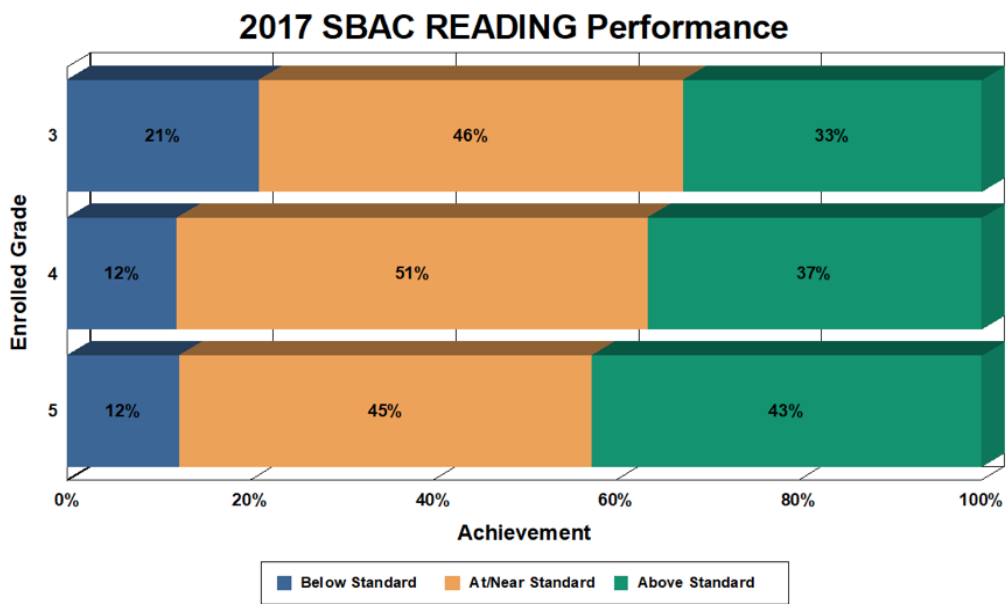
Upon review of the 3-year average for the SBAC Math Claim, the following lists the grade level averages for students students who met or exceeded expectations: **Grade 3 (72%) ; Grade 4 (73%); Grade 5 (66%).**

3-Year SBAC Math Achievement

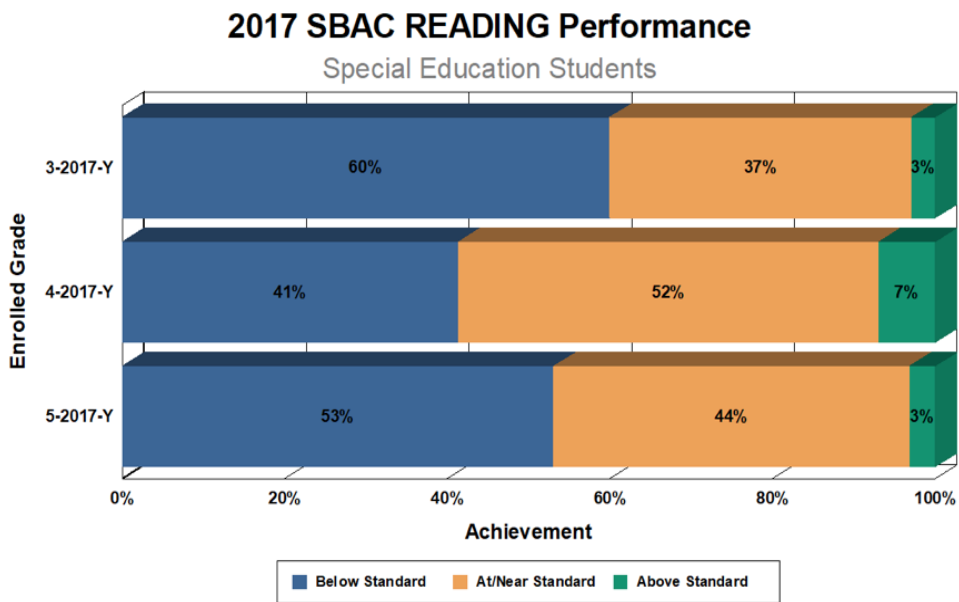
Special Education Students



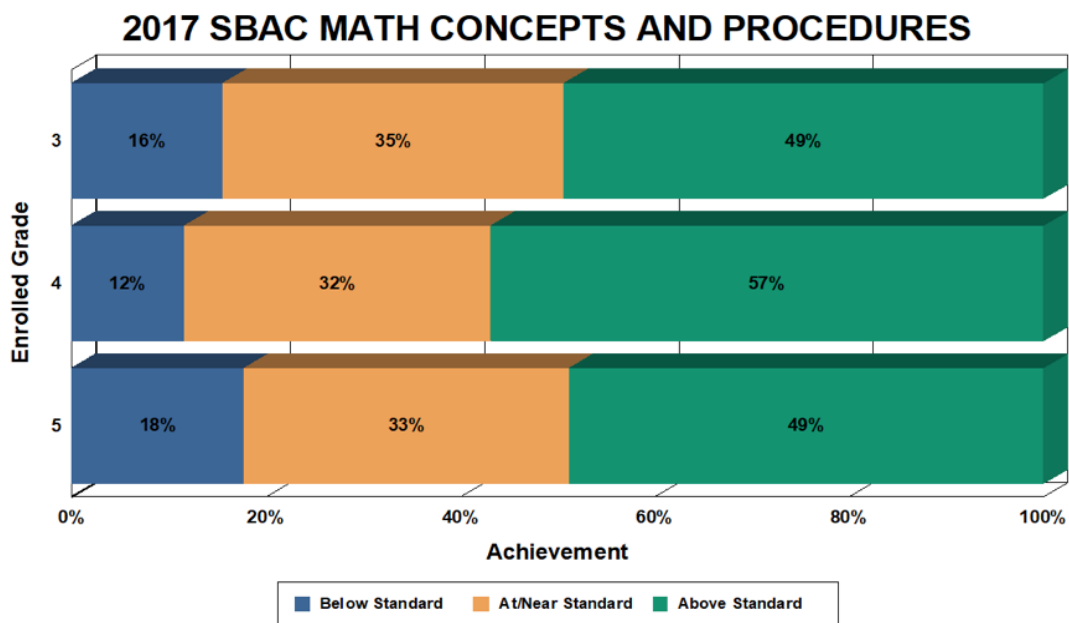
Upon review of the 3-year average for the SBAC Math Claim for our Special Education population of students, the following lists the grade level averages for students students who partially met, met, and exceeded expectations: **Grade 3 (55%) ; Grade 4 (69 %) ; Grade 5 (48%).**



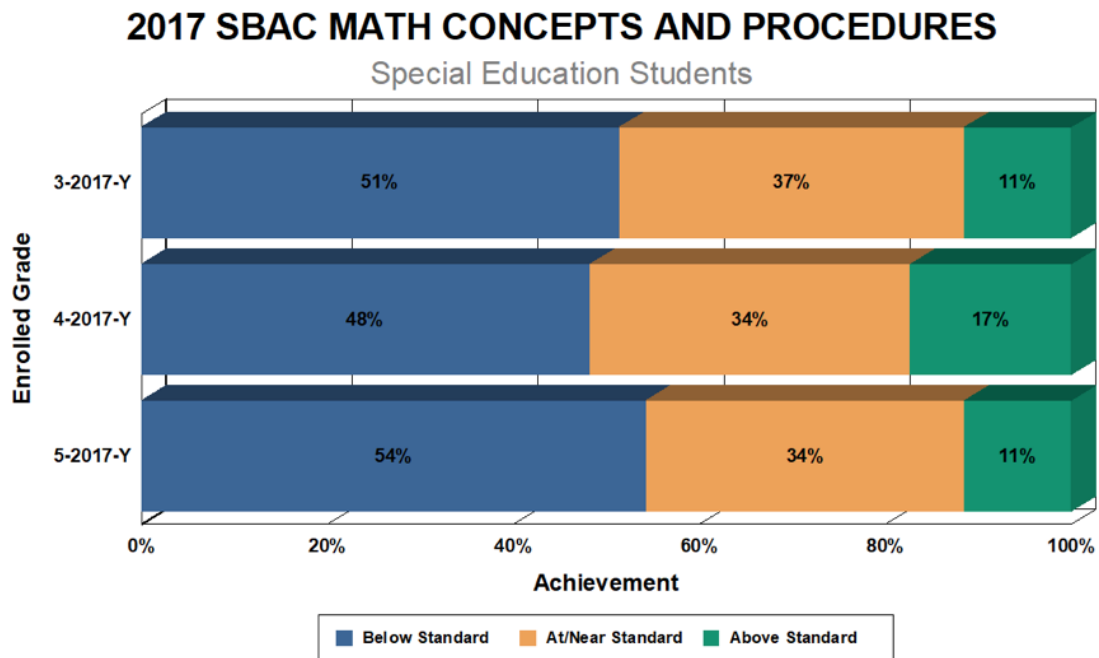
Upon review of the 2017 SBAC Reading Claim, the following lists the grade level scores for students students who scored at/near or above the standard: **Grade 3 (79%) ; Grade 4 (88%); Grade 5 (88%).**



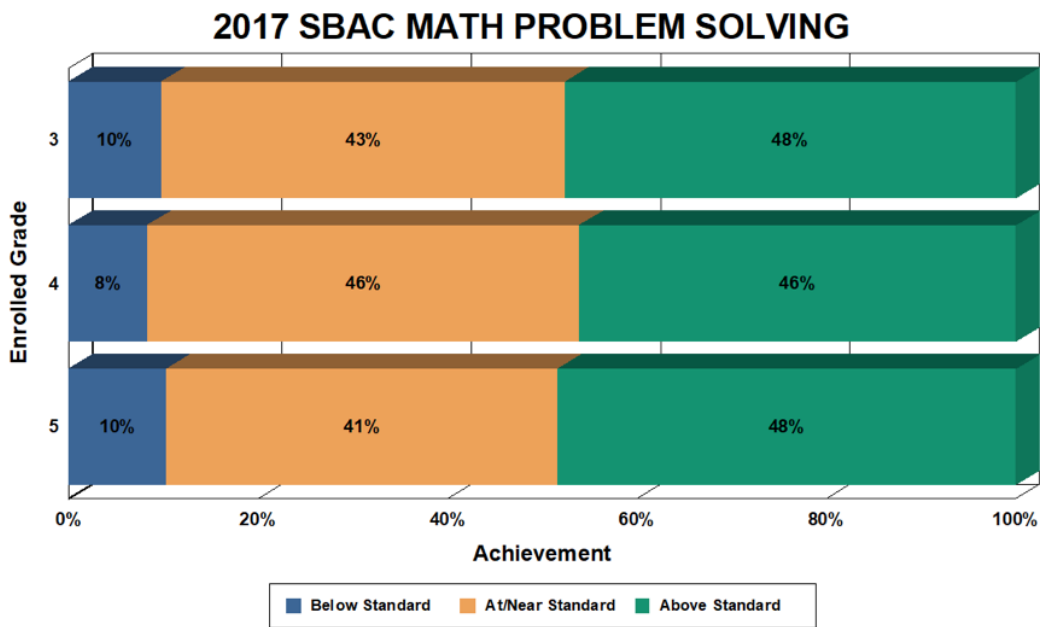
Upon review of the 2017 SBAC Reading Claim for our Special Education population of students, the following lists the grade level scores for students students who scored at/near or above the standard: **Grade 3 (40%) ; Grade 4 (59%); Grade 5 (47%).**



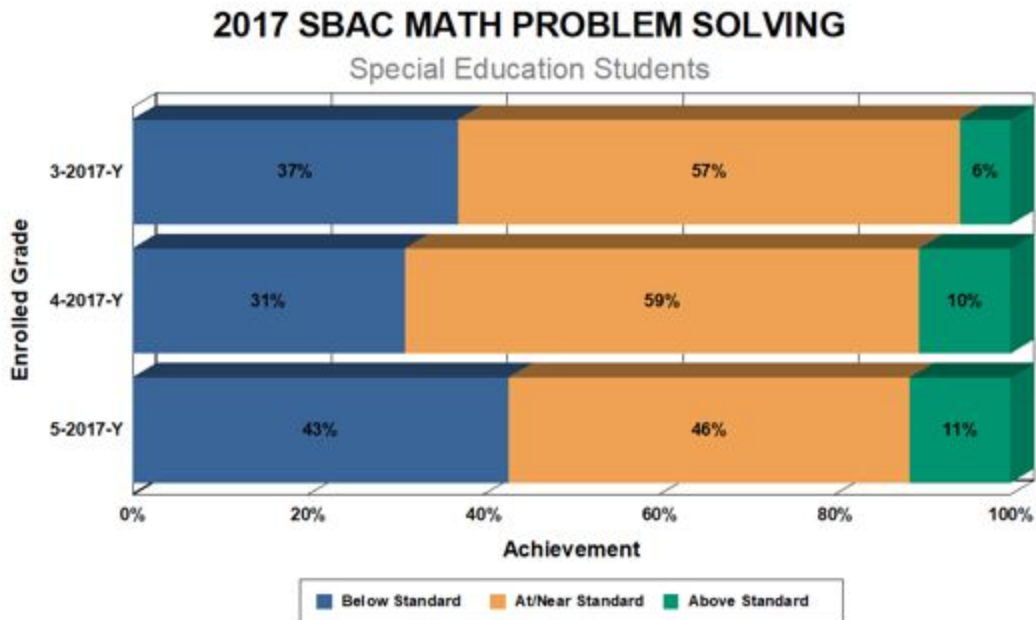
Upon review of the 2017 SBAC Math Concepts and Procedures Claim, the following lists the grade level scores for students students who scored at/near or above the standard: **Grade 3 (84%) ; Grade 4 (89%); Grade 5 (82%)**.



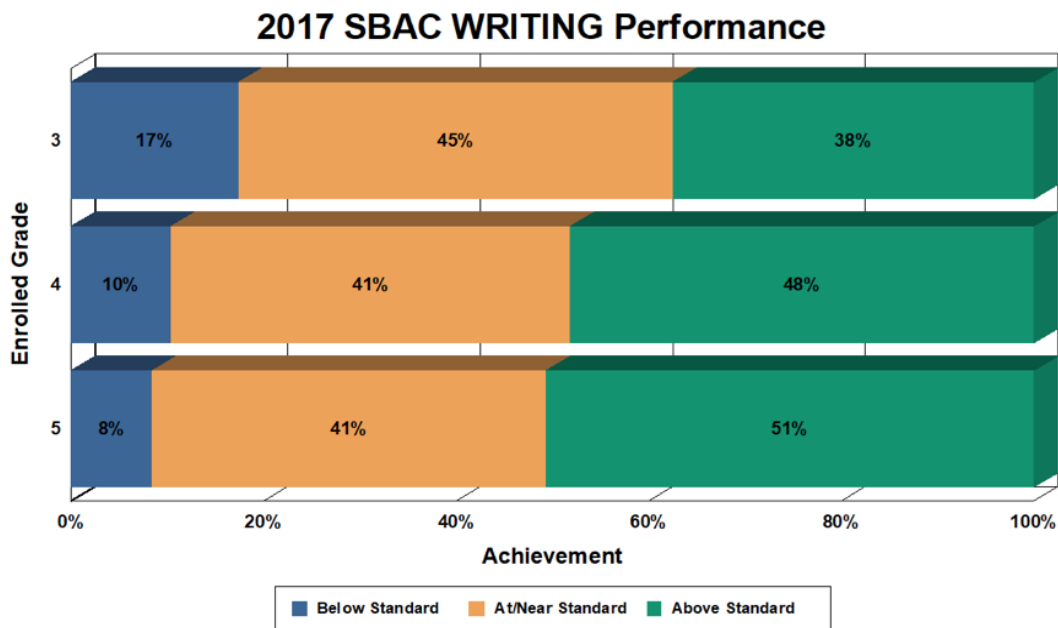
Upon review of the 2017 SBAC Math Concepts and Procedures Claim for our Special Education population of students, the following lists the grade level scores for students students who scored at/near or above the standard: **Grade 3 (48%) ; Grade 4 (51%); Grade 5 (45%)**.



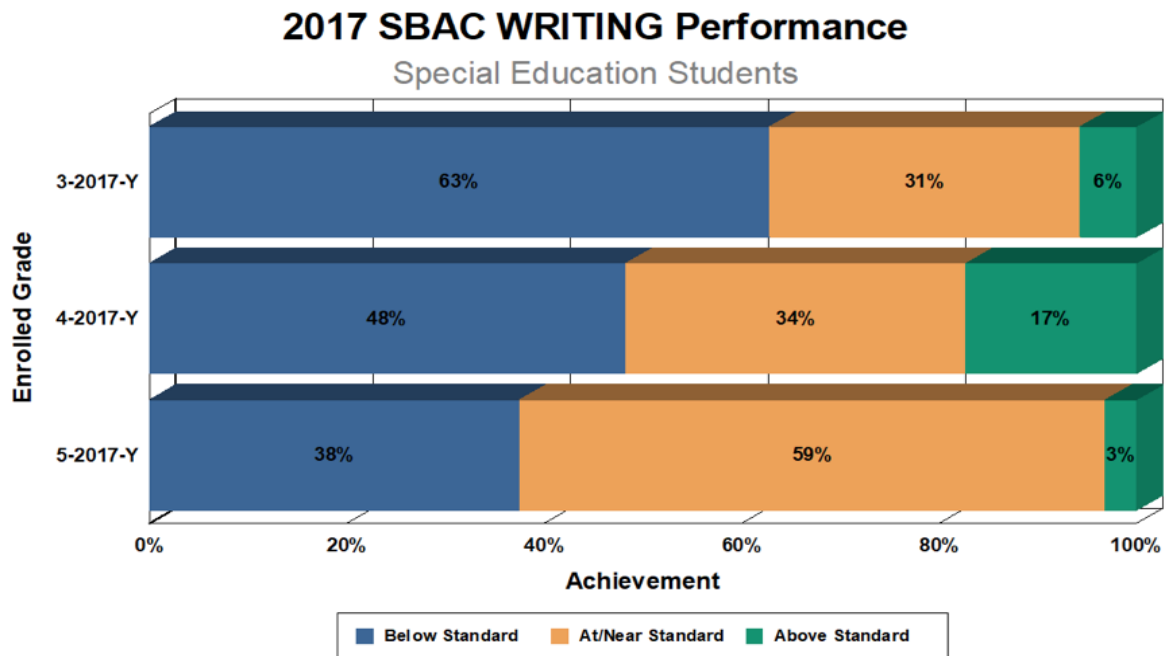
Upon review of the 2017 SBAC Math Problem Solving Claim, the following lists the grade level scores for students students who scored at/near or above the standard: **Grade 3 (91%) ; Grade 4 (92%); Grade 5 (89%).**



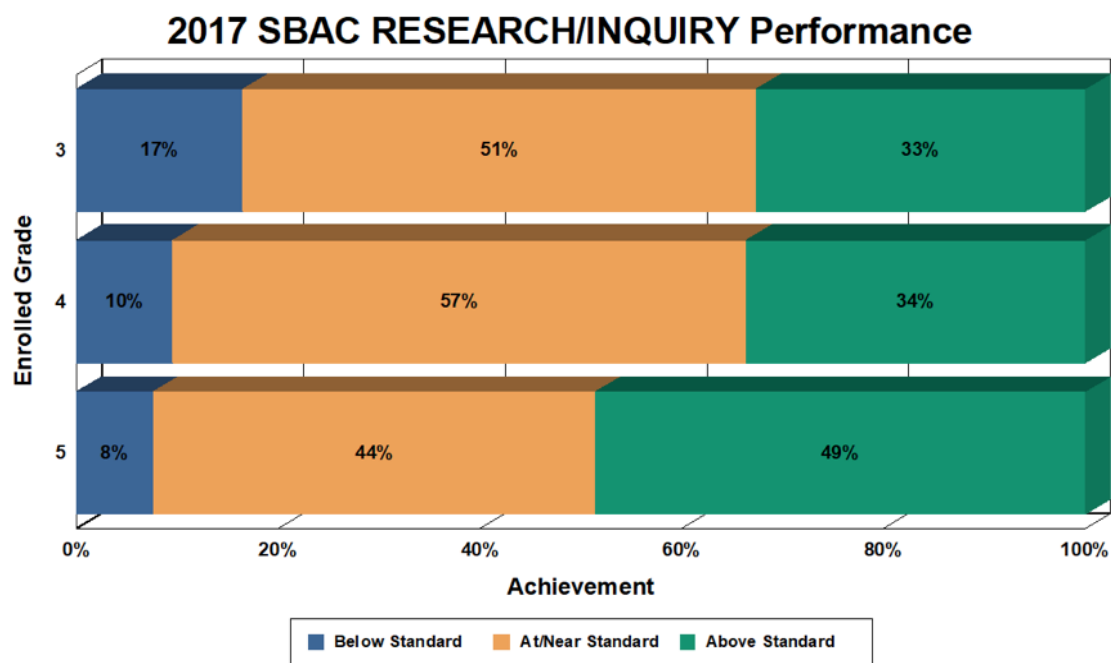
Upon review of the 2017 SBAC Math Problem Solving Claim for our Special Education population of students, the following lists the grade level scores for students students who scored at/near or above the standard: **Grade 3 (63%) ; Grade 4 (69%); Grade 5 (57%).**



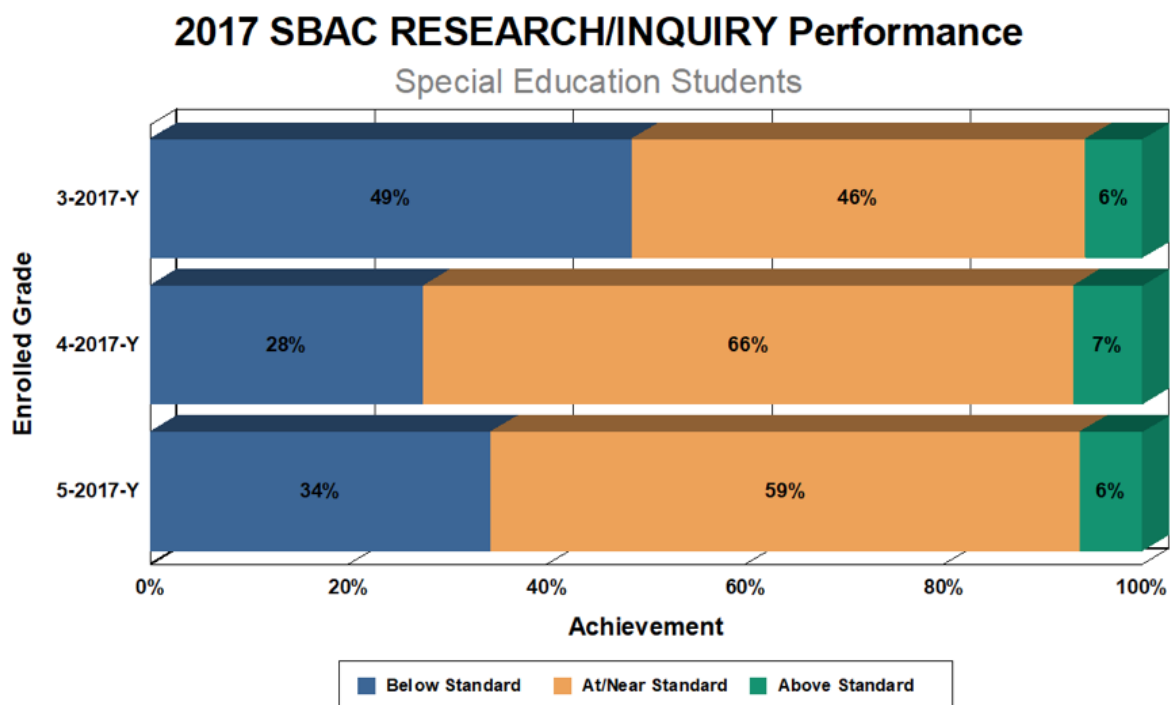
Upon review of the 2017 SBAC Writing Claim, the following lists the grade level scores for students students who scored at/near or above the standard: **Grade 3 (83%) ; Grade 4 (89%); Grade 5 (92%).**



Upon review of the 2017 SBAC Writing Claim for our Special Education population of students, the following lists the grade level scores for students students who scored at/near or above the standard: **Grade 3 (37%) ; Grade 4 (51%); Grade 5 (62%).**



Upon review of the 2017 SBAC Research/Inquiry Claim, the following lists the grade level scores for students students who scored at/near or above the standard: **Grade 3 (84%) ; Grade 4 (91%); Grade 5 (93%)**.



Upon review of the 2017 SBAC Research/Inquiry Claim for our Special Education population of students, the following lists the grade level scores for students students who scored at/near or above the standard: **Grade 3 (52%) ; Grade 4 (73%); Grade 5 (65%)**.

SBAC Scaled Performance Levels

The charts below outline the scale score ranges for each achievement level by grade and content area for the Smarter Balanced Summative Assessments. This document can be used to help analyze student scale scores provided on Individual Student Reports from the Online Reporting System.

English Language Arts/Literacy							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
Level 4	2490–2623	2533–2663	2582–2701	2618–2724	2649–2745	2668–2769	2682–2795
Level 3	2432–2489	2473–2532	2502–2581	2531–2617	2552–2648	2567–2667	2583–2681
Level 2	2367–2431	2416–2472	2442–2501	2457–2530	2479–2551	2487–2566	2493–2582
Level 1	2114–2366	2131–2415	2201–2441	2210–2456	2258–2478	2288–2486	2299–2492

Mathematics							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
Level 4	2501–2621	2549–2659	2579–2700	2610–2748	2635–2778	2653–2802	2718–2862
Level 3	2436–2500	2485–2548	2528–2578	2552–2609	2567–2634	2586–2652	2628–2717
Level 2	2381–2435	2411–2484	2455–2527	2473–2551	2484–2566	2504–2585	2543–2627
Level 1	2189–2380	2204–2410	2219–2454	2235–2472	2250–2483	2265–2503	2280–2542

NWEA Scaled Performance Levels

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 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

Component A

Analysis of Student Performance and Achievement

Windham Center School continues to provide all students with high quality, research-based instruction that is aligned to Common Core standards. We continue to improve our instructional practices in the areas of the readers and writers workshop model, based largely upon the work of the Lucy Calkins Teaching Units of Reading and Writing. When reviewing our school's performance as compared to New Hampshire State averages, we are performing quite well. However, despite our most recent performances, we have identified several areas for growth including improved performance for English language arts as well as mathematical performances across all grade levels. Specifically, we are aggressively working to aim for improved mathematical performances in Grade 5 that we hope will be accomplished through an augmented master academic schedule and teacher professional development.

SBAC PERFORMANCE DATA (PROFICIENT AND ADVANCED)				
SUBJECT	ELA		MATH	
LOCATION	STATE	WCS	STATE	WCS
GRADE 3	54	65	55	71
GRADE 4	56	73	52	77
GRADE 5	61	77	45	67

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 (77%), and Grade 5 (67%). We have carefully reviewed our scheduling with specificity and a respect for time spent on learning and have made significant adjustments to ensure that all students receive equitable instruction. There has also been measurable work performed to identify Common Core mastery skills that are needed for a stronger conceptual understanding of mathematics.

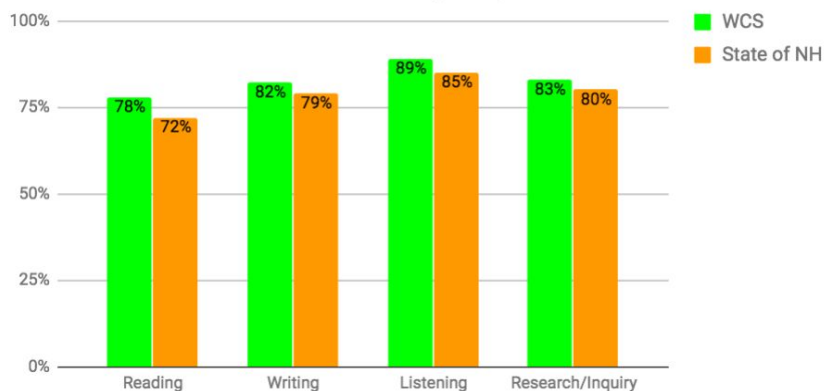
Windham Center School has participated in the development of the K-5 MTSS (Multi-Tiered System of Supports) program to provide RtI (Response to Intervention) academic interventions. This year, we are incorporating an updated version of the AIMSweb academic screening software to evaluate students' performance in the areas of Reading and Mathematics. 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. 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 expand our repertoire with the inclusion of *LLI*, or *Leveled Literacy Intervention*. This particular intervention program is targeted to reach our most struggling readers while offering us with a universal system for all tutors to use during interventions.

Furthermore, Windham Center School rejects the status quo and continues to seek out areas for growth. The last several years of NECAP Science performance data has indicated scores that can improve greatly, especially now with the hyperfocus that is placed on STEAM education throughout K-12 public education. With that, the 2017-2018 school year has brought forth the implementation of the *Inspire Science* program developed by McGraw Hill Publishing. A major reason for this adoption is for the program's alignment to NGSS (Next Generation Science Standards), compatibility with 1:1 Chromebook technology, and a strong foundation in inquiry-based learning. Our focus is placed on improving the number of inquiry-based lessons offered to students. We also plan to incorporate science-themed mentor texts in our reading, writing, and science instruction to support critical reading skills and technical thinking.

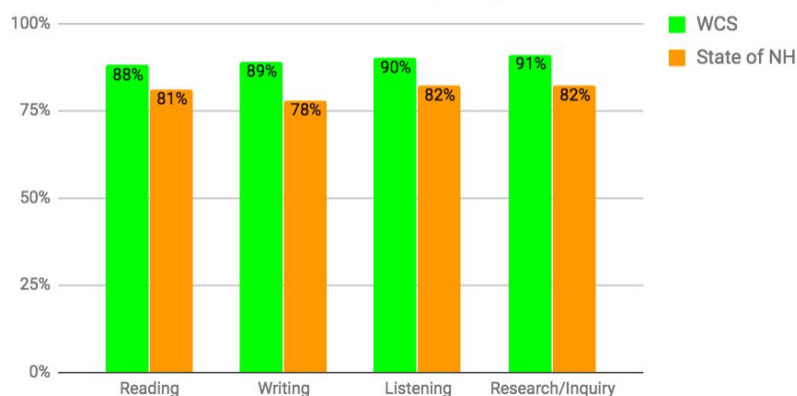
Component B

Identification of Gaps in Student Performance

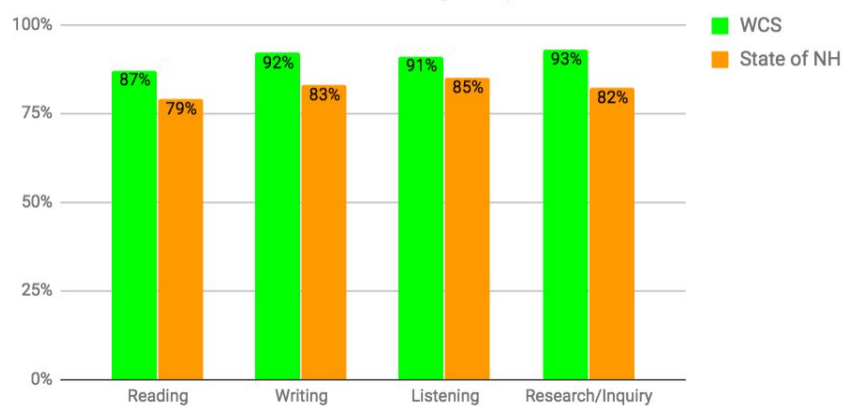
2017 SBAC ELA Grade 3 Claims Proficiency Comparison



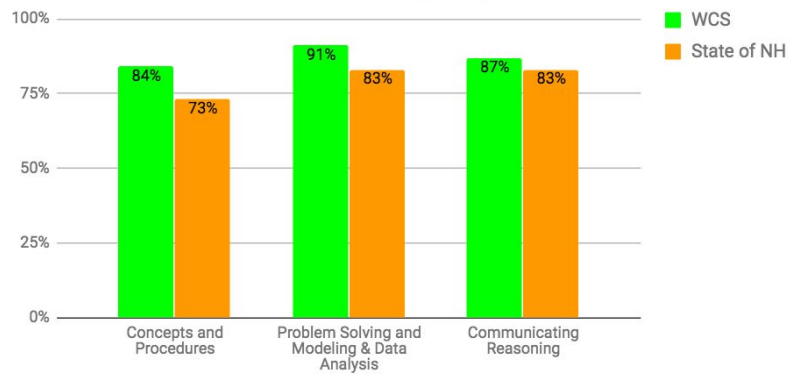
2017 SBAC ELA Grade 4 Claims Proficiency Comparison



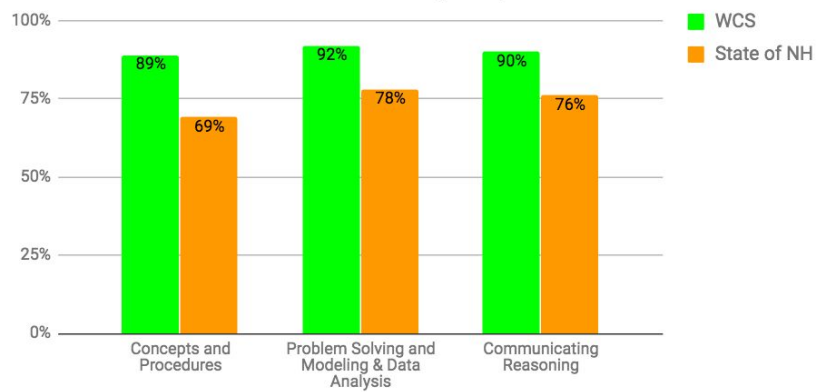
2017 SBAC ELA Grade 5 Claims Proficiency Comparison



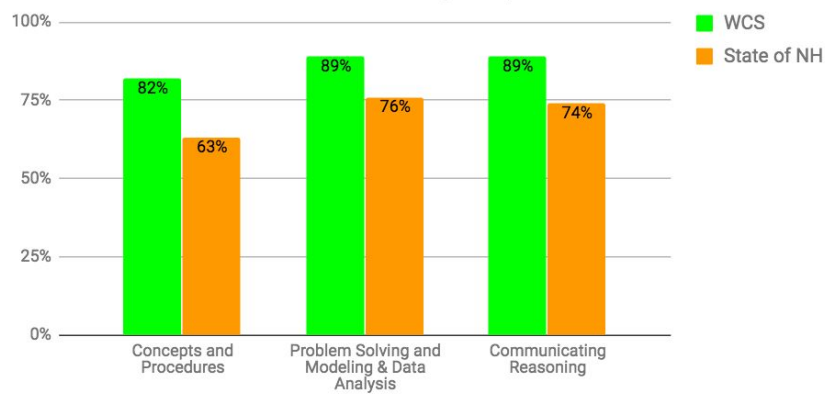
2017 SBAC Math Grade 3 Claims Proficiency Comparison



2017 SBAC Math Grade 4 Claims Proficiency Comparison



2017 SBAC Math Grade 5 Claims Proficiency Comparison



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)
- Formal enrichment programs are not offered for students scoring well above average
- Lack of before/after school programming restricts academic remediation
- Physical capacity issues continue to hamper Windham Center School, as four, Grade 3 classes remain at Windham High School. The initial split brought a portion of the grade level to Golden Brook School for the 2010-2011 school year and then up to Windham High School in February, 2014.
- 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 lacks 21st century Learning Commons model
- Rtl staff and ESOL teacher should have appropriately sized room to deliver instructional support

Component D

Goals and Objectives

Goal 1: School Climate and Culture

FY 19 District Goal: We will create a collaborative environment that fosters the *Teach Like a Pirate* (TLAP) system and philosophy: passion, immersion, rapport, ask and analyze, transformation and enthusiasm.

School Goal:

All Windham Center School staff members will contribute to the delivery of the Teach Like a Pirate system and philosophy in order to foster a positive school culture and climate.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
<i>Teach Like a Pirate</i> chest to be filled with rewards/incentives for teachers and staff members who exhibit dynamic teaching practices	Administration	2018-2019	Weekly recognition	Weekly photo journal to be coordinated with District Communication Liaison
Develop WCS Events Committee to plan and prepare school-wide staff gatherings to support a positive school climate	Administration, teachers, and support staff	2018-2019	Monthly events hosted for staff	End-of-year survey for staff to fill out
Dedicate portions of staff meetings to incorporate team-building activities	Administration, team leaders/dept. heads, school counselors	2018-2019	Monthly staff meetings	End-of-year survey for staff to fill out
Host Principal Coffee Hour to increase family and community engagement	Administration	2018-2019	Monthly meetings at 8:00 a.m.	Monthly agendas/meeting minutes

Goal 2: Student Achievement

FY 19 District Goal: We will ensure the district is highly effective at processing, analyzing, and using student performance data through established protocols, procedures, and structures for staff.

School Goal:

All Windham Center School faculty will regularly meet to discuss instructional practices and review student performance data in weekly scheduled Professional Learning Communities.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Implement weekly grade-level PLC meetings to regularly review classroom instruction and student performance data	Grade Level Teams, Special Education Teachers, Rtl teacher, reading specialists, administration	2018-2019	Weekly PLC meetings	Weekly agendas and meeting minutes
Review AIMSweb Plus benchmark assessment data to create targeted Tier 3 reading and mathematics intervention groups	Rtl Teacher, Reading Specialists, Grade Level Teams, Special Education Teachers, Administration	2018-2019	Trimester Data Days to be hosted after Fall, Winter, Spring benchmarks	Reading and Mathematics benchmark data and progress monitoring probe results
Leverage the support of the Director of Student Assessment to increase teachers' ability to evaluate data	Administration, Director of Student Assessment, Grade Level Teams, Rtl Teacher, Reading Specialists	2018-2019	Monthly meetings	PLC meeting agendas/meeting minutes
Regularly implement inquiry-based science projects for students in	Administration, Science Dept. Head, Grade Level Teams	2018-2019	Bi-weekly lesson implementation	Teacher evaluation of science lessons

grades 3-5				
Implement mathematics fact fluency assessments for students in grades 3-5 (Xtra Math for home practice)	Classroom teachers, Rtl teacher	2018-2019	Monthly benchmark assessments	Google Sheet reconciled

Goal 3: Professional Development

FY19 District Goal: We will provide ongoing and meaningful professional development for current and new staff aligned with the district's overarching goals.

School Goal:

Windham Center School will align Professional Development opportunities to strengthen our system of teaching and learning.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation Of Progress
Create RFP to contract Dr. Andrew Chen to provide classroom teachers with conceptual understanding training for mathematics instruction	Administration	2018-2019	Teacher Workshop Day	Purchase Order (PO) generated; staff feedback forms; State mathematics scores
Bring cohort of teachers to Massachusetts STEM Summit in Worcester, MA	Administration, Science Dept. Head, Classroom Teachers, Technology Integration Facilitator	2018-2019	Cohort sharing/reflection during staff meeting	STEAM Fair activity stations; Project-Based Learning activities within classrooms
Schedule training for Leveled Literacy Intervention (LLI) for Rtl support staff	Administration, Rtl Teacher, Reading Specialist	2018-2019	Bi-Weekly progress monitoring	Tier 3 reading scores

Deliver training for AIMSweb Plus benchmarking software system for classroom teachers and support staff	Team Leaders, Rtl Teacher, Reading Specialist, Tutors, Technology Integration Facilitator	2018-2019	Beginning of year training	Trimester benchmark assessment data
Schedule instructional rounds for classroom teachers to observe Lucy Calkins Teaching Units of Reading and Writing	Administration, Classroom teachers	2018-2019	Monthly classroom visits	Feedback generated in PLC meeting minutes
Train classroom teachers on the implementation of interim assessments and new Measured Progress NH State Assessment	Administration, Dept. Heads, Director of Student Assessment, Technology Integration Facilitator	2018-2019	Staff meetings/PLCs	Successful completion of new State Assessment in Grades 3-5

Goal 4: Technology

FY19 District Goal:

We will cultivate a strong technology ecosystem that is appropriately utilized at all levels.

School Goal:

Windham Center School will enhance our digital learning ecosystem by leveraging computer hardware and software systems to improve teaching and learning.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Implement Chromebook technology in Grades 3-5 to support the delivery of instruction and	Administration, Professional Staff	2018-2019	Ongoing	Explore the implementation of Powerschool Unified Classroom for students, teachers, and parents

assessment				
Leverage Clear Touch Boards screen technology to support visual learning goals for students	Technology Integration Facilitator, Pilot Classroom Teachers	2018-2019	Daily lesson implementation	Formative and summative administrative walkthroughs.
Develop typing initiative to support 21st century student learning	Technology Integration Facilitator, Library Media Specialist	2018-2019	Trimester training	Ongoing lesson implementation
Create Robotics program for students to be implemented on a regular basis	Administration, Technology Integration Facilitator	2018-2019	Robotics Club after school	Ongoing lesson implementation
Utilize the PowerSchool Learning Management System (LMS) to enhance student learning academic database	Classroom Teachers, Technology Integration Facilitator	2018-2019	Trimester training through staff meetings/PLCs	Formative assessments of student and teacher familiarity of system

Form 2A Windham Public Schools

ANALYSIS OF STAFFING NEEDS FISCAL YEAR 2018-2019

Numbers listed as of 2017-12-15

	EXISTING FISCAL YEAR 17/18			PROPOSED FISCAL YEAR 18/19 (as of 1/1/18)			CHANGE	COMMENTS
Grade	No. of Students	Class Size	Staff	No. of Students	Class Size	Staff		
3	197	22.4	9	195	TBD	TBD		
4	238	23.9	10	201	TBD	TBD		
5	254	22.7	11	240	TBD	TBD		
Total	689				636			

Component E

Request for Personnel Changes

WINDHAM SCHOOL DISTRICT

FY 2018-2019 Operating Budget

Proposed Personnel Change

School/Department: Windham Center School

School Improvement Plan: 2018-2019

Assessment Data: SBAC, NWEA, AIMSweb

Part I: Describe the proposed personnel change.

Add 1.0 FTE Literacy Specialist

Part II: Contract rate

Literacy Specialist: Up to M8 According to WEA CBA

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

Expected Result:

The literacy specialist will support classroom teachers with planning and leading lessons using various instructional methods. This will enhance teaching and learning practices to improve student achievement. The literacy specialist will contribute to PLC meetings and provide consistent in-house professional development. Position must possess State of New Hampshire certification in the endorsement areas of Elementary Education (K-8) and Reading and Writing Specialist.

Consequence: Without this position, staff will not be provided with consistent in-house professional development on best practice for English Language Arts instruction within their own classrooms to reach various learning styles.

WINDHAM SCHOOL DISTRICT

FY 2018-2019 Operating Budget

Proposed Personnel Change

School/Department: Windham Center School

School Improvement Plan: 2018-2019

Assessment Data: SBAC, NWEA

Part I: Describe the proposed personnel change.

Add 1.0 FTE Mathematics Specialist

Part II: Contract rate

Mathematics Specialist: Up to M8 According to WEA CBA

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

The mathematics specialist will support classroom teachers with planning and leading lessons using various instructional methods. This will enhance teaching and learning practices to improve student achievement. The mathematics specialist will contribute to PLC meetings and provide consistent in-house professional development. Position must possess State of New Hampshire certification in the endorsement areas of Elementary Education (K-8) and Mathematics.

Consequence: Without this position, staff will not be provided with consistent in-house professional development on best practice for mathematics instruction within their own classrooms to reach various learning styles.

WINDHAM SCHOOL DISTRICT

FY 2018-2019 Operating Budget

Proposed Personnel Change

School/Department: Windham Center School

School Improvement Plan: 2018-2019

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

Part I: Describe the proposed personnel change.

Add 1.0 FTE Special Education Teacher (EBD)

Part II: Contract rate

Special Education Teacher (EBD): Up to M8 According to WEA CBA

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

Proposal:

Add one (1) Special Education Teacher to provide specialized instruction to students using a co-teaching model, case management and appropriate services for students with significant needs.

Expected Result: Over the past two years, Windham Center School has been shifting to a model where Special Education Teachers and Teachers are co-teaching within the classroom. The benefit to this model is students are not removed from the classroom to receive specialized instruction, but receive the services with their peers. Another benefit to decreasing the number of paraprofessionals and financially replacing those positions with a Special Education Teacher is that we will be increasing the number of professional staff working with students who have the greatest learning needs. In order to successfully and appropriately implement the co-teaching model, Special Education Teachers and teachers need to have the time available to plan with one another, and work in a classroom in conjunction with one another without disruption. Position must possess State of New Hampshire certification in the endorsement areas of Elementary Education (K-8), General Special Education, and Emotional and Behavioral Disabilities.

Consequences: Without the addition of a Special Education Teacher, WCS will not be able to successfully implement a co-teaching model. Special Education Teachers will be working across multiple grade levels and will not have the opportunity to successfully plan and collaborate with the regular education staff. Students will continue to be pulled out of the classroom to receive their academic services, which can sometimes lead to missed content and the majority of their support from staff members who are not certified teachers.

WINDHAM SCHOOL DISTRICT

FY 2018-2019 Operating Budget

Proposed Personnel Change

School/Department: Windham Center School

School Improvement Plan: 2018-2019

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

Part I: Describe the proposed personnel change.

Add one 0.5 FTE Mental Health/School Adjustment Counselor

Part II: Contract rate

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

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

Proposal:

Add one (0.5) Mental Health/School Adjustment 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: Adding a 0.5 FTE 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 FY17 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 the addition of a Mental Health/School Adjustment counselor at WCS, 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.

Component F

Request for Educational Materials and Cost Estimates

BUDGET CODE: 100.00.1100.05.610.000000.5

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
LLI Kits	Ensure the District is highly effective at processing, analyzing, and using student performance data through established protocols, procedures, and structures for staff.	Program and materials to support the intensive interventions for literacy	Heinemann	\$21,580

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
Regular Education Literacy Instruction	Ensure the District is highly effective at processing, analyzing, and using student performance data through established protocols, procedures, and structures for staff (\$500/teacher).	Mentor texts to be used during Reading and Writing Workshops in grades 3-5	Scholastic Heinemann	\$5,600

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	We will cultivate a strong technology ecosystem that is appropriately utilized at all levels.	12 Redcat Adaptive Systems (3/grade level & 3/Special Education)	Lightspeed	\$26,220
Clear Touch 65" Board	We will cultivate a strong technology ecosystem that is appropriately utilized at all levels.	6 total screens (5/Regular Education & 1/ Special Education (\$5,000/per unit)	CCS	\$30,000
Clear Touch Carts		3 deluxe stands that include vertical height adjustment as well as allowance for full rotation to a horizontal position	CCS	\$6,000
Dremel Digibuilder	3D Printer to begin transition of Media Center to Learning Commons Area	1 Printer to be housed in upgraded Learning Commons Area	Amazon	\$1,000

WINDHAM SCHOOL DISTRICT

FY 2018-2019 Operating Budget

After School Math Program Proposal

School/Department: Windham Center School

School Improvement Plan: 2018-2019

Targeted population: Students in grades 3-5 who score below proficient on the Aimsweb Plus assessment, NWEA and SBAC assessments (Grades 4 and 5). 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: 7:15-8:15 AM or 3:00-4:00 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: 4 teachers per grade level (6 total), 3 hours per week instructional time, 1 hour per week planning time.

Costs For District		4 hours per week	12 Week Program	
Teacher Rate Per Hour Per CBA	\$30	\$120	\$1,440.00	
FICA @ 7.65%	\$2.30	\$9.18	\$110.16	
NHRS Employer Share @ 17.36%	\$5.21	\$18.80	\$225.65	
Total Cost for District	\$37.50	\$147.98	\$1,775.81	Cost for One Teacher

\$1,775.81 per teacher x 6 teachers = \$10,654.86 per 12 week session

TOTAL FOR 36 WEEKS = \$31,964.58

Curriculum topics to be covered during program:

- Conceptual understanding of operations and algebraic thinking
- Conceptual understanding of numbers and operations in base ten
- Conceptual understanding of numbers and operations-fractions
- Conceptual understanding of measurement and data
- Conceptual understanding of geometry

In addition, individual student profile reports from the NWEA, Aimsweb Plus and/or SBAC 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 foundation 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. Skills covered in the after school program will have a direct impact on skills being learned in class and will help promote automaticity with these foundational concepts. Through examining assessment data, students will show individual growth on foundational 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 foundational 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 the annual request to retrofit the main entrance doors to create an airlock vestibule to improve the building security like each other school in the District.

Budget Code: 100.2630.00.430..212.000000.5

Expected Result This proposal will support the need for a secure entrance beyond the front door cited in our Homeland Security Audit. Currently, after initial entrance, those entering the building have immediate access to the entire building. Providing a secure entrance by routing those entering into the main office would allow for another necessary layer of security. The safety of students is of primary concern to this administration and should be to all in the district and community.

Consequence: Insufficient security for our children and staff.

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.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result This proposal will support the significant demands of high enrollment, which has resulted in increased traffic and congestion. 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 on Rt. 111) 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

Refurbish 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 appropriate technological instruction in the areas of robotics and engineering to occur in unison with Media Center services. Retrofitting the existing media center to practically support a digital learning environment will be necessary for Windham Center School students in Grades 5 & 6 in 2020. A learning commons area creates a more collaborative environment to learn.

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 area to include a recycled rubber surface and playground equipment suitable for those with special needs.

Budget Code: 100.2630.00.430.212.000000.5

Expected Result: This proposal will support the significant demands of high enrollment, which has resulted in increased traffic and the need for additional parking. Given the proximity to a major intersection, the addition of parking spaces by moving the fence in the rear parking lot and relocating the paved playground area will allow for safer parking, entry, and exit during events. It will also address unsafe parking in and around the school during school events. Finally, the surface and adaptive playground equipment will allow for a safe and accessible playground for all, including students in wheelchairs and other students with significant challenge including mobility issues.

Consequence: Additional parking would allow for less congestion on Rte. 111 and would allow for safe parking for parents and families. The playground would allow for a safe surface and access for all.

Proposal

Complete Air Conditioning on 2nd Floor for remaining classrooms without air conditioning.

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

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: The consequence would be that exits and hallways throughout the building would not be monitored for internal or external security threats posing a serious safety concern for our students and staff.

Proposal

Provide moving trucks to assist Grade 3 teachers who may relocate to WCS in the FY19 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: The consequence would be District resources would not be charged with moving and driving items during the busy summer season.

Proposal

Transfer Grade 3 staff at WHS back to WCS in FY19 to allow for possible expansion of class sizes at WMS or WHS.

Expected Result: With the utilization of both the art and music classrooms, all Grade 3 staff members could move back to WCS based upon projected enrollment.

Consequences: The consequence would allow for Grade 3 students to be housed at the same campus for the first time since the 2009-2010 school year, before the major FY20 move to GBS occurs when construction is complete.

Proposal

Transfer Grade 6 staff to WCS in FY20 when GBS construction project is completed.

Expected Result: Current physical space would allow WCS to house fifth and sixth grade students and associated staff based upon the FY20 (449 total enrollment Grade 5 & 6) projections that were forecasted on 10/13/2017.

Consequences: The consequence would allow for the completed reconfiguration of all P-12 grade levels.

