

Windham Center School



School Improvement Plan 2020-2021

School Council Members

Administration	Rory O'Connor, Kim Freccero, Mary Pantazis
Teachers	Stephanie Serian, Robert Hemmer
Parent Representatives	Kristen Gazda, Julie Kaplan, Jonathan Kaplan, Lewis Zachas, Pamela Skwiot
WSD Finance Committee Liaison	Brian Pirri
WSB Member	Keleigh McAllister

School Council Meeting Dates

Oct 22, 2019
Nov 19, 2019
Dec 17, 2019
Feb 11, 2020
March 24, 2020
May 12, 2020

Time of Meetings: 2:30-3:30 p.m.

Windham Center School Profile

School Hours

Office Hours: 6:30 a.m.-3:00 p.m.
Bell Schedule: 7:40 a.m.- 2:20 p.m.
Breakfast: 7:15 a.m.- 7:40 a.m.

Faculty/Staff

Administrators: 3 FTE
Faculty: 38.0 FTE
Paraprofessionals: 16.0 FTE
Office Personnel: 2.7 FTE
Nurse: 1.0 FTE
Licensed Nurse's Assistant: 1.0 FTE
School Counselors: 2.0 FTE
ESOL: 0.5 FTE
Custodial: 3.0 FTE
Recess Monitors: 0.8 FTE

Teams/Committees

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

School Programs

Band/Violin
Bowling Club
Chorus
Destination Imagination (DI)
Drama Club
Floor Hockey
Games Club
Homework Club

Intramural Sports
 Jr. Book Beat Club
 Math Olympiads
 Student Council
 Ski Club
 Robotics Club
 Yearbook Club

School Programs/ Improvements/ Accomplishments

- What I Need "WIN"
- Digital Literacy
- World Language (Spanish)
- Health (Grade 6)
- PowerSchool Unified Classroom
- PTA and Community Involvement
- Multi-Tiered System of Supports (MTSS)
- Student Support Team (SST)
- Competitive-level Robotics
- Data Team
- Principal Coffee Hour
- PLC Student Data Review
- Event Planning Committee
- STEAM Fair
- *Lucy Calkins Units of Reading and Writing*
- *Fountas and Pinnell Benchmarking*
- *Carnegie Mathematics (Grade 6)*
- *Inspire Science*
- *Leveled Literacy Intervention (LLI)*
- *Just Words*
- *Lexia*

Student Enrollment/Demographics (As of September 26, 2019)

	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14
Total Enrollment	412	453	651	689	724	744	729	634
Male	TBD	236	346	361	393	390	385	344
Female	TBD	217	305	328	331	354	344	290
Special Education	TBD	68	101	98	111	102	113	103
EL	TBD	Services: 5 Monitor: 16	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	16	22	27	29	31	33	34

Windham Center School Staff

School Administration

Dr. Rory O'Connor-Principal
 Kimberly Freccero-Assistant Principal
 Dr. Mary Pantazis-Director of Special Education

Curriculum Directors

Cathy Croteau- Director of Mathematics, Grades 5-12
 Dr. Wendy Jack- Director of English/Language Arts, Grades 5-12
 Mike Koski- Director of Science, Grades 5-12
 Julie Lichtmann- Director of Guidance, Grades K-12
 Shannan McKenna, Director of Social Studies/World Languages, Grades 5-12
 Susan Veillieux- Director of Fine Arts, Grades K-12

Classroom Teachers

Grade 5

Patricia Bouley
 Alexandra Claus
 Stephanie Fleet
 Alexandra Krish
 Cady Lavoie
 Thomas Mechin
 Katherine Misiaszek
 Anna Ryan
 Stephanie Serian

Grade 6

Douglas Bennington
 Jamie Dumais
 Kate Eagen
 Robert Hemmer
 Tracey Lamb
 Jordan Lemay
 Susan Murray
 Kelly O'Connor
 Karin Rogers
 Mikayla Souza
 Stefanie Stockwell

Unified Arts

Amy Buonpane- Band
 Adelia Couser- Spanish
 Suzanne Cronin- Digital Literacy
 Nancy Fothergill- Music
 Diana Greenleaf- Library Media Specialist
 Jenna Lapadula- Art
 Joni Matthews- Physical Education
 Helen Noel- Health (Grade 6)
 Zachary Weilbrenner- Physical Education

School Resource Officer

Ofc. Greg Iworsky

ESOL Teacher

Gregory Fisher

Special Education Special Education Teachers

Melissa Carley

Morgan Lacaille

Lisa Kuenzler

Paula Wyka

Speech-Language Pathologist

Jocelyn Lister

Occupational/Physical Therapist

Lindsay Ross

Reading Specialist

Habiba Freeman

Theresa Jakubec

Board Certified Behavior Analyst

Jocelyn Hampoian

School Psychologist

Stephanie Messina

School Counselors

Krystal Mitkonis

Kristin Phillips

Multi-Tiered System of Support (MTSS)

Sonia Pierpont-MTSS Teacher

TBD-Tutor

Elise Jodrey- Tutor
Paraprofessionals (Special Education)
<p>Judy Anthony</p> <p>Kim Bail</p> <p>Cheyenne DeMattia</p> <p>Linda Dolce</p> <p>Michelle Feyler</p> <p>Amy Grube</p> <p>Pat Horrigan</p> <p>Renata Kamenarova</p> <p>Julianne Kiley</p> <p>Hailey Nartiff</p> <p>Lisa O'Connor</p> <p>Mary Reynolds</p> <p>Lisa Sawyer</p>
Support Staff
<p>Pauline Field-Administrative Assistant</p> <p>Susan Bartlett-Secretary</p> <p>Tara Orciani-Special Education Secretary/Receptionist</p> <p>Kathleen Baroni-Nurse</p> <p>Anne-Marie O'Neil- Licensed Nurse Assistant</p> <p>Leeanne Correia-Recess Monitor</p> <p>Cheryl Hoag-Recess Monitor</p> <p>Audrey Solorzano-Recess Monitor</p>
School Nutrition Service
<p>Deb Caron-Team Leader</p> <p>Kerri Galante</p>

Cheryl Schimank Ceceilia Streechon
Maintenance
Thomas Lindner-Head Custodian Nathan LaTour Luis Guerrero Danielle Paulsen

Student Performance Indicators

SAS ELA TREND DATA (PROFICIENT AND ADVANCED)

Grade	FY 15	FY 16	FY 17	FY 18	FY 19
3	69%	64%	65%	73%	64%
4	77%	77%	73%	70%	76%
5	70%	78%	77%	83%	73%
6	73%	72%	72%	74%	83%
7	81%	72%	69%	76%	77%
8	73%	81%	74%	80%	71%

SAS MATH TREND DATA (PROFICIENT AND ADVANCED)

Grade	FY 15	FY 16	FY 17	FY 18	FY 19
3	68%	78%	71%	71%	77%
4	66%	76%	77%	75%	76%
5	60%	66%	67%	70%	74%
6	59%	61%	67%	78%	80%
7	70%	63%	68%	71%	65%
8	66%	73%	72%	81%	84%

*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%	78%
4	--	73%	86%	83%	74%
5	--	83%	87%	85%	79%
6	84%	82%	87%	86%	84%
7	90%	88%	87%	83%	87%
8	89%	89%	90%	85%	NA

When analyzing the NWEA Reading longitudinal assessment data across the 3-5 grade level, all grade levels scored 74% proficient or higher during FY19.

NWEA MATH TREND DATA (PROFICIENT AND ADVANCED)

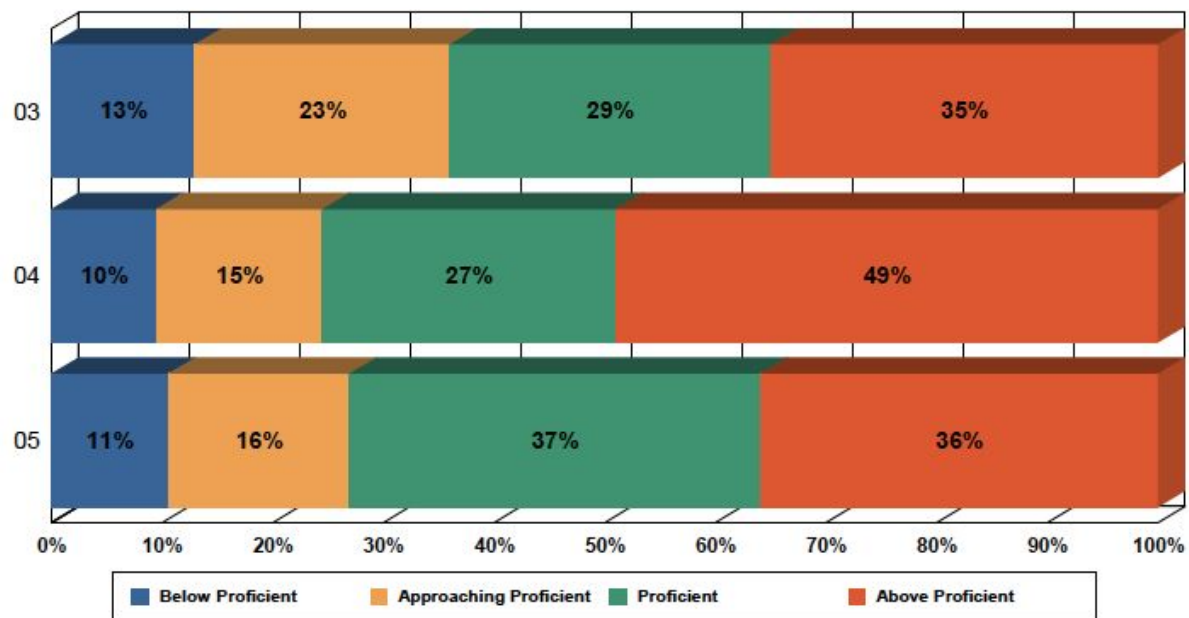
Grade	FY 15	FY 16	FY 17	FY 18	FY 19
3	--	80%	81%	89%	80%
4	--	83%	85%	87%	79%
5	--	76%	84%	85%	83%
6	76%	72%	77%	81%	83%
7	85%	78%	82%	72%	84%
8	87%	87%	90%	76%	NA

When analyzing the NWEA Mathematics longitudinal assessment data across the 3-5 grade level, all grade levels scored 79% proficient or higher during FY19.

NHSAS Science

Percent Proficient or Above		
	State	WCS
Grade 5	38%	61%

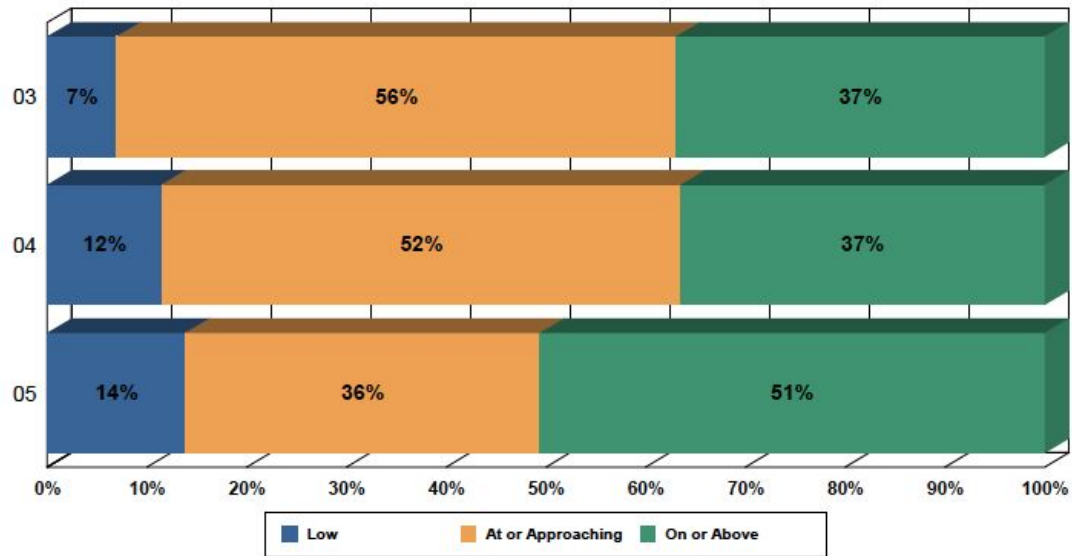
2019 NHSAS ELA/Reading WCS
ELA/Reading Achievement Level



Overall score performances (**Proficient & Above Proficient**) on the 2019 NHSAS ELA Assessment revealed the following proficiency rates at each grade level: **Grade 3: 64%; Grade 4: 76%; Grade 5: 73%.**

2019 NHSAS ELA/Reading WCS

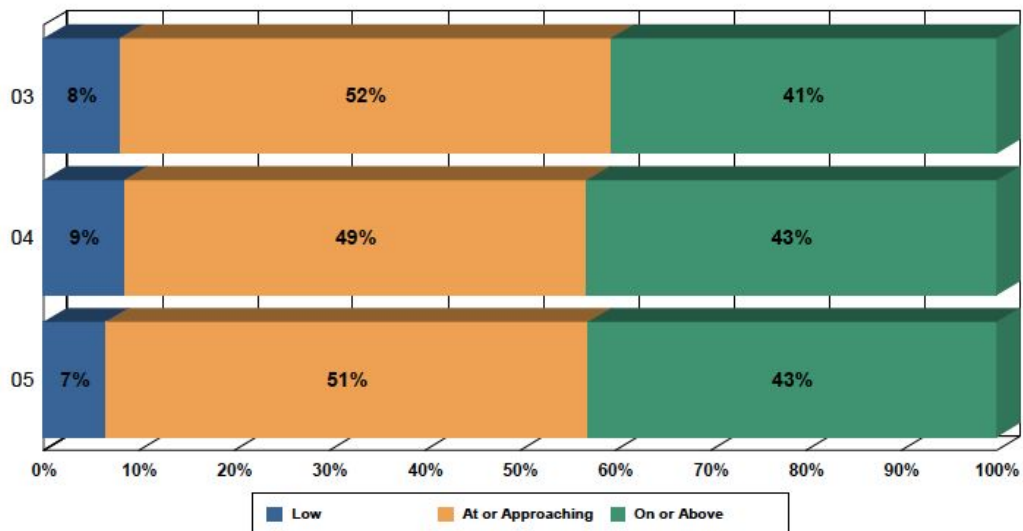
Reading Literary Text Performance



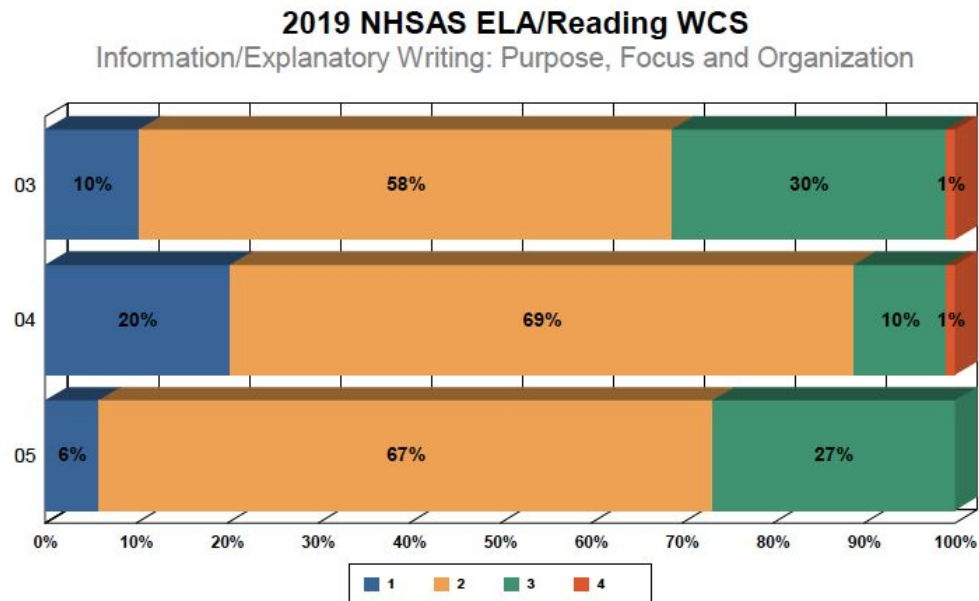
Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS ELA Assessment in the area of Reading-Literary Text revealed the following proficiency rates at each grade level: **Grade 3: 93%; Grade 4: 89%; Grade 5: 87%.**

2019 NHSAS ELA/Reading WCS

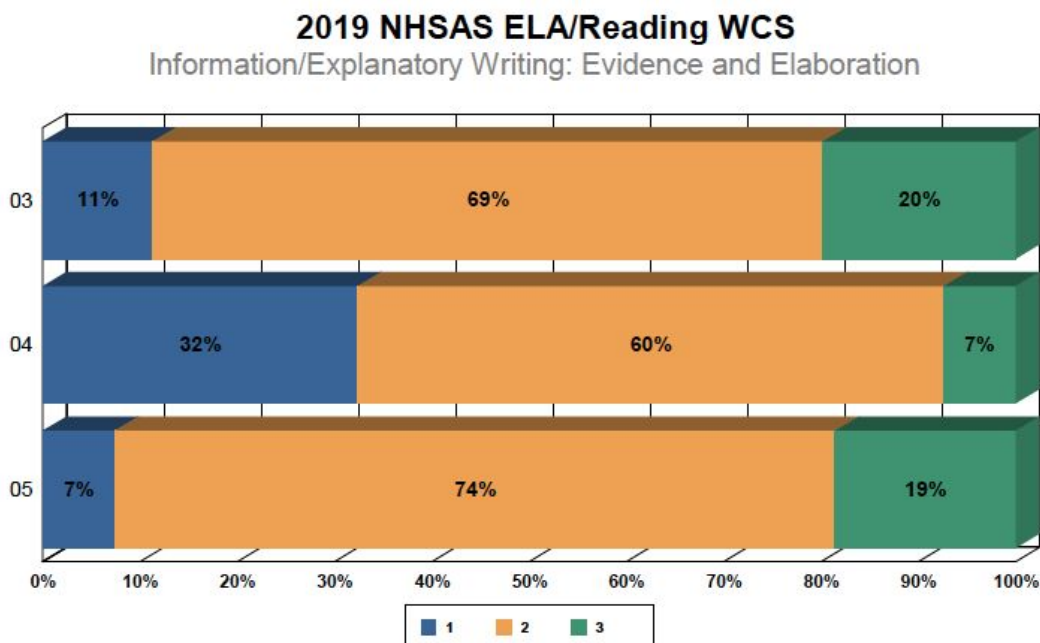
Reading Informational Text Performance



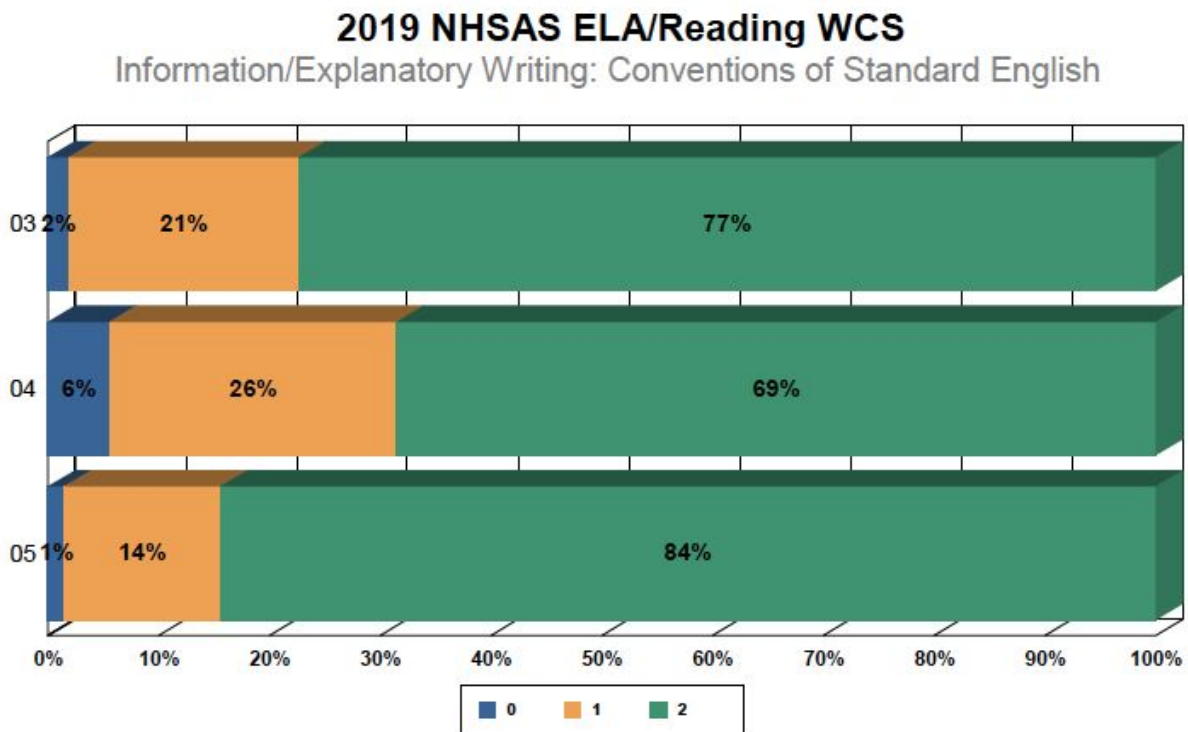
Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS ELA Assessment in the area of Reading-Informational Text revealed the following proficiency rates at each grade level: **Grade 3: 93%; Grade 4: 92%; Grade 5: 94%.**



Score performances (**Approaching, Proficient & Above Proficient**) on the 2019 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: 89%; Grade 4: 80%; Grade 5: 94%.**

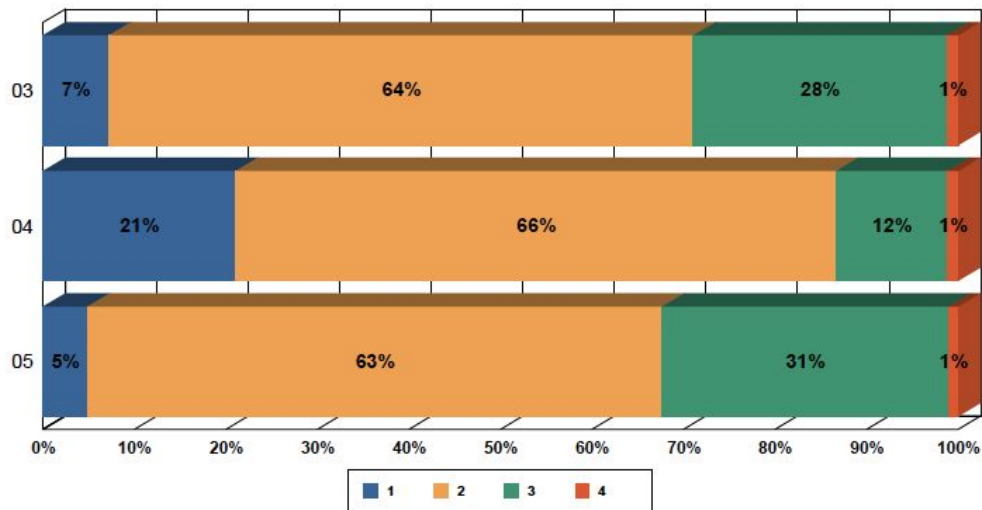


Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS ELA Assessment in the area of Information/Explanatory Writing: Evidence and Elaboration revealed the following proficiency rates at each grade level: **Grade 3: 89%; Grade 4: 67%; Grade 5: 93%.**



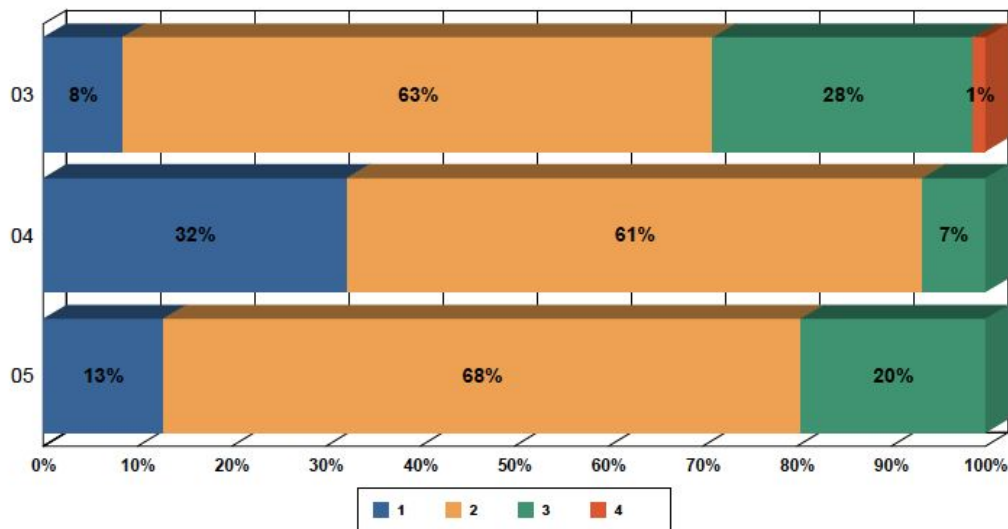
Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS ELA Assessment in the area of Information/Explanatory Writing: Conventions of Standard English revealed the following proficiency rates at each grade level: **Grade 3: 98%; Grade 4: 95%; Grade 5: 98%.**

2019 NHSAS ELA/Reading WCS
Opinion Writing: Purpose, Focus and Organization



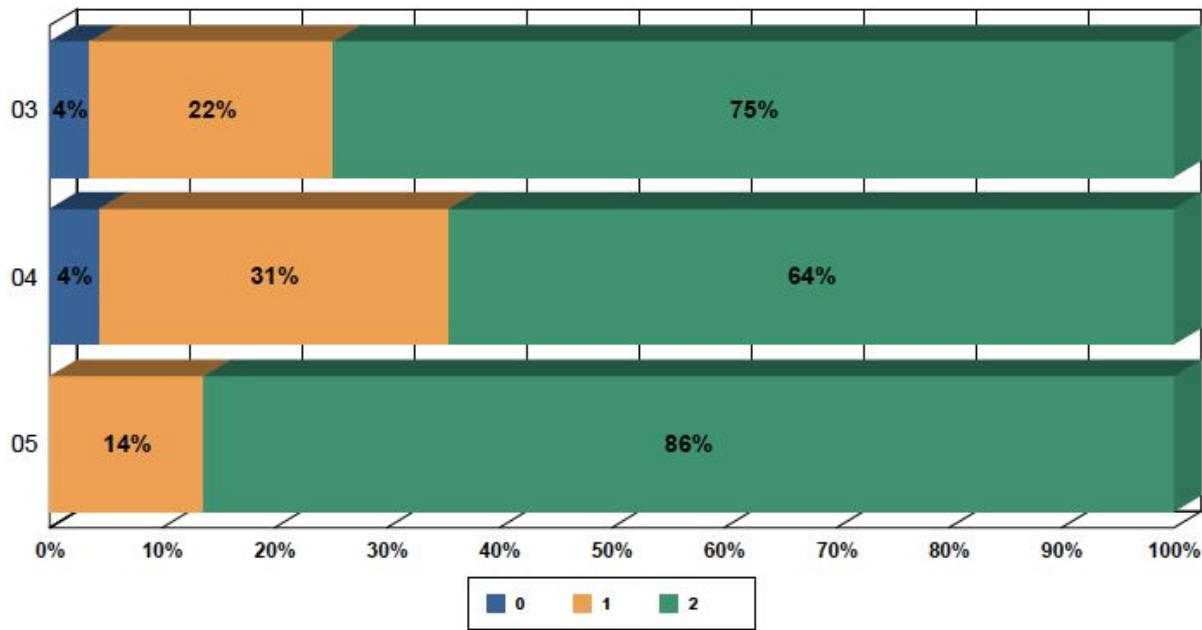
Score performances (**Approaching, Proficient & Above Proficient**) on the 2019 NHSAS ELA Assessment in the area of Opinion Writing: Purpose, Focus and Organization revealed the following proficiency rates at each grade level: **Grade 3: 93%; Grade 4: 79%; Grade 5: 95%.**

2019 NHSAS ELA/Reading WCS
Opinion Writing: Evidence and Elaboration



Score performances (**Approaching, Proficient & Above Proficient**) on the 2019 NHSAS ELA Assessment in the area of Opinion Writing: Evidence and Elaboration revealed the following proficiency rates at each grade level: **Grade 3: 92%; Grade 4: 68%; Grade 5: 88%.**

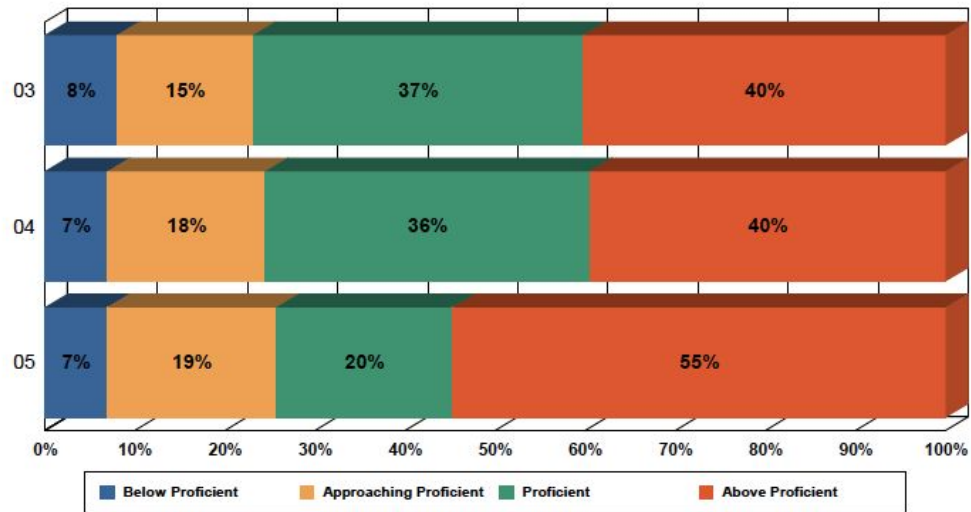
2019 NHSAS ELA/Reading WCS
Opinion Writing: Conventions of Standard English



Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS ELA Assessment in the area of Opinion Writing: Conventions of Standard English revealed the following proficiency rates at each grade level: **Grade 3: 97%; Grade 4: 95%; Grade 5: 100%.**

2019 NHSAS Math WCS

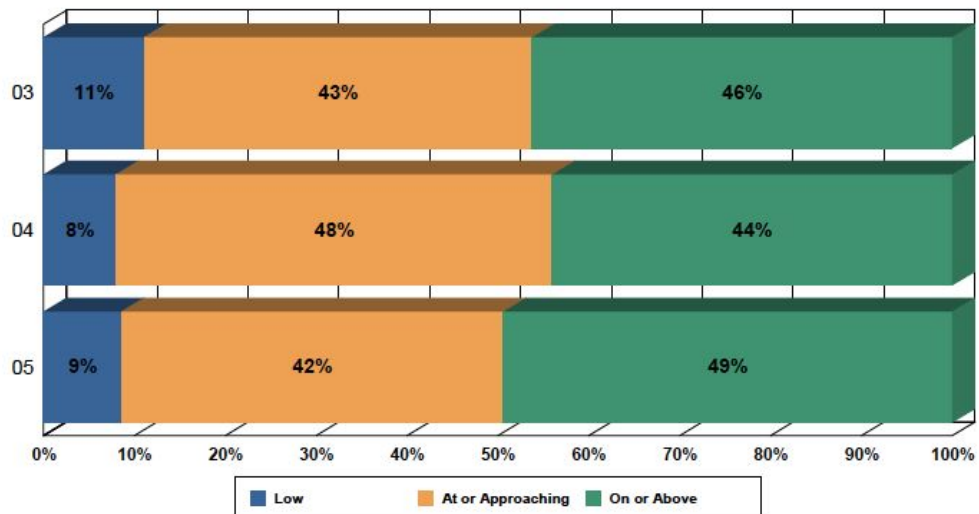
Math Achievement Level



Overall score performances (**Proficient & Above Proficient**) on the 2019 NHSAS Math Assessment showed the following proficiency rates at each grade level: **Grade 3: 77%; Grade 4: 76%; Grade 5: 75%.**

2019 NHSAS Math WCS

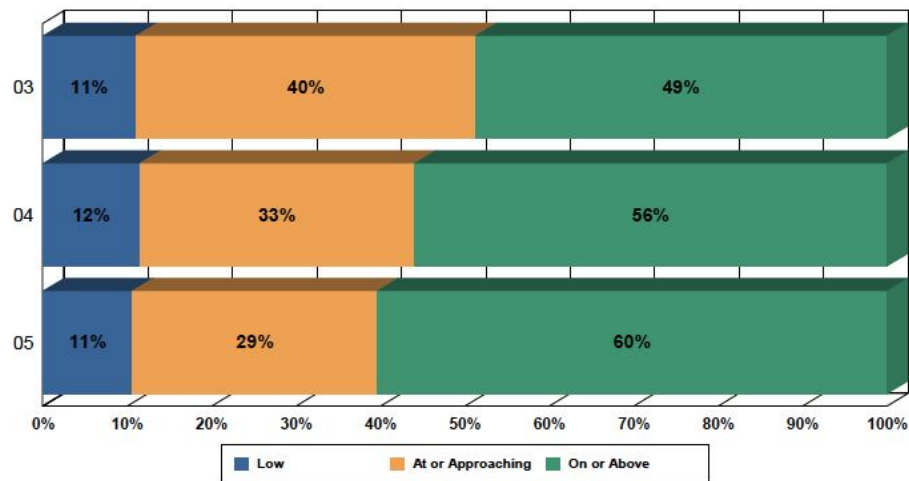
Operations and Algebraic Thinking Performance



Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS Math Assessment in the area of Operations and Algebraic Thinking revealed the following proficiency rates at each grade level: **Grade 3: 89%; Grade 4: 92%; Grade 5: 91%.**

2019 NHSAS Math WCS

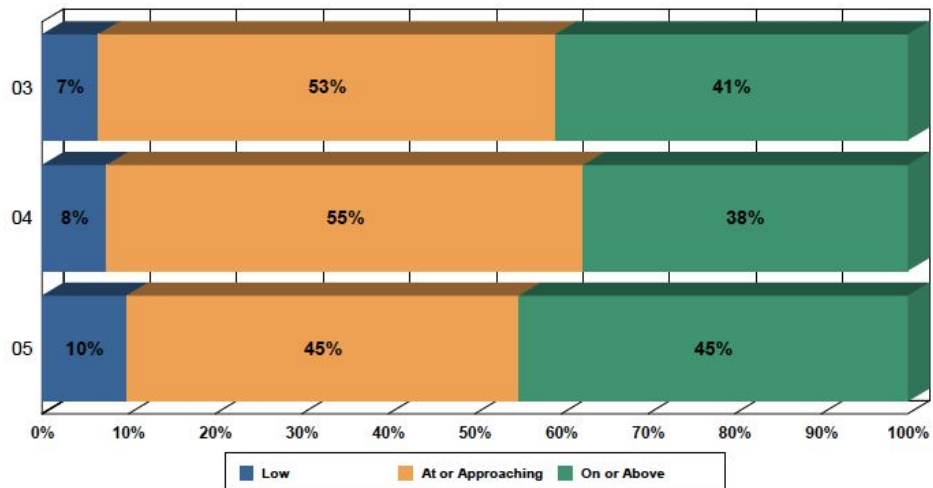
Number Operations Fractions Performance



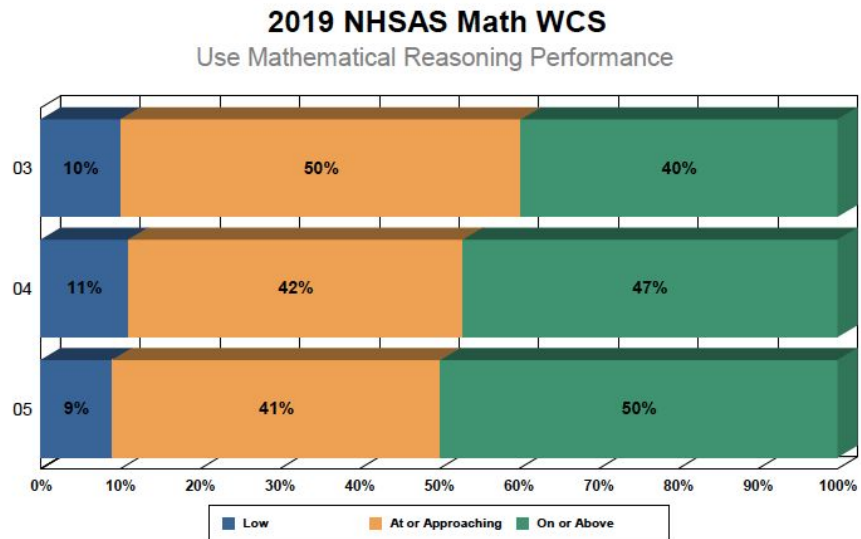
Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS Math Assessment in the area of Number, Operations in Fractions revealed the following proficiency rates at each grade level: **Grade 3: 89%; Grade 4: 89%; Grade 5: 89%.**

2019 NHSAS Math WCS

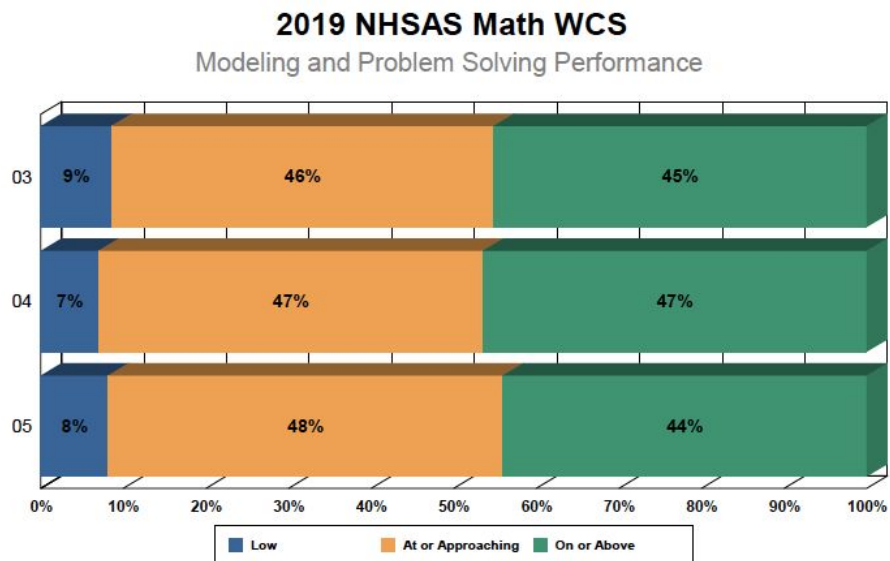
Measurement Data and Geometry Performance



Scores performances (**At or Approaching & On or Above**) on the 2019 NHSAS Math Assessment in the area of Measurement, Data and Geometry revealed the following proficiency rates at each grade level: **Grade 3: 94%; Grade 4: 93%; Grade 5: 90%.**



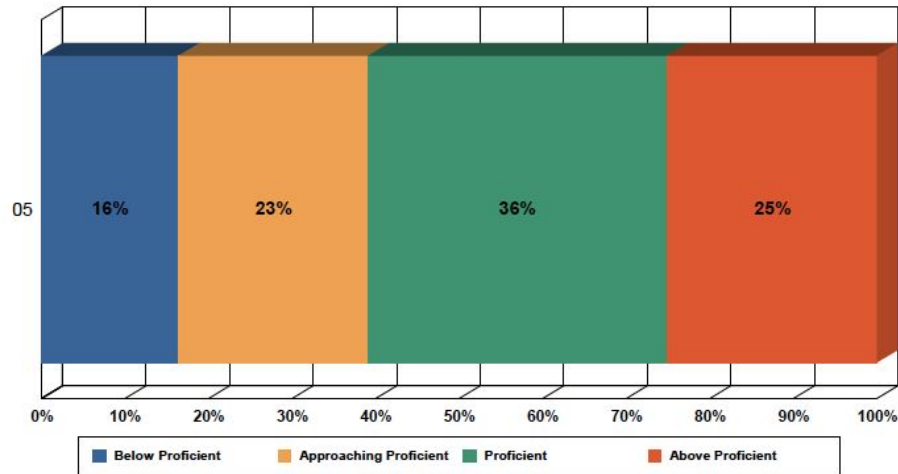
Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS Math Assessment in the area of Using Mathematical Reasoning revealed the following proficiency rates at each grade level: **Grade 3: 90%; Grade 4: 89%; Grade 5: 91%.**



Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS Math Assessment in the area of Modeling and Problem Solving revealed the following proficiency rates at each grade level: **Grade 3: 91%; Grade 4: 94%; Grade 5: 92%.**

2019 NHSAS Science Grade 5 WCS

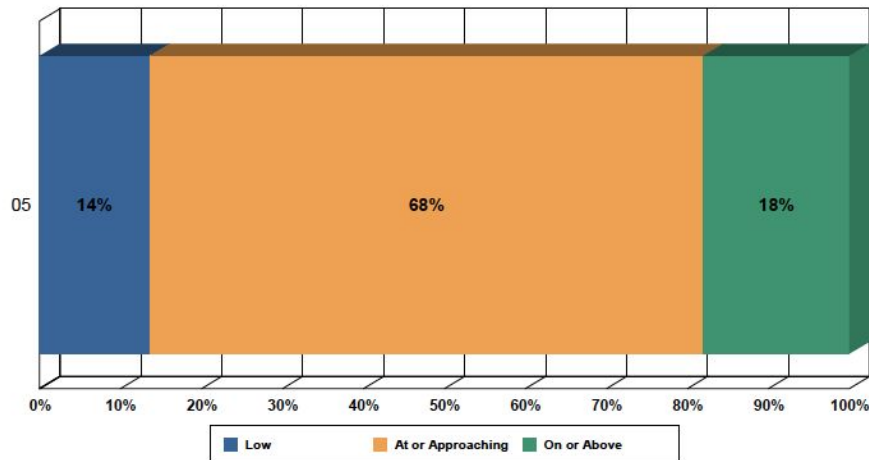
Science Achievement Level



Overall scores (**Proficient & Above Proficient**) on the 2019 NHSAS Science Assessment showed the following proficiency rate: **Grade 5: 61%.**

2019 NHSAS Science Grade 5 WCS

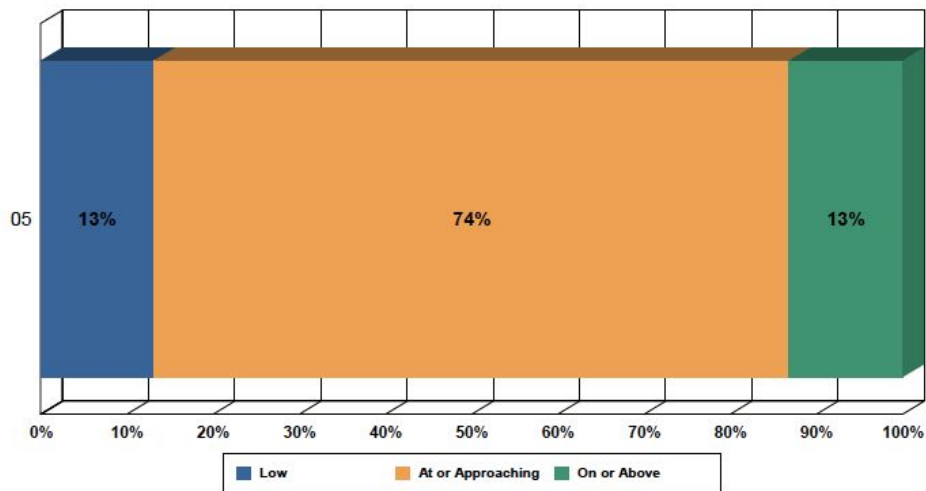
Physical Sciences Achievement



Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS Science Assessment in the area of Physical Sciences revealed the following proficiency rate: **Grade 5: 86%.**

2019 NHSAS Science Grade 5 WCS

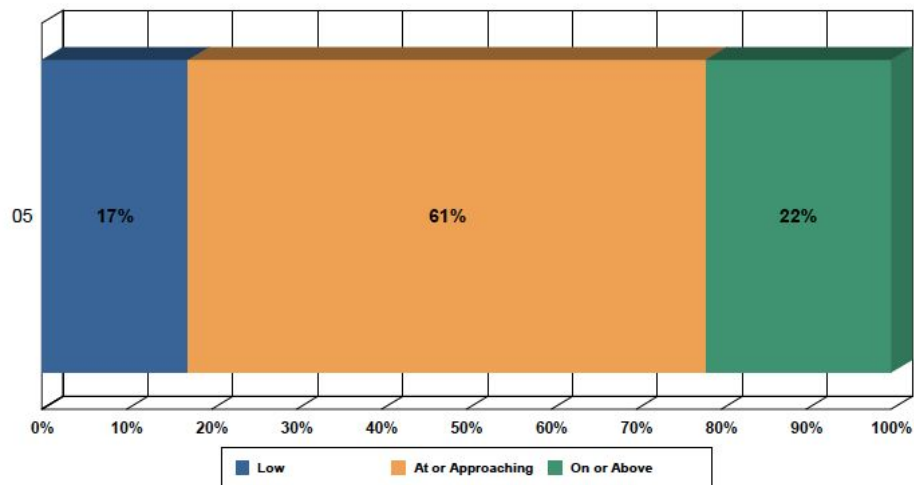
Life Sciences Achievement



Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS Science Assessment in the area of Life Sciences revealed the following proficiency rate: **Grade 5: 87%.**

2019 NHSAS Science Grade 5 WCS

Earth and Space Sciences Achievement



Score performances (**At or Approaching & On or Above**) on the 2019 NHSAS Science Assessment in the area of Earth and Space Sciences revealed the following proficiency rate: **Grade 5: 83%.**

Component A

Analysis of Student Performance and Achievement

SAS PERFORMANCE DATA (PROFICIENT AND ADVANCED)				
SUBJECT	ELA		MATH	
LOCATION	STATE	WCS	STATE	WCS
GRADE 3	52	64	57	77
GRADE 4	55	76	52	76
GRADE 5	57	73	43	74

Windham Center School has successfully completed the transition to become a school housing students in Grades 5 and 6. Our academic schedule is built upon a content area teaming concept where teachers specialize in English language arts/Social Studies and Mathematics/Science. This approach is designed to crosscut concepts in similar content areas while reducing the number of total transitions for students, maximizing instructional time on learning.

As a newly assembled staff, our first charge was to reinvent our mission and vision. Through a collaborative approach, we have identified our values as an educational community by creating the following statements:

Vision Statement:

Windham Center School will foster a collaborative mindset that encourages empathy, equity, and inclusion to influence the teaching and learning of all students.

Mission Statement:

Windham Center School will provide a world-class educational experience that includes a culture of academic excellence supported by the following tenets:

- ***Love for learning***
- ***Respectful relationships***
- ***Grit***
- ***Equity***
- ***Diversity***
- ***Global citizenship***

Our historical performance is admirable since we began participating in the New Hampshire Statewide Assessment System (NHSAS) in 2018. Specifically, our school average has been 73.1%

proficient and above in English language arts and 73.8% proficient and above in mathematics over the last two years of assessment.. As we enter our third year of participating in the NHSAS, we are setting our goals extremely high. Our goal this year is working to achieve a performance level where 90% of all students will achieve proficiency in English language arts and mathematics and 70% of Grade 5 students will achieve proficiency in science. Both goals will be measured by students' Spring 2020 performance on the NHSAS. With a targeted approach through the Multi-Tiered System of Support (MTSS) framework, we hope to achieve our goals in June. After reviewing our student performance data, we believe that several students are incredibly close to approaching proficiency and we believe their individual performance will help us improve our collective achievement as a school. New to our school has been the assembly of a Data Board in our Professional Learning Room. This visual assists us to map the proficiency levels of students relative to their performance in English language arts and Mathematics according to the NHSAS. Several students are within 15 points of meeting proficiency and the progress of these students will be closely monitored throughout the year under the MTSS umbrella.

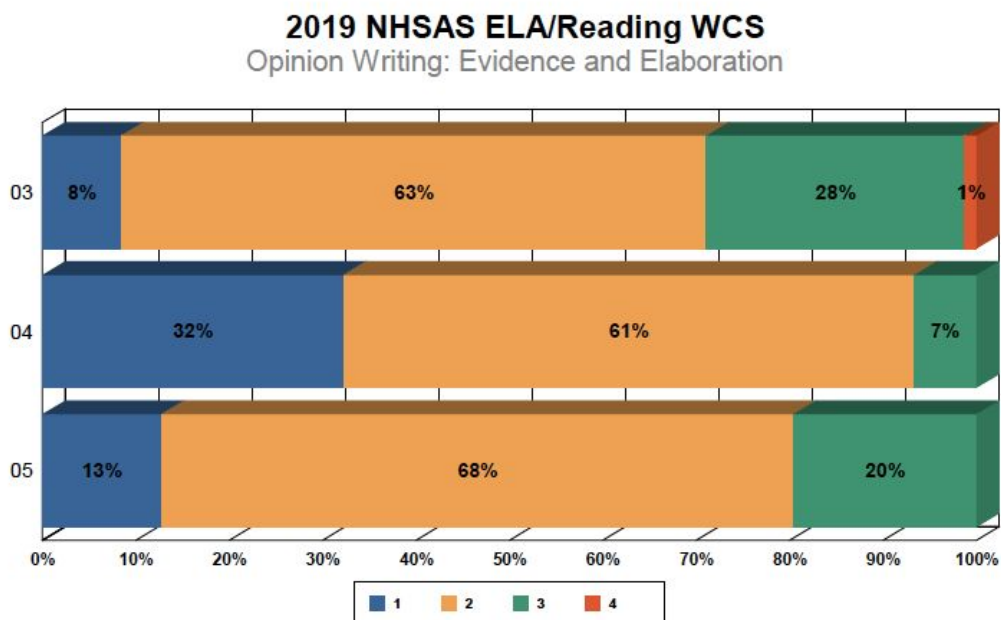
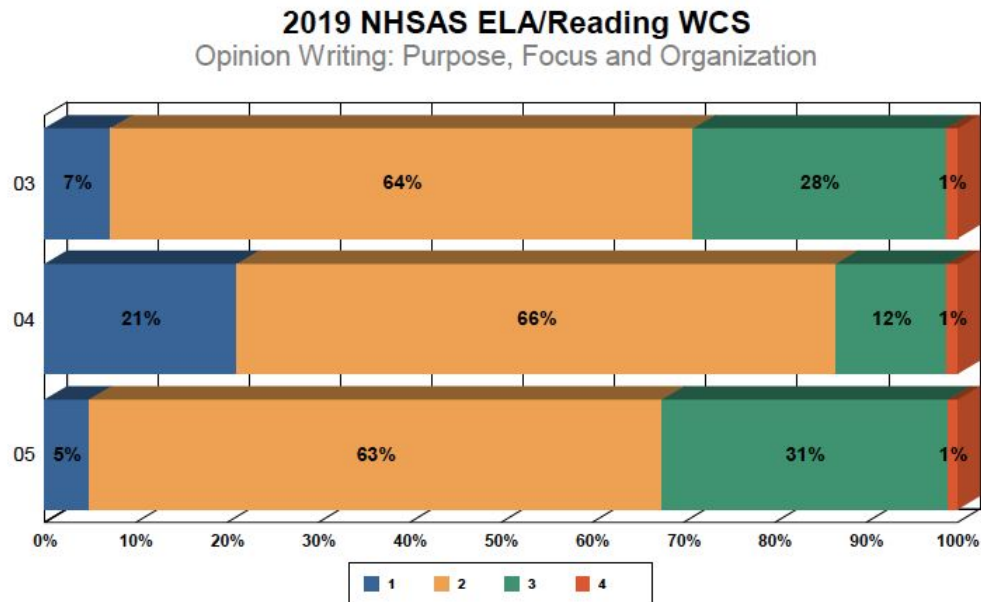
The MTSS regular education framework offers support to students in need of academic and behavioral interventions throughout the school year. This tiered approach relies heavily on a multifaceted collaborative effort toward improvement that is built upon student performance data, teacher input, and parental feedback. The MTSS system is driven by a professional intake system called the Student Support Team (SST) which meets weekly and the team consists of administrators, special education related service providers, reading specialists, school psychologists, board certified behavior analysts, school counselors, and the MTSS teacher.

This year, the addition of a full-time Mental Health Counselor will help us to improve our overall school counseling supports. Social Emotional Learning (SEL) professional development will continue to be offered for teachers with special attention focused on incorporating strategies that support teaching and learning. Our Special Education services are rooted deeply in inclusive practices where every attempt is made to create equitable experiences for all students. Parental input is key and our goal is to create a welcoming environment to have honest and open dialogue regarding potential and current student supports.

Embracing the advancements of technology continues to inform our instructional capacity and design. Through our Digital Literacy course, we are able to offer students a 21st century education that is targeted specifically for using technology appropriately and leveraging it to improve the capacity for student performance. We also understand the importance that technology plays in the realm of assessment, and teaching our students how to successfully navigate through testing platforms is critical. Science instruction has changed incredibly with the adoption of the Next Generation Science Standards (NGSS) and our instructional focus is based more on understanding/explaining scientific phenomena versus an outdated approach that focused on surface level mastery and rote memorization. The addition of green screen capabilities has also helped us to drive our vision and mission where equity and diversity are celebrated. We pioneered the initiative that celebrates cultural languages each week and have named it, "Global Greetings." Each week, a student records a video stating "good morning" in their native language!

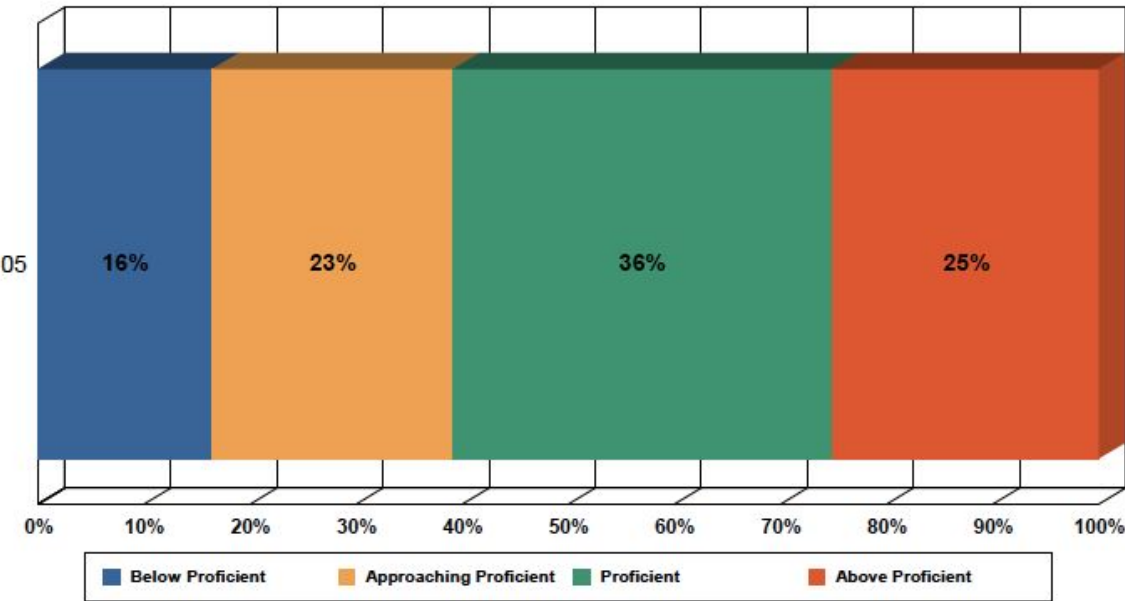
Component B

Identification of Gaps in Student Performance



When looking at the 2019 NHSAS scores in the area of Opinion Writing, students in grade 4 (now WCS grade 5 students) showed an area for growth with 66% of students approaching, 21% below and a total of 87% below proficiency in Purpose, Focus and Organization. This same cohort showed 61% of students approaching, 32% below, with a total of 93% approaching proficiency in Evidence and Elaboration.

2019 NHSAS Science Grade 5 WCS
Science Achievement Level



The results from the the NHSAS Science assessment show 61% of WCS Grade 5 students scoring proficient or above on the assessment. This is the second year that fifth graders participated in the 3D Next Generation Science Standard NHSAS assessment and is an area for growth for WCS students.

Component C

Identification of barriers to improved performance for all students

- Lack of contractual before/after school programming restricts academic remediation
- Carnegie Mathematics for Grade 5 students (publishing is still pending)
- Allowing Grade 5 and 6 students to take Chromebooks home to support instruction

Component D

Goals and Objectives

Goal 1: School Climate and Culture

FY21 District Goal: District leadership will increase visibility in all schools.

School Goal: WCS Administration will increase leadership visibility throughout the school day.

Action Steps	Roles and Responsibility	Timeline Schedule	Benchmarks
A. Develop an administrative protocol to be present during bus and car arrivals each morning and greet students with a "Global Greeting."	Administration, Staff	Weekly	Administrative Daily Log/Video Archive
B. Visit grade level recess and lunch periods throughout the school year and converse with students and staff members on duty.	Administration	Weekly	Administrative Daily Log/Team Leader Meeting Minutes Archive
C. Walk through classrooms on a daily basis in a non-evaluative manner to converse with students and staff.	Administration	Daily	Administrative Daily Log/Social Media Video & Audio Post Archive
D. Continue to host a Principal Coffee Hour for	Administration	Monthly	Agenda/Meeting Minutes Archive

school/community stakeholders and invite teacher representatives to discuss teaching and learning.			
--	--	--	--

Goal 2: Student Achievement

FY21 District Goal: District leadership will support the UbD framework in order to increase the number of students achieving proficiency.

School Goal: By June 2020, 90% of students will score proficient or above in the content areas of mathematics and English language arts as measured by the New Hampshire Statewide Assessment.

Action Steps	Roles and Responsibility	Timeline Schedule	Benchmarks
A. Facilitate PLC meeting with grade level teams to include classroom teachers and special educators to set collaborative norms and develop a "What I Need" instructional intervention schedule.	Administration, Classroom Teachers, MTSS Teacher, Reading Specialists	September 15	Meeting minutes will be archived in the Google Drive as developed by the four grade-level collaboratives.
B. Using Spring 2019 NHSAS assessment data, identify students within 15 points of proficiency and determine supports to meet individual students' areas for improved performance.	Grade-level PLCs, Special Education Teachers	October 20	Interim and Modular Assessments/ Classroom data

C. Coordinate opportunities for all grade level content area teachers and special education teachers for vertical and cross-content area alignment planning.	Administration, Curriculum Directors, Classroom Teachers, Special Education Teachers	Quarterly	Meeting notes, pacing guides, UbD curriculum planning
D. Invite special education teachers and general education teachers to attend and observe co-teaching professional.	Administration, Curriculum Directors, Classroom Teachers, Special Education Teachers	June	PLC Meeting notes
E. Follow the established assessment calendar to administer NH SAS Interim and Modular Assessments and leverage the data to inform instruction.	Grade level PLCs	Monthly	SAS Interim and Modular assessment analysis

Goal 3: Professional Development

FY21 District Goal: District leadership will increase opportunities for collaboration, shared decision making and active participation with staff.

School Goal: We will increase active participation and collaboration between all staff, teachers and administration.

Action Steps	Roles and Responsibility	Timeline Schedule	Benchmarks
A. Establish peer observation schedule to drive PLC "teacher talk" conversations and provide a time to	Administration/ Teachers	Monthly	PLC Meeting Minutes Archive

share ideas with the entire staff.			
B. Comment on PLC meeting minutes and provide active feedback through Google Drive to reach all team members.	Administration	Monthly	PLC Meeting Minutes Archive
C. Solicit staff feedback with regard to School Improvement requests and proposed initiatives on a formal and informal basis through team leader checkins, Google Form survey and general conversations with staff members.	Administration	Trimester 1	Google Form Responses, Team Leader Meeting Minutes Archive

Goal 4: Communication

FY21 District Goal: District leadership will Improve communication with staff.

School Goal: WCS Administration will improve communication with staff, families and the community.

Action Steps	Roles and Responsibility	Timeline Schedule	Benchmarks
A. Continue to send Team Leader meeting minutes to all staff via email to ensure all staff are informed of decisions, important	Administration/ Team Leaders	Monthly	Meeting Minutes Archive

dates and relevant information.			
B. Integrate more technology (audio/video) in newsletters to provide more concise/efficient multimodal types of communication as well as informational tutorials as needed.	Administration	Monthly	Newsletter Archive/Video Archive
C. Post monthly updates outlining important events in high visibility areas throughout the school.	Administration	Monthly	Monthly Update Archive
D. Provide updates and important event reminders via social media to staff, families and community members.	Administration	Weekly	Facebook and Twitter Archive/ Video Archive

Form 2A Windham Public Schools

ANALYSIS OF STAFFING NEEDS FISCAL YEAR 2020-21

Numbers listed as of 10/1/2019

	EXISTING FISCAL YEAR 19/20			PROPOSED FISCAL YEAR 20/21 (as of 10/9/18)			CHANGE	COMMENTS
Grade	<u>No. of Students</u>	<u>Class Size</u>	<u>Staff</u>	<u>No. of Students</u>	<u>Class Size</u>	<u>Staff</u>		
5	201	22.3	9	211	20.2	10	+1	
6	252	22.9	11	201	20.1	10	-1	
Total	453 (Grades 5-6)			412 (Projected Grades 5-6)			0	
Current enrollment 10/15/19: Grade 4: 212 Grade 5: 201								

Component E

Proposed Staffing

Position	FY20 Current Positions	FY21 Proposed Positions	Variance
Principal	1.0	1.0	0.0
Assistant Principal	1.0	1.0	0.0
Director of Special Education	1.0	1.0	0.0
Administrative Assistant	1.0	1.0	0.0
Secretary	1.0	1.0	0.0
Special Education Admin Asst.	0.7	0.7	0.0
School Counselor	1.0	1.0	0.0
Mental Health Counselor	1.0	1.0	0.0
Special Education Teacher	4.0	4.0	0.0
Speech Language Pathologist	1.0	1.0	0.0
Occupational Therapist	1.0	1.0	0.0
Board Certified Behavior Analyst	0.5	0.5	0.0
Reading Specialist	2.0	2.0	0.0
Interventionist	1.0	1.0	0.0
Tutor	2.0	2.0	0.0
ESOL Teacher	0.5	0.5	0.0
Nurse	1.0	1.0	0.0
LNA	1.0	1.0	0.0
World Language	0.7	0.7	0.0
Technology Integration Facilitator	1.0	1.0	0.0
Physical Education	1.4	1.4	0.0
Art	0.7	0.7	0.0
Music	0.7	0.7	0.0
Library/Media Specialist	0.7	0.7	0.0
Grade 5 Teacher	9.0	10.0	1.0
Grade 6 Teacher	11.0	10.0	-1.0
Custodian	4.0	4.0	0.0
Paraprofessional	16.0	16.0	0.0
Physical Therapist	0.0	0.0	0.0
Band Teacher	0.7	0.7	0.0
Strings Teacher (Fine Arts)	0.0	0.3	0.3
Technology Technician	0.2	0.5	0.3
Recess Monitor	3.0	3.0	0.0
School Nutrition Services	4.0	4.0	0.0
TOTAL	74.80	75.4	0.6
New Positions			
Strings Teacher (Fine Arts)	0	0.3	
TOTAL		0.3	
Contracted Service/Grant Funded			
Board Certified Behavior Analyst		0.5	Grant Funded
TOTAL		0.5	

Academic Schedule

WINDHAM CENTER SCHOOL MASTER SCHEDULE 2019-2020

GRADE 5

Team Frost	7:15-7:30	7:35-7:40	7:45-8:30	8:33-10:39	10:42-11:02	11:06-11:26	11:28-12:13	12:16-12:36	12:39-2:20
Fleet	RSG	Homeroom/Attendance	WIN	ELA/SS	Math/Sci	Lunch	UA	Recess	Math/Sci
Bouley	RSG	Homeroom/Attendance	WIN	Math/Sci	ELA/SS	Lunch	UA	Recess	ELA/SS
Ryan	RSG	Homeroom/Attendance	WIN	Math/Sci	ELA/SS	Lunch	UA	Recess	ELA/SS
Lavoie	RSG	Homeroom/Attendance	WIN	ELA/SS	Math/Sci	Lunch	UA	Recess	Math/Sci

GRADE 6

Team Webster	7:15-7:30	7:35-7:40	7:45-8:30	8:33-9:18	9:21-10:37	10:40-11:25	11:28-11:49	11:52-12:12	12:16-12:36	12:39-2:20
Mechin	RSG	Homeroom/Attendance	Math/Sci	WIN	Math/Sci	UA	ELA/SS	Lunch	Recess	ELA/SS
Krish	RSG	Homeroom/Attendance	ELA/SS	WIN	ELA/SS	UA	Math/Sci	Lunch	Recess	Math/Sci
Claus	RSG	Homeroom/Attendance	ELA/SS	WIN	ELA/SS	UA	Math/Sci	Lunch	Recess	Math/Sci
Mislaszek	RSG	Homeroom/Attendance	Math/Sci	WIN	Math/Sci	UA	ELA/SS	Lunch	Recess	ELA/SS
Serian	RSG	Homeroom/Attendance	Math/Sci	WIN	Math/Sci	UA	ELA/SS	Lunch	Recess	ELA/SS

Team Pierce	7:15-7:30	7:35-7:40	7:45-8:28	9:31-10:16	10:19-10:39	10:42-11:02	11:06-11:26	11:29-12:45	12:46-1:33	1:36-2:20
Rogers	RSG	Homeroom/Attendance	Math/Sci	WIN	Math/Sci	Lunch	Recess	ELA/SS	UA	ELA/SS
Bennington	RSG	Homeroom/Attendance	ELA/SS	WIN	ELA/SS	Lunch	Recess	Math/Sci	UA	Math/Sci
Murray	RSG	Homeroom/Attendance	Math/Sci	WIN	Math/Sci	Lunch	Recess	ELA/SS	UA	ELA/SS
Eagen	RSG	Homeroom/Attendance	ELA/SS	WIN	ELA/SS	Lunch	Recess	Math/Sci	UA	Math/Sci
O'Connor	RSG	Homeroom/Attendance	Math/Sci	WIN	Math/Sci	Lunch	Recess	ELA/SS	UA	ELA/SS
Stockwell	RSG	Homeroom/Attendance	ELA/SS	WIN	ELA/SS	Lunch	Recess	Math/Sci	UA	Math/Sci
Team Shepard	7:15-7:30	7:35-7:40	7:45-9:48	9:51-10:16	10:19-11:04	11:06-11:26	11:29-11:49	11:52-1:32		1:35-2:20
Lamb	RSG	Homeroom/Attendance	ELA/SS	Math/Sci	WIN	Recess	Lunch	Math/Sci		UA
Dunnis	RSG	Homeroom/Attendance	Math/Sci	ELA/SS	WIN	Recess	Lunch	ELA/SS		UA
	7:15-7:30	7:35-7:40	7:45-8:57	9:00-10:16	10:19-11:04	11:06-11:26	11:29-11:49	11:52-12:52	12:55-1:32	1:35-2:20
Souza	RSG	Homeroom/Attendance	ELA	Math	WIN	Recess	Lunch	Science	Social Studies	UA
Lemay	RSG	Homeroom/Attendance	Math	Science	WIN	Recess	Lunch	ELA	Social Studies	UA
Heimer	RSG	Homeroom/Attendance	Science	ELA	WIN	Recess	Lunch	Math	Social Studies	UA

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.

Support for a 1.0 FTE Strings Teacher (Fine Arts) to create a continuum of instruction in order to establish an orchestra that is comprised of strings, woodwind, brass, and percussion sections. For WCS, this position would be allocated as a 0.3 FTE (remainder of position used across other schools).

Part II: WEA (M-Step 8) \$56,398

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

Proposal:

Establish a strings teacher to support the Fine Arts' pursuit of creating a fully equipped orchestra and strengthen course offerings for students.

Expected Result: Establishing this position will allow for multiple students across multiple schools to have access to regular instruction with strings instruments. Currently, there is not enough support to sustain a program of this nature.

Consequences: A full-time Strings Teacher will ensure that our public school system remains as a premier district where offerings for students across the fine arts department are plentiful.

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.

Support for our technology department to uphold a 1:1 Chromebook initiative as well as numerous other technological devices.

Part II: Contract rate

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

Proposal:

Increase current 0.2 FTE Technology Technician position to 0.5 FTE to help ensure that our current and future technological systems, including hardware, software, and cloud-based applications run effectively throughout the school year for students and staff.

Expected Result: With a 1:1 Chromebook initiative and the need for students to take these devices home to support learning, a technician is needed to help our school stay proactive versus reactive as issues arise.

Consequences: With a designated technician, our efficiency and effectiveness when using technology will improve greatly.

Component F

Request for Educational Materials and Cost Estimates

BUDGET CODE: 100.00.1100.13.640.000000.5

FY21 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
Science	Align budget requests for annual school budget school improvement plans	Replacement textbooks for Grade 6 students as noted in the textbook replacement cycle.	Houghton Mifflin Harcourt	\$24,000
Digital Literacy		30 student devices for Expeditions AR/VR 1 Teacher Tablet 1 Pelican Storage Case Supporting	Aquila Education	\$9,500

BUDGET CODE: 100.2222.00.733.212.000000.5

FY21 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
Furniture	Align budget requests for annual school budget school improvement plans	Furniture to create flexible learning environments for students.	NorvaNivel	\$10,000

BUDGET CODE: 1100.2620.00.430.212.000000.5

FY21 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	\$5,000

Proposal for Facilities/Space

The following list was generated in order of priority consideration for the FY21 operating budget as part of a 3-5 year phased approach.

Proposal

Replace current water filtration unit with Reverse Osmosis filtration unit to increase the amount of potable water throughout the school.

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: This proposal will allow for potable water to be accessed at any faucet.

Consequence: This would be another improvement to the overall function of our well water system and plumbing.

Proposal

Replace antiquated water cistern to improve the quality of stored running water in the building.

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: This proposal will allow for an updated cistern that can be more routinely maintained and cleaned.

Consequence: This would be another improvement to the overall function of our well water system and plumbing.

Estimated Cost:

Tank \$4.00 p/g x 5,000 g= \$20,000.00

Excavation- \$15,000.00

40 Hours Labor/disinfect- \$8,000.00

Misc materials- \$2,000.00

Design/Permit- \$10,000.00

25% Contingency- \$13,750.00

Estimated total cost- \$68,750.00

Proposal

Replace low-voltage wiring for classrooms.

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: The current wiring is old and sub-standard. It is highly unreliable and we regular experience spontaneous and intermittent failures on those lines requiring one-by-one replacement or repair. This proposal will allow for the replacement of antiquated and unreliable wiring that causes spontaneous and intermittent failures.

Consequence: The existing wiring for the Phones, Wireless Access Points, and ClearTouches will be replaced with wiring at the same standard used in the new GBS.

Estimated Cost: \$41,000

Proposal

Begin a phased replacement of the antiquated HVAC system to improve heating, cooling, and air quality.

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: This proposal will allow for a newer, more efficient HVAC system that will reduce our carbon footprint while simultaneously improving the air quality of the building.

Consequence: The installation of an updated HVAC system will have an immediate impact on air flow and heating inconsistencies throughout the building. This will eliminate the need to purchase portable air conditioners throughout the building while simultaneously saving on utility costs.

Estimated Cost: Included in CIP for 2021. \$217,385.00 proposed cost

Proposal

Support a project to retrofit exterior door locks and transition to keyless fob access, replace outdated interior/exterior doors and establish door contact system on all exterior doors.

Budget Code: 100.2620.00.430.212.000000.5

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

Consequence: Security to school will be vastly improved to allow access to staff members who are intended to be present with an electronic system that can more easily be managed.

Estimated Cost: Included in CIP for 2023 replacement of up to 10 exterior doors. Fob system will be included in security system upgrade

Proposal

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

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: This proposal will increase our ability to monitor the interior and exterior of the school with greater effectiveness. This was included as a concern by the NH Department of Homeland Security during their audit during the FY17 school year.

Consequence: Exits, hallways, driveways, and parking lots would be more closely monitored for internal or external security threats which poses a serious safety concern for our students and staff.

Estimated Cost: Included in Facilities Budget with a \$80,000.00 proposed cost

Proposal

Move lockers from WHS to WCS or purchase new lockers from a vendor to support the organization of fifth grade students.

Budget Code: 100.2620.00.430.212.000000.5

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

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

Estimated Cost: Included in Facilities budget. \$27,500.00 proposed cost

Proposal

Complete the phased approach to replace all ballasted fluorescent light fixtures throughout the school to high efficiency LED lighting.

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: This proposal will improve the quality of light in classrooms as well as reducing utility costs.

Consequence: Fluorescent lighting is costly and outdated and an LED replacement will reduce costs.

Estimated Cost: Included in Facilities budget. \$5,100.00 each budget cycle

Proposal

Continue the driveway resurface project across the entire front and rear of the school building.

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: This proposal will address our concern of aging asphalt on our school grounds which has deteriorated after experiencing years of changing seasons and most notably plowing and salt treatments.

Consequence: A resurfaced driveway will improve the overall quality of the school grounds while improving safety by removing fissures/pot holes.

Estimated Cost: Included in CIP for 2022. \$223,000.00 proposed cost

Proposal

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

Budget Code: 100.2620.00.430.212.000000.5

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.

Consequence: 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

Install concrete bollards at the front entryway of the school to prohibit vehicles from accessing unauthorized areas.

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: This proposal will deter drivers from attempting to park or drive in an unsafe area that is heavily populated by students and staff each day.

Consequence: Access to the school will be more secure if a physical barrier is present to prevent unauthorized entry to the school.

Estimated Cost: \$1,000.00 per bollard with an anticipated 5 needed.

Total Cost: \$5,000.00 for FY22

Proposal

Create raised beds in the rear courtyard to support science instruction as well as life skills classes.

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: This proposal will create a hands-on experience for students that will help to increase engagement and retention of cross-cutting concepts while improving the school community.

Consequence: Outdoor hands-on experiences help to reinforce the skills and concepts delivered in a classroom setting.

Proposal

Create hardscape planters in the front of the building for flowering perennial beds and flowering perennial bushes.

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: This proposal will improve the line of sight for security camera feeds and also create an opportunity to improve the beautification of our school.

Consequence: Curb appeal is important and we would like our school to appear welcoming and inviting to students, parents, and passersby.

Proposal

Cut an entry/exit door and build a concrete ramp for ADA access in the Staff Room to allow for staff and students to access the rear courtyard more easily to enjoy outdoor seating and classroom activity.

Budget Code: 100.2620.00.430.212.000000.5

Expected Result: This proposal will allow students and staff to access the beautiful courtyard more easily.

Consequence: ADA accessibility will allow all students and staff to enjoy the outdoors during the regular instructional school day.

