



School Improvement
Budget Fy24
School Year 2022-2023

School Council Meeting Dates

September 8th
October 6th
November 2nd
December 1st
January 4th
February 8th
March 8th
April 12th
May 10th
June 8th

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

School Council Members

Administration	B.J. Martin, Nadine Herard, Christina Kaskiewicz
Teachers	Stephanie Serian, Robert Hemmer
Parent Representatives	David Dolph (5), Alison Lewandowski (6), Nicole Sharpe (6) Bethany Fleming (5), Pat Robertson (5)
WSD Finance Committee Liaison	Andrew Koen
WSB Member	Cynthia Finn

Windham Center School Profile

School Day/Learning Time

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.

Administration

B.J. Martin, Principal

Nadine Herard, Assistant Principal

Christina Kaskiewicz, Director of Special Services

Curriculum Directors

Cathy Croteau, Math

Jessica Benson, ELA

Karalyn Gauvin-Science and Engineering

Joshua Bashalany, Social Studies & World Language

Dr. Erin Hagerty-Assessment & Accountability

Julie Lichtmann, School Counseling

Susan Kalil, Fine Arts

Teams & Committees

- School Council
- Team Leaders
- Professional Learning Communities (PLC)
- Positive Behavior Intervention System Team (PBIS)
- Data/Response to Intervention (RTI)
- Emergency Management
- NEASC Committee
- MTSS/MTSS-B Committee
- PTA
- Joint Loss

School Clubs & Activities

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

- Jr. Book Beat Club
- Math Olympiads
- Student Council
- Ski Club
- Robotics Club
- Yearbook Club
- Orchestra
- Girls on the Run

School Programs

- Comprehensive 5 & 6 Curriculum
- RTI Coordinator & Literacy & Math Support
- Language Development-ESOL Teacher
- Reading Intervention-Reading Specialist
- Student Support Team (SST)
- Reading and Math Intervention
- Physical Education
- Band
- Music
- Art
- Spanish
- STEAM
- Digital Literacy
- Library
- Health

Improvements & Accomplishments

- Implemented a Life Skills/SEL Program
- Revision of PBIS Behavior Intervention
- Revision of executive functioning through PBIS
- Cleartouch boards in every classroom
- Weekly PLC Meetings
- Completion of the Outdoor Classroom
- Presented to EDIES Team
- Outdoor dining-Incentive for students based on PBIS behavior
- Chillville in a Box-Support of sensory breaks in the classroom
- Implementation of Mental Health Mondays-Support SEL initiative
- PTA community involvement
- Increased Levelled Literacy Intervention LLI Program materials
- Revised schedule to create a true W.I.N block
- NH State Criteria on the NH SAS for ELA, Math and Science

Student Enrollment/Demographics

	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14
Total Enrollment	425	425	414	453	651	689	724	744	729	634
Male	207	220	216	236	346	361	393	390	385	344
Female	218	205	198	217	305	328	331	354	344	290
Special Education	69	65	64	68	101	98	111	102	113	103
EL	Services: 12 Monitor: 1	Services: 5 Monitor: 20	Services: 4 Monitor: 18	Services: 5 Monitor: 16	Services: 20 Monitor: 5	Services: 13 Monitor: 14	Services: 8 Monitor: 12	Services: 1 Monitor: 14	Services: 7 Monitor: 15	Services: 6 Monitor: 11
Free/Red. Lunch	9	6	8	16	22	27	29	31	33	34

Windham Center School Staff

Administration:

Principal: Billie-Jo Martin
Assistant Principal: Nadine Herard
Director of Special Education: Christina Kaskiewicz

Directors:

Director of Mathematics and Business: Cathy Croteau
Director of English Language Arts: Jessica Benson
Director of Science and Engineering: Karalyn Gauvin
Director of Social Studies and World Languages: Joshua Bashalany
Director of Fine Arts: Susan Kalil
Director of Assessment & Accountability: Dr. Erin Hagerty
Director of School Counseling: Julie Lichtmann

Office Staff:

Administrative Assistant: Mari Ciresi
Secretary: Kerry Wentworth

Grade 5 Teachers (9)	Grade 6 Teachers (9)
Stephanie Fleet	Jordan Lemay
Kimberly Santo	Jamie Dumais
Cady Martin	Jennifer Nadeau
Cheyenne Nevers	Patti Pratte
Alexandra Lizotte	Tracey Lamb
Katherine Misiaszek	Kelly O'Connor
Katherine Ditolla	Ashley Chopelas
Alexandra Krish	Lisa Carroll
Stephanie Serian	Robert Hemmer

Unified Arts & WIN Teachers: (13)

Art: Grade 5	Claire Colbeth (.2)	Physical Ed:	Brian Fillion(.2) Sara Yandow (.2) Robert Dichard (.8)	Digital Literacy:	Suzanne Cronin
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Art: Grade 6	Rose Mercier (.2)	Music Grade 5:	Nancy Fothergill
Band:	Amy Buonpane (.2)	Music Grade 6:	Nancy Fothergill
Library	Joel Burdette	Health:	Helen Noel(.2)

STEAM:	Joel Burdette/Elise Jodrey
Reading:	Katherine Ward
Humanities:	Elise Jodrey

Specialists: (20)

Nurse:	Casey Bly, RN	Speech & Language:	Jocelyn Lister
LNA:	Lee Burke	Occupational Therapy:	Ashley Sawin (.3)
Support Staff:	Jerii Williams, School Psychologist	Behavior Specialist:	Jocelyn Hampoian (Grant) (0.5)
Mental Health Counselor :	Krystal Mitkonis	Technology Specialist:	Dimitrius Alexandrou (.5)
School Counselor:	Kristin Phillips	Intervention Tutor:	Gayle Robertson
P/T Services (Contracted Services)	Alysia Redard, Bonnie Eckerman	Rtl Coordinator:	Sonia Pierpont
Special Education Teachers::	Melissa Carley Irene Lanchester Ellyn McGonagle	Morgan Lacaillade Paula Wyka (Grant)	Reading Specialists: Katherine Ward Habiba Freeman
ESOL:	Caleb Ruopp (.33)	School Resource Officer:	Jeff Antista (.5)

Support Staff: (5)

Custodians:	Jonathan Coish	Nathan Latour	Luis Guerrero
Nutrition Services::	Maria Amadeos	Carol Casella	TBD

Windham Center School Paraprofessionals 2022-2023

	Name	1:1/Shared	Grade
1	Jennifer Mitchell	1:1	5th
2	Rebecca Joy	Shared	6th
3	Cheryl Hoag	Shared	5th
4	Paula Holm	Shared	5th
5	Genevieve Whipple	Shared	5th
6	Julianne Kiley	Shared	5th
7	Lisa Sawyer	Shared	6th
8	Jessica Chasse	Shared	6th
9	Alina Coste	Shared	
10	TBD		

Totals:

WCS Administration:	3
Office Staff:	2
Shared Directors:	7
Total Classroom Teachers:	18
Unified Arts 1 & Unified Arts 2::	7 (Calculated by combining itinerant staff)
Specialists:	20
Support Staff:	5
Paraprofessionals	10
Total Staff	79

Joceyln Hampoian & Paula Wyka-IDEA Grant Funded Position

Student Achievement:

Windham Center School offers comprehensive instruction for grades five and six. Our administration and staff exemplify high achievement and dedication. As a staff we are invested in providing quality curriculum and instruction through teaming and collaboration, emphasizing high overall academic achievement for all. Our school cares about each and every student that comes through our doors, not just academically, but as whole people.

The WCS staff utilizes differentiated instruction so that all students may reach their individual learning potential. Teachers use research-based instructional models and are able to measure effective instruction based on student performance. Teachers work in collaborative teams to develop formative assessments and data-driven instruction. Teams work together to solve personal issues that may affect their students.

Our curriculum is closely aligned with Common Core Standards with an emphasis on the core content areas. Our English Language Arts department follows Lucy Calkins' model for Writing Workshop. For Mathematics, our school implements the enVisions and Carnegie Math programs for grades five and six respectively. We closely monitor our students through benchmark assessments, which have built in mastery concepts. Our Science curriculum embeds the next generation science standards with a strong focus on inquiry. All academic areas build upon student centered methods of teaching, asking questions, providing students with more opportunities to lead their own learning through exploration and reflection.

Students in grade five and six participate in the Renaissance STAR assessment in the content areas of reading and mathematics as part of the district's Universal Screening process. This benchmark screener is implemented three times per year. In the content area of reading, students are assessed in three different critical components: Informational Text, Literature and Language Acquisition. In the area of mathematics, students are assessed in the following content areas: Geometry, Measurement and Data, Number and Operations, Operations and Algebraic Thinking.

Additionally, students in grades 5 and 6 participated in the New Hampshire Student Assessment System (NH SAS) Spring Summative benchmark. As compared to New Hampshire State averages, our students continue to score above the state averages in all areas. As we

continue to strive to improve achievement and growth for all students, we have identified several areas of growth and challenges in the areas of reading and mathematics.

Component A: Analysis of Student Performance and Achievement

Based on our curriculum and instruction, Windham Center School continues to produce high achieving students scoring well above the state averages. Our school has made gains towards narrowing the achievement gap by continuing to differentiate and address individual student needs. When analyzing accountability data, our students have scored above the state averages on the Renaissance STAR Assessment and the New Hampshire Statewide Assessment System (NH SAS).

STAR

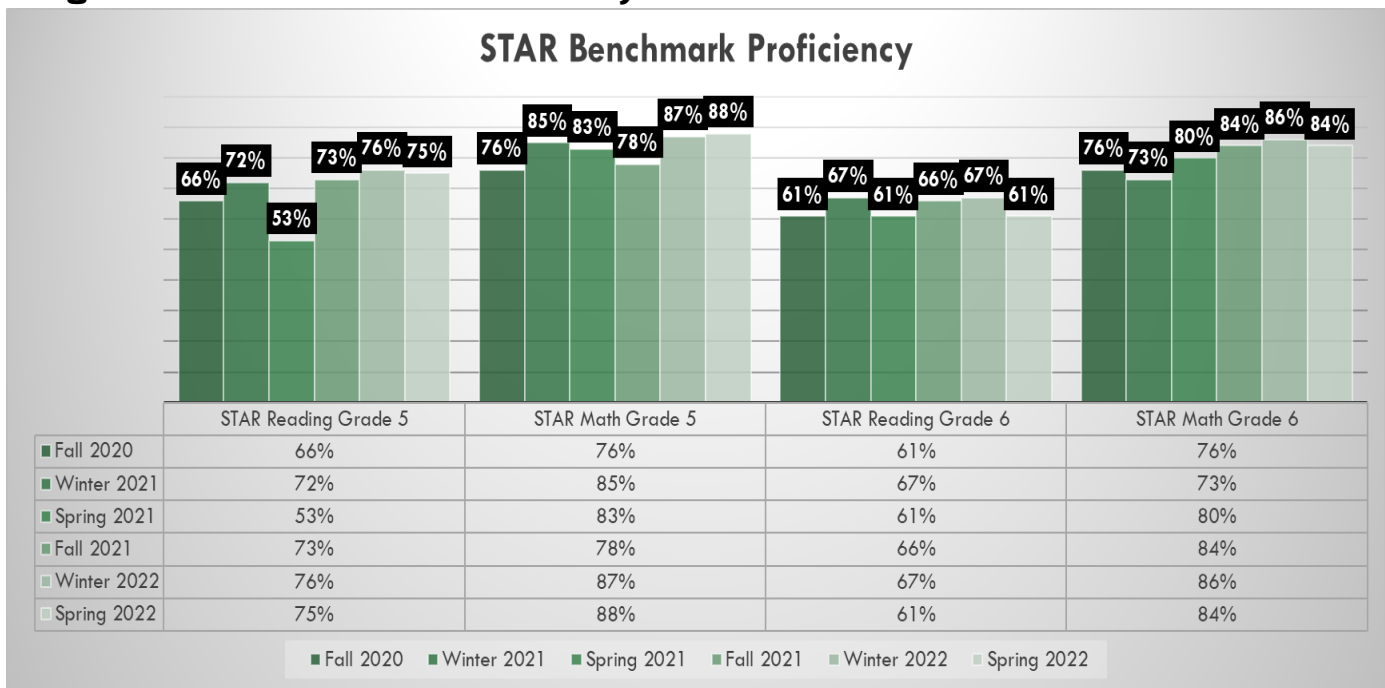
The Renaissance STAR assessment offers an Universal Screener that measures student growth and achievement. This is the beginning of the second year that the Windham Center School has been using this screener. STAR assessments report performance in three main indicators: Scaled Score (SS), Percentile Rank (PR), and Student Growth Percentile (SGP).

- **Scaled Score** shows the performance of a student in a given STAR test for a particular grade level and subject.
- **Percentile Rank** shows the performance of a student as compared to other students' performance in the STAR assessments across the nation for that particular STAR test in the same grade level and subject.

Grade	Urgent Intervention	Intervention	At Benchmark	Above Benchmark
All Grades	Below 11 PR	11-40 PR	41-49 PR	At/Above 50 PR

- **Student Growth Percentile**, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers.

Longitudinal Benchmark Proficiency:

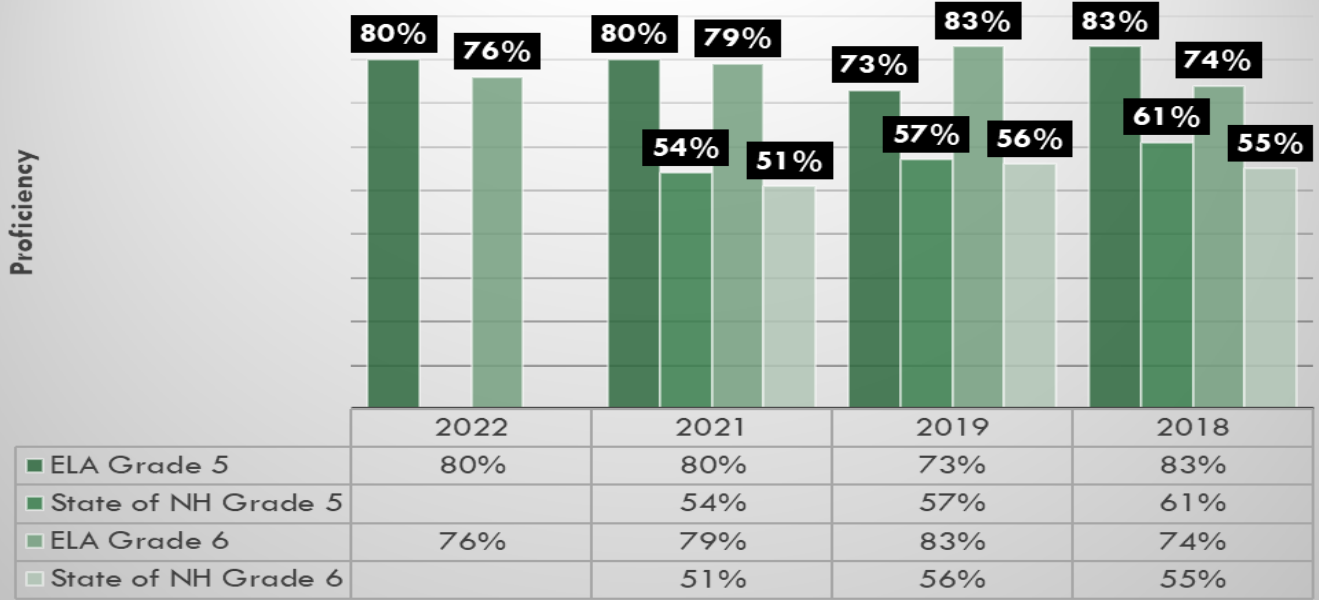


NHSAS

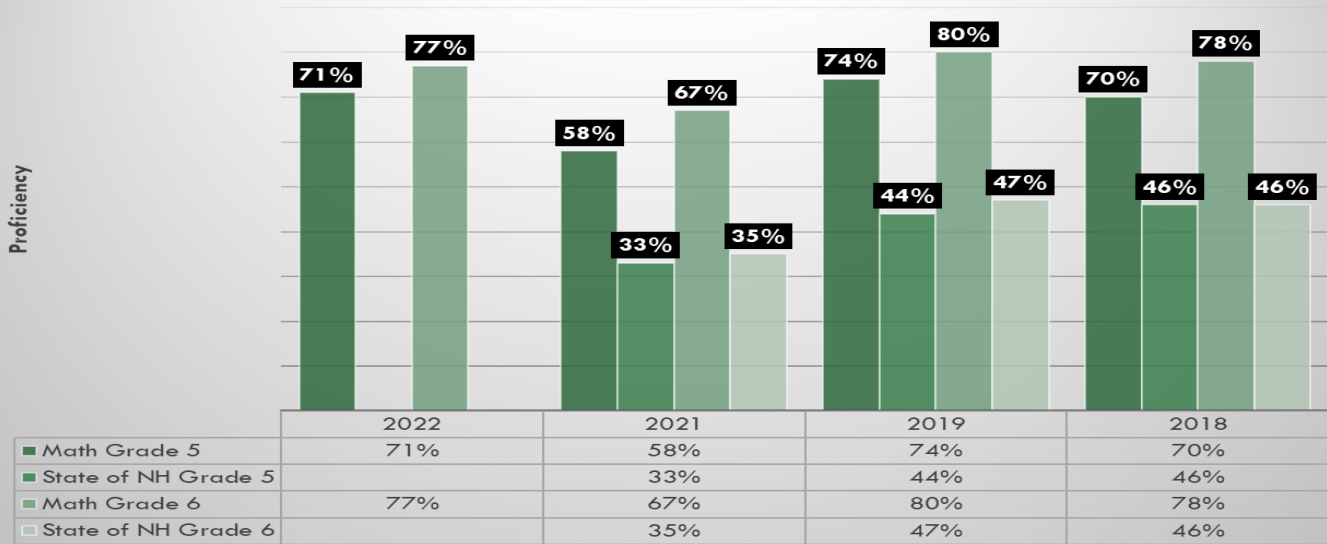
The New Hampshire Statewide Assessment System (NH SAS) is a required assessment that the Center School students took for the first time in 2018. This test is used by the state to gauge how well students are mastering the standards – and ultimately how ready students are for college and career education and training. New Hampshire students in **grades 3-8** take the common statewide assessment for English language arts (ELA)/writing and mathematics. New Hampshire students in **grades 5, 8, and 11** also take the common statewide assessment for science. The NH SAS for ELA/Writing and Math are standards-based, computer adaptive tests aligned to the NH Academic Standards for English Language Arts and Mathematics. These assessments are unique to NH and can be adjusted to meet NH's needs.

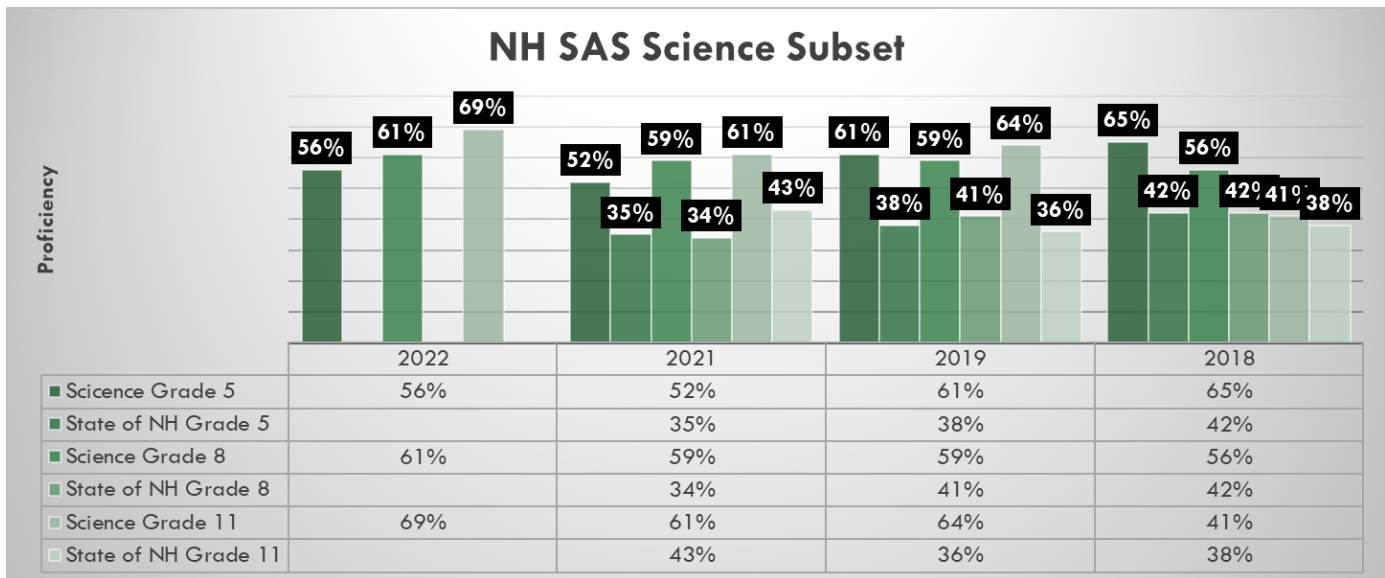
As illustrated in the following charts, Windham Center School students performed well on the NH SAS Assessment. Using the data information from this assessment, Windham Center School will target instruction in areas in need of improvement by providing support and interventions in order to increase student achievement.

NH SAS ELA Subset



NH SAS Math Subset





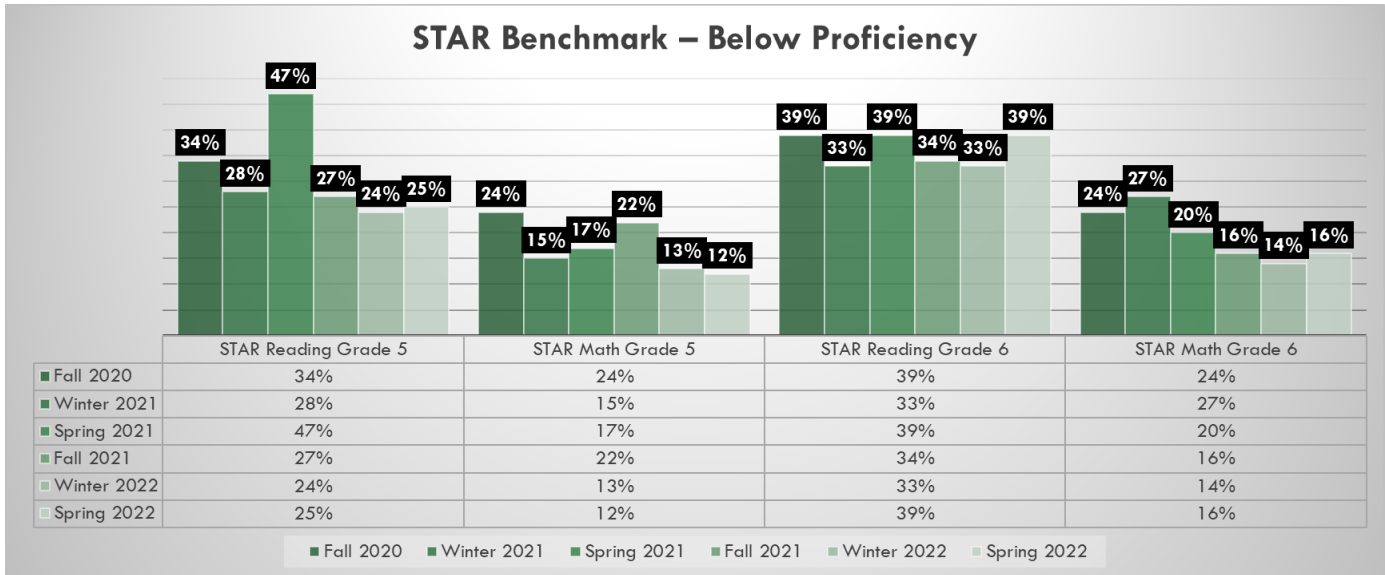
NH SAS % of students scoring at a level 3 or 4	2022	2021	2020 Not Administered	2019	2018
Grade 5 ELA	80%	80%		73%	83%
Grade 6 ELA	76%	79%		83%	74%
Grade 5 Math	71%	58%		74%	70%
Grade 6 Math	77%	67%		80%	78%
Grade 5 Science	56%	52%		61%	65%

Using the test results from the NH SAS, we can see that Windham Center School students continue to have a high level of achievement. This is our fourth year of this assessment, so we will continue to examine how our students progress after gaining more information about the testing content and structure. Our focus will continue to be on our instructional practices to increase student achievement. In the meantime, we will continue to provide high quality differentiated instruction to meet the needs of our students.

B: Identification of Gaps in Student Performance

As stated in section A, Windham Center School continues to produce high achieving students scoring well above the state averages due to our comprehensive curriculum and talented teacher instruction. Our school has made gains towards narrowing the achievement gap by continuing to differentiate and address individual student needs. When analyzing accountability data, our school recognizes the importance of looking at our achievement gaps, by focusing our attention on those students who have not met proficiency levels on the

following assessments: STAR Reading & Mathematics and the New Hampshire Statewide Assessment System (NH SAS).



STAR Results % of students scoring below the 40th percentile benchmark ¹	Fall 2021	Winter 2022	Spring 2022
Grade 5 Reading	27%	24%	25%
Grade 6 Reading	34%	33%	29%
Grade 5 Math	22%	12%	12%
Grade 6 Math	16%	14%	16%

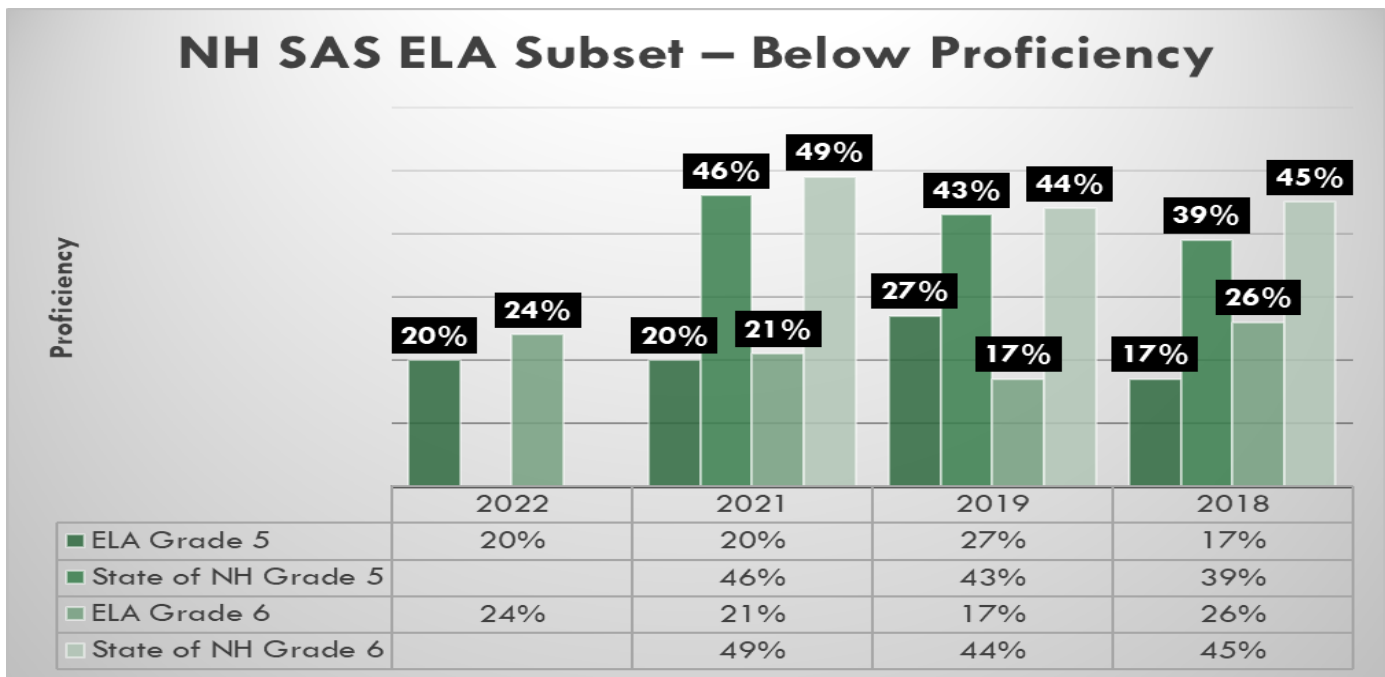
Using the STAR results, an average of 25% of our students are scoring below benchmark in ELA and 14% in Math. Although we have seen some gains with our lowest scoring students, we have the opportunity to provide more support/ intervention to these students. STAR is one data point of student performance, so Windham Center School uses additional assessments to provide a closer look at the whole child.

The Multi-Tiered System of Support (MTSS) tiered 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

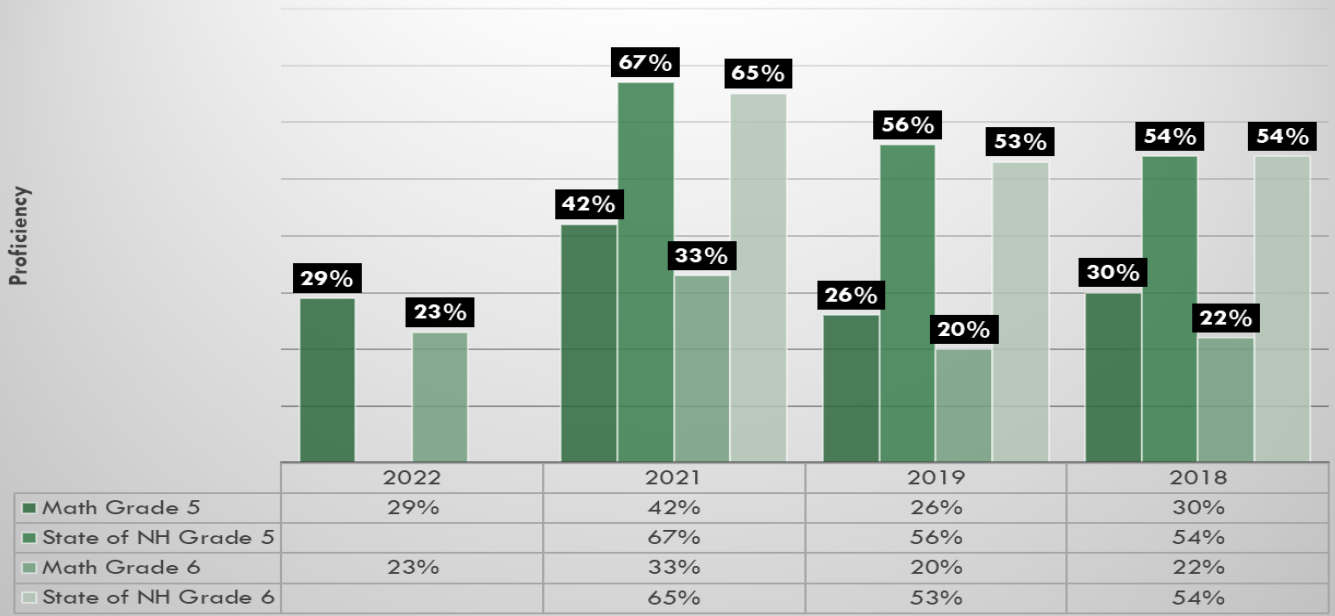
MTSS system is driven by a professional intake system called the Student Support Team (SST) which meets weekly and the team consists of administrators, special education related service providers, reading specialists, school psychologists, board certified behavior analysts, school counselors, and the MTSS teacher.

We use various intervention tools to progress monitor our students throughout the school year. We continue to need and use a systematic approach to intervention in which we review and revise within our school to assist our students who are performing below average.

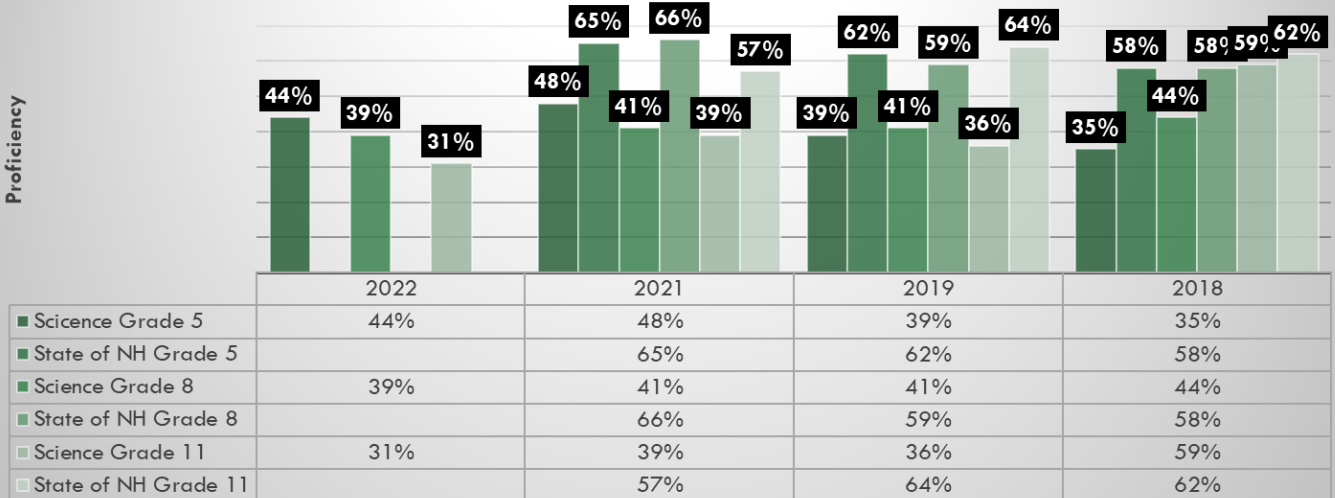
Our Response to Intervention programs target students who are performing below the 40th percentile in Math and/or ELA. Using the data received from the STAR and NH SAS assessments, we can develop instructional strategies to support those students not meeting proficiency levels.



NH SAS Math Subset – Below Proficiency



NH SAS Science Subset – Below Proficiency



NH SAS % of students scoring at a level 1 or 2	2022	2021	2020 Not Administered	2019	2018
Grade 5 ELA	20%	20%		27%	17%
Grade 6 ELA	24%	21%		17%	26%
Grade 5 Math	29%	42%		26%	30%

Grade 6 Math	23%	33%		20%	22%
Grade 5 Science	44%	48%		39%	35%

According to the NH SAS assessment, an average of 24% of our students did not meet proficiency in both ELA and Math, as well as, 44% of the students did not meet proficiency in Science. Through further investigation, we examined the number of students who scored below level 3 on the NH SAS to see how many of them are identified for specialized services. Historically, an area of concern for the Windham Center School is the percentage of students with disabilities scoring below proficiency.

Our historical performance is admirable since we began participating in the New Hampshire Statewide Assessment System (NHSAS) in 2018. With a targeted approach through the Multi-Tiered System of Support (MTSS) framework, we strive to continue our high achievement.

NH SAS 5th & 6th Grade Reporting Categories Disaggregate

Grade 5 ELA	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	203	12	29	3	163
Proficiency %	80%	67%	34%	0%	89%
Level 4	38%/77	42%/5	10%/3	38%/3	42%/69
Level 3	42%/85	25%/3	24%/7	63%/5	47%/76
Level 2	12%/25	25%/3	28%/8	33%/1	9%/14
Level 1	8%/16	8%/1	38%/11	67%/2	2%/4

Grade 5 Math	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	204	12	30	3	163
Proficiency %	71%	50%	20%	0%	82%
Level 4	43%/87	33%/4	10%/3		49%/80

Level 3	28%/58	17%/2	10%/3		33%/53
Level 2	22%/45	42%/5	53%/16	67%/2	15%/25
Level 1	7%/14	8%/1	27%/8	33%/1	3%/5

Grade 5 Science	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	203	12	29	3	163
Proficiency %	56%	58%	21%	0%	62%
Level 4	25%/51	25%/3	14%/4		27%/44
Level 3	31%/62	33%/4	7%/2		35%/57
Level 2	22%/44	25%/3	21%/6	33%/1	21%/35
Level 1	23%/46	17%/2	59%/17	67%/2	17%/27

Grade 6 ELA	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	221	13	32	3	173
Proficiency %	76%	77%	41%	33%	83%
Level 4	30%/67	23%/3	3%/1		36%/63
Level 3	46%/101	54%/7	38%/12	33%/1	47%/81
Level 2	19%/43	23%/3	44%/14	67%/2	14%/24
Level 1	5%/10		16%/5		3%/5

Grade 6 Math	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	222	13	33	3	173
Proficiency %	77%	77%	39%	67%	84%
Level 4	38%/84	31%/4		33%/1	46%/79
Level 3	39%/87	46%/6	39%/13	33%/1	39%/67

Level 2	16%/36	23%/3	24%/8	33%/1	14%/24
Level 1	7%/15		36%/12		27%/3

**NH SAS Longitudinal Proficiency
Spring 2022 Update
Summative Assessment**

ELA & Math - to follow the cohort please look back 2 years 21/19 (8/6,7/5,6/4,5/3)

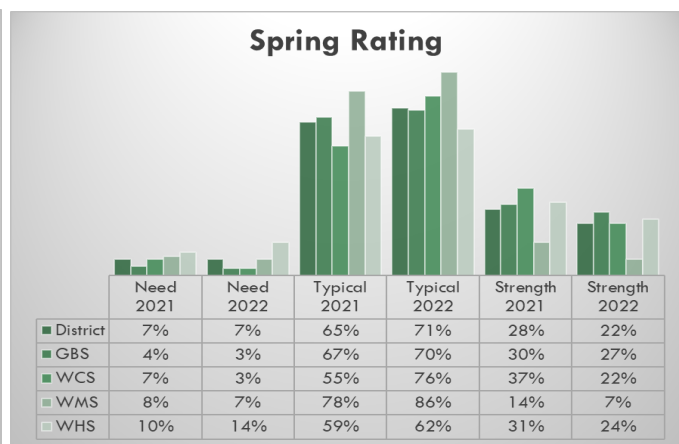
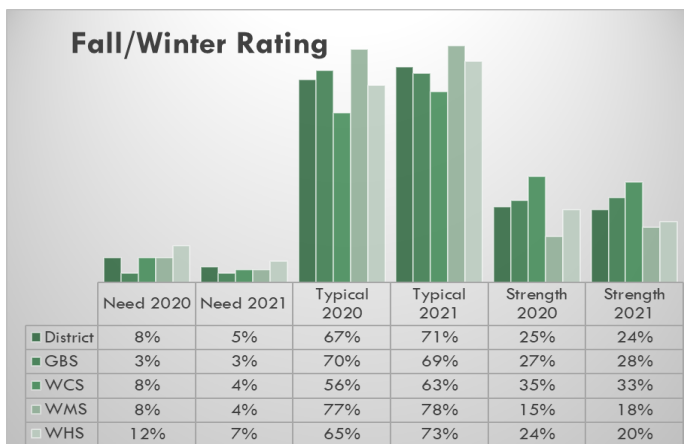
	ELA Grade Level % Proficient 2022	ELA Grade Level % Proficient 2021	ELA Grade Level % Proficient 2019	ELA Grade Level % Proficient 2018		Math Grade Level % Proficient 2022	Math Grade Level % Proficient 2021	Math Grade Level % Proficient 2019	Math Grade Level % Proficient 2018
Grade 3	65%	62%	64%	73%	Grade 3	73%	71%	77%	71%
Grade 4	70%	69%	76%	70%	Grade 4	66%	58%	76%	75%
Grade 5	80%	80%	73%	83%	Grade 5	71%	58%	74%	70%
Grade 6	76%	79%	83%	74%	Grade 6	77%	67%	80%	78%
Grade 7	71%	72%	77%	76%	Grade 7	61%	57%	65%	72%
Grade 8	72%	79%	71%	80%	Grade 8	71%	75%	84%	81%
Grade 9					Grade 9				
Grade 10	83%				Grade 10	58%			
Grade 11	79%	75% (3/2021) 78% (9/2020)	83%	80%	Grade 11	60%	60% (3/2021) 53% (9/2020)	66%	60%

DESSA

The DESSA is a universal screening tool to measure students' social and emotional strengths and needs. The DESSA aligns to, but expands upon, the CASEL Framework by including eight subscales: *Self-Awareness, Self-Management, Goal-Directed Behavior, Social-Awareness, Relationship Skills, Personal Responsibility, Decision Making* and *Optimistic Thinking*

As illustrated in the following charts, Windham Center School students performed well on the DESSA screener. Utilizing this data, Windham Center School will focus on improving students' social/emotional skills by striving to improve attitudes (self, school, other, etc.), decrease challenging behaviors, and increase academic achievement. Our goal will be to provide support and social/emotional activities to promote student well-being.

WCS	Fall/Winter	Spring
Need >40 T-Score	4%/17	3%/11
Typical 41-59 T-Score	63%/265	76%/288
Strength <60 T-Score	33%/140	22%/82



Using the data above, 98% of the center school students scored in the typical to strength range which leads us to believe that our students are on a good trajectory for graduation, college persistence, and career success. We will continue to support the social/emotional needs of our students.

Component C: Identification of barriers to improve performance for all students

- Maintaining appropriately-sized classrooms that encourage small student:teacher ratios
- Student Attendance Rates
- Resources for RtI Intervention to assist in closing academic gaps due to COVID
 - The MTSS framework foundation recognizes that 80% of the WCS students will find success at the Tier I level with 20% of the students needing further support in the Tier II and Tier III instructional model. With the current WCS enrollment of 419 students - 20% of the population needing further support is approximately 84 students. Currently, WCS has three RtI staff (one reading specialist, one math specialist, and one literacy tutor) who service approximately 60 students. The addition of two staff members to the RtI team would allow WCS to meet the MTSS 80%/20% differentiated guideline and assist in servicing more students and focusing on closing current achievement gaps.

- Social Emotional Resources for Staff & Students
 - Based on the WCS Spring DESSA rating, 3% of our student population is scoring in the Need category but we are noticing a trend of students that are regressing from the Strength category into the Typical. Additional SEL resources and support will assist the school in ensuring that we preserve the SEL skills sets of the students scoring in the Strength category to prevent further regression.
- Funding for continuous professional development.
 - Funding professional development for staff provides opportunities for building upon expertise in content areas and confidence to ultimately increase student achievement.
 - Tier 1 professional development that are standard aligned curriculum, increase depth of knowledge on student assessments, and application of knowledge produced by students independently.

Component D: Goals and Objectives

Windham Center School is an upper elementary 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 staff, we developed a mission and vision rooted in our core educational philosophy. 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

Windham School District FY23 Goals

Goal 1 Social Emotional Learning (SEL) -Using the Casel Framework, Windham School District will implement social/emotional learning activities to increase the percentage of students falling within the typical or strength categories on the DESSA screener as well as provide a safe and healthy environment by recognizing and taking the appropriate steps to promote positive mental health for all.

Goal 2 NEASC Accreditation- In our continuing effort to acquire District NEASC Accreditation in 2024, the district will complete the following steps during the 2022-2023 school year:

- Windham High School will complete a formal self-reflection and prepare for the collaborative conference visit in 2023.
- Windham Middle School, Windham Center School, and Golden Brook Elementary School will begin to implement the priority areas of growth within each school.

Goal 3 Multi-Tier System of Support- Maintain and strengthen our district's commitment to implementing our Multi-Tier System of Support (MTSS) by implementing a K-12 Positive Behavior Interventions and Supports (PBIS) system.

Goal 4 Understanding by Design (Ubd) Framework- The Windham School District will support the Understanding by Design (UbD) Framework in order to support student achievement.

Goal 5 District Improvement Plan-Windham School District will evaluate and monitor the implementation of the District Improvement Plan by adhering to the individual timelines established within the plan.

NEASC Priority Areas

PRIORITY AREA FOR GROWTH #1

The Collaborative Conference visiting team concurs with the priority area identified by the district. Increase opportunities for formal collaboration through revisions to the academic schedule and by strengthening the current professional learning communities (PLC) model to provide a clear, district vision for PLC time reflective of teacher voice and input (Standard 1.6; Standard 3.2,3.4, Standard 4.4, 4.5)

PRIORITY AREA FOR GROWTH #2

The Collaborative Conference visiting team concurs with the priority area identified by the district. Increase the integration of social-emotional learning into classrooms through teaching, learning, and assessment practices(Standard 1.1, 1.3, Standard 3.5, Standard 4.2, 4.3)

PRIORITY AREA FOR GROWTH #3

The Collaborative Conference visiting team concurs with the priority area identified by the district. Define and develop a written document for the district's core values and beliefs about learning and ensure the core values, beliefs, and the vision of the graduate (VOG) drive student learning, professional practices, learning support, and provision and allocation of learning resources (Standard 1, Foundational Element 1.2a, Principle 1.2a)

WCS School Goals

Goal #1 Social Emotional Learning (SEL) -By June 2023, teachers will implement social and emotional activities to decrease by 1% students falling within the needs category on DESSA based on spring 2022 data. (NEASC 1.1a, 1.2, 2.1, 3.3, 4.1, 4.1a)

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
DESSA Training	Erin Hagerty B.J. Martin Nadine Herard WCS Teachers	September 2022	-Teachers log into DESSA accounts.	-Account log in data
		September 2022	-Teachers trained on teaching materials and implementation	-Staff meeting attendance and notes.
		September/ October 2022	-Deliver lesson plans based on class needs.	-Incorporation of learning into Staff Lesson Plans
		September/ October 2022	-One Trusted Adult Program Training	-DESSA Screener Results
		November 2022	-All training completed	-Month by Month PLC Training Calendar and feedback forms
		November	-Review of student	-DESSA Screener

		2022/ April 2023	DESSA Data by PLC Teams .	Results
Staff SEL/Trauma Based Learning Training	School Counselors	December 2022/ January 2023	-SEL/Trauma Training during Staff Meeting to support teachers in understanding diverse needs of students and how trauma impacts learning.	-Staff meeting notes & presentations -DESSA Screener Results
Schoolwide Sensory Room Chillville & Chillville in a Box with Defined Guidelines Training (NEASC Standard 1.1a)	Administration, School Counselors	-September/ October 2022	-Implement the use of a pass system to access the Chillville Sensory Room. -PBIS lesson on Chillville expectations to identify proper use of the room to support sensory needs.	-Observations -Classroom Lesson Plan on Chillville & Chillville in a Box. -SWIS Data Reduction in Behaviors.
Implementation of Integrated SEL Lessons	All Instructional Staff	-September/ October 2022 -September/ October 2022	-Lessons/Activities created by school counselors implemented. - Designated block of time "Characteristics of a Learner/WIN have been added to schedules to support consistent roll out of lessons first 6 weeks.	-Increased lesson plans within Folder Shared with Administration and Staff. -DESSA Screener Data

Goal #2 Multi-Tier System of Support (PBIS)- By June 2023, teachers will consistently implement the PBIS Plan and use SWIS Data to target and decrease behavior referrals from trimester one to trimester three. (NEASC 1.1, 1.3, 3.3, 4.1)

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Hold monthly PBIS Team	WCS PBIS Team	-Monthly 2022-2023	-Review schoolwide SWIS Data. -Determine the area of need. -Plan positive reinforcement and celebrations.	-Meeting Agendas & Notes/SWIS Data and address behaviors between meetings -Meeting Agendas & Notes/SWIS Data -Celebration Documentation
Train WCS Staff on the new PBIS System	Administration, WCS PBIS Team	-August 2022 -Monthly 2022-2023	-Teacher Workshop Day Opening Presentation. -Weekly target areas based on staff input.	-Staff Survey on Implementation. -Weekly Staff Newsletters/Staff Meeting Agenda & Minutes
Maintain proper discipline and attendance logs using both SWIS and Power School	Administration & WCS Staff	-September 2022 -Daily/As Needed	-Implement new SWIS student PBIS Referral Sheets -Log Entries in Powerschool & SWIS	-SWIS Data Log Entries -SWIS & PS Data
Training and implementation of PRIM	WCS PBIS Team & All Staff Members	-August 2022	-Staff will decide which plan of action to take with	-Staff will maximize the use of the PRIM while

(Pre-Referral Intervention Manual) along with a list of ways to support student discipline in the classroom.			multidisciplinary evaluations by utilizing the PRIM and resources provided as a guide to target specific behaviors.	using successful interventions and strategies in the classroom & Notes from SST Meetings
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Goal #3 Understanding by Design (Ubd) Framework- By June 2023, department PLCs will create and revise a minimum of two units per trimester using the Understanding by Design framework. (NEASC Standards 1.4, 2.1, 2.2, 2.2a, 2.4)

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Update and/or Create UbD Curriculum Units	Curriculum Directors; All Content teachers	-October 2022 -October/ November 2022	-Rollout UbD work and understanding. -Create a calendar for unit work. -Develop UBD Units-A minimum of 2 per trimester -Develop common assessments/ activities using the UbD framework.	-Early Release Day Notes and staff feedback forms -PLC Monthly Calendar -Completed UbD Units -Completed Common Assessments

Windham Center School

ANALYSIS OF STAFFING NEEDS FISCAL YEAR 2022-23

Grade	FISCAL YEAR 22/23			PROPOSED FISCAL YEAR 23/24 (NESDEC 3/21/22)			CHANGE
	No. of Students	Class Size	Staff	No. of Students	Class Size	Staff	
5	220	24.4	9	217	24.1	9	+0
6	203	22.5	9	228	22.8	10	+1
Total	423			445			

**Will determine the need for the grade level based on summer enrollment.*

Component E: Proposed Staffing

Position	FY23 Current Positions	FY24 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
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	0.3	0.3	0.0
Reading Specialist	2.0	2.0	0.0
Rtl Teacher	1.0	1.0	0.0
Tutor	1.0	2.0	1.0
ESOL Teacher	0.33	0.33	0.0

Nurse	1.0	1.0	0.0
LNA	1.0	1.0	0.0
World Language/STEAM	1.0	1.0	0.0
Technology Integration Facilitator	1.0	1.0	0.0
Physical Education	1.6	1.6	0.0
Art	0.4	0.8	0.0
Music	1.0	0.8	0.0
Library/Media Specialist	1.0	1.0	0.0
Health	0.2	0.3	0.0
STEAM	1.0	0.3	0.0
Grade 5 Teacher	9.0	9.0	0.0
Grade 6 Teacher	9.0	10.0	1.0
Custodian	3.0	4.0	1.0
Paraeducator	10.0	12.0	2.0
Physical Therapist	Contracted		
Band Teacher	0.8	0.8	0.0
School Resource Officer	0.5	0.5	0.0
Technology Technician	0.5	0.5	0.0
School Nutrition Services	4.0	4.0	0.0
TOTAL	73.5	76.5	5
Contracted Service/Grant Funded			
Board Certified Behavior Analyst	0.5	0.5	Grant Funded
Special Education Teacher	1.0	1.0	Grant Funded
TOTAL	1.5	1.5	

Component E: Request for Personnel Changes

As we prepare and project for the FY24 budget, we realize that it may not be possible to fill all of the following position requests in one year. The priorities for Windham Center School are as follows and are necessary for the success of our students and school:

1. 1-Classroom Teacher
2. 1- Literacy Tutors
3. 2-Paraprofessionals
4. 1-FTE Custodian

School/Department: Windham Center School

School Improvement Plan: 2022-2023

Student Achievement Goals I, II, III, IV, and V

Part I- Describe Proposed Personnel Change

1 Classroom Teacher Grade 5 or 6

Part II-\$107,630 Salary & Benefits

Part III-Provide Supplementary Supporting Information for Your Proposal/Action Taken

We are projected to have 217 5th grade students and 228 6th grade students in the FY24 school year. Currently we have 9 5th and 9 6th grade teachers. Based on current numbers we would allocate the additional teacher to grade 6, but would watch the summer enrollment and determine which grade level would benefit from the additional teacher in the effort to reduce class sizes. With an enrollment of 217 5th grade students and 9 teachers we would have an average of 24.1 students per room. With 228 6th grade students and 10 teachers we would have an average class size of 22.8 students per room. Without adding the additional class 6th grade teachers would begin the year with an average class size of 25.3 students per room. Smaller class sizes will allow for teachers to create greater connections with their students. In addition they will support SEL and build connections while increasing overall student achievement.

School/Department: Windham Center School

School Improvement Plan: 2022-2023

Student Achievement Goals I, II, III, IV, and V

Part I- Describe Proposed Personnel Change

1 Intervention Tutor

Part II-Contract Rate: \$40.0 Per Hour X 1 Tutors X 175 Days X 5.5 Hours=\$41,445

Part III-Provide Supplementary Supporting Information for Your Proposal/Action Taken

In an effort to reduce the number of students below proficient in the area of reading and/or math, we would like to add one Intervention Tutor to our team. We currently only have one tutor, two reading specialists and one RTI teacher to service both grade levels and content areas. Students in grades 5 & 6 are moving from learning to read to reading to learn which affects all content areas as well as their Social and Emotional well being when struggling in all areas. The MTSS framework foundation recognizes that 80% of the WCS students will find success at the Tier I level with 20% of the students needing further support in the Tier II and Tier III instructional model. With the current WCS enrollment of 419 students - 20% of the population needing further support is approximately 84 students. Currently, WCS has three Rtl staff (one reading specialist, one math specialist, and one literacy tutor) who service approximately 60 students. The addition of two staff members to the Rtl team would allow WCS to meet the MTSS 80%/20% differentiated guideline and assist in servicing more students and focusing on closing current achievement gap

School/Department: Windham Center School

School Improvement Plan: 2022-2023

Student Achievement Goals I, II, III, IV, and V

Assessment:

Part I- Describe Proposed Personnel Change

1 FTE Custodian

Part II-Contract Rate:

Salary: *\$83,226 Salary & Benefits*

Part III-Provide Supplementary Supporting Information for Your Proposal/Action Taken

Windham Center School has been operating with only three custodians for the past 3 years. Due to the demands of the building several areas of the school are not cleaned on a regular basis. Custodians have to prioritize bathrooms and trash

which leaves floors and desks often not cleaned. In addition, there are times during the day that our head custodian must attend meetings or bring items to the SAU which leaves our building without a custodian. During our lunch period we have only one custodian to handle the set up and clean up with a tight schedule. When other items go wrong, something must be left unattended.

PASBO CUSTODIAL STAFFING CALCULATOR		
<small>The formula used in this calculator was originally presented by the PA Department of Education as a guide to assist in the allocation of facilities department resources. It has been reviewed by the PASBO Facilities Management Committee in the past and approved for use as a staffing guide along with other pertinent information at the local school level.</small>		
School District:	Windham School District	
School:	Windham Center School	
Date:	9/17/2020	
Enter the following data for the noted school:		
	Input data	Custodian Allocation
1. Number of regular, full time teachers in the school =	75	8.33
2A. Number of elementary (full-day K - 6) students in the school =	427	
2B. Number of secondary (7-12) students in the school =	0	1.42
3. Total number of teaching spaces* =	47	3.92
4. Total gross architectural area of the school in s.f. =	68000	4.25
5. Total number of washroom fixtures ** =	100	2.86
RESULTING CUSTODIAN STAFFING ALLOCATION =		4.16
<small>* Includes regular classrooms (pro-rate non-standard rooms), shops, gyms (possibly multiple spaces), seminar, LGI, etc. ** Includes sinks, urinals, toilets, individual stall showers (pro-rate gang showers)</small>		

School/Department: Windham Center School

School Improvement Plan: 2022-2023

Student Achievement Goals I, II, III, IV, and V

Part I- Describe Proposed Personnel Change

2 Paraprofessionals

Part II- Hourly Rate per CBA (\$16.54 x 6.5 hrs per day x 180 x 2 paras = \$41,665.00 yearly; salary & benefits)

Part III- Provide Support to Students per IEP services to meet IEP goals

Windham Center School will be gaining 2, 5th grade students during the FY 23/24 School Year. Each of these students has 1:1 paraprofessional support in their IEPs to support their learning needs. Windham Center School currently has no students in the 6th grade with 1:1 paraprofessional support, therefore we will not be graduating any students to middle school. All the support we currently have for 1:1's are in the 5th grade so we will need to add more paraprofessionals to the building to support the incoming students. Taking the paraprofessionals from Golden Brook is not an option as the school gains preschool age students every year that require support.

Component F: Request for Educational Materials and Cost Estimates

Request for Educational Materials and Cost Estimates: Chromebook Replacements

School/Department: Windham Center School

Budget Code: 100.2225.00.734.299.000000.5

Budget Line Description: Technology Equipment

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/Hardware/Software Instructional Equipment	Approximate Cost
Chromebook Replacement Rotation	District Strategic Plan-Grade 5 starts the new rotation cycle of chromebooks.	Hardware	225 Chromebooks X \$250 Each=\$56,250

Request for Educational Materials and Cost Estimates: Grade 5 New Math Program-TBD

School/Department: Windham Center School

Budget Code: 100.1100.11.610.212.000000.5

Budget Line Description: 5th Grade Math Program

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials /Hardware/Software Instructional Equipment	Approximate Cost
5th Grade Math	District/School-Identify a research based math program/resource .	Consumable Materials	\$12,500- 225 students at \$50 each.

Request for Educational Materials and Cost Estimates: Freckle Math

School/Department: Windham Center School

Budget Code: 100.1100.11.642.212.000000.5

Budget Line Description: Math-Online Subscriptions

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/Hardware/Software Instructional Equipment	Approximate Cost
Freckle Math	School & District Goals-WCS has worked to implement a new schedule this year with a true WIN (What I Need) Block in order to increase greater differentiation of students both in their classroom as well as through intervention services. Freckle Math allows students to work at their own pace and practice skills at their own level moving them along their own continuum. Freckle	On-Line Subscription	\$7,000

	math has also been noted as one of the top 10 math programs for use with special education students.		
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This was previously grant funded.

Request for Educational Materials and Cost Estimates: Grade 5 Inspire Science Renewal-3 Years

School/Department: Windham Center School

Budget Code: 100.1100.13.610.212.000000.5

Budget Line Description: Supplies-Natural Science

Grade/Subject: 5th Grade

Prepared By: B.J. Martin

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/ Hardware/Software Instructional Equipment	Approximate Cost
5th Grade Inspire Science Renewal	3 Year renewal of Science program to include consumables for 3 Years & 1 Kit for Science Lab	Supplies	\$18,000

Request for Educational Materials and Cost Estimates: Adventurelore

School/Department: Windham Center School

Budget Code: 100.1200.00.323.212.000000.5

Budget Line Description: SEL Programming/Counseling for Special Education Students

Grade/Subject: 5 & 6 Building

Prepared By:Christina Kaskiewicz

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/Hardware/Software Instructional Equipment	Approximate Cost
SEL Programming-Adventurelore	<p>FY 23 School & District Goals-Adventurelore is a program that our district has been using for many years. This program allows for both individual and group counseling through Adventure based learning opportunities. The program is run and owned by certified mental health counselors who teach students coping strategies when they are put into difficult situations. It teaches children to learn through adversity in an adventure based setting. Adding this program to our SEL program will allow our students and staff to be taught and implement skills that they will need to utilize when situations in life become difficult. This program would run in conjunction with the SEL teacher to ensure the skills being taught are also utilized in the school/classroom setting.</p>	Instructional	\$This year it is \$1315 for a biweekly 4-8 person SPARK group, including transportation, for 16 sessions. Total cost is \$21,040 for that program.

Request for Educational Materials and Cost Estimates:

School/Department: Windham Center School

Budget Code: 100.1100.00.730.212.000000.5

Budget Line Description: Equipment

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/Hardware/Software Instructional Equipment	Approximate Cost
4 Small Group Reading Tables	School Level Goals -Increase differentiation in the classroom and allow for small group learning during the WIN (What I Need) Block.	Equipment (Furniture)	\$700.00 each Includes shipping X 4=\$2,800

Request for Educational Materials and Cost Estimates: Flexible Seating

School/Department: Windham Center School

Budget Code: 100.1100.00.730.212.000000.5

Budget Line Description: Equipment (Furniture)

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/Hardware/Software Instructional Equipment	Approximate Cost
Flexible Seating	District/School/Grade 5 & 6-Support the diverse learning and SEL needs of our students.	Equipment (Furniture)	\$4,500

	*Plan to purchase flexible seating for classrooms over multiple years. This would be the initial phase and trial.		
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Request for Educational Materials and Cost Estimates: Learning Commons Soft Seating

School/Department: Windham Center School

Budget Code: 100.2222.00.733.212.000000.5

Budget Line Description: New Furniture

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/ Hardware/Software Instructional Equipment	Approximate Cost
Learning Commons- Soft Seating 2 Couches and 2 Chairs.	District/School/Grade 5 & 6- Support the diverse learning and SEL needs of our students.	Equipment (Furniture)	\$7,600

Request for Educational Materials and Cost Estimates: Life Skills/SEL Room Equipment

School/Department: Windham Center School

Budget Code: 100.1200.00.730.000000.5

Budget Line Description: Special Education-Equipment

Grade/Subject: 5 & 6 Building

Prepared By: Christina Kaskiewicz

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/ Hardware/Software Instructional Equipment	Approximate Cost
Life Skills/SEL Program Support Equipment	To provide the Life Skills/SEL program that was put in place last December equipment to support special ed programming.	Equipment	-Foot Ellipticals \$189 x 2=\$378 -Microwave \$150 -Blender \$75 -Handmixer \$50 Total: \$653

Request for Educational Materials and Cost Estimates: Life Skills Instructional Materials

School/Department: Windham Center School

Budget Code: 100.1200.00.640.212.000000.5

Budget Line Description: Special Education Books

Grade/Subject: 5 & 6 Building

Prepared By: Christina Kaskiewicz

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/ Hardware/Software Instructional Equipment	Approximate Cost
Life Skills Instructional Materials	Provide curriculum for the Life Skills classroom that was created in December of last year.	Instructional	-TouchMath (License \$210 x 2=420) -Touch Math Multi-Sensory Manipulatives \$675 Touch Math Assessments \$200

			Touch Math Teacher Guides \$150 -ABLLS Curriculum \$200 Various Apps ALL/Pixwriter \$400 Total: \$2,055
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Request for Educational Materials and Cost Estimates: Life Skills/SEL Room Supplies

School/Department: Windham Center School

Budget Code: 100.1200.00.610.000000.5

Budget Line Description: Special Education Supplies

Grade/Subject: 5 & 6 Building

Prepared By: Christina Kaskiewicz

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/Hardware/Software Instructional Equipment	Approximate Cost
Life Skills Program Classroom Furniture	Furnish the Life Skills/SEL classroom that was created in December of last year with appropriate furniture that is most conducive to learning.	Supplies	-Photostorage bin (\$50 x 10) other items listed in FY 23 budget Total: \$500

Request for Educational Materials and Cost Estimates: Life Skills/SEL Room Furniture

School/Department: Windham Center School

Budget Code: 100.1200.00.733.212.000000.5

Budget Line Description: Special Education

Grade/Subject: 5 & 6 Building

Prepared By: Christina Kaskiewicz

Curriculum Area to Support	District/School/Grade Level/Strategic Plan	Supplies/Materials/ Hardware/Software Instructional Equipment	Approximate Cost
Life Skills Program Classroom Furniture	Furnish the Life Skills/SEL classroom that was created in December of last year with appropriate furniture that is most conducive to learning.	Furniture	- Flexible dividers (\$1000 x 2) -Cantilever desks (\$225 x 2) -Yogibo (\$250) -Body socks/multiple sizes (\$75 x 2) -Floor mats/pads (\$150 x 3) -standing desks (\$750) Total: \$4,050

Component G: Request for Building Improvements and Cost Estimates

Building Improvements: Painting of Building

School/Department: Windham Center School

Budget Code: 100.2620.00.430.212.000000.5 (Presented in Facilities Budget)

Budget Line Description: Facilities-Painting

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1 -Painting the interior of the school through a phased approach.	This proposal will address the concern of worn areas throughout the building to include chipping of paint and wall marks that can't be removed. It is important for the ongoing maintenance and the pride of the building that both staff and students take in our school community. Providing overall painting will then allow for a regular schedule of touch up maintenance in the building.	We know and understand that the aesthetic environment can impact the attitude of students, teachers and the community.	\$13,000 \$65,000-Total Cost Over 5 Years.

Building Improvements: Shades/Window Film

School/Department: Windham Center School

Budget Code: 100.2620.00.430.212.000000.5

Budget Line Description: Facilities

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1 -Shades on All Doors in the Building or Film on Windows	Decrease visibility in the event of an emergency situation. Allows staff and students to not only lock the doors but get out of site easily. In addition, adding safety/security film is an effective security option that assists in prevention and	More visibility into the classroom.	\$16,055 Anderson Solar Films Estimate Applied for Security Grant

	<p>protection via:</p> <ul style="list-style-type: none"> -Severe weather protection. -Crime Prevention -Bomb blast protection <p>The film will also provide a degree of structural integrity.</p> <p>Recommended by Homeland Security and WCS Resource Officer</p>		
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Building Improvements: Additional Security Cameras

School/Department: Windham Center School

Budget Code: 100.2620.00.430.212.000000.5

Budget Line Description: Facilities

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Proposal Year	Expected Results	Consequence	Approximate Cost
<p>Year 1-Additional Cameras</p> <p>1-Multi View Camera Outdoor Classroom</p> <p>1-Multi View Camera Playground</p> <p>**Exterior Camera Prep to extend infrastructure out to the playground for camera hook up.</p>	<p>Provide coverage at the outdoor classroom as well as the playground.</p>	<p>Unable to monitor this area that is used for learning by staff and students.</p> <p>Unable to monitor the playground which is considered a congested area based on homeland security report.</p>	<p>\$4,500.</p> <p>2- Multi view camera & License =\$9,000</p> <p>Exterior Camera Prep to Connect to Playground Cost-Pending Quote</p>

	Recommended by Homeland Security & WCS Resource Officer		
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Building Improvements: Replacement of Rolling Doors/Windows in Cafe

School/Department: Windham Center School

Budget Code: 100.2620.00.430.212.000000.5

Budget Line Description: Facilities

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1 -Replacement of rolling door/windows in cafe.	Allow for the staff in the kitchen to use the doors on their own. Currently they are heavy and provide a safety risk.	Safety Risk	\$12,000 Quote only good till 9/12/2022

Building Improvements: Finish Resurface Project of Courtyard, Sidewalks & Curbs

School/Department: Windham Center School

Budget Code: 100.2620.00.430.212.000000.5

Budget Line Description: Facilities

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1 -Continue the resurface project across the entire rear of the school to include new paving and lines in the courtyard as well as	This proposal will address our concern of aging asphalt on our school grounds which has deteriorated after experiencing years of changing seasons and	A resurfaced driveway will improve the overall quality of the school grounds while improving safety by removing fissures/pot holes.	\$100,000

new sidewalks and curbing.	most notably plowing and salt treatments.		
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Building Improvements: Classroom Door Locks

School/Department: Windham Center School

Budget Code: 100.2620.00.430.212.000000.5

Budget Line Description: Facilities

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Proposal Year	Expected Results	Consequence	Approximate Cost
<p>Year 1-Add Locks to classroom doors between connecting rooms. We will need locks on 18 doors.</p>	<p>Adding locks to the connecting classroom doors will decrease safety risks in the event of an active shooter situation. We are currently using bungee cords and loops to increase the safety of students and staff in the classrooms.</p> <p>Recommended by Homeland Security and WCS School Resource Officer.</p>	<p>Current bungee system provides a greater chance for human error.</p> <p>Increased security in our building for staff and students.</p>	<p>Estimated Cost-\$7,500 Budgeted in FY24</p> <p>Pending Security Grant</p>

Building Improvements: Bullet Resistant Glass Replacement

School/Department: Windham Center School

Budget Code: 100.2620.00.430.212.000000.5

Budget Line Description: Facilities

Grade/Subject: 5 & 6 Building

Prepared By: B.J. Martin

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1-Replace Tempered Glass Main Entrance & Gym Entrance	Tempered glass offers an effective but limited physical barrier. Replacement of the tempered glass with bullet proof resistant glass, laminated glass or adding a laminated film to the current panes at both the main entrance and the gym will increase the safety barrier. Recommended by Homeland Security & Windham School Resource Officer	Current tempered glass provides less protection to staff and students.	Cost-Pending Quote

General Repairs-5 Year Plan (Repairs and Maintenance Account for Facilities)

Windham Center School FY23 Building Requests
 Budget Line: 100.2620.00.430.212.000000.5
 Prepared By: B.J. Martin

Year 1 Project 23-24	Project Cost	Year 2 Project 24-25	Project Cost	Year 3 Project 26-27	Project Cost	Year 4 Project 27-28	Project Cost	Year 5 Project 28-29	Project Cost
Painting- Painting the interior of the school building-Office, Foyer, Main Hallway. \$65,000 Split over 5 years.	\$13,000	Painting- Painting the interior of the school building-5th Grade Wings	\$13,000	Painting- Painting the interior of the school building -6th Grade Wing & Offices.	\$13,000	Painting- Painting the interior of the school building-UA Hallway Classrooms & Offices.	\$13,000	Painting- Painting the interior of the school building-Gym & Cafe.	\$13,000

Locks- Add Locks to classroom doors between connecting rooms. We will need locks on 17 door locks.	\$7,500	Lights- Complete the phased approach to replace all ballasted fluorescent light fixtures throughout the school to high efficiency LED Lighting.	\$111,021 JK Energy Quote Pending SEED Grant EverSource Energy Rebates	Sign- Replace Current Front Signage	\$25,00	Resurface- Playground resurfacing and Renovation.	Pending Quote		
Replace Tempered Glass Main Entrance & Gym Entrance	Pending Quote	HVAC- Begin phased replacement of antiquated HVAC systems to improve heating, cooling and overall air quality.	\$250,000						
Camera-2 Additional Security Cameras Exterior Camera Prep to Extend infrastructure out to the playground for camera hook up.	\$9,000 Pending Quote	Replacement Basketball Hoops	Pending Quote			Emergency Generator	Pending Quote		
Window Covering- Shades on All Doors in the Building or Film on Windows	\$16,055								
Resurface Project- Continue the resurface project	\$100,000								

<p>across the entire rear of the school to include new paving and lines in the courtyard as well as new sidewalks and curbing.</p>									
<p>Cafe Doors- Replacement of rolling door/ windows in the cafe.</p>	<p>\$12,000</p>								