

Windham Middle School

WMS



Wildcat Pride

School Improvement Plan

Budget FY 23
School year 2021-2022

School Council Members

WMS Administration	Brenda Morrow, Michael Keshigian, Emma Carnazzo
WMS Teachers	Patti Pratte, Stephanie Gerstein
WSD Finance Committee	Bob Coole, representative
Parents	Pam Swkiot, Lew Zachas, Bethany Flemming, Catherine Boyd
School Board Representative	Stephanie Wimmer

School Council Meeting Dates

Meets Monthly from 2:40-3:40pm

Monday, Sept. 27, 2021	Monday, January 24, 2022
Monday, Oct. 25, 2021	Monday, February 21, 2022
Monday, November 22, 2021	Monday, March 28, 2022
Monday, December 20, 2021	Monday, April 18, 2022
Monday, May 23, 2022	

*School Council Dates for 2022-2023 have not been determined yet.

Windham Middle School Profile

Administration

Brenda Morrow, Principal
Michael Keshigian, Asst. Principal
Emma Carnazzo, Director of Special Services

Curriculum Directors

Cathy Croteau, Math
Wendy Jack, ELA
Michael Koski, Science
Julie Lichtmann, School Counseling
Shannan McKenna, SS & World Lang.
Susan Veillux, Fine Arts

Teams/Committees School Council

Grade/Dept.
PLC Teams
Safety
Data/RTI PBIS
PTA

School Day/Learning Time

7:30am-2:20pm
Breakfast: 7:15am- 7:30am
Office Hours: 7:00-3:30pm

Faculty/Staff (See page 3 for complete listing)

Administration: 3
SRO: 1
Faculty: 58
Paraprofessionals: 11
Office Staff: 2
Nurse: 1
LNA: 1
Counselors: 3
Custodial: 3

School Programs

Comprehensive 7& 8 curriculum
Language Development- ELL Teacher
Literacy Support- RTI Coordinator
Math Support- Math Tutor MTSS
Reading Intervention-Reading Specialists
Student Support Teams
Unified Arts: P.E/Wellness, Art,
Music, Band/Chorus World Language

School Programs/ Improvements/ Accomplishments

Active PTA Involvement
Weekly PLC Teams
Student Support Team
Shock After School Program
Math Team
Strong Athletic Teams
Extra-Curricular Clubs and Programs

Windham Middle School

Administration:

Principal: Brenda Morrow

Assistant Principal: Mike Keshigian

Special Services Coordinator: Emma Carnazzo

Director of Special Education: Ken Duesing

Curriculum Directors: Cathy Croteau, Erin Hagerty, Wendy Jack, Michael Kosk, Julie Lichtmann, Shannan McKenna, Susan Veilleux

Administrative Assistant: Maria Maynard

Secretary: Stephanie Gerstein

Grade 7 (8)		Grade 8 (10)		World Language (4)	
Erin Bailey	Social Studies	Bill Buckley	Social Studies	Jorge Abril-Sanchez	Spanish
Ashley Clemons	Math/ACM	Marty Chaput	Science	Quincy Durr	French
Lisa Corbin	Science	Steven Curry	Math/ALG	Pilar Ripley	Spanish
Jessica Cyr	Math/ACM	Leah Doughty	Math/ALG	Samuel VargasGarcia	Spanish
Ed Nordegren	Social Studies	Robert Gordon	ELA		
Patricia Pratte	Science	Craig Kingsley	Social Studies		
Candi St. Onge	ELA	Russ Leberman	Science		
Dee Dee Whitehead	ELA	Michelle Heger	ELA/SS		
		Lisa Reddig	ELA		
		Jessica Vastl	Science		

Unified Arts: (11)

Art:	Rose Mercier (.8)	Kendall Crimmin (.8)	Librarian:	Katy Smith	
Music:	Rebecca Pierce (.8)	Katie Avalos (.8)	Physical Ed:	Mark Cherbonneau (.8)	Sarah Yandow (.8)
Health:	Helen Noel (.8)		Family Consumer Science:	Kay Shoubash	
Tech Ed:	Karen Tenhagen (.8)		Digital Literacy:	Jennie Roy	

Specialists: (22)

Nurses:	Kathy Rawley Suellen Leischner (LNA)		Speech & Language:	Lynne Andrews	
Mental Health Counselor:	Rebecca Johnson				
Guidance:	Elizabeth Jodoin Kellie Steward		O/T: Contracted Service	Kristen Merrill (.2)	
P/T: Contracted Services	TBD		Behavior Specialist:	Jessica Dupuis (.4)	
Special Ed: Case Coordinators	Amy Berube (grant) Arthur Buckholz Jennifer Bullis	Nicole Gubellini Kevin Moyer	Hearing Specialist: Contract Service	TBD	
Reading Specialists:	Deb Hope Andrea Pollock		Intervention Tutors:	Rosemary Iannazzi	
ESOL:	Caleb Ruopp (.5)		Rtl:	Kristine O'Neil	
School Psychologist:	TBD		SRO: Windham PD	Phil O'Loughlin (shared)	

Support Staff: (8)

IT	Tim MacGregor (.5)				
Custodians:	Todd Wells	TBD	TBD		
Lunch/Recess Monitors:					
Kitchen Staff:	Beth Jenkins	Jackie Mitchell	Leah Chorely		

Totals:

Administration	5
Total Classroom Teachers Grade level & UA &WL	33
Support Staff	8
Specialists	22
Paraprofessionals	11
Total Staff	86
Total WEA Staff	58
Directors	7

School Name Paraprofessionals 2020–2021	
	Name
1	Donna Eng
2	Michelle Feyler
3	Laurie Liddy
4	Rachael Mikula
5	Jasmine Nickerson
6	Donna Nordengren
7	Maura Pleva
8	Carol Soucy
9	Jackie Tilly
10	Joe Zannoni
11	TBD

Student Enrollment/Demographics

	22-23 (7&8)	21-22 (7&8)	20-21 (7&8)	19-20 (7&8)
Enrollment	421	452	512	527
Males		235	272	286
Females		217	240	241
Special Education		75 (17%)	83 (17%)	83 (17%)
Free & reduced		3%	3%	3%

**ANALYSIS OF STAFFING
2020-2021**

Existing Fiscal Year 2021-2022	Proposed Fiscal Year 2022-2023
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Windham Middle School

Grade	No. of Students	HR ave. class size	HR Staff	No. of Students	HR ave. class size	HR Staff
7	200	25	8	221	23	10
8	252	26	10	200	25	8
Total	453			421		

***Note:** The middle school schedule does not follow a traditional homeroom class size throughout the day due to various course offerings to meet the individual needs of our students. This impacts several sections in each grade level in the core instructional and unified arts courses (excluding Band and Chorus). Class sizes vary. **More information regarding class sizes on page 25.**

Windham Middle School Profile

Student Learning Achievement

Windham Middle School offers comprehensive instruction for grades seven and eight. 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. Our school mission is that Windham Middle School will establish a community of open-minded, curious, and engaged learners in which all members belong.

The WMS 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 a heavy emphasis on Reading, Writing and Mathematics. We are in our third year of training and incorporating co-teaching with regular education English and Mathematics teachers with special education teachers. The model is proving successful and we have contracted with an expert who provides instruction and support for co-teachers within the building. We have even had several teachers trained to train their coworkers. Due to the recent pandemic, our teachers have focused on delivering quality instruction through various modes. There continues to be a blend of traditional and technologically driven instruction in all classes.

For Mathematics, our school has been using Carnegie Math for the past three years. 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.

Beyond the regular education staff, the RTI (Targeted Intervention) teacher serves in several capacities. In addition to providing both individual and small group support to struggling students, the RTI teacher models lessons for both new and veteran teachers to provide specific strategies to improve instruction for all students. This individual serves the entire building in both ELA and math. This position has been highly successful and will continue in the future. The RTI Coordinator is supported by only one math tutor.

Component A: Analysis of Student Performance and Achievement

Based on our curriculum and instruction, Windham Middle 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).

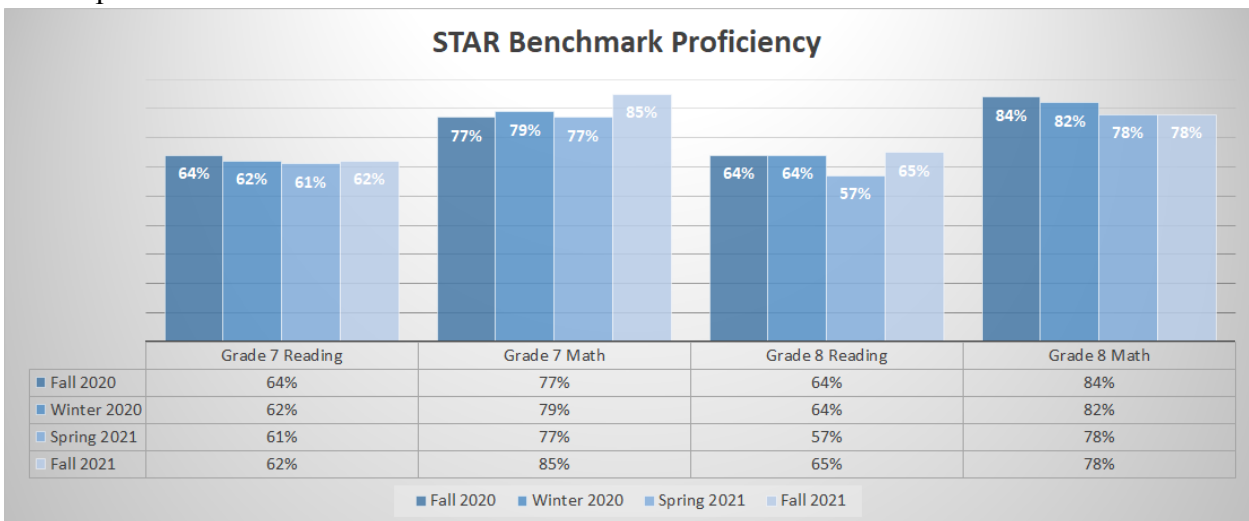
STAR

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 Middle 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 (SS)** shows the performance of a student in a given STAR test for a particular grade level and subject.
- **Percentile Rank (PR)** 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 (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.

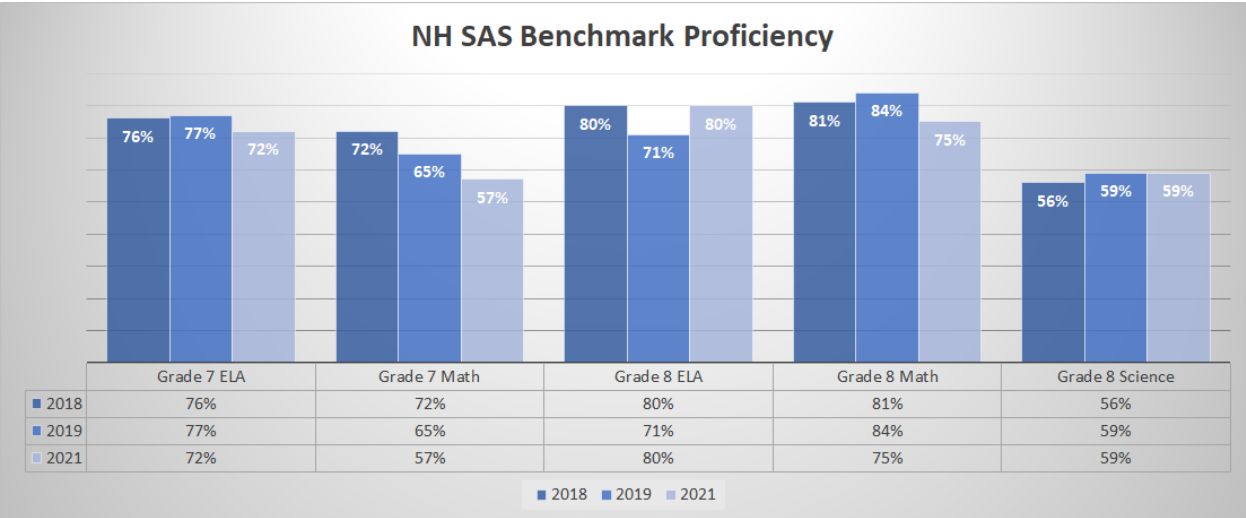


Although our students performed well on the STAR assessment we continue to examine our instructional practices in order to increase student achievement. Furthermore, we will examine our intervention methods in order to prevent any slide in our achievement scores. STAR is only one data point of a student’s performance, so Windham Middle School uses additional assessments to provide a closer look at the whole child.

NHSAS

The New Hampshire Statewide Assessment System (NH SAS) is a required assessment that the middle 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 the needs of NH students.

As illustrated in the following charts, Windham Middle School students performed well on the NH SAS Assessment. Utilizing this data, Windham Middle School will target instruction in our lower performing areas by providing support and interventions in order to increase student achievement.

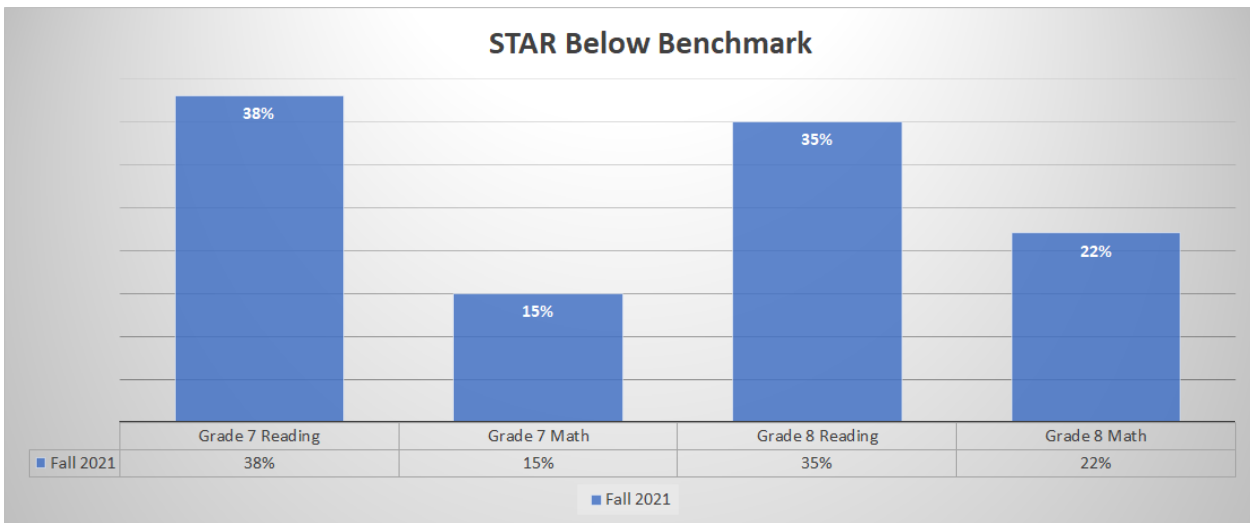


NH SAS % of students scoring at a level 3 or 4	2018	2019	2020 Not Administered	2021
Grade 7 ELA	76%	77%	x	72%
Grade 8 ELA	80%	71%	x	80%
Grade 7 Math	72%	65%	x	57%
Grade 8 Math	81%	84%	x	75%
Grade 8 Science	56%	59%	x	59%

Using the test results from the NH SAS, we can see that Windham Middle School students continue to have a high level of achievement. This is our third 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 Middle 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).



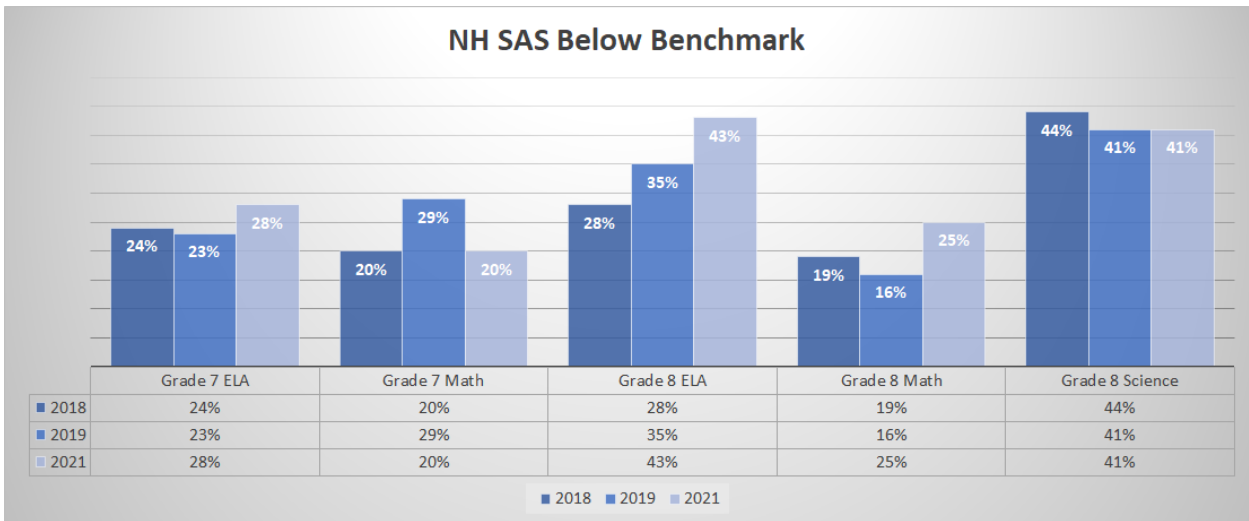
STAR Results % of students scoring below benchmark	Fall 2021 Current Students
Grade 7 Reading	38%
Grade 8 Reading	35%
Grade 7 Math	15%
Grade 8 Math	22%

Using the STAR results, an average of 37% of our students are scoring below benchmark in Reading and 19% in Math. Although we have seen some gains with our lowest scoring students, we still have work to do in order to provide more support and intervention to these students.

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 % of students scoring below benchmark	2018	2019	2020	2021
Grade 7 ELA	24%	23%	x	28%
Grade 8 ELA	20%	29%	x	20%
Grade 7 Math	28%	35%	x	43%
Grade 8 Math	19%	16%	x	25%
Grade 8 Science	44%	41%	x	41%

According to the 2021 NH SAS assessment, an average of 29% of our students did not meet proficiency in both ELA and Math, as well as, 41% of the students did not meet proficiency in Science. Through further investigation, we will examine the number of students who scored below level 3 on the NH SAS to see how many of them are not identified for specialized services.

Overall, the students at Windham Middle School perform well. Areas of concern include the number of students who need additional support that are not identified with learning disabilities.

Historically, an area of concern for the Windham Middle School is the large percentage of students with disabilities scoring below proficiency as illustrated below.

**NH SAS 7th & 8th Grade
Subgroup Disaggregate**

Grade 7 ELA	Whole Group	504 Subgroup	Special Ed Subgroup	ESOL Subgroup	Non-Subgroup
Student Count	214	16	31	4	163
Proficiency %	72%	69%	32%	75%	80%
Level 4	26%/55	38%/6	32%/10	75%/3	30%/49
Level 3	46%/99	31%/5			50%/81
Level 2	19%/40	19%/3	35%/11		16%/26
Level 1	9%/20	13%/2	32%/10	25%/1	4%/7

Grade 7 Math	Whole Group	504 Subgroup	Special Ed Subgroup	ESOL Subgroup	Non-Subgroup
Student Count	217	16	32	5	164
Proficiency %	57%	44%	28%	20%	65%
Level 4	35%/76	31%/5	13%/4	20%/1	40%/66
Level 3	22%/48	13%/2	16%/5		25%/41
Level 2	28%/60	38%/6	31%/10	40%/2	26%/42
Level 1	15%/33	19%/3	41%/13	40%/2	9%/15

Grade 8 ELA	Whole Group	504 Subgroup	Special Ed Subgroup	ESOL Subgroup	Non-Subgroup
Student Count	236	10	28	5	193
Proficiency %	80%	60%	43%	80%	86%
Level 4	37%/87	30%/3	4%/1	40%/2	42%/81
Level 3	43%/101	30%/3	39%/11	40%/2	44%/85
Level 2	11%/27	20%/2	21%/6	20%/1	9%/18
Level 1	9%/21	20%/2	36%/10		5%/9

Grade 8 Math	Whole Group	504 Subgroup	Special Ed Subgroup	ESOL Subgroup	Non-Subgroup
Student Count	235	10	28	5	192
Proficiency %	75%	70%	43%	40%	81%
Level 4	50%/117	50%/5	18%/5	40%/2	55%/105
Level 3	25%/60	20%/2	25%/7		27%/51
Level 2	15%/36	20%/2	32%/9	60%/3	11%/22
Level 1	9%/22	10%/1	25%/7		7%/14

Grade 8 Science	Whole Group	504 Subgroup	Special Ed Subgroup	ESOL Subgroup	Non-Subgroup
Student Count	236	10	28	5	193
Proficiency %	59%	50%	21%	60%	65%
Level 4	18%/43	30%/3	4%/1		20%/39
Level 3	41%/97	20%/2	18%/5	60%/3	45%/87
Level 2	20%/48	20%/2	25%/7	20%/1	20%/38
Level 1	20%/48	30%/3	54%/15	20%/1	15%/29

Analysis of WMS Math scores through the NH SAS and STAR Assessments illustrates that vertical implementation of this content area has created challenges for our students who are navigating our current COVID world. Although the majority of our students are at or above benchmark, our goal will be to target the students who are not meeting proficiency by embedding intervention into our everyday practices.

We continue to work on our mathematical practices including mathematical reasoning using math vocabulary so students can explain their thinking to justify answers and reasoning. Perseverance in problem-based learning projects is needed so that students can work through multi-tiered problems similar to those used in the NHSAS testing. Mastery checks of specific standards will be targeted in math instruction and assessments in all grades.

We continue to work on our ELA instruction by differentiating and targeting close reading strategies. WMS incorporates various tools to enhance instruction including but not limited to, Membean and Newsela. Our focus will be to encourage critical thinking and questioning

techniques in order to expand student thinking and explanations using the CER format to clearly justify answers and thought processes.

Using this data, Windham Middle School recognizes the need to provide intervention for these students. Utilizing our RTI Coordinator for ELA and our tutor in Math, we will be accessing our students using such tools as STAR, NHSAS modulars, Newsela, Membean, Fluency reads, Moby Max, Gizmos, and NoRedInk to determine appropriate interventions. All of our teachers will analyze benchmark assessments to target instruction for individual students. Identifying the weaknesses in our students' performance will allow us to focus instruction and progress monitor each student on their specific skills of need. Using these tools, we will be conducting universal screenings three times a year and re-evaluating students' progress throughout the year.

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

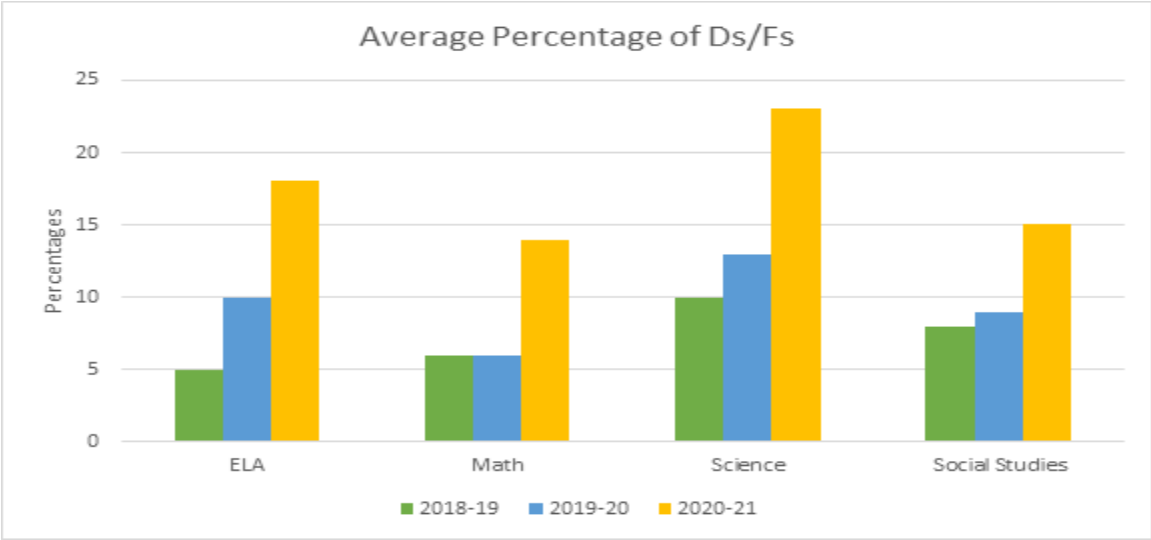
Content Recovery Program - It is important that we provide students with multiple opportunities for success. A content recovery program would be responsible for providing opportunities for students to be retaught content standards in all disciplines in order to achieve mastery of a topic, thus passing grades. This program requires several certified teachers to dedicate additional hours of instruction to struggling students throughout the school year. This program would reteach, support, and assess student understanding of material. Support would be provided in direct small group instruction and/or individual intervention based on student needs.

Grade Distribution

As we look at student achievement, an area of concern for Windham Middle School is the large percentage of students who are not performing well in the classroom. We decided to take a closer look at the number of students receiving poor grades. Data is as follows:

The number of students receiving D/Fs

	2018-2019 (785) T1	2019-2020 (527) T1	2020-2021 (501) T1	2018-2019 (785) T2	2019-2020 (527) T2	2020-2021 (501) T2	2018-2019 (785) T3	2019-2020 (527) T3	2020-2021 (501) T3
ELA	33 (4%)	48 (9%)	85(17%)	48(6%)	58 (11%)	107 (21%)	47(6%)	54 (10%)	86 (17%)
Math	24(3%)	21 (4%)	67 (13%)	37(5%)	29 (5%)	59 (12%)	72(9%)	45 (8%)	89 (18%)
Science	77(10%)	71 (13%)	111 (22%)	65(8%)	78 (15%)	112 (22%)	83(11%)	61 (12%)	130(26%)
Social Studies	62(8%)	55 (10%)	95 (19%)	67(9%)	56 (11%)	101 (20%)	52(7%)	37 (7%)	37 (7%)

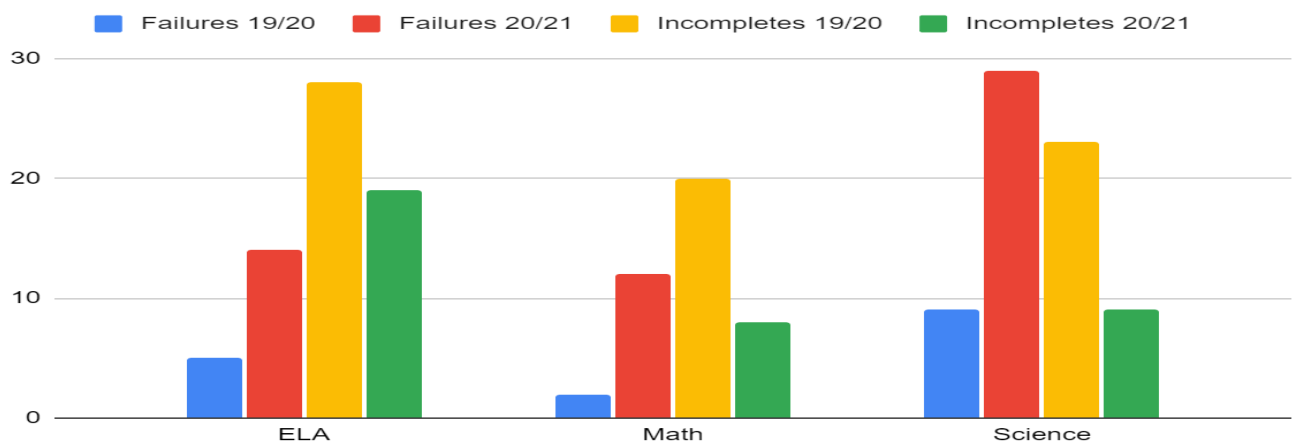


With the average percentage of students receiving D/Fs increasing over the years, our school continues to examine the supports that we currently have in place for all students. Windham Middle School would like to reinstate the Literacy Tutor position and add an additional Math/ Science teacher in order to decrease our class sizes and increase our efforts to remediate. We will continue to look at our tools for intervention and remediation strategies for our students in order to prepare them for the future. A content recovery program throughout the year will assist in reducing the number of students who are receiving poor grades. Our PAWS instructional period is also intended to focus on remediation of skills within our content areas using STAR and NHSAS data points.

Summer School - Windham Middle School has offered Summer School for 7th graders who failed to pass English or mathematics. Eighth graders moving to the high school are provided summer school opportunities through our high school program. The summer school program provides opportunities for students to be retaught content standards in English and Mathematics in order to achieve mastery of a topic, thus receiving passing grades. As demonstrated in the chart below, WMS has had an increasing number of students failing their subjects. Summer School is a very important program to offer additional support in ELA and Mathematics to ensure that students are better prepared for the next grade level.

	2019-2020		2020-2021	
	Failures	Incompletes	Failures	Incompletes
ELA	5	28	14	19
Math	2	20	12	8
Science	9	23	29	9

Failures and Incompletes



Component D: Goals and Objectives

Goal 1: Student Achievement

FY 20 District Goals: 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.

School Goal: *By June 2022, Teachers will implement social and emotional activities to increase the percentage of students falling within the typical or strength categories on the DESSA screener.*

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Continue the development of instructional strategies for SEL lessons	Administration (including Directors) All content Teachers	2021-2022	Professional development PLC/Dept. meetings Daily Classroom instruction Model lessons	Classroom Observations Student work Student surveys DESSA screener
Continue the development of Differentiated Instruction	All instructional staff	2021-2022	Professional development PLC/Dept. meetings Daily Classroom instruction Model lessons	Classroom Observations Student work Student surveys
Continue to develop co-teaching strategies to enhance instruction	Inclusion classrooms	2021-2022	Professional development PLC/Dept. meetings Daily Classroom instruction Model lessons -Differentiation	Classroom Observations Student work Student surveys DESSA screener
Incorporate Guidance Team in classroom instruction	Guidance Counselors All instructional staff	2021-2022	Professional development PLC/Dept. meetings Daily Classroom instruction Model lessons Differentiation	Classroom Observations Student work Student surveys DESSA screener

Invite staff members to present/share ideas/proposals at monthly staff meetings.	Administration (including Directors) Teacher	2021-2022	Monthly Dept meetings Curriculum team meetings	Monthly Dept meetings Curriculum team meetings
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Goal 2: Student Achievement

FY 20 District Goal: Provide a safe and healthy environment by recognizing and taking the appropriate steps to promote positive mental health for all.

School Goal: *By March 2022, Windham Middle School Staff will ensure that each student will have a connection with at least one adult.*

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Determine which students have no/limited connection to WMS and establish connections with those students	All Staff	2021-2022	Weekly SST meetings Weekly Team Meetings	Student and teacher questionnaires Meeting agendas Intervention data Benchmark Assessments Progress Monitoring data Student achievement scores Attendance records DESSA screener
Maintain an active Data/ RTI committee	All Instructional staff members	2021-2022	Monthly Meetings	Meeting agendas Intervention data Benchmark Assessments Progress Monitoring data Student achievement scores Attendance records
Strengthen Tier 2 and 3 interventions in all grade levels	All Instructional staff	2021-2022	Bi-monthly meetings	Progress Monitoring data Student achievement

				scores
Integrate universal screeners to improve student achievement	All instructional staff	2021-2022	Professional development PLC/Dept. meetings Daily Classroom instruction Model lessons	Intervention data Benchmark assessments progress monitoring Data Student achievement scores

Goal 3: NEASC Accreditation

FY 20 District Goals: In our continuing effort to acquire District NEASC Accreditation in 2024, the district will complete the following steps during the 2021-2022 school year: Windham Middle School, Windham Center School, and Golden Brook Elementary School will complete the formal Self-Reflection and the Collaborative Conference.

School Goal: *In our continuing effort to acquire District NEASC Accreditation in 2024, teachers at Windham Middle School will participate in the completion of the formal Self-Reflection and the Collaborative Conference during the 2021-2022 school year.*

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Organize staff into NEASC standard committees	All staff members	2021-2022	Google form to provide choice Professional Development PLC & Dept. time	Meeting minutes Steering committee evaluation of progress
Invite staff to discuss standards	All staff	2021-2022	Monthly Dept meetings Staff meetings PLC meeting minutes	Meeting minutes
Steering Committee will support all writing groups	Administration (including Directors) Steering Committee	2021-2022	Monthly Dept meetings Staff meetings PLC meeting minutes	NEASC self-reflection
WMS will submit a final self reflection report to NEASC committee	All staff	2021-2022	Monthly Dept meetings Staff meetings	NEASC self-reflection

WMS will participate in the Collaborative Conference	All staff	2021-2022	NEASC visitation	Collaborative conference feedback
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Goal 4: School Improvement

FY20 District Goals: Windham School District will adopt, evaluate, and monitor the implementation of the District Improvement Plan by adhering to the individual timelines established within the plan.

School Goal: *In our continuing effort to support the District Improvement Plan, teachers at Windham Middle School will adhere to the timelines created for each standard within the DIP plan throughout the 2021-2022 school year.*

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Standard I: Leadership, Governance, Communication	Superintendent Asst. Supt. Central Office Administration School Administration School Board WSD Lawyer	2020-2021	Outlined in the DIP with specific benchmarks included	Outlined in the DIP
Standard II: Curriculum & Instruction	Superintendent Asst. Supt. Curriculum Directors School Administration School Board WSD Teachers & Staff	2020-2021	Outlined in the DIP with specific benchmarks included	Outlined in the DIP
Standard III: Assessment	Superintendent Asst. Supt. Curriculum Directors School Administration School Board	2020-2021	Outlined in the DIP with specific benchmarks included	Outlined in the DIP

	WSD Teachers & Staff			
Standard IV: Human Resources	Superintendent Asst. Supt. Director of Human Resources Curriculum Directors School Administration WSD HR Committee Members	2020-2021	Outlined in the DIP with specific benchmarks included	Outlined in the DIP
Standard V: Student Support Services	Superintendent Asst. Supt. Director of Special Services Director of Data & Assessment Curriculum Directors School Administration WSD teachers	2020-2021	Outlined in the DIP with specific benchmarks included	Outlined in the DIP

Goal 5: Professional Development

FY 20 District Goals: Maintain and strengthen our district’s commitment to implementing our Multi-Tier System of Support (MTSS) by creating a K-12 Positive Behavior Interventions and Supports (PBIS) system.

FY 20 School Goal: *By April 2022, Windham Middle School will implement the district’s PBIS system.*

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Maintain proper discipline and attendance logs	Administration Teachers Office Staff	2021-2022	Daily Attendance Log Discipline issues in a timely fashion	Attendance data Discipline data
Participate in the district PBIS Committee	Administration Teacher Representative	2021-2022	Monthly meetings Professional Development	Meeting agendas Progress monitoring data
Maintain an active Data/ RTI committee	All Instructional staff members	2021-2022	Monthly Meetings	Meeting agendas Intervention data -Benchmark Assessments Progress Monitoring data Student achievement scores Attendance & discipline records
Strengthen Tier 2 and 3 interventions in all grade levels	All Instructional staff	2021-2022	Bi-monthly meetings	Progress Monitoring data Student achievement scores
Integrate universal screeners to improve student achievement	All instructional staff	2021-2022	Professional development PLC/Dept. meetings Daily Classroom instruction Model lessons	Intervention data Benchmark assessments Progress monitoring Data Student achievement scores

**ANALYSIS OF STAFFING
Windham Middle School**

Actual Enrollment 2021-22 vs. Proposed Enrollment 2022-23

Grade	No. of Students 2021-22	HR Class Size	Homeroo m Staff	No. of Students 2022-23	HR Class Size	Homeroo m Staff
7	202	25	8	221	23	10
8	254	26	10	200	25	8
Total	454			421		

***Note:** The middle school schedule does not follow a traditional homeroom class size throughout the day due to various course offerings to meet the individual needs of our students. This impacts several sections in each grade level in the core instructional and unified arts courses (excluding Band and Chorus). Class sizes vary.

2022-2023							
Class	Number of Sections	7th grade estimated # of students	Average class size	Class	Number of Sections	8th grade estimated # of students	Average class size
Homeroom	10	221	23	Homeroom	8	200	25
ELA	13	221	17	ELA	10	200	20
Science	12	221	19	Science	10	200	20
extra teacher Science	14	221	16				
Social Studies	12	221	19	Social Studies	10	200	20
Math	11	198	18	Math	8	160	20
Accelerated	1	23	23	Accelerated	2	40	20
Extra teacher Math	13	198	16				
Band	2			Band	2		
Year Long	1 Teacher	76	38	Year Long	1 Teacher	49	25
Chorus	1			Chorus	1		
Year Long	1 Teacher	30	30	Year Long	1 Teacher	23	23
Music App. 1	8	146	19	Music App. 1	8	137	17
Music App. 2	7	146	21	Music App. 2	7	137	20
Spanish	7	142	21	Spanish	7	134	20
French	2	45	23	French	2	39	20
Art 1	10	221	23	Art 1	10	200	20
Art 2	10	221	23	Art 2	10	200	20
Art 3	4		max 24	Art 3	4		max 24
Phys. Ed	8	221	28	Phys. Ed	8	200	25
Health	12	221	19	Health	12	200	17

FACS 1	11	221	21	FACS	10	200	20
FACS 2	1		max 24	FACS 2	2		max 24
Tech Ed 1	11	221	21	Tech Ed 1	10	200	20
Tech Ed 2	1		max 24	Tech Ed 2	2		max 24
Digital Literacy I	11	221	21	Digital Literacy I	10	200	20
Digital Literacy II	1		max 24	Digital Literacy II	2		max 24

UA sample-Non Band or Chorus			UA sample-Band or Chorus		
	1A	1B		1A	1B
T1	PE	Art 1	T1	PE	Art 1
T2	PE	Art 2	T2	PE	Art 2
T3	PE	Health	T3	PE	Health
	2A	2B		2A	2B
T1	Music 1	D.Lit.	T1	Band	D.Lit.
T2	Music 2	Tech Ed	T2	Band	Tech Ed
T3	FACS	open	T3	Band	FACS

Last year, Windham Middle School decreased in enrollment, therefore we were reduced by two classroom teachers. With the reduction of two classroom content teachers, we had to reduce the number of sections for each content that could be offered. For the following year, we would like to add an additional Science/ Math teacher to our 7th grade in order to reduce class sizes and rebuild our staff for the possibility of increased enrollment (there were 28 new students added to the middle school this school year).

Our Unified Arts staff would continue to be shared with other schools as we will need to have approximately 12 sections of each unified arts curriculum (Health, Digital Literacy, Family Consumer Science, Tech Ed, and Music) and we will need 24 sections of PE and Art (20 sections for 7th grade and 24 for 8th grade).

Component E: Request for Personnel Changes

**Please see the note included at the conclusion of this section*

WINDHAM PUBLIC SCHOOLS

FY 2022-2023

Operating Budget

*Proposed Personnel

School/Department: WINDHAM MIDDLE SCHOOL

It is important that this request be connected to one or more of the following. Please check the areas that apply to this proposal:

School Improvement Plan: 2022-2023

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

Assessment Data:

- An average of 26% of our students scored below proficiency on the NHSAS in Mathematics in 2019
- An average of 34% of our students scored below proficiency on the NHSAS in Mathematics in 2021
- An average 19% of our students are scoring below benchmark on the STAR Mathematics assessment (Fall 2021)
- 41% of our students scored below proficient on the NHSAS in Science for both the 2019 & 2021 school years
- 12 students failed Mathematics for the 2020-2021 school year
- 29 students failed Science for the 2020-21 school year

Part I -- Describe the proposed personnel change.

Math/ Science Teacher

Part II — Contract rate

Salary: \$60,626 Master's step 8

Part III— Provide supplementary supporting information for your proposal.

Action taken:

Windham Middle School would like to add a math/ science teacher to our staff in order to provide quality instruction to our students in a smaller setting. We would like to reduce our class sizes in order to provide our students with additional support in the area of mathematics and science throughout the school year.

**WINDHAM PUBLIC SCHOOLS
FY 2022-2023
Operating Budget**

***Proposed Personnel**

School/Department: WINDHAM MIDDLE SCHOOL

It is important that this request be connected to one or more of the following. Please check the areas that apply to this proposal:

School Improvement Plan: 2022-2023

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

Assessment Data:

- An average of 24% of our students scored below proficiency on the NHSAS in ELA for the 2021 school year
- An average 37% of our students are below benchmark on the STAR assessment for ELA (Fall 2021)

Part I -- Describe the proposed personnel change.

Literacy Tutor

Part II — Contract rate

Salary: \$43,583 (includes salary and benefits)

Part III— Provide supplementary supporting information for your proposal.

Action taken:

Windham Middle School would like to provide our students with additional support in the area of reading and literacy throughout the school year. By adding a tutor, more of our students will be able to receive small group instruction and /or one on one targeted support based on their individual needs. By adding more support, our goal will be to reduce the number of students struggling in the area of reading and literacy.

**WINDHAM PUBLIC SCHOOLS
FY 2022-2023
Operating Budget**

***Proposed Personnel**

School/Department: WINDHAM MIDDLE SCHOOL

It is important that this request be connected to one or more of the following. Please check the areas that apply to this proposal:

School Improvement Plan: 2022-2023

Student Achievement Goals I, II, III

Assessment Data:

DESSA screener- making a connection with students to have a trusted adult.

Supervision of the lunchroom continues to be a struggle as Windham Middle School shares staff with other school buildings which limits times and availability of staff for lunch duty.

Part I -- Describe the proposed personnel change.

Lunch Monitor

Part II — Contract rate

Salary: \$15.00 per hours x 3 hours daily=\$45.00 x 180 days= \$8,100

Part III— Provide supplementary supporting information for your proposal.

Action taken:

A lunch monitor would allow for more supervision and consistency within the cafeteria. Windham Middle School continues to struggle with enough supervision during lunches because we share staff with the other schools, thus limiting the number of teachers that can provide lunch coverage for students.

**WINDHAM PUBLIC SCHOOLS
FY 2022-2023
Operating Budget**

***Proposed Personnel**

School/Department: WINDHAM MIDDLE SCHOOL

It is important that this request be connected to one or more of the following. Please check the areas that apply to this proposal:

School Improvement Plan: 2022-2023

Student Achievement Goals I, II, III

Assessment Data: see chart below based on square footage of the building

Part I -- Describe the proposed personnel change.

Custodian

Part II — Contract rate

Salary: \$79,634 (salary + benefits)

Part III— Provide supplementary supporting information for your proposal.

Action taken:

Windham Middle School has been operating with only three custodians for the past year. We are currently sharing custodians with other buildings, moreover, with 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. Due to the demands of Covid Cleaning protocols, our classrooms and common areas are not being clean sufficiently.

PASBO CUSTODIAL STAFFING CALCULATOR

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.

School District: Windham School District
 School: Windham Middle 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 =	42	4.67
2A. Number of elementary (full-day K - 6) students in the school =		
2B. Number of secondary (7-12) students in the school =	500	2.50
3. Total number of teaching spaces* =	50	4.17
4. Total gross architectural area of the school in s.f. =	84933	5.31
5. Total number of washroom fixtures** =	71	2.03
RESULTING CUSTODIAN STAFFING ALLOCATION =		4.67

* 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)

WINDHAM PUBLIC SCHOOLS
FY 2022-2023
Operating Budget

*** Proposed Personnel**

School/Department: WINDHAM MIDDLE SCHOOL

It is important that this request be connected to one or more of the following. Please check the areas that apply to this proposal:

School Improvement Plan: 2022-2023

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

Part I —Describe the proposed personnel change

0.3 String teacher

Part II — Contract rate

Classroom Teacher, per CBA (M-8) Salary: \$37,056.00 (salary + benefits)

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

0.3 String teacher:

The addition of a 0.3 string teacher for the 2022-2023 school year would allow the district to support the increasing number of string students district wide. Our string numbers have steadily increased from 2018-today. We now have an orchestra of 20 string players at the high school. Numbers in the elementary and middle school have also increased. We are retaining students due to the fact the string program is offered during the school day and not before school as it did in past years.

We would be able to provide students opportunities similar to band students to perform in a full ensemble instead of string lessons at all grade levels. Providing a full-time teacher and string program in the school day gives string students equitable access. Those who cannot get rides in the morning or after school lose out on these opportunities.

We currently have 35 beginning violins at the 4th grade level. That is an increase of 28 students since 2018. We had to cap off because class size numbers would be too high. Having an instructor that understands the pedagogy of strings would benefit the students greatly.

Center School currently has 42 string students.

Middle School has 20 string students.

All of these numbers represent a steady increase over the past 3 years

Please note the shift in distribution of time may be adjusted. This would be determined by enrollment.

*** Please note that Windham Middle School recognizes that the FY23 Budget may not be able to accommodate all of our personnel requests, therefore we have prioritized the following positions for the success of the school.**

1. Literacy Tutor
2. Custodian
3. .34 Strings Teacher
4. Lunch Monitor
5. Math/ Science Teacher

Component F: Request for Educational Materials and Cost Estimates

BUDGET CODE: 100.1100.00.162.213.000000.5

FY23 Programming Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

CONTINUATION OF PROGRAMS:

Content Recovery Program - A content recovery program would be responsible for providing opportunities for students to be retaught content standards in all disciplines in order to achieve mastery of a topic, thus passing grades. This program would require several certified teachers to dedicate additional hours of instruction to struggling students. This program would reteach, support, and assess student understanding of material. Support would be provided in direct small group instruction and or individual intervention based on student needs throughout the school year.

Approximate Cost: \$3,200

Breakdown:

Content Recovery	1 1/2 hours of instruction 2x per week at \$40/ hour *10 weeks to provide re-teaching opportunities for students who are not meeting mastery on various topics (Standards Based)	1600	2	\$3,200.00
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BUDGET CODE: 100.1410.00.112.213.000000.5

FY23 Programming Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Summer School - Windham Middle School summer school program provides opportunities for students to be retaught content standards in English and mathematics in order to achieve mastery of a topic, thus receiving passing grades. Our program offers support in ELA and mathematics to ensure that students are better prepared for the next grade level.

Approximate Cost: \$8,000

Breakdown:

Summer School	5 hours of instruction 4x per week at \$40/ *5 weeks (100 hours @ \$40) to provide re-teaching opportunities for students who are not meeting mastery on various topics (Standards Based)	4000	2	\$8,000
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BUDGET CODE: 100.1100.00.____.213.000000.5

FY23 Programming Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

PROGRAM:

Outdoor Classroom - Windham Middle School is exploring the concept of an outdoor classroom in order to conduct instruction in an alternative setting. The proposal would be to create circular natural seating constructed as stone walls (semi circular pattern) similar to an amphitheater.

Approximate cost: The cost estimates are not available yet. WMS is working with Robin Wilson to create a plan and explore cost estimates.



EDUCATIONAL MATERIALS

BUDGET CODE: 100.1100.00.737.213.000000.5

FY23 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Replacement of fixtures	Safety	Cafeteria tables	Worthington Direct School Furnishing	\$3,200

BUDGET CODE: 100.1100.00.810.213.000000.5

FY23 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Dues & Fees	Align budget requests for annual school budget and school improvement plans	NEASC Accreditation yearly fee	NEASC	\$2,500

BUDGET CODE: 100.1100.11.610.213.000000.5

FY23 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
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Math supplies	Monitor and evaluate curriculum and instructional practices as it impacts student learning	Carnegie Learning	Carnegie Learning	\$27,900.00
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BUDGET CODE: 100.1200.00.162.213.000000.5

FY23 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Please Note: that items now included in this budget line were previously covered by a Special Education Grant that no longer exists

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Special Education Meeting Salaries	Monitor and evaluate curriculum and instructional practices as it impacts student learning	paraprofessional support for students field trips (3,351,60) Small group homework support (4,200)	staff	\$7,551.60

BUDGET CODE: 100.2120.00.650.213.000000.5

FY23 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
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Guidance Software	Monitor and evaluate curriculum and instructional practices as it impacts student learning	Electronic subscriptions to Naviance to support career readiness	Naviance	\$2,000
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BUDGET CODE: 100.2222.00.642.213.000000.5

FY23 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Electronic Info	Monitor and evaluate curriculum and instructional practices as it impacts student learning	Electronic subscriptions to support, enhance, and enrich curriculum	varies	\$12,850

BUDGET CODE: 100.2410.00.734.213.000000.5

FY23 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
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Technology Equipment	Monitor and evaluate curriculum and instructional practices as it impacts student learning	digital radios	varies	<i>\$4000.00</i>
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Component G: Request for Building Improvements and Cost Estimates

BUDGET CODE: 100. _____ .213.000000.5

FY23 Building Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow.

General Repairs -5 Year Plan (*repairs and maintenance account for facilities*):

Year 1 (2019-20) Project	Project Cost	Year 2 (2021-22) Project	Project Cost	Year 3 (2022-2023) Project	Project Cost	Year 4 (2023-2024) Project	Project Cost	Year 5 (2024-2025) Project	Project Cost
Replace base cove -entire building	\$35,000	replace 5 wood windows	\$25,000	nurse's bathroom needs to be replaced	\$10,000	repaint 4 classrooms	\$4,000	replace boiler/ hot water heater	\$90,000
repaint hallways and doors	\$2,000	hallway floor tiles-no wax tiles	\$25,000	repaint 6 classrooms	\$6,000	repaint selected hallways/ door frames	\$2,000	repaint 6 classrooms	\$6,000
repaint 4 classrooms	\$4,000	updating emergency selected lighting (LED)	\$5,100	repaint selected hallways/ door frames	\$2,000	updating emergency selected lighting (LED)	\$5,100	repaint selected hallways/ door frames	\$2,000
update emergency selected lighting (LED)	\$5,100 Partially completed	office flooring	\$10,000	new generator	100,000	hallway floor tiles- no wax tiles	\$25,000	updating emergency selected lighting (LED)	\$5,100
Replace ceiling tiles	\$1,000	Paint hallways and front and rear staircases	\$6,000	updating emergency selected lighting (LED)	\$5,100	Paint hallways	\$6,000	ceiling tiles and frames replaced (2)	\$8,000
kitchen ventilation	\$7,500	repaint office areas	\$2,000	ceiling tiles and frames replaced		replace 4 wood windows	\$20,000	update existing field fencing	\$15,000
replace downstairs lockers- beige	\$15,000	repaint 4 classrooms	\$4,000	Paint Bathrooms	\$6,000	exterior waterproofing of brick	\$15,000	office carpeting	\$10,000
field storage shed	\$6,000	repaint selected hallways/ door frames	\$2,000	Air duct cleaning	\$10,000	classroom flooring	\$30,000	Air duct cleaning	\$10,000
Blacktop the walkway to GBS	\$10,000	Replace ceiling tiles	\$1,000	Paint lines in the parking lot	\$1,500	Air duct cleaning	\$10,000	paint hallways	\$6,000
		gymnasium painting	\$10,000	Blacktop handicap parking spots	\$1,200	Repaint Gym Floor	16,000	Paint bathrooms	\$6,000
		Air duct cleaning	\$10,000	Plan for Outdoor Classroom	????				
TOTALS	\$85,600		\$100,100		\$141,800		\$133,100		\$158,100

***Total Costs need to be updated by Facilities