

# Windham High School



School Improvement Plan  
FY 19

## School Council Dates

5:30 – 6:15

WHS Main Office

### 2017:

September 13  
October 25  
November 8  
December 13

### 2018:

January 10  
February 14  
March 14  
April 11  
May 9  
June 13 (tent.)

## School Council Membership:

School Administration / Staff     Stephen Sierpina, Principal  
Matthew Malila, Asst. Principal  
Julie Lichtmann, Director of Guidance (K-12)  
Jill Hanlon, Director of Special Education (9-12)

School Board Representatives     Keleigh McCallister

### Parents

Ginger Allgood	Class of 2020
Jennifer Colvin	Classes of 2018, 2020
Karen Curran	Class of 2020
Michelle Farrell	Classes of 2018, 2020
Cynthia Finn	Class of 2021
Paul Giroux	Class of 2018
Lisa Haswell	Class of 2018
Donna InDelicato	Class of 2020
Traci Lord	Class of 2020
RoseAnn Mahoney	Class of 2021
Kim Marotta	Classes of 2019, 2021
Anne-Marie O'Neil	Class of 2019
Barbara Paquette	Class of 2021
Maria Perry	Class of 2021
Daniel Popovici Muller	School Board, Class of 2018
Dennis Senibaldi	School Board, Class of 2021
Cathy Souter	Class of 2018
Danyelle Stuckart	Class of 2021
Nina Thrower	Class of 2019
Gage Toubia	Classes of 2018, 2020
Beth Venuti	Class of 2020
Lori Vinci	Class of 2019, 2021

# Windham High School Profile

## Leadership:

Stephen Sierpina	Principal
Matthew Malila	Assistant Principal
William Raycraft	Director of Athletics (9-12)
Wendy Jack (interim)	Director of English (6-12)
Alan Dust	Director of Fine Arts (K-12)
Julie Lichtmann	Director of School Counseling (K-12)
Cathy Croteau	Director of Mathematics / Technology (6-12)
Michael Koski	Director of Science / Engineering (6-12)
Shannan McKenna	Director of Social Studies / World Languages (6-12)
Jill Hanlon	Director of Special Education (9-12)

## Teams / Committees:

School Council  
Student Study Team (SST)  
Safety Committee  
Joint-loss Committee  
NEAS&C Follow-up Committee  
PLC Teams (heterogeneous teacher groups)  
Data Team

## School Day / Learning Time:

School Day: 7:52 a.m. – 2:17 p. m.  
Office Hours: 7:00 a.m. – 3:00 p.m.

## Faculty / Staff (excluding district personnel):

Administration:	5
Teaching Faculty:	68
Paraprofessionals	17
Professional Specialists	6
Administrative Assistants	6
Nurse	2
Guidance Counselors	4
Custodial Staff	7

## School Programs:

Comprehensive 9-12 Curriculum in seven departments:

- English
- Fine Arts
- Human Performance / Wellness
- Mathematics / Business / Technology
- Science / Engineering
- Social Studies / World Language
- Special Education

Learning Center: tutoring, credit recovery / Edgenuity/ VLACS

Testing Center: make-up, retake testing

Reading Instructor  
 ELL tutor  
 Extended Learning Opportunities  
 41 Co-curricular clubs and organizations  
 58 Athletic teams in 30 sports

School Improvements / Accomplishments:

- Statewide assessment scores consistently in the top 5% of New Hampshire schools
- 95% of graduates enroll in 2 or 4-year colleges
- 99+% graduation rate
- Weekly teacher PLC teams focused on improving student learning
- Active Athletic and Musical booster programs provide financial and other support to teams and clubs/organizations
- Robotics team regionally successful, 9<sup>th</sup> in the world in 2014
- 17 NHIAA Athletic Championships in 10 different sports since 2012
- 2015 Presidential Award for Excellence in Mathematics and Science Teaching honoree at the national level
- 200+ students involved in yearly “Trebuchet Day” event celebrating physics, family / consumer science, human performance and other subjects
- 1:1 MacBook program, the only one of its kind in New Hampshire, provides a state-of-the-art fully functional computer to each student, as well as all members of the educational staff

Student Enrollment / Demographics:

	2013-14	2014-15	2015-16	2016-17	2017-18*
Total Enrollment (Oct 1)	776	814	851	906	925
Male	392	427	429	482	507
Female	386	384	420	430	418
Special Education		121	134	140	xx

\*The 2017-18 enrollment is as of September 14, 2017.

“Proficiency” Levels on State Testing, last five years (Grade 11):

	2012-13	2013-14	2014-15	2015-16	2016-17
Mathematics	56% <sup>NE</sup>	53% <sup>NE</sup>	55% <sup>SB</sup>	57% <sup>SAT</sup>	75% <sup>SAT</sup>
Reading / EBRW <sup>(SAT)</sup>	88% <sup>NE</sup>	88% <sup>NE</sup>	74% <sup>SB</sup>	81% <sup>SAT</sup>	88% <sup>SAT</sup>
Writing	54% <sup>NE</sup>	75% <sup>NE</sup>	XX% <sup>SB</sup>	-- <sup>SAT</sup>	
Science	39% <sup>NE</sup>	40% <sup>NE</sup>	50% <sup>NE</sup>	40% <sup>NE</sup>	

Note: “Proficiency” is/was defined for NECAP and SBAC exams. The College Board uses the term “Benchmark”, and talks of achieving that level or not.

# Windham High School Faculty / Staff

Principal  
Assistant Principal  
Director of Special Services  
Athletic Director  
Administrative Assistant  
Attendance Secretary  
Main Office Secretary

Stephen Sierpina  
Matthew Malila  
Jill Hanlon  
William Raycraft  
Marianne Dalias  
Cindi Broady  
Patricia Merrill

## English

Wendy Jack, Interim Director  
Katherine Ash  
Amy Borque  
Sarah Ellins  
Rebecca Jepsen  
Ken Naroian  
Ryan O'Connor  
Jessica Reills  
Maura Sampson  
Cathleen Stuart  
Jill Troy  
Allyna Ward

## Guidance

Julie Lichtmann, Director  
Beth Baddley  
Christi Dunn  
Michael Keshigian  
Kellie Steward

Registrar:

Diane Figaro

Secretary:

Donna DiZazzo

## Fine, Living & Technical Arts

Nancy Bourdeau (Art)  
Mike Cirelli (0.8) (Art)  
Hannah Cole-Dahar (Art)  
Sheila Cuneo (Music)  
Tom Dooley (TV/Video)  
Janet Robbins (Art/FACS)  
Mark Taddonio (Music)  
Katherine Shoubash (FACS)

## Human Performance

Bill Raycraft, Director  
Teachers:  
Jill Bartlett  
Brian Fillion  
Anne Haky  
Todd Steffanides

### *Mathematics & Business Technology*

Cathy Croteau, Director

Teachers:

Mary Anderson  
Sandra Cannon  
David Gilbert  
Julie Hartmann  
Sharon Kerns  
Stephen Latvis  
Joshua Lavoie

Kristina Micalizzi  
Kristin Miller  
AnnMarie Morse (Business)  
Casey Pohlmeier

### *Social Studies & World Language*

Shannan McKenna, Director

Social Studies Teachers:

Eva Gach  
Andrew Haemker  
Jon Hall  
Jeffrey Merrill  
Alison O'Brien  
Beth O'Connell  
Katie (Joy) Pingree  
Colleen Smith  
Elizabeth Talon

World Language Teachers:

Susan Cobb (French)  
Cecilia Creamer (Spanish)  
Michael Munsey (Latin)  
Bevin Sheehan (Spanish)  
Chad Westwood (Spanish)

### *Media Center/Technology*

Deborah Morin, Media Specialist

Staff:

Paul Bencal (Integrator)  
Matthew Flynn (Repair/Maint.)  
Patricia Pereira (Media Assistant)

### *Science & Engineering*

Michael Koski, Director

Teachers:

Caitlyn Beattie  
Kyle Burton  
Graham DeRousse  
Karalyn Gauvin  
Raji Gupta  
Matthew Jablonski  
Christy Johnson  
Patrick Kaplo  
Nicholas Kovaliv  
George Taliadouros

### *Special Services*

Jill Hanlon, Director

Special Education Secretary:

Patricia Carter

Faculty:

Todd Alley  
Matt Blair  
Jessica Carleton (Counselor)  
Lauren Chase  
Christi Davis  
Sue Nolan (Reading Spec.)  
Judi Kelly  
Rita Lena  
Janice Les  
Holly Londo (Transition)  
Jessica Monson (Speech)  
Lauren Ricci (Psychologist)  
Kayleigh Robinson  
Lindsay Ross (Occ. Therapy)  
Colleen Swierad (Software sup.)  
Michael Welch  
Laura Wactowski (Speech)

### *Paraprofessionals*

Allyson Clarke  
Mike Crosby  
Mary Davis  
Linda DelGreco

***Professional Specialists***

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Accounting Assistant:

Suzanne Jortberg

English Language Learners:

Jodi Chabot

Health Office:

Donna Chartrand (Nurse)

Kelly Carter (Nurse)

Service Learning:

Holly Londo

Testing Center/Credit Recovery Liaison

Gayle Robertson

Theatre:

Russell Magnuson (WSD A/V)

Gina Dufault

Kendall Dutton-Smith

Darlene Faxon

Bonni George

Callahan Marsden

Deanna Missert

Mary Mullen

Nicole Knox Murphy

Diane Ridlon

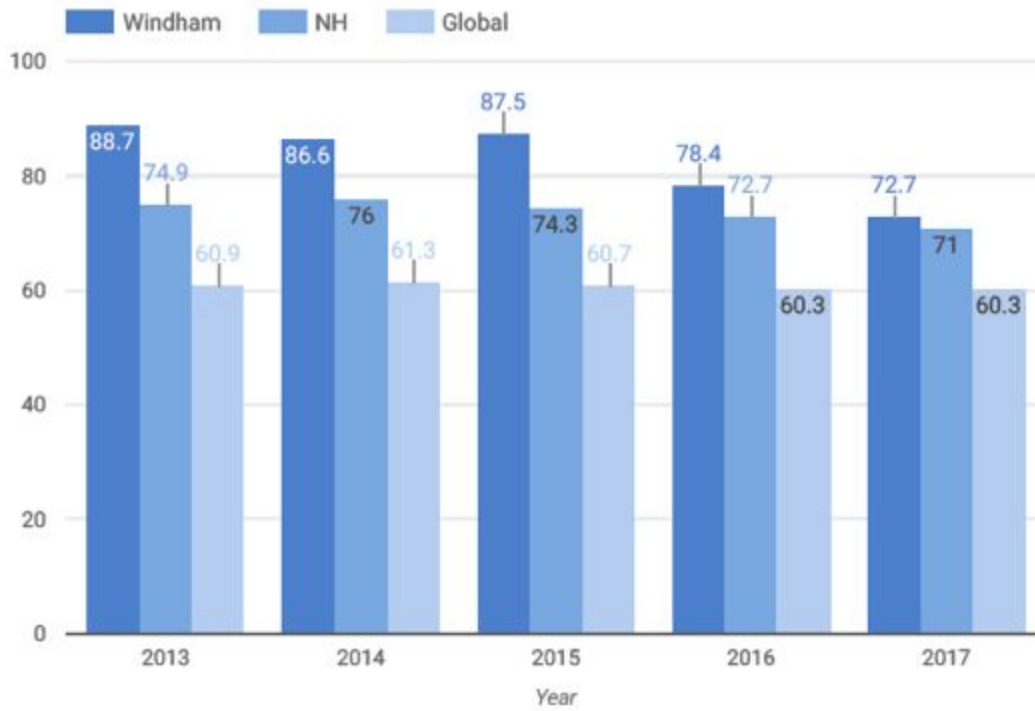
Matt Smith

Rob Tompkins

# Student Learning Achievement Indicators

State-mandated Test Data: [Will insert SAT & NECAP data when available]  
AP Exam Data

AP Exam Historical Passing Rates compared to NH and Global





# Student Learning Achievement

## Component A: Analysis of Student Performance and Achievement

Windham High School has, since its opening in 2009, been ranked among the highest achieving public high schools in New Hampshire. During the time when students statewide took the NECAP exam in English / Language Arts, Mathematics, and Science, Windham HS consistently ranked in the top 10% of all high schools in each area as well as overall. Proficiency levels fluctuate somewhat year-to-year, but the high level of achievement did not.

In the spring of 2015, students statewide transitioned to the online SBAC assessment for ELA and Math, while students continued to be assessed in Science using the NECAP tool. In 2016, the state changed the mandated assessment again, and students took the newly revamped SAT exam in ELA and Math, while continuing to take the NECAP in Science. As such, available longitudinal data for ELA and Math is based on three different tools, and state/national comparative data for 2016 is as yet unavailable. As such, the most consistent and available long-term data sources available for WHS students are the NECAP Science and AP Subject Area exam scores.

WHS has consistently scored well on the NECAP Science exam as compared to the state as a whole. Although the 2017 scores are unavailable at this time, the overall proficiency scores for the last four years indicate growth, as 40% of students were proficient in 2013, 41% in 2014, 50% in 2015, and 50% in 2016. Recent curricular changes in science have focused on an identified area of relative weakness for our students—inquiry. Increased scores tend to indicate that the increased focus on that area have been reflected in higher scores.

### *11<sup>th</sup> Grade NECAP Science: Overall Proficiency (levels 3 & 4)*

	WHS	New Hampshire	Delta
<b>2016</b>	50%	36%	+14%
<b>2015</b>	50 %	33 %	+17 %
<b>2014</b>	41 %	29 %	+12 %
<b>2013</b>	40 %	30 %	+7 %

On April 5, 2017, Windham High School's 11th graders took all three portions of the newly-designed and re-written SAT assessment; Evidence-based Reading & Writing (EBRW), Mathematics, and Writing. Raw scores were released by the state during May of 2017, indicating individual and school-wide achievement relative to benchmark scores established by the College Board. There are two types of benchmark scores set by the College Board—Grade level benchmarks, and SAT benchmarks. As defined by the College Board,

“The grade-level benchmark scores are based on expected student growth toward the SAT benchmarks at each grade. Where SAT benchmarks indicate likelihood of success in college, grade-level benchmarks indicate whether a student is on track for college and career readiness for their grade. The benchmarks are set to reflect typical annual growth from year to year from eighth through 12th grades, where the SAT benchmarks reflect a high probability of successfully earning a passing grade in courses specifically linked to the two SAT section scores.”

Therefore, there are two ways to assess what was termed proficiency on the NECAP and SBAC exams previously: Grade-level Benchmarks, and SAT Benchmarks. WHS students averaged a score of 569 on the EBRW, and 577 on the Math section.

From its inception, WHS has had a very active culture surrounding the AP Exam. The number of WHS students taking AP exams prior to graduation is very high. Again this past year, WHS Students scored very well in

comparison to their peers at other New Hampshire schools. In May of 2017, 183 students took a total of 377 AP exams. 73% of exams taken resulted in a grade of 3 or higher, which is considered by many colleges as the equivalent of passing an entry-level college course. In 2017, 73% of students taking at least 1 AP exam passed one or more of those exams.

It should be noted that WHS does not have firm entry prerequisites for AP coursework. Many schools, indeed most, require students to achieve a minimum grade in a specifically identified course or group of courses prior to entry into an AP course. The general thinking behind that is to avoid watering down the group of students taking the course, and so that students are not placed in a course that exceeds their apparent ability (which far exceeds that of an honors-level course). At WHS, prerequisites are listed in the *Program of Studies* published each year, but students may request an override of those in order to gain entry. Following a conversation with the related Curriculum Director, a significant number of students are granted the override. In reality, if a student truly wants to take on the challenge of an AP course, he/she is given that opportunity. Teachers are instructed and encouraged to not lower the expectations of the course, change the pace to meet the needs of students, or otherwise alter the course. If certain students can't handle the challenge, the course is not altered to meet their needs, and they may choose to drop the course.

***AP Exam Passing Rates – All Exams***

	WHS	New Hampshire	Delta
<b>2017</b>	73.2%		
<b>2016</b>	76.2 %	71.1%	+5.1%
<b>2015</b>	83.0 %	72%	+11 %
<b>2014</b>	83.1%	74.7%	+8.4 %
<b>2013</b>	78.9 %	72.6 %	+6.3%

## **Component B:**

### **Identification of barriers to improve performance for all students:**

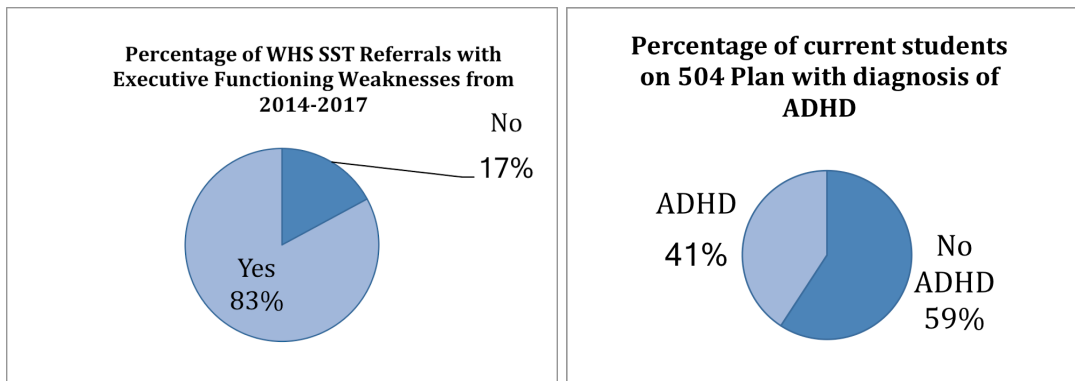
#### **Executive Functioning Coach:**

WHS continues to have a growing number of students who face significant challenges with global as well as specific domains of executive functioning. Executive function is a neuropsychological concept referring to the cognitive processes required to plan and organize themselves, materials, work timelines and schedules, task initiation and follow through, working memory (how one takes in information and uses that for the purposes of crafting a response, learning in the classroom, or correctly demonstrating their learning, sustained attention, performance monitoring, inhibition of impulses, and goal-directed persistence; which directly impacts a student's ability to achieve success. Students with executive functioning deficits often feel as though they are “stupid” and can have a negative impact on self confidence and ability. When students feel as though they cannot do something or perceive that it is too difficult (and if the frontal lobe is not fully grown, they truly cannot carry out these tasks without instruction, practice of strategies and monitoring of performance independently. Executive functioning weaknesses may exist as a stand alone problem, or may be associated with a diagnosis such as Attention Deficit Hyperactivity Disorder (ADHD). Although RTI support may look different at the high school level, our data shows that students are equally in need of an interventionist to support them in the area of executive functioning. Despite the best efforts of our current professional staff, we lack the personnel to provide them with the immediacy, consistency, and comprehensiveness that is required to address the scope of these executive functioning weaknesses. Currently at WHS, students at risk with these characteristics are first referred to the SST team, unfortunately they only supports available are the learning center, which is not structured or consistent enough as this is a drop in tutoring center for students with academic needs; due to this many of the students participate in special education programming who technically do not need “special education,” but need a higher level of support, instruction and monitoring that would be assumed by the proposed executive functioning coach.

Some of the elements of effective intervention for executive functioning weaknesses and/or ADHD include:

- Isolated skill instruction has not been proven successful, however programs that integrate social, coping, and problem-solving skills instruction and actively reinforce adaptive behaviors have proven successful (School Centered Interventions)
- Intensified structure, predictability, and external supports across all critical life domains
- Higher levels of supervision
- Contingency management (at the high school level especially, close communication with families is crucial to success)
- Continuous reinforcement (intermittent is not effective)
- More frequent and immediate feedback and check-ins
- Training in self-advocacy and self-efficacy at the point of performance
- Interventions/feedback offered at the point of performance in the natural setting (immediate feedback provided regarding opportunities to learn from social, coping, and problem solving experiences)

- Monitoring of home-school homework completion plans



In summary, the level of involvement required to offer meaningful supports to our tier-2 struggling learners extends beyond the scope of our current professional team. Our data supports the need for an additional professional staff who is trained in working with students with disabilities to provide intervention services to our most at-risk students. To meet the complex needs of these learners, this position will require ongoing monitoring of the academic and emotional functioning of students, as well as collaboration with teachers and parents.

## Component C:

Identification of barriers to improve performance for all students:

### WHS Math Credit Recovery Program

In the FY19 school year, Windham High School would like to begin a WHS Math Credit Recovery Program for students who either are in danger of failing mathematics for the year or have failed mathematics for the year. We consider this a pilot program. In the future, we would like to expand this program to include other departments.

#### General Information:

**Cost to district:** \$1500 stipend per teacher

(budgeting for 6 teachers - 3 for second semester and 3 for summer for \$9000 total)

#### Teacher responsibility:

Determine which units the students failed (consulting with Director of Mathematics).

Create and grade practice work and assessments for each student. (This will likely be more than one course.)

Meet with students(see program for times) to give extra help and monitor progress.

**A) Second Semester Program:** Any student who failed a WHS math course for the first semester of the school year (and meet certain criteria) will be offered the opportunity to recover his/her semester grade so that they have the opportunity to pass the class for the year.

- Criteria:**
- Students failed no more than 4 summative assessments.
  - Semester grade of 50% or higher.
  - Ability to stay after school 2 days per week for 1 to 1.5 hours.
  - Students remain in the class and complete all work for the class.

**Grade recovery:** If successful in the Credit Recovery program, a student’s semester average will be changed to 65%.

**Requirements for student to recover grade:** Each student will need to complete all failed units by receiving a grade of 70% or higher on a summative assessment. (No formal formative assessments will be given. Practice work will not be graded but will be corrected as a progress monitoring tool.)

**Class sizes / class availability in Mathematics:**

As seen in the table below, there is a need for 5 more sections of math class at WHS for the 2018-2019 school year. Therefore we are requesting an additional math teacher.

New math sections needed for FY19 Anticipated	Justification	Number of extra sections
New section of Honors Geometry	There are 3 sections of 8th grade Honors Algebra 1. Since there are only 2 sections of Honors Geometry this year, both oversized, we will need another section next year.	1
New section of Honors Precalculus	There are 3 large sections of Honors Algebra 2 this year. Since there are only 2 sections of Honors Precalculus this year, both at 30, we will need another section next year.	1
New semester course of Trigonometry	Since the class of 2019 is the first class required to take 4 math classes, it is necessary to add another advanced math class option for students. We already have a semester course in Statistics so a semester course in Trigonometry would give students another valuable advanced course. I expect 4 sections (two each semester) but it is possible that one section of CP Precalculus may be eliminated due to this option.	1

	Therefore only 2 semester sections of math are needed. so it should only be 2 semester sections.	
Extra section of Semester Statistics	Since there are currently 3 sections of semester Statistics, I suspect a 4th section will be added so another ½ section will be needed.	0.5
Extra section of Math SAT Prep	Using PSAT data for grade 10 in the spring, I would like to encourage students who didn't quite reach proficiency to take the Math SAT prep course prior to taking SATs during their junior year. In order to do this, I will need at least one more ½ section of Math SAT prep.	0.5
Extra section of AP Calculus	Currently there are 60 students enrolled in Honors Precalculus. There are also students in CP Precalculus who have expressed an interest in AP Calculus. Therefore there will likely be 60+ students interested in AP Calculus so an extra section will be needed.	1

**Other factors that were considered in the decision for this request:**

- 1) As of the start of the 2017-2018 school year, 41% of math courses are either at or above the maximum recommended number of students. 36% of those are overenrolled including 4 classes with 30 students. Based on research of recommended class sizes as well as a survey of comparable school districts, it is recommended to cap Honors and CP classes at 24 students and to cap Skill level classes at 15 students to allow for more teacher interaction and individual assistance for students. Although there are some classes below the recommended limits, due to the variety of classes in which students at Windham High School enroll, it is not possible to create equal class sizes. Keeping class sizes within the suggested ranges allows for more individualized instruction targeted at specific skills which would support DIP standards 1.2.6 to “develop an evidence-based budget and resources to support improved student achievement,” as well as 2.3.2 to “ensure necessary time for instruction in order to access the district curriculum...”
- 2) There are also two individualized classes, Fundamentals of Mathematics and Individualized Mathematics for Algebra. These courses, although extremely small in nature, need to be taught by a mathematics teacher. However this eliminates two sections that would otherwise be available for reduction of class sizes. These classes are for individualized instruction targeted at specific skills which would support DIP standards 1.2.6 to “develop an evidence-based budget and resources to support improved student

achievement,” as well as 2.3.2 to “ensure necessary time for instruction in order to access the district curriculum...” It also allows time for teachers to support students individually and in small groups, supporting DIP standard 2.3.1 to “develop and implement a multi-tiered system of support PK-12 where the schedule in each building must provide time for instructional supports and interventions.”

- 3) For the 2018-2019 school year, we anticipate a Freshman class with 25 more students. Based on the last few years’ data, we also expect ten to twenty more out-of-district students to enroll next summer. Therefore we expect approximately 40 more students needing a math class. Some of these can be absorbed into our small classes while others can not. Therefore we will need at least one more section of math. In the table, this is indicated by the Honors Geometry class.

### **Class sizes / class availability in Visual Arts:**

Students at WHS typically far exceed the required number of credits, and seek out opportunities for the exploration of areas of interest. This also has the effect of rounding out their transcript and de facto resume prior to the college application process. In addition, the arts are a significant interest area for many students, and they see out the opportunity to take as many courses in the visual arts as they can. Prior to the 2016-17 school year, hundreds of requests were made for visual arts classes at WHS. Due to the teaching staff in place, over 200 of those requests were not honored, even following the addition of a single semester-long ceramics course with the teacher receiving a 1/16<sup>th</sup> stipend for teaching that extra section (per the CBA). As class sizes increase, in particular at the Junior and Senior level, the number of requests for visual arts courses will continue to grow. In the 2017-2018 school year, a new visual arts (Photography) teacher was hired at 0.8 FTE. This alleviated much of the course request discrepancy, but even with this increase in teacher, only 6 freshman requests were able to be honored, whereas the average request per grade is well over 50. It is anticipated, with our new Photography teacher and our partnership with NHTI (allowing students to be eligible for college credit with some photography classes), that requests will greatly increase beyond our current capacity in the 2018-2019 school year. With the extra .2 FTE increase, an additional 2 courses which accounts for approximately 48 additional course requests will be able to be honored.

### **Space/Classroom Inventory:**

Windham High School was designed to house approximately 1,000 students as currently configured. While the core of the facility was designed to handle more than that number, it was so in order to accommodate a future expansion of classroom numbers at the end of the F and G wings. Two factors contribute to the current tight situation. First, WHS currently houses four 3<sup>rd</sup> Grade classes, as there is not appropriate space for them at Golden Brook or Windham Center School. The second is the continual growth of the WHS enrollment, which has grown steadily every year since all four grades were at WHS in 2011-2012. Simply adding four cohorts of students together based on k-12 enrollment figures makes it easy to project 1,000 students at WHS in the near future.

The final schedule for the fall semester at WHS shows an overall classroom usage of 75%. This includes all classroom spaces, including specialty art, music, and FACS rooms, 3 HP spaces (2 in the gym plus the cardio/weight room), and two Special Education teaching spaces that cannot be used for classes of more than 4-5 students at a time. When one considers only classrooms useable for core courses (so-called ‘box’ classrooms) usage is approximately 97% on full-block days (Tuesday-Friday); when HP students participate in classroom lessons on Mondays, that number jumps to 99%, and several lab and less-than-ideal classrooms are used as well. Assuming projected increases in enrollment, the maintenance of class sizes at the current levels, and the continued hosting of the Jr. Jaguars at WHS, creative solutions to hosting classes and study halls will have to be implemented.

Should the 3<sup>rd</sup> grade classes currently housed at WHS move to another school for the 2017-18 school year, the classrooms vacated as a result will need to be restocked with student desks, chairs, and other furniture. The furniture removed from those rooms in February of 2014 has been absorbed by classrooms across WHS, with a few years of lower desk/chair purchases resulting to date.

### **Athletic stadium / Track:**

As originally planned, WHS had an athletic stadium with an artificial surface and a running track as part of the plan. During the building process, escalating costs led to those items being cut, and over \$1 million being returned to taxpayers. Windham High School has twenty-three *outdoor* teams that utilize field space on the London Bridge campus, and another six teams that practice and play off-site\*. Currently, the varsity girls' and boys' soccer teams share a single field for both games and practices. On many days, both teams share a single field for practice; on others, practices have to be shortened or moved to the small "turf field" behind the school when a game is scheduled. In the fall, the football team practices on the baseball outfield (damaging it significantly), and plays games on the "stadium" field, which is shared with the field hockey team for the girls' games and practices. In the spring, baseball and softball have dedicated fields, while the girls' lacrosse uses the stadium field, and the boys' lacrosse team uses what is called the soccer field next door. More concerning is the plight of the cross country and track & field teams, which run on the roads on the WHS campus, as well as through adjoining neighborhoods and London Bridge Rd. itself. This is widely considered to be a safety hazard due to the chance of athlete / car collisions, as well as the damage to athletes' bodies as they run on hard, unforgiving roadways, not a track.

Twice in the last three years, proposals to at least partially rectify this situation have been put before the voters and rejected. The first proposal was a \$1.9 million proposal to create a stadium with lights and an artificial turf field that would have become the practice site for many sports and the varsity game field for all field hockey, football, lacrosse, and soccer games for boys and girls, as well as early-season practice field for all outdoor spring sports as well as use by Human Performance classes. This proposal garnered xx% support, well short of the 60% needed for a bond issue. In March of 2016, a \$4.5 million proposal that would have created a lighted turf field, stadium, and track complex received 52% support, still short of the goal. There is considerable momentum for keeping the hope alive for this project, although a third iteration of the project is under consideration.

\*Practice outdoors at WHS: V Baseball, JV Baseball, Boys'/Girls' Cross Country, V/JV Field Hockey, V/JV/Fr Football, V/JV Boys' Lacrosse, V/JV Girls' Lacrosse, V/JV Girls' Soccer, V/JV Boys' Soccer, V Softball, JV Softball and Boys'/Girls' Track & Field. This represents the participation of roughly 450 athletes.

### **Global Certificate Program**

The Social Studies budget includes the purchase of textbooks to support two new courses designed to fulfill the requirements of the Global Certificate. These courses include Global Economics and AP Comparative Government. The Global Economics course will focus on how the nations of the world face the issue of limited resources on a global scale. The course will combine economic theory with geography in addressing critical problems of growth, distribution, and development and their impact on international business. Whereas AP Comparative Government uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. In total the budget includes \$8010 for the purchase of textbooks to be used in these classes.

### **Textbook Age**

WHS opened in the fall of 2009 with only students in grades 9 and 10 attending. The 2010-11 school year saw three grades at WHS, and the following year, the school was the full 9-12 group. The 2018-19 school year will be the 8<sup>th</sup> year of full operation at Windham HS. During that time, many of the textbooks in use by students have been the original ones purchased over the first three years of the school's opening. Some of those texts are coming up for renewal, and a schedule has been created for that process. In past years, the amount spent on textbooks has been limited somewhat by the fact that books in use have been current enough to not need replacing, and the licenses for online resources that often are coupled with textbook adoption have been current.

The current group of texts in use, however, are coming to the end of their useful life. Some of the licenses for online resources are expiring, many of the books are also showing the normal wear and tear of use



over the past 6-7 years, while others have fallen behind current research and/or history, particularly in science. As referenced in the DIP 2.1.1a, the Curriculum Directors, in conjunction with the Asst. Superintendent, have established and are revising a textbook adoption cycle to predict when new books will be needed, and in what subjects. These projections are, of course, just that, and in some cases unanticipated student course selection by WHS students has required the purchase of textbooks to account for those unpredictable changes.

This is most significantly seen in the FY19 budget in Social Studies texts. Using the textbook adoption cycle, AP US Government and AP Economics textbooks, as listed in the budget, are due for replacement. These materials are important as significant developments including the 2016 election and the 2008 recession, respectively.

### **Spanish I Continued- World Language**

As mentioned in the DIP 2.1.1b, through the process of “monitor[ing] and evaluat[ing] curriculum and instructional practices as it impacts student learning,” the World Language department has identified the need to introduce a new course--Spanish I Continued. The need for the course was identified through teacher, parent, and student feedback; as well as consideration of a reduced schedule for World Language at the middle school. The Spanish I Continued course would be designed for students who have completed three years of Spanish at the middle school level, but do not wish to go directly into Spanish II. This would allow Spanish I to be reserved solely for students who have never taken Spanish before. Spanish I Continued would use separate materials from those used at WMS, so as not to be redundant for students, while still providing reinforcement and extension of the skills used. The \$9000 requested in the WHS budget would be used to purchase the textbooks for this course. This purchase would be in lieu of the French I and French II textbooks referred to in the textbook adoption cycle

### **Novels – Language Arts**

During the 2017-2018 school year, the English Department at the high school will rewrite, adjust and enhance both the curriculum as well as the offerings. We are exploring an adjustment to the grade 11 requirement which will mandate all students to take one full year of World Literature. The curriculum for the course will be re-written during the summer of 2018. Appropriate units of study and texts will be incorporated into the full year course, eliminating any significant budget implications. As a result, undersubscribed electives previously taken in grade 11 will be eliminated; class sizes will be better balanced, and the department will be fully functional with the current number of staff.

The anticipated changes will create a menu of literature courses, and a separate menu of writing-based courses.

### **Computer Lab —Technical Arts**

The computer labs in room E218 (25 computers), G101 (25 computers) and the Video studio G102 (3 computers) are in great need of replacement. These labs are over 9 years old, which means computers cannot handle current software and are breaking during class and are extremely slow. This results in a loss of instructional time with students as well as an extreme limitation on offerings. These labs are utilized by the Technology Arts, Visual Arts, Business, Engineering, and Athletic departments, as well as many clubs and activities such as Yearbook.

### **Science/Engineering**

The Engineering Research Capstone course needs a budget of \$4000 to supply the students with the materials they will need to fabricate their projects. Materials may include electronics, structural materials, sensors, micro-computers etc. This budget item increase is balanced in the overall budget by the elimination of the JagSAT program and funding. (Windham Schools DIP 2.1.1b Monitor and evaluate curriculum and instructional practices as it impacts student learning)

Based upon the approved Science textbook replacement cycle, Integrated Science texts will need to be purchased for FY'19 at an approximate cost of \$30,800. Additionally, we would like to add AP Environmental Science to the science curriculum in FY'19, which would fulfill a requirement for the Global Certificate program. The approximate cost of one classroom of texts will be \$4,000. There will be no significant additional costs in equipment or supplies for this course.

### **Transportation / Mileage –Special Ed**

Based on enrollment patterns in Special Education and the creation of the new Work To Learn program that focuses on vocational/career readiness, there is a larger-than-normal group of students that are expected to take classes at the Salem and Pinkerton CTE centers and engage in work internships. It is difficult to precisely predict the students who may choose to attend CTE classes, and even more difficult to predict which will require assistance while attending. An allowance is made in the FY 19 budget to cover a higher-than-normal number of students.

### **Athletic / HP Equipment**

As mentioned above, certain items are beginning to reach end-of-life, and will need to be replaced. The WHS Cardio room, which is used by both HP classes as well as our athletes and participants in after-school fitness club, has six Lifecycle treadmills, which were part of the original equipment when WHS opened in 2009. It is fair to assume that the current treadmills will begin to wear out and need to be replaced. Should this not happen, students will be unable to use them during HP classes, as well as to prepare for athletic seasons or to maintain their own personal fitness levels.

Athletes on three WHS athletic teams wear helmets during competition (Football, Boys' Ice Hockey, Boys' Lacrosse), in addition to goalkeepers/catchers in four additional sports—Baseball, Softball, Field Hockey and Girls' Lacrosse. Football helmets are purchased and maintained by Windham High School funds, and are sent back to the manufacturer each year to be inspected and reconditioned prior to the following season. Annually, 5-10 helmets are deemed in need of retirement, and are replaced.

Lacking a stadium for our athletes, WHS currently has a five sets of portable bleachers, four with a capacity of about 50 spectators, and one that can hold around 100 fans. The Athletic Director and other school staff consistently receive comments and complaints about the lack of adequate seating at whatever field has a perceived lack of seating during a particular season. This is particularly glaring during the spring season, when the five sets of bleachers are available for four fields (Softball, Baseball, Girls' Lacrosse, Boys' Lacrosse). The purchase of an additional set (capacity of 100 and portable) will allow for more spectators to use them during games and other events such as graduation and even with a stadium in the future these will always be able to be utilized.

### **Dues & Fees / Athletics**

Two online tools for the administration of the Athletic program are also needed—Family ID and Coach Evaluator. Combined, these new items total an estimated \$1750. FamilyID is a new online registration process, which is used for all sports, allowing a paperless, easier, and safer way to register athletes prior to their season. Parents may upload physical documentation and emergency medical forms, sign off giving their consent to treat injuries, and also sign off on athletic handbook. As a result, the system creates a database allowing easier and more accurate tracking of student eligibility and participation. The addition of Coach Evaluator will allow the Athletic Director to do more complete and efficient observations for the 50 plus coaches at WHS. Best described as T-Eval for coaches, the AD can observe practices and games in person or remotely, and provide input and feedback to the coaches both during the season and at the end of the season summary meeting. Without these two programs the Athletic program's supervision of coaches and athletes will continue to be less efficient with regard to resources and services to the students and their families.

The FY19 budget also anticipates an increase in the swimming & diving facilities fee, as well as a small increase for ice hockey as the team requires additional ice time during the tournament season. The addition of a group of divers to our team, as well as an anticipated increase in the rate paid to the facility is needed to continue the program at its current level.

## Component D: Goals and Objectives

### Goal 1: TLAP

#### **DIP:**

1.2.1 Provide ongoing and meaningful professional development for staff on newly adopted programs, assessments, and school wide initiatives

1.2.2 Create and/or support Professional Learning Communities (PLC)

2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning

4.1.4 Explore ways to identify and utilize the knowledge of current teachers for professional development, program development, and mentoring

#### **FY18 District Goals:**

WSD Goal #1: Create a collaborative environment that fosters Teach Like a Pirate (TLAP) system and philosophy: passion, immersion, rapport, ask and analyze, transformation and enthusiasm.

#### **School Goal:**

Create a collaborative school environment that fosters a Teach Like a Pirate system and philosophy of passion, immersion, rapport, asking and analyzing, transformation and enthusiasm.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
<b>Develop a system that encourages teachers to develop TLAP lessons and strategies.</b>	Principal, Curriculum Directors, PLC groups	Sept 2017	Discussion at each faculty meeting about opportunities for TLAP experiences in the classroom.	Reviewing TLAP PLC data.  Classroom observations.
<b>Organize times for collaboration of TLAP ideas. This includes department meetings, faculty meetings, and professional development days..</b>	Principal, Curriculum Directors, department teachers, PLC groups	Oct '17 - May '18	Directors and PLC groups identify sources of information and share best practices.	Directors will share TLAP activities in Leadership meetings.
<b>In newsletter, TLAP lessons and strategies seen throughout the building.</b>	Principal	Nov '17 – May '18	Classroom observers will share ideas with Principal for inclusion.	A copy of newsletters will be kept.

Goal 2: PLC

**DIP:**

- 1.2.1 Provide ongoing and meaningful professional development for staff on newly adopted programs, assessments, and school wide initiatives
- 1.2.2 Create and/or support Professional Learning Communities (PLC)
- 1.4.1 Assess the needs of the students by analyzing available data
- 2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning
- 2.1.2 Provide a structure within each building to ensure consistent and continuous discussion about curriculum and instruction
- 2.2.3 Enhance professional learning communities to target improved student learning
- 5.1.2 Establish and effective Professional Learning Communities (PLC) system implemented consistently throughout each school

**FY18 District Goals:**

WSD Goal #1: Create a collaborative environment that fosters Teach Like a Pirate (TLAP) system and philosophy: passion, immersion, rapport, ask and analyze, transformation and enthusiasm.  
 WSD Goal #2: Establish professional learning communities that focus on student social and emotional well-being as well as learning objectives through instructional practices.

**School Goal:**

Establish and maintain professional learning communities (PLC) that are focused on increasing student engagement through collaboration on and enhancement of instructional practices.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
<b>Develop a PLC system that encourages teachers to develop TLAP lessons and strategies.</b>	Principal, Curriculum Directors, PLC groups	Sept 2017	Creation of school PLCs.  Creation of recording system to track PLC progress.	Review of PLC reflections
<b>Share developed strategies from PLC's at faculty meetings.</b>	Principal, Curriculum Directors, department teachers, PLC groups	Oct '17 - May '18	Directors and PLC groups identify sources of information, and discuss best practices	Reports out to Directors by PLC groups
<b>In newsletter, TLAP lessons and strategies developed through PLCs..</b>	Principal	Nov '17 – May '18	Classroom observers will share ideas with Principal for inclusion.	A copy of newsletters will be kept.

Goal 3: Data Analysis

**DIP:**

- 1.3.1 Analysis of data to evaluate student performance and assess needs to improve student achievement.
- 1.4.1 Assess the needs of the students by analyzing available data
- 2.1.1.c Create a system to monitor student progress
- 2.4.4 Create a system to monitor implementation of frameworks at each building using student performance data; longitudinal and benchmark data comparisons
- 3.1.3 Identify specific data reports that are needed
- 3.1.4 Provide tiered and timely access to data reports for all stakeholders (teachers, parents, student etc.) when developmentally appropriate
- 3.1.5 Establish protocols, procedures, and structure for staff to analyze and discuss data in order to impact student learning
- 3.2.1 Train staff on the use of student data to inform decision making in closing the achievement gap
- 3.2.3 Establish data teams at all schools
- 3.2.4 Examine correlation of attendance and individual student growth
- 4.2.3 Create an environment where available data is explored and used in order to identify areas of need and continuous improvement and new data is mined effectively

**FY18 District Goals:**

- WSD Goal #2: Establish professional learning communities that focus on student social and emotional well-being as well as learning objectives through instructional practices.
- WSD Goal #3: Ensure the district is highly effective at processing, analyzing, and using student performance data through established protocols, procedures, and structures for staff.

**School Goal:**

Establish an effective process for analyzing and using student performance data through established protocols, procedures and structures to improve student learning.

Training and Data Team Development				
<b>Training for teachers and administrators interested in the Data Team.</b>	Asst Superintendent, Principal, Curriculum Directors, teachers	July '17 - Jan '18	Training planned and implemented.	Evaluation by staff attendees to determine if more training is needed.
<b>Develop a school wide data team that will meet monthly.</b>	Principal, Directors, teachers	Oct '17 – June '18	Data team developed.	Meeting notes will be kept. This will include a summary of what we found as well as next steps.
<b>Summarize findings to all staff members.</b>	Data team members	Dec '17 – June '18	Shared at Faculty Meeting and Department Meeting	Evaluation of progress by data team.  Discussion at

Leadership  
meetings.

**ANALYSIS OF STAFFING  
NEEDS FISCAL YEAR  
2017-18  
Windham High School**

**2016-17 Staffing Levels / Class Sizes**

**Need to be reviewed—Sem 1 only**

<b>Academic Department</b>	<b>Teachers (Equivalent)</b>	<b>IA's</b>	<b>Class Sections (Sem I, '16-'17)</b>	<b>Ave Class Size</b>
English	9.8		49	TBD
Fine Arts	7.0		28	TBD
Human Perf/Wellness	5		30	TBD
Mathematics/Business	12.2		61	TBD
Science/Engineering	11.2		56	21.2
Social Studies	9.4		47	TBD
Special Education (CM's)	8	16	34	TBD
World Language	4.8		24	TBD

<b>Department</b>	<b>Professionals</b>	<b>IA's</b>
Guidance	4	2
Health Office	1	1
Learning & Testing Centers		2
Main Office	2	3.6
Media Center	1	1
Professional Specialists	2	
Technology	2	

**2017-18 Staffing Levels / Class Sizes**

<b>Academic Department</b>	<b>Teachers</b>	<b>IA's</b>	<b>Class Sections (Sem I, '17-'18)</b>	<b>Ave Class Size</b>
English	9.8		53	
Fine Arts	7.8		32	
Humanities	10.4		13	36
Human Perf/Wellness	6		31	
Mathematics/Business	12.2		51	
Science/Engineering	11.2		57	22.1
Social Studies	4.0		34	20.5
Special Education (CM's)	9	16	34	
World Language	5.2		26	19.2

<b>Department</b>	<b>Professionals</b>	<b>IA's</b>
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Guidance	4	2
Health Office	1	1
Learning & Testing Centers		2
Main Office	2	3.6
Media Center	1	1
Professional Specialists	2	
Technology	2	

## Component E: Request for Personnel Changes

**Windham School District  
Fiscal Year 2017-2018  
Operating Budget**

### Proposed Personnel Change

**School/Department:** Windham High 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:** 2018-2019  
**Assessment Data:** Students at Risk

**Part I** — Describe the proposed personnel change  
*Executive Functioning Coach*

**Part II** — Contract rate  
*Classroom Teacher, per CBA (M-8)      Salary: \$\$92,227.37 (benefits included)*

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

### Proposed Personnel Change

**School/Department:** Windham High 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:** 2017-2018



**School/Department:** Windham High 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:** 2018-2019

**Assessment Data:** Enrollment projections and student requests

**Part I** — Describe the proposed personnel change  
*.2 FTE Visual Arts Teacher (Photography)*

**Part II** — Contract rate

*Classroom Teacher, per CBA (B-15) Salary: \$14,527 + benefit increase*

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

Students at WHS typically far exceed the required number of credits, and seek out opportunities for the exploration of areas of interest. This also has the effect of rounding out their transcript and de facto resume prior to the college application process. In addition, the arts are a significant interest area for many students, and they see out the opportunity to take as many courses in the visual arts as they can. Prior to the 2016-17 school year, hundreds of requests were made for visual arts classes at WHS. Due to the teaching staff in place, over 200 of those requests were not honored, even following the addition of a single semester-long ceramics course with the teacher receiving a 1/16<sup>th</sup> stipend for teaching that extra section (per the CBA). As class sizes increase, in particular at the Junior and Senior level, the number of requests for visual arts courses will continue to grow. In the 2017-2018 school year, a new visual arts (Photography) teacher was hired at 0.8 FTE. This alleviated much of the course request discrepancy, but even with this increase in teacher, only 6 freshman requests were able to be honored, whereas the average request per grade is well over 50. It is anticipated, with our new Photography teacher and our partnership with NHTI (allowing students to be eligible for college credit with some photography classes), that requests will greatly increase beyond our current capacity in the 2018-2019 school year. With the extra .2 FTE increase, an additional 2 courses which accounts for approximately 48 additional course requests will be able to be honored.

**Request:**

Increase our existing .8 FTE Visual Arts (photography) teacher to 1.0 FTE, which is an increase of .2 FTE Visual Arts (photography). The cost of this request would be **\$14,527.00 + benefits** for one .2 FTE teacher increase.. This request will alleviate some of the discrepancy between student demand and student placement of visual arts courses.

*\*Meets district Goal #3: Ensure the district is highly effective at processing, analyzing and using student performance data through established protocols, procedures and structures for staff.*

*\*Meets District Improvement Plan 2.3.2 Ensure necessary time for instruction in order to access the district curriculum. Provide resources and training to staff to create a common vision and expectations for instructional practice to maximize instructional time.*

*\*Meets District Improvement Plan 6.1.3 Align budget requests for annual school budget school improvement plans.*

**Proposed Personnel Change**

**School/Department:** Windham High 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:** 2018-2019  
**Assessment Data:** Enrollment projections

**Part I** — Describe the proposed personnel change  
*Mathematics Teacher*

**Part II** — Contract rate  
*Classroom Teacher, per CBA (M-8) Salary: \$\$92,227.37 (benefits included)*

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

As seen in the table below, there is a need for 5 more sections of math class at WHS for the 2018-2019 school year. Therefore we are requesting an additional math teacher.

New math sections needed for FY19 Anticipated	Justification	Number of extra sections
New section of Honors Geometry	There are 3 sections of 8th grade Honors Algebra 1. Since there are only 2 sections of Honors Geometry this year, both oversized, we will need another section next year.	1
New section of Honors Precalculus	There are 3 large sections of Honors Algebra 2 this year. Since there are only 2 sections of Honors Precalculus this year, both at 30, we will need another section next year.	1
New semester course of Trigonometry	Since the class of 2019 is the first class required to take 4 math classes, it is necessary to add another advanced math class option for students. We already have a semester course in Statistics so a semester course in Trigonometry would give students another valuable advanced course. I expect 4 sections (two each semester) but it is possible that one section of CP Precalculus may be eliminated due to this option.	1

	Therefore only 2 semester sections of math are needed. so it should only be 2 semester sections.	
Extra section of Semester Statistics	Since there are currently 3 sections of semester Statistics, I suspect a 4th section will be added so another ½ section will be needed.	0.5
Extra section of Math SAT Prep	Using PSAT data for grade 10 in the spring, I would like to encourage students who didn't quite reach proficiency to take the Math SAT prep course prior to taking SATs during their junior year. In order to do this, I will need at least one more ½ section of Math SAT prep.	0.5
Extra section of AP Calculus	Currently there are 60 students enrolled in Honors Precalculus. There are also students in CP Precalculus who have expressed an interest in AP Calculus. Therefore there will likely be 60+ students interested in AP Calculus so an extra section will be needed.	1

Other factors that were considered in the decision for this request:

- 1) As of the start of the 2017-2018 school year, 41% of math courses are either at or above the maximum recommended number of students. 36% of those are overenrolled including 4 classes with 30 students. Based on research of recommended class sizes as well as a survey of comparable school districts, it is recommended to cap Honors and CP classes at 24 students and to cap Skill level classes at 15 students to allow for more teacher interaction and individual assistance for students. Although there are some classes below the recommended limits, due to the variety of classes in which students at Windham High School enroll, it is not possible to create equal class sizes. Keeping class sizes within the suggested ranges allows for more individualized instruction targeted at specific skills which would support DIP standards 1.2.6 to “develop an evidence-based budget and resources to support improved student achievement,” as well as 2.3.2 to “ensure necessary time for instruction in order to access the district curriculum...”
- 2) There are also two individualized classes, Fundamentals of Mathematics and Individualized Mathematics for Algebra. These courses, although extremely small in nature, need to be taught by a mathematics teacher. However this eliminates two sections that would otherwise be available for reduction of class sizes. These classes are for individualized instruction targeted at specific skills which would support DIP standards 1.2.6 to “develop an evidence-based budget and resources to support improved student

achievement,” as well as 2.3.2 to “ensure necessary time for instruction in order to access the district curriculum...” It also allows time for teachers to support students individually and in small groups, supporting DIP standard 2.3.1 to “develop and implement a multi-tiered system of support PK-12 where the schedule in each building must provide time for instructional supports and interventions.”

- 3) For the 2018-2019 school year, we anticipate a Freshman class with 25 more students. Based on the last few years’ data, we also expect ten to twenty more out-of-district students to enroll next summer. Therefore we expect approximately 40 more students needing a math class. Some of these can be absorbed into our small classes while others can not. Therefore we will need at least one more section of math. In the table, this is indicated by the Honors Geometry class.

### **Proposed Personnel Change**

**School/Department:** Windham High 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:** 2018-2019  
**Assessment Data:** Struggling Students

**Part I** — Describe the proposed personnel change  
*Mathematics Credit Recovery Program*

**Part II** — Contract rate  
*Classroom Teachers (6) Salary: \$1,500.00 stipend - \$9,000.00 Total*

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

### **WHS Math Credit Recovery Program - Proposal**

In the FY19 school year, Windham High School would like to begin a WHS Math Credit Recovery Program for students who either are in danger of failing mathematics for the year or have failed mathematics for the year. We consider this a pilot program. In the future, we would like to expand this program to include other departments.

#### **General Information:**

**Cost to district:** \$1500 stipend per teacher  
(budgeting for 6 teachers - 3 for second semester and 3 for summer for \$9000 total)

#### **Teacher responsibility:**

Determine which units the students failed (consulting with Director of Mathematics).  
Create and grade practice work and assessments for each student. (This will likely be more than one course.)  
Meet with students(see program for times) to give extra help and monitor progress.

A) **Second Semester Program**: Any student who failed a WHS math course for the first semester of the school year (and meet certain criteria) will be offered the opportunity to recover his/her semester grade so that they have the opportunity to pass the class for the year. Through this process, each student will also be filling the gaps in skills so that he/she can be successful during the second semester.

**Criteria:** Students failed no more than 4 summative assessments.  
Semester grade of 50% or higher.  
Ability to stay after school 2 days per week for 1 to 1.5 hours.  
Students remain in the class and complete all work for the class.

**Grade recovery:** If successful in the Credit Recovery program, a student's semester average will be changed to 65%.

**Requirements for student to recover grade:** Each student will need to complete all failed units by receiving a grade of 70% or higher on a summative assessment. (No formal formative assessments will be given. Practice work will not be graded but will be corrected as a progress monitoring tool.)

B) **Summer Credit Recovery Program (DRAFT)**: Any student who failed a WHS math course for the year (and meet certain criteria) will be offered the opportunity to recover the credit so that they are ready to enter the next course in the fall. Through this process, each student will also be filling the gaps in skills so that he/she can be successful in his/her next math course.

**Criteria:** Students failed no more than 4 summative assessments.  
Year grade of 50% or higher.  
Ability to attend summer school 3 mornings per week for 1.5 hours for 6 weeks.

**Credit recovery:** If successful in the Summer Credit Recovery program, a Credit Recovery course (with course name such as Algebra included) will be added to his/her transcript with a grade of "P" for passing. The year grade will not change.

**Requirements for student to recover grade:** Each student will need to complete all failed units by receiving a grade of 70% or higher on a summative assessment. (No formal formative assessments will be given. Practice work will not be graded but will be corrected as a progress monitoring tool.)

**Component F: Request for Educational Materials and Cost Estimates**

**SUPPLIES & EQUIPMENT WORKSHEET**

**Windham School District**

**BUDGET CODE:** FY19  
**SCHOOL:** Windham High School  
**GRADE/SUBJECT:** General (Furniture)  
**PREPARED BY:** Stephen Sierpina

<b>Curriculum Area Support</b>	<b>District/ School/ Grade Level Strategic Plan</b>	<b>Supplies/ Materials Hardware/ Software Instructional Equipment*</b>	<b>Possible Vendors**</b>	<b>Approximate Cost</b>
Additional furniture due to increased enrollment.  100.1100.00.739.214	DIP 1.2.6 Develop an evidence-based school budget & resources to support improved student achievement.	Student desks (60)	Virco	\$10,800.00
		Student chairs (60)	Virco	\$4,200.00
	DIP 1.3.2 Assess school & departmental SIP developed by the schools that represent program and building needs to determine appropriate funding.  DIP 6.3.1 Establish a long-term capital plan that reflects future capital development & improvement needs that is reviewed and revised as needed with stakeholder input.	Teacher desks (1)	School Furnishings	\$1,000.00

	With the increased enrollment projections over the next 2 years, it is vital to ensure students have all the necessary resources in order to achieve.			
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\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

**SUPPLIES & EQUIPMENT WORKSHEET**

**Windham School District**

**BUDGET CODE** FY19

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** Technology Equipment

**PREPARED BY:** Stephen Sierpina

<b>Curriculum Area Support</b>	<b>District/ School/ Grade Level Strategic Plan</b>	<b>Supplies/ Materials Hardware/ Software Instructional Equipment*</b>	<b>Possible Vendors**</b>	<b>Approximate Cost</b>
Additional Touch Screens for individual classrooms  100.2225.00.739.214.000000.5	2.1.1  Review the process and the review/adoption cycle for curriculum to ensure it reflects and supports a rigorous instructional program and technology that is relevant, accessible and comprehensive, Pre K to 12 across all contents  2.3.6  Utilize technology to aid with on time graduation and course completion through communication	Clear Touch Screens (6)	Gov Connect TBD	\$24,600.00  6 @ \$4,100.00 (includes screen, wall mount, & shipping)

	<p>6.3.1</p> <p>Establish a long-term capital plan that reflects future capital development &amp; improvement needs that is reviewed and revised as needed with stakeholder input.</p> <p>The screens provide an interactive learning opportunity for all students that is both relevant and engaging. The purchase would increase the amount of Touch Screens from 7 to 13.</p>			

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.



## SUPPLIES & EQUIPMENT WORKSHEET

Windham School District

**BUDGET CODE** FY19

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** Social Studies

**PREPARED BY:** Stephen Sierpina and Shannan McKenna

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Social Studies Textbooks	DIP 2.2.4 Create and implement a K-12 curriculum based on district standards and measured by common assessments with annual (regular) review and updates  Practical Law to fulfill requirement for Civics	Practical Law textbooks (50)	McGraw Hill	\$5,000
	School Plan for Creation of Global Certificate Program	Global Economics textbooks (30)- support new course for Global Certificate program	Pearson	\$5010
		AP Comparative Government (30)	W.W. Norton	\$3000
	DIP 2.1.1a Review textbook replacement cycles	AP Economics (30)- new	Cengage	\$6,000
		AP US Government (30)	Pearson	\$4500

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

## SUPPLIES & EQUIPMENT WORKSHEET

Windham School District

**BUDGET CODE**                      FY19

**SCHOOL:**                              Windham High School

**GRADE/SUBJECT:**                  World Language

**PREPARED BY:**                      Stephen Sierpina and Shannan McKenna

<b>Curriculum Area Support</b>	<b>District/ School/ Grade Level Strategic Plan</b>	<b>Supplies/ Materials Hardware/ Software Instructional Equipment*</b>	<b>Possible Vendors**</b>	<b>Approximate Cost</b>
Creation of Spanish I Continued	DIP 1.2.6 Develop an evidence-based school budget and resources to support improved student achievement  DIP 2.1.1b Monitor and evaluate curriculum and instructional practices as it impacts student learning	Spanish I Continued Textbooks (90)	Pearson	\$9,000

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

**SUPPLIES & EQUIPMENT WORKSHEET**

Windham School District

**BUDGET CODE** FY19**SCHOOL:** Windham High School**GRADE/SUBJECT:** Business**PREPARED BY:** Stephen Sierpina

<b>Curriculum Area Support</b>	<b>District/ School/ Grade Level Strategic Plan</b>	<b>Supplies/ Materials Hardware/ Software Instructional Equipment*</b>	<b>Possible Vendors**</b>	<b>Approximate Cost</b>
Business Textbooks up for renewal	Textbook Adoption Cycle	Personal Finance textbooks (90)	TBD	\$11,700
		Marketing(75)	TBD	\$9750

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

**SUPPLIES & EQUIPMENT WORKSHEET**

**Windham School District**

**BUDGET CODE** FY19

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** Mathematics

**PREPARED BY:** Stephen Sierpina

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Mathematics textbooks up for replacement	Textbook Adoption Cycle	Precalculus (150)	TBD	\$30,000
	DIP 1.2.6 Develop an evidence-based school budget and resources to support improved student achievement	AP Statistics(25)	TBD	\$5,000
	DIP 2,1,1a Review Textbook Replacement Cycle  DIP 2.1.1b Monitor and evaluate curriculum and instructional practices as it impacts student learning	Trigonometry(60)	TBD	\$12,000

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

## SUPPLIES & EQUIPMENT WORKSHEET

Windham School District

**BUDGET CODE** FY19

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** Science

**PREPARED BY:** Stephen Sierpina

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Integrated Science textbooks up for renewal in the textbook adoption cycle	DIP 1.2.6 Develop an evidence-based school budget and resources to support improved student achievement	Hard Copy textbook Digital Version Instructional resources	Frey Scientific	\$28,000
	DIP 2.1.1b Monitor and evaluate curriculum and instructional practices as it impacts student learning			
AP Environmental Science Textbook, new course	DIP 1.2.6 Develop an evidence-based school budget and resources to support improved student achievement	Hard Copy textbook Digital Version Instructional resources	Frey Scientific Cengage Pearson	\$4,000
	DIP 2.1.1b Monitor and evaluate curriculum and instructional practices as it impacts student learning			

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

**SUPPLIES & EQUIPMENT WORKSHEET**

**Windham School District**

**BUDGET CODE**                      FY19

**SCHOOL:**                              Windham High School

**GRADE/SUBJECT:**                Technical Arts, Visual Arts, and various other departments

**PREPARED BY:**                    Alan Dust

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Video editing software as part of district-wide plan	D.I.P 2.3.2 Ensure necessary time for instruction in order to access the district curriculum. Provide resources and training to staff to create a common vision and expectations for instructional practice to maximize instructional time.	Creative Cloud Software	Adobe	\$5,000
	D.I.P 6.1.3 Align budget requests for annual school budget school improvement plans.			

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

**SUPPLIES & EQUIPMENT WORKSHEET**

Windham School District

**BUDGET CODE**                      FY19

**SCHOOL:**                                Windham High School

**GRADE/SUBJECT:**                Visual Arts

**PREPARED BY:**                    Alan Dust

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Visual Arts Department Supplies	<p>D.I.P 2.3.2 Ensure necessary time for instruction in order to access the district curriculum. Provide resources and training to staff to create a common vision and expectations for instructional practice to maximize instructional time.</p> <p>D.I.P 6.1.3 Align budget requests for annual school budget school improvement plans.</p>	photo ink, paint brushes, photo paper, clay, paint, brushes, etc.	Rio Grande, B&H, WB Mason, Portland Pottery, Dick Blick	Increase of \$6,200.00

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

**SUPPLIES & EQUIPMENT WORKSHEET**

**Windham School District**

**BUDGET CODE**                   FY19  
**SCHOOL:**                         Windham High School  
**GRADE/SUBJECT:**             Visual Arts  
**PREPARED BY:**                Alan Dust

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Visual Arts Department equipment	D.I.P 2.3.2 Ensure necessary time for instruction in order to access the district curriculum. Provide resources and training to staff to create a common vision and expectations for instructional practice to maximize instructional time.	Replacement cameras.	B&H	\$3,000.00
	D.I.P 6.1.3 Align budget requests for annual school budget school improvement plans.	Lighting System including strobe lights, studio light stands, umbrellas, studio softboxes, Plus X transceivers	B&H	\$4,160.00

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.



## SUPPLIES & EQUIPMENT WORKSHEET

Windham School District

**BUDGET CODE** FY19

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** 9-12 Various

**PREPARED BY:** Alan Dust

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Various Curricular Areas including Visual Arts, Technical Arts, and other areas that utilize computer labs.	D.I.P 2.3.2 Ensure necessary time for instruction in order to access the district curriculum. Provide resources and training to staff to create a common vision and expectations for instructional practice to maximize instructional time.	25 x 21.5 inch iMac with Retina 4k display. 3.6GHz quad-core 7th-generation Intel Core i7 processor, Turbo Boost up to 4.2GHz. Memory: 8GB 2400MHz DDR4.	Apple	\$42,475.00
		3 x 27 inch iMac with Retina 4k display. 3.8GHz quad-core 7th-generation Intel Core i5 processor, Turbo Boost up to 4.2GHz. Memory: 16GB 2400MHz DDR4. (Increased memory for video transfer)	Apple	\$7,497.00
	D.I.P 6.1.3 Align budget requests for annual school budget school improvement plans.			

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

**SUPPLIES & EQUIPMENT WORKSHEET**

Windham School District

**BUDGET CODE** FY19

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** Visual Arts

**PREPARED BY:** Alan Dust

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Visual Arts	D.I.P 2.3.2 Ensure necessary time for instruction in order to access the district curriculum. Provide resources and training to staff to create a common vision and expectations for instructional practice to maximize instructional time.  D.I.P 6.1.3 Align budget requests for annual school budget school improvement plans.	50 x 18” stools 4 x 24” stools	Walmart, Amazon, Virco, School Furnishings	\$2,720.00
		5 Cabinets for storage in room E218	Walmart, Amazon, Virco, School Furnishings	\$2,500.00

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

**Windham School District**

**BUDGET CODE** FY19  
**SCHOOL:** Windham High School  
**GRADE/SUBJECT:** Technical Arts  
**PREPARED BY:** Alan Dust

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Technical Arts supplies	<p>D.I.P 2.3.2 Ensure necessary time for instruction in order to access the district curriculum. Provide resources and training to staff to create a common vision and expectations for instructional practice to maximize instructional time.</p> <p>D.I.P 6.1.3 Align budget requests for annual school budget school improvement plans.</p>	Supplies such as cords, memory cards, bags, ink, photo paper, and other consumables for Digital Media, Yearbook, Graphic Design, and TV/Video courses	B&H	\$5,000.00

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

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**SUPPLIES & EQUIPMENT WORKSHEET**

**Windham School District**

**BUDGET CODE** FY19

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** Technical Arts

**PREPARED BY:** Alan Dust

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Technical Arts Equipment	D.I.P 2.3.2 Ensure necessary time for instruction in order to access the district curriculum. Provide resources and training to staff to create a common vision and expectations for instructional practice to maximize instructional time.	Lights, microphones; sound proofing materials, shotgun microphone, RONT1KITSS Voice-over mic kit; safety equipment	B&H	\$1,300.00
		V-mount battery adaptor to Odyssey 7Q+	B&H	\$220.00
		Canon XF205 camcorder with XLR inputs and SDI for WSD usage	B&H	\$3,200.00
	D.I.P 6.1.3 Align budget requests for annual school budget school improvement plans.	2 x Manfrotto 526,536 Tripod/Head system	B&H	\$4,480.00
		Computer to Video scan converter - DAC-70 - for WSD usage	B&H	\$500.00
		2 x Tascam DR-44WL Portable audio recorders	B&H	\$540.00
		2 x Canon Vixia HF G-10 Handheld Camcorders	B&H	\$2,400.00
		2 x External Drive Memory	B&H	\$400.00

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

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**SUPPLIES & EQUIPMENT WORKSHEET**

**Windham School District**

**BUDGET CODE**                      FY19

**SCHOOL:**                              Windham High School

**GRADE/SUBJECT:**                  Science & Engineering

**PREPARED BY:**

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Science				

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

**SUPPLIES & EQUIPMENT WORKSHEET**

Windham School District

**BUDGET CODE** FY19**SCHOOL:** Windham High School**GRADE/SUBJECT:** Special Education**PREPARED BY:** Stephen Sierpina

<b>Curriculum Area Support</b>	<b>District/ School/ Grade Level Strategic Plan</b>	<b>Supplies/ Materials Hardware/ Software Instructional Equipment*</b>	<b>Possible Vendors**</b>	<b>Approximate Cost</b>
Transportation mileage to allow support of Special Ed students at CTE centers at Pinkerton and Salem	Allowance for Special Education IAs' mileage so they can provide IEP required services for identified student(s)	Mileage for IA transportation	Individual IA's	\$6,000

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.

## SUPPLIES & EQUIPMENT WORKSHEET

Windham School District

**BUDGET CODE** FY19

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** Athletics

**PREPARED BY:** Bill Raycraft

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Athletic Equipment	Purchase of replacement treadmill for HP. These are used daily in the Human Performance curriculum and now going on nine years of use. As well as a set of portable bleachers for use by spectators at athletic events	Treadmill  Bleachers  Score Table  Helmets  Portable Scoreboard	LifeCycle  TBD  TBD  TBD  TBD	\$4,000  \$30,000  \$4,500  \$6,840  \$4,800
Athletic Dues & Fees	To account for increased dues and fees for athletics including scheduled increase in referee fees, tournament fees and equipment repairs. We have also included officials assignor fees and police detail, not previously included. Increase of Cardio and Fitness room repairs from ten years use	Various dues and fees Officials Assignor Fees Police Detail Cardio/Fitness PM	NHIAA, Referees,	\$8,000 (approx.)

\*Include estimated shipping and handling charges. (When in doubt, consider 10%.)

\*\*List the catalog/manufacturer that you used to obtain this estimate.