

Windham Middle School



School Improvement Plan

FY 19

School Council Dates

October 16, 2017

November 20, 2017

December 18, 2017

January 15, 2018

February 19, 2018

March 19, 2018

April 16, 2018

May 21, 2018

June 18, 2018

School Council Members

WMS Administration	Brenda Morrow, Jay Gratton
WMS Teachers	Beth Lippold, Lynne Andrews, Patti Pratte
WSD Finance Committee	Bob Coole, representative
Parents	Melissa Runde, Michelle Olson, Stephanie Snell, Kelly Hammil
School Board Representative	Dennis Senibaldi

Windham Middle School Profile

<p><u>Administration</u> Brenda Morrow, Principal Jay Gratton, Asst. Principal Norma Micheroni, Director of Special Services</p> <p><u>Curriculum Directors</u> Cathy Croteau, Math Alan Dust, Fine Arts Wendy Jack, ELA Michael Koski, Science Julie Lichtmann, Guidance Shannan McKenna, SS & World Lang.</p> <p><u>Teams/Committees</u> School Council Grade/Dept. PLC Teams Safety Data/RTI Committee Social Committee PTA Standards Based Reporting Committee</p> <p><u>School Day/Learning Time</u> 7:35 am-2:15pm Breakfast: 7:15am- 7:35am Office Hours: 7:00-3:15pm</p> <p><u>Faculty/Staff</u> Administration: 3 SRO: 1 Faculty: 112 Paraprofessionals: 14 Nurse: 2 Counselors: 3 Custodial: 4</p>	<p><u>School Programs</u> Comprehensive 6-8 curriculum Language Development- ELL Teachers Literacy Support- ELA Tutors Math Support- Math Tutor MTSS Reading Intervention- Reading Specialist Student Support Teams Unified Arts: P.E/Wellness, Art, Music, Band/Chorus World Language</p> <p><u>School Programs/ Improvements/ Accomplishments</u></p> <ul style="list-style-type: none"> • Active PTA Involvement • Weekly PLC Teams • Student Support Team • Shock After School Program • Math Team • Blue Ribbon Award Winner (Volunteers) • Strong Athletic Teams • Extra-Curricular Clubs and Programs <p><u>Student Enrollment/Demographics</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>17-18</th> <th>16-17</th> <th>15-16</th> <th>14-15</th> <th>13-14</th> <th>12-13</th> </tr> </thead> <tbody> <tr> <td>Total Enrollment</td> <td>779</td> <td>755</td> <td>737</td> <td>699</td> <td>685</td> <td>640</td> </tr> <tr> <td>Male</td> <td>406</td> <td>391</td> <td>351</td> <td>362</td> <td>357</td> <td>342</td> </tr> <tr> <td>Female</td> <td>373</td> <td>364</td> <td>386</td> <td>337</td> <td>328</td> <td>298</td> </tr> <tr> <td>Special Education</td> <td>119</td> <td>15%</td> <td>13%</td> <td>12%</td> <td>12%</td> <td>12%</td> </tr> <tr> <td>Free/Red. Lunch</td> <td>4%</td> <td>4%</td> <td>4%</td> <td>4%</td> <td>4.5%</td> <td></td> </tr> </tbody> </table>		17-18	16-17	15-16	14-15	13-14	12-13	Total Enrollment	779	755	737	699	685	640	Male	406	391	351	362	357	342	Female	373	364	386	337	328	298	Special Education	119	15%	13%	12%	12%	12%	Free/Red. Lunch	4%	4%	4%	4%	4.5%	
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Windham Middle School Staff

Teachers	
Classroom Teachers	<p>Sixth Grade- Tracey Lamb, Ashley Clemons, Karin Rogers, Susan Guelli, Ben Rodon, Karen Tenhagen, Christine Nizgus, Brianna Durand, Kelly O’Connor, DeAnne Urquhart</p> <p>Seventh Grade- Erin Bailey, Tracy Parker, Lisa Corbin, Candance St. Onge, Miguel Pires, Ed Nordengren, Jessica Girvin, Deanne Whitehead, Patricia Pratte, Robert Gordon, Stefanie Stockwell</p> <p>Eighth Grade- Leah Doughty, Bill Buckley, Marty Chaput, Kelsy Ferdinando, Lisa Reddig, Jessica Boisvert, Russ Leberman, Craig Kingsley, Michelle McCorkle, Steven Curry</p>
Specialists	<p>Art- Rose Mercier, Kendall Crimmin;</p> <p>PE- Mark Cherbonneau, Sarah Flaherty;</p> <p>Band/ Music- Rebecca Pierce Chorus/ Music- Katie Avalos, Shelia Cuneo, Nicole Archambault</p> <p>Health- Helen Noel</p> <p>World Language- Pilar Ripley, Kiera Fritz, Carolyn Morse, Vickie McAlpine</p> <p>Media Specialist- Katy Smith</p> <p>RTI Coordinator (Math)- Sonia Pierpont</p> <p>RTI Coordinator (Literacy)- Kristine O’Neil</p>
ELL	Jodie Chabot
SPED Case Managers	<p>Sixth grade- Melissa Dixey, Kerry Freisinger</p> <p>Seventh grade- Jenn Bullis, Brienne Rouse</p> <p>Eighth grade- Joann Misra, Kevin Moyer</p>
SPED Resource	<p>Language Based Classroom- shared</p> <p>Access Program- Elicia Blair</p> <p>Bridges Program- Amy Berube</p> <p>Autism Specialist- Melissa Dixey</p>
Speech/Lang.	Lynne Andrews

OT/PT	Kristen Merrill, Lindsay Ross
Reading Spec.	Debra Hope
Behavior Specialist	Jocelyn Hampoian
Techs and Para Educators	
IT support- Yancarlos Bonifacio, Tech Integrator- Tammie Robie	
Instructional Tutors	ELA- Nancy Parsons Math- Brenda Goudreau
Paraprofessionals	Francine Corbin, Cindy Farrell, Laura Liddy, Jackie Tilly, Jasmine Mirras, Maura Pleva, Caitlyn Shea, Carol Soucy, Donna Nordengren, Kaitlyn Hurley, Jody Fantasia, Nadine Small, Kim Shea
Support Staff	
Office Staff Nurses Administration Guidance Counselors SPED Admin School Psychologist SRO	Maria Maynard, Robin Krizan, Diane Winter Kathy Rawley, Charlene Sousa Principal- Brenda Morrow Assistant Principal- Jay Gratton Elizabeth Jodoin, Elizabeth Lippold, Rebecca Johnson, LSW Norma Micheroni Stephanie Messina Shane Mirisola
Custodian Food Service	Head Custodian- Todd Wells Evan Getchell, Jon Coish, Roy Dennehy Lead- Tina Boermeester Beth Jenkins, Tracy Poteat, Krista Jacques, Joy Wendell

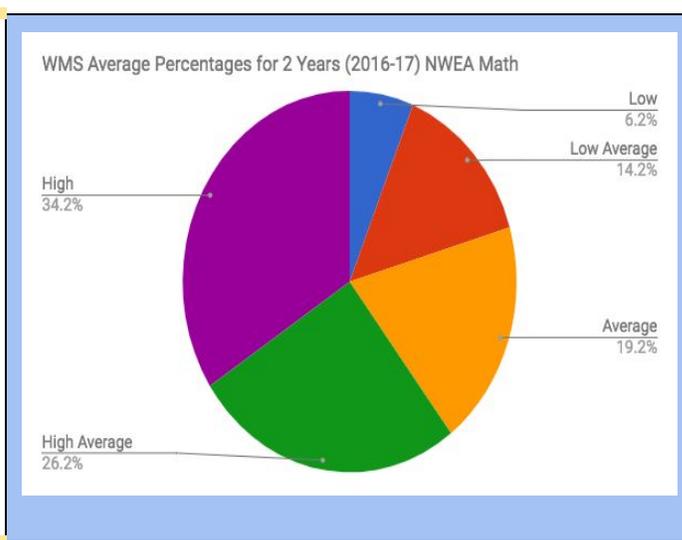
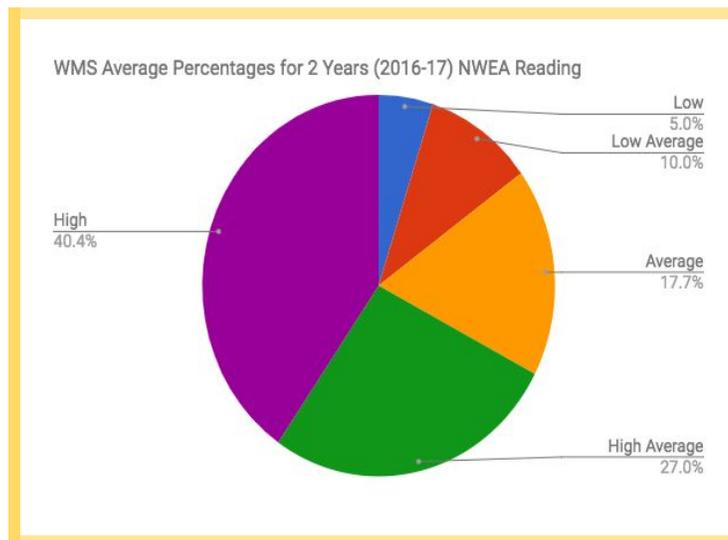
Student Learning Achievement

Windham Middle School offers comprehensive instruction for grades six through eight. Our curriculum is closely aligned with Common Core Standards with a heavy emphasis on reading, writing and mathematics. Our Language Arts/ Reading department follows the Lucy Calkins' model for Writing Workshop and Nancy Atwell's model for Reading Zone. For Mathematics, our school utilizes the Glencoe Math series. We closely monitor our students through benchmark assessments, which have built in mastery concepts. Our Science curriculum is embedding the next generation science standards with a strong focus on inquiry. We use various intervention tools to progress monitor our students; yet a systematic approach to intervention is still being developed within our school.

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

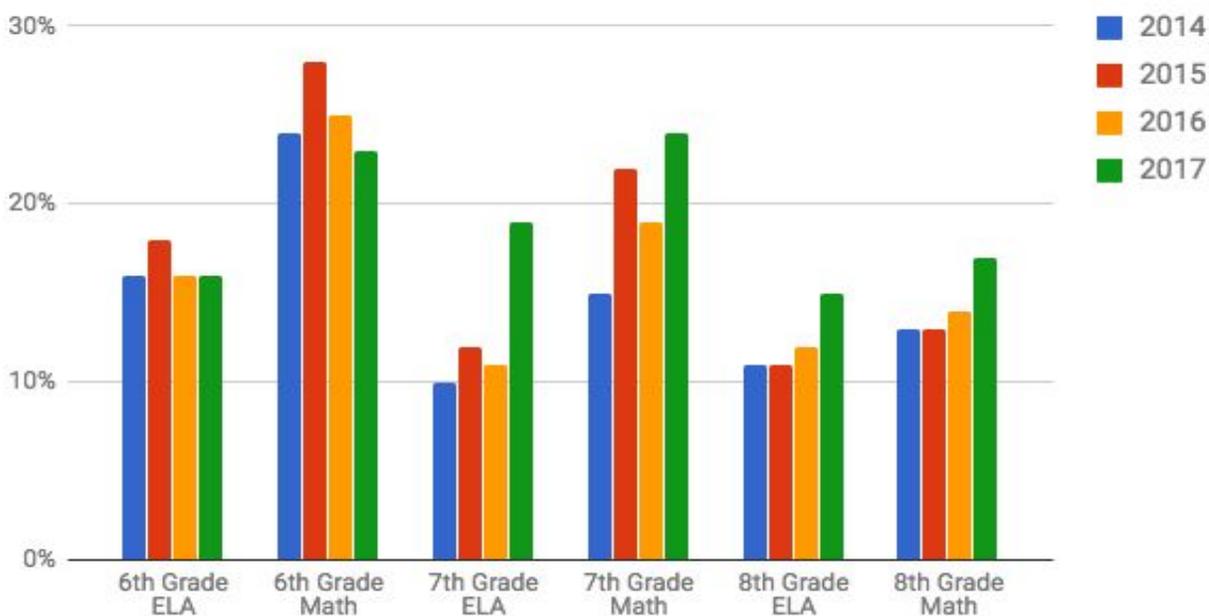
NWEA results below demonstrate the percentage of students not meeting proficiency.

NWEA 2017	6	7	8		NWEA 2017	6	7	8	
RIT Reading	16%	15%	14%	Low - Low Average	RIT Math	24%	22%	16%	Low - Low Average



NWEA Results % of students scoring below proficiency	2014	2015	2016	2017
6th Grade ELA	16%	18%	16%	16%
6th Grade Math	24%	28%	25%	23%
7th Grade ELA	10%	12%	11%	19%
7th Grade Math	15%	22%	19%	24%
8th Grade ELA	11%	11%	12%	15%
8th Grade Math	13%	13%	14%	17%

NWEA ELA & Math Students Below Proficient



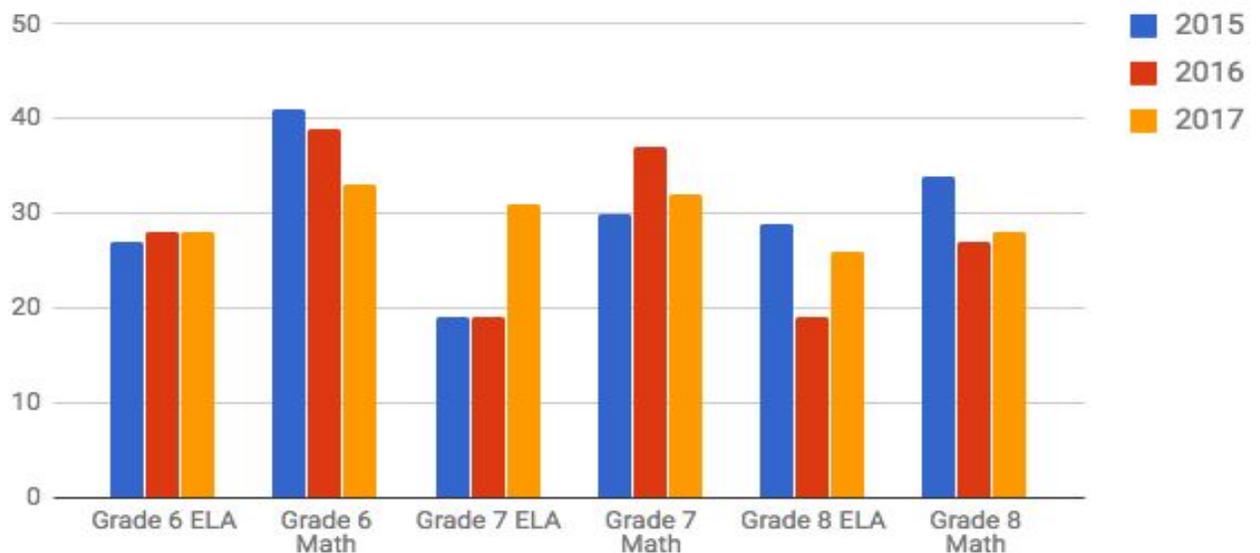
Using the NWEA results, an average of 15% of our students are scoring low to low average percentile in ELA and 21% in Math. Although we have seen gains with our lowest scoring students, we still have work to do in order to provide more support/ intervention to these students. NWEA is only one data point of a student’s performance, so Windham Middle School uses various assessments to provide a closer look at the whole child.

SBAC Assessment is another tool. According to the SBAC scores, an average of 25% of our students are scoring low to low average in ELA and 32% in Math.

SBAC	6	7	8		SBAC	6	7	8	
ELA	28%	23%	25%	Low - Low Ave.	Math	38%	33%	25%	Low - Low Ave.

SBAC: Students not meeting proficiency			
	2015	2016	2017
Grade 6 ELA	27	28	28
Grade 6 Math	41	39	33
Grade 7 ELA	19	19	31
Grade 7 Math	30	37	32
Grade 8 ELA	29	19	26
Grade 8 Math	34	27	28

SBAC % Students not meeting proficiency 3-Year comparison



SBAC: Students not meeting proficiency

Using this information, Windham Middle School will provide intervention for these students. Accessing such tools as Skills Navigator, Newslea, Membean, Fluency reads, and NoRedInk, our teachers will be able to 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 progress monitoring students throughout the year for re-evaluation.

Component A: Analysis of Student Performance and Achievement

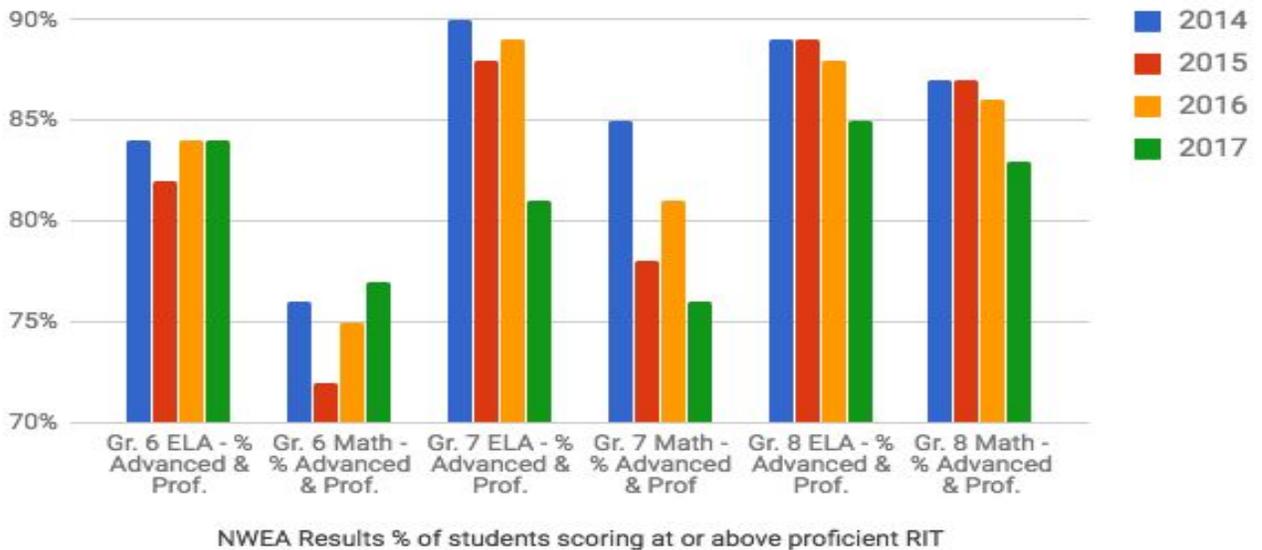
Based on our curriculum and instruction, Windham Middle School continues to produce high achieving students scoring well above the state averages. Our school has made gains towards narrowing the achievement gap by continuing to differentiate and address individual student needs. When analyzing accountability data, our students have scored above the state averages in all four of the following assessments: Northwest Evaluation Association’s Assessment (NWEA), Smarter Balanced Assessment, Science NECAP, and PSAT.

NWEA

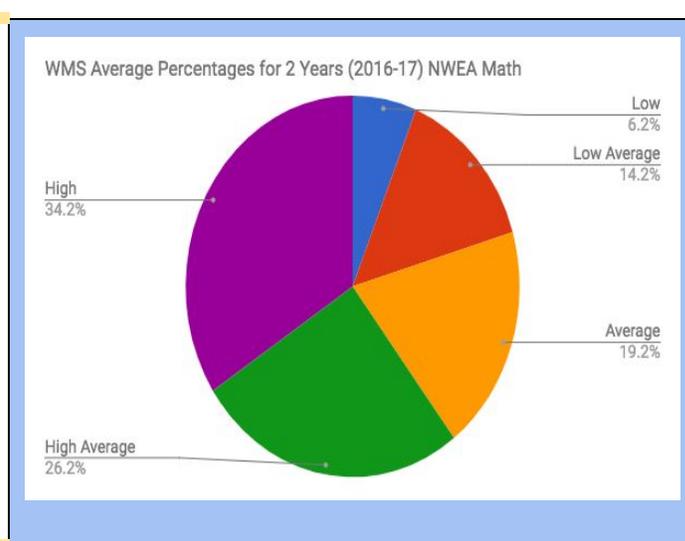
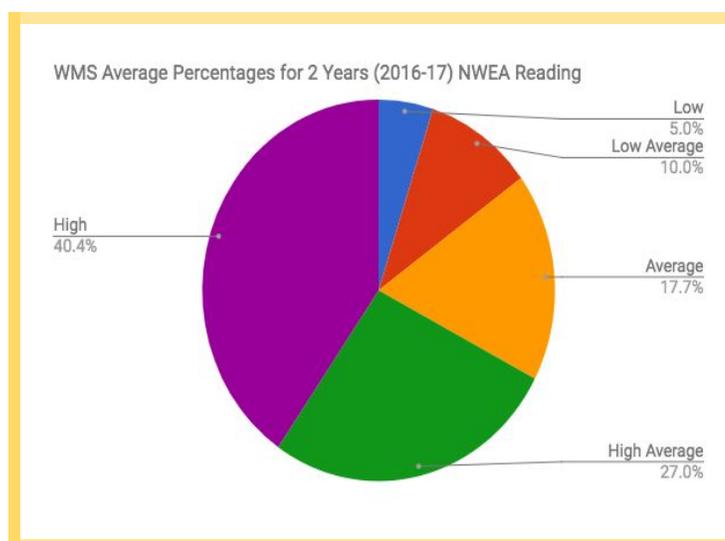
The Northwest Evaluation Association offers an assessment that measures student growth and achievement. Windham Middle School has been using the NWEA exam for several years to inform our instruction in the areas of Reading and Math. Our students continue to perform well on this assessment.

The difficulty and complexity of each MAP assessment question is measured using the **RIT scale**. A student's **RIT score** indicates the level at which the student was answering questions correctly 50% of the time. A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. “**Norm Grade Level Mean RIT,**” is the **average** score for students in the same **grade** as that student, across the country who took the MAP assessment for that content area.

NWEA ELA & Math Results P+ 2014-2017



NWEA Results % of students scoring at or above proficient RIT	2014	2015	2016	2017
Gr. 6 ELA - % Advanced & Prof.	84%	82%	84%	84%
Gr. 6 Math - % Advanced & Prof.	76%	72%	75%	77%
Gr. 7 ELA - % Advanced & Prof.	90%	88%	89%	81%
Gr. 7 Math - % Advanced & Prof	85%	78%	81%	76%
Gr. 8 ELA - % Advanced & Prof.	89%	89%	88%	85%
Gr. 8 Math - % Advanced & Prof.	87%	87%	86%	83%



SBAC

Smarter Balanced Assessment is one tool that our district uses to measure student performance. As defined by the Smarter Balanced Assessment Consortium the SBAC assessments determine students' progress toward college and career readiness in English language arts/literacy and math. These are given at the end of the school year and consist of two parts: a computer adaptive test and a performance task.

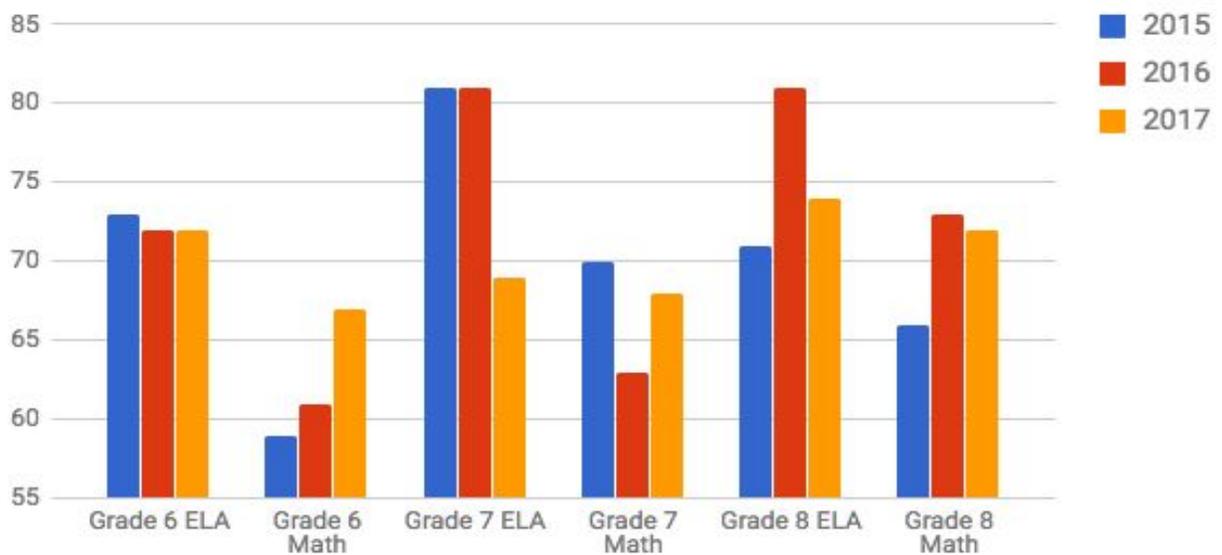
The summative assessments:

- Accurately describes both student achievement (how much students know at the end of the year) and student growth (how much students have improved since the previous year) to inform program evaluation and school, district, and state accountability systems
- Includes writing at every grade and asks students to solve multi-step, real-world problems in mathematics
- Capitalizes on the strengths of computer adaptive testing: efficient and precise measurement with a quick turnaround of results. (www.smarterbalanced.org)

As illustrated in the following charts, Windham Middle School students have been performing well on the SBAC Assessment. Using the data information from this assessment, Windham Middle School will target instruction in our lower performing areas by providing supports and interventions in order to increase student achievement.

SBAC: Overall % of students scoring level 3 or above			
	2015	2016	2017
Grade 6 ELA	73	72	72
Grade 6 Math	59	61	67
Grade 7 ELA	81	81	69
Grade 7 Math	70	63	68
Grade 8 ELA	71	81	74
Grade 8 Math	66	73	72

SBAC % Proficiency+ 3-Year Comparison



SBAC: Overall % of students scoring level 3 or above

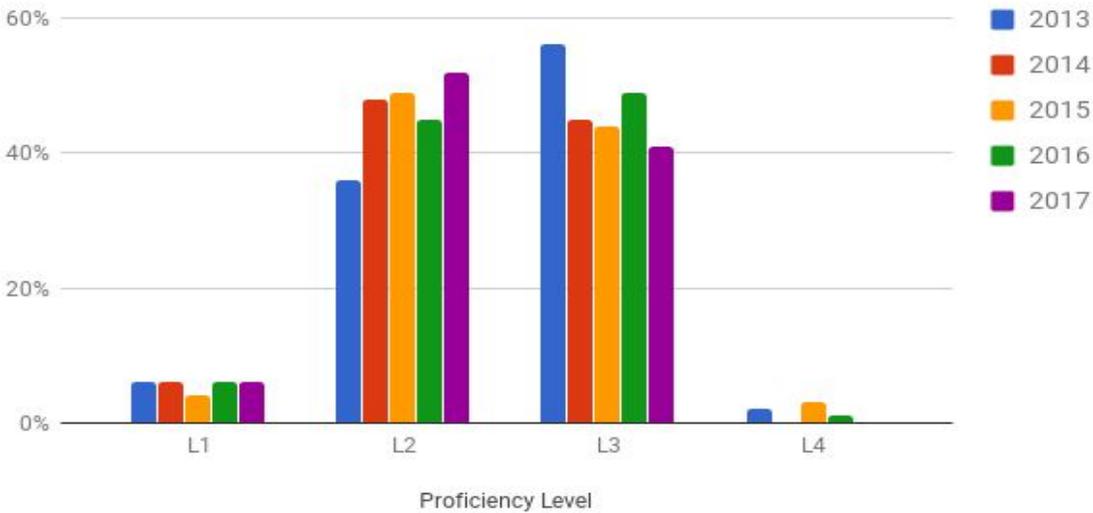
SCIENCE NECAP

The New England Common Assessment Program (NECAP) Science is administered in Science to the eighth grade students attending Windham Middle School. The NECAP measures students' academic knowledge and skills relative to grade level expectations.

Results are as follows:

NECAP Science Proficiency	2013	2014	2015	2016	2017
L1	4%	5%	5%	5%	7%
L2	40%	48%	39%	37%	52%
L3	55%	48%	56%	57%	41%
L4	1%	0%	0%	2%	<1%

5-Year NECAP Comparison



Windham Middle School will continue to provide high quality differentiated instruction to meet the needs of our students.

PSAT

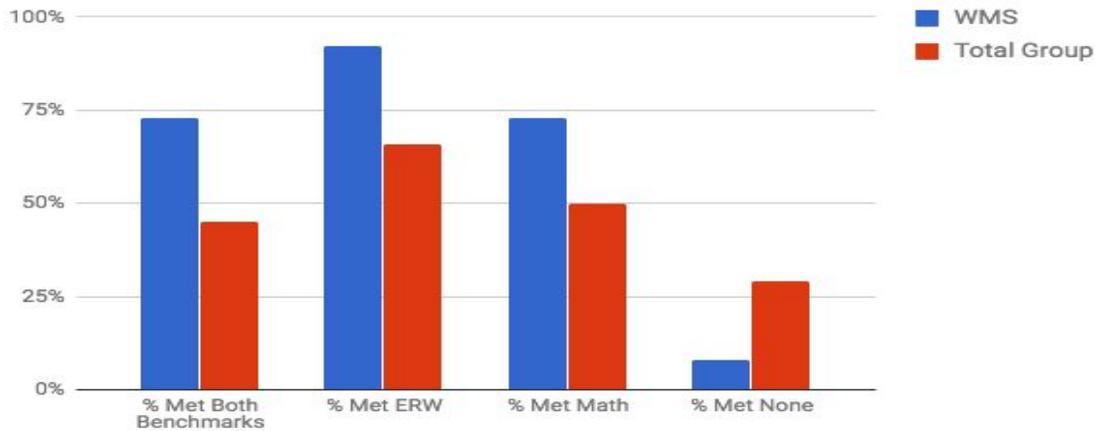
The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered by the College Board and co-sponsored by the National Merit Scholarship Corporation (NMSC) in the United States.

The most common reasons for taking the PSAT/NMSQT are:

- To receive feedback on students strengths and weaknesses on skills necessary for college study.
- To see how student perform on an admissions test might compare with that of others applying to colleges.
- To help prepare for the SAT. To become familiar with the kinds of questions and the exact directions students will see on the SAT.

8th grade	% Met Both Benchmarks	% Met ERW	% Met Math	% Met None
WMS	73%	92%	73%	8%
Total Group (8th graders nationally)	45%	66%	50%	29%

2017 Grade 8 Students PSAT Meeting Benchmarks



Windham Middle School will continue to provide high quality differentiated instruction to meet the needs of our students. We will keep a close eye on our intervention methods in order to improve and prevent any slide in our achievement scores.

B: Identification of Gaps in Student Performance

Overall, the students at Windham Middle School perform well. Two areas of concern are the performance decrease demonstrated by cohort in the area of English Language Arts as well as the percentage of students with disabilities scoring below proficiency. According to the graphs below, we have experienced a decline in performance beginning in the 2015-16 school year. These declines can be a result of reducing the amount of ELA time the students had due to a change in schedule. It is important to note the growth we experienced in the area of Mathematics. This could be due to the schedule change that had occurred. We increased the learning time in this area scheduling students the course every day.

Smarter Balanced Assessment Achievement Levels

ELA/ Literacy Proficiency by Cohort

Cohort	2014-15	2015-16	2016-17	Difference
2023	Grade 4 77% 255	Grade 5 78% 255	Grade 6 72% 255	-6%
2022	Grade 5 70% 243	Grade 6 72% 245	Grade 7 69% 260	-3%
2021	Grade 6 73% 234	Grade 7 81% 225	Grade 8 74% 240	-7%
2020	Grade 7 81% 243	Grade 8 81% 246	Grade 9 ?	0%

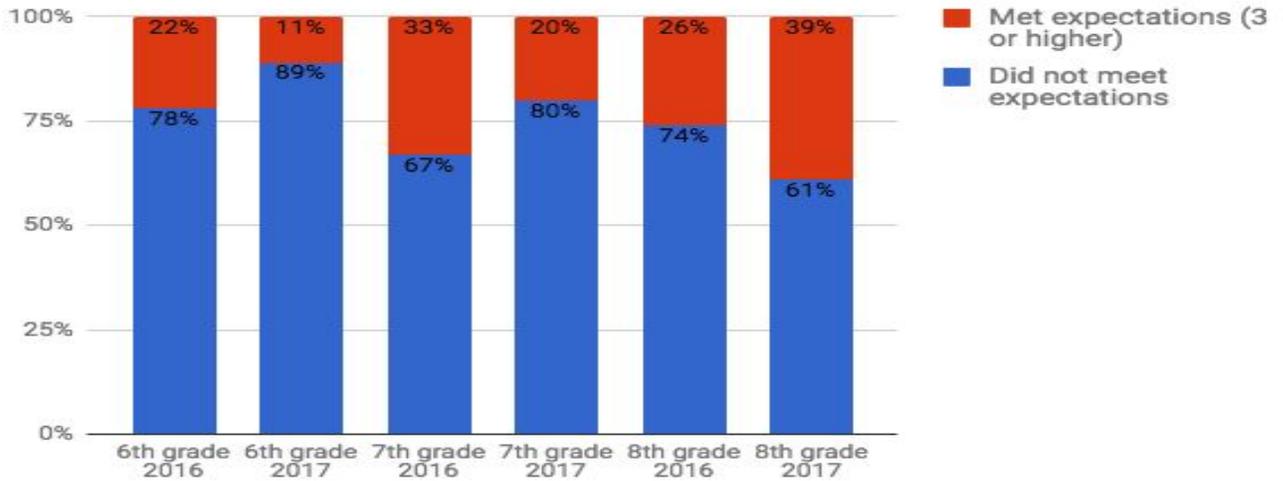
Math SBAC Proficiency by Cohort

Cohort	2014-15	2015-16	2016-17	Difference
2023	Grade 4 66%	Grade 5 65%	Grade 6 67%	2%
2022	Grade 5 65% 243	Grade 6 64% 246	Grade 7 73%	9%
2021	Grade 6 59% 234	Grade 7 64% 233	Grade 8 72%	8%
2020	Grade 7 70% 243	Grade 8 73% 249		

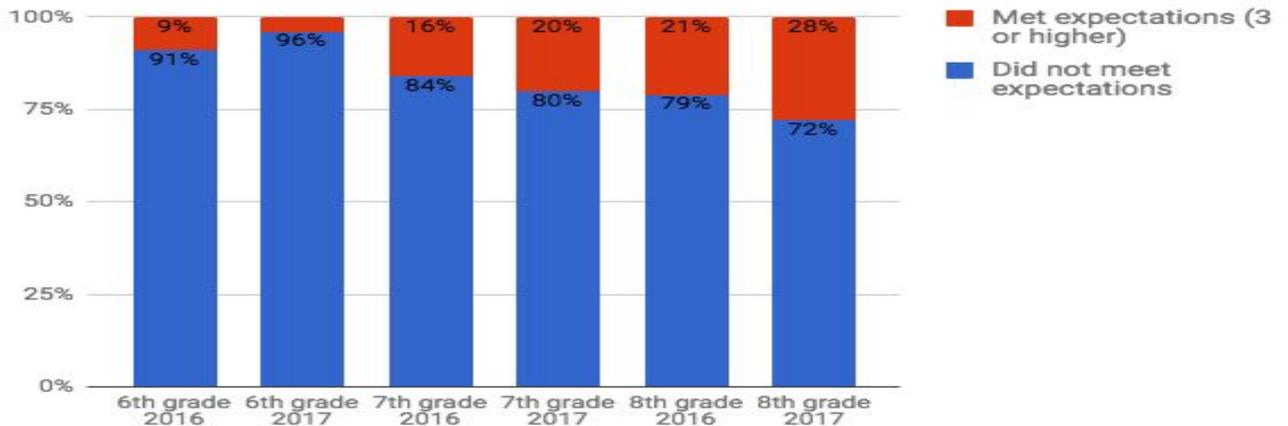
An area of concern for the Windham Middle School is the large percentage of students with disabilities scoring below proficiency. According to the graphs below, we are experiencing another decline in the number of students not meeting expectations in the area of ELA. The Math results are showing that our students with disabilities are making gains in 7th and 8th grade.

We will need to take a closer look at the cohorts as they progress through the grade levels.

Special Education Students SBAC ELA Achievement 2 years



Special Education Students SBAC Math Achievement 2 years



Analysis of WMS Math scores through the SBAC and NWEA Assessments illustrates that our students are performing well with their scores collectively above the state average. Although the majority of our students are proficient or advanced, our goal will be to target the students that are not meeting proficiency by embedding intervention into our everyday practices. We continue to work on our Math 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 students can work through multi-tiered problems similar to those used in the SBAC testing. Mastery checks of specific standards will be targeted in math instruction and assessment in all grades.

Analysis of WMS ELA/ Reading scores through the SBAC and NWEA Assessments illustrates that our students are performing well with their scores collectively above the state average. Although the majority of our students are proficient or advanced in the NWEA assessment, our

goal will be to target the students who are not meeting proficiency levels for the SBAC assessment by embedding intervention into our everyday practices. 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.

Science NECAP Achievement Levels

Analysis of the Science NECAP demonstrates that our students are performing well in each science domain. We will continue to address our individual student needs by differentiating our instruction and reviewing science concepts that were taught in previous grade levels. WMS will continue to strengthen its instructional practices in all areas focusing on inquiry and explanation with our students.

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

Content Recovery Program (extra cost in operating budget)- Last year there were as many as 66 students receiving poor grades (D & Fs) in their core academic classes. Although this is less than 10% of our population, 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 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 need.

PBIS (extra cost in the operating budget)- The Positive Behavior Intervention and Support (PBIS) framework is a schoolwide, proactive approach, aimed to create a positive school culture. The goal of PBIS is to increase our school's ability to establish the behavioral supports and social culture needed for all students to be emotionally, socially, and academically successful.

Music Teacher (new position)- WMS has had to recruit music teachers from both Center School and the High School in order to accommodate the large number of students taking Music Appreciation. It has become increasingly difficult to borrow teachers from other buildings to support our music program. With the addition of another music teacher, we would be able to maintain our averages of 24 per class without the support of other schools. Our class sizes would become an average of 29 students per class (largest could go above 30) depending on course selections. An additional music teacher would be utilized to continue and strengthen the strings program at WMS. Currently, strings can only be offered before school. *(Possible solution is to continue to borrow teachers from other schools)*

2 Math Teacher and/or Science Teacher (depending on current teacher certification) (new positions)- With the addition of certified Math Teachers and/or a certified Science teachers, the

middle school could reduce their class sizes and address the individual needs of each student. In order to maintain a robust curriculum with varied levels of math and science instruction, it has become increasingly important to add more math and science instruction at each level.

MATH: Currently, WMS is cross-teaming students in order to offer 3 sections of Accelerated math and 8 sections of on-level math in 6th & 7th. While the eighth grade is offering 3 sections of Accelerated Math and 7 sections of on-level math. The on-level math classes contain an average of 23 students (largest class of 27) each, and our Accelerated math classes have an average of 23 students each (largest class of 27).

SCIENCE: A Science teacher is needed to balance the Math classes, currently, science class sizes 30 students per class. Thirty students in a Science classroom inhibits inquiry labs. Instruction has had to be adjusted in order to accommodate the class sizes. Currently, our science classes in 6th grade average 25 (largest 27), 7th grade average is 22 (largest 26 and 2 more sections than the other grade levels) and 8th grade averages 26 (largest 27). The State recommends no more than 24 students in a Science class that conducts labs.

With the addition of 2 teachers, each grade level could provide students with 3 equal teams per grade level for instruction creating more equality within the class sizes to approximately 22 students per class.

3 Humanities Teachers (ELA) (new positions)- With the addition of certified Language Arts Teachers, the middle school could reduce their class sizes and address the individual needs of each student. As our test scores have declined in this area, it has become increasingly important to add more instruction at each grade level. With the addition of 3 teachers, each grade level could provide students with 3 equal teams for instruction creating more equality within the class sizes to approximately 22 students per class. Currently, ELA classes are averaging 26 students per class (largest 27), and Social Studies classes are averaging the same with several classes at 28 students because no students are pulled out for specialized instruction for Social Studies.

Special Education Secretary- (new position-full time) Currently 15% of the middle school population are students with disabilities. This has placed increased demands on the Special Education department for clerical duties. As a result, the special education professional staff are taken away from students. A Special Education secretary would support special education case managers by copying files, scheduling meetings and organizing meeting notes as well as mailings for the families thus providing more time to focus on student growth.

Reading Specialist- (new position) The population of students with an IEP is approximately 15% of the current enrollment. The students come with varying needs. However, each with some level of need in the area of reading/ELA. There are approximately 35 students with a need for phonics instruction when middle school reading instruction focuses on comprehension. The number of students entering the middle school needing this instruction is increasing where these students are functioning well below grade level. Due to the numbers the reading specialist's contracted time needs to focus on instruction; there is no remaining time for required three year assessment or new referrals. This position will provide an opportunity half day to be incorporated into a general education delivery of multi-tiered instruction. *(A suggestion would be*

to share a Reading Specialist from another school if available or a Part time position).

Space- Space continues to be a major safety concern at the Windham Middle School. The middle school was built for 575 students and currently our enrollment (as of Sept 9, 2017) is 779 students. At present time, there are 9 teachers (+2 part time teachers) on carts that travel to various classrooms for instruction. The Library was cut in half four years ago in order to create a classroom inside of it and now has be reduced again to create an additional teaching space. The Library holds a Math class 2 periods a day the teachers' room has been eliminated in order to create a Special Education classroom. A classroom has had to be divided into multiple sections to accommodate individual special student needs. Special education teachers are currently sharing office space to test and deliver services. Our ELL teacher shares an office space with 6 Directors. Our two RTI Teachers share a makeshift office within the paper closet. The stage is being used for storage and small group instruction. Our Cafe is used for instruction two periods of the day.

Temporary Solution regarding the space issue at the middle school is to utilize the four classrooms at the high school (moving the 3rd grade out) thus reducing the overall capacity of our building. Suggestion would be to move a Sixth grade team (4 teachers) to the high school until the building project is complete.

Component D: Goals and Objectives

Goal 1: Student Achievement

FY 18 District Goals:

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

Ensure the district is highly effective at processing, analyzing and using student performance data through established protocols, procedures and structures for staff.

FY 18 District Improvement Plan Goals:

Objective 1: To Provide an Aligned, Consistently Delivered and Continuously Improving Curriculum

1.2 To support the District's mission in providing quality learning that improves student achievement. "The mission of The Windham School District is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life."

Objective 2: Curriculum and Instruction

2.1.2 Provide a structure within each building to ensure consistent and continuous discussion about curriculum and instruction

School Goal:

By June of 2018, Windham Middle School will increase student engagement using at least two strategies per teacher of Teach Like a Pirate per trimester, thus producing critical thinkers that

can apply their knowledge effectively.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Continue development of instructional strategies focused on Mathematical practices	All content teachers including SPED and ELL	2017-2018	Professional Development PLC/ Dept. meetings Daily classroom instruction Model lessons Assessment building	Classroom observations Artifacts of evidence including student work and NWEA scores
Continue development of differentiated instruction.	All instructional staff	2017-2018	Professional Development PLC/ Dept. meetings Daily classroom instruction Model lessons Assessment building	Classroom observations Artifacts of evidence including student work benchmark progress and NWEA scores
Continue development of instructional strategies focused on Reading, Writing, and Vocabulary.	All instructional staff	2017-2018	Professional Development PLC/ Dept. meetings Daily classroom instruction Model lessons Assessment building	Classroom observations Artifacts of evidence including student work and NWEA scores
Continue to provide a comprehensive and rigorous instructional program, aligned with state frameworks and the common core.	All instructional staff	2017-2018	Professional Development PLC/ Dept. meetings Daily classroom instruction Model lessons Assessment building	Classroom observations Artifacts of evidence including student work and NWEA scores
Create a reporting system that measures what a child can do (SBRC)	All instructional staff	2017-18	Professional Development PLC/ Dept meetings focused on assessment development w/ rubrics Implement UbD	

Goal 2: Student Achievement

FY 18 District Goal:

Ensure the district is highly effective at processing, analyzing and using student performance data through established protocols, procedures and structures for staff.

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1.2 To support the District's mission in providing quality learning that improves student achievement. "The mission of The Windham School District is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life."

Objective 2: Curriculum and Instruction

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 an effective Professional Learning Communities (PLC) system implemented consistently throughout each school

Objective 3: Ensure Sufficient Instructional Time

2.3.1 Develop and implement a multitiered system of support PK-12 where the schedule in each building must provide time for instructional supports and interventions (MTSS - tiered systems of support, academic and behavioral interventions, technology and English Language Learners English Language Learners(ELL)

Objective 4: Implement a Multi-Tiered System of Support for the High Achievement of All Students

2.4.2 Establish systems aligned to the common core with an RtI (MTSS) framework within each building to provide appropriate interventions to support high achievement

School Goal:

Ensure all students receive an academic and behavioral Multi-Tiered System of Support through Response to Instruction data and assessment.

By June of 2018, 5% of the students performing below proficiency will increase their level of understanding through benchmark data.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation Progress	of
Maintain an active Data/ RTI building steering committee.	Teacher representatives including SpEd, Instructional Specialists, Administration, and RTI/Data Coordinators	2017-2018	Monthly meetings	Meeting agenda Intervention data Benchmark assessments Progress monitoring data Student achievement scores	
Strengthen Tier 2 and 3 interventions in all grade levels.	All instructional staff including, SpEd, and RTI/ Data Coordinators	2017-2018	Bi-Monthly meetings	Intervention data Benchmark assessments Progress monitoring data Student achievement scores	
Integrate universal screeners to improve student achievement.	All instructional staff including, SpEd, and RTI/ Data Coordinators	2017-2018	Professional Development PLC/ Dept. meetings Daily classroom instruction Model differentiated lessons	Intervention data Benchmark assessments Progress monitoring data Student achievement scores	
Implement an RTI framework to maintain a strong instructional programs and procedures.	All WMS staff	2017-2018	Professional Development Data/ RTI committee meetings Staff meetings PLC /Dept. meeting Provide Support	Intervention data Benchmark assessments Progress monitoring data Student achievement scores Review office referrals & Attendance	

Goal 3: Technology

FY 18 District Goals:

Cultivate a strong technology ecosystem that is appropriately utilized at all levels

FY 18 District Improvement Plan Goals:

Objective 1: To Provide an Aligned, Consistently Delivered and Continuously Improving Curriculum

1.2 To support the District’s mission in providing quality learning that improves student achievement. “The mission of The Windham School District is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life.”

School Goal:

By June 2018, WMS teachers will use technology effectively to enhance instructional practices and school procedures.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation Of Progress
Use technology to support staff and student learning.	All WMS staff	2017-2018	Professional development	Observation of use Classroom observations
Develop instructional opportunities for technology integration	All WMS Staff	2017-2018	Professional development	Observation of use Classroom observations
Stay current with technological advances	WMS Tech Integrator All WMS staff	2017-2018	Professional development Tech PLCs Dept. Meetings	Observation of use Classroom observations

Goal 4: School Climate and Safety

FY18 District Goals:

Establish professional learning communities that focus on student social and emotional well-being as well as learning objectives through instructional practices.

FY 18 District Improvement Plan Goals:

Objective 1: To Provide an Aligned, Consistently Delivered and Continuously Improving Curriculum

1.2 To support the District's mission in providing quality learning that improves student achievement. "The mission of The Windham School District is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life."

1.2.2 Create and/or support Professional Learning Communities (PLC) PLC-Ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve

Standard II: Curriculum and Instruction: The district provides a comprehensive, accessible, and rigorous instructional program aligned with state frameworks and the common core comprised of curricula and instructional practices that are implemented and monitored effectively, and that lead to high levels of achievement for all students.

2.1.1.b. Monitor and evaluate curriculum and instructional practices as they impact 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

2.2.5 Create an array of relevant and appropriate formative assessments

2.4.2 Establish systems aligned to the common core with an RtI (MTSS) framework within each building to provide appropriate interventions to support high achievement

2.4.4 Create a system to monitor implementation of frameworks at each building using student performance data; longitudinal and benchmark data comparisons

2.4.5 Evaluate the effectiveness of the systems using multiple points of student performance data

Objective: 3.1 To provide access to user friendly, district-wide and school based reports on student achievement and other relevant data.

3.1.5 Establish protocols, procedures, and structure for staff to analyze and discuss data in order to impact student learning

3.2.2 Develop and implement a robust Multi-Tiered System of student Support (MTSS) with embedded use of universal screening and progress monitoring for all students

Objective: 5.1 Academic Support: To develop and implement policies, procedures and practices that promote high student achievement, support course completion, reduce grade retention and encourage on-time graduation. The District will develop and implement an effective system for addressing the emergent and long-term holistic needs of all students.

5.1.1 Define the current MultiTiered System of Support (MTSS) to ensure it addresses the needs of learners along the entire learning spectrum.

School Goal:

By June 2018, WMS will develop and enhance our PLC structure by establishing structured meeting times, norms and protocols.

By June 2018, WMS will design and begin to implement a PBIS model for middle school students.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation Progress	of
Establish norms for PLC work	All WMS staff	2017-2018	2 Weekly meeting times scheduled with agendas created	Meeting minutes	
Discuss and create meaningful lessons based on data	All WMS staff	2017-2018	2 Weekly meeting times scheduled sharing student work/ progress	Meeting minutes	
Continue working toward training all staff at WMS in Co-teaching to increase collaboration	All WMS staff	2017-2018	Provide professional development	Classroom visitations	
Develop a PBIS structure for WMS	All WMS Staff	2017-2018	Provide professional development Model behavior	Staff and Student Surveys	
Foster a safe, respectful and responsible school community.	All WMS staff	2017-2018	Model behavior	Staff and Student Surveys Reflection	

**ANALYSIS OF
STAFFING NEEDS
FISCAL YEAR
2017-2018
Windham Middle School**

Existing Fiscal Year 2017-2018	Proposed Fiscal Year 2018-2019
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Grade	No. of Students	Class Size	Homeroom Staff	No. of Students	Class Size	Staff	Change
6	252	25.2	10	253	21.0	12	+1
7	267	26.7	10	255	21.25	12	-12
8	260	26.0	10	268	22.3	12	+8
Total	779			776			-3

Additional Staff- Due to the large enrollment at Windham Middle School, in an effort to maintain class sizes at the state and district levels, there is a need to add additional staff to accommodate the various needs and course offerings for our students.

*****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 from 26 to 36 students.

Estimated Class Sizes 2018-2019

*Based on current class sizes

Class	Sections	6th Gr # of students (253)	Averag e Class Size	7 th Gr # of Students (255)	Averag e Class Size	8 th Gr. # of Students (268)	Averag e Size Class
Science	10 sections	253	25	255	26	268	27
Science (proposed)	12 sections	253	21	255	21	268	22
Math	7 sections	(75%) 190	27	(76%) 194	28	(72%) 193	28
Math (proposed)	9 sections	(75%) 190	21	(76%) 194	22	(72%) 193	21
Accelerated Math	3 sections	(25%) 63	21	(24%) 61	20	(28%) 75	25
ELA	10 sections	253	25	255	26	268	27
ELA (proposed)	12 sections	253	21	255	21	268	22
Social Studies	10 sections	253	25	255	26	268	27
Social Studies (proposed)	12 sections	253	21	255	21	268	22
Band Year Long	2 Sections	(20%) 51	26	(24%) 61	31	(21%) 56	28
Chorus Year Long	2 Sections	(27%) 68	34	(26%) 66	33	(30%) 80	40

Music App. Year Long	4 Sections	(53%) 134	34	(50%) 128	32	(48%) 129	32
Music App. Year Long (proposed)	6 Sections	(53%) 134	22	(50%) 128	21	(48%) 129	21
Spanish Year Long	12 Sections 3 teachers	(72%) 182	15	(58%) 148	12	(61%) 163	14
French Year long	4 Sections	(12%) 30	8	(12%) 31	8	(14%) 38	9
Phys. Ed. Year Long	8 Sections	253	32	250	31	268	34
Art I Trimester	12 Sections	253	21	250	21	268	22
Art II Trimester	12 Sections	253	21	250	21	268	22
Health Trimester	12 Sections	253	21	250	21	268	22

**WINDHAM PUBLIC
SCHOOLS FY 2017-2018
Operating Budget**

Proposed Personnel Change

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: 2017-2018

Assessment Data: Class size data

Part I -- Describe the proposed personnel change.

3 Humanities Teachers

Part II: Contract rate

Teacher \$56,398 (M8+ benefits) x 3

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

The WMS budget reflects a request for three additional Social Studies or English teachers (depending on certifications) to create three full teams of teachers at each grade level. The addition of two classes of Social Studies at each grade level would allow class sizes to decrease from a high of on average 27 students per class to on average of 22 per class. The smaller class sizes would allow 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...”

**WINDHAM PUBLIC SCHOOLS
FY 2017- 2018 Operating Budget
Proposed Personnel Changes**

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: 2018-2019

Assessment Data: Increased population of students with disabilities (15%)

Part I -- Describe the proposed personnel change.

Special Education Secretary to full time

Part II -- What is the anticipated cost of the proposed change?

Secretary: \$15.00 per hour (7.5 hours x 180 days=\$20,250) No benefits

Part III - Provide supplementary supporting information for your proposal.

Action taken: Currently 15% of the middle school population are students with disabilities which as increased demands for Special Education department with clerical duties, the special education staff are taken away from students. A Special Education secretary would support special education case managers by copying files, scheduling meetings and organizing meeting notes as well as mailings for the families thus providing more time for the case managers focus on student growth.

School Improvement Plan: 2018-2019

Assessment Data: Increased population of students with disabilities (currently at 15% of the enrollment)

Part I -- Describe the proposed personnel change.

Reading Specialist

Part II -- What is the anticipated cost of the proposed change?

Teacher: \$56,389 + benefits

Part III - Provide supplementary supporting information for your proposal.

The population of students with an IEP is approximately 15% of the current enrollment. The students come with varying needs. However, each with some level of need in the area of reading/ELA. There are approximately 35 students with a need for phonics instruction. This number is up from last year and these students function at a lower level. In addition to working with identified students, this position will provide an opportunity half day to be incorporated into a general education delivery of multi-tiered instruction.

**BUDGET CODE FY 2019 SUPPLIES & EQUIPMENT
WORKSHEET**

SCHOOL: Windham Middle School

WINDHAM SAU #95

PREPARED BY: Brenda Morrow

Content Recovery Program (extra cost in operating budget)- 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 need.

Math Recovery Program (extra cost in the operating budget)-Teacher responsibility:

Determine the standards the students for which each student has not reached proficiency (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.

Second and Third Trimester Program: At the end of the trimester, any student, who has a reported math standard that is not at level 3 or 4, will be offered the opportunity to attend the Math Standards Recovery Program for the following trimester. Unless extenuating circumstances, approved by the Principal and/or Director of Mathematics, the student will be expected to stay in the program for the Trimester. The focus will be mastery of the missed standards but, whenever possible, review of all standards will be included. At the end of the trimester, the standards will be formally reassessed to see if the student can be released from the program.

District/ School/Strategic Plan- (DIP) 5.1 Academic Support: *To develop and implement policies, procedures and practices that promote high student achievement, support course completion, reduce grade retention and encourage on-time graduation. The District will develop and implement an effective system for addressing the emergent and long-term holistic needs of all students.*

Approximate Cost: \$9,000.00

Cost Breakdown:

Content Recovery	4 hours per week at \$30/ hour *20 weeks to provide re-teaching opportunities for students who are not meeting mastery on various topics (Standards Based)	120	20	\$2,400
Math Recovery	1 1/2 hours of instruction 2x a week/ 10 weeks +planning time 1 hr/wk (\$900 + \$300)	1200	3	\$3,600

Summer Recovery	3x a week at 2 hours \$60 x 3=180 \$180 x 6= \$1080 + planning time of 2 hours per week for 6 weeks 60 x 6= \$360 Total of \$1440 per teacher (\$1500 due to summer)	1500	2	3,000
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Positive Behavior Intervention System (PBIS)- The Positive Behavior Intervention and Support (PBIS) framework is a schoolwide, proactive approach, aimed to create a positive school culture. The goal of PBIS is to increase our school's ability to establish the behavioral supports and social culture needed for all students to be emotionally, socially, and academically successful.

District/ School/Strategic Plan- (DIP) Objective: 1.2 To support the District’s mission in providing quality learning that improves student achievement. “The mission of The Windham School District is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life.”

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

Approximate Cost: \$12,500

Cost Breakdown:

Consultant	10 meetings with the consultant	1200	10	\$12,000
Supplies	Incentives and supplies	500		\$500

Technology (increased cost in the operating budget)- In order to support the school district goal to cultivate a strong technology ecosystem that is appropriately utilized at all levels, WMS is requesting six additional Clear Vision Boards in order to support student learning, develop instructional opportunities for technology integration and to stay current with technological advances. These boards will be distributed throughout the classrooms in order to serve all of our students including students with disabilities.

District/ School/Strategic Plan- (DIP) Objective: 1.2 To support the District’s mission in providing quality learning that improves student achievement. “The mission of The Windham School District is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life.”

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, PreK to 12 across all contents

2.3.6 Utilize technology to aid with on time graduation and course completion through communication

BUDGET CODE FY 2019 SUPPLIES & EQUIPMENT WORKSHEET

SCHOOL: Windham Middle School

WINDHAM SAU #95

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Professional Meetings	<p>4.3.2 Provide effective professional development that is aligned to identified needs and district/school goals</p> <p>3.3.2 Offer professional development on designing and implementing effective learning targets, success criteria, and formative assessments to drive instruction</p> <p>3.1.2 Provide professional development to teachers and instructional support staff in how to use student information system to access data, and generate reports</p>	Teacher training to support curriculum and school initiatives - for example, science inquiry, mathematics to support the 8 mathematical practices, SBRC, RTI, PBIS, Courage to Care, and to pilot systems for development and implementation	Individual vendors	\$5,400

BUDGET CODE FY 2019 SUPPLIES & EQUIPMENT WORKSHEET

SCHOOL: Windham Middle School

WINDHAM SAU #95

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Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Art	2.3.5 Provide opportunities for cross curricular co-teaching instruction and integration of different subject areas	Provide various art supplies such as crayons, colored pencils, paint, markers, colored, drawing, clay, glazes, wire cutters, and specialty supplies for creative artwork	Individual vendors	\$5,100
ELA	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, PreK to 12 across all contents	New novel titles with increased Lexile levels align to the ELA standards for each grade level as well as increase classroom libraries		\$7,500
	2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning	Membean Vocabulary-Grades 6-8 electronic vocabulary development that differentiates for each individual student.		\$7,500
World Language	2.4.1 Integrate a framework of multi-tiered supports and interventions for all students across all levels	Electronic resources for WL grammar, vocab, and literacy support		\$4,680
	2.4.5 Evaluate the effectiveness of the systems using multiple points of student performance data	Yearly renewal cost for online digital courseware aligned to the textbook \$650 x6		\$3900

BUDGET CODE FY 2019 SUPPLIES & EQUIPMENT WORKSHEET

SCHOOL: Windham Middle School

WINDHAM SAU #95

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Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Math	<p>2.3.5 Provide opportunities for cross curricular co-teaching instruction and integration of different subject areas</p> <p>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, PreK to 12 across all contents</p> <p>2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning</p> <p>3.3.4 Create remediation and enrichment opportunities based on the data</p>	Graphing Calculators-will be used in mathematics classes for STEM activities.	Individual vendors	\$4200

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

**List the catalog/manufacturer that you used to obtain this estimate. Approved budget requests will require written quotes per Windham School Department Procurement Policies

BUDGET CODE FY 2019 SUPPLIES & EQUIPMENT WORKSHEET

SCHOOL: Windham Middle School

WINDHAM SAU #95

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Music	<p>2.3.5 Provide opportunities for cross curricular co-teaching instruction and integration of different subject areas</p> <p>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, PreK to 12 across all contents</p> <p>2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning</p> <p>3.3.4 Create remediation and enrichment opportunities based on the data</p>	New instrument to complete house set for student use. Instrument is necessary to expand student offerings and enhance student experience (bassoon)	Individual vendors	\$4700

BUDGET CODE FY 2019 SUPPLIES & EQUIPMENT WORKSHEET

SCHOOL: Windham Middle School

WINDHAM SAU #95

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Science	<p>2.3.5 Provide opportunities for cross curricular co-teaching instruction and integration of different subject areas</p> <p>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, PreK to 12 across all contents</p> <p>2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning</p> <p>3.3.4 Create remediation and enrichment opportunities based on the data</p>	<p>replacements for materials used yearly such as glassware, chemicals, stirrers, thermometers, rocks/minerals, living specimens, soil etc. (increased enrollment/ dissections)</p>	Individual vendors	\$3700

BUDGET CODE FY 2018 SUPPLIES & EQUIPMENT WORKSHEET

SCHOOL: Windham Middle School

WINDHAM SAU #95

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Science	2.3.5 Provide opportunities for cross curricular co-teaching instruction and integration of different subject areas	Gizmos- electronic resource-Annual Fee-electronic resource for differentiation. Inquiry based web-activities utilizing district's digital ecosystem	TBD	\$6,800
Social Studies	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, PreK to 12 across all contents	New textbook series	National Geographic	\$29,000
Special Education Supplies	2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning 2.4.1 Integrate a framework of multi-tiered supports and interventions for all students across all levels 2.4.5 Evaluate the effectiveness of the systems using multiple points of student performance data 3.3.4 Create remediation and enrichment opportunities based on the data	TurnItIn.com-An online written work submission tool, checks for issues of academic integrity. Can be used by all teachers in the building. Cost is based on enrollment. Special education learning lab supplies, consumables and teaching materials-due to increased enrollment		\$3,500 \$4,200

BUDGET CODE FY 2019 SUPPLIES & EQUIPMENT WORKSHEET

SCHOOL: Windham Middle School

WINDHAM SAU #95

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Guidance	<p>2.3.5 Provide opportunities for cross curricular co-teaching instruction and integration of different subject areas</p> <p>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, PreK to 12 across all contents</p> <p>2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning</p> <p>3.3.4 Create remediation and enrichment opportunities based on the data</p>	PSAT testing materials in order to progress monitor students	College Board	\$4,125

BUDGET CODE FY 2019 SUPPLIES & EQUIPMENT WORKSHEET

SCHOOL: Windham Middle School

WINDHAM SAU #95

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Speech	<p>2.3.5 Provide opportunities for cross curricular co-teaching instruction and integration of different subject areas</p> <p>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, PreK to 12 across all contents</p> <p>2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning</p> <p>3.3.4 Create remediation and enrichment opportunities based on the data</p>	<p>Technology Equipment- Specialized technology required by individual IEPs (Communications/auditory devices and acoustic panels)</p>	TBD	\$8,500

BUDGET CODE FY 2019 SUPPLIES & EQUIPMENT WORKSHEET

SCHOOL: Windham Middle School

WINDHAM SAU #95

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-Whole School	<p>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, PreK to 12 across all contents</p> <p>2.1.1.b. Monitor and evaluate curriculum and instructional practices as it impacts student learning</p> <p>3.3.4 Create remediation and enrichment opportunities based on the data</p>	<p>Skills Navigator-Online intervention program to support all content areas focusing on literacy and numeracy skills aligned to the standards.</p> <p>NewsEla- Online Information Text Program for all students in Grades 6-8. Resources supports close reading in all content areas aligned to the standards.</p>	NWEA	<p>\$4,000</p> <p>\$7,500</p>

