

# Windham High School



School Improvement Plan  
FY 22

## Principal's Advisory Dates

4:00 – 5:00

WHS Media Center

### 2020:

October 14  
November 18  
December 9  
January 13

### 2021:

February 10  
March 10  
April 14  
May 12  
June 9

## School Council Membership:

### School Administration / Staff

Stephen Sierpina, Principal  
Jill Hanlon, Asst. Principal  
Chris Blair, Asst. Principal  
Jay Gratton, Asst. Principal  
Julie Lichtmann, Director of School Counseling (K-12)

### Parents

Judiann Burzlaff	Class of 2021
Karen Curran	Class of 2022
Cynthia Finn	School Board representative
Kristen Hoffman	Class of 2024
Donna InDelicato	Community representative
Kimber Leuteritz	Class of 2020, 2023
RoseAnn Mahoney	Class of 2021
Jennifer Simmons	Class of 2022
Erin Sullivan	Class of 2024
Gabe Toubia	Classes of 2020, 2022
Shannon Ulery	Class of 2022

## Windham High School Profile

### Leadership:

Stephen Sierpina	Principal
Jill Hanlon	Assistant Principal
Chris Blair	Assistant Principal
Jay Gratton	Assistant Principal
Heather Worthen	Director of Special Education (9-12)
Michael McCaffrey	Director of Athletics (9-12)
Dr. Wendy Jack	Director of English (5-12)
Shannan McKenna	Director of Social Studies / World Languages (5-12)
Cathy Croteau	Director of Mathematics / Technology (5-12)
Michael Koski	Director of Science / Engineering (5-12)
Susan Veilleux	Director of Fine Arts (K-12)

Julie Lichtmann  
Dr. Erin Hagerty

Director of School Counseling (K-12)  
Director of Assessment and Accountability (K-12)

### Teams / Committees:

Principal's Advisory  
Student Study Team (SST)  
Safety Committee  
NEASC 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.

### School Programs:

Comprehensive 9-12 Curriculum in seven departments:

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

Edgenuity/ VLACS

Executive Functioning Support

Testing Center: make-up, retake testing

Reading Support

ELL tutoring

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
- 98% 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
- 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
- Development and implementation of a self-funded credit recovery summer program in English and Social Studies

- Creation of a partnership / exchange program with Future Leadership Academy in Hainan Province, China
- Developed a Global Competency Program

**Student Enrollment / Demographics:**

	Projected 21-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
<b>Total Enrollment (Oct 1st)</b>	1048	1021	996	948	925	906	851	814	776
<b>Male</b>		544	511	487	507	482	429	427	392
<b>Female</b>		477	485	461	418	430	420	384	386
<b>Special Education</b>		174	172	145	138	140	134	121	

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

	2019-2020	2018-19	2017-18	2016-17	2015-16	2014-15	2013-2014
<b>Mathematics</b>	N/A	67% <sup>SAT</sup>	62% <sup>SAT</sup>	75% <sup>SAT</sup>	57% <sup>SAT</sup>	55% <sup>SAT</sup>	53% <sup>SAT</sup>
<b>Reading / EBRW</b>	N/A	83% <sup>SAT</sup>	82% <sup>SAT</sup>	88% <sup>SAT</sup>	81% <sup>SAT</sup>	74% <sup>SAT</sup>	88% <sup>SAT</sup>
<b>Science</b>	N/A	64% <sup>NH</sup>	41% <sup>NH</sup>	39% <sup>NE</sup>	40% <sup>NH</sup>	50% <sup>NH</sup>	40% <sup>NH</sup>
<b>Special Education</b>	N/A	25% <sup>NH</sup>	21% <sup>NH</sup>				

\*2019-2020: Students did not have the opportunity to participate in the school day SAT or NHSAS Science due to COVID-19

## WHS FACULTY/STAFF

**Administration:**   **Principal:** Stephen Sierpina  
**Assistant Principal:** Jill Hanlon  
**Assistant Principal:** Brian Shawley  
**Director of Special Education:** Heather Worthen  
**Athletic Director:** Michael McCaffrey  
**Administrative Assistant:** Tricia Merrill  
**Administrative Assistant:** Marianne Dalias   **Attendance Secretary:** Cindi Broady  
**Special Services Secretary:** Lisa Smith

English(11)	Math (12)	Special Services (10)	Science (11)	Social Studies (9)	World Language (5)
Amy Bourque	Mary Anderson	Todd Alley	Paul Bencal	Jeffrey Bourque	Susan Cobb
Sara Ellins	Amber Bishop	Lauren Chase	Amanda Berger	Andrew Haemker	Cecilia Creamer
Brenda Engel	Sandra Cannon	Christie Davis	Matt Bryant	Jon Hall	Michael Munsey
Rebecca Jepsen	Mary Frostick	Kerry Friesinger	Graham DeRousse	Allison O'Brien	Bevin Sheehan
Ryan O'Connor	Julie Hartmann	Rita Lena	Carolyn Gauvin	Beth O'Connell	Chad Westwood
Jessica Reills	Stephen Latvis	Janice Les	Anthony Hans	Katie Pingree	
Maura Sampson	Joshua Lavoie	Kayleigh Robinson	Christy Johnson	Colleen Smith	
Kristen Sullivan	Kristina Micalizzi	Erin Taylor	Patrick Kaplo	Elizabeth Talon	
Kathleen Stuart	Kristin Miller	Michael Welch	Nicholas Kovaliv	Deanne Urquhart	
Jill Troy	AnnMarie Morse	Jillian Wudarczyk	Katherine Shaka		
Allyna Ward	Casey Pohlmeier		Katherine Thorn		
	Amit Sharma				

### Unified Arts

<b>Fine&amp; Technical Arts</b>	Nancy Bourdeau Michael Cirelli, Hannah Cole Dahar, Janet Robbins	Melissa Brayall (.6) Kendall Crimmin(.2) Caleigh Murphy (FACS)	<b>Librarian:</b>	Deb Morin	
<b>Music:</b>	Sheila Cuneo Mark Taddonio	Becky Pierce (.2)	<b>Human Performance</b>	Jill Bartlett Jack Byrne Brian Fillion	Anne Haky Todd Steffanides

<b>Nurses:</b>	Kelly Carter Donna Chartrand	<b>Speech &amp; Language:</b>	Julianna Martin Laura Wactowski
<b>Guidance:</b>	Elizabeth Baddley Mitchell Blais Christi Dunn Bethany Fleming (Executive Function) Michael Keshigian Sarah Schanck (.6) (Mental Health Counselor) Danielle Cleasby (Adm. Asst.) Donna DiZazzo (Guidance Asst.)		<b>O/T:</b>
<b>Psychologist:</b>	Nicole Murray	<b>LCSW:</b>	Jessica Carleton
<b>Service Learning/Transition Specialist</b>	Katie Naiperkoski	<b>Technology Specialist:</b>	Clayton Caddy
<b>Reading Specialists:</b>	Sue Nolan	<b>Accounting Clerk:</b>	Suzanne Jortberg

ESOL:	Gregory Fisher	BCBA	Jessica Dupuis (.5)
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**Custodians**

<b>Custodians:</b>	Yim Chan	Gary Haegle	Scott Hardiman	Alan Imlach	Edward Keane
	Donald Klemm	Matthew Plummer			

**Totals:**

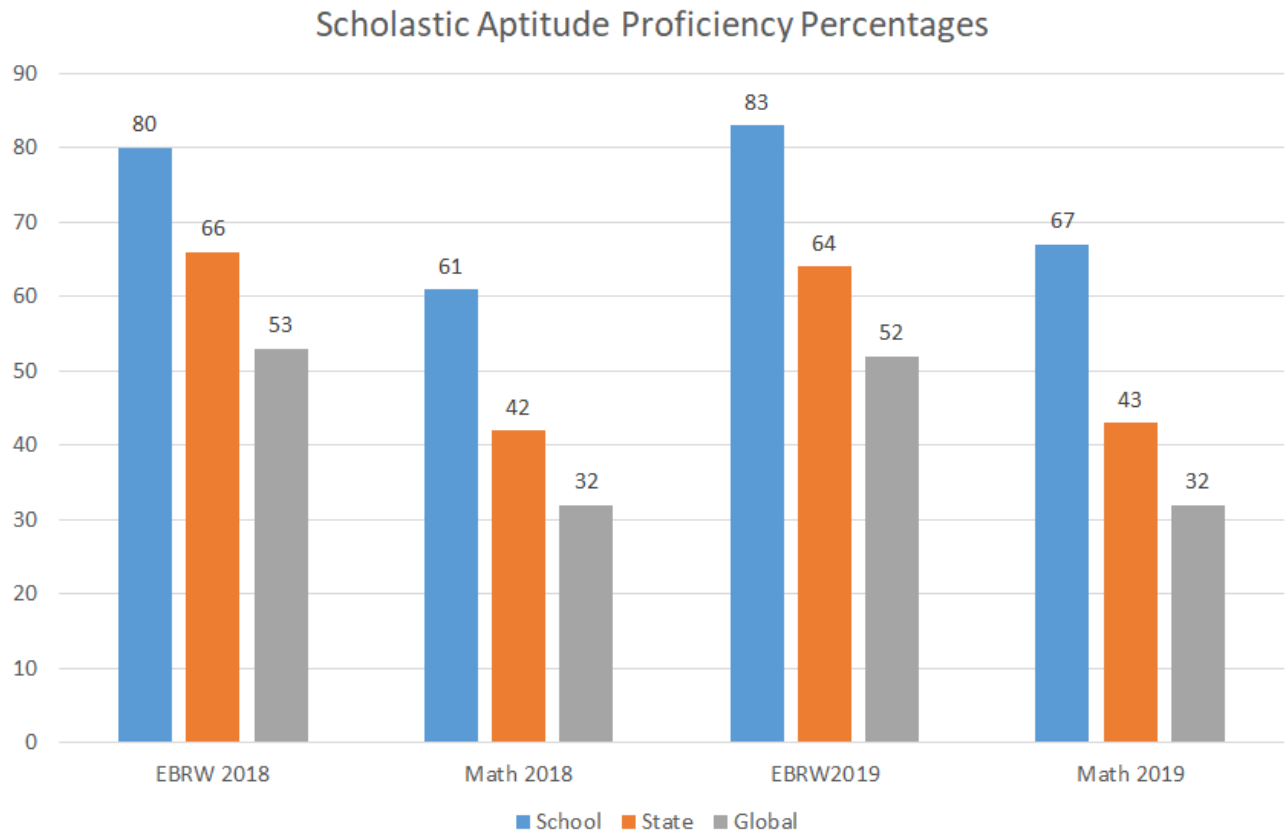
<b>Administration</b>	5
<b>Support Staff</b>	2
<b>Custodial Staff</b>	7
<b>Total WEA Staff</b>	89
<b>Paraprofessionals</b>	15
<b>Office Staff</b>	7
<b>Total Staff</b>	125

**WHS  
Paraprofessionals  
2020-2021**

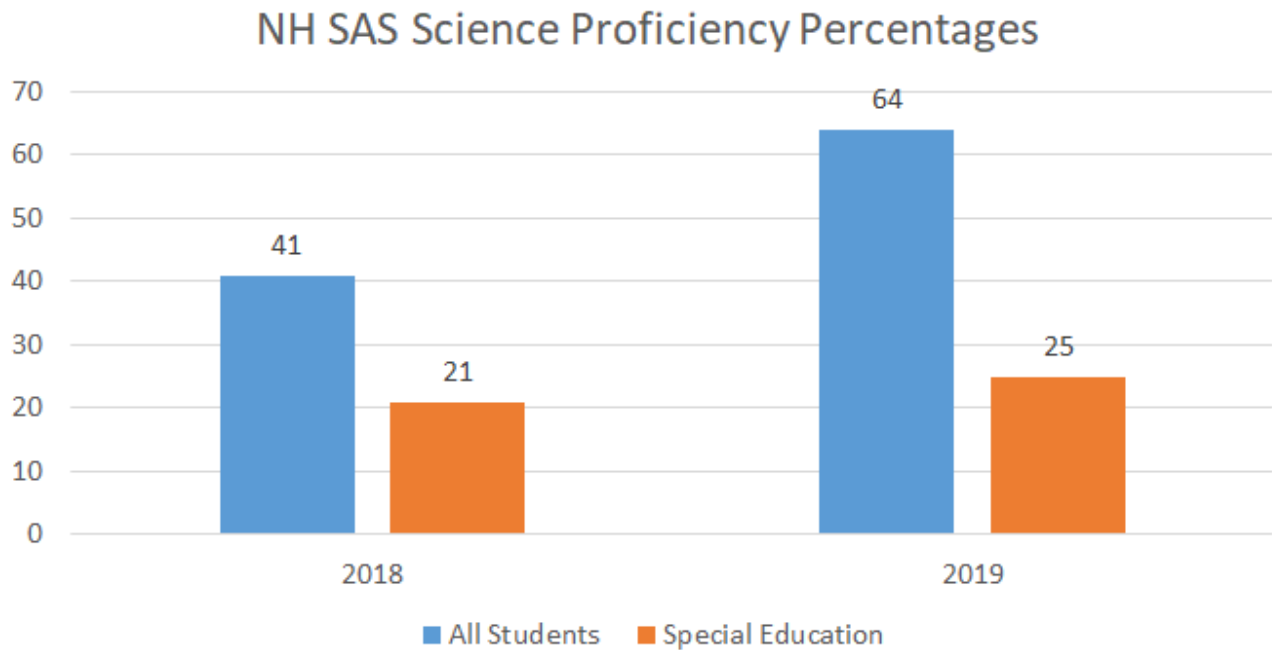
	<b>Name</b>	<b>Grade Level</b>	<b>Classroom</b>
1	Donna Belanger		
2	Mary Davis		
3	Linda DelGrecco		
4	Gina Dufault		
5	Kendall Dutton-Smith		
6	Tim Lagos		
7	Terry Maloney		
8	Brendan McInnis		
9	Deanna Missert		
10	Mary Mullen		
11	Lisa Pignone		
12	Sara Riddinger		
13	Diane Ridlon		
14	Eileen Sears		
15	Kim Shea		

## Student Learning Achievement Indicators

### New Hampshire Student Assessment System (NHSAS) Test Data:



\*2019-2020: Students did not have the opportunity to participate in the school day SAT or NHSAS Science due to COVID-19



\*2019-2020: Students did not have the opportunity to participate in the school day SAT or NHSAS Science due to COVID-19

## 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 assessments 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. In 2018, the state updated the mandated assessments, choosing to remain with SAT for grade 11, but changing to the New Hampshire Statewide Assessment System (NHSAS) for Science. Available longitudinal data for ELA and Math is based on three different systems and Science is based on two different systems.

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

	WHS	New Hampshire	Delta
2020	N/A	N/A	
2019	64%	N/A	
2018*	41%	N/A	
2017	39%	32%	+7%
2016	50%	36%	+14%
2015	50%	33%	+17%
2014	41%	29%	+12%

Windham High School's 11th graders take all three subsets of the newly-designed and re-written SAT assessment; Evidence-based Reading & Writing (EBRW), Mathematics, and Writing. 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.

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 2020, 263 students took a total of 492 AP exams. 82% of exams taken resulted in a score of 3 or higher, which is considered by many colleges as the equivalent of passing an entry-level college course.

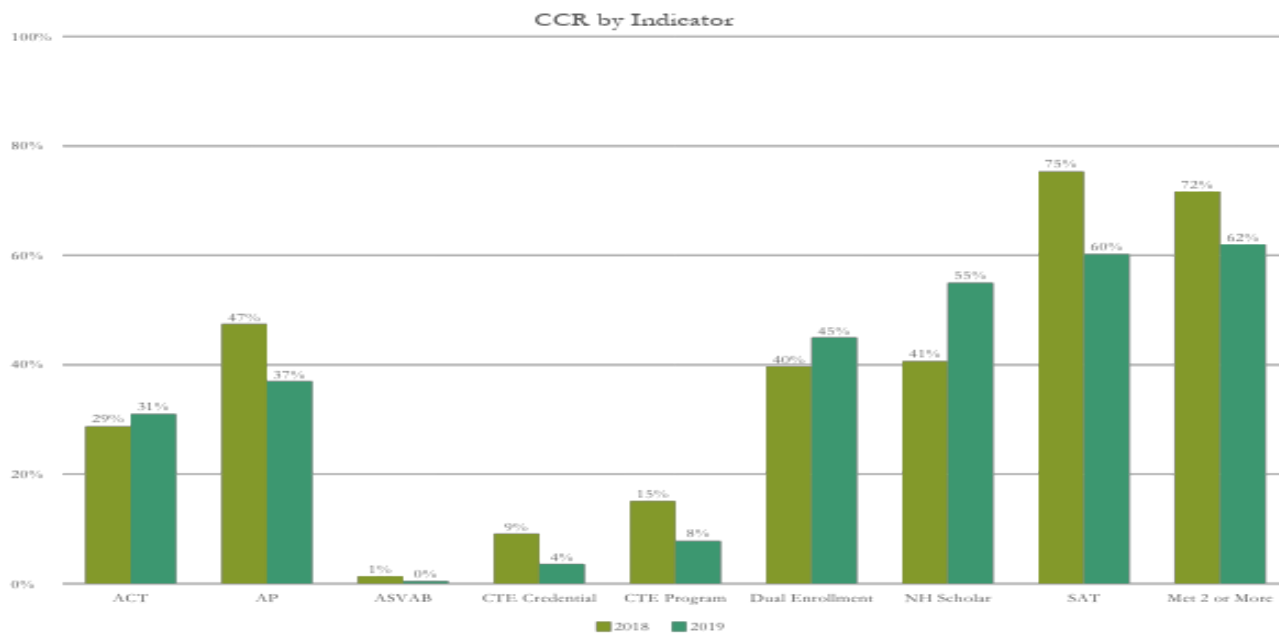
It should be noted that WHS does not have firm entry prerequisites for AP coursework. Many schools, indeed most, require students to achieve a minimum grade in a specifically identified course or group of courses prior to entry into an AP course. The general thinking behind that is to avoid watering 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.

	WHS	New Hampshire	Delta
2020			
2019	77.6%	73.4%	+4.2%
2018	78.2%	68.5%	+9.7%
2017	73.2%		
2016	76.2%	71.1%	+5.1%
2015	83.0%	72%	+11%
2014	83.1%	74.7%	+8.4%

In the spring of 2018, the NHDOE created an additional reporting requirement for high school achievement, as part of the Consolidated Accountability plan required for the Every Student Succeeds Act (ESSA). This additional submission is the College and Career Readiness Indicators. There are ten indicators which include: NH Scholar Status; College Dual-Enrollment Results; SAT Results; ACT Results; AP Exam Results; IB Exam Results; ASVAB Results; ACT National Career Readiness Certificate; Completion of an NH Industry Recognized Credential; and CTE Program Completion. Approximately 62% of the Class of 2019 met two or more of the College and Career Readiness Indicators. At this time, we do not have information to be able to compare to other districts or the state.



**Component B:**

Identification of barriers to improve performance for all students:

## **Component C:**

Identification of barriers to improve performance for all students:

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

Windham High School was designed to house approximately 1,000 students as currently configured, and to date, we have met that number. While the core of the facility was designed to handle more than this number, it was done so in order to accommodate a future expansion of classroom numbers at the end of the F and G wings. The major factor contributing to the current tight situation 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 possible to project over 1,000 students at WHS in the near future.

The final schedule for the fall of 2020 semester at WHS shows an overall classroom usage of 90.3% during the 8 blocks (318 out of 352). Of the 8 blocks, there are 2 blocks where we are using 100% of our classroom space. This does not include specialty art, music, and FACS rooms, 3 HP spaces (2 in the gym plus the cardio/weight room). Many teachers travel across the building to teach their classes. When teachers travel between and among classes, their ability to supervise in corridors is often compromised, and students arrive at the destination prior to the arrival of the teachers.

### **Class size:**

Our school continues to grow in terms of student population. As a result, we are beginning to experience larger class sizes in most disciplines. This is especially noticeable in the departments of English Language Arts and Social Studies. Recognizing the space concern, it would be inadvisable to request additional teachers; however, it should be noted that the class sizes are rising. As a result, we have and will continue to adjust the number of electives.

### **Athletic / HP Equipment**

Both the football and soccer field scoreboards are in need of replacement/upgrade to a more reliable modern unit. Field Hockey, Football, Girls/Boys Lacrosse also utilize these facilities. This is an ongoing issue in need of replacement due to poor quality, aged technology and inconsistent functions.

Fencing around the turf field and soccer/lacrosse field is in need of upgrades. The turf field fence is worn, bent and has become a safety concern due to exposed wire and curling of the fabric itself. Additionally, upgrading the overall height at each end of the facility will provide necessary protection from further damage and maintenance costs to the exterior upkeep of the building. The soccer/lacrosse field fence is in dire need of having the west end extended upward to 8'-10' to keep soccer and lacrosse balls on premises.

## **Component D: Goals and Objectives**

### Goal 1: Increased Visibility

#### **FY21 District Goal:**

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

#### **School Goal:**

During the 2020-2021 school year, we will work collaboratively across the disciplines to manage, improve and enhance our remote & hybrid instruction in order to deliver best practices and optimum support to all students in our care.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
<b>A. WHS administrators will visit classes without conducting formal observations, but to show a presence and build rapport with students and staff.</b>	Principal, AP, Curriculum Directors,	2020-2021	WHS administration will strive to stop by a minimum of 3 classes per week to show a presence, and collaborate with students, and the staff, as needed.	
<b>B. WHS administrators will be present during unstructured times, such as lunches, passing time in the hallways, study halls, etc.</b>	Principal, AP, Curriculum Directors, SRO	2020-2021	When available, WHS administration will show up on a daily basis in unstructured locations throughout the building.	
<b>C. WHS administrators will make a concerted effort to attend extracurricular activities.</b>	Principal, AP, Curriculum Directors	2020-2021	WHS administration will strive to ensure that at least one administrator is present at all major extracurricular events, as well as attend other events, such as games, club meetings, etc....	

Goal 2: Improved Communication

**FY21 District Goals:**

WSD Goal: District leadership will improve communication with staff.

**School Goal:**

During the 2020-2021 school year, WHS administration will improve communication through the sharing of faculty / leadership notes, monthly and semester-long calendars, and weekly newsletters.

<b>A. WHS administration will solicit feedback from the teachers and staff during monthly faculty meetings in order to identify communication concerns and issues.</b>	Principal, AP, Curriculum Directors	2020-2021	WHS principal and assistant principals will be available immediately after each monthly faculty meeting in order to solicit feedback, which will be noted and shared with the leadership team for further discussion and next steps.
<b>B. At the start of each month and semester, send out an “important dates” email or document to the staff.</b>	Principal, AP, Directors	2020-2021 1	Prior to the start of each semester, the principal will create a calendar of important dates and events for the semester and share it with the staff.
<b>C. Following all staff meetings, notes will be sent out to all staff by the principal or assistant principals.</b>	Principal, AP, Directors	2020-2021 1	Following each monthly faculty meeting, the principal will forward a copy of the notes to the staff.

Goal 3: Improved Collaboration

**FY21 District Goals:**

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

**School Goal:**

During the 2020-2021 school year, WHS administration will visit PLCs to have informal discussions to foster collaboration between administrators and teachers.

<b>A. Invite faculty and staff to serve on committees.</b>	Principal, AP, Curriculum Directors	2020-2021	Whenever a new initiative is being considered, invite all applicable faculty and staff to serve on the committee at least 2 weeks prior to the first meeting.
<b>B. WHS administration will attend and support WHS PLCs focused on the 2019-2020 building goal(s).</b>	Principal, AP, Curriculum Directors	2020-2021	WHS administration will strive to attend a minimum of 3 PLCs per week (for a minimum of 15 minutes per block) in order to offer suggestions and support.
<b>C. The principal and assistant principals will make a concerted effort to identify teachers and staff interested in new initiatives and invite them to present at the following monthly faculty meeting.</b>	Principal, AP, Curriculum Directors	2020-2021	The principal and assistant principals will identify at least one staff member per meeting to present to the faculty at a monthly meeting.

Goal 4: Implementation of UbD

**FY 21 District Goal:**

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

**School Goal:**

During the 2020-2021 school year, WHS administration will support all teachers in collaboratively engaging in the development, implementation, and analysis of the UbD templates during PLCs and departmental professional development time.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks
<b>A. Review the agendas for each activity and ensure the incorporation of meaningful discussion with regard to the UbD initiative.</b>	Principal, AP, Curriculum Directors	2020-2021	The leadership team will meet to create the activities to ensure that there is a collective and coordinated effort to achieve this action.
<b>B. The principal and the directors will visit PLC's to help facilitate the creation of the templates.</b>	Principal, AP, Curriculum Directors	2020-2021	Selected members of departments will present completed UbD templates or templates in progress at faculty meetings.
<b>C. Share methods and strategies in order to resolve misunderstandings of content/units to ensure that all students can access the curriculum and demonstrate their understanding of the material.</b>	Principal, AP, Curriculum Directors	2020-2021	The leadership team will meet to debrief from the presentations and make appropriate recommendations moving forward.

Goal 5: Effectively Implement the Remote and Hybrid Model**FY 21 District Goal:**

To ensure a high level of instruction for all students during these unprecedented times.

**School Goal:** During the 2020-2021, we will work collaboratively across the disciplines to manage, improve and enhance our remote and hybrid instruction in order to deliver the best practices and optimum support to all students in our care.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks
<b>A. Implement the WHS / WSD reopening plan ensuring everyone understands the expectations and has the necessary tools and support.</b>	Principal, AP, Curriculum Directors	2020-2021	Use weekly Leadership Meetings and PLCs to touch base with the Directors and staff to understand the effectiveness of the plan and to address any needs and/or concerns.
<b>B. Create a method for meeting with parents and students regarding the reopening plan.</b>	Principal, AP	2020-2021	Use monthly Parent Council meetings and monthly Student Council meetings to hear the perspective of parents and students regarding the effectiveness of the plan. We will also take the feedback and make necessary adjustments.
<b>C. Create and implement a teacher-led committee focused on analyzing data and feedback regarding the reopening plan.</b>	Principal, AP, Curriculum Directors, Staff	2020-2021	Hold monthly Schedule Committee meetings to analyze data regarding the effectiveness of the schedule and other aspects of the reopening plan. Report this feedback to the entire staff at monthly faculty meetings.

**Component E:** Request for Personnel Changes

**FY22  
Operating Budget**

**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:** 2021-2022

**Part I** —Describe the proposed personnel change  
Science teacher / STEAM:

The addition of a 1.0 Science teacher for the 2021-2022 school year would allow WHS to increase the necessary sections of both science electives and new STEAM classes. In the 2020-2021 school year, WHS offered 3.0 fewer science sections than 2019-2020. This is due to a lack of staff willing to take on extra sections. Enrollment in science remains high, particularly in Computer Science. As a department, our options are very limited if we do not add an additional staff member. We do not want to limit the interest in Computer Science or reduce AP offerings, but we still need to offer a large number of electives for students to meet the graduation requirements in science (3 credits).

**Part II** — Contract rate  
*Classroom Teacher, per CBA (M-8) Salary: No Cost, Repurpose*

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

ScienceTeacher/STEAM:

Building on the success of the Senior Engineering Capstone course, we wish to make this learning opportunity available to all students who have the interest and are willing to put in the work. To accomplish this, we will need to offer a CP level of a Senior Capstone course (1.0) and two semester (0.5) Project based introductory STEAM courses.

	3.0 sections elective courses that were not offered in 2021
+	1.0 CP Capstone section
+	1.0 STEAM Project based learning course/career exploration for grades 10 or 11
<hr/>	
	5.0 sections = 1.0 FTE Educator

The primary factor for this proposal is the continual increase in enrollment we are experiencing at WHS along with the need for more science courses where students apply their learning to solve problems.. This trend of increasing enrollment is expected to continue with conservative estimates showing an increase in student population to 1001 in FY 20, 1018 in FY 21, and 1065 in FY 22. This puts a tremendous strain on the science department to offer the needed courses as we have a maximum enrollment in science courses of 24 students.

In 2021, we had to add 1 additional section of Integrated Science to meet student enrollment. Without an additional staff member, it will mean offering fewer electives (Computer Science, AP, Engineering or other semester courses) as we meet the need for all the required science courses. This creates a scheduling impediment for students trying to meet the science requirements for graduation. With the strong interest among students in Windham, we wish to capitalize on that interest and help them move further along the STEAM pipeline before they leave WHS.



**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:** 2021-2022

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

RTI Teacher / Literacy Interventionist

Due to recent budget reductions, for non-identified students, executive functioning is the only service WHS provides. This teacher would work in conjunction with the EF Coach to provide the specific core instruction and intervention to the students. This also aligns to our school goal of increasing our CCR numbers to ensure all students are college and career ready.

**Part II** — Contract rate

***Classroom Teacher, per CBA (M-8) Salary: No Cost, Repurpose***

Due to the increase of identified students at the High School level we are in need of an additional Case Manager. At this time WHS has 174 identified students and 8 students in the referral process. WHS has large case management numbers, the highest in the district. The other schools in the district have the following number of Special Education numbers:

- **Golden Brook:** 165, case management average of 12 students
- **Windham Center School :** 67 students, case management average: 16
- **Windham Middle School:** 74 students, case management average: 14.8. The following are the case management data:

Special Education Teacher	Students Number
Alley	20
Chase	23
Davis (Life Skills)	12
Freisinger	21
Lena (Behavior Program)	19
Les (ALE teacher)	11
Robinson (Co Teacher)	10
Taylor (Autism Program)	15
Welch	22
Wudarczyk	18

**Part II** — Contract rate

***Classroom Teacher, per CBA (M-8) Salary: No cost, repurpose***

**SUPPLIES & EQUIPMENT WORKSHEET**

**Windham School District**

**BUDGET CODE**                      FY22  
**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 (25)	Virco	\$5,250
		Student chairs (50)	Virco	\$5,000.00
	DIP 1.3.2 Assess school & departmental SIP developed by the schools that represent program and building needs to determine appropriate funding.	Cafeteria Tables (4) 72 inches by 30 inches	WB Mason	\$3,400.00 4 @ \$850
	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.  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.	Cafeteria Chairs (30)	School Furn.	\$12,000 30 @ \$400

\*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**                      FY22

**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>
<p>Additional Touch Screens for individual classrooms</p> <p>100.2225.00.739.214.000000.5</p>	<p>2.1.1</p> <p>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</p> <p>2.3.6</p> <p>Utilize technology to aid with on time graduation and course completion through communication</p> <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>Clear Touch Screens 16 - 75 inch</p>	<p>Gov Connect TBD</p>	<p>\$72,000</p> <p>16 @ \$4,500.00 (includes screen, wall mount, &amp; shipping)</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.			
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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** FY22

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** Visual Arts

**PREPARED BY:** Susan Veilleux

<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>
Visual Arts Department Supplies  100.1100.02.610.214.00 0000.5	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.	photo ink, paint brushes, photo paper, clay, paint, brushes, etc.	Rio Grande, B&H, WB Mason, Portland Pottery, Dick Blick	\$38,600.00

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

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

**We have added ceramics 2 classes for this including ceramics 3 and photo classes including photo 3. The cost of supplies is rising, therefore, we are asking to consider a raise in the art supply line.**

**SUPPLIES & EQUIPMENT WORKSHEET**

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Visual Arts Department equipment  100.1100.02.739.214.00 0000.5	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.	additional wheel for ceramics Camera flashes/advanced camera lenses for the photo 2 and 3 classes	B&H	\$13,000.00
		replacement cameras/lens and equipment		

\*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** FY22

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** Technical Arts

**PREPARED BY:** Susan Veilleux

<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>
Technical Arts supplies 100.1100.10.610.214.00 0000.5	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.	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	\$3,500.00

\*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** FY22

**SCHOOL:** Windham High School

**GRADE/SUBJECT:** **Technical Arts**

**PREPARED BY:** Susan Veilleux

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost supplies and equipment
Technical Arts Equipment  100.1100.10.734.2 14.000000.5	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.	3 professional video cameras and microphones to increase the quality of cameras and microphones due to increased enrollment.	B&H	\$5,000.00
		Advanced microphones digital audio mixer portable audio recorders This is support the start of sound design added tech course		\$3,000.00
		D.I.P 6.1.3 Align budget requests for annual school budget school improvement plans.	Digital cameras to replace broken cameras in support of yearbook and remote students in tech arts	
			<b>FY 22Proposed</b>	\$11,000.00.00
			<b>FY 20 Proposed</b>	\$23,559.00
		<b>FY 19 Budget</b>	\$2,720.00	



			<b>FY 18 Actual</b>	\$10,345.51
			<b>FY 18 Budget</b>	\$2,660.00

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

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

### Facility Need

#### Science / STEAM

**Michael Koski, Director of Science, Engineering & STEM 6-12**

#### Science

**Department: Science & Engineering 6-12**

**A: Overview:** This is the first year of grades 5-12 Science oversight, thus putting all the NHSAS grades under the supervision of the science department.

WHS has 11.0 FTE teachers, offering 3.0 fewer sections than 2019-2020. This is due to the lack of staff available to teach the extra sections for which students have enrolled. The science department continues to have high enrollment levels in virtually all courses and sections at WHS, in particular the computer science programming courses. Extra sections are taught by 3 science teachers and one teacher outside of the department. The average of all science courses offered in 2019-20 are filled to 80% capacity.

#### **B: Curriculum:**

The science curriculum, K-12, was reviewed and accepted during school year 2019-20. Teachers worked over the summer and school year to update standards, content, course offerings, and essential questions.

WHS - Teachers worked to keep up to date with STEAM industry trends and responded by adding additional science electives at WHS in computer science (Python) and restructured the Engineering offerings to allow for more flexibility in student scheduling..

Over the summer, two teachers participated in teacher research projects with UNH and MIT. Other teachers spent time updating labs in AP courses and developing the curriculum for new offerings.

**Budget Implications for Curriculum:**

WHS - In 2021-2022, we plan to continue to implement a STEAM Certificate pathway for students to be recognized for their effort at WHS. This pathway will include two additional courses that will give students an opportunity to practice what they have learned, similar to the idea of the Engineering Capstone course currently offered. This will require an additional 1.0 FTE to offer this program.

We continue to add electronic data collection devices (Vernier) to more courses/classrooms which allows students to spend more time on data analysis rather than data collection, an emphasis in the newly adopted Next Generation Science Standards (NGSS). These are needed for Integrated Science and Chemistry. In addition, we have added some electronic information resources which enable students to communicate with their industry mentors.

Engineering - Continue to add data collection devices and improve course projects to use 3D printing to prototype student designs. The redesign of the courses allows access to more students to take Engineering courses.

**C: Instruction:**

WHS - Our students at WHS have access to an amazing array of challenging science courses with engaging instructors. The WHS science department is an experienced, highly competent group of educators that offers one of the best educational programs in all of NH. Windham and the Academy of Science and Design are the only public schools in NH that offer 9 science AP courses to their students. In addition, my research indicates that only Windham and St. Paul's offer a year long Capstone class along with a Calculus based Physics program. Our students have access to an amazing array of challenging courses with engaging instructors.

The science department continues to increase the opportunity for applying learned skills and knowledge and will create a STEAM Certificate to formalize the process, but also encourage students to take the applied, creative science courses.

We also continue to integrate coding as part of our taught skills at WHS making an early unit in 9th grade Integrated Science so that it can be accessed for future projects in all science courses. Teachers continue to look for ways to incorporate needed skills from STEM fields into their curriculum as we continue to grow our industry connections and partnerships. The only cost associated with this initiative is to provide training opportunities for teachers using internal assets.

**Budget Implications for Instruction:**

WHS - Science and Engineering courses continue to experience enrollment beyond the capacity of the staff and physical space. This year, WHS science had to offer 3.0 fewer course sections to students as we had fewer teachers able to teach extra sessions.

This year we are submitting a request for an additional staff member to meet student demand and relieve teachers of the extra sections. The new 1.0 FTE will allow us to offer students all the CS courses they want to take and help launch the STEAM Certificate program with a Capstone course.

New textbooks and digital resources will be needed in Chemistry and AP Environmental Science. As the number and quality of free digital texts increases, we are looking at using those resources for science courses where it is appropriate.

. (Windham Schools DIP 1.2.6 Develop an evidence-based school budget and resources to support improved student achievement)

**D: Local Assessment:** The Science/Engineering department in all schools use performance assessments to see if students can apply what they have learned to a problem along with more traditional assessments. The performance assessments are part of the challenge to students to prove they know more than the terms or steps to solve a problem.

The purpose of these assessments is to teach both science content and science thinking skills. In addition to frequent formative and performance assessments, the science/Engineering department continues to use common assessments for unit tests, midterm and finals. We continue to identify mastery skills and then decide how to best assess these skills. The common assessments allow teachers to gather data about topics/instruction that work well and areas that need improvement.

**Budget Implications for Assessment:** There are no assessment related additional budget needs for the FY22 school year. (Windham Schools 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)

**E: Standardized Assessments:**

This year will be the fourth year of taking the NH State Assessment System (SAS) science test in grades 5, 8 and 11. The SAS test requires more thinking about the science process than prior assessments. During the 2018-2019 year teachers spent time reviewing the testing format, we had two practice tests and we provided students with an incentive to try harder on the test. As a result of these efforts, scores jumped from 41% to 64% proficient.

BUILDING IMPROVEMENT PLAN

Year 1 Project	Project Cost	Year 2 Project	Project Cost	Year 3 Project	Project Cost	Year 4 Project	Project Cost	Year 5 Project	Project Cost
Turf field fencing	\$21,500								
Athletic scoreboards (2)	\$100,000								
Auditorium Booth Control console	\$7,399								
RFID Scanner (G100)	\$2,500								
LED lighting	\$10,000 (first floor)		\$10,000 (G200/300)		\$10,000 (F200/300)		\$10,000 (D/E200)		\$10,000 (A/B/C200)
AC in Gym and Café	\$50,000 (gym)		\$50,000 (café)						
<b>TOTALS</b>	<b>\$191,399</b>		<b>\$60,000</b>		<b>\$10,000</b>		<b>\$10,000</b>		<b>\$10,000</b>

## Budget / SIP Addendum

### **Personnel:**

Based on what was not approved in terms of personnel requests, additional **Paraprofessionals** are the top priority.

Due to the number of students transitioning into WHS from WMS with significant para educator needs, an increase of 6 Paraeducator positions will either need to transition up from Windham Middle School or be added to the budget to support student needs required by the Individualized Education Plan. The number of incoming grade 9 students with Para Educator needs documented in the Individualized Education Plans are as follows:

Student Needs	Assignments
4 students	1:1 Paraeducator
5 students	shared support all day
5 students	shared support part of day
2021-22 WHS Need	
4 1:1 positions	
2 shared positions	
Total= 6 positions	

### **Part II — Contract rate**

#### ***Para Educators, per CBA (no benefits)***

The final priority would be an MTSS **Tutor**.

Due to recent budget reductions, this position was eliminated. With our lack of intervention support, this position is the first tier for struggling, non-identified students. This person would work in conjunction with the EF Coach and RtI teacher to provide necessary, first tier supports to the students. This position, along with the EF Coach and the RtI teacher would give WHS an effective way to support our students in all tiers.

### **Part II — Contract rate**

#### ***Paraprofessional, per CBA (no benefits)***

### **Supplies:**

Social Studies & World Language Dept.

Within the budget and SIP, we have requested for American Studies textbooks, AP US History textbooks, and Spanish textbooks. The priorities are as follows:

- American Studies is the top priority as the previous edition is no longer supported and a brand new 2022 edition will be available. It will also save us \$5,000 per year.
- AP US History would be the next priority as it is a relatively small cost and is quite outdated.
- Spanish would be the final priority. The textbooks are quite outdated and there are new editions available. It would also save us \$4,070 per year.

