

Windham High School



School Improvement Plan
FY 21

Principal's Advisory Dates

4:30 – 5:30

WHS Main Office

2019:

September 18
October 09
November 13
December 11

2020:

January 08
February 12
March 11
April 08
May 13
June 10 (tent.)

School Council Membership:

School Administration / Staff	Stephen Sierpina, Principal Matthew Malila, Asst. Principal Jill Hanlon, Asst. Principal Julie Lichtmann, Director of School Counseling (K-12)
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School Board Representatives	Keleigh McCallister
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Parents

Ginger Allgood	Class of 2020
Judiann Burzlaff	Class of 2021
Karen Curran	Class of 2020, 2022
Michelle Farrell	Classes of 2020
Cynthia Finn	Class of 2021
Donna InDelicato	Class of 2020
Kimber Leuteritz	Class of 2020, 2023
RoseAnn Mahoney	Class of 2021
Stephanie Snell	Class of 2020
Jennifer Simmons	Class of 2022
Danyelle Stuckart	Class of 2021
Gabe Toubia	Classes of 2020, 2022
Shannon Ulery	Class of 2022

windham High School Profile

Leadership:

Stephen Sierpina	Principal
Matthew Malila	Assistant Principal
Jill Hanlon	Assistant Principal
Heather Worthen	Director of Special Education (9-12)
Michael McCaffrey	Director of Athletics (9-12)
Wendy Jack	Director of English (6-12)

Shannan McKenna	Director of Social Studies / World Languages (6-12)
Cathy Croteau	Director of Mathematics / Technology (6-12)
Michael Koski	Director of Science / Engineering (6-12)
Susan Veilleux	Director of Fine Arts (K-12)
Julie Lichtmann	Director of School Counseling (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.

Faculty / Staff (excluding district personnel):

Administration:	4
Teaching Faculty:	77
Paraprofessionals	15
Professional Specialists	9
Administrative Assistants	6
Nurse	2
Guidance Counselors	4
Executive Function	1
LCSW	1
Custodial Staff	7

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

Learning Center: tutoring, credit recovery / 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, 9th 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
- Created a partnership / exchange program with Future Leadership Academy in Hainan Province, China
- Developed a Global Competency Program

Student Enrollment / Demographics:

	2013-14	2014-15	2015-16	2016-17	2017-18*	2018-19* *
Total Enrollment(Oct 1)	776	814	851	906	925	948
Male	392	427	429	482	507	487
Female	386	384	420	430	418	461
Special Education		121	134	140	138	145

*The 2017-18 enrollment is as of September 1, 2017.

** The 2018-19 enrollment is as of September 12, 2018

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Mathematics	53% ^{NE}	55% ^{SB}	57% ^{SAT}	75% ^{SAT}	62% ^{SAT}	67% ^{SAT}
Reading / EBRW ^(SAT)	88% ^{NE}	74% ^{SB}	81% ^{SAT}	88% ^{SAT}	82% ^{SAT}	83% ^{SAT}
Science	40% ^{NE}	50% ^{NE}	40% ^{NE}	39% ^{NE}	41% ^{NH}	64% ^{NH}
Special Education					21% ^{NH}	25% ^{NH}

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

Windham High School Faculty / Staff

Principal	Principal Assistant Principal Assistant	Stephen Sierpina Matthew Malila Jill Hanlon Heather Worthen
	Director of Special Services Athletic Director Administrative Assistant Main Office Secretary Attendance Secretary	Michael McCaffrey Patricia Merrill Marianne Dalias Cindi Broady

English

Wendy Jack, Director
Amy Bourque
Sarah Ellins
Brenda Engel
Rebecca Jepsen
Ryan O'Connor
Jessica Reills
Maura Sampson
Kristen Sullivan
Cathleen Stuart
Jill Troy
Allyna Ward

Guidance

Julie Lichtmann, Director
Elizabeth Baddeley
Christi Dunn
Michael Keshigian
Kayla Lanagan
Bethany Fleming (Executive Functioning)

Danielle Cleasby (Assistant)
Donna DiZazzo (Secretary)
Diane Figaro, Registrar

Fine, Living & Technical Arts

Susan Veilleux, Director
Nancy Bourdeau (Art)
Melissa Brayall (TV/Video)
Michael Cirelli (Art)
Hannah Cole –Dahar (Art)
Sheila Cuneo (Music)
Caleigh Murphy (FACS)
Janet Robbins (Art)
Mark Taddonio (Music)

Human Performance

Michael McCaffrey, Director
Jill Barlett
Jack Byrne
Brian Fillion
Anne Haky
Todd Steffanides

Mathematics & Business Technology

Cathy Croteau, Director
Mary Anderson
Charles Barth
Amber Bishop (Business)
Sandra Cannon
Mary Frostick
Julie Hartmann
Stephen Latvis
Joshua Lavoie
Kristina Micalizzi
Kristin Miller
AnnMarie Morse (Business)
Casey Pohlmeier
Amit Sharma

Social Studies & World Language

Shannan McKenna, Director
Jeffrey Bourque
Andrew Haemker
Jon Hall
Alison O'Brien
Beth O'Connell
Katie Pingree
Colleen Smith
Elizabeth Talon
Deanne Urquhart

World Language Teachers

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

Science & Engineering

Michael Koski, Director
Paul Bencal
Amanda Berger
Matt Bryant
Graham DeRousse
Karalyn Gauvin
Anthony Hans
Christy Johnson
Patrick Kaplo
Nicholas Kovaliv
Katherine Shaka
Katherine Thorn

Special Services

Heather Worthen, Director
Lisa Smith (Secretary)
Todd Alley
Lauren Chase
Christi Davis
Kerry Friesinger
Rita Lena
Janice Les
Kayleigh Robinson
Erin Taylor
Michael Welch
Jillian Wudarzyck

Jessica Carleton (Counselor)
Juliana Martin (Speech)
Nicole Murray (Psychologist)
Katie Naiperkoski (Transition)
Sue Nolan (Reading Specialist)
Lindsay Ross (Occ. Therapy)
Laura Wactowski (Speech)

Media Center/Technology

Deborah Morin, Media Specialist
Clay Caddy, Computer Repair & Maintenance

Professional Specialists

Suzanne Jortberg, Accounting Assistant
Greg Fisher, English Language Learners

Health Office

Kelly Carter (Registered Nurse)
Donna Chartrand (Registered Nurse)

Service Learning: Katie Naiperkoski
Deborah Bowen (Asst.)

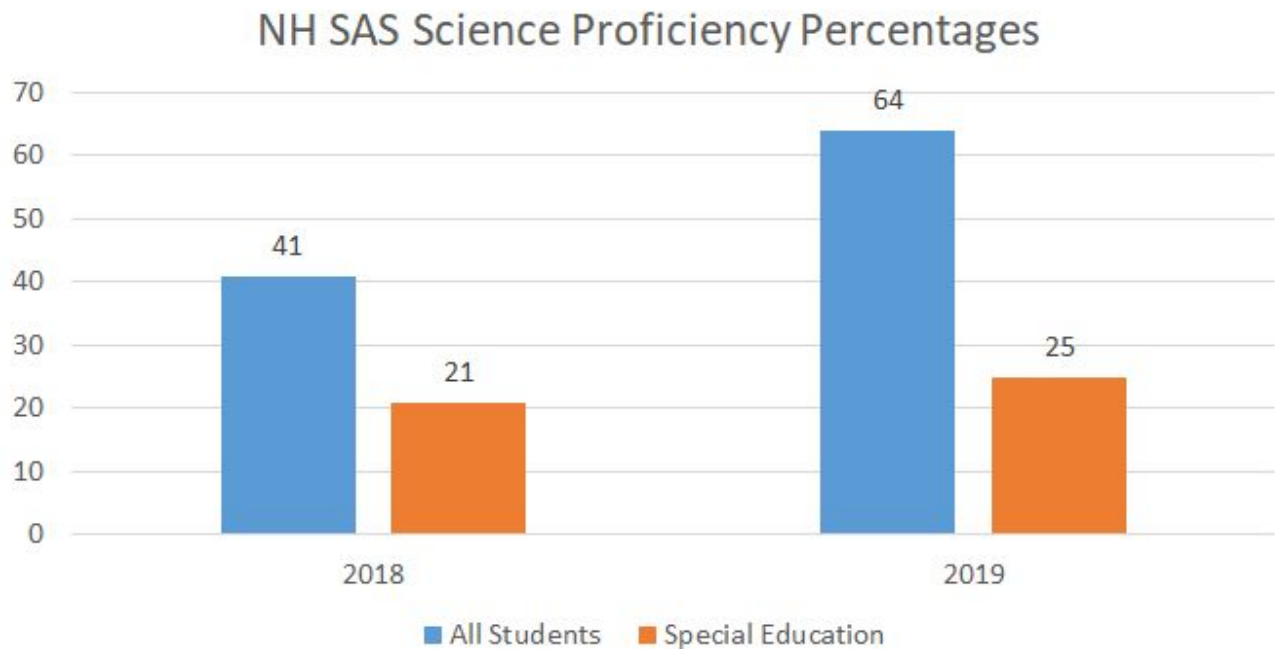
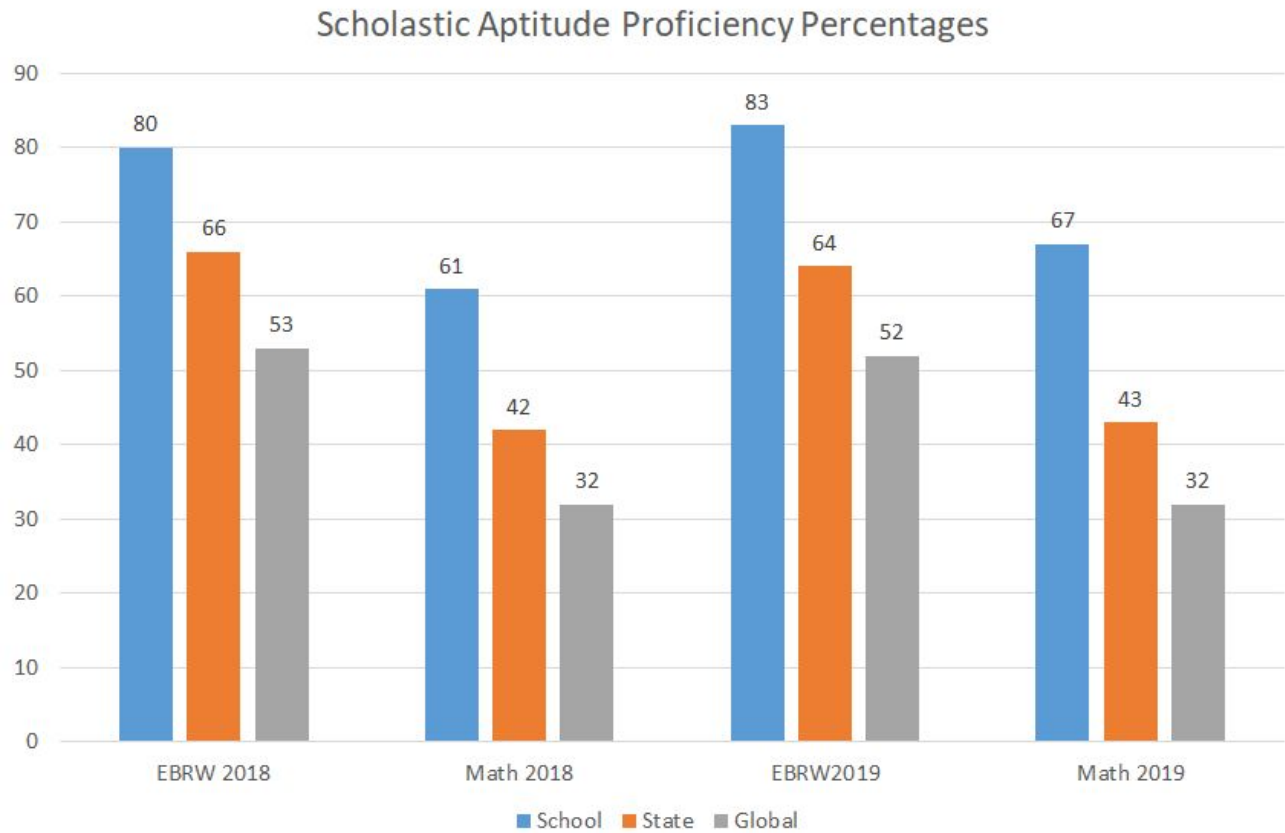
Learning Center: Gayle Robertson
Testing Center: Danielle Cleasby

Paraprofessionals

Donna Belanger
Mary Davis
Linda DelGrecco
Gina Dufault
Kendall Dutton-Smith
Terry Maloney
Deanna Missert
Mary Mullen
Diane Ridlon
Roberta Santana
Eileen Sears
Kim Shea
Matt Smith
Danielle Stoodley
Ashley Wahlgren

Student Learning Achievement Indicators

State-mandated Test Data:



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, and state/national comparative data for 2018 is as yet unavailable.

11th Grade NECAP/NHSAS Science: Overall Proficiency (levels 3 & 4)*

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

On March 21, 2018, Windham High School's 11th graders took all three portions of the newly-designed and re-written SAT assessment; Evidence-based Reading & Writing (EBRW), Mathematics, and Writing. Raw scores were released by the state during May of 2018, indicating individual and school-wide achievement relative to benchmark scores established by the College Board. There are two types of benchmark scores set by the College Board—Grade level benchmarks, and SAT benchmarks. As defined by the College Board, “The grade-level benchmark scores are based on expected student growth toward the SAT benchmarks at each grade. Where SAT benchmarks indicate likelihood of success in college, grade-level benchmarks indicate whether a student is on track for college and career readiness for their grade. The benchmarks are set to reflect typical annual growth from year to year from eighth through 12th grades, where the SAT benchmarks reflect a high probability of successfully earning a passing grade in courses specifically linked to the two SAT section scores.”

Therefore, there are two ways to assess what was termed proficiency on the NECAP and SBAC exams previously: Grade-level Benchmarks, and SAT Benchmarks. In 2019, WHS students averaged a score of 567 on the EBRW, and 567 on the Math section.

From its inception, WHS has had a very active culture surrounding the AP Exam. The number of WHS students taking AP exams prior to graduation is very high. Again this past year, WHS Students scored very well in comparison to their peers at other New Hampshire schools. In May of 2019, 281 students took a total of 592 AP exams. 77% 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.

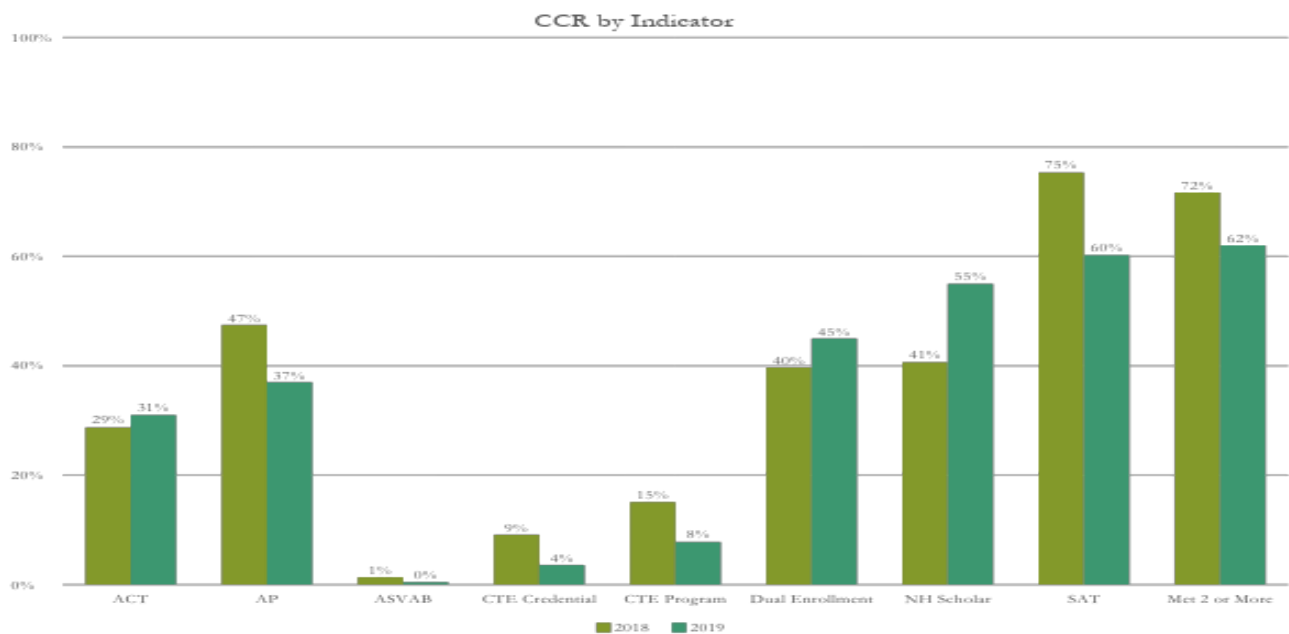
It should be noted that WHS does not have firm entry prerequisites for AP coursework. Many schools, indeed most, require students to achieve a minimum grade in a specifically identified course or group of courses prior to entry into an AP course. The general thinking behind that is to avoid watering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

AP Exam Passing Rates – All Exams

	WHS	New Hampshire	Delta
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 2019 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.

Computer Lab —Technical Arts

The computer labs in room E218 (25 computers) and the Video studio G102 are in great need of replacement. These labs are over 10 years old, which means computers cannot handle current software and are breaking during class and are extremely slow. This results in a loss of instructional time with students as well as an extreme limitation on offerings. These labs are utilized by the Technology Arts, Visual Arts, Business, Engineering, and Athletic departments, as well as many clubs and activities such as Yearbook.

Athletic / HP Equipment

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

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

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.

The football field scoreboard is in need of replacement/upgrade to a more reliable modern unit. Field Hockey, Football, Girls/Boys Lacrosse utilize this facility.

Component D: Goals and Objectives

Goal 1: Increased Visibility

FY20 District Goal:

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

School Goal:

WHS administration will increase visibility in both academic and non-academic settings during the 2019-2020 school year.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
A. WHS administrators will visit classes without conducting formal observations, but to show a presence and build rapport with students and staff.	Principal, AP, Curriculum Directors,	2019-2020	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. WHS administrators will be present during unstructured times, such as lunches, passing time in the hallways, study halls, etc.	Principal, AP, Curriculum Directors, SRO	2019-2020	When available, WHS administration will show up on a daily basis in unstructured locations throughout the building.	
C. WHS administrators will make a concerted effort to attend extracurricular activities.	Principal, AP, Curriculum Directors	2019-2020	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

FY20 District Goals:

WSD Goal: District leadership will improve communication with staff.

School Goal:

During the 2019-2020 school year, WHS administration will improve communication through the sharing of faculty / leadership notes, monthly and semester-long calendars, and weekly newsletters.

A. WHS administration will solicit feedback from the teachers and staff during monthly faculty meetings in order to identify communication concerns and issues.	Principal, AP, Curriculum Directors	2019-2020	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. At the start of each month and semester, send out an “important dates” email or document to the staff.	Principal, AP, Directors	2019-2020 0	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.
C. Following all staff meetings, notes will be sent out to all staff by the principal or assistant principals.	Principal, AP, Directors	2019-2020 0	Following each monthly faculty meeting, the principal will forward a copy of the notes to the staff.

Goal 3: Improved Collaboration

FY20 District Goals:

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

School Goal:

During the 2019-2020 school year, WHS administration will visit PLCs to have informal discussions to foster collaboration between administrators and teachers.

A. Invite faculty and staff to serve on committees.	Principal, AP, Curriculum Directors	2019-2020	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. WHS administration will attend and support WHS PLCs focused on the 2019-2020 building goal(s).	Principal, AP, Curriculum Directors	2019-2020	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.
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.	Principal, AP, Curriculum Directors	2019-2020	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 20 District Goal:

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

School Goal:

During the 2019-2020 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
A. Review the agendas for each activity and ensure the incorporation of meaningful discussion with regard to the UbD initiative.	Principal, AP, Curriculum Directors	2019-2020	The leadership team will meet to create the activities to ensure that there is a collective and coordinated effort to achieve this action.
B. The principal and the directors will visit PLC's to help facilitate the creation of the templates.	Principal, AP, Curriculum Directors	2019-2020	Selected members of departments will present completed UbD templates or templates in progress at faculty meetings.
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.	Principal, AP, Curriculum Directors	2019-2020	The leadership team will meet to debrief from the presentations and make appropriate recommendations moving forward.

Goal 5: Increase CCR benchmark**FY 20 District Goal:**

District leadership will continue to expand resources and MTSS training for staff.

School Goal:

During the 2019-2020 school year, the number of WHS students that meet the college & career readiness benchmark will increase over the 2018-2019 levels.

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks
A. Develop strategies specific to academic departments to increase opportunities for students to meet the Benchmarks.	Principal, AP, Curriculum Directors, Guidance Dept.	2019-2020	On a quarterly basis, we will review the number of students that will by the end of the school year, have met the benchmark. Guidance counselors will meet with students on a quarterly basis to review numbers of students meeting the benchmark.
B. Develop a specific plan for grade appropriate information to be communicated to students during advisory.	Principal, AP, Curriculum Directors, Guidance Dept.	2019-2020	Once a month, the advisory teachers will meet with individual students to assess their progress toward CCR achievement.
C. Plan quarterly grade specific meetings to apprise students of opportunities to achieve CCR.	Principal, AP, Curriculum Directors, Guidance Dept.	2019-2020	Guidance counselors will attend the quarterly meetings to assess the numbers on track to meet the benchmarks.

Component E: Request for Personnel Changes

**Windham School District
FY21
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: 2020-2021

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

The addition of a 1.0 Science teacher for the 2020-2021 school year would allow WHS to increase the necessary sections of both science electives and new STEAM classes. In the 2019-2020 school year, WHS offered 1.5 fewer science sections than 2018-19. 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: \$56,398 (plus benefits)

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

Science Teacher/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 different level of a Senior Capstone course (1.0), a Project based preparation course and a blended Science/Art course called the Science of Art.

- 2.5 sections extra course load this year
 - + 1.0 Capstone section
 - + 1.0 STEAM course of the Science of Art
 - + 0.5 STEAM Project based learning course/career exploration for grades 10 or 11
-
- 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.

Next year we will have to add 1 or 2 additional sections of Integrated Science to meet projected 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. With the strong interest among students in Windham, we wish to capitalize on that interest and help them move further along the STEM pipeline before they leave WHS.

School Improvement Plan: 2020-2021

Part I—Describe the proposed personnel change
0.5 Mental Health Counselor

Part II — Contract rate
Classroom Teacher, per CBA (M-8) Salary: \$28,199

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

0.5 Social Worker / Mental Health Counselor:

We are proposing to add 1 FTE Social worker/mental health counselor to be shared with GBS and WHS. Currently, there are over 1000 students at GBS and we have 2 full time school counselors and 1 school counselor who is certified in School Counseling and Trauma and servicing 41 identified students and a case-load of 200 general education students as well as providing classroom guidance. At the high school we have 1 LICSW who has a case-load of over 41 students with excessive social emotional/substance abuse issues. The high school Social worker is responsible for all social emotional evaluations and serves students on 504's as well as working with students with school refusal/anxiety.

Adding a shared mental health counselor/social worker at GBS & the HS will allow students with social emotional services in their IEP's to receive services within the school setting. It will decrease the number of students we send to outside counselor services and will allow all students to have access to a social worker's skill set. Having an additional mental health counselor would also help elevate the needs for some students to go out of district or utilize an outside agency.

Without the addition of a mental health counselor at GBS the school counselor and administrators will be dealing with a large number of students in crisis. Outside agencies will need to be utilized to service these students' social emotional needs which increases both transportation and counseling costs to the district. For severe cases of students in crisis, the mental health counselors will be pulled from the other schools, impacting their own case-loads.

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:

Request: School-wide WHS Summer School - This request asks that six teachers: 2 English, 1 Social Studies, 2 Math, and 1 Science be paid the hourly rate to teach in the Credit Recovery Summer School Program.

Request: Grades 8 Summer School - This request asks that 4 teachers: 2 English, 2 Math be paid the hourly rate to teach in the Skills-Based Summer School Program.

School Improvement Plan: 2020-2021

Assessment Data: Support for students that have failed specific courses in the four core courses at the high school or middle school.

Part I — Describe the proposed personnel change

During the summer of 2019, we continued to offer a summer school program for students that had failed specific courses. As a result, 22 students completed the program and retrieved lost credit. For those that attended the program, all retrieved credit, thus providing us with a 100% success rate for year one of the program.

Contract rate: \$38.50 per hour for six teachers for WHS: Total: \$23,100

\$38.50 per hour for four teachers for rising 9th grade students: Total: \$15,400

SUPPLIES & EQUIPMENT WORKSHEET

Windham School District

BUDGET CODE FY21

SCHOOL: Windham High School

GRADE/SUBJECT: General (Furniture)

PREPARED BY: Stephen Sierpina

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
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
		Cafeteria Chairs (30)	School Furn.	\$12,000 30 @ \$400
	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.			

*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 FY21
SCHOOL: Windham High School
GRADE/SUBJECT: Technology Equipment
PREPARED BY: Stephen Sierpina

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
<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 & improvement needs that is reviewed and</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, & shipping)</p>

	<p>revised as needed with stakeholder input.</p> <p>The screens provide an interactive learning opportunity for all students that is both relevant and engaging. The purchase would increase the amount of Touch Screens from 7 to 13.</p>			
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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: FY21
SCHOOL: Windham High School
GRADE/SUBJECT: Social Studies
PREPARED BY: Stephen Sierpina and Shannan McKenna

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Social Studies Textbooks 100.1100.15.640.214.0000.5	DIP 2.1.1a Review textbook replacement cycles CP Economics textbooks were slated for replacement in FY20 and we postponed until FY21	CP Economics (150)	Houghton Mifflin Harcourt	\$15,000
	DIP 2.3.5 Provide opportunities for cross-curricular co-teaching instruction	AP Human Geography (20)	Cengage	\$3000

	<p>and integration of different subject areas.</p> <p>The SS Department would like to add an additional course AP Human Geography, which may provide opportunities for overlap with the new STEAM certificate program.</p>			
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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.

*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 FY21

SCHOOL: Windham High School

GRADE/SUBJECT: Visual Arts

PREPARED BY: Susan Veilleux

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
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	\$36,600.00

*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

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Visual Arts Department equipment 100.1100.02.739.214.00000.5	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.	6 Griffin Grips Camera flashes/advanced camera lenses for the photo 2 and 3 classes	B&H	\$12,000.00
		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 FY21

SCHOOL: Windham High School

GRADE/SUBJECT: Visual Arts

PREPARED BY: Susan Veilleux

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/ Materials Hardware/ Software Instructional Equipment*	Possible Vendors**	Approximate Cost
Visual Arts 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.	Shelving unit for large matt board		
		New table for E218	Walmart, Amazon, Virco, School Furnishings	\$4,500.00

*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 FY21

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
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	\$6,500.00

*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 FY21

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.	Dollies, boom microphone kits, professional cameras, lighting kits, 2 more iMacs for editing stations	B&H	
		Studio sound mixer, wireless intercom system, SD card recorder, colored LED lights		
		Microphones, sound dampening foam, portable recorders		
	D.I.P 6.1.3 Align budget requests for annual school budget school improvement plans.			
			FY 21 Proposed	\$21,500.00
			FY 20 Proposed	\$23,559.00
			FY 19 Budget	\$2,720.00
			FY 18 Actual	\$10,345.51

			FY 18 Budget	\$2,660.00
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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.

Facility Need

Computer Labs:

The computer lab in room E218 is in great need of replacement. The old computers were taken out in September of 2018 with the hopes of them being replaced last year, This did not happen. This lab was part of a two year replacement of old obsolete computers along with G101. G 101 had a replacement of computers in 2017. We are still awaiting the replacements for E218.

This results in a deficit in our photography program as students in photography 2 & photography 3 cannot experience the rigor of a full program. The student apple laptops cannot handle the editing software used in these courses. This causes students an extreme limitation on what level of work students can produce. This classroom is utilized all day everyday with our photography classes.

Request:

Replacing I Mac computers with new iMac computers that will be capable of meeting current curricular needs for course such as but not limited to Digital Media, Graphic Design, TV/Video, Photography, sound design, yearbook and others.

Room E218:

Quantity 25

Item: 21.5 inch i Mac with Retina 4k display. 3.0GHz 6-core 8th-generation Intel Core i5 processor, Turbo Boost up to 4.1GHz

- 16GB 2666MHz DDR4 memory

Price per unit \$1699.00

Total cost requested \$42,475.00

Room E218

****Meets District Goal #4: Cultivate a strong technology ecosystem that is appropriately utilized at all levels.***

****Meets District Improvement Plan 1.2.6 - Develop an evidence-based school budget and resources to support improved student achievement.***

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

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 11.7 FTE teachers, offering 1.5 fewer sections than 2018-2019. 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 2018-19. 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 2020-2021, we plan to create 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 1.5 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 FY21 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 third year of taking the NH State Assessment System (SAS) science test in grades 5, 8 and 11. The SAS test requires more thinking about 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.