

Windham Middle School

WMS



Wildcat Pride

School Improvement Plan

*Budget FY 24
School year 2022-2023*

School Council Meeting Dates

Meets Monthly from 2:40-3:40pm

Monday, Sept. 26, 2022	Monday, February 20, 2023
Monday, Oct. 24, 2022	Monday, March 27, 2023
Monday, November 21, 2022	Monday, April 17, 2023
Monday, December 19, 2022	Monday, May 22, 2023
Monday, January, 23, 2023	Monday, June 12, 2023

School Council Members

WMS Administration	Brenda Morrow, Jay Gratton, Jennifer Foley
WMS Teachers	Stephanie Gerstein
WSD Finance Committee	Brian Pirri
Parents	Bethany Flemming, Catherine Boyd, Karen Curran, Susan Caron
School Board Representative	Dennis Senibaldi

*School Council Dates for 2023-2024 have not been determined yet.

Windham Middle School Profile

Administration

Brenda Morrow, Principal
Jay Gratton, Asst. Principal
Jennifer Foley, Director of Special Services

Curriculum Directors

Joshua Bashalany, SS & World Lang.
Jessica Benson, ELA
Cathy Croteau, Math
Karalyn Gauvin, Science
Dr. Erin Hagerty, Director of Assessment & Accountability
Susan Kalil, Fine Arts
Julie Lichtmann, School Counseling

Teams/Committees School Council

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

School Day/Learning Time

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

Faculty/Staff (See page 3 for complete listing)

Administration: 3
SRO: .5
Faculty: 58.5
Paraprofessionals: 11
Office Staff: 2
Nurse: 1
LNA: 1
Counselors: 3
Custodial: 4
Total Staff: 69.5

School Programs

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

School Programs/ Improvements/ Accomplishments

Active PTA Involvement
Weekly PLC Teams
PAWS
Student Support Team
Shock After School Program
Math Team
Strong Athletic Teams
Extra-Curricular Clubs and Programs
M2M- student mentor program
Mentoring Program

Windham Middle School

Administration:

Principal: Brenda Morrow

Assistant Principal: Jay Gratton

Director of Special Education: Jennifer Foley

Executive Director of Student Services: Ken Duesing

Curriculum Directors: Joshua Bashalany, Jessica Benson, Cathy Croteau, Karalyn Gauvin, Erin Hagerty, Susan Kalil, Julie Lichtmann

Grade 7 (8)		Grade 8 (8)		World Language (3)	
Erin Bailey	Social Studies	Michelle Heger	Social Studies	Quincy Durr	French
Ashley Clemons	Math/ACM	Marty Chaput	Science	Stephanie Harpring	Spanish
Lisa Corbin	Science	Steven Curry	Math/ALG	Pilar Ripley	Spanish
Jessica Cyr	Math/ACM	Leah Doughty	Math/ALG		
Ed Nordegren	Social Studies	TBD	ELA		
Jessica Vastl	Science	Craig Kingsley	Social Studies		
Candi St. Onge	ELA	Russ Leberman	Science		
Dee Dee Whitehead	ELA	Lisa Reddig	ELA		

Unified Arts: (9.4)

Art:	Rose Mercier (.8)	Claire Colbert (.8)	Librarian:	Katy Smith	
Music:	Amy Buopane (.8)	Katie Avalos (.8)	Physical Ed:	Brian Fillion (.8)	Sarah Yandow (.8)
Health:	Helen Noel (.8)		Family Consumer Science:	Kay Shoubash	
Tech Ed:	Karen Tenhagen (.8)		Digital Literacy:	TBD	

Specialists: (18.6)

Nurses:	Katelyn Bell (RN) Haley Guillette (LNA)		Speech & Language:	MaryAnn Melizzi-Golja
Special Education Teachers	Amy Berube (grant) Arthur Buckholz Jennifer Bullis	TBD Kevin Moyer		
Mental Health Counselor:	Rebecca Johnson			
Guidance:	Elizabeth Jodoin Kellie Steward		O/T Services	Ashley Sawin (.3)
Contracted P/T Services	Alysia Redard		Behavior Specialist:	Jessica Dupuis (.5)
Reading Specialists:	Deb Hope Andrea Pollock		Intervention Tutors:	Rosemary Iannazzi, Kelly McKnight
ESOL:	Caleb Ruopp (.3)		Rtl:	Kristine O'Neil
School Psychologist:	Kristen Seymour		SRO: Windham PD	Phil O'Loughlin (.5)

Support Staff: (8.5)

IT	Dimitris Alexandrou (.5)			
Custodians:	Todd Wells	Luis Martinez	Peter Magown	Larry Starr
Office Staff	Maria Maynard	Stephanie Gerstein		
Kitchen Staff:	Beth Jenkins	Leah Chorely		

Totals:

Administration	3
Total Classroom Teachers Grade level & UA &WL	28.4
Support Staff	8.5
Specialists	18.6
Paraprofessionals	11
Total Staff	69.5
Total WEA Staff	43
Directors	7

School Name Paraprofessionals 2022–2023	
	Name
1	Donna Eng
2	Laurie Liddy
3	Jasmine Nickerson
4	Donna Nordengren
5	Carol Soucy
6	Michelle Rameriz-FY23 contracted
7	Rose Kay-FY23 contracted
8	TBD
9	TBD
10	TBD
11	TBD

Student Enrollment/Demographics

	23-24 (7&8)	22-23 (7&8)	21-22 (7&8)	20-21 (7&8)	19-20 (7&8)
Enrollment	439	439	457	512	527
Males	227	226	240	272	286
Females	212	213	217	240	241
Special Education	67 (15%)	74 (17%)	75 (17%)	83 (17%)	83 (17%)
Free & reduced	1%	3%	3%	3%	3%

**ANALYSIS OF STAFFING
2022-2024**

Existing Fiscal Year 2022-2023	Proposed Fiscal Year NESDEC Enrollment 2023-2024 (3/21/22)
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Windham Middle School

Grade	No. of Students	HR ave. class size	HR Staff	No. of Students	HR ave. class size	HR Staff
7	229	25	9	212	23	9
8	210	26	8	227	25	9
Total	439			439		

**Note: World Language teachers will be utilized as homeroom teachers*

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

Windham Middle School Profile

Student Learning Achievement

Windham Middle School offers comprehensive instruction for grades seven and eight. Our administration and staff exemplify high achievement and dedication. As a staff we are invested in providing quality curriculum and instruction through teaming and collaboration, emphasizing high overall academic achievement for all. Our school cares about each and every student that comes through our doors, not just academically, but as whole people. Our school mission is that Windham Middle School will establish a community of open-minded, curious, and engaged learners in which all members belong.

The WMS staff utilizes differentiated instruction so that all students may reach their individual learning potential. Teachers use research-based instructional models and are able to measure effective instruction based on student performance. Teachers work in collaborative teams to develop formative assessments and data-driven instruction. Teams work together to solve personal issues that may affect their students.

Our curriculum is closely aligned with Common Core Standards with a heavy emphasis on Reading, Writing and Mathematics. We utilize co-teaching classrooms with regular education English and Mathematics teachers with special education teachers. The model is proving to be successful. We have even had several teachers trained to train their coworkers and are valuable resources to assist in co-teaching strategies. Our teachers focus on delivering quality instruction through various modes. There continues to be a blend of traditional and technologically driven instruction in all classes with an emphasis on hands-on learning for this school year.

For Mathematics, our school has been using Carnegie Math for the past five years. We closely monitor our students through benchmark assessments, which have built-in mastery concepts. Our Science curriculum embeds the next generation science standards with a strong focus on inquiry. All academic areas build upon student centered methods of teaching, asking questions, providing students with more opportunities to lead their own learning through exploration and reflection.

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

Component A: Analysis of Student Performance and Achievement

Based on our curriculum and instruction, Windham Middle School continues to produce high achieving students scoring well above the state averages. Our school has made gains towards narrowing the achievement gap by continuing to differentiate and address individual student needs. When analyzing accountability data, our students have scored above the state averages on the Renaissance STAR Assessment and the New Hampshire Statewide Assessment System (NH SAS).

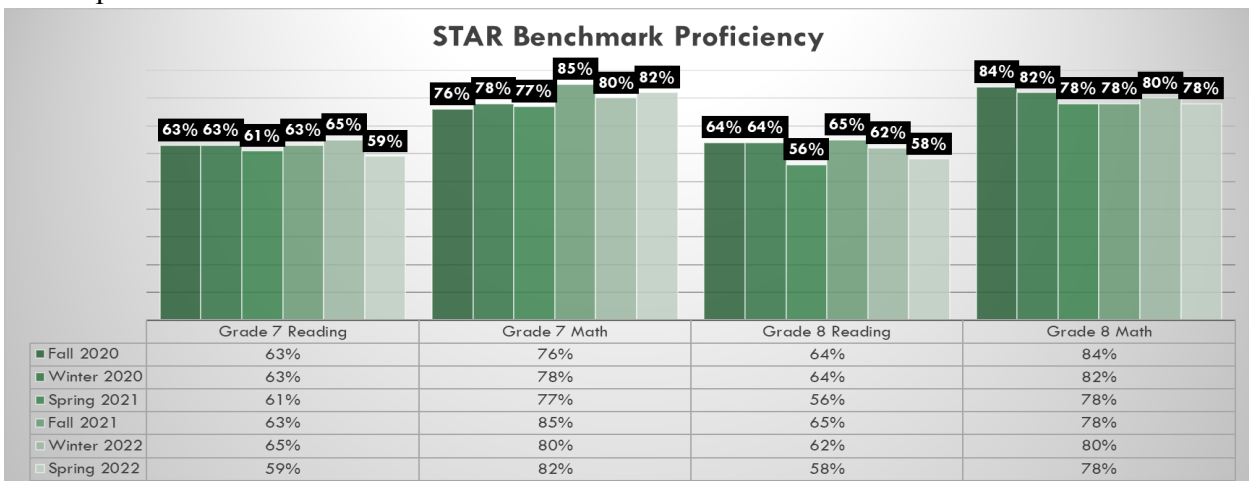
STAR

The Renaissance STAR assessment offers an Universal Screener that measures student growth and achievement. This is the beginning of the second year that the Windham Middle School has been using this screener. STAR assessments report performance in three main indicators: Scaled Score (SS), Percentile Rank (PR), and Student Growth Percentile (SGP).

- **Scaled Score (SS)** shows the performance of a student in a given STAR test for a particular grade level and subject.
- **Percentile Rank (PR)** shows the performance of a student as compared to other students' performance in the STAR assessments across the nation for that particular STAR test in the same grade level and subject.

Grade	Urgent Intervention	Intervention	At Benchmark	Above Benchmark
All Grades	Below 11 PR	11-40 PR	41-49 PR	At/Above 50 PR

- **Student Growth Percentile (SGP)** compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers.



STAR Results % of students scoring at/above benchmark	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2022	Spring 2022
Grade 7 Reading	63%	63%	61%	63%	65%	59%
Grade 7 Math	76%	78%	77%	85%	80%	82%
Grade 8 Reading	64%	64%	56%	65%	62%	58%
Grade 8 Math	84%	82%	78%	78%	80%	78%

Although our students performed well on the STAR assessment we continue to examine our instructional practices in order to nurture what is going well. Furthermore, we will examine our intervention methods in order to prevent any slide in our achievement scores. STAR is only one data point of a student’s performance, so Windham Middle School uses additional assessments to provide a closer look at the whole child. *Note: the colored numbers illustrate the cohort to show growth for one year.

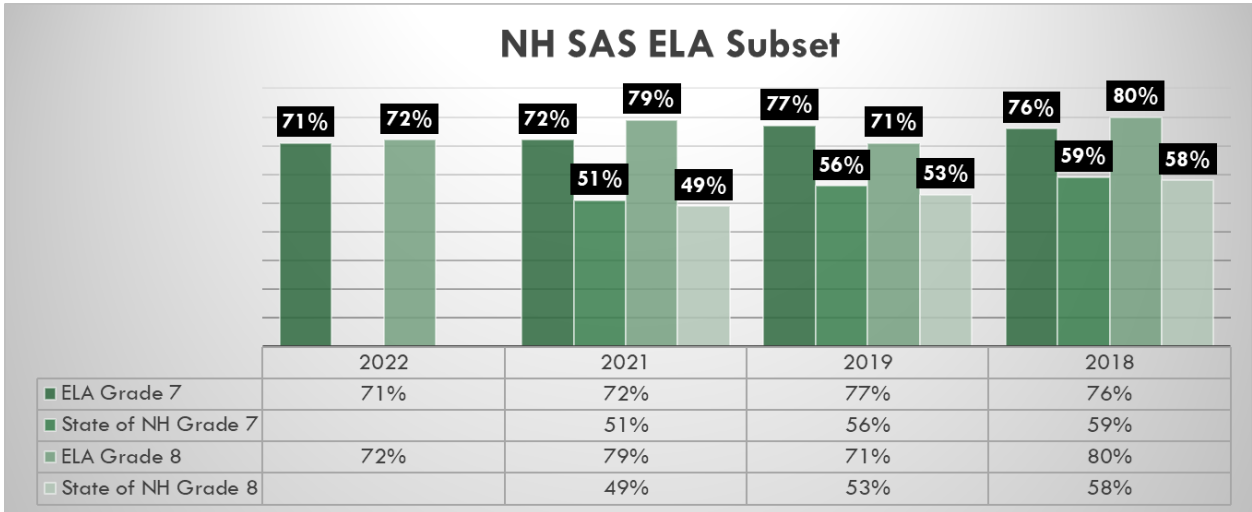
NHSAS

The New Hampshire Statewide Assessment System (NH SAS) is a required assessment that the middle school students took for the first time in 2018. This test is used by the state to gauge how well students are mastering the standards – and ultimately how ready students are for college and career education and training. New Hampshire students in **grades 3-8** take the common statewide assessment for English Language Arts (ELA)/Writing and Mathematics. New Hampshire students in **grades 5, 8 and 11** also take the common statewide assessment for Science. The NH SAS for ELA/Writing and Math are standards-based, computer adaptive tests aligned to the NH Academic Standards for English Language Arts and Mathematics. These assessments are unique to NH and can be adjusted to meet the needs of NH students.

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

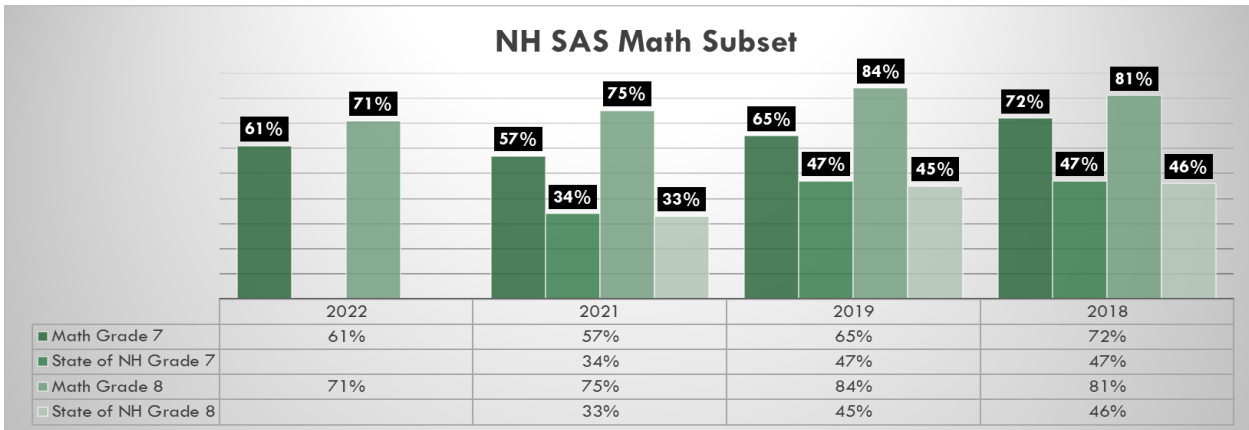
ELA Results:

NH SAS % of students scoring Proficient (level 3 or 4)	2022	2021	2020 Not Administered	2019	2018
Grade 7 ELA	71%	72%	x	77%	76%
Grade 8 ELA	72%	79%	x	71%	80%



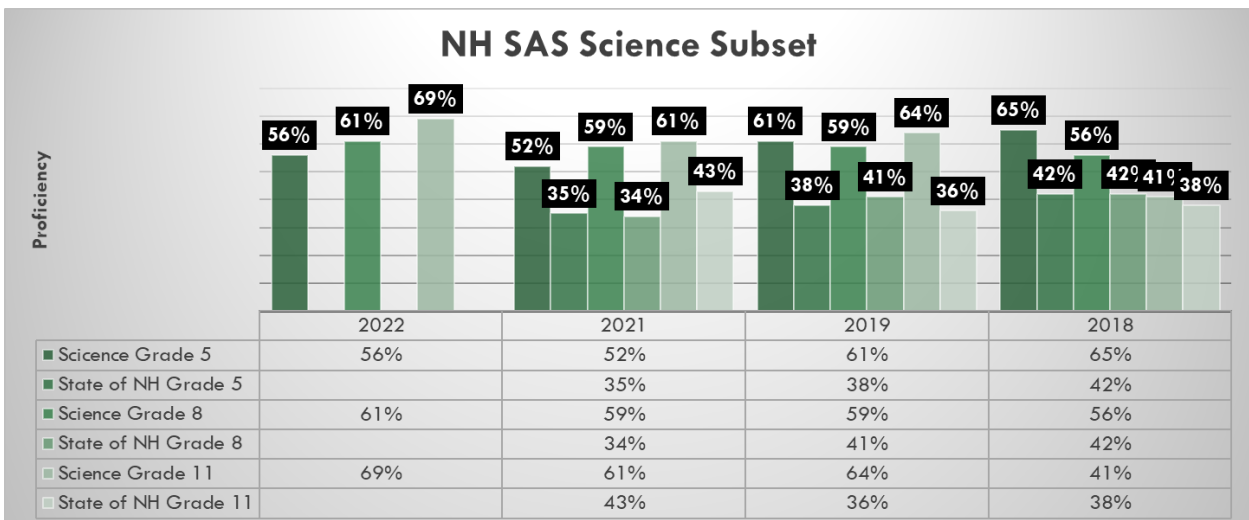
Math Results:

NH SAS % of students scoring Proficient (level 3 or 4)	2022	2021	2020 Not Administered	2019	2018
Grade 7 Math	61%	57%	x	65%	71%
Grade 8 Math	71%	75%	x	84%	81%



Science Results:

NH SAS % of students scoring Proficient (level 3 or 4)	2022	2021	2020 Not Administered	2019	2018
Grade 8 Science	61%	59%	x	59%	56%



Results for all three subsets by grade level:

NH SAS % of students scoring Proficient (level 3 or 4)	2018	2019	2020 Not Administered	2021	2022
Grade 7 ELA	76%	77%	x	72%	71%
Grade 8 ELA	80%	71%	x	79%	72%
Grade 7 Math	72%	65%	x	57%	61%
Grade 8 Math	81%	84%	x	75%	71%
Grade 8 Science	56%	59%	x	59%	61%

Using the test results from the NH SAS, we can see that Windham Middle School students continue to demonstrate high levels of strength. This is our fourth year of this assessment, so we will continue to examine how our students progress after gaining more information about the testing content and structure. Our focus will continue to be on our instructional practices to nurture what is going well. In the meantime, we will continue to provide high quality differentiated instruction to meet the needs of our students.

**NH SAS Longitudinal Proficiency
Spring 2022 Update
Summative Assessment**

ELA & Math - to follow the cohort please look back 2 years 21/19 (8/6,7/5,6/4,5/3)

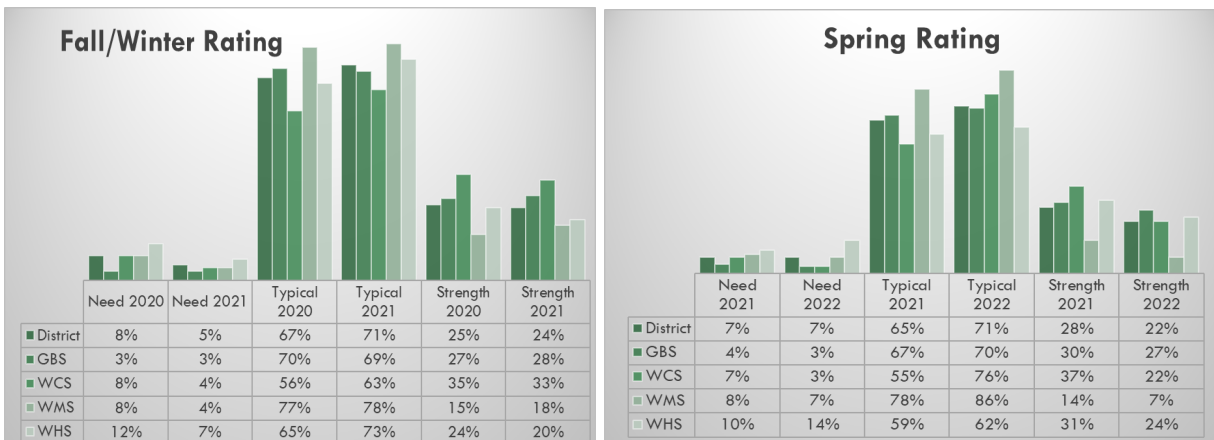
	ELA Grade Level % Proficient 2022	ELA Grade Level % Proficient 2021	ELA Grade Level % Proficient 2019	ELA Grade Level % Proficient 2018		Math Grade Level % Proficient 2022	Math Grade Level % Proficient 2021	Math Grade Level % Proficient 2019	Math Grade Level % Proficient 2018
Grade 3	65%	62%	64%	73%	Grade 3	73%	71%	77%	71%
Grade 4	70%	69%	76%	70%	Grade 4	66%	58%	76%	75%
Grade 5	80%	80%	73%	83%	Grade 5	71%	58%	74%	70%
Grade 6	76%	79%	83%	74%	Grade 6	77%	67%	80%	78%
Grade 7	71%	72%	77%	76%	Grade 7	61%	57%	65%	72%
Grade 8	72%	79%	71%	80%	Grade 8	71%	75%	84%	81%
Grade 9					Grade 9				
Grade 10	83%				Grade 10	58%			
Grade 11	79%	75% (3/2021) 78% (9/2020)	83%	80%	Grade 11	60%	60% (3/2021) 53% (9/2020)	66%	60%

DESSA

The DESSA is a universal screening tool to measure students’ social and emotional strengths and opportunities for growth. The DESSA aligns to, but expands upon, the CASEL Framework by including eight subscales: *Self-Awareness, Self-Management, Goal-Directed Behavior, Social-Awareness, Relationship Skills, Personal Responsibility, Decision Making and Optimistic Thinking*

As illustrated in the following charts, Windham Middle School students performed well on the DESSA screener. Utilizing this data, Windham Middle School will focus on improving students’ social/emotional skills by striving to improve attitudes (self, school, other, etc.), decrease challenging behaviors, and nurture what is going well. Our goal will be to provide support and social/emotional activities to promote student well-being.

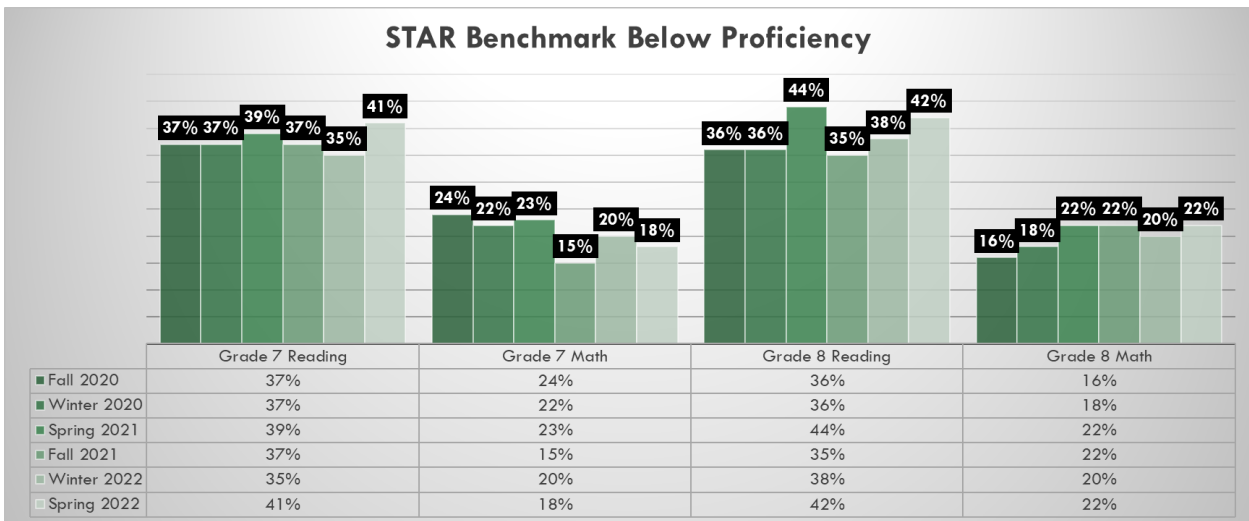
WMS	fall	spring
Need >40 T-Score	4%/19	7%/30
Typical 41-59 T-Score	78%/350	86%/392
Strength <60 T-Score	18%/81	7%/32



Using the data above, 93% of the middle school students scored in the typical to strength range which leads us to believe that our students are on a good trajectory for graduation, college persistence, and career success. We will continue to support the social/emotional needs of our students.

B: Identification of Gaps in Student Performance

As stated in section A, Windham Middle School students continue to demonstrate academic strengths scoring well above the state averages due to our comprehensive curriculum and talented teacher instruction. Our school has made gains towards narrowing the achievement gap by continuing to differentiate and address individual student needs. When analyzing accountability data, our school recognizes the importance of looking at our areas for growth by focusing our attention on those students who have not met proficiency levels on the following assessments: STAR Reading & Mathematics, New Hampshire Statewide Assessment System (NH SAS) and the DESSA rating scales.



STAR Results % of students scoring below benchmark	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2022	Spring 2022
Grade 7 Reading	37%	37%	39%	37%	35%	41%
Grade 7 Math	24%	22%	23%	15%	20%	18%
Grade 8 Reading	36%	36%	44%	35%	38%	42%
Grade 8 Math	16%	18%	22%	22%	20%	22%

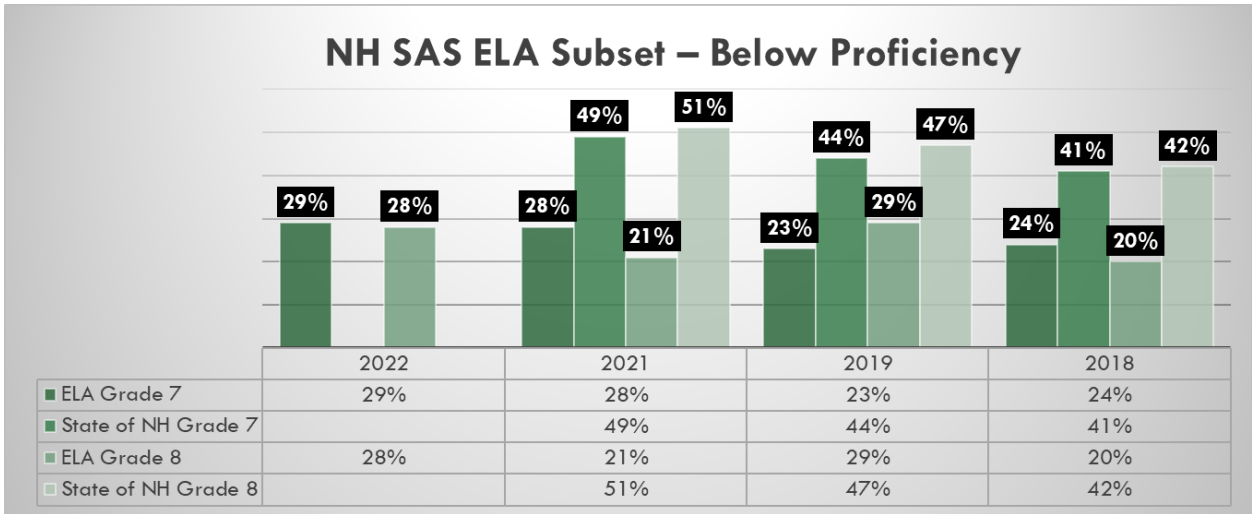
Using the STAR results, an average of 41% of our students are scoring below benchmark in Reading and 20% in Math. Although we have seen some gains with our lowest scoring students, we still have work to do in order to provide opportunities for growth with more support and intervention.

We use various intervention tools such as STAR and NHSAS learning modules, Moby Max, No Red Ink, Newsela, Vocabulary, Learning Ally, online textbooks, Ed Puzzle, Assisments, etc. to progress monitor our students throughout the school year. We continue to assess our student needs and use a systematic approach to intervention to support and assist our students who are performing below average. Our Tier I curriculum focus will ensure all units and lessons align to the New Hampshire College and Career Ready Standards and our assessments have an increased Depth of Knowledge (DoK) that requires implementation and applications of knowledge acquired. The district will continue to create Understanding by Design (UbD) lessons that ensure standards alignment and increased DoK.

Our Tier II & III Response to Intervention (RtI) programs target students who are performing below the 40th percentile in Math and/or ELA. Using the data received from the STAR and NH SAS assessments paired with classroom performance, we can develop instructional strategies to support and provide opportunities for growth to those students not meeting levels of proficiency. Our literacy and math tutors are vital components of intervention by conducting small group and individualized instruction lessons to students below the 40th percentile, yet do not qualify for special education services. Content recovery sessions serve as an additional opportunity to support students’ opportunities for growth.

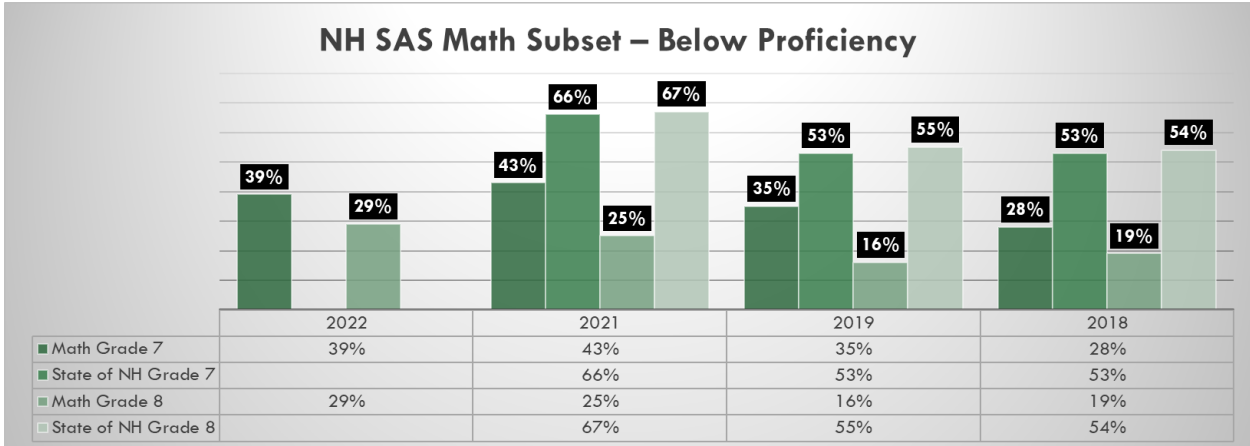
ELA Results:

NH SAS % of students scoring below benchmark	2022	2021	2020 Not Administered	2019	2018
Grade 7 ELA	29%	28%	x	23%	24%
Grade 8 ELA	28%	21%	x	29%	20%



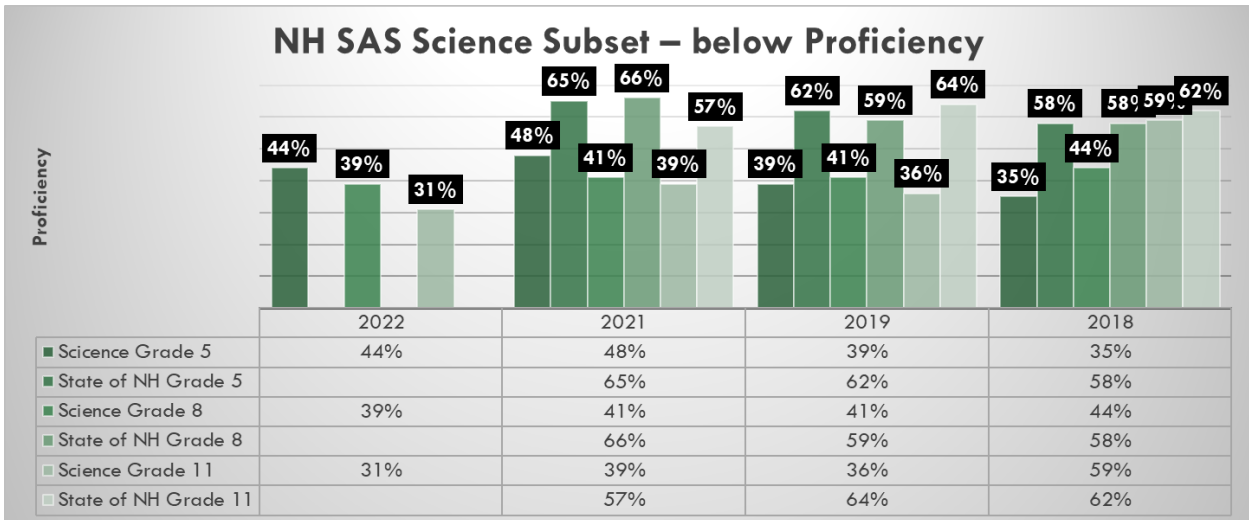
Math Results:

NH SAS % of students scoring below benchmark	2018	2019	2020 Not Administered	2021	2022
Grade 7 Math	39%	43%	x	35%	28%
Grade 8 Math	29%	25%	x	16%	19%



Science Results:

NH SAS % of students scoring below benchmark	2022	2021	2020 Not Administered	2019	2018
Grade 8 Science	41%	41%	x	41%	44%



Results for all three subsets by grade level:

NH SAS % of students scoring below benchmark	2018	2019	2020 Not Adminis- tered	2021	2022
Grade 7 ELA	24%	23%	x	28%	29%
Grade 8 ELA	20%	29%	x	21%	28%
Grade 7 Math	28%	35%	x	43%	39%
Grade 8 Math	19%	16%	x	25%	29%
Grade 8 Science	44%	41%	x	41%	41%

According to the results of the 2022 NH SAS assessment, an average of 31% of our students did not meet proficiency in both ELA and Math, as well as 41% of the students did not meet proficiency in Science. Through further investigation, we will examine the number of students who scored below level 3 on the NH SAS to see how many of them are not identified for specialized services.

Overall, the students at Windham Middle School perform well. Areas of concern include the number of students who need additional support that are not identified with learning disabilities. As a result, we will continue to examine our instructional strategies for our specialized instruction classes as well as co-teaching classes. Providing students the opportunity to receive support and remediation of skills is essential to student progress.

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

**NH SAS 7th & 8th Grade
Subgroup Disaggregate
NH SAS - Disaggregate Reporting Categories**

7th Grade ELA Results:

Grade 7 ELA	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	197	17	28	3	149
Proficiency %	71%	65%	29%	33%	81%
Level 4	21%/41	6%/1			27%/40
Level 3	50%/99	59%/10	29%/8	33%/1	54%/80
Level 2	19%/37	24%/4	39%/11		15%/22
Level 1	10%/20	12%/2	32%/9	67%/2	5%/7

7th Grade Math Results:

Grade 7 Math	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	196	17	28	2	149
Proficiency %	61%	47%	21%	50%	70%
Level 4	35%/68	12%/2	7%/2		43%/64
Level 3	27%/52	35%/6	14%/4	50%/1	27%/40
Level 2	27%/52	47%/8	29%/8		25%/37
Level 1	11%/24	6%/1	50%/14	50%/1	5%/8

8th Grade ELA Results:

Grade 8 ELA	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	249	18	37	3	191
Proficiency %	72%	67%	32%	33%	80%
Level 4	30%/75	33%/6	5%/2		35%/67
Level 3	42%/104	33%/6	27%/10	33%/1	45%/86
Level 2	17%/42	17%/3	27%/10		15%/29
Level 1	11%/28	17%/3	5%/2	67%/2	5%/9

8th Grade Math Results:

Grade 8 Math	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	246	18	37	3	188
Proficiency %	71%	67%	32%	0%	80%
Level 4	49%/121	44%/8	14%/5		57%/108
Level 3	22%/54	22%/4	19%/7		22%/42
Level 2	20%/50	33%/2	30%/11	67%/2	17%/32
Level 1	9%/21		38%/14	33%/1	3%/6

8th Grade Science Results:

Grade 8 Science	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	243	18	37	3	187
Proficiency %	61%	50%	27%	0%	70%
Level 4	22%/54	28%/5	8%/3		25%/46
Level 3	39%/96	22%/4	19%/7		45%/84

Level 2	13%/31	22%/4	3%/1		14%/20
Level 1	26%/64	28%/5	70%/26	100%/3	17%/31

Analysis of our levels of proficiency through the NH SAS and STAR Assessments illustrates that comprehension of content has created challenges for our students who are navigating through the landscape of fragmented schooling over the years of the pandemic. Although the majority of our students are at or above benchmark, our goal will be to target the students who are not meeting proficiency by embedding more opportunities for growth into our everyday practices. This includes RTI services, special instruction, and content recovery.

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

We continue to work on our ELA instruction by differentiating and targeting close reading strategies. WMS incorporates various tools to enhance instruction including but not limited to, Membean, NoRedInk, Flocabulary, and Newsela. Our focus will be to encourage critical thinking and questioning techniques in order to expand student thinking and explanations using the CER format to clearly justify answers and thought processes.

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

DESSA results

WMS	fall	spring
Need >40 T-Score	4%/19	7%/30
Typical 41-59 T-Score	78%/350	86%/392
Strength <60 T-Score	18%/81	7%/32

The social/ emotional needs of our students are just as important as their academic progress as we want all of our students to be healthy and successful. The results of the DESSA ratings lets us know that 7% of our students are in need of more support. Therefore it is important for the middle school to continue to make connections with our students so that they are supported academically, socially and emotionally. Additional SEL resources and activity development through our guidance department will support and assist the school in ensuring that we preserve the SEL skills sets of the students scoring in the Strength category to prevent further regression.

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

Additional Academic Support: Middle School is a challenging time for students both academically and behaviorally. Our school has had an increasing number of students who struggle with work completion and comprehension of skills. In order to assist all students, we have developed our PAWS program to provide remediation, enrichment, SEL support and teacher appointments for additional support. Yet, we still have a number of students who need more opportunities for growth and support.

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

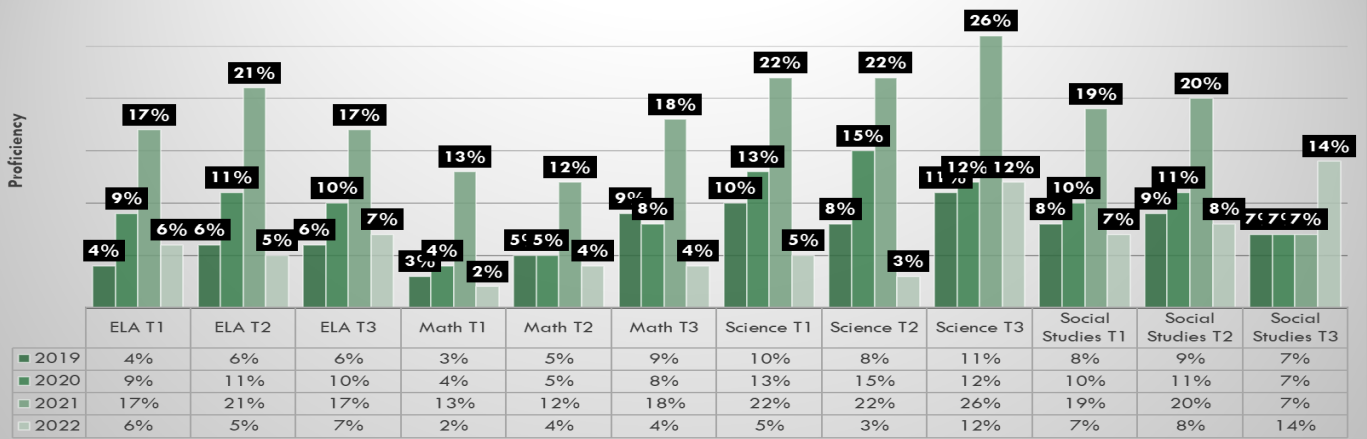
Grade Distribution

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

The number of students receiving D/Fs and Incompletes

	2018-2019 (785) T1	2019-2020 (527) T1	2020-2021 (501) T1	2021-2022 (457) T1	2018-2019 (785) T2	2019-2020 (527) T2	2020-2021 (501) T2	2021-2022 (457) T2	2018-2019 (785) T3	2019-2020 (527) T3	2020-2021 (501) T3	2021-2022 (457) T3
ELA	33 (4%)	48 (9%)	85(17%)	27(6%)	48(6%)	58 (11%)	107 (21%)	23(5%)	47(6%)	54 (10%)	86 (17%)	34(7%)
Math	24(3%)	21 (4%)	67 (13%)	10(2%)	37(5%)	29 (5%)	59 (12%)	17(4%)	72(9%)	45 (8%)	89 (18%)	20(4%)
Science	77(10%)	71 (13%)	111 (22%)	23(5%)	65(8%)	78 (15%)	112 (22%)	14(3%)	83 (11%)	61 (12%)	130 (26%)	57(12%)
Social Studies	62(8%)	55 (10%)	95 (19%)	31(7%)	67(9%)	56 (11%)	101 (20%)	37(8%)	52(7%)	37 (7%)	37 (7%)	64(14%)

Students Receiving D's, F's and/or Incompletes



With the average percentage of students receiving D/Fs fluctuating over the years, our school continues to examine the supports that we currently have in place for all students. Windham Middle School will continue to look at our tools for intervention and remediation strategies for our students in order to prepare them for the future. A content recovery program throughout the school year will assist in reducing the number of students who are not reaching success by providing more opportunities for growth. Our PAWS instructional period is also intended to focus on remediation of skills within our content areas using STAR and NHSAS data points. Windham Middle School will utilize our RTI Coordinator and tutors to assist and support remediation for our students throughout the school year.

YEAR Average of attendance	# of students who were invited	# of students that attended the session	# of students who were invited	# of students that attended the session	# of students who were invited	# of students that attended the session	# of students who were invited	# of students that attended the session
2018-2019 (66%)	(Jan) 31	19	(Feb) 38	20	(March) 60	50	(May) 60	39
2019-2020 (50%)	(Nov) 23	13	(Dec) 15	6	(Feb) 42	23	Covid	Covid
2020-2021 (71%)	Covid	Covid	Covid	Covid	(April) 108	66	(May) 92	75
2021-2022 (19%)	(Nov) 32	12	(Jan) 45	6	(April) 0	0	NA	

Summer School - Windham Middle School has offered Summer School for 7th graders who were not successful in passing English or mathematics. Eighth graders moving to the high school are provided summer school opportunities through our high school program. The summer school program provides opportunities for students to be retaught content standards in English and Mathematics in order to achieve mastery of a topic, thus growing successful. Summer School is a very important program to offer additional support in ELA and Mathematics to ensure that students are better prepared for the next grade level.

Date	# of students who qualify Math	Math (attended)	# of students who qualify ELA	ELA (attended)
2020	22	x	33	x
2021	20	12	33	13
2022	20	5	34	12

Component D: Goals and Objectives

Windham School District FY23 Goals

Goal 1 Social Emotional Learning (SEL) -Using the Casel Framework, Windham School District will implement social/emotional learning activities to increase the percentage of students falling within the typical or strength categories on the DESSA screener as well as provide a safe and healthy environment by recognizing and taking the appropriate steps to promote positive mental health for all.

Goal 2 NEASC Accreditation- In our continuing effort to acquire District NEASC Accreditation in 2024, the district will complete the following steps during the 2022-2023 school year:

- Windham High School will complete a formal self-reflection and prepare for the collaborative conference visit in 2023.
- Windham Middle School, Windham Center School, and Golden Brook Elementary School will begin to implement the priority areas of growth within each school.

Goal 3 Multi-Tier System of Support- Maintain and strengthen our district's commitment to implementing our Multi-Tier System of Support (MTSS) by implementing a K-12 Positive Behavior Interventions and Supports (PBIS) system.

Goal 4 Understanding by Design (Ubd) Framework- The Windham School District will support the Understanding by Design (UbD) Framework in order to support student achievement.

Goal 5 District Improvement Plan-Windham School District will evaluate and monitor the implementation of the District Improvement Plan by adhering to the individual timelines established within the plan.

NEASC Priority Areas

PRIORITY AREA FOR GROWTH #1

The Collaborative Conference visiting team concurs with the priority area identified by the district. Increase opportunities for formal collaboration through revisions to the academic schedule and by strengthening the current professional learning communities (PLC) model to provide a clear, district vision for PLC time reflective of teacher voice and input (Standard 1.6; Standard 3.2,3.4, Standard 4.4, 4.5)

PRIORITY AREA FOR GROWTH #2

The Collaborative Conference visiting team concurs with the priority area identified by the district. Increase the integration of social-emotional learning into classrooms through teaching, learning, and assessment practices(Standard 1.1, 1.3, Standard 3.5, Standard 4.2, 4.3)

PRIORITY AREA FOR GROWTH #3

The Collaborative Conference visiting team concurs with the priority area identified by the district. Define and develop a written document for the district's core values and beliefs about learning and ensure the core values, beliefs, and the vision of the graduate (VOG) drive student learning, professional practices, learning support, and provision and allocation of learning resources (Standard 1, Foundational Element 1.2a, Principle 1.2a)

Windham Middle School FY23 Goals & Action Steps

School Goal 1: Social Emotional Learning (SEL): *By May 2023, WMS will implement social and emotional activities weekly in order to decrease the number of students needing intervention from our Spring 2022 DESSA data by 2%. (NEASC 1.1a, 1.2, 2.1, 3.3, 4.1, 4.1a)*

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
DESSA Trainings	Administration	October 2022 Dec 2, March 10, June 14, 2023 (Trimesters)	Schedule training with staff during PLC Groups with Dr. Hagerty Review of student DESSA data by PLC groups triannually	Log of training Schedule Generate data tools to chart student progress
Implementation of Integrated SEL Lessons	All Instructional Staff	Weekly Sept-June 2022-2023	Development and integration of SEL topics within lesson planning	Students express connection before content for example; decrease of student behavior Observe classroom lessons Staff presentations and reference materials -share lessons

One Trusted Adult training	Erin Hagerty Guidance Team	October/ Nov. 2022 Staff meetings and small team meetings	One Trusted Adult Program Training	Log of training
Identify students that have not made a connection with at least one adult	All staff	Dec 2, March 10, June 14, 2023 (Trimesters)	Student and Staff survey	Survey results
Strengthen Tier 2 interventions in all grade levels	All Instructional staff	Sept-June 2022-2023	Weekly PLC & Team meetings	Review and discuss, STAR, NHSAS, Benchmark Assessments, Classroom assessment data
	Content teachers	Oct.-May 2022-2023	PAWS 6 week rotation remediation & enrichment lessons	Classroom lessons & Progress Monitoring data

School Goal 2: Multi-Tier System of Support: *By May 2023, WMS will decrease the number of behavior infractions in the cafeteria from the baseline data received from the first trimester by implementing monthly lessons on respect and appropriate behavior. (NEASC 1.1a, 1.2, 2.1, 3.3, 4.1, 4.1a)*

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
PBIS / Universal Committee planning	Administration and PBIS Committee	Sept- May 2022-2023 committee meetings	Develop PBIS lessons to target behaviors	Meeting notes SWIS Data Review
Review Requirements for	Administration and PBIS Committee	Aug-June 2022-2023	Identify and record targeted behaviors Review monthly infractions	Review and chart student progress from the first trimester (Dec.

discipline for cafeteria behavior				2nd)
Target specific lessons and student meetings regarding preferred behaviors in the cafeteria	All Instructional staff members	Aug-May 2022-2023	Development and integration of preferred behaviors within the cafeteria through monthly lesson planning	Students express connection before content for example; decrease of unwanted student behavior

School Goal 3: Understanding by Design (Ubd) Framework: *By June 2023, WMS teachers will have a common understanding of the Understanding by Design framework by identifying the appropriate stages of development by revising two curriculum units each trimester to include stage 3-learning plans. (NEASC Standard 1, 1.2, 2.2a, 3.2, 3.4, 4.5)*

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Revise curriculum documents	Curriculum Directors All content teachers	PD Days 10/5 & 12/8/22 Sept-May 2022-2023 Dec 2, March 10, June 14, 2023 (Trimesters)	Professional development Monthly PLC/Dept. meetings Deliver unit plans based revisions (Trimesters)	Staff training and resource materials PLC/ Dept. notes Unit plans
Continue the development of instructional strategies for Ubd lessons	Administration (including Directors) All content Teachers	Professional Development days 10/5 & 12/8/22 Sept-May 2022-2023 Sept-May	Professional development Monthly PLC/Dept. meetings Daily lessons	Staff presentations and reference materials PLC notes and lesson plans Classroom Observations

		2022-2023		
Grade level content teams will complete two units per trimester and update grade level documents	WMS Grade Level Content Teams	Dec 2, 2022 March 10, 2023 June 14, 2023	Two completed UbD units for Trimester 1 Two completed UbD units for Trimester 2 Two completed UbD units for Trimester 3	Curriculum units Curriculum units Curriculum units
Revise Pacing Guides with most updated UbD units	Director of Curriculums Content Teachers	Weekly 2022-2023	Updated Pacing Guides	Updated Pacing Guides for each grade level published
Classroom observations and walkthrough	Administration	Daily	Teachers utilizing updated curriculum maps	T-Eval Observation Tracker

**ANALYSIS OF STAFFING
Windham Middle School**

Actual Enrollment 2022-23 vs. Proposed Enrollment 2023-24

Grade	No. of Students 2022-23	HR Class Size	Homeroom Staff	No. of Students 2023-24	HR Class Size	Homeroom Staff
7	229	25	9	212	24	9
8	210	26	8	227	25	9
Total	439			439		

***Note:** *World Language teachers will be utilized as homeroom teachers*

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

2023-2024							
Class	Number of Sections	7th grade estimated # of students	Average class size	Class	Number of Sections	8th grade estimated # of students	Average class size
Homeroom	9	212	24	Homeroom	9	227	25
ELA	10	212	21	ELA	10	227	23
Science	10	212	21	Science	10	227	23
Social Studies	10	212	21	Social Studies	10	227	23
Math	8	175	22	Math	8	190	24
Accelerated	2	37	19	Accelerated	2	37	19
PAWS	9	212	24	PAWS	9	227	25
Band	2	53 (25%)	22 Band 10 orchestra	Band	3	52	42 Band (21) 10 Orch(10)
Year Long	1 Teacher			Year Long	1 Teacher		
Chorus	1			Chorus	1		
Year Long	1 Teacher	28 (14%)	28	Year Long	1 Teacher	33	33
Music App. 1	8	182 (86%)	23	Music App. 1	7	195	28
Music App. 2	7	182 (86%)	26	Music App. 2	8	195	24
Spanish	6	139	23	Spanish	6	151	25
French	3	58 (27%)	19	French	3	61	21
Lit. Success	1	15	15	Lit. Success	1	15	15
Art 1	10	212	21	Art 1	10	227	20
Art 2	10	212	21	Art 2	10	227	20
Art 3	4		max 24	Art 3	4		max 24
Phys. Ed	8	212	27	Phys. Ed	8	227	25
Health	12	212	18	Health	12	227	19

FACS 1	11	212	19	FACS	10	227	23
FACS 2	1		max 24	FACS 2	2		max 24
Tech Ed 1	11	212	19	Tech Ed 1	10	227	23
Tech Ed 2	1		max 24	Tech Ed 2	2		max 24
Digital Literacy I	11	212	19	Digital Literacy I	10	227	23
Digital Literacy II	1		max 24	Digital Literacy II	2		max 24

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

Last year, Windham Middle School decreased in enrollment, therefore we were reduced by two classroom teachers. With the reduction of two classroom content teachers, we had to reduce the number of sections for each content that could be offered.

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

Component E: Request for Personnel Changes

Windham Middle does NOT have any personnel requests for the FY24 school year

Component F: Request for Educational Materials and Cost Estimates

BUDGET CODE: 100.1430.00.112.213.000000.5

FY24 Programming Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

PROGRAM:

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

Approximate Cost: \$8,000

Breakdown:

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

FY24 Programming Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

PROGRAM:

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



Approximate cost: ~ \$30,000

WMS is working with Robin Wilson to create a plan and will explore further cost estimates.

**Note: the Outdoor Program/ Classroom is not included in the FY24 proposed budget expenses.*

EDUCATIONAL MATERIALS

BUDGET CODE: 100.1100.00.810.213.000000.5

FY24 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

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

BUDGET CODE: 100.1100.06.610.213.000000.5

FY24 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/Materials Hardware/ Software Instructional Equipment*	Approximate Cost
World Language supplies	Monitor and evaluate curriculum and instructional practices as it impacts student learning	French and Spanish Workbooks	\$6,000

BUGET CODE: 100.1100.11.610.213.000000.5

FY24 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/Materials Hardware/ Software Instructional Equipment*	Approximate Cost
Math supplies	Monitor and evaluate curriculum and instructional practices as it impacts student learning	Carnegie Learning	\$28,000

BUDGET CODE: 100.1200.00.162.213.000000.5

FY24 SUPPLIES & EQUIPMENT WORKSHEET SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow

Curriculum Area Support	District/ School/ Grade Level Strategic Plan	Supplies/Materials Hardware/ Software Instructional Equipment*	Approximate Cost
Special Education Meeting Salaries	Monitor and evaluate curriculum and instructional practices as it impacts student learning	paraprofessional support for students field trips (\$8721.60) Small group homework support (\$4,200)	<i>approx. \$12,921.60</i>

Component G: Request for Building Improvements and Cost Estimates

BUDGET CODE: 100.2620.00.430.213.000000.5 (Presented in the Facilities Budget)

FY24 Building Improvements Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow. Jeff Hanulec

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1- Repainting the interior of 10 classrooms and hallway	This proposal will address the concern of worn areas throughout the building to include chipping of paint and wall marks that can't be removed. It is important for the ongoing maintenance and the pride of the building that both staff and students take in our school community. Providing overall painting will then allow for a regular schedule of touch up maintenance in the building.	We know and understand that the aesthetic environment can impact the attitude of students, teachers and the community.	<i>approx. \$15,000</i>

BUDGET CODE: 100.2620.00.430.213.000000.5 (Presented in the Facilities Budget)

FY24 Building Improvements Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow. Jeff Hanulec

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1- Replace wood framed windows	This proposal will address the concern of secured windows, eliminate draft, and eliminate insects from entering through the window frames	Losing heat and air conditioning due to poor and cracked seals of the wood windows Worn window frames Insects entering the classrooms & offices	<i>approx. \$40,000</i>

BUDGET CODE: 100.2620.00.430.213.000000.5 (Presented in the Facilities Budget)

FY24 Building Improvements Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow. Jeff Hanulec

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1- Update emergency lighting (LED)	This proposal will address the concern of poor lighting throughout the building Cost effective	Poor lighting Increased electrical costs	<i>approx. \$5,100</i>

BUDGET CODE: 100.2620.00.430.213.000000.5 (Presented in the Facilities Budget)

FY24 Building Improvements Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow. Jeff Hanulec

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1- Update classroom lighting (LED)	This proposal will address the concern of poor lighting throughout the classrooms Cost effective	Poor lighting Increased electrical costs	<i>approx. \$111,000</i>

BUDGET CODE: 100.2620.00.430.213.000000.5 (Presented in the Facilities Budget)

FY24 Building Improvements Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow. Jeff Hanulec

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1 -Shades on All Doors in the Building or Film on Windows	<p>Decrease visibility in the event of an emergency situation. Allows staff and students to not only lock the doors but get out of site easily.</p> <p>In addition, adding safety/security film is an effective security option that assists in prevention and protection via:</p> <ul style="list-style-type: none"> -Severe weather protection. -Crime Prevention -Bomb blast protection <p>The film will also provide a degree of structural integrity.</p> <p>Recommended by Homeland Security</p>	<p>Visibility</p>	<p><i>approx. \$13,146</i></p> <p>Pending Security Grant</p>

BUDGET CODE: 100.2620.00.430.213.000000.5 (Presented in the Facilities Budget)

FY24 Building Improvements Request

SCHOOL: Windham Middle School

PREPARED BY: Brenda Morrow. Jeff Hanulec

Proposal Year	Expected Results	Consequence	Approximate Cost
Year 1 -Add Locks to classroom doors between connecting rooms. We will need locks on 18 doors.	<p>more effective locking system</p> <p>eliminate human error</p> <p>Recommended by Homeland Security</p>	<p>Security</p> <p>Human error</p>	<p><i>approx. \$10,800</i></p> <p>Pending Security Grant</p>

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

Year 1 2023-2024 Project	Project Cost	Year 2 2024-2025 Project	Project Cost	Year 3 2025-2026 Project	Project Cost	Year 4 2026-2027 Project	Project Cost	Year 5 2027-2028 Project	Project Cost
Repaint 10 classrooms & hallway	\$15,000	Repaint 10 classrooms & hallway	\$16,000	Repaint 10 classrooms & hallway	\$17,000	Repaint 10 classrooms & hallway	\$18,000	Repaint 10 classrooms & hallway	\$19,000
Replace wood windows	\$40,000	OFFICE LVT	\$12,000	Air Duct Cleaning	\$100,000	EMS Controls	\$175,000	Septic System	25,000
Updating emergency selected lighting (LED)	\$5,100	Seal Coat Driveways	\$100,00	Emergency Power Systems Overhaul	\$15,000	Doors and Hardware	\$30,000	Well Systems Upgrade	25,000
Led Lighting Upgrades	\$111,000	HVAC Upgrades	\$250,000	Sidewalk Replacement	\$35,000	Lockers	\$50,00	LVT Class Rooms?	
Safety Film as recommend HSA	\$13,146	Fire Alarm System Upgrades	\$100,000	UST Monitoring System	\$6,000	LVT Media Center	\$35,000	Locking System Replacement	
18 Connecting Door Locks as recommended by HSA	\$10,800	Roof Replacement	\$75,000	Boilers	\$200,00	Paint Storage Garage	\$25,000		
		Repaint gym walls	\$4,000	Security System Overhaul					

***Total Costs need to be updated by Facilities in year work to be completed based on current global economic conditions