

Golden Brook Elementary School



School Improvement Plan

Budget FY24

School year 2022-2023

School Council Dates

September 22, 2022
 October 27, 2022
 November 17, 2022
 December 22, 2022
 January 26, 2022
 February 23, 2022
 March 30, 2022
 April 20, 2022
 May 24, 2022
 June 8, 2022

3:30-4:30 at Golden Brook School

School Council Members

GBS Administration	Christopher Hunt, Principal, Doug Blay, Assistant Principal Brian Shawley, Assistant Principal Meghan Corcoran, K-4 Curriculum Director Dr. Mary Ellen Pantazis, Special Education Director Heather Pacheco, Early Childhood Coordinator
GBS Teachers/Staff	Laura Quaglietta (K), Mike Hachey (gr. 1), Sarah Michalik (gr. 2) Bethany Pellerin (gr. 3) Cynthia Avallone (gr. 4), Ryan Bartlett (UA), Tammy Serra Eileen DiOrio-Administrative Assistant
Parents	Jill Bedard, Holly Rogers, Mari Ciresi, Mary Clarke, Angela Dowd, Casey Cafua
School Board	Rob Breton
Finance Committee Member	Carolyn Therrian & Raja Khanna

Golden Brook Elementary Profile

Leadership

Christopher Hunt, Principal
Doug Blay, Assistant Principal
Brian Shawley, Assistant Principal
MaryEllen Pantazis, Director of Special Ed
Meghan Corcoran, Curriculum Director K-4
Heather Pacheco, Early Childhood Coordinator
Erin Hagerty, Director of Assessment and Accountability
Julie Lichtmann, Director of School Counseling
Susan Kalil, Director of Fine Arts

Teams/Committees

Student Support Team
Data Committee
School Council
PBIS Committee
Team Leader/Dept. Head Committees
Grade Level PLC
Collaboration

Faculty/Staff (164.7)

Administration: 6
Teachers (Classroom): 50
Special Ed Teachers: 9.6
UA Teachers (8 FTE, .6 shared)
Specialists: 18
Interventionists: 6 (1 Title I funded)
Paraprofessionals: 42.5
Behavior Specialist: 0.5 shared w/ WCS
Office Staff: 4
Health Staff: 3
School Counselors: 4
Custodial: 5
Technology/Digital Literacy: 2
School Resource Officer: 0.5
Kitchen: 5

School Programs

- Comprehensive K-4 Curriculum
- RtI (Response to Intervention) Intervention Program
- Software Coding-Technology Integrator
- School Counseling Social Skills Group
- Student Support Team (SST)
- ESOL
- PBIS
- PTA
- Digital Literacy
- Title 1 Programming
- Unified Arts
 - Music
 - Band
 - Physical Education
 - Art
 - Library

Improvements/Accomplishments

- School-wide Implementation of PBIS
- Mental Health Mondays
- Weekly PLC
- Grade-level Instructional Rounds
- PTA Community Involvement
- RtI Family Night

School Day/Learning Time

8:40 a.m. - 2:50 p.m.
Breakfast: 8:25 a.m.- 8:40 a.m.
Lunch/Recess:
Kdg – 11:00-11:45 a.m.
1st – 11:00–12:30 p.m. (2 groups)
2nd - 11:45 a.m. – 12:30 p.m.
3rd – 12:30 p.m. – 1:15 p.m.
4th – 10:15 a.m. – 11:00 a.m.
Office Hours: 8:00 a.m.- 4:00 p.m.

GBS Faculty and Staff 2022-23

Administration: **Principal:** Christopher Hunt
Assistant Principal: Brian Shawley
Assistant Principal: Doug Blay
Director of Special Education: MaryEllen Pantazis
Curriculum Director K-4: Meghan Corcoran
Preschool Coordinator: Heather Pacheco
Director of Assessment and Accountability: Erin Hagerty
Director of School Counseling: Julie Lichtmann
Director of Fine Arts: Susan Kalil
Administrative Assistant: Eileen DiOrio **Secretary:** Kathy Merchel **Secretary:** Jill Bedard **Special Education Secretary:** Elaine Soucy

Pre-K (2)	Kindergarten (10)	Grade 1 (10)	Grade 2 (10)	Grade 3 (9)	Grade 4 (9)
Bethany Radabaugh	Melanie Reinhart	Kasey Bond	Lauren Grimaldi	Erin Russell	Nicole Matthews
Melissa Genna	Katelyn Dobmeier	Jenna Cove	Ashley Haselton	Bethany Pellerin	Sara Whitney
	Heather McCrevan	Janet Dancy	Jennifer Brand	Lindsay Pelletier	Cynthia Avallone
	Jess Stone	Michael Hachey	Ronnie Gilbert	Jaime Boucher	Meghan D'Amore
	Judiann Burzlaff	Courtney Landry	Jenna Kosik	Sherry Fay	Sara Jirsa
	Laura Quaglietta	Debi Marinelli	Eileen Lingley	Morgan Arnone	Nicole Delpidio
	Tiffany McCarthy	Robyn McCarthy	Sarah Michalik	Rebecca Schneider	Elizabeth Ross
	Matthew Waters	Michelle Stoddard	Darlene Morrison	Alyssa deLara	Bryanna Simpson
	Katie Letizio	Christine Tanguay	Kami Douglas	Lindsay Haarlander	Doug Bennington
	Kristina Habib	Morgan Shea	Katie Bamberg		

Unified Arts: (11)

Art:	Jennifer Proulx	Jenna Smith	Librarian:	Kerstin Rossell	Karen Tenhagen (.2)
Music:	Eric Graff Katie Avalos (.2)	Michaela Kosta	Physical Ed:	Ryan Bartlett Rob Dichard (.2)	Zachary Weibrenner Amy Hanssen

Specialists: (45)

Nurses:	Christina L. Dunn Christina Bonfiglio Madelina Delahunty (LNA 1:1 PreK)		Speech & Language:		Sam Larsen Meghan Bagdovitz Rachel Garafoli	Kara Clark-Hartshorne (Pre-K) Kaleigh Gordan (Pre-K)
Support Staff:	Sharon McCauley – School Psychologist					
School Counselors:	Tammy Serra Melissa Welch Jill Sapochetti Sarah Boulanger (Mental Health)		O/T:		Cynthia Bortz Danielle Chesley Holly Rylant	
P/T (Contracted Services)	Alysia Redard Bonnie Eckermann		Behavior Specialist:		Jocelyn Hampoian (0.5 Grant funded)	
Special Education Teachers::	Shawna Bedard Christine Rogers Arianna DiPietro Denise Palmer Sara Accardo Jody Courter	Margaret Coish Kim Russell Julie Williams (Grant Funded) Caitlin Jenkinson (0.6)	Technology Technician:		Mary Christie	
			School Resource Officer:		Phil O'Loughlin	
			Digital Literacy Teacher:		Pam Hathway	
Reading Specialists:	Deanna Tewksbury Gina Michaud	Danielle Catabia	Intervention Tutors:	Nancy Dorman Nancy Parsons	Judith Tubbs Donna Maroon	Kristina Michaud Lisa Iannuzzi (Grant Funded)
ESOL:	Nancy Allen	Tanya Simard	Rtl:		Amy Covey Anne Connors	

Support Staff: (10)

Custodians:	Lori Cahill	Roger Wheeler	Heather Beers	Glenn Haegel	Tony Hau
Kitchen Staff:	Dora Mendes	Jody Wilkins	Vacant- TBD	Stacy Dodge	Vanney Molina

Paraprofessionals		
Kayla Andrewchuk (Contracted Services)	Karla Fotopoulos	Donna Peterson
Laura Boyd	Julie Gallo	Christine Ponzini
Theresa Bowles	Lauren Gaudette	Sithara Ranjith
Patricia Calder	Krissy Graff	Cheryl Regal (0.5)
Randle Cassidy	Carolyn Hanson (.54 Grant funded / .46 FTE)	Cheryl Rogers
Hillary Celebi	Kari Husson	Holly Rogers
Jessica Conron	Kimber Leuteritz	Pamela Schaible
Danielle Conroy	Kristen Lisa	India Serra
Jamie Cook (Contracted Services)	Liz Martin	Kerrienne Smith
Tracy Corbett	Krissy Millard	Nicole Szykiewicz
Christine DiLeo	Kathleen Morrison	Veronica Toohey
Beth Ferreira	Lisa Offersen	Katerina Tuttle
Tara Flaherty	Emily O'Flaherty	Jill Urquhart
Ally Fleming	Linda Noble	Stacy Wilkins
	Cheyenne Marshall (Contracted Services)	

Historical Enrollment							
As of 9/21/2022	22-23	21-22	20-21	19-20	18-19	17-18	16-17
Total Enrollment	1109	1106	1027	1053	593	586	579
Male	570	559	510	489	293	312	307
Female	539	547	517	485	300	274	272
Special Education	154	167	143	152	82	85	62
Therapy Only	9	5	13	14	12	5	16
Lim. Eng. Prof.	44	49	44	30	22	20	TBD

Current School Year FY23			
Grade Level	# of students	# of teachers	avg class size
Kdg	189	10	18.9
1st	207	10	20.7
2nd	230	10	23
3rd	204	9	22.6
4th	204	9	22.6

Upcoming School Year FY24 - NESDEC Projections					
Grade Level	# of students	# of teachers	avg class size	# of teachers	avg class size
Kdg	197	10	19.7	10	19.7
1st	238	11	21.6	10	23.8
2nd	260	11	23.6	10	26.0
3rd	242	10	24.2	9	26.9
4th	218	9	24.2	9	24.2

Student Achievement:

Golden Brook School continues to provide all students with instruction that is Common Core standards aligned and follows the highest quality practices. We continue to utilize Lucy Calkins Units of Reading and Writing in kindergarten through grade 4 to deliver instruction that builds skills in reading and writing in all disciplines. We provide individualized instruction in the areas of word study and spelling through Words Their Way in grades 1-4. Kindergarten is fully implementing Wilson Foundations, a multi-sensory and systematic program to teach phonics and letter formation.

Classroom teachers will continue to administer Fountas and Pinnell Benchmarks. This benchmark system is a research-based tool that is designed to track a student's instructional level of reading progress over time. Teachers will administer this assessment three times per year, under the support of the reading specialist, and use this data to guide small group literacy instruction. Additionally, this benchmark system correlates directly to the LLI, or Leveled Literacy Intervention. This intervention program is designed to support our most struggling readers while offering a universal system for interventionists to use when supporting students.

During the 2020-2021 school year, we implemented the Renaissance STAR Early Literacy benchmarking in grades K-1 to measure both early literacy and early numeracy skill sets. This research-based assessment tool was administered in the Fall, Winter, and Spring and meets the requirements for the NH Dyslexia Legislation. After benchmarking, data teams were formed to analyze data to form intervention groups that meet the needs of all students. Golden Brook School utilizes the Renaissance STAR information to maintain compliance with the Dyslexia Law. We provide screening and intervention for students at risk for dyslexia with an emphasis on early intervention. Our reading specialist will carry out the tasks of RSA 200: 58-62.

In the 2020-2021 school year, second, third, and fourth grade students participated in the Renaissance STAR assessment in the content areas of reading and mathematics in the Fall, Winter, and Spring. In the content area of reading, students are assessed in three different critical components: Informational Text, Literature and Language Acquisition.

In STAR mathematics, students are assessed in the following content areas: Geometry, Measurement and Data, Number and Operations, Operations and Algebraic Thinking. We are in the third year of implementing the enVisions 2.0 mathematics program and working in curriculum committees to develop curricular enhancements and supplements.

Students in grades 3 and 4 participated in the New Hampshire Student Assessment System (NH SAS) Spring Summative benchmark. As compared to New Hampshire State averages, our students continue to score above the state averages in all areas. As we continue to strive to improve achievement and growth for all students, we have identified several areas of growth and challenges in the areas of reading and mathematics.

Our Student Support Team (SST) is part of the Multi-Tiered System of Support (MTSS) program to provide Response to Intervention (RtI) academic and/or behavior interventions. The Golden Brook team continues to identify needs and provide interventions for students in reading and mathematics through a sophisticated Response to Intervention delivery method. Specifically, students who are identified as Tier 2 and Tier 3 intervention students are provided with daily interventions by classroom teachers and an Interventionist.

Component A: Analysis of Student Performance and Achievement

Grade K-4 Assessment

This past fall, winter, and spring students in grades K-4 participated in the Renaissance STAR computer-based, adaptive assessment. The purpose for administering this assessment is to measure students' academic growth in reading and mathematics that will influence the instructional improvement process. Further, this assessment provided standardized achievement data that is critical in gauging academic performance. This assessment provides specific student achievement data that can drive our instructional decision-making. Data is reviewed during grade-level PLCs (Professional Learning Communities) where classroom teachers will learn the benchmark performance of their students in the fall and develop specific interventions to drive their instruction, along with the support of our extensive RtI (Response to Intervention) initiative.

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 Golden Brook Elementary 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).

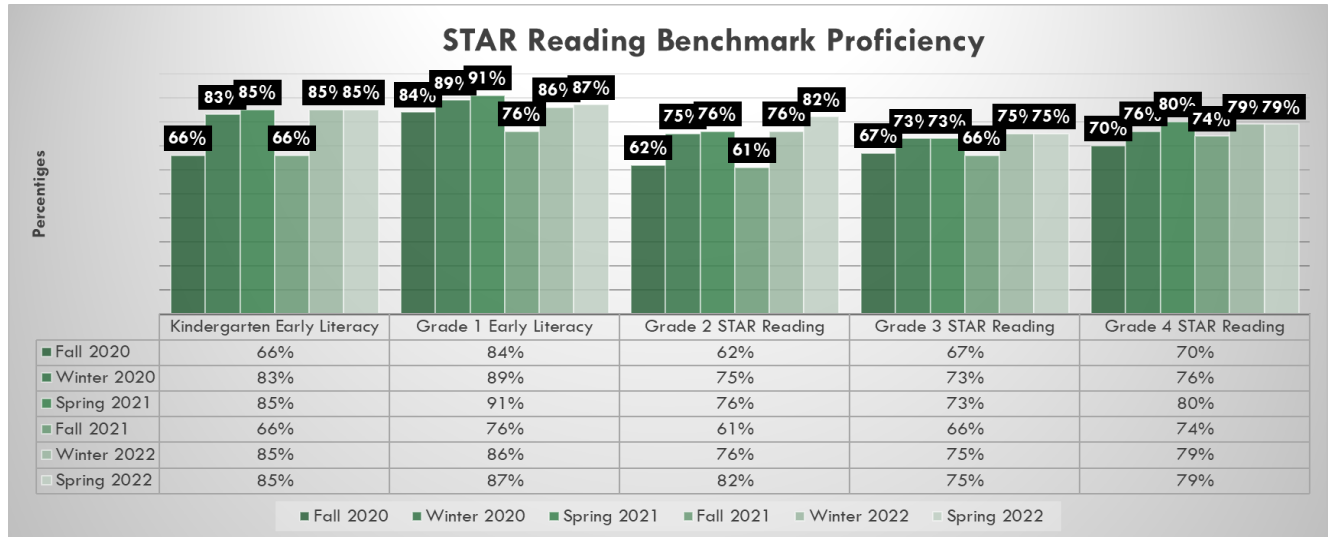
- **Scaled Score** shows the performance of a student in a given STAR test for a particular grade level and subject.
- **Percentile Rank** shows the performance of a student as compared to other students' performance in the STAR assessments across the nation for that particular STAR test in the same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

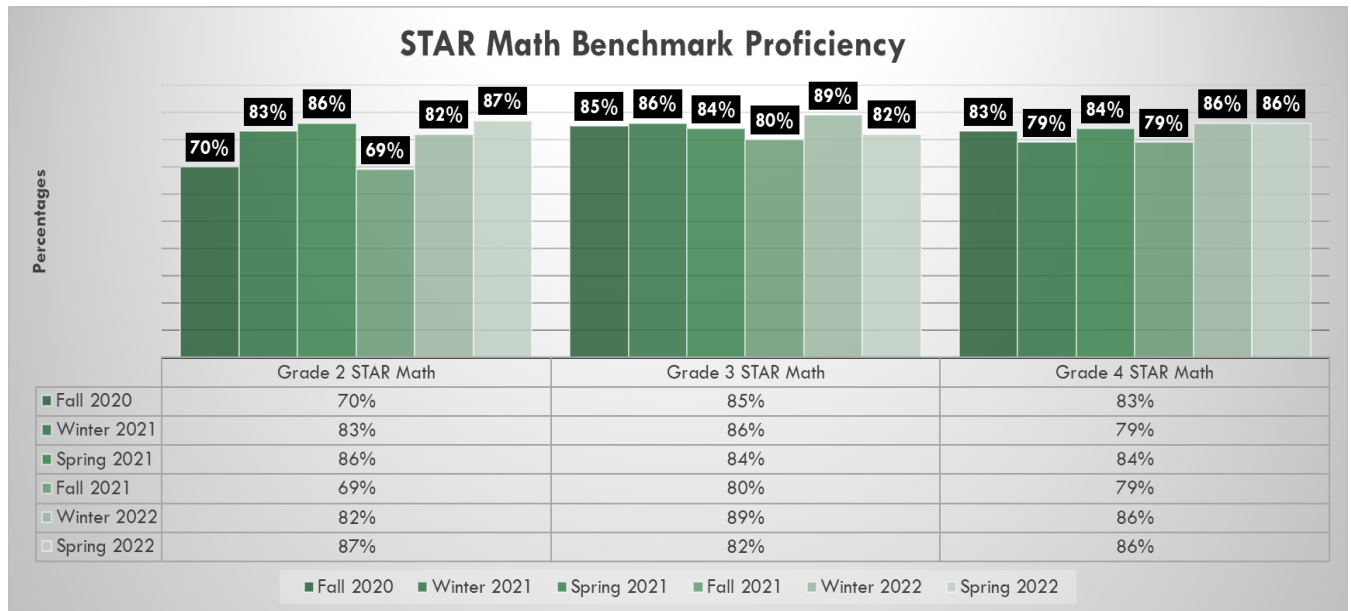
Longitudinal Benchmark Proficiency for Reading Content:

Reading scores consist of three strands: Informational Text, Literature, and Language Acquisition.



Longitudinal Benchmark Proficiency for Math Content:

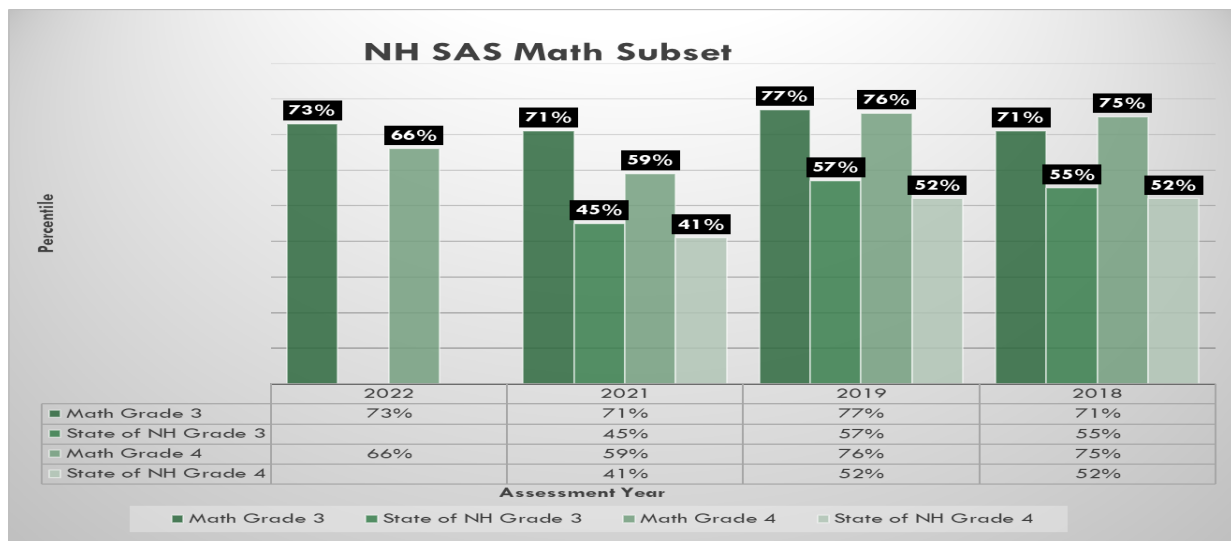
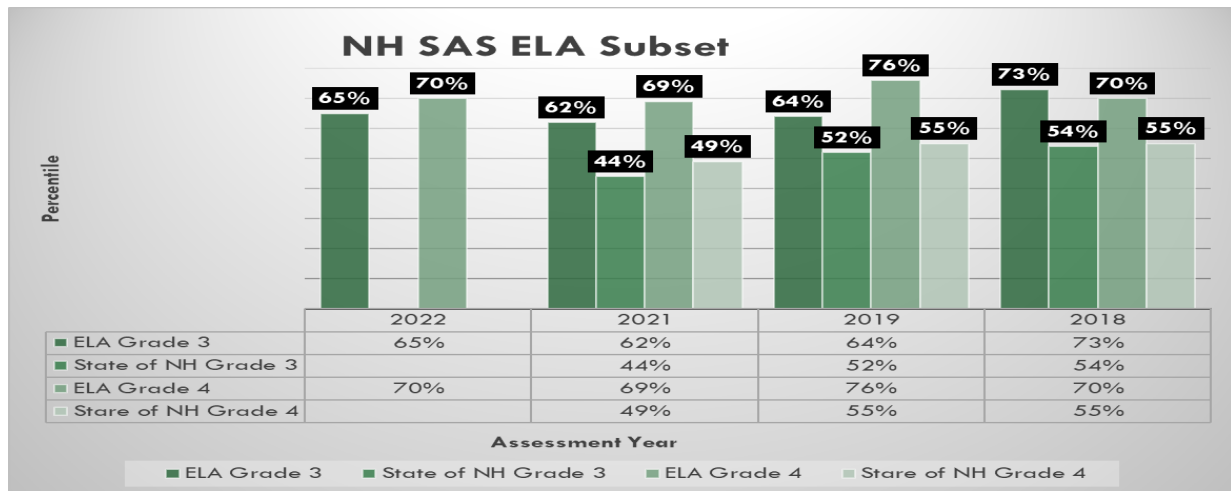
Mathematics scores consist of four strands. They are Geometry, Measurement & Data, Numbers & Operations and Operations & Algebraic Thinking.



New Hampshire Student Assessment System – NHSAS Reading & Math

The New Hampshire Statewide Assessment System (NH SAS) is a required assessment that the Golden Brook students took for the first time in 2021. 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. 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 NH’s needs.

As illustrated in the following charts, Golden Brook students performed well on the NH SAS Assessment. Using the data information from this assessment, Golden Brook will target instruction in our lower performing areas by providing support and interventions in order to increase student achievement.



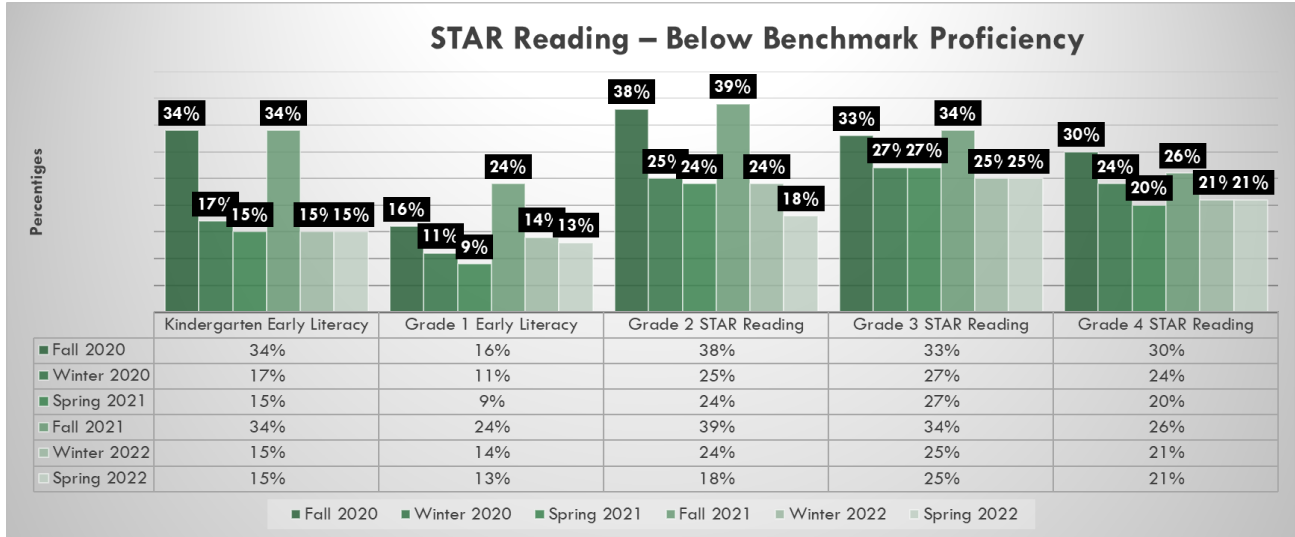
NH SAS % of students scoring at a level 3 or 4	2022	2021	2020 Not Administered	2019	2018
Grade 3 ELA	65%	62%		64%	73%
Grade 4 ELA	70%	69%		76%	70%
Grade 3 Math	73%	71%		77%	71%
Grade 4 Math	67%	59%		76%	75%

B: Identification of Gaps in Student Performance

As stated in section A, Golden Brook continues to produce high achieving students 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 achievement gaps, by focusing our attention on those students who have not met proficiency levels on the following assessments: STAR Reading & Mathematics and the New Hampshire Statewide Assessment System (NH SAS).

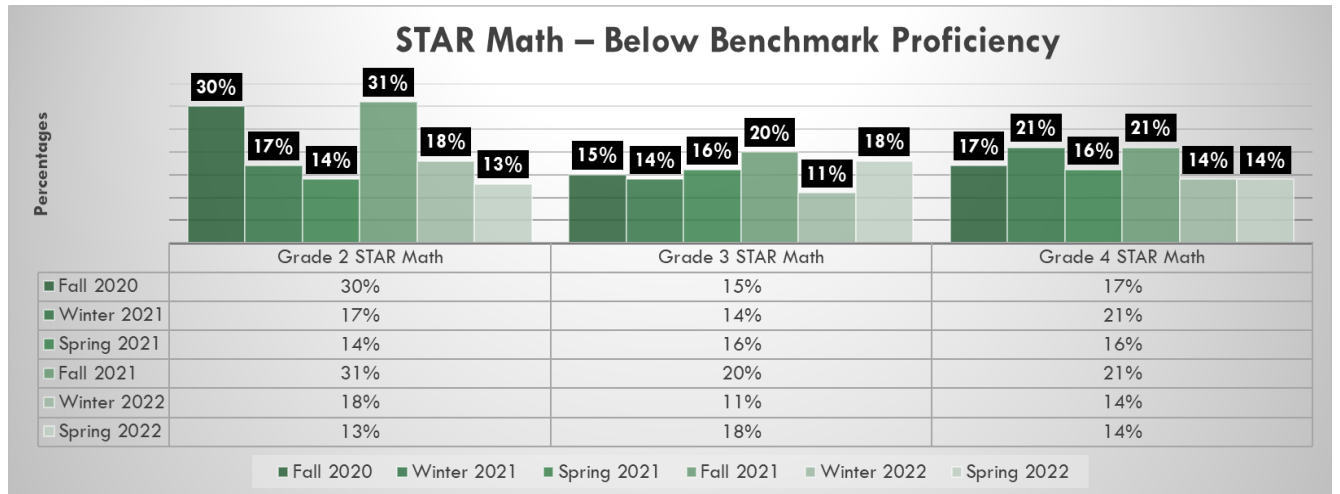
Longitudinal Benchmark - Below Proficiency for Reading Content:

Reading scores consist of three strands: Informational Text, Literature, and Language Acquisition.



Longitudinal Benchmark - Below Proficiency for Math Content:

Mathematics scores consist of four strands. They are Geometry, Measurement & Data, Numbers & Operations and Operations & Algebraic Thinking.



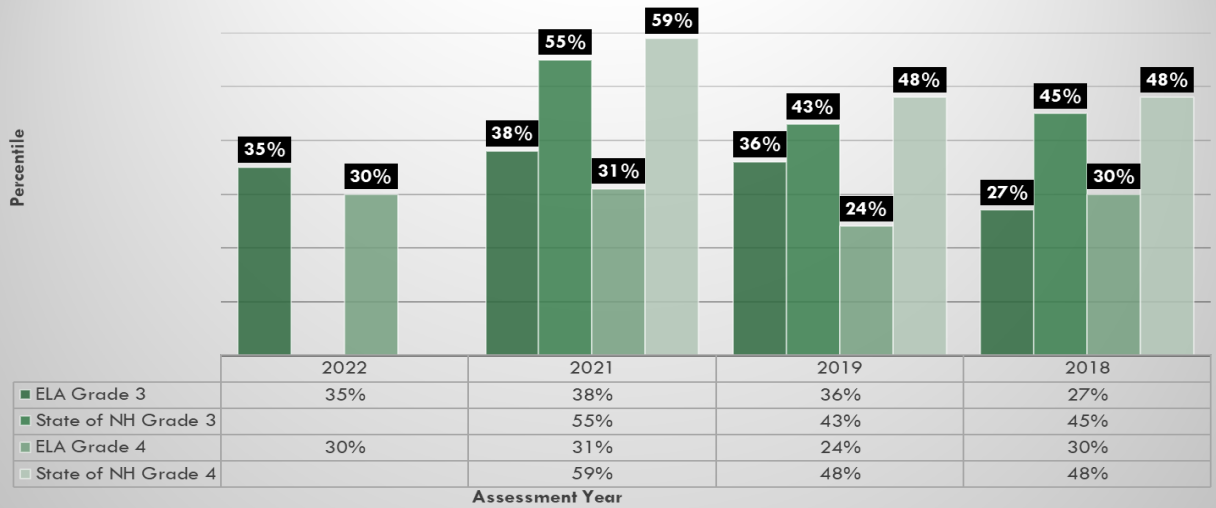
Using the 2021-2022 STAR results, an average of 22% of our students are scoring below benchmark in ELA and 18% in Math. Although we have seen some gains with our lowest scoring students, we have the opportunity to provide more support/ intervention to these students. STAR is one data point of student performance, so Windham Center School uses additional assessments to provide a closer look at the whole child.

The Multi-Tiered System of Support (MTSS) tiered education framework offers support to students in need of academic and behavioral interventions throughout the school year. This tiered approach relies heavily on a multifaceted collaborative effort toward improvement that is built upon student performance data, teacher input, and parental feedback. The MTSS system is driven by a professional intake system called the Student Support Team (SST) which meets weekly and the team consists of administrators, special education related service providers, reading specialists, school psychologists, board certified behavior analysts, school counselors, and the MTSS teacher.

We use various intervention tools to progress monitor our students throughout the school year. We continue to need and use a systematic approach to intervention in which we review and revise within our school to assist our students who are performing below average.

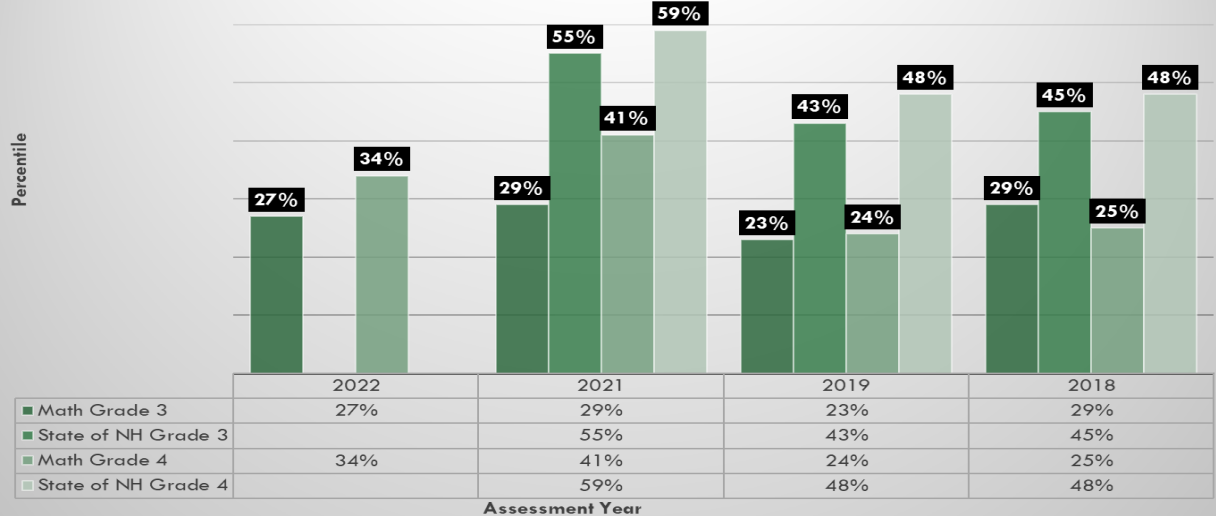
Our Response to Intervention programs target students who are performing below the 40th percentile in Math and/or ELA. Using the data received from the STAR and NH SAS assessments, we can develop instructional strategies to support those students not meeting proficiency levels.

NH SAS ELA Subset – Below Proficiency



■ ELA Grade 3 ■ State of NH Grade 3 ■ ELA Grade 4 ■ State of NH Grade 4

NH SAS Math Subset – Below Proficiency



■ Math Grade 3 ■ State of NH Grade 3 ■ Math Grade 4 ■ State of NH Grade 4

NH SAS % of students scoring at a level 1 or 2	2022	2021	2020 Not Administered	2019	2018
Grade 3 ELA	35%	38%		36%	27%
Grade 4 ELA	30%	31%		24%	30%
Grade 3 Math	27%	29%		23%	29%
Grade 4 Math	34%	41%		24%	25%

Although grades 3 and 4 performed at achievement levels above the state from 2018-2021, there is a gap in student performance levels. We will continue to focus on improving curricular units and student performance during PLCs in the 2022-2023 school year.

NH SAS 3rd & 4th Grade Reporting Categories Disaggregate

Grade 3 ELA	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	201	14	33	7	155
Proficiency %	65%	57%	27%	43%	72%
Level 4	32%/65	7%/1	6%/2		40%/62
Level 3	32%/65	50%/7	21%/7	43%/3	34%/49
Level 2	21%/43	36%/5	27%/9	14%/1	19%/30
Level 1	14%/28	7%/1	45%/15	43%/3	9%/14

Grade 3 Math	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	201	14	33	7	155
Proficiency %	73%	71%	55%	43%	75%
Level 4	36%/73	21%/3	1/6%	14%/1	41%/63
Level 3	36%/73	50%/7	36%/12	29%/2	35%/54
Level 2	18%/37	21%/3	15%/5	43%/3	19%/29
Level 1	9%/18	7%/1	30%/10	14%/1	6%/9

Grade 4 ELA	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	211	11	34	8	160
Proficiency %	70%	64%	18%	50%	80%
Level 4	37%/78	27%/3	3%/1	13%/1	46%/73
Level 3	33%/69	36%/4	15%/5	38%/3	34%/55
Level 2	17%/35	27%/7	29%/10	25%/2	14%/22
Level 1	14%/29	9%/1	53%/18	25%/2	6%/10

Grade 4 Math	Whole Group	504	Students w/Disabilities	ESOL	Non-Category
Student Count	212	11	35	8	160
Proficiency %	66%	73%	34%	38%	74%
Level 4	26%/56	27%/3	3%/1		32%/51
Level 3	40%/84	45%/5	31%/11	38%/3	42%/67
Level 2	26%/55	27%/3	37%/13	50%/4	23%/36
Level 1	8%/17		29%/10	13%/1	4%/6

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

Although students at Golden Brook School score above state averages on the NHSAS reading and mathematics and above national norms on STAR, we still need to meet projected growth percentiles and close the performance gap between the students who are proficient and those below proficient, especially in sub-groups, such as students with disabilities. Research indicates that students need to develop literacy and numeracy skills in the early grades so that they can transition from learning to read to reading to learn academic content in all areas.

We need to focus on moving students from below proficient to proficient, especially in reading. Golden Brook School needs additional high-quality, tiered instruction and interventions to ensure that all students receive a solid foundation in the areas of reading and mathematics.

Component D: Goals and Objectives

FY 23 District Goals

1. 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.
2. 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.
3. 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.
4. Support the Understanding by Design (UbD) Framework in order to support student achievement.
5. 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)

FY 23 School Goals

Goal 1: Student Achievement through connectivity

22-23 School Goal: By June 2023, the entire GBS staff will implement PBIS strategies to create an environment in which the appropriate cafeteria behaviors will be increased to reflect the expectations of Golden Brook School as measured by a 10% decrease on SWIS data as compared to Fall 2022 SWIS data. (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 Trimester 1, 2, 3	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.
SEL/ Trauma Based Learning Training	School Counselors	Monthly Staff Meeting	Schedule Trainings during staff meeting	Staff meetings notes and presentations
Implementation of Integrated SEL Lessons	All Instructional Staff	2022-2023	Development and integration of SEL topics within lesson planning	Students express connection before content for example; decrease of student behavior
PBIS / Universal Committee planning	Administration and PBIS Committee	Biweekly committee meetings	Agendas Meeting notes	SWIS Data Review
PBIS Roll Outs for GBS Student Body	Entire GBS Staff	9/6 - Hallways 9/12 -Playground 9/19-Cafeteria 9/26-Dismissal Continued throughout 22-23	SWIS Targets	SWIS Data Review

GOAL 2: Professional Learning Communities

22-23 School Goals: By June 2023, GBS will have a calibrated understanding of a professional learning communities (PLC) model to provide a clear structure for collaborating in meaningful, authentic ways to maximize effective teaching by improving instructional practices as evidenced by teacher surveys provided three times throughout the year. (NEASC Standards 1.4, 2.1, 2.2, 2.2a, 2.4)

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Director attendance at Creating Effective PLCs (NHDOE)	Director of Curriculum K-4	September 29, 2022	Notes and artifacts from PD	Debrief with district Curriculum Directors Team
Director Attendance at Solution Tree Coaching Collaborative Teams and PLCs at Work	Director of Curriculum K-4	October 25, 2022 & November 1, 2022	Notes and artifacts from PD	Debrief with district Curriculum Directors Team
Develop team norms for collaborative practices	PLC Facilitator	October 2022 PLC Meetings	PLC Notes and Artifacts	PLC Notes and Artifacts
Establish purpose of PLCs with PLC teams	Director of Curriculum K-4 and GBS Teachers	October 2022 PLC Meetings	PLC Notes and Artifacts	PLC Notes and Artifacts
Administration support of PLC meetings	Director of Curriculum K-4	November 2022-June 2023	PLC Notes and Artifacts	Feedback/ Survey from teachers Spring 2023

Goal 3: Understanding by Design (UbD)

22-23 School Goal: By June 2023, through the continued development and revision of at least six UbD units (Stage 3) per grade level and the implementation of these UbD units, teachers will improve instruction and student learning as measured by performance growth on the STAR math assessment. (NEASC Standard 1, 1.2, 2.2a, 3.2, 3.4, 4.5)

Action Steps	Accountability/ Responsibility	Timeline	Implementation Benchmarks	Evaluation of Progress
Revision of ELA Curriculum	Director of Curriculum K-4	Begin July 2022 Present April 2023	Present to School Board April 2023	Approved curriculum
Grade level team will complete two units per trimester and update grade level documents	GBS Grade Level Teams	Early Release Days 2022-2023	Two completed UbD units for Trimester 1 Two completed UbD units for Trimester 2 Two completed UbD units for Trimester 3	Director of Curriculum K-4 will upload new documents to Pacing Guide
Develop understanding of UbD	Director of Curriculum K-4	October 5, 2022 and December 8, 2022	Presentations used to develop common understanding of UbD	Teachers will have a common understanding of UbD as measured by share outs at staff meetings and completed UbD documents
Revise Pacing Guides with most updated UbD units	Director of Curriculum K-4	Weekly 2022-2023	Updated Pacing Guides	Updated Pacing Guides for each grade level K-4 published
Classroom observations and walkthrough	Administration	Daily	Teachers utilizing updated curriculum maps	T-Eval Observation Tracker
Implement and review STAR data	PLC Teams Administration	Fall 2022 Winter 2023 Spring 2023	Data Review meeting	STAR data

Component E: Proposed Staffing

Additional Staff is needed to remove the barriers to student achievement

<u>Budget Implications for Staffing:</u>
<p>For FY24, there are implications for staffing</p> <ul style="list-style-type: none">● Classroom Teachers (priority: 2nd, 1st, and 3rd)● LNA● Special Education Reading Specialist● 0.4 Special Education Teacher● 5 Kindergarten Paraprofessionals● Custodian

3 Classroom Teachers – We are proposing to add 3 FTE classroom teachers. With the increase in student numbers throughout each grade level and the projections for the 2023 – 2024 school year, it is important to add a classroom teacher in the second, first, and third grades to maintain adequate and equitable class sizes. Based on the NESDEC projections and our current reality we will have approximately 238 students which supports the need for eleven classroom teachers in first grade, 260 students in second grade which supports the need for eleven classroom teachers in second grade. Third grade is projected to have 242 students which supports the need for ten classroom teachers in third grade.

Cost: 3 Teachers @ \$107,630 = \$322,890 (salary + benefits)

LNA – We would like to add an LNA. Golden Brook School has seen an increase of medically fragile students over the past couple of years. The nurse’s office has also seen an increased number of students that come to the nurse office for multiple reasons throughout the day. The nurses are also required to monitor students’ medical devices. The additional LNA will help to accommodate the projected increase in student enrollment.

Cost: LNA \$23,931 w/o benefits (6.5 hrs, 180 days)

Special Education Reading Specialist- We would like to add 1 FTE special education reading specialist. This reading specialist will help meet the needs of our special education students who are below proficient in the area of reading and have literacy goals on their IEP's. At this writing, GBS has approximately 100 special education students with reading and writing goals. The assessment data indicates the need for additional support in the area of reading for our special education students. Currently, GBS is the only school in the district that does not have a dedicated reading specialist for special education students. This specialist will help to reduce group size and provide homogeneously specialized literacy support for our students. In addition to working with students at all grade levels, they also positively impact school-wide literacy in their work as instructional coaches.

Cost - \$ 107,630 (salary + benefits)

0.4 Special Education Teacher - We would like to increase our .6 FTE special education teacher to a full FTE. Increasing this position by a .4 FTE is an effort to accommodate the three projected additional classrooms.

Cost: \$52,979 (salary + benefits)

Kindergarten Paraprofessionals – We would like to add 5 FTE kindergarten paraprofessionals. We would like to add 5 paraprofessionals, 1 paraprofessional shared between 2 kindergarten classrooms. Our current class size average is 19 students per class. These are our youngest students. They enter Golden Brook School to learn what school is all about. They require the most attention for accessing their education and for the day to day activities. They need help with tying their shoes, getting their coats on, and all basic independent skills. With adding these paraprofessionals, the students would be able to get the additional attention that would help them succeed in the classroom. Furthermore the additional adults in the classroom will ensure the safety of all the students and the prompt attention that young students need.

Cost: 5 paraprofessionals @ \$20,832 = \$104,160 (salary + benefits)

Custodian – We are asking to add another 1 FTE custodian here at GBS. Golden Brook is a 150,000 square foot facility with a student body of more than 1,000 students, plus 170 staff members with the increase of facility usage from the community after hours we would benefit from additional custodial staff.

PASBO CUSTODIAL STAFFING CALCULATOR			
The formula used in this calculator was originally presented by the PA Department of Education as a guide to assist in the allocation of facilities department resources. It has been reviewed by the PASBO Facilities Management Committee in the past and approved for use as a staffing guide along with other pertinent information at the local school level.			
School District:	Windham School District		
School:	Windham Golden Brook School		
Date:	9/19/2022		
Enter the following data for the noted school:		Input data	Custodian Allocation
1. Number of regular, full time teachers in the school =		163	18.11
2A. Number of elementary (full-day K - 6) students in the school =		1103	
2B. Number of secondary (7-12) students in the school =		0	3.68
3. Total number of teaching spaces* =		47	3.92
4. Total gross architectural area of the school in s.f. =		150000	9.38
5. Total number of washroom fixtures ** =		75	2.14
RESULTING CUSTODIAN STAFFING ALLOCATION =			7.44
* Includes regular classrooms (pro-rate non-standard rooms), shops, gyms (possibly multiple spaces), seminar, LGI, etc.			
** Includes sinks, urinals, toilets, individual stall showers (pro-rate gang showers)			

Cost – \$83,226 (salary + benefits)

The custodian \$20/hr cost would be \$83,226.00 salary & benefits.

Component F: Educational Materials

Furniture for New Classrooms:

If we are fortunate enough to get the three classroom teachers that we are requesting, I would need to furnish the three classrooms with student desks, student chairs and tables that the teachers could use for small group instructions. We need 30 desks per room, 30 chairs and 3 tables.

\$99.00 per desk

\$49.00 per student chair

\$329.99 per kidney table

\$169.88 per rectangle table

\$285.74 class rug

1 Classroom

30 Desks = \$2,970

30 Chairs = \$1,470

1 kidney table = \$329.99

1 rectangle table = \$169.88

1 classroom rug = \$285.74

15% Shipping and Handling \$783.84

Total = \$ 6,009.45

Total \$18,028.35

Music Risers:

For the FY 24 budget proposal, the Music Department is requesting an additional \$6,361.20 in our equipment line to purchase the four additional riser pieces. These risers would be complete with safety bars for our young performers. The additional four pieces, coupled with the two end pieces we already possess, will not only provide ample performance space for our students but extra riser space for our increasing student population. The risers would be available not only for students at Golden Brook School but for the community as well. We have included a quote in our proposal. The student population of Golden Brook School is over 1200 students. The ability to create a safe and equitable environment for performances will benefit now only our current students but those students we will have in the future.

Total: \$6,361.20

Science Curriculum:

The current 6 year Science program's license for third and fourth grade is expiring in June of 2023. At Golden Brook School, we will be expanding the Mystery Science program from K-2 to K-4. Due to the increase in the Mystery Science program, this budget line needed to be increased.

Total: \$10, 270

General Supplies:

The increase in the general supply line is twofold. First, the reinstatement of the supply lines for teachers to buy consumables that are not traditionally found in the other schools. Some examples are: name plates, center resources, guided play materials etc. Additionally, the increase to the supply line is due to the increase in the cost of paper and resources.

Total: \$30, 000

Component G: Capital Improvements:

Building Improvements: Golden Brook Playground

School/Department: Golden Brook School

Budget Code:

Budget Line Description:

Grade/Subject: Pre-k, Kindergarten, 1st, 2nd, 3rd, & 4th-Grade

Prepared By: C. Hunt

Proposed Year	Expected Results	Consequences	Approximate Cost
Year 1 - To improve accessibility and make it easier for all students to access the playground equipment.	Improving the grounds, all students are able to move easily around the playground no matter if they are walking or in a wheelchair.	With the current wood chips that are on the ground, it is difficult for all students to gain access to all the equipment on the playground.	TBD

Building Improvements: Painting of Building

School/Department: Golden Brook School

Budget Code: 100.2620.00.430.212.000000.5(Presented in Facilities Budget)

Grade/Subject: Pre - K - 4th-Grade

Prepared By: C. Hunt

Proposed Year	Expected Results	Consequences	Approximate Cost
Year 1 - Painting the throughout the school through a phased approach	This proposal will address the concern of worn areas throughout the building to include chipping 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 have for their school. Providing overall painting will then allow for a regular schedule touch up maintenance in the building.	We know and understand that the aesthetics can impact the attitude of the students, staff and the community. This is an amazing new building and we would like to keep the building looking new and maintained.	\$10,000

General Repairs - 5 year plan (Repairs and Maintenance Account for Facilities)
Golden Brook School FY24 Building Request
Budget Line:
Prepared By: C. Hunt

Year 1 Project 23-24	Project Cost	Year 2 project 24-25	Project Cost	Year 3 Project 25-26	Project Cost	Year 4 Project 26-27	Project Cost	Year 5 Project 27-28	Project Cost
Playground To improve accessibility and make it easier for all students access the playground equipment easily.	TBD								
Painting- Painting the throughout the school through a phased approach	\$10,000	Painting Painting the throughout the school through a phased approach	\$10,000	Painting Painting the throughout the school through a phased approach	\$10,000	Painting Painting the throughout the school through a phased approach	\$10,000	Painting Painting the throughout the school through a phased approach	\$10,000