NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

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July 14, 2022

John M. Vaccarezza
Principal
Timberlane Regional High School
36 Greenough Road
Plaistow, NH 03865

Dear Mr. Vaccarezza:

The Commission on Public Schools, at its June 26-27, 2022 meeting, reviewed the Two-Year Progress Report of Timberlane Regional High School and continued the school's accreditation.

While the report featured many positive aspects of the school, the Commission was particularly pleased to learn of the following:

- the quantity and quality of activities planned and implemented by the Positive School Culture Committee to build and improve the positive school culture
- the new administrative position created for the 22-23 school year to oversee summer school, credit recovery, evening division, and ELO's
- the role of the new Secondary Curriculum Coordinator in increasing departmental focus on competencies and instructional development
- the focus on teacher-led professional learning and the full day PD offered in March for teachers by teachers
- the weekly walkthroughs by which department leaders collect data about instructional and assessment strategies
- the steps made by the English and social studies departments to differentiate instruction in the attainment of content standards in heterogeneous classes offered for credit at two levels
- the after school academic support 3 days/week to support all students
- the target team that meets to review individual cases to assess students' needs and determine if they qualify for special education services or 504
- the many programs developed to meet the health and wellness needs of students
- the web-based tool Lib Guides, used by the LMC as a content management tool
- the hosting of a district wide job fair to attract highly qualified staff and the steps taken to support and retain new teachers

- the reorganization of department leaders as Curriculum, Instruction, and Assessment Specialists to facilitate departmental curriculum/competency work and the work of the secondary curriculum coordinator to identify curriculum/competency needs of each department
- the initiative of the principal to meet with individual BOE members to foster relationship and coherency about the initiatives of the school

The Commission requested that school officials submit a Special Progress Report by May 1, 2023 providing detailed information on action taken to address the following highlighted recommendations:

- provide a detailed report of the specific plan and meeting schedule for curriculum revision in each discipline
- provide an update on how departments are integrating the language of competencies and rubrics into daily instruction and how they are reporting on competencies
- provide data on the means of communication to families and the community about school events and how the school is tracking participation
- provide an update on the status of the RTI model
- develop and implement a timeline for the facilities plan to support 21st century education in regard to the outdated science labs, unstable outdoor track, the wall in the gymnasium with structural concerns, the lack of storage in the athletic facility and the lack of adequate parking

All accredited schools are required to submit a Five-Year Progress Report, which in the case of Timberlane Regional High School is due February 1, 2024. The report should provide detailed responses to the highlighted recommendations listed below:

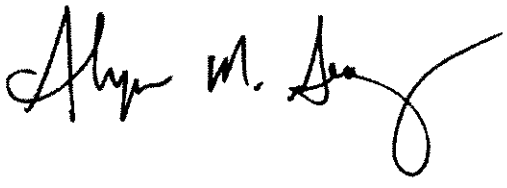
- describe the actions of the new student-run committee formed to build SEL capacity and bring professional development to the staff.
- provide an update on the plan created by the curriculum leaders intended to better communicate the learning expectations to students to promote student learning
- give examples of the ways teachers integrate competencies and rubrics into their daily instruction
- describe the process by which the school solicited formative feedback from stakeholders about the health and wellness needs of students and a report of what the data showed
- share the plan for incorporating common planning time into the school day with teachers with common classes
- provide an update on the data garnered from the audit and review of special education assignments to meet the needs of all students.
- provide detailed examples of how students are using formative and summative assessment data to drive instruction
- provide an update on the process for choosing a new anti-bullying program
- provide the plan generated from evaluation of current student support programs to improve intervention

The school is reminded that information about the proper preparation of the Five-Year Progress Report can be found at https://cpemhs.neasc.org, under the "*Process*" tab, *Five-Year Progress Report*. In that report, school officials are required to respond to two types of recommendations: Section I, highlighted recommendations from notification letter(s), and Section II, general report recommendations not classified as Completed from Section II in the school's Two-Year Progress Report, as well as the requested information in Sections III-IX.

School officials are reminded that all valid recommendations in the accreditation report should have been completed or be in the final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports or a downgrading of the school's accredited status. The Commission requests that it be kept apprised of any substantive changes in the school no later than sixty (60) days following their occurrence. For your convenience, we have enclosed a copy of the Substantive Change Policy.

The school's accreditation status will be reviewed when the Commission considers the Special Progress Report. The school's Special Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



Alyson M. Geary

AMG/rm
Enclosure

cc: Chris Kellan, Acting Superintendent, SAU #106, Timberlane Regional School District
Kim Farah, Chairperson, SAU # 106
Sharon Cournoyer, Chair, Commission on Public Schools