

2 year progress report - submitted June 2022

RESPONSE STATUS

COMPLETED: The recommendation has been implemented fully or an on-going process has been initiated and/or is in place to ensure its implementation.

IN PROGRESS: Steps have been taken to carry out the recommendation, but more needs to be done to ensure full implementation.

PLANNED FOR THE FUTURE: Although the recommendation has not progressed beyond the planning stage, it will be carried out as soon as conditions warrant.

REJECTED: The recommendation is invalid or relates to circumstances which no longer exist.

NO ACTION: The recommendation is valid, but has not yet been addressed.

NARRATIVE INSTRUCTIONS:

In the dialogue box describe, in detail, the school's process to complete the recommendation or the school's progress to-date made to implement the recommendation. For recommendations not completed, indicate the projected plans and timelines for full implementation.

Highlighted recs

1. Explore ways to provide dedicated time and support to teachers so they can continue their curriculum mapping and aligning competencies to instruction

IN PROGRESS

This year, TRHS has a new structure of departmental leaders (Curriculum Instruction and Assessment Specialists) who are assisting with curriculum/competency work. Because they are specific content specialists, they are helping to facilitate curriculum/competency initiatives and support the members of their departments. The Secondary Curriculum Coordinator is working closely with the CIAS to identify the curriculum/competency/rubric needs of each department. This discipline specific support of the CIAS allows for more content specific support during professional development time and monthly department meeting time. Also, in a variety of disciplines, some PLCs meet together in their prep periods during the school day. Although not the only groups with dedicated time, teachers of co-taught classes are consistently provided with common planning time in their schedules. School Improvement Monies (SIM funds) are available for individuals/PLCS to engage in curriculum related work outside of teacher contracted hours.

2.Finish instituting competency-based grading that will result in a long term development of instructional growth

IN PROGRESS

After one year of in-house practice, the 2020-2021 school year was the first year for competency reporting to be made public to parents/guardians. Now in the 2021-2022 school year, TRHS educators are working on refining this process. Although all teachers are expected to “report out” content competencies scores, content literacy competency scores, and social/civic competency scores, CIAS are working with the Secondary Curriculum Coordinator and Director of Secondary Education to identify areas of competencies and rubrics that need revision and/or development. Departments are discussing how they currently integrate the language of the competencies and rubrics into their daily instruction and assessment, and new to the 2021-2022 school year, all teachers are expected to use elements of at least one competency rubric on their midterm and final exams. Making a stronger connection to the competency and rubric language will increase the accuracy and number of data points for the competency scoring.

3. Look at ways teachers can be provided with time within their contract and master schedule to meet with all staff teaching the same courses to ensure equity in assessment

IN PROGRESS

In looking at ways to provide teachers with contracted time to meet with other teachers of their same courses, the following options are being considered: adding constraints to the master schedule to build in more common blocks of time, identify and assign common blocks of time for certain PLCs that have specific, pressing needs, examine the use of all departmental meeting time/faculty meeting time/professional development time to determine if some of that time can be dedicated to common planning time.

4. Continue to develop ways to ensure the involvement of a significant number of parents in meaningful participation in school activities that promote responsibility and ownership

IN PROGRESS

TRHS administration is working on encouraging parent involvement in a number of areas. The athletic department holds an Athletic Awareness night for parents to attend and a Booster meeting to review handbooks and get everyone aligned with the same protocols and consistencies. At the close of each season, parents are invited to team banquets to celebrate and support their athletes. The music department holds an instrument trial night to help families support their student's choice, and they are increasing their communication home to families to share information about music class choice. Although there is not a strong presence of parents involved in the TRHS PTO, they do meet regularly and reach out to the community. There is a possibility of bringing back the STEM night, which traditionally, parents did attend. The school counseling department is looking at ways to increase parent attendance for our three grade level nights (9th = orientation, 11th = post secondary planning, 12th = post secondary planning and college tuition financial aid), and some changes were made to the two open house nights being switched to virtual participation. In general, the focus has been on boosting communication to families through social media, The Principal's Newsletter, and a weekly email from the principal. In the future, there's a possibility of a parent council which allows parents to voice their opinions and ask questions.

5. Develop a plan to address the need for the school board to take an active role in listening, observing, and supporting the hard work and dedication of the TRHS administration, staff, and students in their efforts to meet the school's 21st century learning expectations

IN PROGRESS

At the start of the school year, the principal invited all members of the school board to meet with him for a one to one brief introduction and informational meeting. Administrators (and sometimes teachers) are dispersed into district committees, which school board representatives are also members of. Some of the board members toured the district facilities with an administrative team. There is a student representative who attends the school board meetings to share happenings and accomplishments of the schools. Throughout the school year, school board

members will be invited to school activities, awards ceremonies, and performances. TRHS is hoping for full support and participation from school board members in observing the hard work and dedication of our administrators, staff, and students.

6. Implement a complete RTI model and universal PD to build familiarity on all levels of interventions

PLAN FOR THE FUTURE or IN-PROGRESS

To work toward a more comprehensive RTI model, TRHS has worked on the following areas: attendance, academic support, and academic recovery. Attendance is being tracked through Power School reports. Administrators meet weekly to analyze the data and create a series of action steps for individual cases: letter sent home, meeting with student, meeting with student's parents/guardians. In the 2020-2021 and 2021-2022 school year, some teachers have been assigned an RTI teaching block or an Excel Study where students may be assigned to receive extra support in one or more academic areas. We have one Math Interventionist and one English Interventionist that meet with students individually to provide extra academic support. New to the 2021-2022 school year is the addition of the after-school academic support opportunity. Two teachers, one from a subject area in the humanities and one from a subject area in STEM, are available after-school for 2 or 3 days a week. Appointments may be made and/or walk-ins are welcomed. Also new to the 2021-2022 school year is the process for teachers at the close of each quarter. For each English, Science, Social Studies, and Math student who failed, teachers identify skills they need to work on for credit recovery.

7. Develop and implement a plan to address areas of the site and plant that do not support a 21st century education for students including:

IN PROGRESS

At the beginning of the 2021-2022 school year, building administration and the district facilities director led a facilities tour for school board members and budget committee members. All needs are being considered, but there are some large projects with immediate needs: heating, ventilation, lighting, and roofing. A newly formed Athletic Fields Committee is in the process of analyzing all of the athletic fields and considering projects like repairing the outdoor track, installing turf on the football field, and hiring a company to do a comprehensive assessment of the athletic fields. Furthermore, the district is researching a grant opportunity that could potentially pay for 50% of the cost to repair the outdoor track. In terms of parking, a section of trees has been cleared in order to provide a number of additional parking spaces that are located on the campus property. There is an upcoming performance contract that, over the next two years, will address the structural concerns with the gymnasium walls.

8. Improve communication to the community regarding specific needs and impacts related to the building and facility

IN PROGRESS

One of our overall goals this year is to improve communication to the community in frequency and variety of topic. There is a weekly TRHS Principal's email, a monthly newsletter, and frequent Covid-19 updates sent home to TRHS families on a regular basis. As another form of communication, we are purchasing a large sign that will be located on the front of the TRHS property and will provide updates/reminders/needs to students, families, and community members entering the campus. There are two district committees related to specific facility needs (one that focuses on the athletic fields needs and one that focuses on safety and facilities). The district's facilities director attends

school board meetings to give regular facility updates to the school board and the public. In addition, there is a facilities website that can be accessed through the district's website which provides updates to the public.

General Recs

Continue to improve and fully implement the school-wide rubrics

See #2 of the highlighted recs

Continue to build and improve the positive school culture

IN PROGRESS

TRHS has started a Positive School Culture Committee who are leading a series of activities and events over the course of the school year. Some of which include bulletin board decorating, OWLS pride day, Flannel Fridays, Ugly Sweater Competition day, midterm week giveaways, holiday giveaways, and more. There is a regular practice of faculty members recognizing the hard work of their colleagues at faculty meetings by nominating individuals and groups to receive the 4 OWLS awards, and each week, staff have the opportunity to give a positive shout out to a colleague through Positive News Fridays. The whole school community tunes in to the Daily OWLS news that takes place in the first 5 minutes of each school day. The Principal's weekly email, the monthly newsletter, and social media posts highlight positive happenings in the school community. The student body, club advisors, and athletic coaches have worked hard to bring back and celebrate with events like TRHS Spirit Week, TRHS Mealey's Meals, TRHS State Championship Team(s) parade. A new student run committee has been formed to build SEL capacity and help bring in Professional Development to the staff.

Establish a clearly defined process of how assessment data will be used to review and revise the school's core values and beliefs and 21st century learning expectations

IN PROGRESS

TRHS Administration and TRSD SAU Administration analyze student scores from the NH SAS, SATs, and AP exams. The data is presented to the school board/school community and the TRHS faculty. In order to provide additional opportunities and more structure to alternative pathways for learning and credit accrual, a new administrative position is being created for the 22-23 school year. This administrator will oversee summer school, credit recovery, evening division, and ELOs. These avenues help reach and support a variety of students on their academic journey.

Include all stakeholders in the next scheduled review and revision of the school's core values and beliefs and 21st century learning expectations

IN PROGRESS

TRSD's new SAU administration is working on a new vision and new goals for the district. One aspect of this change is an increase in communication to all stakeholders in the districts' schools and communities. The current strategic plan is reaching its end and will be revised with new initiatives in mind.

Address the issues with the current facility to support the delivery of the school's curriculum

See #7 of the highlighted recs

Re-evaluate the current block schedule to see how efficient and effective it is in delivery of the school curriculum

PLAN FOR THE FUTURE

With the many challenges of the Covid-19 pandemic, the school schedule was reconfigured a few times in order to meet the needs of remote/hybrid learning experiences. The 2021-2022 school year has brought back the consistency of A/B block scheduling, but there are still limitations in place in order to accommodate social distancing guidelines in classrooms and lunch periods. The TRHS administrative team will re-evaluate the traditional block schedule at a future date when it is determined that a new “normal” has been established and faculty and staff are settled in a steady routine with the amount of time and number of students for their daily instruction and assessment.

Consistently provide common planning time during the school day for teachers to revise and develop curriculum and instructional materials

IN PROGRESS

Before the master schedule for the upcoming school year is built, TRHS administration considers the possibility of some groups of teachers who request common planning time to be scheduled to meet during a specific block of the A/B school day. In the 2021-2022 school year, 22 teachers have scheduled common planning time during the school day with other teachers of a common course. To meet the course scheduling needs and credit accrual requirements for all students, TRHS is unable to schedule common planning time for all teachers of all courses. Increasing the number of set times that are “non-teaching” times within the master schedule adds constraints on when classes can run, preventing courses from running. One consideration is to incorporate some time on each professional development day. There are seven professional development half days/full days opportunities.

Examine how to improve consistency and sustained PLC time with a specific focus on competencies and instructional development

IN PROGRESS

Given the complexity of the master schedule and the need to schedule courses and credit opportunities for all students, it is not feasible to greatly increase the number of PLCs that meet during the school day. TRHS administration is examining the possibility of increasing opportunities for PLC meetings taking place outside of the school day but within the contract day/hour obligations. Here are some of the considerations: decreasing teachers’ “flex time” requirement to increase PLC time, decreasing the number of/length of faculty meetings to increase PLC time, eliminating some of the required evening event attendance to increase PLC time. With the new structure of a Secondary Curriculum Coordinator working closely with departmental leaders, there can be an increase in departmental focus on competencies and instructional development.

Explore opportunities for formal cross-disciplinary learning

IN PROGRESS

TRHS has two cross-disciplinary courses that combine a Social Studies course with an English course. World Studies and American Studies are 2 credit courses that blend the historical themes/time periods with the literature of those themes and/or time periods. Beyond course for credit, TRHS provides a variety of opportunities to blend course content through formal speakers and presentations brought on campus, musicals/theatrical events, student and staff designed activities, and clubs/organizations exhibitions. TRHS has hired an administrator who will be in charge of Extended Learning Opportunities which will provide a number of cross disciplinary learning experiences.

Review how special educators are assigned to best meet the needs of all students

PLANNED FOR THE FUTURE

The district is going through a Special Education audit during the 2021-2022 school year. In addition, the Special Education administrative leadership is changing. A more thorough review of special educator's assignments will take place when these changes are complete.

Explore individualized PLC time to allow teachers to apply feedback to improve their instruction

See "highlighted #3"

Provide more opportunities for teacher-led professional development by allowing personalized learning to impact their instruction directly

COMPLETED

TRSD administration has made a significant effort to incorporate self-directed professional development opportunities for educators on district professional development days. For these sessions, teachers have the ability to choose their learning topics and avenues. Evaluators approve submitted requests and work with educators to fine tune their plans with additional resources and planned learning outcomes. In addition, the March professional development day is "for the teachers, by the teachers" which gives teachers the opportunity to lead workshops focused on a topic in which they are the experts (instructional strategies, use of technology/software, texts/resources, etc.) Outside of structured professional development days, some teachers run focused PD sessions that take place after-school. A few teachers have worked with administration to organize and carry out site visits to other schools in order to expand their peer collaboration and gain knowledge in an area outside of Timberlane's offerings. For new teachers, the mentoring program offers professional development and support through after-school focus sessions and mentor observations and conferences.

Employ a more consistent approach to implementing school-wide rubrics and feedback on student achievement toward 21st century learning expectations

See "highlighted #2"

Develop a consistent and school-wide system to report individual and school-wide achievement in reaching the school's 21st century learning expectations

See highlighted #2

Develop meaningful ways to communicate learning expectations to students to promote student learning

In Progress

All course competencies and general course expectations are listed on a teacher's course syllabus which is approved by departmental leaders and then distributed to students within the first week of their course. Teachers are working on ways to integrate the competencies/rubrics into a course's daily instruction and assessment. Curriculum leaders are in the process of developing a plan to have teachers post rubrics on their Google Classroom pages and use the language of their rubrics in their skill building lesson plans and assessments on a regular basis. The Danielson teacher evaluation rubric includes a component that requires teachers to communicate their learning expectations to students, which some do through verbal communication and some through written communication. The curriculum leaders/administration is considering the student handbook as an additional form of transparency around competency grading and learning expectations. In addition, teachers are encouraged to collaborate with their course PLCs to determine the delivery and content of their course's learning expectations.

Continue to work on creating more consistent measures of expectations for students that are reviewed before summative assessments

In Progress

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Continue to improve and refine grading and reporting practices to develop a consistent and meaningful rubric model for providing students with feedback in all classes

See highlighted #2

Continue to work on using data collected from both formative and summative assessments to drive curriculum decisions and instruction

IN PROGRESS

The new structure of CIAS (departmental leaders) has provided the opportunity for additional data collection and goal setting. Each CIAS completes weekly walkthroughs in his/her department's classes. Although the walkthroughs are collecting data around instruction and assessment practices, this information opens the door to conversation and collaboration amongst department members about their formative and summative assessments. As a department, each group set a goal that pertains to their discipline and some of these focus on formative and summative assessment practices as they relate to the curriculum. Administration is in the process of gathering building wide competency data from PowerSchool to analyze and inform decisions around curriculum and instruction.

Review the school's grading policies and procedures to establish consistency in assessment practices school-wide

IN PROGRESS

The TRHS staff and student handbooks which include sections on grading policies and procedures are being reviewed and edited by administration. The district is considering forming a committee that will align student and teacher handbooks across schools and levels. The new CIAS (curriculum instruction assessment specialists) approve course syllabi that outline grading policies. In addition, CIAS are leading their departments in incorporating competency rubric language in instruction and assessment. This year, administration has streamlined the quarterly credit recovery process and expectations for teachers and students to ensure consistency department to department and teacher to teacher.

Ensure the district-wide No Bully program is fully vetted by the administration at TRHS and tailored as needed to meet the TRHS students

REJECTED

TRSD has completed the contract years with the No Bully program. SAU administration is looking into alternative program/programs as a reinforcement of positive school culture and positive peer relationships/interactions.

Ensure that all students consistently experience equitable, inclusive, and challenging learning experiences throughout the curriculum, reflecting the diversity of the student body and fostering heterogeneity

COMPLETED

The TRHS Program of Studies continues to offer a wide range of courses and electives that are available to all students. There are non-leveled courses offered in Music, STEM, Art, FACS, and Theater. The English and Social Studies departments offer “contracted” courses in which students choose to take the course for CCP or ACC credit in a heterogeneous class. Regardless of the level of a course (CCP/ACC), the Stage 1 UBD curriculum documents are the same. In English classes, teachers are increasing options for students as they are regularly working to diversify book choices through independent reading and literature circles. A wide variety of departments bring in speakers to communicate to students their life experiences and connections to course curriculum themes. In addition, TRHS continues to foster partnerships with surrounding schools to augment its CTE offerings.

Continue to develop the student-led advisory program, facilitated by an adult, to ensure that every student has an adult in the school they can go to for support

PLANNED FOR THE FUTURE

TRHS has engaged in multiple versions of Advisory over the last several years. The Covid-19 pandemic put the last version of Advisory on hold. The administrative team is discussing possible timeframes and logistical options for a new advisory program and is considering working with the TTA and the Positive School Culture Committee to design a future implementation.

Establish an authentic PLC experience in which embedded collaborative time is in the master schedule for all staff

See highlighted #3

Develop a plan for school board members to maintain an appropriate balance between the need to be fiscally responsible to the taxpayers, while remaining open to creative and supportive programs and initiative presented by administration and staff to support TRHS students

NO ACTION

Although this recommendation is valid, there is no direct avenue for TRHS administration to provide a comprehensive budgetary plan to the school board. TRHS administration and the newly formed group of departmental leaders will continue to propose to the school board/budget committee a fiscally responsible budget that includes creative and supportive programs and initiatives. When necessary, TRHS administrators attend the school board/budget committee meetings to provide further explanation of budgetary items. TRHS administrators are also members of board committees such as Curriculum and Assessment Committee, Safety Committee, Athletic Committee, and Facilities Committee. For informational purposes, TRHS hosted facility walkthroughs for school board and budget committee members at the beginning of the 2021-2022 school year.

Revisit the district policy regarding data collection from non-academic surveys when it may provide a stronger direction for the school to more effectively and efficiently meet the needs of all students

NO ACTION

The School Board Policy Committee includes members of the TRHS administration. Although it has not yet been added to an agenda, any member of the committee can suggest to the chair of the committee a topic for the group to discuss.

Evaluate current student support programs to see how interventions could be improved

IN PROGRESS

On a regular basis, members of the TRHS administrative team, the school nurse, and the attendance administrative assistant meet to discuss plans on how to communicate with and support students with chronic absences. The administrative team is continuing to look for opportunities for the effective integration of the math and English interventionists. Although there is a support study (Excel Study) for students trying to recover course credit and increase their course averages, the administrative team is brainstorming ways to increase that support in frequency and effectiveness. Due to a state mandate, TRHS will restructure the way Special Education students are placed in Learning Centers and the type of support that is provided during that time. New this school year, TRHS is offering after-school academic help sessions that take place three days a week. In these open sessions, students can meet with a teacher of the humanities disciplines and/or a teacher of the STEM disciplines to work on the skills of the courses in which they need extra support.

Regularly review information communicated via online resources such as the school website to reflect the most up-to-date and accurate picture of school resources and information

IN PROGRESS

TRSD has expressed interest in working with a PR firm to audit and support TRSD communications. At TRHS, the Principal's monthly newsletter is sent out on a regular basis, as is the Principal's weekly communication to faculty, staff, and families. In addition, TRHS is attempting to leverage other social media outlets to communicate timely information and promote students' events and achievements. TRHS administration communicates directly with the district tech department for updates and additions to the TRHS website.

Provide regular and dedicated collaborative time among school resource departments to examine and share data to better coordinate student services

IN PROGRESS

Target Team is a group that meets to review individual cases to assess students' needs and if they qualify for Special Education plans or 504 plans. The team includes school counselors, administrators, special educators, and specialists. This is a regular meeting that provides collaborative discussion time around coordinating supports and student services. In addition, attendance meetings take place once a week to discuss students with habitual/frequent tardiness and absenteeism. This group is made up of administration, the school nurse, and the administrative assistant responsible for attendance. This meeting provides focused time for the group to discuss communication and support for at-risk students. Lastly, TRHS has two academic interventionists who are in frequent communication with school counselors and the administrative team to strategize ways to support students in need.

Consider having 8th-grade students spending more time in the school, such as a move-up day to acclimate them to the building

IN PROGRESS

TRHS has a few opportunities for 8th grade students to become familiar with the high school before their 9th grade year begins. The PTSA organizes and facilitates a "move up" opportunity for students to tour the building. All TRHS administrators and 9th grade teachers participate in a Freshmen Orientation night before the first day of school. In addition, specific members of the school counseling and special education department run small group tours of the high school. This gives some at-risk students a chance to familiarize themselves with school counselors. Administration is in the process of discussing the possibility of organizing a spring "move up" day where 8th grade students would have the opportunity to learn about clubs/organizations/athletics offered at the high school and meet advisors/coaches/members of the organizations.

Solicit formative feedback to be more responsive to the health and wellness needs of the school community

COMPLETED

With student interest and Health/PE educator support, a new health course was written and approved for the 22-23 TRHS Program of Studies. Studies in Women's Health is a semester long class open to all students interested in learning about health and wellness issues specific to women. Also created from student interest, a new after-school club called BUILT was designed and implemented through a collaboration by a health teacher and a school counselor. The club specifically supports the physical and mental health of teenage girls and has a mission to build student confidence around body image. In the 21-22 school year, a group of students worked with mental health leaders to raise awareness about teenage stress/mental health issues. They created a video of authentic discussions on a variety of topics including topics like social media, time management, substance abuse, and bullying. Administration continues to work with the TRHS Student Assistance Counselor to vet and provide programs and resources to students and community members. In partnering with SoRoCk (Southern Rockingham Coalition for Youth) TRHS is able to offer a variety of resources designed to promote wellness. At the district level, the Wellness Committee brings a variety of voices together to discuss the health and wellness needs of the school communities.

Continue to examine ways the library/media center can stay current in providing resources and information to teachers and students as the use of technology expands

COMPLETED

The TRHS librarian utilizes Lib-Guides, which is a web-based content management tool. She works with various classroom teachers to create "guides" for students to have relevant information for research projects. At any given time, staff and students can access Destiny, an online collection manager, to view book availability, periodicals, and other resources. The eBook collection has been expanded in the last two years. Reference materials are purchased and available to all students through EBSCO, Salem Press On-line, and Gale Virtual Reference Collection. Fiction, periodicals, and audiobooks are available through SORA (student version of Overdrive). Noodle Tools, a Google Classroom extension, is available to students and provides research organization, citation management, and resource analyses. The library follows the A.A.S.L future ready framework for promoting digital resources and the creation of student digital products which document their learning experiences.

Evaluate how the special education leadership position can review, oversee, and help implement a model of services and ensure inclusion across the building

IN PROGRESS

At the district level, there is a new focus on Special Education oversight. There is a plan for a Special Education audit in all buildings. At TRHS, the TEP courses are being examined, a new Special Education Coordinator will be hired for the 2022-2023 school year, and TRHS Learning Centers will be restructured with a focus on IEP goal work.

Develop a strategy for all stakeholders to work collaboratively to create a plan to attract and retain highly qualified staff

COMPLETED

During the 21-22 school year, our district administrative team organized and hosted a district wide job fair to advertise and attempt to fill open positions across the district. The SAU is working on posting employment opportunities in additional places online (Ed Jobs, School Spring, Indeed, Handshake). The TRSD Human Resource Department has been working on streamlining components of the application process. For new teachers, TRSD offers mentor support, and year to year, administration reviews the program and updates practices to reflect current needs. The Secondary Curriculum Coordinator facilitates after-school focus sessions for new Timberlane teachers that support educators in the way they communicate with families, build relationships with students, vary their instructional strategies, manage their time, and engage in competency based instructional practices and assessments. In addition, the new departmental leader structure provides an extra layer of support for new teachers in having a content specialist guiding them through their first year and beyond.

Continue to explore ways to improve communication with students and families in need of support services

IN PROGRESS

Weekly, administration meets with the nurse and the attendance secretary to review student absence data on a case by case basis. Letters are sent home to families to alert them to the number of absences their student(s) have, and the team discusses possible opportunities of RTI and in-building support services. Disciplinary incidents are tracked in the SIS system and the administrative team works closely with school counselors, special educators, and building/district specialists to communicate information to families and provide strategies for behavioral plans. Target Team meets on a regular basis to review special education and 504 referrals. This year, the administrative team has increased communication home to families through email, automated phone messages, and social media postings. Half way through the 21-22 school year, an after-school academic support service was implemented where students can drop in or set an appointment with one of two teachers who receive a stipend for working with students on their assignments/skills connected to courses in the humanities and courses of STEM.

Section IV. Briefly describe any substantive change that has occurred since the decennial evaluation and which *has not been reported previously* to the Committee. A copy of the Committee's Substantive Change Policy can be accessed [here](#):

none

Section V. Provide a list of user fees for all co-curricular activities, including athletics.

none

Section VI. Briefly describe any achievements or strengths in the school's programs or services which have not been previously reported and which have significance for the school.

none

Section VII. Describe any school restructuring or other reform initiatives or projects not previously reported and indicate planned or completed changes resulting from such initiatives or projects as they relate to the school's core values, beliefs and learning expectations, the curriculum, instruction, assessment, programs, personnel, facilities, finances, culture, educational media technology, and/or community support and involvement.

Restructuring from Academic Deans to departmental leaders (CIAS) minimized the administrative management of curriculum/instruction/assessment, but the new structure has provided more teachers a voice in departmental curriculum/instruction/assessment decisions and leadership.

It should be noted that the district has had 3 different superintendents since the TRHS NEASC visitation. The new TRHS Principal started July 1, 2021. In addition, the TRHS Special Education Coordinator, TRSD Music Director, and TRSD Secondary Curriculum Coordinator were all new to their roles in the 2021-2022 school year.

Section VIII. Briefly describe the school's Follow-Up Program. Include such information as the number of committees formed, degree of participation of parents and community members, process followed, and amount of release time provided. List the names and positions of faculty members who serve on the Follow-Up Committee.

The 2 year progress report was completed by the TRHS administrative team with input from the departmental leaders (CIAS) and the Director of Secondary Education. Weekly, a portion of the leadership team meeting was dedicated to the discussion and writing of the 2 year progress report. Updates were provided to TRHS staff at faculty meetings. The global pandemic has challenged traditional in-person committee work and put a strain on teachers' and administrators' normal roles and responsibilities.

Principal: John Vaccarezza

Assistant Principals: Timothy Brown, Scott Strainge, and Ashley Harbel

Secondary Curriculum Coordinator: Jennifer Puchlopek

Director of School Counseling: Barry Chooljian

Athletic Director: Angelo Fantasia

Music Director: Kurt Schweiss

Special Education Coordinator: Michael Connor

Director of Secondary Education: Mark Pedersen

Section IX. Statistical Data Sheet

Copy and paste entire form below into dialogue box. Once completed you can begin responding in the dialogue box.

School: TRHS _____ **Principal:** JV _____

City, State: Plaistow, NH _____ **School Telephone:** 603-382-6541 _____

E - MAIL Address: _JV_____ **FAX Number:** __?_____

Dates of Accreditation Visit: Sunday, Nov 17- Wednesday, Nov 20 2019

Grades: 9-12 _____ School Enrollment: _1089_____ at time of the evaluation

Grades: 9-12 _____ School Enrollment: 1030 _____ at present time