

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Committee on Public Secondary Schools

**Self-Study Report for
Timberlane Regional High School**

Plaistow, NH

November 17, 2019 - November 20, 2019

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School and Community Summary

School and Community Summary

1. The Community

Timberlane Regional High School (TRHS) is located in Plaistow, New Hampshire and serves the communities of Atkinson, Danville, Plaistow, and Sandown. Situated in southern New Hampshire just north of the Massachusetts border and the Merrimack River, TRHS is approximately 25 miles inland from the Atlantic Ocean and almost equidistant from Portsmouth, NH (33.5 miles), Manchester, NH (36 miles), and Boston, MA (39 miles). The high school is located in a residential wooded area, while the entire district ranges in character from rural to suburban. The nearest city with a population over fifty thousand is Haverhill, MA, adjacent to Plaistow, four miles from the school. With proximity to route 495 in Massachusetts, district commuters have access to major highways (I-95 and I-93) and commercial centers in Massachusetts and New Hampshire.

In a six year period the population of the district has increased 2% (From 24,733 in 2010 to 25,239 in 2016). 2018 figures indicate that there are 6,836 residents of Atkinson, 4,445 residents of Danville, 7,658 residents of Plaistow, and 6,395 residents of Sandown. The median household income for the district is \$93,888 with Atkinson at the high end (\$105,357) and Plaistow at the low end (\$81,216). The district is mainly residential; there are no major industries in any of the four towns. Atkinson and Plaistow have retail and sales centers, whereas Sandown and Danville have primarily small businesses. As in other communities along the Massachusetts border in southern New Hampshire, the district has seen a rise in the cost of housing over the last decade. The unemployment rate in the district ranges from a high of 4.2% in Plaistow to a low of 3.3% in Danville. The percentage of families living below the poverty line ranges from 4.7% in Plaistow to 1.8% in Atkinson.

In addition to the high school, there are five elementary schools and one middle school in the district, for a total student population of 3,524 in the 2017-2018 school year. The percentage of local property taxes allocated to the district schools was 65.7% in Atkinson, 71% in Danville, 60.7% in Plaistow, and 72% in Sandown for the 2017-2018 school year. The average expenditure per pupil, including state aid, for the 2017-2018 school year in the state of New Hampshire was \$16,214.73; for that same period the district expended \$17,376.37 per pupil. School choice is not an option in the State of New Hampshire at this time.

2. The School & Students

TRHS enrolled 1,117 students in grades 9-12 as of October 2018. NESDEC projections demonstrate that the downward trend of high school enrollment will continue for the next few years, which will result in a school population of under 1,000 students. The elementary school enrollments are growing, however, so by 2028, the high school enrollments will likely increase. The impact of these changes on budgets, program offerings, and facility use have not been determined. The strategic plan demonstrates a district desire to provide a robust curriculum and high quality co-curricular opportunities for students, but the budget committee and school board face challenges due to the perception that there is a varying ability and willingness of the district voters to maintain present spending levels.

The racial/cultural/ethnic composition of the district is 0.2% Native American/Alaskan Native, 1.2% Asian/Pacific Islander, 2.6% Hispanic, 0.9% African American, 94.5% White, and 0.6% Other.

TRHS employed 87 full time teachers in 2018-2019. The daily teacher attendance rate for the 2017-2018 school year was 92%. Average daily student attendance in 2017-2018 at the high school was 93.25%. The average teacher/student ratio is 1:12.8 for regular education teachers with an average class size of 17 students.

TRHS has an A/B block schedule with 4 blocks meeting each day for 90 minutes. There are three tracks of course work: Accelerated (ACC), College and Career Prep (CCP) and Advanced Placement (AP). In addition to these, students are heterogeneously grouped in most elective courses, some team-taught courses such as World Studies and American Studies, and in some core courses such as Portfolio Writing and Journalism. 67% of

students are enrolled in at least one accelerated class. 14% are enrolled in AP courses. 24% of students receive Special Education support.

Student recognition programs at TRHS include honor society recognition and induction ceremonies (13 honor societies including National, Business, English, French, Spanish, and Rho Kappa), Senior Awards ceremony, Junior Awards ceremony, Scholarship evenings, Drama Awards Night, High School Music Awards Night, Senior Athletic Recognition Night, STEM Night, and Excellence in Academic Dinner. Informally, a group of teachers initiated a letters to students campaign in 2018-2019 where teachers wrote a personalized note of encouragement to every student enrolled in grades 9-12.

For the graduating class of 2017, 58% enrolled in four-year colleges, 18% enrolled in two-year colleges, 4.5% enrolled in career/vocational programs, 4.5% joined the military, and 15% went directly into the workforce. As a whole, 95.42% of TRHS students graduate. The two-year average dropout rate from the school years spanning 2016-2018 was .68%.

TRHS partners with 42 local businesses to support student learning and school resources. Partners serve as mentors, sponsor school events, serve as guest speakers, provide internship opportunities, and donate materials to supplement curriculum. Examples include the Plaistow Community YMCA, which hosts Evening Division; interns and volunteers; and the Merrimack Valley Philharmonic Orchestra, which sits in residence at the Performing Arts Center.

Locally, TRHS provides educational opportunities to students and the community. In 2018-2019, TRHS offered 34 adult education classes serving 139 adults, served 15 students in the HiSET program, offered 25 Evening Division classes with 112 students enrolled, sent 60 students to attend career and technical education at Pinkerton or Salem High School, and 74 students attended Virtual Learning Academy. TRHS also offers transitional services in the form of the Work Opportunities Unlimited program (25 students) and IMPACCT Academy (5 students).

In support of student readiness for post-secondary education, TRHS has partnered with Southern New Hampshire University and New Hampshire Technical Institute to offer dual enrollment opportunities. The School Counseling Department has hosted Sophomore Career Day every year for the last 6 years featuring 25 professionals from the community—including alumni—who present to the entire sophomore class in small group presentations. For parents of juniors and seniors, School Counseling offers college planning and financial aid information sessions. The annual College Fair for juniors and seniors is held in the fall with over 85 colleges in attendance.

Standards & Indicators

Standard 1 Indicator 1

The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

CONCLUSIONS

Timberlane Regional High School (TRHS) *consistently* engages in a dynamic, collaborative, and inclusive process *systematically* informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

EXPLANATION AND EVIDENCE

The process of creating the TRHS mission statement and learning expectations began in July 2013 and was completed by January 2015. It was overseen by the TRHS NEASC Steering Committee, which was comprised of six selected faculty members and five administrators. During the summer of 2013, more than forty teachers and administrators worked together to identify the skills, knowledge, and traits of an ideal Timberlane graduate. The school reviewed its existing set of expectations and conducted research using resources such as the Common Core State Standards, the Habits of Mind, the Partnership for 21st Century Skills, the Math Practice Standards, the Next Generation Science Standards, and the National Standards for Foreign Language Education. However, there is no evidence showing that TRHS used any standardized test data during the development process. TRHS also took the district goals and initiatives into consideration when developing the mission statement and learning expectations. In August 2014, an [online survey](#) was created and offered to all staff, parents, and students to collect feedback regarding the district's core beliefs and expectations of learning. In the fall of 2014, the steering committee, using all of the assembled data, created the new mission statement and presented it for additional feedback on the TRHS website and during faculty meetings. The new [mission statement](#) was officially adopted in January 2015.

The Endicott Research Center self-study survey results indicate that the Timberlane community is extensively familiar with the mission statement and learning expectations for the school. 90% of the 952 student respondents indicated that they were familiar with the school's core values and beliefs about learning. Among parents, 96% of the 88 respondents indicated that they understood the school's core values and mission statement, while 81% thought that the school's core values were in line with what the community valued. In addition, 86% of parents agreed that they were familiar with the 21st century learning expectations adopted by TRHS.

At the beginning of each school year, students attend class assemblies in which the the OWLS acronym—offer one's best, work cooperatively, live responsibly, speak and act respectfully—is projected and reviewed. All daily morning announcements end with the motto "*You can count on Timberlane Owls to always: Offer their best, Work cooperatively, Live responsibly, Speak and act respectfully.*" These social and civic expectations, along with the TRHS mission statement, can be found on the [TRHS website](#), in the Program of Studies, in the Student Handbook, in the Staff Handbook, and in classrooms throughout the school.

Related Files

- [2018-11-12-16:50_trhs-neasc-pre-self-study-report-1-30.pdf](#)
- [2019-05-09-15:43_Work Study Practices OWLS High School may 6 2019.pdf](#)
- [2019-08-13-12:05_SuptGoals18.pdf](#)
- [2019-08-13-12:11_TRHS-POS-19-20-webversion.pdf](#)
- [2019-08-13-12:11_Student-Handbook-19-20.pdf](#)
- [2019-10-08-11:36_2019 2020 Staff Handbook.pdf](#)
- [2019-10-08-11:40_TRHS NEASC-CPS Self-Study Survey Results 10-05-2018.pdf](#)

Standard 1 Indicator 2

The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.

CONCLUSIONS

The school has *consistent*, challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies. *Most* expectations are defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.

EXPLANATION AND EVIDENCE

According to the Endicott Research Center survey, 47.2% of student respondents indicated that TRHS had challenging 21st century learning expectations. 72.2% of the 108 staff/faculty respondents agreed that the school's 21st century learning expectations were challenging and measurable for all students. 88.4% of parent respondents agreed that they understood what their children must demonstrate to meet the school's learning expectations, and 75% agreed that the school's learning expectations were challenging.

A total rewriting of the [high school curriculum](#), which followed the [Understanding by Design \(UbD\)](#) framework as a guide, was completed in the 2017-2018 school year. The final stages of the change to a competency-based curriculum include the development of common rubrics by course and the development of performance assessments that utilize a common rubric to provide consistent, summative feedback to students. The school's 21st century learning expectations are reflected in the written curriculum for all courses and those expectations are expressed in the Program of Studies. However, not all courses completed the curriculum writing process at the same time, as the development of the new curriculum took place over a three-year period involving different departments during each of those years. The developed rubrics were utilized by the departments that had them completed, and the remaining departments began to utilize the newly developed rubrics at the start of the 2019-2020 school year. A sample rubric from each department is included in the attached evidence. Competency scores will be reported "in-house" in 2019-2020 and to families starting in the 2020-2021 school year.

During the spring of 2019, TRHS developed rubrics for social and civic expectations to replace those written for the pre-existing curriculum. The process of implementing these rubrics and reporting the data to families will follow the same timeline as the academic rubrics.

Related Files

- [2018-11-12-16:54 trhs-neasc-pre-self-study-report-1-30.pdf](#)
- [2019-05-09-15:41 Work Study Practices OWLS High School may 6 2019.pdf](#)
- [2019-08-13-14:21_2019-02-05-13_18_timberlane-regional-high-school---neasc-cps-self-study-evaluation-results-10-05-18.pdf](#)
- [2019-09-06-10:17 TRHS-POS-19-20.pdf](#)
- [2019-10-11-13:11 Grades 11-12 Narrative Writing Competency Rubric.pdf](#)
- [2019-10-11-13:11 Grades 11-12 Historical Perspectives Competency Rubric.pdf](#)
- [2019-10-11-13:11 Interpersonal Speaking Competency Rubric.pdf](#)

- [2019-10-11-13:11_Refining and Finalizing Competency Rubric.pdf](#)
- [2019-10-11-13:11_Algebra I Functions Competency Rubric.pdf](#)
- [2019-10-11-13:11_Life Science Competency Rubric.pdf](#)

Standard 1 Indicator 3

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.

CONCLUSIONS

The school's core values, beliefs, and 21st century learning expectations are actively and *consistently* reflected in the culture of the school, *systematically* drive curriculum, instruction, and assessment in the majority of classrooms, and *purposefully* guide the school's policies, procedures, decisions, and resource allocations.

EVIDENCE AND EXPLANATION

According to the Endicott Research Center survey, 90% of student respondents indicated that they were familiar with the school's learning expectations; 80% of parents reported that the learning expectations were clear to their children; and 80% of teachers agreed that the school's core values, beliefs, and 21st century learning expectations were clear. In addition to clear learning expectations, the majority of educators at TRHS agreed that the core values and beliefs were reflected in the school's culture. TRHS educators foster a positive culture within a professional network, regularly presenting teachers with OWLS awards based on posted civic expectations at monthly faculty meetings.

Core values are reflected in events such as the annual Spirit Week, an ongoing tradition at TRHS that displays student creativity, collaboration, and class/school pride. The majority of students participate in the events that take place over the course of the week, which include themed costumes, a pep rally, a talent show, a carnival, and more.

The TRHS [mission statement and learning and civic expectations](#) are reflected in a variety of organizations that encourage personal and creative growth outside the classroom. These groups range from theater and the arts, to academic societies, athletic teams, and charitable organizations. For instance, the positive school culture group meets regularly to discuss ways to promote positive activities and programs. TRHS also has a [Project Hope](#) movement that raises money and awareness for various humanitarian efforts. Honor societies have requirements for the students to perform community service hours. Students nominated by their teachers participate in the "Life of an OWL" leadership program where they learn how to promote productive, responsible, and healthy lifestyles. The school's annual fundraising initiative, [Mealey's Meals](#), raises money for district families in financial need. The ongoing [Best Buddy program](#) provides inclusive opportunities for students with intellectual and developmental disabilities.

TRHS develops its curriculum, assessments, and instruction with core values and 21st century skills in mind. The Endicott survey indicates that 80% of teachers considered the school's core values and beliefs when making important teaching decisions. As a school, TRHS believes that all students can learn and has worked to create curricula connected to competencies and standards that provide students with academic opportunities that promote rigorous and continuous improvement. TRHS offers Evening Division classes, credit recovery through [Edgenuity](#), and resources such as the Academic Support Center and Response to Intervention (RTI) led by an academic dean. In addition, attendance policies, Extended Learning Opportunities (ELOs), internship opportunities, and the introduction of Chromebooks for individual students demonstrate that the school's policies, decisions, and resource allocations reflect the learning expectations in the TRHS Student Handbook.

Related Files

- [2018-11-12-16:56_trhs-neasc-pre-self-study-report-1-30.pdf](#)
- [2019-01-26-14:23_trhs-loa-leadership-handbook.pdf](#)
- [2019-08-13-12:19_Spirit-Week-Information-Fall-2016-Final.pdf](#)
- [2019-08-13-12:28_TRHS-POS-19-20-webversion.pdf](#)
- [2019-08-13-12:28_Student-Handbook-19-20.pdf](#)
- [2019-09-05-08:47_Mealeys Meals.docx](#)
- [2019-09-05-08:47_National Honor Society Application 2019-2020.docx](#)
- [2019-10-03-10:59_TRHS Athletic Handbook 2019-20.pdf](#)
- [2019-10-08-12:04_TRHS Best Buddies Newsletter Piece.pdf](#)
- [2019-10-08-12:05_TRHS NEASC-CPS Self-Study Survey Results 10-05-2018.pdf](#)
- [2019-10-18-10:50_List of Student Clubs Activities.pdf](#)

Standard 1 Indicator 4

The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

CONCLUSIONS

The school regularly and collaboratively reviews and revises its core values, beliefs and 21st century learning expectations based on research, multiple data resources as well as district and school community priorities.

EXPLANATION AND EVIDENCE

Following the previous NEASC self-study, TRHS reviewed its mission statement and revised it along with its core values, beliefs, and 21st century learning expectations, starting in 2013 and concluding in 2015. This revision was based on research, including, but not limited to, surveys of students, teachers, the community, and district and school committees, such as the curriculum and steering committees.

Since 2016, the faculty and staff created rubrics for the social and civic expectations. In the 2018-2019 school year, individual departments worked on creating and revising rubrics for academic expectations. The rubrics for the academic learning expectations are directly correlated to the [competencies](#) created for each department. The departmental competencies were created using the [Common Core State Standards](#), the Partnership for 21st Century Skills, Habits of Mind, the Math Practice Standards, the [Next Generation Science Standards](#), and the National Standards for Foreign Language Education.

Current practices are regularly discussed and examined by various groups. Monthly meetings between the Timberlane Teachers Association (TTA) leaders and the building principal provide the opportunity for teachers' questions and concerns to be addressed by administration with the goal of improving school procedures. The Data Team, comprised of teachers and administrators, meets monthly to analyze specific groups of data to help inform and improve instruction and assessment practices. Every week the three academic deans and the Director of Secondary Curriculum meet to address curriculum needs and develop strategies to support and evaluate teacher performance. The Strategic Planning Committee, comprised of administrators, school board members, and parents, meets monthly to plan long-term funding and brainstorm solutions for current challenges. In addition, monthly meetings held by the Grading and Reporting Committee, consisting of teachers and administrators, provide the opportunity to review and revise grading practices.

Related Files

- [2018-11-12-16:57_trhs-neasc-pre-self-study-report-1-30.pdf](#)
- [2019-05-13-11:17_2019-01-18-08_41_owls-rubric-2 2.docx](#)
- [2019-10-18-10:59_Data Team Protocol.pdf](#)
- [2019-10-18-11:01_Grades 11-12 Narrative Writing Competency Rubric.pdf](#)
- [2019-10-18-11:01_Algebra I Functions Competency Rubric.pdf](#)
- [2019-10-18-11:01_Grades 11-12 Historical Perspectives Competency Rubric.pdf](#)
- [2019-10-18-11:01_Interpersonal Speaking Competency Rubric.pdf](#)
- [2019-10-18-11:01_Refining and Finalizing Competency Rubric.pdf](#)
- [2019-10-18-11:01_Life Science Competency Rubric.pdf](#)

Standard 1 Executive Summary

EXECUTIVE SUMMARY

TRHS *consistently* engages in a dynamic, collaborative, and inclusive process *systematically* informed by current research-based best practices to identify and commit to its core values and beliefs about learning. According to the Endicott Research Center survey, 80% of TRHS teachers had the school's core values in mind when developing curriculum, assessment, and instruction, as well as ensuring the school offered a wide range of extracurricular activities with 21st century skills in mind, providing students with opportunities to promote rigorous standards and growth. The school began by reviewing its current set of expectations during the summer of 2013, when a committee of more than forty teachers and administrators worked together to identify the skills, knowledge, and traits of an ideal TRHS graduate. Other research was used, such as examining the Common Core State Standards, the Habits of Mind, the Partnership for 21st Century Skills, the Math Practice Standards, the Next Generation Science Standards, and the National Standards for Foreign Language Education.

The school has *consistent*, challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies. *Most* expectations are defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement. The majority of students, parents, and staff believe that expectations are challenging and that school-wide rubrics are in use. Discussion with department members and deans reveals that school-wide and department-wide rubrics are in various stages of development and have yet to be regularly used to grade performance assessments.

The school's core values, beliefs, and 21st century learning expectations are actively and *consistently* reflected in the culture of the school, *systematically* drive curriculum, instruction, and assessment in the majority of classrooms, and *purposefully* guide the school's policies, procedures, decisions, and resource allocations. TRHS is dedicated to communicating its core values, beliefs, and 21st century learning expectations to the community, staff, and students. In addition to clear learning expectations, educators at TRHS agree that core values and beliefs are reflected in the school's culture. These core values and beliefs are reflected in the many student organizations and events at TRHS.

The school regularly and collaboratively reviews and revises its core values, beliefs and 21st century learning expectations based on research, multiple data resources as well as district and school community priorities. These were reviewed in the 2013-2015 time frame. Since 2016, TRHS has been developing rubrics for the academic, social, and civic expectations indicated in the mission statement.

Based on the rating guide for the standard, TRHS judges its adherence to the standard as ACCEPTABLE.

ADVISORY RATING

- Acceptable

Standard 1 Strengths

STRENGTH

Students, staff, and families are familiar with the TRHS mission statement.

STRENGTH

TRHS uses research, multiple data sources, and school and community feedback to develop its mission statement and learning expectations.

STRENGTH

Knowledgeable and committed staff are critical to the process of creating school-wide rubrics with the intention of improving student performance.

STRENGTH

Many staff and students find TRHS 21st learning expectations to be challenging.

STRENGTH

Core beliefs and values about learning inform teaching practices.

STRENGTH

School community promotes mission statement through multiple programs.

Standard 1 Needs

NEEDS

Continue the process of revising/implementing the school-wide analytic rubrics.

NEEDS

Develop a consistent process in which the school assesses the 21st century learning expectations using the analytic rubrics.

NEEDS

Create a more transparent process in reviewing/revising the mission statement and 21st century learning expectations.

NEEDS

Common analytic rubrics for the assessment of competencies need to be more widely and regularly implemented.

NEEDS

Standard 2 Indicator 1

The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

CONCLUSIONS

The curriculum for Timberlane Regional High School (TRHS) is, *in all areas*, purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. While students are given the opportunity to practice and achieve the school's 21st century learning expectations, a formal reporting system to measure achievement and accountability is *not yet* implemented.

EVIDENCE AND EXPLANATION

The 21st century learning expectations for TRHS include academic expectations and social and civic expectations. The 21st century learning expectations are communicated to students, parents, and staff through the annual Program of Studies, Student Handbook, Staff Handbook, and [course curriculum documents](#). The social and civic expectations are posted in classrooms, reviewed at class meetings, and reiterated at the end of each day's morning announcements with the motto "*You can count on Timberlane Owls to always: Offer their best, Work cooperatively, Live responsibly, Speak and act respectfully.*"

TRHS's 21st century learning expectations are included in all course curriculum documents in the established goals, transfer, meaning, acquisition, content area literacy standards, and 21st century skill sections. Faculty developed school-wide rubrics for the 21st century learning expectations in order to report on student achievement "in-house" during the 2019-2020 school year and to families at grade report times beginning in the 2020-2021 school year.

At this point teachers are not formally reporting to families on TRHS's 21st century learning expectations, nor are students able to reference how they meet the expectations through consistent self-assessment and reflection. However, according to the Endicott Research Center survey, 70% of 108 staff and 83% of 88 parents polled believed that the formal curriculum design provided opportunities for students to achieve the school's 21st century learning expectations. Student practice and achievement of TRHS's 21st century learning expectations happens through learning activities and performance assessments in multiple content areas and grade levels. In addition, students have the opportunity for involvement in extracurricular activities that foster the social and civic expectations, including community service groups such as Students of Service, [Project Hope](#), and many more.

Related Files

- [2019-01-22-12:14_timberlane-regional-high-school---neasc-cps-self-study-evaluation-results-10-05-18.pdf](#)
- [2019-02-20-07:41_Nuclear_Power_Debate 20151210.docx](#)
- [2019-05-09-16:33_Copy of Curriculum Document Template.pdf](#)
- [2019-05-09-16:34_Who is Your Hero-Performance Assessment.pdf](#)
- [2019-10-03-13:05_2019-09-05-08_47_Mealeys Meals.docx](#)
- [2019-10-08-12:14_TRHS Program of Studies 2019-2020.pdf](#)
- [2019-10-08-12:15_TRHS Student Handbook 2019-2020.pdf](#)

- [2019-10-08-12:15_TRHS Staff Handbook 2019-2020.pdf](#)
- [2019-10-08-12:17_6-12 Content Area Literacy Reading Rubric.pdf](#)
- [2019-10-08-12:17_Social and Civic Expectations Work Study OWLS Rubric.pdf](#)
- [2019-10-08-12:17_6-12 Content Area Literacy Speaking Rubric.pdf](#)
- [2019-10-08-12:17_6-12 Content Area Literacy Writing Rubric.pdf](#)
- [2019-10-18-12:17_List of Student Clubs Activities.pdf](#)

Standard 2 Indicator 2

The curriculum is written in a common format that includes:

- units of study with essential questions, concepts, content, and skills
- the school's 21st century learning expectations
- instructional strategies
- assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics.

CONCLUSIONS

The curriculum for TRHS, *across the school*, is always written in a common format that includes units of study with essential questions, concepts, content, and skills. The school's 21st century learning expectations are reflected in the curriculum, but not the social and civic expectations. The curriculum does *not yet* include explicitly specified instructional strategies, assessment practices that include the use of specific and measurable criteria for success, or school-wide rubrics.

EXPLANATION AND EVIDENCE

A few years ago, TRHS adopted a common curriculum template called [Understanding by Design \(UbD\)](#). All of the [curriculum documents](#) are available on the [school website](#) and have been developed using the common UbD template. Each curriculum document has identical components across all courses with no exceptions. All curriculum documents include an overarching transfer skill; thought-provoking, essential questions; established goals, which include course competencies and the [New Hampshire College and Career Readiness Standards](#); an acquisition section with content and skills; enduring understandings; and 21st century skills.

In addressing the school's 21st century learning expectations, the curriculum template addresses the academic components represented in the established goals, transfer, meaning, and acquisition sections of the curriculum documents. The 21st century learning expectations are included in the 21st century skills section in all curriculum documents.

Traditional and performance-based assessments to measure success are continuously being created and revised across all content areas, and there are common midterm and final exams in all courses. The curriculum does not yet include explicitly outlined instructional strategies or finalized school-wide rubrics for the 21st century learning expectations. Course-common rubrics have been implemented beginning in the 2019-2020 school year, with plans to begin formal reporting to families in the 2020-2021 school year. On the November 13th, 2018 professional development day all teachers had the opportunity to review, discuss, and provide feedback on the drafted school-wide social and civic rubrics, which will follow the same implementation and reporting schedule as the academic rubrics.

Related Files set 1 of 2

- [2019-05-09-15:31_World Lit Final Exam 2018-2019.docx](#)
- [2019-05-09-15:31_World Studies Final Exam 2018-2019.docx](#)
- [2019-05-09-15:33_French 4ACC.docx](#)
- [2019-05-09-15:35_Microsoft Office Essentials Final Exam 2019.docx](#)
- [2019-05-09-16:35_Copy of Curriculum Document Template.pdf](#)
- [2019-08-13-10:47_Health Stand Up Against Bullying.pdf](#)
- [2019-08-13-10:47_Health Goal Setting Project-Spring2019--ONEWEEK.pdf](#)
- [2019-08-13-10:52_Final Interculturality Rubric.pdf](#)
- [2019-08-13-10:52_Final Interpretive Listening Draft .pdf](#)
- [2019-08-13-10:52_Final Draft Interpersonal Writing.pdf](#)
- [2019-08-13-10:52_Final Presentational Speaking .pdf](#)
- [2019-08-13-10:52_Final Presentational Writing .pdf](#)
- [2019-08-13-10:52_Final Interpretive Reading Draft.pdf](#)
- [2019-08-13-10:52_Final Draft Interpersonal Speaking.pdf](#)
- [2019-10-08-12:21_Social and Civic Expectations Work Study OWLS Rubric.pdf](#)

Related Files set 2 of 2

- [2019-10-08-12:21_6-12 Content Area Literacy Writing Rubric.pdf](#)
- [2019-10-08-12:21_6-12 Content Area Literacy Reading Rubric.pdf](#)
- [2019-10-08-12:21_6-12 Content Area Literacy Speaking Rubric.pdf](#)

Standard 2 Indicator 3

The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving
- higher order thinking
- cross-disciplinary learning
- authentic learning opportunities both in and out of school
- informed and ethical use of technology.

CONCLUSIONS

The curriculum for TRHS *implicitly* emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed ethical use of technology.

EVIDENCE AND EXPLANATION

The vast majority of the curriculum units—especially in science, technology, engineering, and math (STEM) areas—focus on inquiry and problem solving as a focus for competencies, essential questions, enduring understandings, and transfer skills. It is expected that teachers use Stage One of the curriculum documents to create lesson plans and assessments that emphasize inquiry, problem solving, and higher order thinking skills in all courses. According to the Endicott Research Center survey, 79% of the 952 students polled believed that the content of courses challenged them to think critically. 87% of staff agreed that the curriculum in their department/content area emphasized depth of understanding and application of knowledge. The inclusion of Advanced Placement (AP) programs available in nearly all content areas is a driving, positive influence impacting the areas of inquiry and problem solving, higher order thinking, and cross-disciplinary learning. TRHS offers 18 different AP courses available to students in grades 10-12. In addition, there are two specific cross-disciplinary humanities courses, [World Studies](#) and [American Studies](#), offered to students in grades 10 and 11, respectively. The Endicott survey reveals that 72% of students agreed that information they learned in one class can be used in others.

The curriculum in all areas purposefully and consistently provides places for teachers to instruct and assess using higher order thinking, cross-disciplinary learning, and authentic learning opportunities. The assessment of these attributes is occasionally found in performance assessments that teachers are using in their classrooms and are becoming more pervasive as the school continues to work on developing and implementing performance assessments. Teachers are encouraged to incorporate the Hess Rigor Matrix when designing assessments. Assessments such as the Practicing Teaching assessment, the Wind Dispersed Seed Project, and the Woodworking Independent Learning Project encompass such qualities as do the opportunities in AutoCAD, AP courses, and the Project Lead the Way program.

The district has a specific policy around Extended Learning Opportunities (ELOs). Students can complete an ELO as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. ELOs may include, but are not limited to, independent study; private instruction; performing groups; internships; community service; apprenticeships; online education; or other opportunities approved by the Superintendent or his/her designee, in conjunction with Timberlane Regional School Board policies.

TRHS consistently offers its students authentic learning opportunities both in and out of school. Some of the opportunities include, but are not limited to, use of an AutoCAD laser engraver and 3D printer; the AP World History museum project; [Woodworking III](#); [Entrepreneurship](#); Engineering connecting the classroom to the world beyond; the Engineering Advisory Counsel; the Practicing Teaching course; the annual [Gatsby Gala](#); the GenYES program; Journalism and the school newspaper production; internships; and many more. There are, on average, 82 field trips a year offered to students through various courses, clubs, and organizations. The music and theater programs offer students several opportunities to [perform and showcase their learning at the Performing Arts Center](#) throughout the year. The school's improvisational group, [The Milkmen](#), [perform regularly to raise money](#) for other school groups and organizations. The Timberlane Players theater group performs, on average, seven productions each year.

The Timberlane Regional School District (TRSD) clearly outlines the expectations around the informed, ethical use of technology in its Rights and Responsibilities. According to the Endicott survey, 86% of students, 85% of staff, and 82% of parents at TRHS reported knowing their responsibilities regarding the ethical use of technology as outlined by the district.

Related Files set 1 of 2

- [2019-02-05-13:11_timberlane-regional-high-school---neasc-cps-self-study-evaluation-results-10-05-18.pdf](#)
- [2019-02-05-14:18_2018-2019-field-trip-calendar.pdf](#)
- [2019-02-20-09:27_Performing Arts Center Schedule.pdf](#)
- [2019-05-09-16:43_Wind Dispersed Seed Project.pdf](#)
- [2019-05-09-16:46_AutoCAD 2D Laser Engraver Project.docx](#)
- [2019-05-09-16:47_AutoCAD 3D Printer Project 1.pdf](#)
- [2019-05-09-16:48_Instructional Design for PLTW Engineering Courses.pdf](#)
- [2019-05-09-16:49_GenYES Student Contract.pdf](#)
- [2019-05-09-16:52_AP World History Museum Project.pdf](#)
- [2019-08-13-10:59_M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf](#)
- [2019-08-13-10:59_UNIT III goals student objectives.pdf](#)
- [2019-08-13-10:59_PHYSICS DAY FORM UNIT I.pdf](#)
- [2019-08-13-10:59_SPACE UNIT I DAY FORM.pdf](#)
- [2019-08-13-11:01_IHBH Extended Learning Opportunities.pdf](#)
- [2019-08-13-11:22_TRHS-POS-19-20.pdf](#)

Related Files set 2 of 2

- [2019-10-03-13:23_Rights-and-Responsibilities-2019-2020.pdf](#)
- [2019-10-18-13:26_Hess Cognitive Rigor Matrix ELA.pdf](#)

Standard 2 Indicator 4

There is clear alignment between the written and taught curriculum.

CONCLUSIONS

At TRHS there is *frequently* a clear alignment between the written curriculum and taught curriculum. There are many procedures in place ensuring the alignment between what is written for the curriculum and what is taught in the classroom.

EVIDENCE AND EXPLANATION Evidence and Explanation

All teachers are observed throughout the year by the administrative team. Observations are completed through [TeachPoint](#). All staff members are informally observed twice throughout the course of the year in the areas of planning and preparation, the class environment, instruction, and professional responsibilities. Experienced educators are formally observed once every three years and professional staff under five years are formally observed twice a year. In addition, the administrative team completes non-evaluative walkthroughs. All observations and walkthroughs, both formal and informal, collect and report on information around curriculum, instruction, and assessment, and provide evidence with regard to how teachers are connecting the curriculum to their instruction. For example, on the walkthrough form, there are specific questions that ask if a learning objective and essential question(s) are posted in the classroom or communicated to students through some medium. The walkthrough also gathers information as to what extent the content area literacy competencies are being addressed and the instructional strategies that are being employed.

All course syllabi for all classes include course competencies and units of study. The syllabi are reviewed and approved by the academic deans. Additionally, course common midterm and final assessments also include course competencies and other elements such as essential questions and enduring understandings. The course-common midterms and finals are reviewed by the academic deans. Teachers use common planning time and department Professional Learning Community (PLC) time to work on lesson and assessment planning. There is a current project underway to map the curriculum with assessments for the school in each department. This establishes a plan for each department to meet the curriculum needs that are mapped out using the assessments given.

All three procedures and assessment mapping encourage teachers to ensure course curriculum documents are followed and implemented. According to the Endicott survey, 69% of staff believed that the written and taught curricula were aligned.

Related Files

- [2019-02-05-13:18_timberlane-regional-high-school---neasc-cps-self-study-evaluation-results-10-05-18.pdf](#)
- [2019-02-20-13:41_2018-2019 CCP World Syllabus.pdf](#)
- [2019-02-20-13:49_World Lit Final Exam 2016-2017.pdf](#)
- [2019-02-20-13:57_Walkthrough 2018-2019 - Google Forms.pdf](#)
- [2019-02-20-14:13_Exam Criteria.pdf](#)
- [2019-05-09-16:07_Informal Observation Template.pdf](#)

- [2019-05-09-16:07_Formal Observation Template.pdf](#)
- [2019-05-09-16:13_TRSD Math Assessment Map Algebra I - Common.pdf](#)

Standard 2 Indicator 5

Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.

CONCLUSIONS

At TRHS effective curricular coordination and vertical articulation *consistently* exist between and among all academic areas within the school as well as with sending schools in the district.

EVIDENCE AND EXPLANATION

TRSD's Director of Curriculum and Professional Learning and the Secondary Curriculum Director, with guidance and input from the district's [Curriculum and Assessment Committee](#), oversee the [district curriculum](#), its alignment, and its articulation. The Secondary Curriculum Director and the three academic deans oversee the curriculum at TRHS. The Secondary Curriculum Director holds weekly deans' meetings and the deans work with the middle school and high school teachers of the same content areas, through middle school content meetings and high school department meetings, to communicate curriculum needs and/or review and evaluate alignment. In addition, there is a Secondary Grading and Reporting Committee and monthly PK-12 academic meetings with elementary curriculum coordinators, the three academic deans, the elementary and secondary curriculum directors, and the district's Director of Curriculum and Professional Learning. All aforementioned groups continuously work to maintain curriculum alignment PK-12, which is how all curriculum documents and competencies were originally designed.

Some disciplines, such as health, physical education, music, art, world languages (WL), and social studies, have identical competencies K-12 or 6-12, such that the supporting skills and content increase in complexity as the grade levels increase. In other disciplines, such as English and language arts (ELA), the competencies are vertically aligned, such that students have to demonstrate mastery of competencies in lower grade levels to be successful in higher grade levels. There are also content area literacy competencies that are aligned across the middle school and high school. Those competencies include the reading, writing, and speaking competencies that are found in all units, for all disciplines, with the exceptions of ELA and WL, for grades 6-12. In ELA, the reading and writing competencies are more content-specific; the speaking competency is the same as the content area literacy competency. In WL, the reading, writing, and speaking competencies are more content-specific, with the addition of a listening competency.

All course competencies progress either PK-12 or 6-12. For example, when looking at the curriculum documents in music, the competencies progress through each grade level and rubrics were designed to show a link between the elementary, middle, and high school music curricula. While vocabulary and musical literacy are delivered in an age-appropriate manner, each student level is expected to practice so that fluency is achieved and expected by high school. As an individual example, looking from middle to high school, sixth grade music students are taught musical notes on a macro-level and how to count them within a song using a singing/vocal method. Seventh grade achieves this through drumming and keyboarding, and eighth grade through the guitar. Each performing ensemble does the same. The expectation is that by high school, conversations can be had to incorporate note names, counting methods, and ways of production (instrumental and vocal) in a coherent, intelligent, and professional manner.

Related Files

- [2019-05-09-16:57_Performing Ensemble Performing Strand Notation Rubric.pdf](#)

Standard 2 Indicator 6

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

CONCLUSIONS

TRHS staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are *regularly* sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

EVIDENCE AND EXPLANATION

TRHS has a professional staff-to-student ratio of roughly 1:16. However, there are, on average, larger class sizes, especially in required content area accelerated (ACC) and College and Career Preparation (CCP) courses grades 9-12. Advanced Placement (AP) class sizes are smaller on average. There are three academic deans to support the curriculum work along with the Secondary Curriculum Director. Since 2014, the number of academic deans has fluctuated over the years from two, to three, to seven, to five, and back to three for the 2018-2019 school year.

Each department budget includes a book line and a supplies line, which can be used to purchase appropriate instructional materials for courses when necessary. For example, the AP United States Government course textbooks needed to be replaced for the 2019-2020 school year. The money was allocated and available to purchase the textbooks. In the 2018-2019 school year, each student in grades 9-10 was provided with a Chromebook as part of the district's 1:1 initiative. As of the fall of 2019, all students in grades 9-12 have personal Chromebooks as outlined by the District Technology Plan. All professional staff are assigned laptops and every classroom is outfitted with a projector cart. There are four Chromebook carts that can be signed out and used each class block in addition to over half a dozen classrooms with designated desktop computers.

The four engineering classrooms feature a laser engraver, three 3D printers, and a computer numerical control router. The woodshop and the engineering desktop classrooms have all the necessary software to utilize the technology. Science classrooms have [Logger Pro software](#) which allows students to run digital labs using Vernier sensors. Math classes use [Gizmos graphing software](#) and there is a site license for [JMP statistical analysis software](#). The school has various [Adobe subscriptions](#) for its engineering, journalism, and art courses. [Achieve3000](#) is an online differentiated instructional reading program that was used by English, world language, science, and social studies teachers to assign, teach, and track student progress in reading from 2016-2019. The school has purchased dozens of software and online platform programs over the years that are currently in use and/or available for staff and students. The school makes use of the [Google Classroom platform](#) to provide a dynamic, digital support for teaching and learning. All staff and students have Google accounts with access to [G Suite software applications](#). The school's five technology staff assist teachers and students with programming and hardware issues.

The Media Center has a total of 22,528 items, which translates to 19.9 books per student. The library also has 100 ebooks, 250 audiobooks, and 1,387 DVDs available for students and staff. The Endicott survey suggests that the Media Center may be under utilized as only 51% of students felt that teachers assigned work that required students to conduct research in the Media Center. This may be due in part to students having personal Chromebooks and the ability to complete research online in classrooms. In addition to the Media Center,

students may access the Academic Support Center during classes, study blocks, and free periods, where technology and support staff are available to assist them.

TRHS has an extensive list of extracurricular, co-curricular, and athletic offerings that are supported financially as demonstrated by the current existence of 50 extracurricular organizations—involving academics, athletics, [culture, fine arts, music, theater](#), government, honor societies, publications, and service—10 fall sports, 9 winter sports, and 9 spring sports offered from the freshman to varsity levels. According to the Endicott survey, 56% of staff members felt that the facilities fully supported the implementation of the curriculum, including the co-curricular programs, and other learning opportunities. 67% of parents found that the school's facility adequately supported its programs and services, such as the classrooms, science labs, computer labs, the library/media center, School Counseling Office, gym, auditorium, and cafeteria. 74% of students, 66% of staff, and 79% of parents agreed that the school had sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities.

Related Files

- [2019-02-05-14:06_timberlane-regional-high-school---neasc-cps-self-study-evaluation-results-10-05-18.pdf](#)
- [2019-05-09-16:23_2018-19 TRSD Default School Board Prepared.pdf](#)
- [2019-08-13-11:19_Student-Handbook-19-20.pdf](#)
- [2019-08-13-11:25_TRSDTechnologyPlan2017-22-1.pdf](#)
- [2019-10-08-12:30_Titlewise SEPTEMBER 2019.pdf](#)
- [2019-10-18-14:21_List of Student Clubs Activities.pdf](#)

Standard 2 Indicator 7

The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

CONCLUSIONS

TRSD *adequately* provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

EVIDENCE AND EXPLANATION

TRSD's Director of Curriculum and Professional Learning and the Secondary Curriculum Director, with guidance and input from the district's Curriculum and Assessment Committee, oversee the district curriculum, its alignment, and its articulation. It is up to the Secondary Curriculum Director and the three academic deans to oversee the curriculum at TRHS. The Secondary Curriculum Director holds weekly deans' meetings and the deans work with the middle school and high school teachers of the same content areas, through middle school content meetings and high school department meetings, respectively, to communicate curriculum needs and/or review and evaluate alignment. 47% of staff reported on the Endicott survey that they did not have sufficient time to be engaged in formal curriculum evaluation, review, and revision work. However, 72% concluded that they were directly involved in curriculum evaluation, review, and revision work.

There are currently 98 professional teachers who engage in the curriculum work. The staff have the academic deans and Secondary Curriculum Director as resources along with a professional library of print sources in the media center. Over the years, since 2014, the number of academic deans has fluctuated from two, to three, to seven, to five, and back to three for the 2018-2019 school year. TRHS does have an outlined process for teachers who want to make curriculum revisions. However, there is not a specific process in place to review assessment data and make necessary curriculum adjustments. That said, staff in all content areas regularly review midterm and final assessment data to make instructional and/or assessment modifications.

In terms of time provided, there are nine one-hour department meetings and ten one-hour faculty meetings per school year that may or may not be used for curriculum work or revisions. In addition, all professional staff complete two flex days during which curriculum work can be completed. The 2017-2018 school year brought with it a change in the daily schedule from eight forty-eight-minute periods to four ninety-minute blocks. With the schedule change, the academic deans were able to purposely schedule common planning time for some content area courses. This common planning time during the school day for some teachers and content area courses can be used for curriculum work. There is not dedicated, required time for all teachers during school hours to work on curriculum.

There are opportunities for paid summer work toward curriculum and staff members are supported with AP training when applicable. Teachers participate in various School Improvement Committees (SIMs) for additional compensation to complete curriculum tasks. Each staff member is also afforded \$400 per school year for professional development.

Related Files

- [2019-02-05-14:14_faculty-monthly-meeting-dates-18-19.pdf](#)
- [2019-02-05-14:14_timberlane-regional-high-school---neasc-cps-self-study-evaluation-results-10-05-18.pdf](#)
- [2019-10-08-12:32_Organizational Chart 2019-2020.pdf](#)
- [2019-10-23-12:16_2019 2020 Staff Handbook.pdf](#)

Standard 2 Executive Summary

EXECUTIVE SUMMARY

The curriculum for TRHS is, *in all areas*, purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. While students are given the opportunity to practice and achieve the school's 21st century learning expectations, a formal reporting system to measure achievement and accountability is *not yet* implemented. TRHS's 21st century learning expectations are included in all course curriculum documents and communicated to students, parents, and staff.

The curriculum, *across the school*, is always written in a common format that includes units of study with essential questions, concepts, content, and skills. The school's 21st century learning expectations are reflected in the curriculum, but not the social and civic expectations. The curriculum does *not yet* include explicitly specified instructional strategies, assessment practices that include the use of specific and measurable criteria for success, or school-wide rubrics. All curriculum documents are available on the school website and have been developed using the common UbD template. 21st century learning expectation rubrics are being drafted and revised prior to implementation and formal reporting beginning in the 2020-2021 school year.

The curriculum *implicitly* emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed ethical use of technology. These qualities can be seen throughout the majority of curriculum units, performance assessments, ELOs, field trips, and various courses, clubs, and organizations, while the TRSD clearly outlines expectations regarding the ethical use of technology.

There is *frequently* a clear alignment between the written curriculum and taught curriculum. There are many procedures in place ensuring the alignment between what is written for the curriculum and what is taught in the classroom. All teachers are observed throughout the school year. The administrative team also completes non-evaluative walkthroughs. These observations and walkthroughs collect and report information regarding curriculum, instruction, and assessment. All course syllabi and midterm and final assessments are reviewed and approved by the academic deans. Teachers use common planning and department time to work on lesson and assessment planning. Currently, a project is underway for assessment mapping for each department.

Effective curricular coordination and vertical articulation *consistently* exist between and among all academic areas within the school as well as with sending schools in the district. TRSD's Director of Curriculum and Professional Learning and the Secondary Curriculum Director work together with the guidance and input from the district's Curriculum and Assessment Committee to oversee the district curriculum, its alignment, and its articulation. The deans work with both middle and high school teachers to communicate curriculum needs and review and evaluate alignment. Regular meetings are held between various curriculum groups to maintain curriculum alignment. All course competencies progress either PK-12 or 6-12.

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are *regularly* sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. Curriculum work is supported by the three academic deans and the Secondary Curriculum Director. Each department budget includes book and supply lines to purchase instructional materials as needed. By fall of 2019, all students will be provided with personal Chromebooks. TRHS features a wide variety of software, technology, tools, and resources across all departments. TRHS provides an extensive list of extracurricular, co-curricular, and athletic opportunities.

TRSD *adequately* provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research. The majority of staff are directly involved in curriculum evaluation, review, and revision work. Staff complete curriculum work during department and faculty meetings, flex days, and professional

development opportunities, supported by the academic deans and the Secondary Curriculum Director.

Based on the rating guide for the standard, TRHS judges its adherence to the standard as ACCEPTABLE.

ADVISORY RATING

- Acceptable

Standard 2 Strengths

STRENGTH

The curriculum is written in the UbD format, which includes essential questions, concepts, content, skills, and 21st century learning expectations.

STRENGTH

The curriculum emphasizes depth of knowledge and higher-order thinking skills through the transfer, established goals, and acquisition sections in all curriculum documents.

STRENGTH

Authentic learning opportunities are regularly offered in and out of school.

STRENGTH

The curriculum is written purposefully with a K-12 alignment as well as alignment across academic areas through the use of the content area literacy competencies.

STRENGTH

There are adequate resources to support the curriculum.

STRENGTH

There are adequate and appropriate personnel, time, and financial resources for the ongoing collaborative development, evaluation, and revision of the curriculum, which use assessment results and current research.

Standard 2 Needs

NEEDS

Develop, revise, and implement rubrics for the school-wide content area literacy competencies and the 21st century learning expectations.

NEEDS

Report out on school-wide 21st century learning expectations.

NEEDS

Explicitly include instructional strategies in course curriculum documents.

NEEDS

Communicate a clear curriculum revision process, which is based on assessment results and current research.

NEEDS

Continue to develop and offer Extended Learning Opportunities out of the classroom.

Standard 3 Indicator 1

Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

CONCLUSIONS

Teachers' instructional practices at Timberlane Regional High School (TRHS) are continuously examined to ensure *moderate* consistency with the school's core values, beliefs, and 21st century learning expectations.

EVIDENCE AND EXPLANATION

Teachers' instructional practices are evaluated in a variety of ways. Evaluators complete walkthroughs in which they compile information about teachers' instructional practices and classroom activities. Evaluators include the principal, assistant principals, academic deans, and athletic director. The form used for evaluation is catered to each department, but each form gathers evidence of personalized instruction and competency work evident in the classroom. [TeachPoint](#) is the program used by evaluators to document formal and informal evaluations. Through TeachPoint, teachers complete a self-reflection, examining their own instructional practices; set classroom and district goals via the student learning objectives (SLOs) form and the annual goal setting form; and plan for and reflect on observed lessons. Instruction is one of the four domains of Danielson's Framework for Professional Practice that is analyzed in formal and informal evaluations. The subdomain categories that are evaluated are communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and demonstrating flexibility and responsiveness.

[Competency-based instruction](#) has been an instructional focus in the past few years. The grading process is the last component of this shift. Administration created a timeline that has been shared with staff detailing each step of the process. TRHS will participate in "in-house" competency reporting in 2019-2020 in order to practice the process. In 2020-2021, competency grades will be reported to families. Competencies were designed with core elements of TRHS's core values, beliefs, and 21st century learning expectations, including creativity, critical thinking, research skills, reading, writing, and problem-solving. Teachers have opportunities to collaborate within their professional learning communities (PLCs) in the development and refinement of competencies and the rubrics that align to those competencies, which go through an approval process with the academic deans. Performance assessments are designed and delivered by teachers and help to assess course competencies. These performance assessments align with the school's 21st century learning expectations. School-wide reading comprehension is identified in a reading competency that is assessed in every discipline. [Achieve3000](#) was the reading comprehension program used from 2016 to 2019 to support students' literacy skills by differentiating articles for students' individual Lexile measures. Starting in the 2019-2020 school year, TRHS will be transitioning to [Newsela](#) to better support the development of students' literary skills.

Teachers are provided time for peer-led professional development workshops and PLCs. One of the full professional development days is dedicated to teachers instructing their peers. In addition, there are various examples of workshops and sessions that take place over the course of the year.

The Mentoring Program was designed to assist teachers who are new to the district. New teachers visit the school for three days during the summer where they have the opportunity to familiarize themselves with the building, meet the administration and SAU employees, and learn about the school's curriculum, policies, and

protocols. Each new teacher is paired with an experienced teacher—ideally in the same content area—who serves as a mentor. Mentors and mentees hold weekly informal meetings to address any questions or concerns the mentee might have and to discuss best practices. During the first year, mentors perform three class observations of their mentees and likewise the mentees observe their mentors in the classroom on three separate occasions. During the second and third years each performs two class observations of the other. Four times per year the school holds focus sessions that each address a specific aspect of teaching, such as parent/teacher conferences, classroom management, the evaluation process, and more. Currently, the Mentoring Committee is working to tailor the three-day summer visits and four yearly focus sessions to meet the specific needs of each new teacher based on his or her experience.

Teachers use the [Hess Rigor Matrix](#) for common midterms and finals, ensuring consistent and challenging instructional practices throughout courses.

In order to achieve a competency-based instruction model, the TRHS class schedule and focus has shifted. In the 2017-2018 school year, TRHS moved to a ninety-minute A/B block schedule. This change has increased the duration of time teachers and students have to further skill-based learning and align instruction with the school's 21st century learning expectations. From some teachers' perspectives, the schedule change is beneficial as they are able to meet consistently with their PLCs and plan and reflect on their lessons with their colleagues. However, not all teachers have teaching schedules that allow for structured PLC time. Since the competency-based shift, teachers have been working on moving away from a content-focused curriculum to a skill-based curriculum. An example is the freshman physical science class that has transitioned from a content-intensive class to a focus on the scientific method, problem-solving, and inquiry learning. As indicated in the [Understanding by Design \(UbD\) template](#), a universal template for all courses in the Timberlane Regional School District (TRSD), each unit centers upon the course competencies, skill acquisition, transfer skills, enduring understandings, essential questions, and content knowledge.

Independently, teachers consistently evaluate their own 21st century learning expectations. Following the Endicott Research Center survey, the NEASC standard chairs asked TRHS faculty for additional feedback via a Google Forms survey. The data from that survey indicates that teachers are incorporating new information via the attendance of content-specific workshops and college courses, they are keeping up to date with current professional literature, and they are attending in-district training sessions; all of these efforts provide opportunities for consistent examination of instructional practices.

Related Files

- [2019-06-28-15:31_TeachPoint Goal Setting Form- Qs 1-3.JPG](#)
- [2019-06-28-15:31_TeachPoint Goal Setting Form- Q 4.JPG](#)
- [2019-06-28-15:58_Mentor Handbook 2018-2019.docx](#)
- [2019-06-28-16:03_Calendar 2019-20 Block A B Day.pdf](#)
- [2019-06-28-16:14_NEASC Follow-Up Survey- Responses.pdf](#)
- [2019-06-28-16:14_NEASC Follow-Up Survey - Google Forms.pdf](#)
- [2019-08-13-12:51_2019-02-20-13_57_Walkthrough 2018-2019 - Google Forms.pdf](#)
- [2019-09-05-09:44_Danielson Domains with indicators.doc](#)
- [2019-09-05-09:48_Teacher SLO.pdf](#)
- [2019-09-05-10:10_Assessment Mapping.docx](#)
- [2019-10-08-12:39_Hess Cognitive Rigor Matrix ELA.pdf](#)
- [2019-10-08-12:39_Physical Science Energy.pdf](#)
- [2019-10-08-12:42_Bell-Daily Schedule With Lunches 2019-2020.pdf](#)

Standard 3 Indicator 2

Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:

- personalizing instruction
- engaging students in cross-disciplinary learning
- engaging students as active and self-directed learners
- emphasizing inquiry, problem-solving, and higher order thinking
- applying knowledge and skills to authentic tasks
- engaging students in self-assessment and reflection
- integrating technology.

CONCLUSIONS

Teachers' instructional practices *often* support the achievement of the school's 21st century learning expectations by personalizing instruction; engaging students in cross-disciplinary learning; engaging students as active and self-directed learners; emphasizing inquiry, problem-solving, higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating technology.

EVIDENCE AND EXPLANATION

Personalization is an ongoing focus for instruction. Professional development continues to offer teachers strategies to modify their instruction in ways that meet the needs of each of their students. In order to make the most informed decisions, teachers consistently communicate with paraprofessionals, school counselors, administration, and parents to discuss potential student academic challenges and to celebrate academic successes. Through instruction, students are frequently given choice according to their strengths and interests. Feedback from the Endicott Research Center survey indicates that 58% of the 952 students surveyed agreed that their teacher(s) give(s) them opportunities to choose topics. Many teachers see the value in students having some degree of choice over their content and skill-building, which allows for more personalization while still meeting course competencies. In some courses, students may select skills/standards/competencies to focus on at different times. For example, students may select the specific standard/skill that naturally fits with that day's content in their independent reading books. Another example is a teacher's approach to a project in which students may select the specific skills they want to showcase to demonstrate their learning of the content: creative writing, argumentative writing, speaking, artistic portrayals, etc. Other examples are found through literature circles where students select their books and other electives in which mini-unit topics may be chosen.

Cross-disciplinary learning most often occurs within courses. Two noteworthy examples include American Studies and World Studies. The current course description for American Studies states "American Studies is an interdisciplinary course that combines historical evidence with an analysis of literature to answer essential questions concerning American culture. Through a variety of activities such as group projects, discussion, oral presentations, simulations, and analysis, students will be given an opportunity to connect the studies of history, literature, art, philosophy, and music." The current course description for World Studies states "World Studies is an interdisciplinary course that combines history and literature. This course emphasizes the intricate thematic connections between history and literature. Analysis of historical sources and documents coupled with analysis of literature will be the main focus through reading, writing, and collaborative projects. This course examines problems in the world today and seeks to understand the root historical causes of these issues." In these courses, the social studies and English teachers collaboratively select literature that connects with each historical theme or period in the curriculum. English and social studies content is taught side-by-side in order to

demonstrate connections between literature and history, symbolic ties, and cultural norms of the time periods. Through project-based assignments that often have students imagining themselves as players in the various historical periods, literature and history are brought to life.

Teachers engage students as active and self-directed learners in a number of ways. For example, many English teachers assign independent reading projects in which each student reads a novel of his or her choosing and reflects on that novel in one or more mediums, which may include essays, PowerPoint presentations, artistic representations, speeches, etc. In classes like Expository Writing, teachers assign independent research projects in which each student must choose a problem to investigate, thoroughly research it using a variety of sources, and write an essay that addresses a specific aspect of the problem using evidence. In world language classes, teachers assign authentic instructional materials, including audio, video, text, visual, and real-world scenarios.

Inquiry, problem-solving, and higher order thinking are emphasized in many class assignments, including science labs, engineering design projects, performance tasks, literary discussion/analysis, etc.

Teachers collaborate to plan, write performance tasks, and assess students. When designing performance tasks, the expectation of teachers is to use the GRASPS model—Goal, Role, Audience, Situation, Product, Standards/Criteria (competencies)—to design an assessment that may include cross-disciplinary thinking with a real life scenario and/or delivery. For example, during students' study of the Westward Expansion and current issues within Native American communities, students were asked to write a letter to Congress imploring their representative to enact change.

Students are consistently asked to apply knowledge to authentic tasks. These most frequently include classes in the World Language, Health, English, Science, Music, and Theater departments. In world language courses, students participate in authentic reading and listening/viewing tasks. In health classes, teachers use a series of role-playing activities around topics like empathy, bullying, and self-harm. Students participate in an advocacy project in which they advocate for a healthy behavior promotion or change in the school or community. In science classes, this authenticity is in the form of experimentation and modeling. One example found in English classes is the publication of the school newspaper in Journalism. Many students enrolled in music or theater courses participate in performing groups such as the marching band at the football games or the musical and theatrical productions delivered at the Performing Arts Center. Students enrolled in Playwriting have the opportunity to see their plays come to life on stage as part of the annual One Act Plays Festival. According to the Endicott survey, 62% percent of students surveyed agreed that they had an opportunity to apply what they were learning outside of the classroom.

Furthermore, the Endicott survey indicates that 67% of students were in agreement that teachers provided opportunities for students to assess their work. A few departments, such as Music and World Language, have written discipline-specific rubrics. Some departments include rubrics with performance tasks and activities so that students are able to assess themselves while completing tasks. Some teachers use midterm and/or final exams in the form of a written self-reflection.

87% of students surveyed agreed that teachers asked them to use technology in their assignments. The technological infrastructure at TRHS has been expanding in the last few years. For instance, all math and science classrooms have access to LCD projectors, and in some cases SMART projectors, to assist teachers in modeling the use of technology. All departments have access to Chromebook carts and starting in the fall of 2019, each student at the high school will have an assigned Chromebook. Google Classroom, Google Drive, and other [Google Apps available as part of G Suite](#) are used on a daily basis for sharing information. Some teachers use PowerPoint, [Prezi](#), Movie Maker, Adobe Master Collection CS6 (Premiere Pro, InDesign, and Photoshop), [Lingt](#), [Yabla](#), [Kahoot](#), [Nearpod](#), and [Quizlet](#). The Math Department uses a graphing software called [Desmos](#) and teaches students how to use functions on graphing calculators. Probability and Statistics students use [JMP analytical software](#) to understand how to analyze data and look for trends. The Science Department utilizes digital and virtual labs, Pasco sensors, Vernier sensors, [Gizmos simulators](#), and [Phet simulators](#). Students participate in Vernier labs using probeware that allows them to not only collect data but also perform statistical analysis on it. The Engineering Department uses [Autodesk software](#) like AutoCAD, Rivet, and Inventer, as well as a 3D printer. In addition, there is also a laser cutter and a CNC machine that is used in Engineering; Woodworking I, II, and III; and Intro to Trades.

Related Files

- [2019-08-13-13:03_2019-02-05-13_18_timberlane-regional-high-school---neasc-cps-self-study-evaluation-results-10-05-18.pdf](#)
- [2019-08-13-13:03_StoryCorps.docx.pdf](#)
- [2019-08-13-13:03_Hotel and Snow Reading Schedule and Lit Circle Expectations 2019.docx](#)
- [2019-08-13-13:06_Senate Committee on Indian Affairs Performance Assessment.pdf](#)
- [2019-08-13-13:08_Public Speaking Final Exam.pdf](#)
- [2019-09-05-09:58_Performance Assessments - GRASPS.pptx](#)
- [2019-09-05-09:58_Spanish Performance Assessment.docx](#)
- [2019-09-05-10:07_Sample Nearpod Assessment.pdf](#)

Standard 3 Indicator 3

Teachers adjust their instructional practices to meet the needs of each student by:

- using formative assessment, especially during instructional time
- strategically differentiating
- purposefully organizing group learning activities
- providing additional support and alternative strategies within the regular classroom.

CONCLUSIONS

Teachers *regularly* adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time; strategically differentiating; purposefully organizing group learning activities; and providing additional support and alternative strategies within the regular classroom.

EVIDENCE AND EXPLANATION

Across the school, teachers regularly adjust their instructional practices to meet the needs of each student. They do this by gauging their understanding through formative assessments and then designing differentiated lessons. In addition, teachers often use organized group learning activities to address various educational needs and alternative learning styles. According to data from the Endicott survey, 87% percent of students agreed that teachers used group activities in their classrooms. 68% of students indicated that teachers employed a variety of teaching strategies.

At TRHS, teachers frequently conduct various formative assessments to determine student understanding. These may range from individual diagnostics to full classroom diagnostics. Formative assessments may include, pre-assessments, class discussion and questioning, exit slips, polling, quizzes, homework, reading checks, thumbs up/thumbs down, peer and/or teacher conferences, etc. These are valuable educational tools to assess when further instruction is needed and/or aid in grouping decisions. Though students may be working to acquire the same skill sets, their depth of content may vary.

Two heterogeneous interdisciplinary courses, World Studies and American Studies, are offered at the sophomore and junior levels, respectively. In both courses, an English teacher and social studies teacher collaborate daily to create a variety of formative assessments to meet the needs of a heterogeneous group in an interdisciplinary setting. These may include written responses, visual representations, class discussions, evaluations, simulations, and quote/text analyses. Teachers strategically differentiate to provide a variety of opportunities for students to demonstrate learning. For example, in a World Studies class, students are required use a Stability Matrix to determine the state of stability for a variety of countries. Though all students are learning the same skills to make this assessment, the complexity of articles is differentiated to match student reading levels.

Although many teachers provide choice in their grouping, some strategically group based on students' needs and/or skill levels. This may be structured through reading articles, practicing skills, completing projects, peer conferencing, etc.

Additional support and alternative strategies are provided in many ways. For example, one-on-one conferences take place in the form of reading conferences, writing conferences, discussion topics, lab support, skill-building support, health and wellness role-playing, world language speaking and listening, artistic project reflections/debriefs, goal-setting, skill demonstration, etc. Furthermore, teachers integrate special needs students

into regular education classrooms by providing additional support and alternative strategies as needed.

From 2016 to 2019, [Achieve3000](#) was used in English, social studies, science, and world language classes. It is a database of informational articles that are differentiated for every reading level. Teachers would choose articles that aligned with course content and the program assigned the articles to the students that were modified to correspond with their Lexile levels as determined by a Lexile pre-test. Although the basic content of each article was the same for everyone in the class, the vocabulary, paragraph length, page length, and depth of content would be different for each Lexile level. Some teachers would also differentiate the activities that follow the reading of the articles by assigning some or all of the exercises, which included before-reading polls, multiple choice questions, after-reading polls, thought questions, and “stretch” activities. As of the 2019-2020 school year, TRHS will be transitioning to [Newsela](#) to better support students' literacy skills.

Related Files

- [2019-06-28-17:28_Nearpod- Drawing example.JPG](#)
- [2019-08-13-13:10_2019-02-05-13_18_timberlane-regional-high-school---neasc-cps-self-study-evaluation-results-10-05-18.pdf](#)
- [2019-08-13-13:10_Discussion Techniques - Google Docs.pdf](#)
- [2019-08-13-13:10_Absolutely True Diary End of Book Writing Prompts.pdf](#)
- [2019-08-13-13:11_End of Lit Circle Unit Graded Discussion.docx](#)
- [2019-08-13-13:11_15 Through Ellis Island and Angel Island - The Immigrant Experience.pdf](#)
- [2019-08-13-13:12_Steps to Quote Analysis.docx](#)
- [2019-08-13-13:12_Stability Human Rights Quiz 2017.pdf](#)

Standard 3 Indicator 4

Teachers, individually and collaboratively, improve their instructional practices by:

- using student achievement data from a variety of formative and summative assessments
- examining student work
- using feedback from a variety of sources, including students, other teachers, supervisors, and parents
- examining current research
- engaging in professional discourse focused on instructional practice.

CONCLUSIONS

Teachers, individually and collaboratively, improve their instructional practices by *regularly* using student achievement data from a variety of formative and summative assessments; *consistently* examining student work; *regularly* using feedback from a variety of sources, including students, other teachers, supervisors, and parents; *often* examining current research; and *consistently* engaging in professional discourse focused on instructional practice.

EVIDENCE AND EXPLANATION

TRHS teachers regularly use student achievement data, both formal and informal, for two objectives: to assess current understanding and to guide future instruction. TRHS teachers commonly report using exemplary rubrics, which may be generated at the classroom, department, or school-wide level, to assess current student understanding. Upon reviewing student work, teachers frequently use assessments to correct misconceptions in content, more clearly articulate objectives, prioritize skills practice, and create clear connections to competencies.

[Star](#) and, in previous years, [Achieve3000](#) are two programs that have assisted teachers in gathering data on students' skills, which in turn guides how they approach instruction of their content and mini-lessons on skill-building. Achieve3000 measures students' progress toward increasing their Lexile levels with informational texts and was used in English, World Language, Social Studies, and Science courses for grades 9 through 11. Star measures students' progress in the areas of [reading comprehension](#) and [mathematics](#) and is used in grade 9 and 10 English and Math courses. The data collected from these two programs help teachers assign various readings in their classes. Students may be grouped by Lexile level in order to read articles and/or read and discuss novels that are appropriate for their reading level. One pair of World Studies teachers provides 2-3 book choices in each unit to accommodate the range of student Lexile levels.

After midterm and final exams are administered, teachers receive a compilation of student scores shown through both raw numbers and visual charts. Each teacher is sent comparisons to his/her other classes and those of the other teachers in that particular PLC. Teachers are encouraged to reflect on their data and consider how their individualized instructional practices may have played a role in influencing the students' scores. The Data Team also analyzes the midterm and final exam scores, along with Star and SAT data, to identify trends and/or trouble areas for groups of courses or students. The team discusses possible causes for specific scores and solutions for teachers and/or PLCs to consider moving forward.

Teachers receive feedback of their instructional practices in several forms. [The Tripod Survey](#) is one [method of feedback](#) from students to teachers. The survey is administered to one class per teacher. The questions are geared toward the 7 Cs (consolidate, care, confer, captivate, clarify, challenge, and classroom management). Teachers receive student responses from their classes and are encouraged to set goals based on these

categories of instruction. Although this is a more formal survey of instruction, many teachers also administer their own personal classroom evaluation forms that help them improve their instructional practices. The evaluation system is the second way that teachers receive feedback on their instruction. A teacher with fewer than five years experience is evaluated by his/her administrator through two formal evaluations per year and two informal evaluations per year. A teacher with five-plus years of experience is evaluated by his/her administrator through two informal evaluations per year and one formal evaluation every three years. All formal evaluations begin with a pre-observation conference between the teacher and the administrator and end with a post-observation conference between the teacher and the administrator. All observations and conferences are documented in [TeachPoint](#), but the face-to-face conversations add a great deal of value to help teachers improve their practices. Additionally, all teachers have informal walkthroughs that give them immediate feedback via a Google Form. Teacher-to-teacher support can be provided in PLCs and within the Mentor Program.

Coffee and Conversation is a way for teachers to join administration for a short block of time during the school day to discuss tips, strategies, and advice on instructional practices. Some of the sessions that have been offered include "Instruction in a Heterogeneous Class", "Strategies for the Beginning and End of class", "Small Group Learning and Instruction", "Using PowerSchool Pro", "Analyzing School Wide Rubrics", "Tips for Teaching in the Block Schedule", "Using Formative Assessment Data to Personalize Learning", and more.

The data provided by the NEASC standard chairs' Google Forms survey to teachers shows that TRHS teachers maintained or enhanced their expertise in a variety of ways. The survey indicates that 42% of teachers completed course work through an accredited college, 70% received training offered in content-specific areas, 83% received training offered within the district, 41% observed other master teachers, and 34% participated in webinars. Additionally, the district provides up to \$400 per teacher for the purpose of attending training and workshops; 76% of professional staff stated they took advantage of this professional development opportunity. Teachers regularly engage in the practice of maintaining and evolving their expertise within their content area.

In terms of engaging in professional discourse, all teachers regularly meet in monthly department meetings. Some departments use some of this allotted time to share best practices. This time is also used for collaborative work on rubric writing, performance assessment design, and curriculum mapping tasks. Each year, TRHS has a teacher-driven professional development day. This provides a wonderful opportunity for teachers to share their professional discourse with their colleagues, in addition to featured guest speakers and teachers.

Related Files

- [2019-06-28-20:37 TRSD Teacher Evaluation Plan 2015-2020 Final 4-16-18.pdf](#)
- [2019-06-28-20:41 Mentor Handbook 2018-2019.docx](#)
- [2019-06-28-20:53 NEASC Follow-Up Survey - Google Forms.pdf](#)
- [2019-06-28-20:53 NEASC Follow-Up Survey- Responses.pdf](#)
- [2019-08-13-13:16 Midterm Data Example.pdf](#)
- [2019-08-13-13:16 Copy of Data Team Protocol Facilitator Guide.docx](#)
- [2019-08-13-13:17 Copy of Walkthrough 2018-2019 - Google Forms.pdf](#)
- [2019-08-13-13:17 Coffee and Convo Emails- 2017-2018.pdf](#)
- [2019-08-13-13:18 Strategies for the last minutes of class.doc](#)
- [2019-08-13-13:18 Copy of PowerTeacher Pro.pptx.pdf](#)
- [2019-09-05-10:19 March 28 PD Afternoon Sessions.pdf](#)
- [2019-09-05-10:21 May 24 2019 PD Day.pptx](#)
- [2019-09-05-10:25 Danielson 7 Cs crosswalk.pdf](#)
- [2019-09-05-10:27 Guide to Tripods 7Cs Framework of Effective Teaching.pdf](#)

Standard 3 Indicator 5

Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

CONCLUSIONS

Teachers, as adult learners and reflective practitioners,*consistently* maintain expertise in their content area and in content-specific instructional practices.

EVIDENCE AND EXPLANATION

TRHS has a highly qualified staff. Teachers seek out opportunities for professional development to enhance content knowledge and pedagogical skills. All TRHS teachers are certified in their content area and many of them hold more than one certification. According to the follow-up survey offered to teachers by the NEASC standard chairs, 59% of teachers maintain New Hampshire certification in one area, 28% maintain certification in two areas, 10% maintain New Hampshire certification in three areas, and 3% maintain certification in four or more areas. All TRHS teachers hold a bachelor's degree and many of them hold higher degrees and/or multiple degrees. 67% of high school professional staff have a degree beyond a bachelor's degree. 42% of professional staff plan to undertake coursework from an accredited college program within the current school year. All TRHS teachers participate in professional development in education and in their specific content areas in order to maintain their certification and expertise. The district supports five full professional development days and two half-days each school year. There are a variety of presentations, workshops, and activities that are run by both district teachers/administrators and guest speakers. In the 2019-2020 school year, 69% plan to attend content-specific workshops, 82% plan to take advantage of training offered in-district in addition to required professional development activities, 41% plan to observe a master teacher, 40% plan to read and reflect on professional journals, and 34% plan to access webinars in their content area.

TRHS offers a comprehensive, structured mentoring program, which provides guidance and collaborative support to professionals for up to five years after joining the professional staff. The mission of this program is to help teachers understand district expectations, achieve personal and professional goals, and develop sound instructional practices that lead to high quality instruction and learning for all students. Mentors act as resources for effective management techniques, instructional strategies, meeting building deadlines, grading procedures, communicating with parents, policies and procedures/emergency plans, roles and responsibilities, and completing required activities in a timely manner. As part of this process, teachers who are being mentored are observed three times by their mentors during their first year. Second-year and third-year teachers are observed by their mentors two times per year. Master teacher observations are also required for new teachers.

All teachers receive feedback on best practices from evaluators through formal and informal observations. In addition, some teachers seek out feedback from colleagues in PLC and/or departmental settings.

Related Files

- [2019-06-28-21:04 NEASC Follow-Up Survey - Google Forms.pdf](#)
- [2019-06-28-21:04 NEASC Follow-Up Survey- Responses.pdf](#)
- [2019-06-28-21:05 Mentor Handbook 2018-2019.docx](#)

- [2019-06-28-21:15_November 13th PD Day Schedule - Final.pdf](#)
- [2019-06-28-21:16_March 28 2019 PD Day Brochure.pdf](#)
- [2019-06-28-21:25_August PD Days- Email to Staff.docx](#)

Standard 3 Executive Summary

EXECUTIVE SUMMARY

Teachers' instructional practices at TRHS are continuously examined to ensure *moderate* consistency with the school's core values, beliefs, and 21st century learning expectations. Administration takes an active role in teacher instruction by providing feedback based on observations and walkthroughs. The change to A/B block scheduling, standards aligned to competency-based grading, and set expectations to craft performance-based assessments have all contributed to the school's goal of aligning curriculum with its 21st century learning expectations. Teachers are supported by the administration, professional learning communities, and the Mentoring Program.

Teachers' instructional practices *often* support the achievement of the school's 21st century learning expectations by personalizing instruction; engaging students in cross-disciplinary learning; engaging students as active and self-directed learners; emphasizing inquiry, problem-solving, higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating technology. Personalization of instruction is widespread and can be seen through many examples of student choice, differentiation, and instructional strategies. Using cross-disciplinary strategies, teachers consistently incorporate a wide range of knowledge and skills into their instruction. These practices culminate in authentic performance tasks, which are assessed using competency-aligned rubrics. Teachers are able to do all of this with the use of technology and with the integration of the individualized Chromebook plan.

Teachers *regularly* adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time; strategically differentiating; purposefully organizing group learning activities; and providing additional support and alternative strategies within the regular classroom. TRHS teachers employ a broad selection of instructional strategies that they adjust to match their individual students and classes. Teachers use a variety of assessments, both formative and summative, to gauge student learning. Data from the Endicott survey shows that teachers consistently use a diversity of instructional strategies. These strategies include specific student grouping, providing additional support and differentiation, and student choice regarding assignment content/skills. Additionally, these strategies are implemented across multiple classroom settings and academic levels. Examples of student differentiation can be seen in the World Studies and American Studies courses, as these classes are heterogeneous groups of students with interdisciplinary instruction.

Teachers, individually and collaboratively, improve their instructional practices by *regularly* using student achievement data from a variety of formative and summative assessments; *consistently* examining student work; *regularly* using feedback from a variety of sources, including students, other teachers, supervisors, and parents; *often* examining current research; and *consistently* engaging in professional discourse focused on instructional practice. Instruction continues to evolve by regularly looking at achievement data. This data is received from a variety of sources. Administrators provide feedback to teachers through formal and informal evaluations. Teachers are also given the resources to remain current with their knowledge and instructional practices through an extensive range of professional development and continued education opportunities.

Teachers, as adult learners and reflective practitioners, *consistently* maintain expertise in their content area and in content-specific instructional practices. Professional development extends to teacher-led PD days, as well as regular, collaborative meetings in PLCs. Many teachers work diligently to collaborate with their PLCs, guide fellow colleagues in teacher-led professional development, and effectively adjust their instructional practices to the most current expectations set for their students. TRHS teachers seek out opportunities for professional development to enhance content knowledge and pedagogical skills. 41% of TRHS teachers hold more than one New Hampshire certification. Teachers are commonly enrolling in college classes, reading professional journals, or are completing course work in a graduate program. Additionally, there are plentiful in-district training sessions, content specific workshops, and online webinars in which teachers regularly participate.

Based on the rating guide for the standard, TRHS judges its adherence to the standard as ACCEPTABLE.

ADVISORY RATING

- Acceptable

Standard 3 Strengths

STRENGTH

Teachers personalize instruction to engage students by incorporating a variety of modalities into their practices.

STRENGTH

Teachers engage in cross-disciplinary courses like World Studies and American Studies.

STRENGTH

Teachers challenge students by engaging them in inquiry, problem-solving, and higher-order thinking.

STRENGTH

Teachers integrate technology when planning and teaching lessons by utilizing Google Chromebooks, Google Classroom, smart projectors, current scientific probeware, and more.

STRENGTH

Teachers align competencies and performance tasks to guide formative and summative assessments.

STRENGTH

Teachers integrate students with special needs into regular education classrooms by providing additional support and alternative strategies to further instruction.

Standard 3 Needs

NEEDS

PLCs have limited structured opportunities to collaborate.

NEEDS

Teachers could benefit from a more flexible mentoring program to better accommodate teachers at different grade levels and/or varied years of experience.

NEEDS

Teachers could benefit from additional support for the move to align instruction with competency-based reporting.

Standard 4 Indicator 1

The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics

CONCLUSIONS

At Timberlane Regional High School (TRHS), the professional staff does *not yet* continuously employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics. However, the school is in the process of developing and finalizing department-wide and school-wide rubrics and a reporting out system in order to meet this goal.

EVIDENCE AND EXPLANATION

In March 2009, school-wide rubrics for writing (6+1), problem-solving, and research were approved and implemented. Teachers reported out one or more of these rubrics on a quarterly basis. They were used on a variety of assessments: formative, summative, common assessments, midterms, and finals. Some teachers chose a holistic approach and others a more specific assignment approach. Once the process of rewriting the curriculum K-12 with a competency-based system began, teachers independently chose to continue to integrate sections from the writing, problem-solving, and research rubrics on their own. In the 2018-2019 school year, some teachers still used elements of these rubrics to assess their students.

In conjunction with the New Hampshire statewide shift to competency-based grading, TRHS is currently developing district-wide competency rubrics. While department-specific rubrics for all subject areas have been written, there are also school-wide rubrics for reading, writing, speaking, and social/civic expectations that are in the process of development and implementation. While all of the rubrics are being finalized, teachers have had the opportunity to take part in the work and have been encouraged to begin to use some or all of the rubric categories to practice assessing their students.

According to the Endicott Research Center survey, 73.1 percent of the 108 staff members polled agreed that they understood the process to assess school and individual progress in achieving learning expectations, while only 56.5 percent of staff used school-wide rubrics when assessing student achievement. The goal is to have everything in place for the 2019-2020 school year so that teachers can do "in house" reporting in which the competency scores will be recorded in PowerSchool Pro, but will not be published for parental view. The official reporting out year will be 2020-2021.

Related Files

- [2019-08-13-13:33_2019-02-05-13_18_timberlane-regional-high-school---neasc-cps-self-study-evaluation-results-10-05-18.pdf](#)
- [2019-09-05-10:59_Spanish 3 ACC.docx](#)
- [2019-10-08-12:44_6-12 Content Area Literacy Reading Rubric.pdf](#)
- [2019-10-08-12:44_Social and Civic Expectations Work Study OWLS Rubric.pdf](#)
- [2019-10-08-12:44_6-12 Content Area Literacy Writing Rubric.pdf](#)

- [2019-10-08-12:44_6-12 Content Area Literacy Speaking Rubric.pdf](#)

Standard 4 Indicator 2

The school's professional staff communicates:

- individual student progress in achieving the school's 21st century learning expectations to students and their families
- the school's progress in achieving the school's 21st century learning expectations to the school community.

CONCLUSIONS

The school's professional staff *frequently* communicates informally, regularly communicates through traditional grades formally, and will be communicating through a hybrid grading system in the upcoming school year individual student progress in achieving the school's 21st century learning expectations to students and their families and the school's progress in achieving the school's 21st century learning expectations to the school community.

EVIDENCE AND EXPLANATION

Currently, professional staff members frequently communicate student progress with students in class verbally and through written communication/feedback. This communication is consistent and regular. [PowerSchool Gradebook](#) is the online program used for recording students' assessment scores. Teachers are required to update their gradebooks bi-weekly, and many of them update daily. Students and parents/guardians are able to view assessment grades through PowerSchool's computer-based program and app. In addition, many professional staff members stay in touch with specific parents about their students' academic and social/civic progress.

TRHS is currently reporting out with a traditional numeric grade scale. 2019-2020 will be the first year for the professional staff to report out "in house" on competencies in which competency scores will not yet be published for parents. 2020-2021 is the school year that all competency scores will be published for both students and parents. The traditional numeric grade scale will remain in place as well so students and parents will have access to both sets of information. This hybrid system for report cards will provide multiple data points of progress per student, per quarter. The numeric grade scale is set up 1-100 and the competency grade scale is set up 1-4.

[PowerSchool Pro](#) will be the updated program used for reporting out in 2019-2020. This version of PowerSchool has additional features and competency reporting capabilities, and will make information accessible to members of the school community, including teachers, administrators, school counselors, special educators, paraprofessionals, and coordinators.

Related Files

- [2019-05-09-15:15_AP Meeting Notes.docx](#)
- [2019-09-05-14:09_PowerSchool Pro REVIEW and EXPECTATIONS.docx](#)
- [2019-10-08-12:46_6-12 Content Area Literacy Reading Rubric.pdf](#)
- [2019-10-08-12:46_Social and Civic Expectations Work Study OWLS Rubric.pdf](#)
- [2019-10-08-12:46_6-12 Content Area Literacy Speaking Rubric.pdf](#)
- [2019-10-08-12:46_6-12 Content Area Literacy Writing Rubric.pdf](#)

Standard 4 Indicator 3

Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

CONCLUSIONS

Professional staff *frequently* collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

EVIDENCE AND EXPLANATION

The TRHS Data Team is comprised of administrators and teachers who work collaboratively to predict, analyze, and utilize school data to improve the school's academics and culture. The team meets monthly with a specific focus for each meeting. The topics discussed at data team meetings are based on school and district goals, as well as various trends that become evident when data is collected and analyzed. Various topics include, but are not limited to, SAT scores—the SAT is used as the state accountability test and is required to be taken by all 11th graders; preparation for administering the SAT in classrooms; midterms/finals scores, which are common by course; Advanced Placement (AP) enrollment and scores; [Edgenuity](#) and credit recovery data; [Achieve3000](#) data, and [Star](#) assessment data through select math and English courses.

In 2018-2019, a group of AP teachers began an after-school Professional Learning Community (PLC) to collaborate and analyze student achievement and brainstorm solutions for improvement across AP courses. The group meets monthly to address concerns and brainstorm solutions for inequities in student achievement.

Since the 2018-2019 SAT required all students to complete the essay, administrators created a support plan for 11th graders in English, social studies, and science. Teachers in each of these departments devoted 1-2 weeks of class time over a span of 4 weeks to introduce student sample essays, the SAT scoring rubric, previous prompts, writing tips, and time management skills for a 50 minute block of writing. Students wrote two practice essays and were scored by their teachers using the SAT rubric. They also had an opportunity to debrief their experiences in small-group and whole-group class discussions.

Midterms and finals scores are recorded by teachers and collected by administrators by teacher name and course name and then compared to quarter, semester, and yearly grades. Teachers view the compiled data individually and reflect with PLCs and/or their departments.

Related Files set 1 of 2

- [2019-04-08-08:58_Prescott Midterm Data.xlsx](#)
- [2019-04-08-08:58_Hunter Midterms.pdf](#)
- [2019-04-08-08:58_Jones Midterm data.xlsx](#)
- [2019-04-08-08:58_Incorrect Answers Geometry Midterm 2017 Cunningham.docx](#)
- [2019-04-08-08:58_2016 Finals Data A1 ACC A1 CCP Geo ACC.xlsx](#)
- [2019-04-08-08:58_Finals Review 2017.pdf](#)
- [2019-04-08-08:58_Midterm Data 2018 Dandurand .xlsx](#)
- [2019-04-08-08:58_Midterm Data Sherri Allen.docx](#)

- [2019-05-09-15:18_AP Meeting Notes.docx](#)
- [2019-05-09-15:32_SAT essay prep - Science .doc](#)
- [2019-05-09-15:32_rubric.pdf](#)
- [2019-05-09-15:32_tips Khan Academy-CollegeBoard.doc](#)
- [2019-05-09-15:32_SAT--_TRSD curriculum.docx](#)
- [2019-10-08-12:52_Data Team Protocol.pdf](#)
- [2019-10-16-07:55_SAT Essay Prep Teacher Presentation.pptx](#)

Related Files set 2 of 2

- [2019-10-22-10:29_Star Data Example.pdf](#)

Standard 4 Indicator 4

Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

CONCLUSIONS

Prior to each unit of study, teachers *often* communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

EVIDENCE AND EXPLANATION

Many teachers communicate unit-specific goals and competencies to students verbally, on bulletin boards or white board postings, through handouts, and sometimes digitally via [Google Classroom](#). Teachers generally provide students with unit overviews that may contain a variety of information such as an introduction to the unit, the competencies to be assessed, specific learning outcomes, enduring understandings, and essential questions, which are also reflected in each course curriculum. Many teachers post their units' essential questions in their classrooms. The protocol for including 21st century learning expectations is in development due to a new competency-based, school-wide reporting system.

The 21st century learning expectations are posted on the [TRHS website](#) as part of the mission statement, and they are also in the Student Handbook and Program of Studies. In addition, specific 21st century learning expectations are tied directly to each course and are listed in all course curriculum documents. These skills may vary from unit to unit.

In addition, course competencies are included on course syllabi and midterms/finals. These documents are prepared by course PLCs and are approved by the academic deans.

Related Files

- [2019-04-08-08:59_September-2018 Agenda.docx](#)
- [2019-04-08-08:59_Painting Rubric Breaking the Border.docx](#)
- [2019-04-08-08:59_04 Activity Colonial Brochure.docx](#)
- [2019-04-08-08:59_LA Pt 1 The Visible and Invisible World_s of Salem.pdf](#)
- [2019-04-08-08:59_Drawing Rubric Mixed media Tool.docx](#)
- [2019-04-08-08:59_Survey of Music syllabus365.docx](#)
- [2019-05-09-15:48_TRSD Math Assessment Map Algebra II CCP.pdf](#)
- [2019-09-05-11:52_TRHS-POS-19-20.pdf](#)
- [2019-09-05-11:52_Student-Handbook-19-20.pdf](#)

Standard 4 Indicator 5

Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.

CONCLUSIONS

Prior to summative assessments, teachers *consistently* provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.

EVIDENCE AND EXPLANATION Evidence and Explanation

The Endicott survey indicates that 82.1% of the 952 students polled agreed that prior to summative assessments, teachers provided them with the corresponding rubrics. 82.1% agreed that they understood in advance what work they had to accomplish to meet their teachers' expectations regarding summative and performance assessments. 80.1% agreed that they understood the criteria or rubrics their teachers used.

Teachers assign formative assessments, summative assessments, and performance assessments to determine the extent to which students understand content and can meet specific course goals/competencies. Teachers are expected to establish and communicate to their students before assessments clear expectations on grading through written guidelines and/or rubrics. Some rubric grades are translated into numerical grades that are reflected in PowerSchool while other rubric grades are used as feedback for students but may not be translated into numerical grades. Although teachers set their own criteria and communication per quarterly assignment, many teachers collaborate with a PLC in order to establish these expectations by course instead of individual class. In addition, the course-common midterms/finals are required to have clear grading criteria/rubrics and must be approved by the academic deans.

Teachers are currently in the process of building assessment maps to line up specific assessments to specific competencies. Some teachers are using elements of the department-wide rubrics to assess their students. In 2019-2020, the department-wide rubrics and school-wide rubrics will be used to report out in an "in house" system and the following year, 2020-2021, rubric scores will be published to families.

Related Files set 1 of 2

- [2019-04-08-09:01 animal farm persuasive essay rubric.docx](#)
- [2019-04-08-09:01 Analytical Discussion Rubric - Kristin LeFebvre.docx](#)
- [2019-04-08-09:01 Bibeau Web Design Rubric.docx](#)
- [2019-04-08-09:01 Chamber Singers MID Term 17-18.docx](#)
- [2019-04-08-09:01 Copy of Copy of Collage of Concern Art Walk.docx](#)
- [2019-04-08-09:01 APWH Rubrics 2018.pdf](#)
- [2019-04-08-09:01 Heat Transfer Rubric.docx](#)
- [2019-04-08-09:01 Generic Essay Rubric.docx](#)
- [2019-04-08-09:01 Kiln Gods Rubric.docx](#)
- [2019-04-08-09:01 Foundations portfolio self - eval.docx](#)
- [2019-04-08-09:01 elements af art poster eval.docx](#)
- [2019-04-08-09:01 WL Interpersonal Speaking Rubric.docx](#)

- [2019-04-08-09:01_WL Presentational Speaking Rubric.docx](#)
- [2019-04-08-09:01_Lesson Plan Implementation Rubric.docx](#)
- [2019-04-08-09:01_Schoenenberger_woodworking 1 rubric 2018.docx](#)

Related Files set 2 of 2

- [2019-04-08-09:01_Schoenenberger_woodworking 2 rubric 2018.docx](#)
- [2019-04-08-09:01_WL Presentational Writing Rubric.docx](#)
- [2019-04-08-09:01_New AP Pactice Exam.pdf](#)
- [2019-05-09-15:25_APPROVED English I Midterm.docx](#)
- [2019-05-09-15:37_Student Writing Lab Usage.htm](#)
- [2019-05-09-15:45_quick formative assessment example.pdf](#)
- [2019-05-09-15:48_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-05-09-15:51_robust formative assessment example.pdf](#)
- [2019-05-09-15:55_TRSD Math Assessment Map Algebra II CCP.pdf](#)

Standard 4 Indicator 6

In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

CONCLUSIONS

In each unit of study, teachers *consistently* employ a range of assessment strategies, including formative and summative assessments.

EVIDENCE AND EXPLANATION Evidence and Explanation

In the Endicott survey, 90.7% of staff agreed that teachers used a variety and range of assessments strategies including formative and summative assessments. 81.1% of students agreed that their teachers used a variety of methods to assess their learning (e.g., tests, oral presentations, reports, research papers/projects, etc.).

TRHS teachers implement a diverse range of both formative and summative assessments. Formative assessments include, but are not limited to, quizzes; creative writing prompts; partnered discussions; group discussions; whole class discussions; peer conferences; teacher conferences; online skill practice programs; simulations; role playing; essay-drafting; skits; and acting. Summative assessments include, but are not limited to, essays; oral presentations; video projects; tests, including multiple choice, short answer, and true/false; individual projects; group projects; labs; portfolios; creative writing pieces; three-dimensional product creations; and artistic pieces.

This diversity of formative and summative assessments can be seen throughout all disciplines at TRHS. For example, Woodshop students write summative essays describing their experiences building birdhouses while including vocabulary and safety protocols involved in the process. In American Studies, students are required to write fictional yet realistic immigrant diary stories chronicling their pursuits of the American Dream. Spanish III students choose real companies in the Spanish-speaking world to which they “apply” to jobs of their choice. For their “applications” they write cover letters and record videos in Spanish describing their skills, abilities, and what they could do for their potential companies. Spanish IV students interpret information and answer comprehension questions from a biography about Gabriel García Márquez in Spanish as part of a multi-tasked performance assessment. In accelerated Pre-Calculus, students participate in a group quiz in order to demonstrate the groups' agreed-upon comprehension and knowledge of the skills and concepts in the first textbook chapter learned.

Performance assessments are summative assessments that teachers create either independently or with other teachers of the same course. They assess students' ability to independently transfer one or more skills to a "real life" task. For example, they may be asked to write mock letters to the school board, demonstrating their ability to write persuasively. They may be asked to speak about plans for a hypothetical trip to Spain with a foreign exchange student, demonstrating their ability to speak in the target language. They may be asked to design an artistic bulletin board for a local library, demonstrating their ability to generate a plan and refine artistic ideas.

Related Files set 1 of 2

- [2019-04-08-09:02_Algebra I - The Golden Ratio Activity - Daneau.docx](#)
- [2019-04-08-09:02_Cold Hot Pack Assessment Monica Rogers.docx](#)
- [2019-04-08-09:02_CH1 coordinate Group quiz.docx](#)

- [2019-04-08-09:02_American Dream or American Nightmare Silveira.doc](#)
- [2019-04-08-09:02_angular velocity review.doc.docx](#)
- [2019-04-08-09:02_Calender Project- Dandurand.docx](#)
- [2019-04-08-09:02_Copy of Rubric Speaking_La siesta p 1-2.docx](#)
- [2019-04-08-09:02_Copy of CCP Escuchar Quin era Gabriel Garca Mrquez.docx](#)
- [2019-04-08-09:02_Copy of IPA Presentational Speaking and Writing.docx](#)
- [2019-04-08-09:02_Copy of Anlisis de Abuela Grillo el cortometraje acerca del agua en Bolivia.docx](#)
- [2019-04-08-09:02_Copy of Copy of Guidelines for story scene visuals.docx](#)
- [2019-04-08-09:02_Dangelo_Epic Poem Project_Sing muse.docx](#)
- [2019-04-08-09:02_Final Exam for Behavioral Psychology 2018.docx](#)
- [2019-04-08-09:02_Music Performance-Reflection Rubric.docx](#)
- [2019-04-08-09:02_Schoenenberger_Timberlane Bird house 7 Step Assignment.doc](#)

Related Files set 2 of 2

- [2019-04-08-09:02_Reconstruction Letter Silveira.docx](#)
- [2019-04-08-09:02_Graph Matching Motion.pdf](#)
- [2019-04-08-09:02_Schoenenberger_Timberlane cutting board 7 Step Assignment.doc](#)
- [2019-04-08-09:02_velocity acceleration car lab student version.docx](#)
- [2019-10-16-07:58_TRHS NEASC-CPS Self-Study Survey Results 10-05-2018.pdf](#)
- [2019-10-16-08:02_Spanish 3 ACC.pdf](#)

Standard 4 Indicator 7

Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

CONCLUSIONS

Many teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

EVIDENCE AND EXPLANATION Evidence and Explanation

Over the course of the year, there are a number of professional development- and half-days, department monthly meetings, and faculty monthly meetings that provide teachers with opportunities to meet formally in PLCs to discuss and document assessments through assessment mapping and assessment techniques through performance assessment creation. Faculty use these opportunities to discuss and plan future assessments, reconsider established assessments, continue work on assessment rubrics, and make revisions as needed based on past student performance and/or current student necessities. During these collaboration sessions, some teachers discuss and revise common assessment protocols such as the normalization of rubric scoring. They use student assessment feedback and statistics. Some teachers participate in PLCs during the school days that provide time for collaboration among all teachers of a particular course. Common assessments provide consistency in how students are evaluated. Teachers who take part in the PLC time work together to create common questions, projects, tests, benchmarks, question stems, and grading criteria/rubrics.

Since summative assessments are usually weighted more heavily in grading than formative assessments, it is especially important to ensure that the summative assessments align with the goals and expected outcomes of instruction.

Special Education teachers collaborate with regular education teachers to modify and adapt assessments for students with Individualized Education Programs (IEPs), 504s, and special needs. The Academic Support Center provides students a place to receive additional skill support on their course work. The Academic Support Center instructors communicate with teachers daily to inform them of their students' visits. In previous years, the Writing Lab was another location for academic support, and its support services were integrated into the Academic Support Center beginning with the 2019-2020 school year.

A group of teachers who teach College Board Advanced Placement (AP) courses meet monthly to discuss teaching and assessment methods and AP test-taking strategies. This collaboration has created additional consistency in AP courses and has allowed for teachers to brainstorm solutions addressing student weaknesses and areas for improvement.

Study halls are monitored by two teachers in one classroom. Many of the study hall teaching pairs were purposefully assigned based on the opportunity for collaboration between teachers of a particular department or course. This time has allowed for informal planning between teachers that has not had any additional impact on the school day and/or professional development schedule.

All midterms and finals are common by course and teachers of the same course must collaborate and create flexible compromises in style, length, and grading criteria of the exams. The finalized exams are submitted to the academic deans for review.

Teachers of World Studies and American Studies collaborate on a daily basis to ensure that their instruction is fluid, appropriate for heterogeneous grouping, a combination of all course competencies and skills, a balance of content, and planned for transitions and movement.

Related Files

- [2019-04-08-09:04_Copy of Foundations of Art Unit 2 performance task.docx](#)
- [2019-04-08-09:04_Algebra I ACC Final 2018.docx](#)
- [2019-04-08-09:04_Algebra IIA Midterm Boucher.docx](#)
- [2019-04-08-09:04_Algebra 1 CCP midterm 2016-2017.docx](#)
- [2019-04-08-09:04_Algebra IIA Final Boucher.docx](#)
- [2019-04-08-09:04_IED 2017_2018 Midterm Approved.docx](#)
- [2019-05-09-15:28_AP prereq form...docx](#)
- [2019-05-09-15:28_AP prereq form example.docx](#)
- [2019-05-09-15:56_TRSD Math Assessment Map Algebra II CCP.pdf](#)
- [2019-08-13-13:52_TRHS-POS-19-20-webversion.pdf](#)

Standard 4 Indicator 8

Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

CONCLUSIONS

The vast majority of teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

EVIDENCE AND EXPLANATION Evidence and Explanation

As students complete course specific projects and assignments, teachers provide relevant written and verbal feedback to encourage students to meet course expectations and competencies. Feedback is provided verbally through student/teacher conferences, discussions, and informal conversations during group or individual work time. Written feedback is provided through rubrics and grading sheets, comments on written work, [Google Docs](#), and [Google Classroom](#). Some teachers use the department-wide rubrics for providing feedback on student progress, assignments, and final projects and exams. Other teachers use their own grading criteria and rubrics per PLC or per teacher.

English teachers require students to participate in drafting processes in which they may receive feedback through peer conferencing, teacher conferencing, and verbal and written revision and editing suggestions. These practices provide students with relevant and timely feedback towards competency goals. Students are encouraged to make revisions to further their understanding and to strengthen their areas of weaknesses. For example, Portfolio Writing is a semester-long English elective that is offered to 11th and 12th graders. The Portfolio Writing course description states "Portfolio Writing is a workshop course that focuses on drafting, editing and revising on topics and issues of the students' choice. Students will choose and analyze a variety of fiction and nonfiction books, poems, and articles and create narrative, informative and argumentative writing pieces to be collected in a quarterly portfolio." In this course, students receive an abundance of feedback to improve their writing.

Math teachers frequently require students to participate in test/quiz corrections which improve their knowledge of the concepts and application of the skills.

Students may visit the Academic Support Center for additional support and feedback on their course work. Instructors work with students individually through verbal and written communication. The writing instructor works with students via walk-in and email appointments, and regularly visits English classes to assist students with class writing assignments. The math instructor assists students with their math assignments and facilitates peer tutoring on behalf of the Math Honor Society. The instructors communicate with teachers daily to inform them about their students' visits to the Academic Support Center. They also stay up to date with current assignments by following teachers' Google Classroom posts.

Learning Center and Excel Study are classes where students receive support with their course work. Learning Center teachers work with students one-on-one to provide them with additional skill work in the areas identified in their IEPs.

Related Files

- [2019-04-08-09:05_AP Lang Rhetorical Essay.docx](#)
- [2019-04-08-09:05_ap_physics1_test_good.pdf](#)
- [2019-04-08-09:05_ap_physics1_test_medium.pdf](#)
- [2019-04-08-09:05_Midterm Revision Mill.pdf](#)
- [2019-04-08-09:05_ap_physics1_test_poor.pdf](#)
- [2019-08-13-13:56_TRHS-POS-19-20.pdf](#)

Standard 4 Indicator 9

Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

CONCLUSIONS

Teachers regularly use formative assessment to inform and *often* adapt their instruction for the purpose of improving student learning.

EVIDENCE AND EXPLANATION Evidence and Explanation

According to the Endicott survey, 90.7% of teachers agreed that teachers used a variety and range of assessment strategies including formative and summative assessments. Quick formative assessments include pre-assessments, class polling, class discussions, practice problems, exit slips, think-pair-share, and more. More robust formative assessments include quizzes; short writing assignments; drafts of longer writing assignments; laboratory reports; online assessment activities, such as [Quizizz](#), [Quizlet](#), [No Red Ink](#), [Chomp Chomp](#), [Nearpod](#), [Kahoot](#), [Lingt](#), [Yabla](#), and [Padlet](#); and active reading note checks and annotations.

The results of these formative assessments often guide teachers in developing and adapting short- and long-term lesson plans, goals, and expectations. Adjustments may be made in the moment or during that specific class period, for a future class period or homework assignment, for a long-term project or assignment, or for a semester/year-long plan for a course.

[Achieve3000](#) and [Star](#) are both literary programs, non-fiction and fiction respectively, that teachers have been required to use. The data collected from these student assessment tools helps teachers plan instructional groups, assign specific readings within a particular Lexile range, and inform their day-to-day instructional goals and skill-building activities.

Related Files

- [2019-05-09-15:40 Weekly Achieve 3000 Data.docx](#)
- [2019-05-09-15:57 2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-05-09-16:00_robust formative assessment example.pdf](#)
- [2019-05-09-16:00_quick formative assessment example.pdf](#)
- [2019-09-06-08:14 Sample Nearpod Assessment.pdf](#)
- [2019-10-22-10:31 Star Data Example.pdf](#)

Standard 4 Indicator 10

Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice,

including all of the following:

- student work
- common course and common grade-level assessments
- individual and school-wide progress in achieving the school's 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni.

CONCLUSIONS

Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work, common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century learning expectations, standardized assessments and survey data from current students and alumni. The school, within its data-driven groups, does *not yet* examine data from sending schools, receiving schools, and post-secondary institutions.

EVIDENCE AND EXPLANATION Evidence and Explanation

Current work on department-wide rubrics will continue to inform teachers of necessary curriculum changes and adjustments to instructional practices. Teachers are also working on developing and completing assessment maps, which align assessments to competencies and allow members of departments to collaborate and share various resources and assessments that are currently being utilized.

All midterm and final exams are common by course. With their PLCs, teachers take time to review the midterm/final exams from the previous semester/year and make necessary changes and improvements. At that point, exams are submitted to the academic deans for approval. After the midterms/finals, teachers, along with their PLCs, reflect on the results. Focused discussions may include average scores, number of failures, and comparison to quarterly, semester, and/or yearly grades. At the administrative level, data between semester 1 midterms and finals is also compared to data collected from semester 2 midterms and finals to look for trends that might exist in a given course.

In the past five years, TRHS has included 21st century learning skills in all course curriculum documents based on the [Understanding by Design \(UbD\)](#) framework. 21st century learning expectations are embedded into course competencies with the implementation of day-to-day delivery of instruction and assessment.

For example, science curriculum documents include several 21st century learning expectations. They state that students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. Additionally, students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. Furthermore, students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.

Throughout the year, a wide range of assessments are used to track student learning and proficiency. Assessments include the [SAT](#), [Star testing](#), and [Smarter Balanced](#) (currently only used in 11th grade science). Past assessments include [Achieve3000](#) (2016-2019), Smarter Balanced for math and English (later replaced by [NH SAS](#)), and [NECAP](#) (also replaced by NH SAS). These standardized assessments in combination with day-to-day assessments through summative and performance assessments, provide teachers with a wide view of student proficiency.

Tripod surveys provide teachers with evaluation feedback which informs their shifts in instructional practices. The survey is given once a year to one or more classes per teacher and is a tool to help teachers understand how their students learn in their classrooms.

At the beginning of the school year, teachers set instructional goals through goal-setting and Student Learning Object (SLO) forms and meetings with their evaluators. At the end of the year, the data from the goals and SLOs are reflected on in reflection meetings with evaluators.

Related Files

- [2019-05-09-16:01_TRSD Math Assessment Map Algebra II CCP.pdf](#)
- [2019-05-09-16:01_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-05-09-16:01_AP prereq form...docx](#)
- [2019-05-09-16:01_AP prereq form example.docx](#)
- [2019-05-09-16:02_SAT essay prep - Science .doc](#)
- [2019-05-09-16:02_rubric.pdf](#)
- [2019-05-09-16:02_tips Khan Academy-CollegeBoard.doc](#)
- [2019-05-09-16:02_SAT--_TRSD curriculum.docx](#)
- [2019-05-09-16:07_2016 Finals Data A1 ACC A1 CCP Geo ACC.xlsx](#)
- [2019-09-06-08:28_Data Team Protocol.pdf](#)
- [2019-09-06-08:29_Teacher SLO.pdf](#)
- [2019-10-22-10:32_Star Data Example.pdf](#)

Standard 4 Indicator 11

Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

CONCLUSIONS

Grading and reporting practices are regularly and *collaboratively* reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

EVIDENCE AND EXPLANATION Evidence and Explanation

In creating SLOs, each teacher designs a benchmark for learning based on a group, whole class, or course level of students in his/her caseload. This goal helps teachers cater their assessments to a particular need and his/her teaching practices are often influenced.

Tripod survey results provide individual teachers with statistical feedback into indicators for improving their assessment formats and alignment.

The Endicott survey indicates that 63% of teachers reported that they examined evidence for the purpose of revising curriculum and instruction. 12% reported strongly in this category. These curriculum and instruction revisions lead to assessment revisions.

Syllabi and midterms/finals are set by all members in a course-specific PLC. The academic deans approve all of these. The collaboration between teachers and the approval by the deans ensures consistency within courses/departments.

The Grading and Reporting Committee, which is comprised of teachers and administrators, meets regularly to examine grading practices and set criteria for the future of competency based reporting.

Related Files

- [2019-04-08-09:10_Sp 3ccp Syllabus 2018-2019.docx](#)
- [2019-04-08-09:10_CCP Sp 2 Syllabus.docx](#)
- [2019-04-08-09:10_ACC Sp 3 Syllabus.docx](#)
- [2019-04-08-09:10_Intro to PE Syllabus 2018-2019.docx](#)
- [2019-04-08-09:10_Intro to Fitness Syllabus.docx](#)
- [2019-04-08-09:10_Health 1_17-18 syllabus template.docx](#)
- [2019-05-09-15:20_APPROVED World Studies Midterm Exam 2017-18 1.docx](#)
- [2019-05-09-16:04_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-05-09-16:12_agenda - 2_5_2019 .docx](#)
- [2019-05-09-16:12_Agenda 3-27-19.docx](#)
- [2019-10-08-13:01_TRHS Staff Handbook 2019-2020.pdf](#)

Standard 4 Executive Summary

EXECUTIVE SUMMARY

At TRHS, the professional staff does *not yet* continuously employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics. However, the school is in the process of developing and finalizing department-wide and school-wide rubrics and a reporting out system in order to meet this goal. TRHS teachers and administrators have been revising and finalizing department-wide and school-wide rubrics that will assist teachers in grading and reporting out on competencies "in house" during the 2019-2020 school year and to families during the 2020-2021 school year.

The school's professional staff *frequently* communicates informally, regularly communicates through traditional grades formally, and will be communicating through a hybrid grading system in the upcoming school year individual student progress in achieving the school's 21st century learning expectations to students and their families and the school's progress in achieving the school's 21st century learning expectations to the school community. Professional staff members regularly communicate individual student progress both informally through verbal and written communication and formally through the use of PowerSchool GradeBook. PowerSchool Pro will be used when the new reporting out system is implemented during the 2019-2020 school year.

Professional staff *frequently* collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. Teachers and administrators collect and track data at various levels to assess the level of success as it relates to a variety of district and building goals, the school's 21st century learning skills, instructional practices, and student engagement and learning. Data is collected from a variety of assessments and reflected on both individually and collaboratively.

Prior to each unit of study, teachers *often* communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed. Teachers communicate unit-specific goals and competencies to students both verbally and in writing. The 21st century learning expectations are articulated in the school's mission statement featured on the TRHS website and are included in course curriculum documents where applicable.

Prior to summative assessments, teachers *consistently* provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement. Before formative, summative, and performance assessments, teachers communicate grading criteria to students with the use of rubrics and/or written guidelines.

In each unit of study, teachers *consistently* employ a range of assessment strategies, including formative and summative assessments. Teachers use a variety of assessment methods that include formative, summative, and performance assessments and offer students numerous opportunities to experience class content and concepts in different formats. This diverse method of assessing student learning allows teachers to track student progress and growth within the competencies as a course progresses and adapt short- and long-term lesson planning, goals, and expectations to meet student needs. Educators and professionals are currently implementing new and creative assessments that are structured to make connections between important course concepts and "real world" applications, helping students to understand how to apply the concepts they have learned to solve "real world" problems.

Many teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. Teachers collaborate regularly throughout the year in their PLCs to revise and plan future assessments based on student performance and current student needs using a wide range of evidence. Teachers are in the process of developing assessment maps, which will identify

the assessments that are currently being used in all classes and pinpoint the specific competencies to which they relate. Teachers have also been focusing on increasing the number of performance assessments within a course. The end goal is to have all competencies assessed in one or more performance assessments by the conclusion of each course. All teachers of a PLC will have access to the performance assessment designed specifically for that course, thus helping students gain a more independent skill demonstration through participating in real world examples and applications. This initiative, along with the use of other summative and formative assessments, will help to ensure that students are provided with multiple indicators at various levels within their curriculum that will allow teachers to not only track progress but provide effective and timely feedback resulting in student growth and improvement. As TRHS teachers finalize the work that is currently underway on rubrics and performance assessment development, the area of assessment will continue to show improvement and growth.

The vast majority of teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work. Teachers provide both verbal and written feedback to students in a variety of ways. Teachers often require students to participate in revisions and/or corrections on assignments both individually and collaboratively to strengthen their understanding and application of important concepts and skills. Feedback is also available to students through a number of academic support facilities around the school.

Teachers regularly use formative assessment to inform and *often* adapt their instruction for the purpose of improving student learning. Examples of formative assessments include, but are not limited to, quizzes; short writing assignments; drafts of longer writing assignments; laboratory reports; online assessment activities, such as [Quizizz](#), [Quizlet](#), [No Red Ink](#), [Chomp Chomp](#), [Nearpod](#), [Kahoot](#), [Lingt](#), [Yabla](#), and [Padlet](#); and active reading note checks and annotations. The results of formative assessments guide teachers in the development and adaptation of short-term and long-term lesson plans, goals, and expectations.

Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work, common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century learning expectations, standardized assessments and survey data from current students and alumni. The school, within its data-driven groups, does *not yet* examine data from sending schools, receiving schools, and post-secondary institutions. Assessment data has been collected from the [SAT](#), [Star testing](#), [Smarter Balanced](#), [NH SAS](#), [NECAP](#), and [Achieve3000](#).

Grading and reporting practices are regularly and *collaboratively* reviewed and revised to ensure alignment with the school's core values and beliefs about learning. These practices are reviewed and revised utilizing SLOs, Tripod survey data, and course-specific PLCs, as well as via Grading and Reporting Committee meetings.

Based on the rating guide for the standard, TRHS judges its adherence to the standard as ACCEPTABLE.

ADVISORY RATING

- Acceptable

Standard 4 Strengths

STRENGTH

TRHS displays a range of assessment methods.

STRENGTH

Teachers are willing to collaborate on and use innovative methods of assessment.

STRENGTH

Teachers use reflection and data to improve assessments and student learning.

STRENGTH

Teachers have a vital role in developing the assessments and rubrics.

Standard 4 Needs

NEEDS

More consistent department and PLC time to work on assessment collaboration.

NEEDS

More opportunities to provide remediation and enrichment for all students.

NEEDS

Continue to develop the plan to report out to families on competencies.

NEEDS

Develop a plan to better communicate assessment data to the community.

Standard 5 Indicator 1

The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

CONCLUSIONS

The Timberlane Regional High School (TRHS) community *collaboratively*, consciously, and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS has taken many positive steps to increase school safety, including several additions to the building over the last ten years. Additions include the installation of safety glass in the front office, and locks and alarms on the exterior doors. Staff are provided with swipe cards that allow access in and out of the building. The new alarm system ensures that during school operating hours students and staff can only leave or enter through the main office. Along with physical changes, many protocols and procedures are in place to ensure safety, ranging from the student hall pass system to evacuation and lockdown procedures. The school runs fire drills, shelter-in-place drills, and lockdown drills where teachers and administrators execute and reflect on the practice and make any changes needed to enhance the school's preparedness. TRHS also houses a school resource officer (SRO) who works with the administrative teams in both the middle and high school buildings. His office is located within the high school and students are encouraged to visit with him if they have any concerns. Many students have forged positive relationships with the SRO and converse with him throughout the day in the hallways and in his office.

The results of the Endicott Research Center survey show that all three demographics—students, staff, and parents—felt that TRHS did well in promoting school safety. Among the 108 staff polled, 67.6% agreed that the school's culture was safe, positive, and supportive. Among the 88 parents, 72.7% agreed that the school provided a safe, positive, respectful, and supportive school culture. When students were directly asked if they felt safe in school, 60% indicated that they felt safe, while 13% indicated that they did not. Of concern, however, were the quarter of respondents that were undecided. It is unclear whether the unsure responses meant that they didn't know if they were safe, didn't feel safe enough, or didn't understand what it meant to be safe.

Related to safety is the issue of bullying, a category the that Timberlane Regional School District (TRSD) has been focused on as a whole. During the 2018-2019 school year, the district, driven by the School Administrative Unit (SAU), adopted a new anti-bullying training program called No Bully. [No Bully](#) is a preventative and responsive program that involves leadership from staff and students who take part in the response team. All staff will be trained in this initiative before the end of the 2019-2020 school year. TRHS staff are dedicated to following the necessary steps to help support all students.

According to the results of the Endicott survey, while teachers and parents strongly felt that TRHS was supporting students and helping them assume responsibility for their learning, the students were a three-way split, with slightly more than a third feeling that teachers were concerned about their learning, a quarter undecided, and a third feeling that they were not being supported. This may indicate that more work supporting students and fostering relationships between students and staff may be fruitful in the future.

TRHS has a vibrant and extensive collection of programs and activities involving clubs, sports, honor societies, arts, music, student government, community outreach, and more, in addition to class-specific and school spirit events. Parents, students, and staff alike viewed this as positive by at least a 6:1 ratio. The undecided portion

was at most 25 percent and even within the student body only 5 percent saw it as negative. This is further evidenced by the extensive list of clubs, activities, and experiences TRHS offers its students. There are also many [video](#) and [photo](#) resources capturing some of these groups in action on the school website. Students have many outlets for creativity and academic excellence both in and out of the classroom.

Among these experiences are two clubs that work toward creating a positive presence for students and staff throughout the building: the Positive School Culture Crew and Life of an Owl.

The Positive School Culture Crew is a group of staff and students who meet voluntarily to brainstorm ways to enhance school culture and promote positivity within the building and implement new experiences and programming for staff and students alike. Among some of the initiatives spurred by the group to improve school culture were midterm and final exam resources and workshops, the "Random Acts of Kindness Classroom Challenge", and inspirational quotes painted and hung throughout the building.

Life of an Owl, which is Timberlane's branch of [Life of an Athlete](#), is a youth leadership development program that has been promoted statewide by the New Hampshire Interscholastic Athletic Association (NHIAA) and various substance abuse prevention organizations. Student leaders are selected based on the specific criteria of the "5 C's of Leadership", which are Competence, Citizenship, Chemical Health, Character, and Civility. Student leaders attend a day long training session with NHIAA and TRHS staff involving the effects of many lifestyle decisions on human performance, including diet, sleep, substance abuse, etc., that was developed at the Lake Placid Olympic Training Center. The social norms for these leaders begin to change when students challenge each other to be better versions of themselves both on and off the athletic fields. Students learn that one night of binge drinking or substance abuse can lead to losing two weeks' worth of preparation and conditioning. Student learning is reinforced by monthly meetings, discussion, and hands-on "scenario work" that cover various topics on lifestyle and how to handle difficult situations in setting examples for their peers. The group also has opportunities to lead discussions at the middle school to prepare the eighth grade leaders before their transition to the high school.

Furthermore, members of the school community have many outlets to showcase their support of one another and of the greater community. For example, the Junkman's Choir is a group comprised of staff and students who gather on Friday mornings in the front hallway to sing several positive songs to set the tone for the day. Participation is completely voluntary and musicality is not required—just a smile and genuine desire to promote positivity. In the aftermath of the Stoneman Douglas school shooting, the group dedicated three special songs to those affected and sent them a video of the performance to show its support. Students for Support is a student-led group that organized a rally and provided a venue and voice for students to unite. The school's improv group, [the Milkmen](#), [donates all ticket sale proceeds to charitable causes](#). Project Hope puts on a yearly fashion show to raise money for cancer research. Staff members within the building also demonstrate their support of the Timberlane community by holding weekly "Jeans Day" fundraisers where staff are permitted to wear jeans if they donate money and/or goods to a cause connected to the district, often donating above the minimum.

The Endicott survey indicates that, on the topic of respect, 71% of students believed that teachers respected students, 47.5% believed that students respected teachers, and only 40.9% believed that students respected one another.

School pride, while not specifically academic, does affect academics. According to the Endicott survey, only 44.5% of students indicated that they felt proud of their school. There is currently no data available that would indicate why student pride is so low. The question that asked if students felt proud of their school was one of only two questions that resulted in over 10% strongly disagreeing (10.5%). The other question was related to teachers' concern for students' learning discussed earlier.

As evidenced, TRHS continuously strives to build a safe, positive, respectful, and supportive culture, but does have opportunities for growth with regard to school pride.

Related Files

- [2019-03-14-18:21_LOA - MS Presentation at Northern Essex.pptx](#)

- [2019-05-09-15:10_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-08-13-14:16_List of Student Clubs Activities.pdf](#)
- [2019-08-13-14:18_Positive School Culture Crew- Action Items 2018-2019.pdf](#)
- [2019-08-13-14:18_EXAM RESOURCES and WORKSHOPS.pdf](#)
- [2019-08-13-14:18_Positive School Culture Crew- Faculty Meeting Feb.pdf](#)
- [2019-08-13-14:27_2019-01-26-14_23_trhs-loa-leadership-handbook.pdf](#)
- [2019-10-08-13:06_2019-2020 Emergency Drills.pdf](#)
- [2019-10-08-13:06_Alarm Email.PNG](#)
- [2019-10-08-13:11_No Bully Visit Dates.pdf](#)
- [2019-10-08-13:11_Color No Bully Scan.pdf](#)
- [2019-10-08-13:11_Solution Coach Handbook.pdf](#)
- [2019-10-08-13:17_Jeans Day Causes 2018.pdf](#)
- [2019-10-15-10:52_TRSD Drill Procedures.pdf](#)

Standard 5 Indicator 2

The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.

CONCLUSIONS

The school is *consistently* equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS offers equitable and inclusive curriculum choices. With the district's focus on rigor and with the amount of curriculum work the whole faculty has undertaken over the past five years, students have many opportunities to access challenging academic experiences both in the classroom and through educational experiences beyond the classroom. Through faculty work on performance assessments for each class, students are offered an education guided by 21st century learning expectations [embedded in each class's curriculum](#). All the work done by the staff throughout the district focuses on equitable, inclusive, and heterogeneous standards.

With the whole district working on creating performance assessments and curriculum that scaffolds from K-12, as well as phasing in competency-based reporting alongside traditional numeric grades, TRHS is working positively toward aligning challenging and diverse course selections with 21st century standards of assessment.

There is overwhelming evidence from both students and staff that the school is equitable, inclusive, and fosters heterogeneity. Every student over the course of the high school experience is enrolled in a minimum of one heterogeneously-grouped core course. When students were asked if they had a number of opportunities to take courses in which students of varying levels of ability were enrolled, 22.7% strongly agreed with the statement. 54.3% agreed with the statement, while only 5.3% disagreed or strongly disagreed. When staff were asked if the school was equitable and inclusive, ensuring access to challenging academic experiences for all students and ensuring that courses throughout the curriculum were populated with students reflecting the diversity of the student body, 76.8% agreed or strongly agreed with the statement. 4.6% disagreed, while no staff members strongly disagreed, and 18.5% were undecided.

To further foster inclusiveness and heterogeneity, Special Education students are integrated in all levels of course offerings at TRHS and participate in blended courses like Unified and Adapted Physical Education and after school programs like [Best Buddies](#).

Students also have many elective courses that can be taken for either accelerated (ACC), college and career preparation (CCP), or non-leveled credit. Some courses offer contracts so students can opt to receive ACC or CCP credit based upon specified curriculum expectations. Other electives, especially non-leveled courses, accept any student who wishes to enroll in the class. The contracted courses available at TRHS include World Studies, American Studies, History of Sports, Pop Culture, American Film and Values, Creative Book Transformation, Portfolio Writing, Creative Writing, Journalism, and Graphic Novel. The non-leveled courses available to students are Art, Music, Culinary, Home and Industrial Technology.

Some classes even go beyond the classroom curriculum expectation. For instance, in Playwriting, even though students take the course for one fall semester, they continue working through the spring semester on plays they wrote in class in preparation for an annual one-act play festival presented each June. The students work with members of the Timberlane Players, the high school theater group. The Playwriting class also engages in two 24-hour playwriting weekends in which the class spends an evening from 7:00 p.m. Friday to 7:00 a.m. Saturday writing one-act plays which are then disseminated to actors and directors who perform their plays on Saturday evening. The Playwriting class, like most electives at the high school, is open to any student.

All students who wish to take ACC and/or Advanced Placement (AP) classes must receive recommendations from their core course teachers during the course selection process that takes place in the early spring for the following school year. However, students can advocate for themselves by going to the School Counseling Office and talking with the school counseling staff about being considered for an ACC or AP class. Students are given ample opportunities to speak with teachers, parents, administration, and their school counselors in order to be considered for courses that need faculty recommendations.

Related Files

- [2019-03-08-09:59_TRHS-POS-19-20-webversion.pdf](#)
- [2019-05-09-15:07_performance assessment roles.pdf](#)
- [2019-05-09-15:07_Performance Assessments.doc](#)
- [2019-05-09-15:13_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-05-09-15:24_Sample Performance Assessment Map.PNG](#)
- [2019-10-08-13:31_TRHS Best Buddies Newsletter Piece.pdf](#)
- [2019-10-22-10:38_UAN1.mp4](#)
- [2019-10-22-10:38_UAN2.m4v](#)

Standard 5 Indicator 3

There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

CONCLUSIONS

There *is not yet* a formal, ongoing program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations. However, an advisory program has been introduced in the 2019-2020 school year to meet this need.

EVIDENCE AND EXPLANATION Evidence and Explanation

Prior to the 2017-2018 school year, TRHS included advisory programs. The school previously had advisories during lunch periods for freshmen. Teachers chose to be advisors for groups of about fifteen students and came up with their own activities and discussions for their own groups. Over a period of two years, the program evolved into a school-wide program where it became mandatory for all professional staff to take part. An extended period was added during which all staff and students met in their designated advisory classes. Students were randomly assigned by grade to a pair of staff members who followed a specific curriculum developed for their designated grade based upon that grade's particular needs. For example, senior advisories focused extensively on post-secondary planning, while freshman advisories focused on the transition to high school. However, because the program was transcribed, many staff members did not agree with the implementation of the required activities and guided conversations. After two years, the program was discontinued when the school began its shift to block scheduling. One of the primary reasons for the move to block scheduling centered around the school's ability to personalize learning opportunities and allow teachers to have deeper conversations and relationships with students. After the transition to the block schedule, the school did not introduce an additional advisory program until the 2019-2020 school year.

Currently (2019-2020) a new advisory program is in place. A group of teachers and an administrator met over the summer to plan advisory for the year. They designed a bank of resources for student-centered activities and discussions and planned out the logistics (frequency of meetings, time frame, etc). Faculty and staff will lead the advisories in the 2019-2020 school year, but the plan is to have students lead advisories in the 2020-2021 school year.

During the 2018-2019 school year, a new program was introduced called the [Letters to Students program](#). Faculty members volunteered to write letters to different students each week. A list was maintained of all the students in the school and each week every staff member selected and wrote a letter to a student on the list who had not already received one. The letters could be positive, encouraging, or simply discuss the good things the students had done. The goal was to write a letter to every student over the course of the school year in an effort to foster positive relationships with as many students as possible.

In addition, a [transfer student mentoring program](#) run by the School Counseling Office was introduced during the 2018-2019 school year that stemmed from discussions in the Positive School Culture Committee regarding the need to find adult supports for new transfer students. Teacher volunteers complete a [Google survey](#) regarding their personal interests, hobbies, and passions. As new transfer students enroll at TRHS, the students also take the same survey. From there, transfer students and adult staff members are paired up based upon shared

interests. This provides new transfer students with a connection to another adult in the building outside of their school counselor.

TRHS has many extracurricular opportunities where students and staff form deeper relationships that extend outside of the classroom. Students have coaches and club advisors in the building who serve as mentors and contacts outside of an academic setting. These extracurricular experiences enable students to form strong relationships with staff members who know them well and support and encourage them to thrive inside and outside the classroom. Furthermore, alongside the development and implementation of school-wide curriculum rubrics, the school is also developing school-wide social and civic rubrics. These rubrics will be introduced in the 2019-2020 school year and students' social and civic competencies will be reported "in-house" for the first year. In the 2020-2021 school year, the school will begin reporting out to families. The reports will indicate a more comprehensive view each student.

According to the Endicott survey, 43.6% of students agreed and 29.4% disagreed that there was a program that provided students with an adult other than a guidance counselor. 56.2% of students believed that there was an adult in the school who knew them well and regularly helped them succeed, compared to 19.2% who did not. Although the advisory program has yet to be implemented, the data indicates that many students at TRHS have good relationships with their teachers. Additionally, the survey results reveal that teachers make an effort to foster personal relationships with students in the building.

Related Files

- [2019-03-08-10:32_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-05-09-15:34_Work Study Practices OWLS two pager.pdf](#)
- [2019-05-09-15:34_Work Study Practices OWLS High School may 6 2019.pdf](#)
- [2019-10-08-13:32_2019-08-13-14_16_List of Student Clubs Activities.pdf](#)
- [2019-10-08-13:32_Advisory Presentation.pptx](#)
- [2019-10-22-10:25_Advisory Calendar.pdf](#)
- [2019-10-22-10:25_Advisory Writing or Discussion Topics.pdf](#)
- [2019-10-22-10:25_Advisory Classroom Movement Activities.pdf](#)
- [2019-10-22-10:25_Advisory Ted Talk List.pdf](#)
- [2019-10-22-10:25_Advisory Bell Schedule.pdf](#)
- [2019-10-22-10:25_Advisory Classroom Activities.pdf](#)
- [2019-10-22-10:25_Advisory Large Space Movement Activities.pdf](#)

Standard 5 Indicator 4

In order to improve student learning through professional development, the principal and professional staff:

- engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
- use resources outside of the school to maintain currency with best practices
- dedicate formal time to implement professional development
- apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

CONCLUSIONS

In order to improve student learning through professional development, the principal and professional staff *regularly* engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; use resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

EVIDENCE AND EXPLANATION Evidence and Explanation

The district's Professional Development Committee coordinates the development and delivery of professional development (PD) activities and resources. The Professional Development Committee is comprised of TRSD teachers, paraprofessionals, support staff, administration, and representatives from technology that research and organize professional learning activities to be offered after school and on scheduled PD days. These PD events aim to give teachers knowledge and resources that can be used to better support their classroom needs.

The school also employs the use of Professional Learning Communities (PLCs) that are developed in a natural format of content areas, grade levels, and service providers. The focus has been on teaching methodology, and more specifically on how students learn and how teachers know they are learning. Time is allotted on a weekly or monthly basis for PLCs to discuss curriculum, assessment, and student outcomes. Teachers work in groups based on the classes/grade levels they teach. This allocated time allows teachers to collaborate with the aim of better instruction and student performance. In addition to PLCs, collaboration is further encouraged through the pairing of teachers for hall or study hall duty. Administration pairs teachers up for these duties in order to give them extra time to plan, collaborate, and reflect with one another during these duty periods.

Eight years ago, the academic deans introduced "Coffee and Conversation", an open-door workshop opportunity offered during several school days each year. Teachers and other professional staff discuss concerns, share ideas, and collaborate in their learning. On some occasions, specialized speakers or consultants are brought in to lead the sessions. Many sessions have been oriented around school-wide initiatives to better support staff. Some topics covered in the past include using formative data to personalize learning, small group learning and instruction, "out of seats" strategies, and structuring the last 15 minutes of class. Each instance attracts an average of 20-30 participants.

The school traditionally budgets money and time for teachers to attend PD activities in and out of the building. TRHS allocates \$400 per professional for the use of district resources used in the classroom and to meet the NH teacher re-certification requirements. Course reimbursement is \$425 per credit hour. The amount of money available annually for course reimbursements is roughly \$120,000 split among the schools. TRHS also allocates \$400 per professional for out-of-district resources to learn and maintain outside certifications. The school also partners with SNHU to offer a master's level program in curriculum and leadership delivered on the TRHS

campus. In the past, the district also collaborated with Granite State College to offer paraprofessional certification. Timberlane participates in health related opportunities in the form of professional development by affiliating with Health Trust's "Slice of Life" initiatives such as step-recording, weight loss incentives, and month-long challenges like the "Pay it Forward" challenge.

Teachers as experts are sought after and offered stipends to share their expertise with others either after school or on PD days. They hold workshops and talks attended by other staff members. These opportunities are advertised on TeachPoint, the district program used by professional staff to sign up for and maintain a record of their PD activities. Some examples of teacher-led workshops include "Creating Unity in Community", "Discussion Techniques for the Classroom", "What Works for Me", "Vaping 101 for Educators", "The Truth about Vaping", and "Strategies for Captivating, Challenging, and Caring for Your Students".

The technology department consistently provides opportunities to participate in professional development activities in district and through web-based applications. Timberlane technology integration specialists continuously identify and make available to staff online workshops, blogs, and other web-based resources that are generally free and diverse in nature.

The principal and members of administration also participate in PD. They complete a "needs assessment" to learn in what area PD is needed and plan speakers/activities/events appropriately. These events also align with the state teacher re-certification cycles. PD has focused largely on the integration of technology over the last several years, such as in the utilization of technology for instruction, assessment, tracking student progress, and informing instructional needs. Examples include the use of [PowerSchool](#), [Star testing](#), [Edgenuity](#) for credit recovery, and [TeachPoint](#).

Related Files

- [2019-03-15-10:19_Pay It Foward Flyer.pdf](#)
- [2019-10-15-10:04_Tech PD Examples.pdf](#)
- [2019-10-15-10:22_Coffee and Convo Emails- 2017-2018.pdf](#)
- [2019-10-15-10:22_Creating Unity in Community.pdf](#)
- [2019-10-15-10:22_Discussion Techniques.pdf](#)
- [2019-10-15-10:22_Vaping 101 for Educators.pdf](#)
- [2019-10-15-10:22_Out of Seat Strategies.pdf](#)
- [2019-10-15-10:22_Strategies for Captivating Challenging and Caring for Your Students.pdf](#)
- [2019-10-15-10:22_The Truth About Vaping.pdf](#)
- [2019-10-15-10:31_Strategies to fill the last minutes of class.pdf](#)

Standard 5 Indicator 5

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.

CONCLUSIONS

School leaders *consistently* and regularly use research-based evaluation and supervision processes that accurately focus on improved student learning.

EVIDENCE AND EXPLANATION Evidence and Explanation

School leaders take part in a variety of professional development programs. The [Timberlane Executive Leadership Academy \(TELA\)](#) program that provides, among other things, research-based supervision processes—training and calibration—that are used to evaluate teachers. TELA was created by the superintendent from the suggestion of the teachers to help improve evaluation and provide continuity between the seven district school buildings' leaders. In the past three years, sessions have provided training on diversity awareness, providing feedback, calibration of feedback provided to educators, special education case studies, Title IV, and other legal matters in education. In addition to TELA, administrators also receive training at the NH School Administrators Association annual training program, the Principal Leadership Academy, and the NH Principals Law Conference. All district administrators have funds allocated for their own professional development.

Evaluation is divided among the principal, assistant principals, academic deans, and the Special Education Director. The professional staff evaluation process was developed by a committee comprised of Timberlane Teachers Association (TTA) members and administrators. The district follows the [Charlotte Danielson framework](#) for teaching, and the [School District Professional Evaluation Plan](#) includes the supporting documents and guidelines for supporting best practices. Article 14 of the [Articles of Agreement](#) between the Timberlane Regional School Board and the TTA outlines the evaluation plan. TRSD has a mentor program in place to introduce its new teachers to the Danielson framework and each of its four domains if they are not already familiar.

The district-wide evaluation process for teachers is done with the purpose of improving teachers' abilities to better student learning. Each teacher in the district is assigned an evaluator. The evaluation process occurs in three-year cycles that align with teachers' re-certification cycles. Teachers who have worked in the district for fewer than five years have two formal evaluations each school year, while teachers who have worked in the district for five years or longer have one formal evaluation every three years. All teachers have two informal evaluations each year. Teachers are expected to complete a self-assessment, create goals and student learning objectives (SLOs), develop a plan to meet those goals, and complete a summative self-reflection. Evaluators will approve the goals, SLOs, and the plan to accomplish them. [TeachPoint](#) is used to document each step of the evaluation process. Throughout the course of the year, administrators conduct informal and formal evaluations, as well as walkthroughs, as a means to provide staff with feedback to further improve their teaching practices. Informal observations consist of evaluators observing a 20-30 minute portion of a lesson and then providing the teacher with feedback on TeachPoint via the informal observation form. Formal evaluations consist of a pre-planning meeting prior to the lesson, the observation of the lesson, and a follow-up conference between the teacher and evaluator. The feedback consists of a transcription of what the evaluator observed in each of the four Danielson domains accompanied by a rating for each. Pages 10 and 11 of the [School District Professional Evaluation Plan](#) detail the frequency of these observations. In addition to the teacher evaluations, building

administrators also perform walkthroughs of classrooms. Walkthroughs provide data informing administration and teachers about current practices. Each department has a walkthrough evaluation form that is tailored to its subject.

Related Files

- [2019-02-28-10:20 PARAEDUCATOR JOB DESCRIPTION-TSSU.pdf](#)
- [2019-02-28-10:20_SLO Form Template copy or download this form and save as before you type in it.pdf](#)
- [2019-02-28-10:20_Goal Form Annual Reflection template.pdf](#)
- [2019-02-28-10:20_SLO Annual Reflection template.pdf](#)
- [2019-02-28-10:20 Para Eval Rubric Final Master 01 23 2018-editable.pdf](#)
- [2019-10-08-13:36_NH Principals Academy Agenda.pdf](#)
- [2019-10-08-13:39_2019-02-20-13_57_Walkthrough 2018-2019 - Google Forms.pdf](#)
- [2019-10-08-13:39_2019-05-09-16_07_Informal Observation Template.pdf](#)
- [2019-10-08-13:39_2019-05-09-16_07_Formal Observation Template.pdf](#)
- [2019-10-15-11:46_Danielson Domains with Indicators.pdf](#)

Standard 5 Indicator 6

The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

CONCLUSIONS

The organization of time *effectively* supports researched-based instruction, professional collaboration among teachers, and the learning needs of all students.

EVIDENCE AND EXPLANATION Evidence and Explanation

The school day is comprised of four 90-minute block periods each day. The schedule is further broken down into A and B days with four different classes each day. The [schedule](#) is set before the start of the school year so students know the A and B days for the entire year. The choice to have four different classes on each day allows students to have an extra day between each class to get extra help and complete homework. Online Learning days are held on snow days to encourage learning even when the weather prohibits safe travel to the school.

Any student in a study hall or free period can request access to an Academic Support Center or Writing Lab where there are staff members tasked with helping students one-on-one. In the Academic Support Center, students volunteer their time to tutor their peers in a variety of academic courses. A communication system has also been developed to notify teachers when their students access the Academic Support Center for help in order to improve Response to Intervention (RTI) efforts. Additionally, study halls are staffed by core academic teachers to allow study hall students to visit other study halls for academic support from teachers in any discipline.

The change to the block schedule has resulted in additional class time to support the learning needs of all students. The block schedule also allows for more common planning time for teachers to meet within their disciplines and discuss student needs. The master schedule parameters are built around teachers of the same discipline having common planning time. Professional development is scheduled within the school year in half- and full-day increments to provide teachers with additional education in teaching, learning, and instruction. Over the last few years the school has focused its efforts on teaching in the block, competency-based education, and consistency within the core curriculum. Excellent progress continues to be made as the scheduling processes are updated each year. The change to block scheduling also led to a reexamination of programs like academic advisory.

Freshman Academy was configured several years ago to enable a smooth transition for students entering the high school. It features a Freshman Orientation night for freshman students and their parents and a team-building day at the [Adventurelore](#) campground for staff and students. Early in its fruition, Freshman Academy was also accompanied by a planning model which allowed for collaboration and enhanced RTI efforts from staff in order to better serve these students, but due to contractual restrictions on time, this aspect of the program no longer occurs regularly.

The block class schedule shows the length of students' class periods and the amount of time teachers have to work together when they have common plan time.

The Faculty meetings, department PLC's, and the calendar days for professional development document and the teacher free constraints document both outline the time dedicated for teachers to collaborate in their PLCs, departments, and with the full faculty to better assist students.

Related Files

- [2019-09-06-10:55_Daily-Bell Schedule With Lunches 2019-2020.pdf](#)
- [2019-10-08-13:45_RTI- Communication Email.pdf](#)
- [2019-10-08-13:49_List of Time Available for Faculty to Meet and Collaborate.pdf](#)
- [2019-10-08-13:49_Teachers Free for PLC in Master Schedule.pdf](#)
- [2019-10-08-13:49_Calendar-2019-20-Block-A-B-Day.pdf](#)
- [2019-10-08-13:57_Advisory Presentation.pptx](#)

Standard 5 Indicator 7

Student load and class size enable teachers to meet the learning needs of individual students.

CONCLUSIONS

Manageable student load and class size enable teachers to *effectively* meet the learning needs of individual students.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS strives for lower average class size and student load to allow for personalization of instruction. Average class size in major academic areas such as English, math, social studies, and science is approximately 17 students per class. Consequently, teacher load across disciplines is equally low to allow for personalization.

The Special Education Department offers smaller academic and support classes to better serve the needs of the students.

Over the years, TRHS has added classes to the Program of Studies to provide students with more varied choices of elective classes in each discipline. There are a wide variety of electives for students to choose from to fill their elective choices for their graduation requirements.

TRHS offers an Evening Division program, described within the Program of Studies, that provides students with the option to take one or more courses in the evening to fulfill their academic requirements. Additionally, TRHS offers a [High School Equivalency Test \(HiSET\)](#) option for students who have a difficult time in a traditional classroom setting. Students have the ability to earn a high school diploma by passing the HiSET exam along with other set requirements. In addition, the [Edgenuity](#) credit recovery program allows students who have failed a quarter while still enrolled in the course to achieve a passing grade while also keeping coursework relevant. This option is available to students throughout the school year and during the summer.

A copy of the Master Schedule is included to show the sizes of all classes and the number of classes taught by each teacher.

Related Files

- [2019-02-28-14:54_HiSet Option Brochure-Application 2018 Update.pdf](#)
- [2019-02-28-14:54_HiSET Registration Steps.pdf](#)
- [2019-10-21-14:24_Summer-Credit-Recovery-Info-and-Registration-Form-2017.pdf](#)
- [2019-10-21-14:24_TRHS-POS-19-20-webversion.pdf](#)
- [2019-10-21-14:24_Copy of Master Schedule.pdf](#)

Standard 5 Indicator 8

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

CONCLUSIONS

The principal, working with other building leaders, *consistently* provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

EVIDENCE AND EXPLANATION Evidence and Explanation

The principal takes an active role in building a culture of optimistic, passionate, and hard-working staff that support and nurture the school's values, beliefs, and learning expectations.

The TRHS administrative team uses information gathered from monthly meetings to help guide its decision-making. The district-level meetings enable administrators across the district to align the efforts of all schools, the school board, and the superintendent. In addition to these district meetings, the principal attends the regional south central principals meeting to collaborate and share strategies for dealing with common issues involving substance abuse, mental health, and school management. These meetings have served as a helpful platform to inform the principal of various approaches schools have utilized and learn from other schools' experiences. Furthermore, all work done with administrative data, district data, TELA, professional meetings, and the New Hampshire Association of Secondary School Principals helps to strengthen the [schools' mission, core values, and instructional goals](#). The administrative team shares this information in a multitude of venues for public access. According to the Endicott Survey results, 63.7% of students and 75.9% of teachers said they had a clear understanding of what the principal wanted the school to accomplish.

At the building level, the principal meets with building administrators once a week as part of the Principal's Leadership Team. All members of the administrative team work collaboratively to plan, problem-solve, and brainstorm school programming, procedures, and initiatives. The entire administrative team leads faculty meetings, department meetings, and also provides professional development opportunities through opportunities like "Coffee and Conversations". Administrators conduct evaluations and goal-setting meetings with staff to better support educators and foster professional growth. The academic deans lead by example, each responsible for teaching one course in addition to their administrative duties.

The principal uses a variety of formats to publicly inform the community regarding core values, beliefs, and learning expectations. These public formats include, but are not limited to, meeting minutes and district documents, like the [Strategic Plan](#); the [Principal's Newsletter](#); the [Daily Bulletin](#); phone calls through the Alert Now system; press releases; and articles in the National Principal's newsletter. The principal uses a multitude of the most current venues to report the outcomes and status of the leadership plan to the school and the surrounding community.

Related Files

- [2019-10-11-12:34 TRHS NEASC-CPS Self-Study Survey Results 10-05-18.pdf](#)
- [2019-10-11-12:36 TRSD Strategic Plan 2018-2023.pdf](#)
- [2019-10-11-12:37 Principals Newsletter July 2019.pdf](#)

- [2019-10-11-12:37_Principals Newsletter September 2019.pdf](#)
- [2019-10-11-12:37_Principals Newsletter October 2019.pdf](#)
- [2019-10-15-10:54_Coffee and Convo Emails- 2017-2018.pdf](#)

Standard 5 Indicator 9

Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

CONCLUSIONS

Most teachers, students, and parents are actively involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS embraces the concept of parents as partners in education and students as active participants in their education. Communication is open between families and the school, creating a positive environment of support. Multiple opportunities exist to empower all stakeholders in goal-setting and decision-making through school councils, committees, school improvement teams, and other organizations.

Parents, teachers, and students interact and collaborate in a variety of ways at TRHS. The mission of the [Parent, Teacher, Student Association \(PTSA\)](#) is to encourage and strengthen communications and connections between the schools and parents. The initiatives sponsored by the PTSA promote a positive climate with activities such as the “Safe Celebration Campaigns” and “Teacher Appreciation Days”.

On the district level, there are several [superintendent advisory boards](#) such as the Technology Plan Advisory Committee, the Enrichment/STEAM Advisory Committee, and the very active [Timberlane Parent Advisory Forum \(TPAF\)](#) and PTSA. TPAF is an organization of parents that hosts events and makes recommendations on various topics. They organize the “Teacher Appreciation Day” events and have hosted workshops for teachers, parents, and students alike. District partnerships are also encouraged with organizations that address athletics, community service, transition to adult life, and the arts.

On the ground level, students are actively involved in decision-making, stewardship, and ownership of policy, representing the school in organizations like the Student Council, the Executive Board, National Honor Society, Best Buddies, and Students of Service. Each student-led group engages in activities that promote positive school culture and extend into the community by organizing fundraising opportunities for cancer research, scholarships, extended learning opportunities, and aid to local families in need.

Teachers have advisory and decision-making functions in school-based forums such as various curriculum, climate/culture, and student-oriented PLCs. The Positive School Culture Crew, Safety Committee, and Wellness Committee all welcome representation from parents and students.

The principal extends the opportunity for all stakeholders to have a voice with an open-door policy. TRHS has an abundance of clubs and groups that are student-facilitated, parent-facilitated, and teacher-facilitated. Each of these organizations affects the school climate and culture, and many of them hold decision-making roles. TRHS has an active Student Council that holds a meaningful and clearly defined role in the school. The school has both safety and wellness committees that are comprised of teachers, parents, students, administrators, and members of the maintenance staff. These groups make decisions that impact the safety and wellness of students, staff, and those who are in the building.

Related Files

- [2019-10-11-10:42_TRHS Best Buddies Newsletter Piece.pdf](#)
- [2019-10-11-12:15_Positive School Culture Crew- Action Items 2018-2019.pdf](#)
- [2019-10-21-14:27_List of Student Clubs Activities.pdf](#)
- [2019-10-21-14:27_National Honor Society Application 2019-2020.docx](#)

Standard 5 Indicator 10

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

CONCLUSIONS

Most teachers actively exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

EVIDENCE AND EXPLANATION Evidence and Explanation

The TRHS community continues to provide students with a sense of belonging and pride. Creativity and participation are encouraged by the administration to all faculty members at TRHS. Numerous leadership and mentor roles, such as club and academic advisor opportunities, are available for faculty members to share their knowledge and skill sets to increase student involvement in academics and extracurricular activities. TRHS continues to improve students' performance by engaging students using a multi-sensory approach in instruction. The school's innovative academic program allows teachers to develop courses based on personal interests/passions, greater cultural factors, and student needs. Faculty members work collaboratively to improve instruction and support for all types of learners.

Engagement opportunities include the Student Council and Executive Board meetings where students share their ideas and opinions with faculty and plan school pride and unity events like Spirit Week. Teachers support student learning through a variety of resources that include, but are not limited to, credit recovery; Evening Division; Extended School Year; alternative student programming for struggling learners; [Virtual Learning Academy](#); [Charter School \(VLACS\)](#); and dual enrollment courses that provide both high school and college credits. Through the use of PLCs and staff-driven initiatives, experiences like the [AP Art Unveiling](#), [STEMspiration](#), [STEM Night](#), [Career Day](#), [College Fair](#), [Gatsby Gala](#), and field trips and experiential learning opportunities have been created for students. From students earning CPR/First Aid certification in their health classes to earning dual high school/college credit in courses like Exploring Teaching, staff members continue to expand their own knowledge and training in order to offer students extended learning opportunities (ELOs).

In order to enhance the school climate, a group of staff and students created the Positive School Culture Crew, through which many initiatives have taken place to help enhance the school culture. One example includes the Letters to Students project, where staff members signed up to write a note of encouragement to one student each week, with the goal that, by the end of the school year, every student received a letter from a staff member. In addition, the group also created opportunities like the Midterm Exam Workshops and Resources, which included an interactive bulletin board complete with QR codes linking to resources ranging from study tips to procrastination apps and workshop offerings by several staff members after the exam blocks to support staff and students alike.

The evidence clearly demonstrates that TRHS staff are invested in their students and in the Timberlane community.

Related Files

- [2019-10-11-12:22_ Exam Resources and Workshops.pdf](#)

- [2019-10-11-12:22_Positive School Culture Crew- Action Items 2018-2019.pdf](#)
- [2019-10-11-12:22_TRHS Best Buddies Newsletter Piece.pdf](#)
- [2019-10-11-12:22_Directions for Letters to Students.pdf](#)
- [2019-10-11-12:24_Application Process Handout-8-19.pdf](#)
- [2019-10-11-12:24_SNHU in the High School Calendar 2019-2020.docx.pdf](#)

Standard 5 Indicator 11

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

CONCLUSIONS

The school board, superintendent, and principal are working to be more collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

EVIDENCE AND EXPLANATION Evidence and Explanation

Over the last six years, the district administration has supported the revision of the curriculum, facilitating teachers and School Improvement Monies (SIM) committees who have authored the [new curriculum](#) and the 21st century learning expectations. With the new 21st century learning expectations in place, the entire curriculum from K-12 has been evaluated and updated to reflect alignment to those learning expectations. The principal, associate principal, superintendent, and school board have worked cooperatively at district-level curricular, instructional, and assessment committees, which include members of administration and the school board, to align the curriculum in Understanding by Design (UbD) format. The superintendent and the high school administration provided time and funding for teams to complete the work. Members of the TRHS Principal's Leadership Team prepared and delivered presentations to the Superintendent's Leadership Team, the District Curriculum Committee, which is chaired by a school board member, and the school board. The board approved every course listed within the Program of Studies.

The principal and associate principal share mutual feelings of positive collaboration with the superintendent as seen in their personal correspondences regarding their relationship. However, per the results of the Endicott survey, 28.7% of the 108 staff respondents believed the principal and the superintendent and school board collaborated in the process of achieving learning expectations. At the very least, there was a perception by 29.6% of respondents that they did not work collaboratively to achieve those learning goals, while 41.7% were undecided on whether they worked collaboratively or not.

Related Files

- [2019-10-11-12:27_G9 Self Discovery.pdf](#)
- [2019-10-11-12:28_Standard 5 Indicators 11 and 12- Questions for Principal_Associate Principal.pdf](#)
- [2019-10-11-12:29_TRHS Standard 11 Responses 01 14 19.pdf](#)
- [2019-10-11-12:30_TRHS NEASC-CPS Self-Study Survey Results 10-05-18.pdf](#)

Standard 5 Indicator 12

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

CONCLUSIONS

The school board and superintendent *often* provide the principal with sufficient decision-making authority to lead the school.

EVIDENCE AND EXPLANATION Evidence and Explanation

Examples of how the superintendent and school board have provided the principal and associate principal with sufficient autonomy in regards to decision-making at the school level include evaluation and supervision, finalizing the budget, student discipline, co-curricular activities, school events, maintenance, school safety, professional development, instruction, communication, and student services. The administrative team at the high school reports to the superintendent and school board on all aspects of school management, including the aforementioned examples. The administrative team is largely responsible for the daily decision-making at the high school. The superintendent meets with the principal and associate principal as needed for consultation, advice, and/or guidance. The principal and associate principal are comfortable with the degree of autonomy they receive from the superintendent and school board. The superintendent conveys school board and SAU judgments to help administration at the high school recognize the political and community sentiments on school-based decisions. The principal and associate principal feel the level of involvement and support from the superintendent and school board for building-based decision-making is appropriate.

The Endicott survey reports that 22.2% of staff believed that the superintendent and school board provided the principal with sufficient decision-making authority to lead the school, while 42.6% were undecided and 35.2% disagreed that the superintendent and school board provided the principal with sufficient decision-making authority to lead the school. Among parents, 50.7% were in total agreement that the superintendent and school board provided the principal with sufficient authority to lead the school, while 24.7% were undecided and another 24.7% did not agree that the superintendent and school board provided the principal with sufficient authority to lead the school.

Related Files

- [2019-05-09-16:36_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-10-11-12:31_Standard 5 Indicators 11 and 12- Questions for Principal_Associate Principal.pdf](#)

Standard 5 Executive Summary

EXECUTIVE SUMMARY

The TRHS community *collaboratively*, consciously, and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. TRHS offers over 40 extracurricular activities, along with a vast array of experiences in which staff, students, and the greater community can participate, including performing and visual arts, music, athletics, honor societies, student government, and community service. In addition, the school welcomes student-initiated opportunities and experiences, as seen by the creation of groups like the Milkmen, Project Hope, and Students for Support, among many other extracurricular offerings.

The school is *consistently* equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations. TRHS continues to create new programs and refine existing programs in order to make positive impacts on students academically and socially. Over the past five years, the school's commitment to increasing academic rigor and providing authentic learning experiences supports the multiple, flexible pathways for students to access challenging academic experiences in and outside of the classroom. This is reflective of the diversity of the student body while also fostering heterogeneity. The course catalog offers an extensive array of courses from AP to dual enrollment to heterogeneous courses with student choice to contract for accelerated credit to Special Education classes with smaller class sizes. Students also have the option to attend Evening Division. The Academic Support Center, Writing Lab, credit recovery program, and Summer School credit recovery all provide avenues for students to receive academic assistance and opportunities to regain credit and/or further expand their knowledge. These programs, among the many others, reflect an equitable, inclusive culture for all learners.

There is *not yet* a formal, ongoing program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations. However, an advisory program will be introduced in the 2019-2020 school year to meet this need. The new advisory program will create a meaningful experience for students and provide the opportunity for students and staff to connect on a more personal level. In addition, staff members partake in the Letters to Students and transfer student mentoring programs to create and foster relationships with students.

In order to improve student learning through professional development, the principal and professional staff *regularly* engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; use resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. Professional development opportunities further support the needs of staff to help implement personalized instruction for students. Throughout the course of the school year, TRHS offers various opportunities for professional development during the day with "Coffee and Conversation" and Professional Learning Communities, along with half-day and full-day professional development through peer-led and specialist-led workshops. The pursuit of higher education and workshop training are also encouraged and supported by the district with reimbursement funds available for all staff.

School leaders *consistently* and regularly use research-based evaluation and supervision processes that accurately focus on improved student learning. School administrators take part in professional development through TELA, focusing on research-based supervision processes and enhancing continuity across the district in its evaluation practices. The district follows the [Charlotte Danielson framework](#) for teaching, and the [School District Professional Evaluation Plan](#) includes the supporting documents and guidelines for supporting best practices. Article 14 of the [Articles of Agreement](#) between the Timberlane Regional School Board and the TTA outlines the evaluation plan.

The organization of time *effectively* supports researched-based instruction, professional collaboration among teachers, and the learning needs of all students. TRHS's alignment of the K-12 curriculum and shift to performance assessments provide students with opportunities to demonstrate their ability to meet the 21st century learning expectations and authentic measures of learning. Furthermore, the shift to block scheduling has resulted in additional class time to support the needs of students, along with common planning time for teachers to further collaborate, strategize, and personalize learning for their students as part of their PLCs. Educators create their own Student Learning Objectives and develop individualized plans to meet the SLO goals and provide enhanced instruction, assessment, and opportunities for students in the classroom.

Manageable student load and class size enable teachers to *effectively* meet the learning needs of individual students. TRHS strives for lower average class size and student load to allow for personalization of instruction, with the average class size in most academic areas being approximately 17 students per class. The Special Education Department offers smaller academic and support classes to better serve the needs of the students.

The principal, working with other building leaders, *consistently* provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The distribution of the Principal's Newsletter, emails, meetings with the staff, updates on the TRHS website and social media pages, along with public forums like "Coffee and Conversation" with the principal serve to inform the Timberlane community of what is occurring in and outside of the school.

Most teachers, students, and parents are *actively* involved in meaningful and defined roles in decision-making that promote responsibility and ownership. Examples include the Student Council, Executive Committee, Positive School Culture Crew, Parent Teacher Student Association, and advisory boards like the district-wide Parent Advisory Forum. All groups actively work towards promoting and fostering positive school culture. Teachers specifically have the ability to join committees directly connected to the work they do in their classrooms, including but not limited to the Safety Committee, Wellness Committee, and curriculum committees. Creativity and participation are encouraged by the administration, enabling staff and students alike to initiate opportunities to improve the classroom and school culture.

Most teachers *actively* exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers support student learning in many ways, including via the credit recovery program; Evening Division; Extended School Year; alternative student programming; VLACS; dual-enrollment courses; and staff-driven initiatives like the [AP Art Unveiling](#), [STEMspiration](#), [STEM Night](#), [Career Day](#), [College Fair](#), [Gatsby Gala](#), and field trips.

The school board, superintendent, and principal are working to be more collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. Over the last six years, the district administration has supported the revision of the curriculum, facilitating teachers and School Improvement Monies (SIM) committees who have authored the [new curriculum](#) and the 21st century learning expectations. The principal, associate principal, superintendent, and school board have worked cooperatively at district-level curricular, instructional, and assessment committees, which include members of administration and the school board, to align the curriculum in Understanding by Design (UbD) format.

The school board and superintendent *often* provide the principal with sufficient decision-making authority to lead the school. Examples of how the superintendent and school board have provided the principal and associate principal with sufficient autonomy in regards to decision-making at the school level include evaluation and supervision, finalizing the budget, student discipline, co-curricular activities, school events, maintenance, school safety, professional development, instruction, communication, and student services.

Based on the rating guide for the standard, TRHS judges its adherence to the standard as ACCEPTABLE.

ADVISORY RATING

- Acceptable

Standard 5 Strengths

STRENGTH

Extensive course offerings for all students to pursue academic interests.

STRENGTH

Multiple, flexible pathways for students to achieve success.

STRENGTH

A myriad of extracurricular activities, clubs, honor societies, and athletic options for students to get involved.

STRENGTH

Staff and student-initiated programs and clubs are encouraged and implemented.

STRENGTH

Block scheduling provides teachers the opportunity to create dynamic, personalized learning opportunities for students.

STRENGTH

A wide variety of professional development is offered and peer-led workshops are encouraged.

STRENGTH

Teachers are partners in the evaluation process; individualized teacher goals focus specifically on improving student learning (SLOs).

STRENGTH

The average class size across disciplines allows for personalization of instruction.

STRENGTH

The Special Education Department offers smaller academic classes and support classes to further meet the needs of students. Special education students are also mainstreamed in all levels of course offerings and the school also features blended courses like Unified and Adapted Physical Education and after school programs like Best Buddies.

STRENGTH

Parents are partners in education and students are active participants; there are many groups and committees that are run by parents/students or that involve parents/students.

Standard 5 Needs

NEEDS

Student responses in the Endicott survey raise areas of concern for staff regarding students' feelings towards school safety and bullying. Staff would like to troubleshoot and creatively brainstorm ways to help combat bullying and promote a sense of belonging in student body for all students. Faculty and staff are currently undergoing training in the No Bully program.

NEEDS

Continue the 2019-2020 school year's advisory implementation plan and create the 2020-2021 school year's student led advisory implementation plan.

NEEDS

While the Endicott survey results from parents and staff provide an incomplete data sample, they raise questions about the relationship between the superintendent, school board, and building-level administration. More evidence is necessary to determine this relationship, which may be achieved with systemic, consistent communication and transparency.

NEEDS

Increasing involvement and participation of diverse learners in decision-making and school activities.

NEEDS

Redefine Freshmen Academy to address needs of its students while honoring contractual parameters for staff.

NEEDS

Clarify RTI support system by defining tiers and establishing a communication system.

Standard 6 Indicator 1

The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

CONCLUSIONS

Timberlane Regional High School (TRHS)*frequently* has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS offers an abundance of support services accommodating a wide array of student needs.

The [TRHS School Counseling Services](#) have certified/licensed personnel and support staff comprised of the Director of School Counseling, Secondary; five on-site school counselors; a school student assistance counselor; and two full-time School Counseling Office assistants. School counselors meet regularly with students to provide personal, academic, career, and college counseling. School counselors meet with their students in individual as well as group meetings. School counselors deliver collaborative outreach and referrals to community and area mental health agencies when necessary. Additionally, school counselors contact social service providers when necessary, and utilize relevant Response to Intervention (RTI) assessment data, gathered from programs like [Star](#) and (formerly) [Achieve3000](#), to improve services and ensure each student achieves the school's 21st century learning expectations. School counselors conduct informal meetings with small groups of freshmen and interviews with seniors. Surveys administered to students provide feedback used to improve services to students. Surveys from ninth-grade students assess the value of five programmatic transition activities designed to improve transition from eighth to ninth grade. Senior surveys assess services from support staff, school counselors, and programs offered through the School Counseling Department. Parent surveys following parent information nights assess and provide feedback on the effectiveness of presentations. School counselors meet with all students throughout the school year. They meet with all freshmen in small groups twice in the first quarter to improve personalization and connection with the School Counseling staff. Sophomore seminars are small group meetings focused on career interests. Junior classroom visits focus on information sharing and small group post-secondary planning seminars and individual conferences are held with members of the School Counseling staff. School counselors conduct first quarter small group seminars for seniors as well as individual meetings regarding success after high school and current goal setting. As needed, students in grades 9 through 11 meet individually with school counselors for academic review, future course selection, and 4-year planning.

Student support services are available to students who may require additional support and/or intervention. The school recognizes and supports referrals from teachers, parents, family doctors, therapists, or anyone who has knowledge of the student. If a parent or educator is concerned about a student's progress in school, he or she may make a referral to the school counselor, the Target Team, or the Special Education Team. The Target Team is a school counselor-facilitated group that discusses interventions to support students who are having difficulty in regular academic settings. The team consists of the academic dean in charge of RTI, school counselors, a school nurse, a special education adjustment counselor, the Special Education Department Chair, a student assistance counselor, and a school psychologist. The Target Team examines the student's academic, behavioral, and social-emotional progress and proposes interventions for the student. If the student is determined to have a suspected disability, the Target Team determines if the student should receive or has already been receiving more comprehensive services from a 504 plan. The team takes into account whether or not the student

is receiving Section 504 of the Americans with Disabilities Act (ADA) services and/or accessing other RTI services offered at the school. If the team determines that the student may have a disability, then the Target Team will refer the student case for discussion and review to the Special Education Team's Special Education Evaluation Process Team (SEET) ahead of the need for possible evaluation. The Target Team reviewed 37 student referrals in the 2018-2019 school year. After receiving a referral, the Special Education Team discusses the student's possible need for special education and related services and schedules a meeting to determine whether the student requires evaluation. If the student is determined by the team to need testing, the student is offered an evaluation. After evaluation is complete, an eligibility meeting is held and if the student is found eligible for educational services, an Individual Education Program (IEP) meeting is held and the IEP is written. Once the IEP is written and agreed upon, the student is provided the necessary services.

The purpose of [special education](#) is to provide services and supports to enable students with disabilities access to the high school curriculum as specified by their IEP. The Special Education Department offers a variety of co-taught classes staffed by highly qualified professional special educators. The department works collaboratively with students, parents, faculty, staff, and administration regularly. In addition to case coordinators, the department is staffed by licensed/certified personnel who administer related services to identified students. The department's related service staff include occupational therapists, physical therapists, school adjustment counselors, a reading specialist, speech therapists, a social worker who works directly with students identified with autism, and a transition facilitator. In addition, para-educators are directly involved in helping students in support of instruction. The delivery of instruction follows an inclusionary model and is addressed by co-teaching teams of regular and special educators in required courses. Para-educators are required to participate in professional development courses related to best practices in order to be more helpful to struggling students. This year, para-educators were given Chromebook laptops in efforts to have faster access to curriculum and other relevant information to help the students meet their goals.

The Special Education Department utilizes [Star assessment](#) data to monitor student skill level and provide additional formative assessment data. Star testing was implemented in the fall of 2014 to provide teachers with specific data in reading and math skill levels and is aligned with Common Core. The dean in charge of RTI data collection works with regular education and special education staff to utilize formative assessments such as rough drafts, pre-lab activities, and homework assignments to determine how to differentiate instruction and structure work time for different groups or individuals. Special education case coordinators regularly use formative assessments to gauge the level of student achievement regarding a standard and/or competency. Teachers utilize this information to adjust, vary, and differentiate future instruction and provide timely intervention for individual students as needed.

Every student receiving special education services has access to at least one Learning Center class each day for help with schoolwork and/or social/emotional challenges. Students are assigned a certified case coordinator who monitors student progress, holds IEP meetings, communicates with parents and teachers, and coordinates the student's education plan.

Transition and occupational services like Life Share and vocational rehabilitation are provided for students who meet eligibility criteria. Additionally, students receiving special education services have assigned school counselors who work collaboratively with special education case coordinators to support the delivery of appropriate services. Identified students who require service may also receive occupational therapy, physical therapy, speech and language services, English Language Learner (ELL) services, social work and related mental health services, and continuous nursing services in the health office. Health office staff collect data on students utilizing nursing services in the health office. Special education adjustment counselors provide individual and group counseling services to students identified as emotionally at-risk and/or learning-disabled. They develop and implement re-entry plans for students following psychiatric hospitalization, work with the Department of Child and Family Services regularly, and participate in weekly supervision meetings with the school psychologist, teachers, and Special Education Department Chair. They maintain ongoing parent contact as well as contact with outside community organizations and additional social service agencies. They implement appropriate referrals to outside collateral contacts on a regular basis. Additionally, the school counselors work collaboratively with the Middle School Educational Disabilities Team to assist with students' transition from middle school to high school.

The Transitional Educational Program (TEP) outlined in the Program of Studies offers students with emotional disabilities a supportive learning environment in a smaller classroom setting that focuses on emotional regulation

and grade-level curriculum. Students who qualify for the TEP are those who are identified with an emotional disturbance as their primary disability. Students within the program are provided with the opportunity to participate in off-site, adventure-based, team-building counseling at [Adventurelore](#), a counseling facility in Danville, NH.

Star testing is an ongoing school-wide assessment for students grades 9-12 that was first introduced in 2014. The computer-based testing is held several times each year in Learning Center, English, and math classes. The data collected from Star testing aids in RTI efforts and special education intervention in order to put appropriate supports in place for all students. Parents are regularly updated with the results.

Reports generated from [Achieve3000](#) were used by staff and administration from 2016 to 2019 to monitor college and career readiness, Lexile growth, and how students' Lexile performances change over time. Data from these reports was used to target instruction for individual needs during assisted studies, Learning Center, and studies where students have access to academic support. In addition, educators utilized the teacher recommendations and teacher resources in Achieve3000 lessons for instructional improvement. Starting in the 2019-2020 school year, the TRHS will replace Achieve3000 with [Newsela](#) to better measure students' reading comprehension abilities, and college and career readiness.

All students in the district have the opportunity to receive free and reduced-price lunches through the [National School Lunch Program](#).

The [Media Center](#)'s print collection and electronic resources support all areas of the curriculum and all levels of student learning needs. Recently, the collection of lower-level large-print books and books-on-tape has increased to better accommodate student needs. Additionally, a graphic novel collection also provides students who have difficulty reading with a bridge to more mature content.

The Evening Division program, as outlined in the Program of Studies, offers students an educational alternative to the traditional school day. Most classes meet one evening a week. Evening Division courses utilize the same curricula and many of the same teachers as the day school program. Most Evening Division students take classes during the daytime, with many using Evening Division courses to supplement their educational program and/or to acquire necessary credits they have yet to obtain in day school. Students earn College and Career Preparatory (CCP) credit toward a diploma. Students wishing to complete their education solely in the evening must complete the exact same requirements as students in the day program.

TRHS offers the [High School Equivalency Test \(HiSET\)](#) during Evening Division hours. Qualified staff assist students as they navigate testing material. Like the GED, the HiSET allows people who failed to graduate from high school to earn their diploma.

The Unified/Adaptive Physical Education course is designed for students in grades 9-12 who are interested in sharing their knowledge with students who need one-on-one assistance to succeed in a physical education setting. It allows the students the opportunity to work with special needs students to help them participate in a range of physical education activities.

Students utilize the Academic Support Center and, in previous years, the Writing Lab as quiet work environments where they can work collaboratively with each other, have access to computers, and receive extra help from staff and/or peer tutors. The Academic Support Center is open to all students during school hours and instructors are available to assist all students with their academic needs. The Academic Support Center's math instructor also helps facilitate peer tutoring conducted by Math Honor Society students.

The Excel Study Program addresses the needs of those students who, for various reasons, need a more structured study environment. A tutorial advisor monitors students' study time in a smaller class environment. Students may receive additional assistance in the development of organizational and study skills relevant to their success as high school students. Students' progress is monitored via weekly progress reports and monthly conferences with their school counselors.

Credit recovery is available for students who fail a quarter of a course at TRHS, but credit recovery is not available for all courses. Using [Edgenuity](#), an online educational program, students may recover credit for the prior quarter by completing all outlined modules that connect to the competencies that students previously failed

to master. Ideally, students will have access to the Edgenuity system one period per day; however, students may work on modules at home or at other outside locations. In general, a passing grade is determined by passing the "Mastery Assessment" at the end of a particular module. These "Mastery Assessment" tools are post-tests, and may be re-taken, as can the "Inventory Assessment" pre-tests. The passing grade for each module will be determined by the standards set by the Edgenuity program.

Students have the option of taking online courses free of charge via the [Virtual Learning Academy Charter School \(VLACS\)](#) program. Completed courses may be counted toward students' graduation credit requirements and cumulative GPA.

The role of the Timberlane Behavioral Health Response Team (TBHRT) is to facilitate the consistency and cohesion of services provided at each of the TRSD buildings by providing training opportunities, facilitating and encouraging proactive preparation, dispersing up-to-date contact information, and increasing awareness of and access to available district and community resources. A response team is in place for emergency situations that may arise in the school or surrounding community. Individual support staff include members of administration, a school resource officer, a school psychologist, a student assistance counselor, a school nurse, school counselors, and school adjustment counselors.

The [Student Assistance Program \(SAP\)](#) counselor helps students with various social issues, including bullying, dating violence, and peer pressure. The SAP counselor screens and assesses students for personal and/or family problems resulting from alcohol and drug abuse in addition to other risk factors. Emphasis is placed on educating students who use tobacco, alcohol, and/or other drugs, students with family members who have a substance abuse disorder, and students at high risk. When necessary, the SAP Counselor may refer students who require treatment for alcohol, tobacco, and/or other drug abuse to appropriate treatment programs. Additionally, the SAP counselor will organize school-wide awareness activities, encouraging students to participate in activities aimed at preventing and reducing adolescent alcohol and substance abuse.

[Health Services](#) works diligently to get students back to school as soon as medically possible following illness, injury, or hospitalization. School nurses communicate with other staff about students with chronic illnesses that may impact their learning and educate them on how to provide a safe and effective environment for learning.

[Life of an Owl](#) represents Timberlane's adoption of the Life of an Athlete program. Life of an Owl provides a clear and realistic set of lifestyle choices for TRHS student athletes where student athletes and coaches act as positive role models for their peers and teammates.

The [Plaistow Police Department](#) dedicates an on-site school resource officer (SRO) to ensure campus safety. Additionally, the SRO assists students with legal needs and acts as a community resource for students and families.

The District Social Worker Team is dedicated to sharing insights collaboratively with like-minded professionals with the collective focus on how to best serve district students and families and help students develop in healthy and productive ways. The team continuously works toward empowering and supporting each other with the aid of professional development, peer consultation, and critical self-reflection and collaboratively facilitates efforts toward an improved sense of community within the school district. The District Social Work Team works in conjunction with the district-wide System of Care District Team.

Peer Outreach is a student-led group that works to prevent substance abuse, bullying, violence, and stereotyping with the goal of improving the climate at TRHS.

The TRHS chapter of the [Best Buddies program](#) is a group of students who mentor their peers with intellectual and developmental disabilities. Many members of Best Buddies also take the Unified/Adaptive Physical Education course to foster a sense of connection with their buddies.

The [Gay Straight Alliance \(GSA\)](#) is an open membership group that supports LGBTQ youth and their allies. The GSA promotes diversity, understanding, and tolerance of all groups. The GSA organizes Ally Week in October, No Name Calling Week in January, and the Day of Silence in April.

[Students of Service \(SOS\)](#) is a group that organizes, runs, and assists in a variety of community service initiatives with the goal of bettering its members, the school, and the community by helping others. Initiatives include food pantries, soup kitchens, Mealey's Meals, nursing home visits, clean up days, and more.

Although TRHS features many organizations and programs dedicated to meeting each student's needs, the results from the Endicott Research Center survey reflect mixed views regarding the school's efforts to meet the needs of all students. Of the 952 student responses, 41.6% agreed that the school met the needs of all students, while 26.2% disagreed and 32.2% were undecided. Among the 88 parents polled, 44.3% agreed that the school had timely and coordinated strategies to meet the needs of all students, while 24.3% disagreed and 23.0% were undecided. These responses indicate an opportunity for TRHS to further improve its efforts in supporting all students' achievement of the school's 21st century learning expectations.

Related Files set 1 of 2

- [2019-05-09-15:09_HiSet Option Brochure-Application 2018 Update.pdf](#)
- [2019-05-09-15:09_HiSET Registration Steps.pdf](#)
- [2019-05-09-15:27_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-10-10-12:02_Students of Service Activities.pdf](#)
- [2019-10-10-12:03_TRHS Best Buddies Newsletter Piece.pdf](#)
- [2019-10-10-12:41_Student Assistance Program Thank You Letter.pdf](#)
- [2019-10-10-12:51_Target Team Template.pdf](#)
- [2019-10-10-14:07_TRHS Program of Studies 2019-2020.pdf](#)
- [2019-10-11-09:59_Special Education Evaluation Planning Team SEEPT.pdf](#)
- [2019-10-15-07:32_Timberlane Regional School District Special Education Policies and Procedures Manual.pdf](#)
- [2019-10-15-07:36_Career Day Instructions 2019.doc](#)
- [2019-10-15-07:36_Junior Seminars 2019.pptx](#)
- [2019-10-15-07:36_Senior Exit Survey.pdf](#)
- [2019-10-15-07:36_Middle School Presentation 2018 student.pptx](#)
- [2019-10-15-07:36_Senior Transition Panel 2018 Final.ppt](#)

Related Files set 2 of 2

- [2019-10-15-07:48_TRHS Life of an Owl Leadership Guide.pdf](#)

Standard 6 Indicator 2

The school provides information to families, especially to those most in need, about available student support services.

CONCLUSIONS

The school *frequently* provides information to families, especially to those most in need, about available student support services.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS provides its students and families with timely streams of information from Administration, the School Counseling Department, the Health Services Office, the Special Education Department, the Student Assistance Program, and the school's [Destiny](#) and [Lib-Guides](#) library programs. This also includes outreach efforts to students and families in precarious situations. As evidenced in the Endicott Research Center survey results, 65.1% of parents and 66.7% of staff agreed that TRHS informed families about the support services available to students. 69.9% of students agreed that they knew who to ask at school if they had a personal problem.

Students and parents are able to access information regarding student grades, attendance, and behavior referrals through [PowerSchool](#). The [TRHS website](#) provides a wealth of information, including the [Program of Studies](#), monthly [Principal's Newsletters](#), upcoming events, and school and community resources. The [School Counseling Office page](#) provides information about courses; early college opportunities; regional technical opportunities in partnership with [Salem High School](#) in Salem, NH; the college application process using [Naviance](#); financial aid; and resources for mental health and social services. Access to health services through the [SNAP Health Center](#), health insurance information, school health forms, and community health information are all available on the TRHS website. In addition, the site also provides families with access to library/information resources and research support.

Families are welcome to come to the [Health Office](#) and School Counseling Office to gather information about school and/or community resources, or to make appointments with school counselors. School Counseling staff host parent information nights throughout the year for incoming freshmen, junior and senior post-secondary financial aid planning, and advanced placement courses.

The [Parent Teacher Student Association](#) (PTSA) encourages communication between the school and parents and develops programs that promote the education and well-being of the students. PTSA program highlights include workshops for parents and students on educational success, healthy lifestyle choices, and emotional well-being. The PTSA also sponsors a Welcome Wagon Tour, an informal tour of the high school for incoming freshmen and their parents.

The [Timberlane Parent Advisory Forum](#) holds monthly workshops for parents. Workshop topics include "How to Bully-Proof Your Kid", "How to Get More Involved in Your Child's Life" and "How to Recognize the Early Signs of Drug and Alcohol Abuse".

The district-wide Student Services program located at the SAU provides outreach to parents and families by sponsoring workshops, one notable example being a presentation by Lynn Lyons on anxious children. The Student Services Department also provides families with information on [McKinney-Vento services](#) for those considered homeless. Furthermore, the Student Services program makes weekly visits to the homes of families with students who have significant difficulty with school attendance and other various issues.

The [Student Assistance Program](#) provides community resources for bullying prevention, common mental health concerns, substance abuse prevention, suicide prevention, and crisis response. The student service counselor also works with community resources such as the [Southern Rockingham Coalition for Healthy Youth \(SoRock\)](#) and [Austin17 House](#) to provide systems of care programs for families.

TRHS provides a wealth of outreach opportunities for students, parents, and teachers such as [Mealey's Meals fundraisers](#), [Project Hope's Strut for a Cure](#), staff and faculty jeans days, the food pantry, and Peer Outreach to support families in need.

Related Files

- [2019-05-09-15:45_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-09-09-10:20_Mealeys Meals.docx](#)

Standard 6 Indicator 3

Support services staff use technology to deliver an effective range of coordinated services for each student.

CONCLUSIONS

Support services staff use technology to deliver an effective, *limited* range of coordinated services for each student *lacking connection* between departments.

EVIDENCE AND EXPLANATION Evidence and Explanation

The Special Education department uses [Star](#); [Woodcock-Johnson IV](#); the [Wechsler Individual Achievement Test, Third Edition \(WIAT-III\)](#); and the [Kaufman Test of Educational Achievement, Third Edition \(KTEA 3\)](#) in order to determine if a student qualifies for special education. Several of these tests are manually administered and digitally scored. Student IEPs are developed using [New Hampshire Special Education Information System \(NHSEIS\)](#) software. To assist in the delivery of instruction, a web-based audiobook service called [Bookshare](#). Additionally, teletherapy—long-distance linkage of a specialist with a student—is used to deliver services. The record management system is paper-based, but is in the process of being converted to digital. Special education staff use email to communicate with students and teachers and to deliver IEPs with read receipts.

Health Services staff use an online record management system called [SNAP Health Center](#) that documents health assessment results. The TRHS website features a [Health Services page](#) that includes educational information. Health Services use email to communicate with students and teachers and to deliver important health information with read receipts.

The school psychologist uses the [Conners Continuous Performance Test, Third Edition \(Conners CPT 3\)](#) psychological testing software, which is administered and scored online. [Q-global scoring](#) is used to digitally score tests such as the [Behavioral Assessment System for Children, Third Edition \(BASC-3\)](#) and the WIAT-III, which are manually administered. Due to district policies that prohibit non-academic surveys, adjustment counselors are unable to use software to identify students' at-risk behaviors. Adjustment counselors use email to communicate with students and teachers.

School counselors use a variety of web-based applications to support students. [PowerSchool](#) is used to monitor student achievement and attendance. [Google Forms](#) documents are used for recording why and how often students visit. [Naviance](#) is a platform used for career and post-secondary information that allows students to explore post-graduation interests and college searches. Additionally, the program allows for communication to teachers regarding college recommendations. Parents also have access to Naviance. [Acuity 504](#) is a cloud service provided by Educational Data Management Solutions used as a 504 database and development program. [Edgenuity](#) is an online program used for student credit recovery. School counselors use email to communicate with students and teachers and to deliver 504 plans with read receipts. However, the district's filing systems lack continuity between the elementary, middle, and high schools, and thus students do not have complete records to maximize efficiency and delivery of appropriate services.

Library Services use Destiny, an electronic catalog that includes digital resources. The library website provides Lib-Guides that feature research compiled for specific topics as well as tutorials and professional development resources. Some students utilize the computers for virtual learning through the [Virtual Learning Academy Charter School \(VLACS\) program](#).

The Academic Support Center instructors use [Google Forms](#) and [Google Sheets](#) to collect student sign-in data for the purpose of communicating with teachers about their students' activities.

All departments use email and PowerSchool to deliver information between teachers and departments. The Target Team, which meets to identify at-risk students, utilizes [Google Drive](#) and email to consolidate information from all departments.

Although each department utilizes technology on a regular basis to coordinate services for students, the school has limited resources for collaborative effort between departments in a timely fashion.

Standard 6 Indicator 4

School counseling services have an adequate number of certified/licensed personnel and support staff who:

- deliver a written, developmental program
- meet regularly with students to provide personal, academic, career, and college counseling
- engage in individual and group meetings with all students
- deliver collaborative outreach and referral to community and area mental health agencies and social service providers
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

CONCLUSIONS

School counseling services have an adequate number of certified/licensed personnel and support staff who *collaboratively* deliver a written, developmental program; meet regularly and *consistently* with all students to provide personal, academic, career, and college counseling; *regularly* engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

EVIDENCE AND EXPLANATION Evidence and Explanation

The [School Counseling Department](#) is comprised of the Director of School Counseling, Secondary; five on-site school counselors; a school student assistance counselor; and two full-time School Counseling Office assistants. The department serves 1,103 students. School counselor caseloads consist of approximately 250 students. According to the Endicott survey results, 62.7% of parents agreed that there was an adequate number of certified/licensed personnel and support staff for school counseling services. All school counseling personnel are fully certified through the Department of Education. School counselor caseloads do not exceed state requirements for student-to-counselor ratios. School counselors provide students on their caseloads with personal, academic, career, and college counseling through individual meetings and group seminars. School counselors work collaboratively with students, staff, and families to ensure students reach their personal and academic goals. A full-time registrar and secretary provide clerical/secretarial support. They play a vital role in welcoming students to the office, helping students schedule appointments, and assisting students with the college application process by sending out supporting documentation. The registrar specifically handles new student registrations and withdrawals.

Each student is assigned a school counselor who supports them for the duration of their time at the high school. The Endicott survey results indicate that 67.9% of students felt comfortable accessing their school counselor. Personal and social/emotional counseling is done on an as-needed basis by request and/or counselor intervention. School counselors review academic progress for students on their caseloads throughout the year and meet with students who are in danger of failing a class. As a result of these meetings, appropriate academic interventions are put in place to foster student success. School counselors meet with all students to review course selections and discuss academic plans to ensure they meet the necessary graduation requirements. Teacher recommendations and parent input are taken into consideration to ensure appropriate course selection.

School counselors deliver a variety of programming/curriculum through the use of group seminars at each grade level. At the beginning of students' freshman year, small group seminars are held that focus on the transition to

high school and first quarter academic performance. During students' sophomore year, career counseling is facilitated through the use of [Naviance](#). Additionally, the School Counseling Department hosts an annual Career Day each spring for the sophomore class. During this time students sign up to listen to three, 30-minute presentations from a wide variety of professionals, many of whom are TRHS alumni, to gain a better understanding of potential career paths. Junior year seminars and individual appointments focus on the post-secondary planning process, revisiting the Naviance program and further discussing the college search process. Senior seminars, college application workshops, and individual appointments also focus on post-secondary plans, including assistance with the college application process and the transition from high school to college, military, or employment. TRHS alumni that are current college freshmen are invited back annually to discuss their experience with the transition from high school to college and offer words of advice for TRHS students soon to be making the transition themselves. Lastly, the School Counseling Department holds a yearly Senior Transition Panel assembly for all current eighth-graders to hear from a group of outgoing seniors about all the opportunities that are possible for them as students once they arrive at the high school. The assembly provides an opportunity to highlight the accomplishments of the seniors while informing soon-to-be freshmen about all TRHS has to offer them.

School counselors meet annually with community mental health providers to establish and maintain community contacts to ensure continuity of care for students. Collaborative outreach to community and area mental health agencies and social service providers is achieved through regular dialogue and an annual brunch for area professionals hosted by the middle and high school counseling departments. School counselors and mental health providers review and discuss programs and treatment options in the community. Attached in the related files section is a list of local mental health providers to whom the school counseling departments regularly refer families and students. Also attached is a release of information form that allows school counselors to collaborate with outside providers to best support students' needs. In addition to the outside providers listed below, school counselors also collaborate with [Adventurelore](#) to provide freshmen and their teachers with a full day of team-building activities in the fall. They also work throughout the school year with the TEP engaging in ongoing therapeutic interventions. The School Counseling Department also has a working relationship with the [Endurance](#) program in Seabrook, NH, for those students who may need more intensive services that may require therapeutic interventions off-site during the school day. School counselors and Endurance staff work collaboratively to ensure that students receive appropriate academic and emotional support.

In regard to relevant types of assessment data, the School Counseling Department is limited in the types of information/data it is able to collect from students. District policy only permits surveys related to academics, therefore limiting the scope of available data. The School Counseling Department does administer an annual Senior Exit Survey to evaluate counseling services and to make adjustments to the curriculum. Based upon the feedback received from outgoing seniors, the School Counseling Department meets to review the delivery of services and add programming to meet the needs of students for the following school year. Recently, senior feedback indicated a desire for more assistance with the college application process. As a result, the department met and scheduled Common Application work sessions throughout the first semester. Seniors had also indicated that they wanted more information regarding scholarship opportunities. While the department has always maintained a list of available scholarships, it recently began to send monthly emails to students and parents to inform them of upcoming scholarship deadlines. Targeted responses continue to improve the School Counseling Department's delivery of services to students and families.

Related Files

- [2019-05-09-16:07_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-06-12-07:53_Class of 2023 Transition to High School Activities.docx](#)
- [2019-06-12-07:53_Outside Referral List NEASC.docx](#)
- [2019-06-12-07:53_Important Dates in School Counseling 2018-19.pdf](#)

- [2019-06-12-07:53_Comprehensive Guidance Counseling Curriculum 2004.pdf](#)
- [2019-06-12-08:09_Senior Survey 2019.pdf](#)
- [2019-06-12-09:35_Target Team Blank Referral Form.docx](#)
- [2019-09-12-10:44_Career Day Instructions 2019.doc](#)
- [2019-09-12-10:48_Senior transition panel 2018final.ppt](#)
- [2019-09-12-10:51_Junior Seminars 2019.pptx](#)

Standard 6 Indicator 5

The school's health services have an adequate number of certified/licensed personnel and support staff who:

- provide preventative health services and direct intervention services
- use an appropriate referral process
- conduct ongoing student health assessments
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

CONCLUSIONS

The school's health services *consistently* have an adequate number of certified/licensed nurses and support staff who *regularly* provide preventative and direct intervention services; *systematically* use an appropriate referral process; *routinely* conduct ongoing student health assessments; and *occasionally* utilize relevant assessment data, including feedback from the school community to improve services and ensure each student to achieve the school's 21st century learning expectations.

EVIDENCE AND EXPLANATION Evidence and Explanation

The [TRHS Health Services](#) are comprised of two licensed/certified RNs and one administrative assistant and serve approximately 1,100 students and 200 faculty. By [national standards](#), the recommended ratio is one RN to every 750 people in a non-specialized school setting. Per the Endicott survey, 77.6% of parents and 72.2% of staff agreed that the school had a sufficient number of certified/licensed personnel.

RN responsibilities include medication administration; focused health assessments leading to first aid; urgent and emergent assistance; immunization compliance and monitoring; individualized health care plan creation and distribution; participation in team meetings supporting students; documentation and medical file management; emergency response coordination; vision and hearing screenings; health education and counseling; [reporting to the NH Department of Health and Human Services \(DHHS\)](#) on daily counts of influenza-like illnesses (ILI); disease control; and CPR and AED training.

Administrative assistant responsibilities include clerical work involving students, staff, and parents; administrative support for all aspects of the Health Office; health record maintenance; data input of all immunization records; information management and inter-department coordination; vision and hearing screening coordination; parent notifications; CPR planning and support; and other assignments as necessary.

TRHS Health Services provide a coordinated and wide array of services including health education and disease prevention. The TRHS Health Office provides first aid, administers medication, and reviews medical provider communication and documentation to support student care. Health Services respond to all emergency situations, perform physical assessments, offer consultation and health education, and provide referrals for further medical evaluation. On average, the Health Office sees 50-80 students each day. The Health Office has logged over 14,000 instances of services provided to the TRHS community. These instances include student and staff visits, injuries, emergencies, vision and hearing screenings, field trip verification and research, and medication administration. Health Services conduct preventative health screenings on all tenth-graders. Vision, hearing, and blood pressure are assessed during the screenings. The school nurses attend special education, IEP, and 504 planning meetings. The school nurses create appropriately individualized health care plans and continually advocate for the students. TRHS Health Services provide American Heart Association CPR/First Aid/AED

training to district staff. The Endicott survey indicates that 74.1% of parents and 75% of staff agreed that the health services personnel provided preventive health and direct intervention services.

The Health Services referral process involves professional recommendations based on nursing assessment for follow up to a medical provider via the parent/guardian. The school nurses also refer students based on hearing and vision results. Additionally, they refer students and parents to appropriate staff within the high school based on the situation, i.e. School Guidance, School Psychologist, Student Assistant Counselor, Student Adjustment Counselors, Administration and Athletic Trainer. The nurses provide information for substance and alcohol abuse support.

TRHS Health Office periodically refers students and families to affordable health care providers like [Well Sense](#), [Medicaid](#), and local [Lions Clubs](#). The school nurses may refer students and families to seek additional medical evaluation with their primary care provider or emergency department care, or seek emotional support dependent upon assessment.

Examples of types of assessment data include immediate feedback from students and parents regarding medical or injury interventions. Health Services gather statistical data regarding ILI and provide it to the NH DHHS. Health Services receive NH Health Alerts via NH HHS and use that information in student assessments. The TRHS Health Office created a tracking system for injured students and works closely with the athletic trainer to ensure the health and safety of the athletes.

Based on data and feedback, TRHS Health Services established a coordinated [protocol for concussed students](#) that includes the students' teams; parents; teachers; physicians, when necessary; and the School Counseling Department. The nurses assess concussed students on a daily basis and communicate as necessary with all involved team members. A documentation tool was created to monitor students' ongoing progress and share information with other members of their medical team as needed.

Related Files

- [2019-10-11-09:17_Academic Protocol for Concussed Students FINAL 2013-2014.docx](#)
- [2019-10-11-09:17_School Physician Guidelines 19-20.pdf](#)

Standard 6 Indicator 6

Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

CONCLUSIONS

Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff whoare *sometimes* actively engaged in the implementation of the school's curriculum; *always* provide a wide range of materials, technologies, and other media services in support of the school's curriculum; *consistently* ensure that the facility is available and staffed for students and teachers before, during, and after school; are *often* responsive to students' interests and needs in order to support independent learning; and *often* conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

EVIDENCE AND EXPLANATION Evidence and Explanation

The library has one full time library/media specialist who functions as manager, teacher, and information specialist. The library/media specialist collaborates with staff in order to integrate information skills into classroom curriculum and provides a wide variety of resources in various formats for both research and personal interests of students and staff. The library also has one full time library-certified paraprofessional who enforces library procedures, assists students in locating and using library resources, and monitors student library use and behavior. Library/media personnel are responsible for the distribution of textbooks for all subjects and all English Department books. The library/media personnel also coordinate with members of the school community using the library as a facility for presentations, meetings, and other events during and after school hours. Examples include presentations of Advanced Placement (AP) Art projects, Life of an Owl meetings, and Veteran's Day brunches.

The library/media services personnel collaborate with staff to locate and utilize pertinent resources that might be available for classes in house and through community libraries. The History Book Club, whose book choices align with the history curriculum, is co-facilitated by a library paraprofessional and a social studies teacher. The club holds [school and community events](#) inspired by its book selections throughout the year. Library/media personnel are working to align the library curriculum with the American Association of School Librarians (AASL) standards implemented in 2018. According to the Endicott survey, 60.2% of staff agreed that the library/media personnel were actively engaged in the development and implementation of the school's curriculum.

The library/media service personnel maintain an online catalog available on the library website of all books, magazines, and digital resources through [Destiny](#). Students and staff can [access Lib-Guides through the library website](#) that include links to tutorials for citing materials and professional development resources. Lib-guides also include links to research topics that reflect the collaboration between library/media service personnel, staff, and

students. The TRHS library has a total of 21,892 items, which translates to 19.6 books per student. The library also has 100 ebooks, 250 audiobooks, and 1,387 DVDs available for students and staff. There are 10 computers available in the library and an additional 28 computers available in an adjacent media lab that staff can reserve for use. When students were asked in the Endicott survey whether the library provided a wide range of materials, technology, and other information, 78.0% of students agreed.

The library is open Monday through Friday before school hours starting at 6:30 a.m. for staff and 7:00 a.m. for students and closes after school hours at 3:00 p.m.

Computers and resources in the library are used for independent learning by students participating in [VLACS](#) and during study blocks. The library supports the senior-level English course Creative Book Transformation by providing students the materials and space to engage in the course objectives. The library obtains materials for the History Book Club, taking into account student interest. According to the Endicott survey, 75.1% of students agreed that the library staff were willing to help them to find the resources or information they sought.

The collection of materials at the library is assessed on a regular basis utilizing [Follett's Titlewave Analyses](#). Usage reports of different resources can be generated to assess the value of a resource to the school community. Resources can also be assessed to determine when an item has become outdated. Daily material usage and check out numbers can also be analyzed to assess the collection. When students were asked in the Endicott survey if the library had the resources they needed, 63.4% of students agreed.

Assessment data is used to determine the purchase of new books, update digital resources, and refine the existing collection.

Related Files

- [2019-10-10-07:39_AASL Definition of an Effective Library Program Staffing Instructional Roles.pdf](#)
- [2019-10-10-07:39_AASL Standards Framework For Learners.pdf](#)
- [2019-10-10-08:18_ALA Policy statement on Confidentiality of Library Records.pdf](#)
- [2019-10-10-08:19_Challenged Material Procedure.pdf](#)
- [2019-10-10-08:19_Community Involvement.pdf](#)
- [2019-10-10-08:19_Interlibrary Loan.pdf](#)
- [2019-10-10-08:19_Library Procedures.pdf](#)
- [2019-10-10-08:20_Main Circulation Computer Use.pdf](#)
- [2019-10-10-08:20_TitleWise SEPTEMBER 2018.pdf](#)
- [2019-10-10-08:20_Titlewise SEPTEMBER 2019.pdf](#)
- [2019-10-10-08:33_History Book Club Evidence.pdf](#)
- [2019-10-10-10:31_TRHS NEASC-CPS Self-Study Survey Results 10-05-2018.pdf](#)

Standard 6 Indicator 7

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
- provide inclusive learning opportunities for all students
- perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

CONCLUSIONS

The support services for identified students, including special education, Section 504 of the ADA, and English language learners, *do not yet* have an adequate number of certified/licensed personnel and support staff. However the certified/licensed personnel and support staff employed at TRHS *frequently* collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations; provide inclusive learning opportunities for all students; and perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS features 16 certified special educators and one reading specialist assigned full-time to the building. Special education numbers have remained consistent while student needs have increased. TRHS previously had one full-time special education administrator. The school currently shares one full-time special education administrator with the middle school and SAU. This impacts necessary functions and response time to situations. There are two full-time school adjustment counselors, five full-time school counselors, and one full-time student assistance counselor. The Timberlane Regional School District (TRSD) has a full-time social worker who is shared among four district school buildings including the high school. TRHS has one full-time certified occupational therapy assistant, one full-time occupational therapist shared with the middle school, and another full-time occupational therapist shared among four district school buildings. There is one part-time physical therapist shared among three district school buildings. One part time speech-language pathologist is dedicated to the high school and additional speech-language services are provided by the two speech-language pathologists based in the middle school and contracted teletherapy services. Two full-time nurses are assigned to the high school. TRHS has one full-time school psychologist. Services for English Language Learners (ELLs) are provided by the part-time district ELL teacher. The high school has one full-time transition facilitator working exclusively with students with disabilities. Additional supports for students are provided as needed by contracted professionals including a board-certified behavior analyst, teacher of the deaf, teacher of the visually impaired, educational audiologist, orientation and mobility specialist, assistive technology specialist, adventure-based counselors, and career resource specialists. TRHS employs 23 full-time paraeducators, 18 of whom have paraeducator II certification. The Endicott survey results indicated that only 51.9% of staff either agreed or strongly agreed that there was adequate staffing and only 34.1% of parents either agreed or strongly agreed to the same question.

Collaboration frequently occurs between teachers, counselors, targeted services, and support services personnel in order to achieve the school's 21st century learning expectations. Every district employee has a district email account, and every classroom has a phone in the room. A variety of technological programs support day-to-day

collaboration and communication. Most prevalent is the use of Google's [G Suite applications](#). Additionally, programs such as [NHSEIS](#), [PowerSchool](#), and [Teachpoint](#) are used for professional communication. Although TRHS uses an abundance of technology in its communications, face-to-face communication appears to be the most effective, if not necessarily the most efficient. Teachers, administrators, and specialists have the opportunity to meet face-to-face in regularly scheduled department meetings, faculty meetings, and specialty PLCs. A variety of professionals also meet for IEP and 504 meetings to communicate and collaborate regarding student needs. The Endicott survey shows that 61.2% of staff either agreed or strongly agreed that staff collaborate to achieve the school's 21st century learning expectations and no staff members strongly disagreed.

As seen in the Program of Studies, TRHS encourages and embraces learning opportunities for all students. One way that the school does this is by providing students with access to technological devices. With the start of the 2019-2020 school year, all high school students will have their own personal Chromebooks. Additionally, students have access to technology via computer labs. Students on IEPs and 504s have the ability to access extensions on their Chromebooks to assist with reading and writing. Access to written curriculum materials is supplemented for some students through Bookshare. In some cases, students are provided with iPads for the purpose of augmentative communication. The district also has provisions in place for students to be able to use their personal devices for educational purposes. Students have access to a number of academic supports which include co-taught classes, special education supported classes, Learning Center, the Academic Support Center, the Writing Lab, Algebra Lab, and Excel Study. Courses are offered at a variety of levels, including Advanced Placement (AP), accelerated (ACC), college and career preparation (CCP), applied, unified, and special education-specific programming. All students are encouraged to participate in extracurricular activities including sports, clubs, music, and art offerings. When necessary, additional adult support is provided in after school activities when indicated by an IEP team. Additional opportunities for students are provided through the Evening Division and HiSET programs. Learning Center support is available to students with learning challenges as part of the Evening Division program. Extended Learning Opportunities (ELOs) are developed based on individual student need and interest.

TRHS utilizes a number of different assessment and data sources to improve support services for identified students and ensure that each student achieves the school's 21st century learning expectations. According to the Endicott survey, 51% of staff reported that all support services personnel used assessment data to improve services and achieve the school's 21st century learning expectations. No staff members strongly disagreed with this statement. Results of STAR testing in math and reading are used to monitor student progress toward learning expectations and provide guidance regarding student skills and appropriate course placement. [Achieve3000](#) was used to monitor and advance student reading comprehension skills for all students across content areas from 2016 to 2019, and will be replaced by [Newsela](#) in the 2019-2020 school year. Report cards paired with teacher comments and progress reports help to track students' progress in their courses and toward their graduation requirements. Students identified with educational disabilities and on an IEP are evaluated at least once every three years in the area(s) of known or suspected disability in order to ensure that their programming meets their needs and helps them to progress toward achieving the school's 21st century learning expectations. ELL students are assessed annually to monitor progress and determine ongoing needs. All juniors participate in the SAT or DLM assessments in order to assess their learning as compared to their peers across the nation.

TRHS has made a number of changes to improve student support services as a result of data and feedback it has received. For students on IEPs and 504 Plans, their programs and supports are reviewed at least annually and updated to reflect current progress and needs. The programs are amended more regularly if needed. As a result of a need for additional student supports, an Algebra Lab class was created as a partner class to Algebra I. Algebra Lab allows for reteaching of Algebra concepts and remediation of requisite skills to help struggling learners successfully complete the class required for graduation. Additionally, an Academic Support Center and Writing Lab were created in order to support all students with class assignments and test preparation. Block scheduling was implemented in the 2017-2018 school year to provide a more streamlined day with less transitions and more extended learning time to support more in depth exploration of topics. A number of options exist to help students who are struggling to earn credits including credit recovery and summer school. Extended School Year programming is provided to those students who require ongoing instruction or are significantly behind their peers developmentally. This program has evolved over the past several years and includes a balance of academic and functional life skills and opportunities to work on necessary workplace skills including communication, problem-solving, and interpersonal relationships. The Evening Division program has also expanded and evolved in response to student needs. A Learning Center has been added to provide additional

support for all students. Course offerings have been expanded and TRHS offers both the traditional HiSET program and a combination HiSET Diploma option. Additionally, the [Edgenuity](#) program can be individualized to support student needs for credit recovery, summer school, and Evening Division courses. All of these changes have been developed and implemented based on analysis of data and observations in order to better meet student needs.

Related Files

- [2019-09-09-12:35_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-09-09-13:07_TRSDTechnologyPlan2017-22.pdf](#)
- [2019-09-09-13:36_HiSet Option Brochure-Application 2018 Update.pdf](#)
- [2019-09-09-13:36_HiSET Registration Steps.pdf](#)
- [2019-10-15-08:54_TRHS Program of Studies 2019-2020.pdf](#)
- [2019-10-15-08:57_Special Education Evaluation Planning Team SEEPT.pdf](#)
- [2019-10-15-08:57_Timberlane Regional High School Special Education Faculty Staff and Related Services Roles.pdf](#)
- [2019-10-15-08:57_Timberlane Regional School District Special Education Policies and Procedures Manual.pdf](#)
- [2019-10-15-09:45_SAT Essay Prep Teacher Presentation.pptx](#)

Standard 6 Executive Summary

EXECUTIVE SUMMARY

TRHS *frequently* has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations. The school incorporates various coordinated, direct intervention strategies for all students, including programs and services regarding special education, online and Evening Division courses, academic support, credit recovery, physical and emotional health, peer outreach, and more.

The school *frequently* provides information to families, especially to those most in need, about available student support services. The school informs families of available services in a timely manner through the school website, the School Counseling Department, Health Services, the Student Assistance Program, and more.

Support services staff use technology to deliver an effective, *limited* range of coordinated services for each student *lacking connection* between departments. Technology is used in areas such as Special Education, Health Services, School Counseling, Library/Media Services, and academic support centers.

School counseling services have an adequate number of certified/licensed personnel and support staff who *collaboratively* deliver a written, developmental program; meet regularly and *consistently* with all students to provide personal, academic, career, and college counseling; *regularly* engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The School Counseling Department meets with all students to provide personal, academic, career, and college counseling through a written, developmentally appropriate curriculum. The school counselors collaborate with community and local mental health agencies and social service providers, referring students to the appropriate services when needed.

The school's health services *consistently* have an adequate number of certified/licensed nurses and support staff who *regularly* provide preventative and direct intervention services; *systematically* use an appropriate referral process; *routinely* conduct ongoing student health assessments; and *occasionally* utilize relevant assessment data, including feedback from the school community to improve services and ensure each student to achieves the school's 21st century learning expectations. TRHS Health Services provide a coordinated and wide array of services including health education and disease prevention. The TRHS Health Office provides first aid, administers medication, and reviews medical provider communication and documentation to support student care. Health Services respond to all emergency situations, perform physical assessments, offer consultation and health education, and provide referrals for further medical evaluation.

TRHS employs professional and certified counselors, nurses, a media specialist and special education teachers to ensure all students receive coordinated services. This collaborative system of care meets the needs of the 21st century learner by offering cohesive counseling and health services, as well as a wide range of material and technological support to the school's curriculum and the health needs of each student.

Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are *sometimes* actively engaged in the implementation of the school's curriculum; *always* provide a wide range of materials, technologies, and other media services in support of the school's curriculum; *consistently* ensure that the facility is available and staffed for students and teachers before, during, and after school; are *often* responsive to students' interests and needs in order to support independent learning; and *often* conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The Library/Media Services provide a diverse range of materials, technologies, and other services to meet the needs of the TRHS community. These services are integrated into curriculum and instructional practices.

The support services for identified students, including special education, Section 504 of the ADA, and English language learners, *do not yet* have an adequate number of certified/licensed personnel and support staff. However the certified/licensed personnel and support staff employed at TRHS *frequently* collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations; provide inclusive learning opportunities for all students; and perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. A variety of technological programs support day-to-day collaboration and communication, including [G Suite applications](#), [NHSEIS](#), [PowerSchool](#), and [Teachpoint](#). TRHS encourages and embraces learning opportunities for all students in part by providing students with access to technological devices such as Chromebooks, and extensions to assist with reading and writing. [Achieve3000](#) was used to monitor and advance student reading comprehension skills for all students across content areas from 2016 to 2019, and will be replaced by [Newsela](#) in the 2019-2020 school year. Report cards paired with teacher comments and progress reports help to track students' progress in their courses and toward their graduation requirements. A number of changes have been made to improve student support services as a result of data and feedback, including the review and amendment of the programs and support services of students on IEPs and 504 plans, the introduction of new support classes such as Algebra Lab and Learning Center, the addition of the Academic Support Center and Writing Lab, and expanded course offerings for Evening Division, HiSET, and credit recovery.

Based on the rating guide for the standard, TRHS judges its adherence to the standard as ACCEPTABLE.

ADVISORY RATING

- Acceptable

Standard 6 Strengths

STRENGTH

TRHS has a 1:1 Chromebook initiative, which was fully implemented in fall 2019.

STRENGTH

The School Counseling Department implements strong, targeted programming at each grade level.

STRENGTH

School counselors facilitate outreach through 1:1 meetings.

STRENGTH

School counselors create and maintain positive connections with outside providers who work with students.

STRENGTH

Faculty, staff, and students communicate effectively through modes of technology including, but not limited to, email, Naviance, Google Drive, NHSEIS, and PowerSchool.

STRENGTH

TRHS has an Academic Support Center staffed by professionals, paraeducators, and peer tutors from various honor societies. The facility is available to students throughout the day.

STRENGTH

Departments providing student support utilize relevant technology and software to best identify and address student needs.

STRENGTH

The library has certified staff and a wide range of up-to-date materials and technology available for all students. It is available to students and staff before, during, and after school.

STRENGTH

TRHS has certified and licensed professionals who provide a variety of supports and services, including, but not limited to, school adjustment counseling, speech-language therapy, occupational therapy, physical therapy, targeted reading intervention, student assistance counseling, targeted math instruction, ELL instruction, transition services, nursing services, school counseling, and behavioral consultation.

STRENGTH

The school employs two registered nurses and an administrative assistant to provide students and staff with a wide range of preventative screenings and programs.

STRENGTH

Evening Division, HiSET, and Extended Learning Opportunities have expanded at TRHS to meet changing student needs.

STRENGTH

Standard 6 Needs

NEEDS

Reduction in special education staffing has impacted the timely implementation of services for some students due to a shrinking number of professionals available to meet an increasing demand/need for services.

NEEDS

Communication between multiple departments at once in a timely fashion, especially as it relates to student progress and at-risk students.

NEEDS

TRHS has limited ability to survey students and gather data.

NEEDS

Continuity of filing systems between elementary, middle, and high school so that students have complete records and to maximize efficiency and delivery of appropriate services, especially in the area of school counseling and special education.

NEEDS

NEEDS

NEEDS

NEEDS

Standard 7 Indicator 1

The community and the district's governing body provide dependable funding for:

- a wide range of school programs and services
- sufficient professional and support staff
- ongoing professional development and curriculum revision
- a full range of technology support
- sufficient equipment
- sufficient instructional materials and supplies.

CONCLUSIONS

The Timberlane Regional High School (TRHS) community and the district's governing body providesufficient and dependable funding for a wide range of school programs and services,inconsistent funding for professional and support staff,adequate funding for ongoing professional development and curriculum revision,excellent funding for a full range of technology support, andadequate funding for equipment, instructional materials, and supplies.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS receives sufficient and dependable funding from the district's four towns of Plaistow, Atkinson, Sandown, and Danville. Through the combined efforts of TRHS administrators, elected representatives from the Timberlane Regional School Board and Timberlane Regional School District Budget Committee, and administrative officials from School Administrative Unit No. 55 (SAU 55), a school budget is developed each year, debated and deliberated on, and ultimately voted on by the four sending towns. The funding from this budget must adequately provide for the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

TRHS receives dependable funding that provides students with a wide variety of school programs and services. However, according to the Endicott Research Center survey results, only 50% of 88 parents and 23.2% of 108 staff agreed or strongly agreed. Among the 952 student responses, 70.5% agreed or strongly agreed that the school had a wide range of programs and services. Despite mixed opinions, the evidence indicates that students have a great range of choice and accessibility to courses and other educational opportunities at TRHS. For instance, TRHS offers 18 Advanced Placement (AP) classes, 14 dual-enrollment courses through regional colleges, and an Evening Division program where students can pursue a high school diploma or a High School Equivalency Test (HiSET) certificate at night. Vocational programs not offered on site are available to students through joint agreements with Salem High School in Salem, NH, and Pinkerton Academy in Derry, NH. For students who do not pass certain classes, the school offers a credit recovery program to provide them another opportunity to acquire the necessary credits for graduation. Students in need of additional support have access to the Academic Support Center, which is open and staffed throughout the school day and during after school hours. TRHS provides students the opportunity to participate in roughly 30 extracurricular clubs, a well-established and respected athletics program, and one of the finest music programs in the state. Students have access to special education support, academic counseling through the School Counseling Office, other counseling services from the student assistance counselor and school psychologist, and two full-time nurses in the Health Office. Although the Endicott survey reflects mixed views regarding whether there is dependable funding for school programs and services, the evidence indicates that TRHS provides students with a wide array of budget-funded programs and services.

Based on the results of the Endicott survey, opinions regarding funding for professional and support staff differ significantly between the various groups that constitute the school community. Among parents, 58% agreed that the school had an adequately funded staff, while among staff only 19% agreed to the same statement. The large discrepancy in these views can likely be attributed to how the survey grouped administrative, professional, and paraprofessional staffing in one statement. Since funding differs for each of the three groups, each will be addressed individually in the next several paragraphs that follow.

In regard to administrative positions within the district, the community provides exemplary funding. The superintendent and assistant superintendent are each the highest paid in the state at their positions. The business manager is the third highest paid in the state. The administrative positions at the high school pay significantly more than the highest-step teaching positions do.

With respect to professional positions within the district, the community provides adequate but minimally competitive funding. In terms of staffing levels, the high level of student access to a variety of courses and programs and an average student-to-teacher ratio of 17-1 indicate that the school is adequately staffed. However, teacher salaries continue to stagnate when compared to other area schools. Out of 164 public schools, excluding charter schools, TRHS ranks 79th in average teacher salary. TRHS's ranking is surprisingly low when considering that Rockingham County is the wealthiest county in NH based on median household income and the most expensive in which to live based on median house price. Between the relatively low average teacher salary and the school's proximity to high-paying Massachusetts teaching positions, TRHS faces growing challenges in attracting and retaining quality teachers. Despite these challenges, however, the district communities passed a new three-year, collectively-bargained teacher contract in March of 2019. The new contract should make TRHS more competitive for teachers at the lower end of the salary schedule and improve the school's ability to retain its newer teachers.

Regarding paraprofessional staffing, the community provides limited funding. TRHS has experienced great difficulty filling open positions and retaining its paraprofessionals, especially in the area of special education. Funding for paraprofessional positions is budgeted; however, wages for these positions are only marginally competitive compared to many other similarly paying, less demanding jobs. Although TRHS is not the only school that struggles to find and retain quality paraprofessionals, more competitive pay would certainly alleviate some of these concerns.

Dependable funding for curriculum revision and ongoing professional development is adequate. TRHS has devoted a great deal of resources in time and funding toward curriculum revision. Many meetings are devoted to curriculum mapping and developing competencies and performance tasks. The transition to the block schedule has accelerated the need to change the school's methods of teaching. Additionally, advances in technology have opened up new ways to access the curriculum. Teachers have many opportunities for professional development

both in and out of the building throughout the year, including a Certificate of Advanced Graduate Studies (CAGS) program that is taught at the school.

Funding for technology and technology support at TRHS has been excellent. All freshmen receive individually-issued Chromebooks to use for the duration of their time at TRHS. As of the 2018-2019 school year, half of all students were equipped with individually-issued Chromebooks and about half of all classrooms featured Chromebooks, laptops, or desktop computers for student use. By the start of the 2019-2020 school year, all students will have individually-issued Chromebooks. The goal of the Chromebook initiative is to increase access to curriculum and educational support for all students regardless of their socioeconomic status. In addition, all teachers are issued laptops. Interactive whiteboards are used in all math classrooms. Significant improvements in Wi-Fi over the past three years have led to better coverage and decreased interruptions in service. However, the Endicott survey indicates that only 44% of staff agreed that there was adequate funding for a wide range of technology support. 68% of students surveyed agreed that computer labs, carts, laptops, and other devices were in good working condition while 73% agreed that computers were available to them before, during, and after school hours. The district's Technology Committee, headed by the district Technology Coordinator, has developed a five-year technology plan with both long-term and short-term goals. The committee has been proactive in having these technology needs included in the budget and the district administration has been very supportive of these initiatives. Technology support staff in the district are funded and do an excellent job supporting the many technology-related needs that arise on a daily basis.

The community does an adequate job of funding equipment, instructional materials, and supplies. However, the Endicott survey indicates that only 36% of staff agreed. Yet anecdotal evidence suggests that most teachers can obtain the equipment that is most important to them for their students and, despite the survey results, there is not enough specific evidence to conclude that the community is deficient in funding these items.

Related Files

- [2019-03-13-19:58_Narrative Standard 7 Indicator 1 Evidence.docx](#)
- [2019-03-13-19:59_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-05-09-14:53_TRSD Stratetgic Plan 9-20-18 Final.pdf](#)
- [2019-05-09-15:18_2018-19 TRSD Default School Board Prepared.pdf](#)
- [2019-05-09-15:21_TIMBERLANE CIP 2009-2020.pdf](#)
- [2019-09-12-10:55_TRHS-POS-19-20.pdf](#)

Standard 7 Indicator 2

The school develops, plans, and funds programs:

- to ensure the maintenance and repair of the building and school plant
- to properly maintain, catalogue, and replace equipment
- to keep the school clean on a daily basis.

CONCLUSIONS

The school *sufficiently* develops, plans, and funds programs, to ensure the maintenance and repair of the building and school plant; to properly maintain, catalogue, and replace equipment; and to keep the school clean on a daily basis.

EVIDENCE AND EXPLANATION Evidence and Explanation

There is general consensus that TRHS adequately funds and is committed to the maintenance of the building in its current form. This is evidenced by numerous recent efforts to improve the school's facilities, including, but not limited to, the installation of new window shades in every classroom, new locks and alarms on points of entry, and a reworked front office for increased safety; new floors and ceiling in the 500 hallway; painting in the cafe and halls; a completely redone gym floor; the replacement of the leach field; and ongoing efforts to rework the school's other fields.

However, it is widely believed that the building is badly outdated. The school was originally built in the 1960s with several additions and modifications made over the years. The school's last major building project was the [Performing Arts Center \(PAC\)](#), which was built in 2001. The school faces a host of facility issues that can only be solved by making significant building renovations. Notable examples include, but are not limited to, problems with heating/cooling, air movement, septic, water, and inefficient single-pane windows. All of these issues can be directly attributed to the building's age and need for modernization.

Yet in the words of Thomas Geary, the district Business Operations Coordinator, TRHS excels at "keeping the lights on and keeping it clean". Presently, TRHS employs 40 district-wide custodial, grounds, and maintenance staff who strive to always keep the school clean and well-maintained. District parents, students, and staff have positive views of the school's efforts toward maintenance, repair, and cleanliness. According the Endicott survey, 58% of students agreed that the furniture and equipment in the classrooms were in good condition while 72% agreed that the science labs were in good working order. 53% of students, 64% of staff, and 71% of parents agreed that the building was clean and well-maintained.

In order to track and prioritize repair requests, the custodial staff use a system called [SchoolDude](#), which categorizes jobs on a priority scale of low, medium, or high. Once entered into the system, jobs are prioritized and assigned to the appropriate repair specialist and a realistic completion date is given. However, the Endicott survey results indicate that only 40% of staff agreed that needed repairs were completed in a timely manner. Within each building, a capital inventory of equipment is used to keep track of all equipment. These records are kept at the SAU.

The school maintains a 5-year capital improvement plan (CIP) to prioritize more significant capital improvements. However, the CIP is a "rolling" plan with non-completed or non-funded items simply moved to the next 5-year CIP. As emergencies arise, such as a water leak that ruined the school's gym floor during the 2018-2019 school

year, any repair costs that are not covered by insurance must be reallocated from other projects, of which many have been forced to move from CIP to CIP for years. The district communities have been reluctant to fund higher-cost renovation items, but they have been willing to fund efforts to keep the facility operating in its current form. As TRHS strives to implement curriculum reflecting 21st century learning expectations, it is imperative that its facilities also be modernized to 21st century standards.

Related Files

- [2019-03-13-20:02_Narrative Standard 7 Indicator 2 Evidence.docx](#)
- [2019-03-13-20:02_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-05-09-15:23_TRSD Stratetgic Plan 9-20-18 Final.pdf](#)
- [2019-05-09-15:23_TIMBERLANE CIP 2009-2020.pdf](#)
- [2019-05-09-15:23_2018-19 TRSD Default School Board Prepared.pdf](#)

Standard 7 Indicator 3

The community funds and the school implements a long-range plan that addresses:

- programs and services
- enrollment changes and staffing needs
- facility needs
- technology
- capital improvements.

CONCLUSIONS

The community *sufficiently* funds and the school *systematically* implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS's strategic plan addresses programs and services by outlining plans for academic rigor, curriculum, and assessment. It also breaks down the strengths, weaknesses, opportunities, and threats of different components of the school community. The Program of Studies is also used for program planning along with the staff and student handbooks. The school's CIP addresses school-wide enhancements costing over \$10,000 and is constantly being updated to address new needs, funding opportunities, and deficits. There is a five-year 2017-2022 technology plan for TRHS that includes plans for curriculum integration, access to technology, professional development, and projected costs. The technology plan states that by the 2019-2020 school year, all students will have individually-assigned Chromebooks. The Technology Committee meets once a month to discuss issues surrounding technology needs and brainstorm possible solutions. According to the Endicott survey, 30.6% of staff disagreed that the school had a long-range plan to address facilities, future programs, services, staffing levels, and capital improvements, while 41.7% were undecided. Staff may hold these opinions because they do not see direct evidence of a long-range plan on a daily or yearly basis.

The community sufficiently funds the school, and the budget supports the school to be open and running on a day-to-day basis, but not at the level needed to make significant facility improvements. During the 2018-2019 school year, TRHS operated on a default budget of \$71,870,607 because the proposed budget of \$72,800,000 failed to pass, gaining support from only 37% of voters.

Fortunately, the operating budget for the 2019-2020 school year was passed by voters in March. The added funds may allow the school to make some additional capital improvements.

Related Files

- [2019-05-09-15:27_TIMBERLANE CIP 2009-2020.pdf](#)
- [2019-05-09-15:27_2018-19 TRSD Default School Board Prepared.pdf](#)
- [2019-10-10-10:50_TRSD Technology Plan 2017-2022.pdf](#)
- [2019-10-10-10:53_TRSD Strategic Plan 2018-2023.pdf](#)
- [2019-10-10-10:53_TRHS NEASC-CPS Self-Study Survey Results 10-05-2018.pdf](#)

- [2019-10-10-10:53_TRHS Student Handbook 2019-2020.pdf](#)
- [2019-10-10-10:53_TRHS Staff Handbook 2019-2020.pdf](#)
- [2019-10-10-10:53_TRHS Program of Studies 2019-2020.pdf](#)

Standard 7 Indicator 4

Faculty and building administrators are actively involved in the development and implementation of the budget.

CONCLUSIONS

Faculty and building administrators are *always* actively involved in the development of the budget; faculty are *sometimes* actively involved and building administrators are *always* actively involved in the implementation of the budget.

EVIDENCE AND EXPLANATION Evidence and Explanation

Input for the budget planning process for each department begins at the start of each school year. Each September, teachers have the opportunity to place requests for any supplies and other items that will be used for instruction. Academic deans facilitate the process for each department. Lower-cost items are generally provided without much discussion while higher-cost items may need approval at the administrative level. Upon the deans' approval, these requests move to the principal and assistant principal before moving on to the Budget Committee for the larger proposal process, including determining budget lines. This committee is comprised of elected members from the community. Teachers' requests become the basis for the following year's budget proposals for various accounts, such as those dedicated to supplies, new/replacement equipment, books, information access fees, and more. Since the requests for the following school year must be submitted at the beginning of the current school year, teachers may experience difficulty in identifying all of their potential needs and those of their students a full year in advance. However, the deans generally ask their departments what their needs are throughout the year, especially if there is money still available later in the school year.

Although efforts are made for each department to have a direct say in its departmental budgetary expenses and future needs, the Endicott survey reveals that 44% of staff disagreed that they had input into the development of the school budget, while only 32% agreed and the remaining 24% were undecided. In light of these opinions, it is important to note that some supply requests are impractical to fulfill at the time of submission and cannot realistically be met. Therefore, some staff may feel like their requests have not been acknowledged by administration.

Related Files

- [2019-05-09-15:31_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-05-09-15:31_2018-19 TRSD Default School Board Prepared.pdf](#)
- [2019-10-10-11:00_Supply Order Form.pdf](#)
- [2019-10-10-11:00_Supply Order Section from Welcome Back to School Department Agenda.pdf](#)

Standard 7 Indicator 5

The school site and plant support the delivery of high quality school programs and services.

CONCLUSIONS

The school site and plant is *minimally sufficient* to support the delivery of high quality school programs and services.

EVIDENCE AND EXPLANATION Evidence and Explanation

The evidence suggests inconsistent views on whether the school site is sufficient in its ability to deliver high quality programs and services. The Endicott survey shows that 73% of students and 66% of parents agreed that the facility was conducive to quality education while only 29% of staff agreed. The building's deficiencies tend to be overlooked because the building is clean and well-maintained. Faculty and staff recognize issues with the facilities that impact instruction, programs, and services. Teaching space and room availability is an issue for many teachers who share classrooms with other teachers because they must relocate from one room to another for one or more of their classes. Teaching space is especially problematic for physical education and several general education classes. The high school currently uses four modular classrooms. Physical education classes currently share one gym and drop down a curtain to split the gym into two teaching spaces. Space concerns limit the number of after school athletic activities that can be offered, with many sports teams required to share practice space or practice during late hours. Other school services, such as English for Speakers of Other Languages (ESOL), speech and language, and school counseling, in addition to outside services, are also challenged with finding space to test or work with students.

During the 2017-2018 school year, the Strategic Planning Committee was established and acted as the steering committee. The committee analyzed feedback from public forums and identified three overarching themes: academics, facilities, and culture/climate. The Strategic Planning Committee requested that subcommittees establish the goals and objectives in these three priority areas. The committee identified the following weaknesses: lack of modern science, technology, engineering, and math (STEM) facilities; use of "temporary" classrooms such as the mods; shortage of field space to meet athletic scheduling demands and to institute a proper resting program for the regrowth of the fields' grass; lack of state and federal funding for school construction; inadequacy to meet current sizing guidelines set by state standards in many spaces throughout the district; and lack of available parking spaces at the high school—many students must park in a distant SAU lot or along a stretch of fencing between the high school and the SAU.

As the school's facilities continue to age, significant renovations continue to languish on the five-year CIP, waiting to be funded. While enrollment is manageable and looks to remain somewhat stable, the facility continues to be the most noteworthy concern of those working in the building. Issues with leaky roofs, heating/cooling, air-movement, water and septic, and inefficient single-pane windows have been cited anecdotally as having a negative impact on students' educational experiences at TRHS. Strong majorities of students and parents believe the facility is sufficient in its ability to deliver high quality programs and services. However, the 2018-2019 school year saw a major water leak in the gym which rendered it unusable for weeks. Meanwhile, septic problems continue to be an issue and the school recently learned that its athletic track is no longer adequate to host home track meets. There is concern that if TRHS does not receive the necessary funding to make significant renovations, students' access to the high quality programs and services called for in the school's 21st century learning expectations will be greatly hindered.

Related Files

- [2019-05-09-15:37_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-05-09-15:37_TIMBERLANE CIP 2009-2020.pdf](#)
- [2019-05-09-15:37_TRSD Stratetgic Plan 9-20-18 Final.pdf](#)

Standard 7 Indicator 6

The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

CONCLUSIONS

The school *sufficiently* maintains documentation that the physical plant and facilities meet *most* applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

EVIDENCE AND EXPLANATION Evidence and Explanation

The district currently meets all basic state regulations to keep the building operational. However, due to the age of the building, many updated building codes may not be met by the current facility. In addition to the weaknesses identified by the Strategic Planning Committee discussed in Indicator 5, other concerns include inadequate handicap accessibility in some areas of the building, specifically athletic and physical education locker rooms, and inadequate compliance with Title IX male and female athletic equality for team locker rooms and athletics due to the age of the building.

TRHS has many safety strengths. A large majority of staff are trained in first aid and CPR. The front office is secured during the school day and the doors are locked and alarmed. Teachers use key cards to enter and exit the building. Every classroom has a backpack filled with emergency supplies. Fire inspections, fire drills, and lockdown drills are done regularly and the school also has a shelter in place protocol. Whenever the building is evacuated for a drill or emergency, teachers take attendance and notify an administrator of any missing students so that they can be located. Administrators and hall duty staff carry walkie-talkies at all times to remain in constant communication with one another.

Related Files

- [2019-05-09-15:39_TRSD Stratetgic Plan 9-20-18 Final.pdf](#)
- [2019-10-11-09:49_2019-2020 Emergency Drills.pdf](#)
- [2019-10-11-09:49_Alarm Email.PNG](#)
- [2019-10-15-10:50_TRSD Drill Procedures.pdf](#)

Standard 7 Indicator 7

All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

CONCLUSIONS

Most professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS professional staff communicate directly and indirectly with parents in numerous ways. School information is shared with families via email, text message, Facebook, Twitter, the [school website](#), monthly Principal's Newsletters, mailings, and local newspapers. Teachers use email on a daily basis, make phone calls, and have voicemail extensions. Students' grades and attendance records are always available to parents through PowerSchool. Many parents can see their children's assignments on each of their teachers' Google Classroom sites. Following the Endicott survey, NEASC standard chairs asked TRHS faculty for additional feedback using a Google Forms survey. On that survey, 61% of teachers rated their frequency of using Google Classroom as 7 out of 10 or higher. 87% indicated that email was their preferred method of parent communication. However, fewer than half reported talking with parents by phone during the 2018-2019 school year.

Even with numerous methods of communication in place, perceptions vary greatly regarding how well professional staff communicate with parents and families. Based on responses from the Endicott survey, 68.5% of professional staff believed they actively engaged parents and families as partners in each student's education and reached out specifically to those families who had been less connected with the school. When asked the same question, only 47% of parents surveyed agreed.

Related Files

- [2019-05-09-15:40_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)
- [2019-10-09-13:00_2019-06-28-20_53_NEASC Follow-Up Survey - Google Forms.pdf](#)
- [2019-10-09-13:00_2019-06-28-20_53_NEASC Follow-Up Survey- Responses.pdf](#)
- [2019-10-10-10:39_Principals Newsletter July 2019.pdf](#)
- [2019-10-10-10:39_Principals Newsletter September 2019.pdf](#)
- [2019-10-10-10:39_Principals Newsletter October 2019.pdf](#)

Standard 7 Indicator 8

The school develops productive parent, community, business, and higher education partnerships that support student learning.

CONCLUSIONS

The school develops *many* productive parent, community, business, and higher education partnerships that support student learning.

EVIDENCE AND EXPLANATION Evidence and Explanation

TRHS has worked to develop a variety of local partnerships that have provided many opportunities for its students. The Endicott survey indicates that 68% of staff and 60% of parents agreed that TRHS developed productive relationships with parents, the community, higher education, and businesses. However, only 28% of students believed that their parents participated in school programs.

Working with Southern New Hampshire University (SNHU) and the New Hampshire Technical Institute (NHTI), TRHS students have access to 14 dual-enrollment courses where they can earn college credit at a fraction of the normal cost while still in high school. During the 2018-2019 school year, roughly 100 students benefited from these higher education partnerships.

Community partnerships abound as well. TRHS works with the Plaistow Police Department and the Southern Rockingham Coalition for Healthy Youth (SoRock) in order to create more opportunities for students to engage productively with the school community. SoRock provides active community partnership and support of programs to promote healthy lifestyle choices of the youth. It provides community awareness events, funding for speakers, and positive youth leadership programs. Funding for SoRock is questionable beyond October 2019. It is currently in the last year of a 10-year grant for Drug Free Communities (DFC). SoRock is currently working on possible funding streams for sustainability. The Merrimack Valley Philharmonic Orchestra has been actively involved with the Performing Arts Center and music programs for years. The Macy's Community Partnership has donated resources towards the Timberlane Troops, Life of an Owl, Best Buddies, and Project Hope programs. Each of the district's four town public libraries was involved with the Community Read Project 2018-2019.

Business partnerships are also plentiful. TRHS partners with AJB Farms and Mellett Property Maintenance as a part of the Cleaner Greener Timberlane initiative. The Engineering Advisory Council maintains connections with Sparton Corporation, Raytheon, Data Electronic Devices Inc., New Balance, Scott Electronics, Teledyne Electronics, the New Hampshire Manufacturing Extension Partnership, Highliner Foods, and Schneider Electric. The Plaistow YMCA offers multiple programs and scholarships that benefit TRHS students and staff. Loral Press does printing for district programs. Plaistow Pediatric Dentistry funds scholarships and performs dental screenings for elementary students and provides free molded mouth-guards for middle school athletes. In addition, high school students are widely employed by businesses across the four towns that serve the Timberlane community.

Related Files

- [2019-05-09-15:41_2019-03-08-13_07_Timberlane Regional High School - NEASC-CPS Self-Study Evaluation Results 10-05-18.pdf](#)

- [2019-10-09-12:44_CLEANER GREENER TIMBERLANE.DOCX](#)
- [2019-10-09-12:45_TRHS Program of Studies 2019-2020.pdf](#)
- [2019-10-09-12:46_SNHU in the High School Calendar 2019-2020.docx.pdf](#)
- [2019-10-09-12:46_Application Process Handout-8-19.pdf](#)
- [2019-10-11-09:39_Engineering Advisory Council Emails.pdf](#)

Standard 7 Executive Summary

EXECUTIVE SUMMARY

TRHS is given *sufficient*, dependable funding to provide its students with a wide range of programs, services, courses, and other educational opportunities, including Advanced Placement, dual-enrollment, vocational, and Evening Division programs, dozens of extracurricular clubs, and exemplary athletic and music programs. *Adequate* funding is made available for curriculum development and revisions. *Excellent* funding is also allocated for students to have access to technology both in and outside of school, perhaps best exemplified by the effort to provide all students with individually-assigned Chromebooks by the 2019-2020 school year. Staff demonstrate a continued interest and willingness to incorporate technology in their instruction. Basic educational supplies are readily available and instructional equipment is generally accessible to both teachers and students through *adequate* funding. Funding for staff at all levels is adequate, but not competitive enough to maintain the level of stability that TRHS students deserve. Meanwhile, funding for administrative salaries continues to be outstanding. Staffing levels for support and custodial positions are a distinct area of concern. The school has experienced difficulty filling and retaining support staff positions, particularly in special education. The lack of adequate staffing in this area has placed a great deal of additional stress on current support staff. Staffing levels among professional staff remain strong, but teacher salaries continue to stagnate. However, the new three-year, collectively-bargained teacher contract should allow for newer teachers to be compensated more competitively.

The school *sufficiently* develops, plans, and funds programs, to ensure the maintenance and repair of the building and school plant; to properly maintain, catalog, and replace equipment; and to keep the school clean on a daily basis. While the school is recognized for its consistent cleanliness and maintenance, and although it has made recent efforts to improve the safety and quality of its facilities, the building is outdated and in need of significant renovations.

The community *sufficiently* funds and the school *systematically* implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. The school's long-range plan is discussed in detail in documents such as the strategic plan, the Program of Studies, the staff and student handbooks, the five-year capital improvement plan, and the five-year technology plan.

Faculty and building administrators are *always* actively involved in the development of the budget; faculty are *sometimes* actively involved and building administrators are *always* actively involved in the implementation of the budget. Teachers always have the opportunity to request new supplies and instructional materials at the start of each school year.

The school site and plant is *minimally sufficient* to support the delivery of high quality school programs and services. The school's physical plant is an area of great concern in efforts to meet 21st century learning expectations. Issues with temperature control, air movement, septic and water, leaky roofs, inefficient single-pane glass windows, temporary classrooms, and antiquated athletic facilities and fields are all causes of concern. Although the school has a 5-year capital improvement plan, it can only fix and update items that it can fund. Unfunded items from one year simply move to next year's 5-year plan, and many items on the plan have been postponed for many years. To the credit of the school's custodial staff, the majority of parents and students were pleased with the physical plant when responding to the Endicott survey, which may be why a lack of willingness exists to fund improvements to the physical plant. However, the approval of the proposed 2019-2020 budget offers the possibility for some greatly needed renovations in the school year to come.

The school *sufficiently* maintains documentation that the physical plant and facilities meet *most* applicable federal and state laws and are in compliance with local fire, health, and safety regulations. The district currently meets all basic state regulations to keep the building operational. However, due to the age of the building, many updated building codes may not be met by the current facility.

Most professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school. The use of PowerSchool for grading, Google Classroom for posting assignments, and regular email for communication has enabled staff to engage with families like never before.

The school develops *many* productive parent, community, business, and higher education partnerships that support student learning. TRHS partners with educational institutions such as NHTI and SNHU, community organizations like the Plaistow Police Department and SoRock, local businesses and technology firms, and many more organizations in the area.

Based on the rating guide for the standard, TRHS judges its adherence to the standard as LIMITED.

ADVISORY RATING

- Limited

Standard 7 Strengths

STRENGTH

TRHS has developed and funded technology initiatives that have made computer and Internet access more widely available for all students regardless of their socioeconomic status.

STRENGTH

Students have access to a wide variety of dependably-funded school programs and services, including extensive choice in types and levels of courses.

STRENGTH

Students have access to a well-funded music program recognized as one of the very best in the state.

STRENGTH

TRHS has funded and created a safe school environment, with a one-access secure main entrance during the school day, alarmed exits, a school surveillance system, teacher key cards, and emergency bags in each classroom.

STRENGTH

TRHS has provided funding for highly competitive administrative positions.

STRENGTH

TRHS excels at keeping its outdated building clean and well-maintained.

Standard 7 Needs

NEEDS

Facilities are old and outdated, but lack the voter-approved funding for any major renovations to the physical plant or new construction.

NEEDS

Athletic facilities and fields are minimally acceptable to support the athletic programs currently offered.

NEEDS

TRHS has four temporary “modular” classrooms that are outside of the main building area.

NEEDS

TRHS lacks modern STEM facilities.

NEEDS

Professional staff pay is minimally competitive when compared to other area schools.

NEEDS

TRHS lacks teaching spaces/room availability.

NEEDS

TRHS has struggled to fill and retain support staff/paraprofessional positions, especially in special education. Minimally competitive compensation for paraprofessionals contribute to difficulties attracting candidates for those positions.

NEEDS

During the 2018-2019 school year, TRHS operated on a default budget.

Critical Strengths, Critical Needs, and Two and Five Year Plan

CRITICAL STRENGTHS

- Knowledgeable and committed staff are critical to the process of creating school-wide rubrics with the intention of improving student performance.
- The curriculum is written in the UbD format which includes essential questions, concepts, content, skills, and 21st century learning expectations.
- The curriculum emphasizes depth of knowledge and higher order thinking skills through the transfer, established goals, and acquisition sections in all curriculum documents.
- The curriculum is written purposefully with a K-12 alignment as well as alignment across academic areas through the use of the content area literacy competencies.
- Teachers personalize instruction to engage students by incorporating a variety of modalities into their practices.
- Teachers integrate technology when planning and teaching lessons by utilizing Google Chromebooks, Google Classroom, SMART projectors, current scientific probeware, and more.
- Teachers have a vital role in developing the assessments and rubrics.
- Extensive course offerings for all students to pursue academic interests.
- Multiple, flexible pathways for students to achieve success.
- A myriad of extracurricular activities, clubs, honor societies, and athletic options for students to get involved.
- TRHS has started a 1:1 Chromebook initiative, which will be fully implemented by fall 2019.
- Evening Division, HiSET, and Extended Learning Opportunities have expanded at TRHS to meet changing student needs.
- Students have access to a wide variety of dependably funded school programs and services, including extensive choice in types and levels of courses.

CRITICAL NEEDS

- Continue the process of revising/implementing school wide analytic rubrics.
- Report out on school-wide 21st century learning expectations.
- Teachers could benefit from a more flexible Mentoring Program to better accommodate teachers at different grade levels and/or varied years of experience.
- More consistent department and PLC time to work on assessment collaboration.
- Continue the 2019-2020 school year's advisory implementation plan and create the 2020-2021 school year's student led advisory implementation plan.
- Reduction in special education staffing has impacted the timely implementation of services for some students due to a shrinking number of professionals available to meet an increasing demand/need for services.
- Facilities are old and outdated, but lack the voter-approved funding for any major renovations to the physical plant or new construction.
- Athletic facilities and fields are minimally acceptable to support the athletic programs currently offered.
- TRHS lacks modern STEM facilities.
- Professional staff pay is minimally competitive when compared to other area schools.

TWO YEAR PLAN

- Teacher use of school-wide analytic rubrics to report out on competency progress.
- Teacher use of school-wide rubrics to evaluate reading, writing, and speaking skills through ongoing unit assessments.
- Quarterly reporting out on the school-wide rubric for social/civic expectations.
- Determine how to report out on problem-solving and research skills.
- Continued work with the district Mentoring Committee to tailor the mentoring program to meet the needs of probational high school educators.
- Dedicate additional professional development time and departmental/faculty meeting time for PLCs to collaborate on instruction and assessments.
- Continue to develop and implement a student-led advisory program.
- Increase community awareness of the current high school building and athletic facilities/fields needs in order to raise funding for new renovations and possibly new construction.
- Continue to encourage and support the Timberlane Teachers Association in their efforts to highlight and address the disparity between TRHS teacher salaries and teacher salaries of other area schools.

FIVE YEAR PLAN

- Ongoing goal-setting related to student progress through competency-based reporting.
- Continue to evaluate and improve the Mentoring Program.
- Collaborate with the Timberlane Teachers Association to analyze the feasibility of incorporating required PLC time for teachers in the regular schedule.
- Review numbers of students in need of special education services at the middle school level in order to gauge and understand the staffing needs at the high school level.
- Maximize special education staffing in order to streamline the delivery of special education services.
- Through the District Strategic Plan and Capital Improvement Plan, define a path to implement renovations and new construction to the high school building and athletic facilities/fields.

School-Wide Rubrics or Other Criteria for Success of Learning Expectations

SCHOOL-WIDE RUBRICS OR OTHER CRITERIA FOR SUCCESS OF LEARNING EXPECTATIONS

Please see attached:

6-12 Content Area Literacy READING Rubric (used by all subject areas except English and World Language-reported out at least 2 quarters in a year long class and at least 1 quarter in a semester long class)

6-12 Content Area Literacy WRITING Rubric (used by all subject areas except English and World Language - reported out at least 2 quarters in a year long class and at least 1 quarter in a semester long class)

6-12 Content Area Literacy SPEAKING Rubric (used by all subject areas except World Language-reported out at least 2 quarters in a year long class and at least 1 quarter in a semester long class)

Social and Civic Expectations Work Study OWLS Rubric (used by all subject areas - reported out every quarter)

All other rubrics are department specific

Related Files

- [2019-09-04-09:10_6-12 Content Are Literacy Reading Rubric.pdf](#)
- [2019-09-04-09:10_6-12 Content Area Literacy Speaking Rubric.pdf](#)
- [2019-09-04-09:10_Social and Civic Expectations Work Study OWLS Rubric.pdf](#)
- [2019-09-04-09:10_6-12 Content Area Literacy Writing Rubric.pdf](#)