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# **Two-Year Progress Report Campbell High School**

**Litchfield, NH 03052**

**October 1, 2009**

**In response to the  
New England Association of Schools and Colleges  
Letter of Initial Accreditation  
May 9, 2008**

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## **Two-Year Progress Report of Campbell High School**

### **Section I – Detailed Responses to Highlighted Recommendations**

- 1. Clarify targeted levels of successful achievement of each academic expectation in the mission as represented in the school-wide rubrics.**

**Classification: *In Progress***

Response: The Teaching and Learning Team (TLT) has targeted June 2012 as the completion date for this recommendation. However, much work has been done already. The school has five rubrics in place, with accompanying criteria associated with each level of performance: Distinguished, Proficient, Competent and Deficient. Each performance level has between five and seven individual indicators. For example, in our Writing rubric, one indicator for distinguished states “Reflects a strong awareness of his or her audience”; proficient states “reflects an awareness of his or her audience”; competent states “Reflects some awareness....,” and deficient states “reflects little or no awareness of his or her audience.”

In order to clarify targeted levels of successful achievement of each academic expectation: reading, writing, speaking, critical thinking and problem solving, and research, we plan to create models of targeted levels of successful achievement and publish the models on our school website. The form in which these models are displayed is the work ahead of us. Posting exemplars for the writing rubric is thought to be our easiest task. We suspect that the remaining four rubric models may come in different forms, possibly using sound files, video files, or simply samples of student projects or products.

We plan to resource this task with time found from a number of sources. Our October 21, 2009 Late Arrival professional development day will specifically address rubrics, especially highlighted recommendation #3, which asks us “to ensure comprehensive use of the school-wide rubrics.” We anticipate our work identifying models of targeted levels of successful achievement will dovetail quite nicely with this work. In addition, we are tasking individual teachers working within departments to identify additional potential models. We suspect that there are already in use various models by individuals which are not known to the school at large. We hope to identify them in this process during 2009-10.

Next, we hope to submit these models to a vetting process during school year 2010-11 to determine if in fact these models are clearly understood by students, staff, and parents. A feedback process is to be developed, perhaps using some kind

of Likert scale: strongly agree, agree, disagree, strongly disagree, which allows us to determine if in fact the models do what we want them to do.

Finally, we anticipate the models to be finalized and posted on our website and widely understood by all stakeholders during the 2011-12 school year.

## **2. Incorporate the school-wide academic expectations into unit plans for all courses.**

### **Classification: *In Progress***

Response: The Curriculum Facilitators (English, Social Studies, Math and Science), as well as teachers from departments without Curriculum Facilitators, have worked during 2008-09 to identify the current level of alignment of the school-wide academic expectations with the core competencies for each course taught at CHS. This task has been completed, as of July 2009, by math, science, music, and foreign language. Still in progress are the English, social studies, art, business, computers, FACS, SPED, and technology departments. We have found already that the level of alignment is quite high.

During 2009-10 we plan to complete this task and begin the process of determining the level to which academic expectations are incorporated into unit plans. To do this we are first updating our Curriculum Outlines, which were last updated between 2005 and 2007, and posting them on our website. As of this writing science is posted, math is nearly done, and the other content areas are in process. As they become revised, we will post them on our website, making them public for all to see. We have devised a process in which all curricular documents will be maintained on our website, rather than in a binder kept somewhere.

Once the outlines are done, we plan to link course syllabi, which list units of study, to the outlines, posting them as well on the website. We will use the syllabi to determine to what extent our units of study do not incorporate the school-wide academic expectations. We anticipate that a number of courses already incorporate academic expectations into unit plans. But we also anticipate some may not. With clearly written outlines and syllabi in place, the process of ensuring school-wide incorporation of expectations into unit plans will unfold no later than school year 2010-11.

We expect this process to drive our academic expectations to the very center of our instructional units, throughout the entire curriculum, and with no exceptions thus ensuring our students fully realize the learning called for in the academic expectations.

Finally, it must be restated that our plan is to post all curricular documents on our website, using that vehicle as an “electronic meeting place” for all stakeholders.

Hopefully, all those involved with our school will clearly understand what we expect our students to know and be able to do.

**3. Describe concerted efforts to ensure comprehensive use of the school-wide rubrics to assess achievement of the academic expectations in the mission statement.**

**Classification: *In Progress***

Response: It has been already determined that our school-wide rubrics are not used comprehensively in the building by all staff. We have made a plan to address this issue.

October 21, 2009 has been set aside as one of six Late Arrival Days during 2009-10 for the purpose of addressing four NEASC accreditation recommendations: #1.1-Implement the school-wide rubrics to assess the school-wide academic expectations, #4.1-Provide professional development for the creation, use, and interpretation of rubrics, and #4.2-Implement school-wide rubrics across all departments, as well as the subject of this narrative, highlighted recommendation #3-Describe concerted efforts to ensure comprehensive use of the school-wide rubrics to assess achievement of the academic expectations in the mission statement.

It seemed best to the Follow Up Committee to group these four recommendations into one professional development session for the entire staff to work on. It must be noted that the School Board agreed that in order to address the NEASC recommendations, professional development time was needed, and so they approved our request for twelve hours of time during school year 2009-10, specifically to do the work of addressing the recommendations.

The Follow Up Committee determined the objective for October 21 is to ensure a clear understanding of quality rubric creation and use. We will use the school-wide rubrics to assess student work as part of a demonstration to underscore the skillful use of rubrics to assess achievement. In planning, we have made no assumptions that the entire faculty has the same skill or knowledge level with the creation and use of rubrics. Thus we hope to bring all teachers to a common understanding of rubric use, especially our school-wide rubrics.

Another area we have identified as a place in which administrators and teachers can include discussion of rubric use when planning assessment of student learning is pre-conferences. These are ideal meetings in which to engage in conversation about the use of school-wide rubrics and embed a regular check, both for administrators and teachers. "If you're not watching, it is not going to get done" is a saying which rings true here. By embedding the topic in pre-conferences, looking for it in observations, and then debriefing about it during post

conferences, we hope to ensure greater comprehensive use of the school-wide rubrics for academic expectations.

**4. Ensure that all curricula provide cognitively challenging and engaging work for all students.**

**Classification: *In Progress***

Response: The first step is to finish updating our Curriculum Outlines, as outlined in highlighted recommendation #2, in order to make the school's curricula transparent for all stakeholders. As part of this process, Curriculum Facilitators and teachers without Curriculum Facilitators have revisited and rewritten existing curricula in order to ensure alignment with the state standards and individual course competencies.

The second step is to recognize that faculty members may not understand what constitutes rigor. The charges of the NEASC report that "student work was almost exclusively focused on content and not on the skill or process of the academic expectation," and that honors options simply require "more work rather than meaningful work that extends and enriches" the course content have been issues for discussion within the Teaching and Learning Team (TLT), the Follow Up Committee, Curriculum Facilitator meetings, and the Academic Affairs Committee. As a result, several formal and informal changes have been made throughout the building.

In the fall of 2008, the principal and members from TLT modeled the "looking at student work protocol" via Critical Friends Groups. As a result, the faculty participated in Critical Friends Groups for the remainder of the 2008-09 school year. These meetings took place during the faculty monthly meeting, replacing a typical administrative faculty meeting with a focus on teaching and learning. Faculty members were encouraged to bring questions relating to instruction, assessment, and curriculum to these meetings, and the general opinion is that invaluable insight as to what constitutes rigor has been gained via Critical Friends. We plan to continue our use of this protocol during the 2009-10 school year.

As detailed in highlighted recommendation #6, the Follow Up Committee has also chosen to dedicate two of its six late arrival days during the 2009-10 school year to differentiated instruction and one of the six days to demonstrate instructional best practices. The purpose of this is to help teachers overcome the "teach to the middle" model that often prevails in the heterogeneously grouped classes, in particular the large, team-taught freshman and sophomore classes, which leaves students frequently feeling bored.

In the fall of 2009, the principal also instituted a plan of informal walk-throughs, enlisting a cadre of volunteer teachers to accompany him. The thought behind this

plan is that teachers will be able to see many exemplars of instructional best practices currently in use through out the building.

Furthermore, the principal, both formally and informally, has been educating the faculty on the Understanding by Design model in order to start a school-wide dialogue surrounding the issue of student engagement. There are many copies of Wiggins and McTighe's text throughout the building. However, the vehicle for implementing this model for curriculum design has yet to be determined.

**5. Submit the school's formal plan to assess school and individual student progress in achieving the academic expectations based on the school-wide rubrics.**

**Classification: *In Progress***

Response: Before we can assess school and individual student achievement of the academic expectations based on the school-wide rubrics, we first need to clarify targeted levels of student achievement. Highlighted recommendation #2 details this process. The Teaching and Learning Team (TLT) expects this work to be completed by 2012.

More problematic for TLT is the creation of the school's formal plan to assess school and individual student progress in achieving the academic expectations based on the school-wide rubrics. TLT keeps getting hung up on the phrase "formal plan," and as to date, has not finalized a formal plan.

However, several positive steps have been taken. First, in the fall of 2008, the school created a data wall, which collects data from several sources including standardized testing, student grades, and guidance, in order to publicize student achievement. The plan is to make this data visible and, together as a school community, to set goals for school-wide academic improvement. For example, in the fall of 2008, the school set a goal to improve NECAP scores in both math and reading. The data was publicized via the data wall and school assemblies, and student achievement on both tests rose by approximately 5%.

Second, the state of New Hampshire is moving towards electronic portfolios for all students. With that in mind, TLT has decided to link the "e-folio" initiative with documents/projects/products identified as those by which we measure student progress in meeting expectations in the mission. Portfolio artifacts will include teacher-driven assignments assessed using the school-wide rubrics, student choice, sophomore and senior projects, and awards and recognitions.

Certain of the expectations lend themselves easily to written documents. We anticipate this will be the case with our writing, critical thinking and problem solving, and the use of resources to obtain information and possibly facilitate

learning. Progress in these expectations could be demonstrated in written form and then archived in the e-folio. We plan to begin the identification of these artifacts when the faculty convenes in late August 2009.

Progress with other expectations might be best demonstrated via other media. For example reading, speaking, the exhibition of personal responsibility, working cooperatively in an atmosphere of mutual respect and contributing to the stewardship of the school might best be documented via audio or video files. Such files could be saved on student e-folios, right alongside written documents.

Finally, the e-folios will include a meta-cognition piece, and students will be expected to reflect on their progress and report on their achievement of the school-wide expectations at various points during their compilation of e-folio artifacts. TLT is working on finalizing this process and expects the digital portfolio requirements to be completed by the end of the 2009-10 school year.

**6. Develop and implement a plan to increase differentiated instructional practices in heterogeneous classes with necessary professional development provided.**

**Classification: *Completed***

Response: This recommendation is one of thirteen recommendations or highlighted recommendations that the principal identified as needing professional time to address. While the school district does provide seven full days per year for professional development, much of that time is already taken by other commitments, such as “Welcome Freshmen Day” and district initiatives, such as “Six Traits of Writing.” Thus, the principal proposed six student “Late Arrival Days” to the school board, and they approved them for the 2009-10 school year (9/16, 10/21, 12/2, 1/13, 3/17 and 4/14). Each day will provide two hours for professional development.

The Follow Up Committee identified December 2, 2009 as the day to address differentiated instructional practices (Highlighted Rec. #6 and Recommendation #3.3, as well as Recommendation #4.5 “Provide professional development for collaboration and implementation of differentiated assessment strategies.”) Plans call for the district’s director of curriculum to serve as the lead presenter with the objective to first “define differentiated instruction and establish a common language and principles surrounding the practice at CHS.”

Campbell High School was founded on the heterogeneous grouping model. However, the thinking of the Follow Up Committee was to first make certain that all teachers and para-professionals have a clear and shared understanding of what is differentiated instruction. A brief survey suggested that this is not now the case. Thus the decision was made to provide the professional development necessary to

increase differentiated instructional practices in heterogeneous classes by beginning the process of developing shared understanding.

As a follow up to December 2 shared understanding work around differentiated instructional practices, we plan to use January 13 to discuss “differentiated assessment strategies” by identifying effective assessment practices when students are doing differentiated work at different levels.” The planning committee felt that these two topics, differentiated instructional practices and assessment strategies, are intrinsically linked. Conversations with faculty about current differentiated practices typically bring up the question, “How do I assess in a differentiated classroom?” The planners feel that addressing these two issues, one after the other, will encourage faculty to increase their use of differentiated practices.

Part of agenda on these two days, and during an additional workshop day on April 14, 2010, will be the sharing of best practices around differentiated instructional practices and assessment strategies. The Follow Up Committee has identified staff members who will participate in the training by sharing what they already do at CHS. This will be done via “Critical Friends Groups,” which were organized during the 2008-09 school year, as detailed in highlighted recommendation #9. During last school year, the CFGs met monthly, using a “looking at student work” protocol, to address issues and concerns brought by fellow teachers. We believe the same strategy will work facilitate our work with differentiated instructional practices and assessment strategies. Thus, we plan to continue our use of Critical Friends Groups to share and promote their use.

**7. Describe the school’s efforts to identify, collect, and analyze data for the purpose of measuring progress in meeting academic, civic, and social expectations in the mission.**

**Classification: *In Progress***

Response: We have chosen to link our response effort associated with this recommendation to our response to the State of New Hampshire requirement for the creation of student electronic/digital portfolios. For that reason, we have chosen to link our report with highlighted recommendation #5. Please see that response.

**8. Ensure the data that reflects student performance in achieving the school-wide academic expectations and course-specific learning goals are used to inform curricular decisions.**

**Classification: *In Progress***



Response: Faculty response to this recommendation has been on-going via Curriculum Facilitator meetings, Teaching and Learning Team (TLT) meetings, and professional development days. Curriculum Facilitators have discussed how to use results from sophomore English and math NECAP scores in order to change or revise curricula. The discussions have continued with teachers within their departments. In addition, in the spring of 2008, the faculty met during its March professional development day in order to break down individual NECAP questions to determine the skills being asked of the students. At that time, the faculty looked at the existing English and math curricula in order to determine where these skills were being taught in the existing curricula. Some gaps were found between the NECAP exam and the curricula, which have subsequently been addressed. For example, it was determined that the NECAP asks several questions on poetry and poetic terminology, but the freshman English curriculum included very little poetry. Therefore, the English department was able to revise its curriculum to include the teaching of poetry and figurative language.

Following the end of the 2007-08 school year, the district provided an on-site, three day assessment workshop, which was attended by the principal, assistant principal, and several faculty members representing various disciplines. The purpose of this workshop was to establish a district-wide protocol for the use of formative and summative assessments within individual classes. Discussion and assessment training continued throughout the 2008-2009 school year. During the beginning weeks of the 2009-2010 school year, the use of formative and summative assessments is in practice throughout the building.

Dovetailed with this initiative is also the implementation of an innovative grading pilot, created as a systematic process of recording formative and summative assessments. The aim of the grading pilot is to integrate formative and summative assessments in the classroom in order to inform teaching practices and to enhance student learning.

Furthermore, the first of six late arrival days on September 16, 2009 was planned in response to NEASC recommendation # 2.4 and highlighted recommendation #8. The objective for this late arrival day was to be able to use existing data in a formative manner. Teachers brought final exam data to the workshop in order to facilitate the discussion. The outcome was that each department broke down the final exams by question, examined how many correct and incorrect responses were recorded by question, discussed where in the existing curricula each was question was taught, and made necessary changes within the curricula in order to address any gaps.

**9. Develop and implement a plan for regular examination of student work for the purpose of revising instructional strategies.**

**Classification:** *Completed*

Response: During the summer of 2008, a team of teachers and administrators (eight total) attended COMPASS, a high school redesign conference. Many exciting ideas came from this experience. For example, the team decided that collaboration would be the focus for Campbell's teachers during the upcoming school year. Liz Keroack from COMPASS worked with the team, bringing resources to support the collaboration effort. It was decided that Critical Friends Groups would be organized that fall. Liz shared protocols from the National School Reform Faculty for use with these groups.

Thus, Critical Friends Groups were established in the fall of 2008 and met monthly, using a "looking at student work" protocol, to address issues and concerns brought by fellow teachers. These meetings took place during the faculty monthly meeting, replacing a typical administrative faculty meeting with a focus on teaching and learning. The effort was met with enthusiasm by faculty. Several staff members shared their assessment that these meetings were some of the best professional development they had experienced.

Probably as an outgrowth of this effort, at least one CFG formed independently and met routinely on its own time. This suggested to administration that the CFG initiative was well received and certain faculty members felt so strongly that they established their group, in addition to the regularly scheduled monthly meetings.

Typically, these meetings had a teacher present a concern such as "my students are not achieving as well as I hoped for with this certain assignment." The teacher would describe the assignment and present samples of student work. Group members would ask clarifying questions, making certain they understood the teacher expectations, then examine the student work artifacts, discuss among themselves their observations about the work, and then enter into discussion with the presenting teacher about their thoughts, ideas, and suggestions.

These sessions led to many professional conversations both during the meetings and afterwards, in the hall, at lunch, and before and after school. This engendered greater collaboration among teachers, which led to a great deal of experimentation with new ideas and instructional strategies by teachers.

Given the success of this work, we plan to continue our use of Critical Friends Groups to share and promote revision of instructional strategies.

## **10. Involve the library/media specialist in curriculum planning and instruction.**

### **Classification: *Completed***

Response: During the summer of 2008 the principal approached the library/media specialist about her willingness to attend monthly curriculum facilitator meetings. At these meetings the content specialists for English, social studies, math and science meet with administration to review curricular issues, develop curricular documentation and discuss curricular planning. It was felt that the library/media specialist's input and knowledge would be wisely used at these meetings, putting her at the center of conversations related to curriculum planning. She began attending these monthly meetings at the start of the 2008-09 school year. She was not compensated for this work.

The principal then asked her to serve as a volunteer liaison to the departments not represented by a curriculum facilitator. These departments include art, business, computers, family and consumer science, health and physical education, music, technology and world languages. As it happened, the library/media specialist was in a graduate program in which such a volunteer liaison role would serve her well. Thus, she began in this role. One of her tasks with these departments was to collect course outlines from these departments. This work developed for her a greater awareness of the curricular content of these many courses taught in these departments.

She was also involved with the curriculum facilitators in the effort to determine alignment of curricular topics with the school's expectations for student learning. This collection of information not only increased her knowledge of the school's curriculum, but also put her in frequent conversation with teachers throughout the building concerning curriculum and planning.

She developed a number of web based resources for teachers to enhance their curricular content and has positioned the library as a central hub for the curricular and instructional efforts of our teachers. She is seen as a knowledgeable resource to which teachers can turn.

Finally, she has worked with the Information and Communication Technology curriculum finding ways to embed ICT knowledge and skills into the Campbell curriculum. She is a central force in the initiative to develop electronic portfolios for all CHS students. This effort will start during the 2009-10 school year with the freshman class.

## **11. Resolve issues related to the storage of football equipment**

### **Classification: *In Progress***

Response: On February 20, 2008, a Storage Committee was assembled to address the need for additional storage in the school district, including the needs of the high school. The committee identified current storage areas and their use, and what needs were not being met, including the need for proper storage of football equipment.

The committee agreed that the 160 square foot outside storage locker used for the football team as well as archery targets and standards is clearly inadequate. However, this is just part of a much bigger problem of lack of storage beyond the football program.

During the months that followed, the committee worked with Dan Cecil of the architectural firm Harriman Associates to identify what solutions might address the storage problem. On March 11, 2009, the Storage Committee presented to the Litchfield School Board a Storage Committee Status Report. The report completed the first phase of its mission to deliver a proposal to the Board to solve the current storage problem in the district (including the football program issue) and meet the storage needs of the district for the foreseeable future.

The report listed current storage areas both in district buildings and various temporary storage containers located at GMS (our elementary school) and CHS. The report also listed the storage inventory required for a new storage building(s) to be located at CHS. The proposed storage facility called for an area of 11,000 to 12,000 square feet. This facility would provide the storage area required to meet all current needs, including the football program.

The Board was asked to request the Board of Selectmen for authorization to use up to \$30,000 from the high school impact fee account for architectural and engineering fees for this project. Also it was requested that the Selectmen be advised that it is the Board's intent to use the total balance available in the high school impact fee account to finance the construction of this storage space.

This is where the project remains at this point. It is hoped that a storage solution will be approved, funded, and built in the foreseeable future.

## **12. Solve the carbon monoxide problem immediately.**

### **Classification: *Completed***

Response: The remediation for this problem was completed in November 2007, one month after the October 2007 Visitation from the NEASC Visiting Team. The district's Business Administrator contracted with an outside vendor to install an additional length of smoke stack sufficient to properly exhaust carbon monoxide from the building, without it re-entering the building. The improved exhaust stack remediation was verified.

Carbon monoxide monitors have remained in place. Monitor alarms have sounded a few times since November 2007. In each instance, a strict protocol was employed. Students were removed from the area and the Litchfield Fire Department was called. They came with their meters and found no evidence of carbon monoxide present in the building. It was speculated that the alarm was a fluke or malfunction. However, in each instance the sensors were checked and found to be in working order.

The administration has worked closely with the facility manager and the local fire department to monitor the situation on an ongoing basis. The school enjoys a highly cooperative relationship with the Litchfield Fire Department, who has responded immediately when called. We will remain vigilant in this matter.

## **13. Develop and implement solutions for floor, laminate, and roof problems.**

### **Classification: *In Progress***

Response: **Regarding floors:** So far we have identified and listed all problem spots with flooring: tile and carpet flooring in entire lower level, Multi Purpose Room yellow rubber floor, and the Weight Room red rubber floor. We have arranged for an outside vendor to perform moisture tests on the first floor. The tests were performed in the Multi Purpose Room, woodshop-materials processing lab, nurse's office, one emergency exit area in closet behind the stage. We have studied the test results.

We plan to have other vendor(s) make suggestions for corrective actions, including a moisture barrier applied to cement under tiles, rubber floors, and carpeting.

These findings will be presented to the School Board along with cost estimates. We will determine which repairs can be funded in the existing CHS budget and which repairs require additional funding. The principal has previously alerted the Board to this possibility.

Corrective actions on the four test locations will be done as soon as possible. We plan to budget yearly to perform additional corrections to lesser damaged areas.

**Regarding laminates:** We have already identified and listed all problem spots with laminates. The CHS custodial staff has re-glued laminates, but success is mixed and limited.

We will seek to establish communication with the original furniture vendor “Criteria” (2000) to determine status of their law suit with the original “glue” provider/manufacture. Criteria has taken samples from us for law suit – round table top, counter top from room 132, and a side off of a bookcase in the library. We hope to determine if corrective actions must wait for the law suit adjudication.

We will present the findings to School Board along with cost estimates. Also determine which repairs can be funded in existing CHS budget and which repairs require additional funding.

**Regarding roofing:** We have identified and listed all problem spots with roofing. Examples: skylights, canopy roofs. We plan to arrange outside vendor(s) for inspection and recommendations for repair, along with cost estimates.

We will present the findings to School Board along with cost estimates. Also determine which repairs can be funded in existing CHS budget and which repairs require additional funding.

#### **14. Develop and implement a plan to clarify and address issues of space and usage to positively impact student learning.**

##### **Classification: *In Progress***

Response: **The problems:** Campbell lost the use of several rooms when the district’s SAU office moved in several years ago. This displaced our special needs program and subsequently space was found for that program in other areas, for example - one of the two faculty rooms- Faculty North, the media production room (128) and the conference room adjacent to the library (132).

CHS has four double rooms built to accommodate the team-taught Humanities program for grades nine and ten. Each of these spaces has a folding curtain wall, turning each into its own classroom for a total of eight rooms. Over time two teachers who had been team-teaching in 213 and 214 took other assignments. However, the rooms stayed with the teachers, making two separate rooms. This change reduced our team-teaching spaces from four to three, making scheduling that much harder. However, with the advent of junior team-taught World English and Social Studies, this fourth team-teaching space in 213 and 214 will again be used for its intended purpose.

Room 157, the General Technology Lab, is currently underutilized. It stores the silk screening machine, puppetry theatre equipment, and is used as an occasional “spill over” space for the adjacent art rooms.

**Steps taken:** During the summer of 2008, two walls were built to enhance space. A portion of conference room 252 was taken, making a small office space for the special education lead teacher. The office opens into the guidance suite, making better collaboration between guidance and special needs. This has reaped benefits for students, enabling them to do “one stop shopping” when in guidance, and staff have better access to students. Another wall was built in Faculty North, closing off the four teacher desks from the classroom area, providing less distraction for students and staff alike.

For school year 2008-09 the administrative assistant to the athletic director position was separated from the administrative assistant to the assistant principal position and was moved from the main office to Room 149, the Life Skills Lab, as the room was not currently in use. It is a small space, but adequate for the administrative assistant.

During the summer of 2009, the assistant principal worked with the special education lead teacher, library/media specialist, and facility manager to address some of these issues. A number of room changes were made, shifting special needs teachers and the departmental clerk, primarily within spaces they already occupied.

However, the effort also created a space for a “writing lab” in part of the library. This lab will provide students with a designated place to seek help with their writing assignments. Staffed primarily by National Honor Society students, the lab will provide support for student writers which will undoubtedly impact student learning.

**Moving forward:** We hope that the district SAU office will find space outside our building. The current Superintendent is aware of our need to use the space her office occupies. With that space freed for our use, we could consolidate much of special needs, such as office space for our school physiologist and social worker. This would give back to the guidance department their conference room and provide a suitable space for our transition specialist to provide services to our students.

The Leadership Team plans to conduct an ongoing review of current room usage, with the goal of maximizing room usage in service to student learning.

## Two-Year Progress Report of Campbell High School

### Section II – Responses to each Evaluation Report Recommendation

#### 1 STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning

**1. Implement the school-wide rubrics to assess the school-wide academic expectations.**

**Classification: *In Progress***

Response: Reported on with highlighted recommendation #3.

**2. Clarify targeted levels of successful achievement of each academic expectation as represented in the school-wide rubrics.**

**Classification: *In Progress***

Response: Reported on with highlighted recommendation #1.

**3. Identify specific indicators to measure social and civic expectations to assess school progress in achieving those expectations.**

**Classification: *In Progress***

Response: In establishing the data wall, the intent is to include specific indicators to measure social and civic expectations. The completion of sophomore projects and senior projects lend themselves very nicely to this purpose. The Teaching and Learning Team (TLT) is also discussing how to incorporate social and civic expectations in the creation of individual e-folios.

Furthermore, the Advisory Committee, established in the fall of 2007, has been working to make civic and social expectations more visible to the school community. During the 2008-09 school year, the Advisory Committee brought in various programs that highlight socially responsible behavior including Challenge Day and several drug and alcohol awareness events. As this programming continues throughout the 2009-10 school year, the assistant principal, who records



suspensions, school detentions, and other office disciplinary actions, is hopeful that she will see a corollary decrease in student misbehavior.

**4. Develop and implement a regular cycle for review of the mission and expectations for student learning using a variety of data to ensure that the mission reflects the needs of students and community expectations.**

**Classification: *In Progress***

Response: The Teaching and Learning Team (TLT) has developed a cycle for review of the mission and expectations in order to ensure that the mission reflects the needs of the students and community expectations. During the fall of 2009, TLT will create and administer a survey for school and community members. Next TLT will gather, analyze, and report this data during the spring of 2010. The mission and expectations will then be revised, if necessary. The revision process will be determined in the spring of 2010.

2 **STANDARD FOR ACCREDITATION: Curriculum**

**1. Incorporate and implement the school-wide academic expectations into unit plans for all courses.**

**Classification: *In Progress***

Response: Reported on with highlighted recommendation #2.

**2. Ensure that all curricula provide challenging, cognitively engaging work for all students.**

**Classification: *In Progress***

Response: Reported on with highlighted recommendation #4.

**3. Provide regular, formal opportunities to promote curricular integration and teacher collaboration.**

**Classification: *Completed***

Response: Teacher collaboration has improved significantly with the implementation of the Critical Friends Groups, which are interdisciplinary in composition. In addition, as outlined in detail in the highlighted recommendations, Campbell High School asked for and received six late arrival days for the sole purpose of faculty collaboration. On March 17, 2010, the late arrival day will be dedicated to curricular integration. The day's objective will be to identify effective interdisciplinary planning and to share models of

interdisciplinary units. The faculty will brainstorm ideas, and half of the district-wide professional development day on March 24 will be used to create these units.

**4. Ensure the data that reflects student performance in achieving the school-wide academic expectations and course-specific learning goals are used to inform curricular decisions.**

**Classification:** *In Progress*

Response: Reported on with highlighted recommendation #8.

**5. Develop and implement a plan to promote the existing opportunities for learning beyond the normal course offerings and school campus.**

**Classification:** *Completed*

Response: Following the NEASC visit in the fall of 2007, faculty and staff realized that although many programs extending learning opportunities beyond the classroom exist, we still needed to take some steps to promote them. Currently Campbell High School uses its website to provide informational links, announcements, and other opportunities. CHS's Program of Studies includes information about independent and work studies, Project Running Start, Nashua and Londonderry Adult Education programs, CHS's own Adult Education programs, along with other vocational programs. In 2009, Campbell has implemented a partnership with the Virtual Learning Academy, allowing students to supplement their coursework with additional credits, or achieve credit recovery.

Additionally, CHS uses local newspapers, email communication with advisors, faculty meetings, transition meetings with the middle school, and a STUDENT ALERT system to apprise the community of educational opportunities both at Campbell and the surrounding area.

Specifically touching upon our alternative opportunities, the implementation of the Child Assistance Team (CHAT) in September 2007, provides a platform to address the needs of our at-risk population. Further, the establishment of the Student Support Center in the 2007-08 school year provided yet another way to establish communication with our alternative students. Project 230, a title 1 program, also presents students with alternative credit possibilities.

This increased visibility has resulted in greater enrollment in these alternative learning programs.

3 STANDARD FOR ACCREDITATION: Instruction

**1. Implement a formal program to support new faculty members.**

**Classification:** *Completed*

Response: In the fall of 2007, the principal initiated a mentoring program. New faculty members are paired with an experienced teacher-mentor. In addition to regular meetings with their mentors, new teachers also meet monthly with the principal.

**2. Develop and implement a plan for regular professional collaboration for the purpose of expanding instructional best practices.**

**Classification:** *Completed*

Response: Reported on with highlighted recommendation #9.

**3. Develop and implement a plan to increase differentiated instructional practices in heterogeneous classes with necessary professional development provided.**

**Classification:** *Completed*

Response: Reported on with highlighted recommendation #6.

4 STANDARD FOR ACCREDITATION: Assessment

**1. Provide professional development for the creation, use, and interpretation of rubrics.**

**Classification: *Completed***

Response: Reported on with highlighted recommendation #3.

**2. Implement school-wide rubrics across all departments.**

**Classification: *In Progress***

Response: Reported on with highlighted recommendation #3.

Furthermore, we believe that the implementation of student digital portfolios using the school-wide rubrics as the portfolios' foundation will solidify the use of school-wide rubrics throughout Campbell High School.

**3. Identify, collect, and analyze data for the purpose of measuring progress in meeting academic, civic, and social expectations.**

**Classification:** *In Progress*

Response: Reported on with highlighted recommendation #7.

**4. Develop and implement a plan for regular examination of student work for the purpose of revising instructional strategies.**

**Classification:** *Completed*

Response: Reported on with highlighted recommendation #9.

**5. Provide professional development for collaboration and implementation of differentiated assessment strategies.**

**Classification:** *Completed*

Response: Reported on with highlighted recommendation #6.

5 STANDARD FOR ACCREDITATION: Assessment

**1. Continue to build opportunities for faculty collaboration within and among disciplines in support of student learning.**

**Classification:** *Completed*

Response: Reported on with highlighted recommendation #9.

In addition, several collaborative programs and groups were established to meet this recommendation in the past two academic years, including the Academic Affairs Committee, the Advisory Committee, and CHAT. The Teaching and Learning Team (TLT) has been re-established, and a mentoring program has been instituted for new faculty members. Moreover, team building exercises during professional development days were instituted in August of 2008, coupled with advisory training. All of these programs are collaborative in design and support teachers, students, and student learning.

**2. Ensure that common expectations for the advisory period are provided so that the positive relationships that are formed in advisories are more conducive to improving student learning.**

**Classification:** *Completed*

Response: An Advisory Committee was established during the 2007-08 school year in order to meet the specifications of this recommendation. This group has created binders for each advisory year, outlining expectations, activities, along with general guidelines to ensure advisory is a productive place. Binders are updated annually, and each member of the Advisory Committee acts as a liaison to the different advisory program at each grade level. As a result, structure and expectations for advisory each day have been clarified.

**3. Evaluate teacher loads to ensure balance among faculty members to better meet the needs of students.**

**Classification:** *In Progress*

Response: The administrative team plans to evaluate enrollment data for the 2009-10 school year, in conjunction with the results from our study from the spring of 2009, in which teacher loads were reviewed. It is clear that a disparity of teacher loads still exists, but efforts are being made to better manage the master schedule. Additionally, class size norms and teacher load norms will be reviewed, equity evaluations will be made.

Ideally, teacher assignments will be based on class size and load norms, once these norms have been determined during the 2009-2010 school year.

Redeployment of existing teaching positions may be necessary, particularly if additional staffing needs cannot be addressed.

6 STANDARD FOR ACCREDITATION: School Resources for Learning

**1. Involve the library/media specialist in curriculum planning and instruction.**

**Classification:** *Completed*

Response: Reported on with highlighted recommendation #10.

**2. Develop and implement a plan for formal and systematic review for every support service.**

**Classification:** *In Progress*

Response: Campbell High School will continue the Lifetrack survey along with the SAU generated Guidance survey each June in order to garner information.

The creation of a tool which will evaluate existing core services and aid in the creation of future programs and services is planned for September 2009. Further, the school will identify the state and federal review tools for special education.

Once material has been collected and analyzed, it will be published every spring, and recommendations for improvement will be made in June each year.

**3. Provide guidance, library paraprofessional, and psychosocial services to meet the increased demands of the student population.**

**Classification:** *Completed*

Response: As a result of the NEASC accreditation process, the visiting team and our own faculty recognized areas of concern regarding the inadequate and inconsistent level of student support services. Therefore, during the 2008-09 school year a .5 guidance counselor, a .5 psychologist, and a fulltime student support counselor were hired. In addition, the library aid was given more hours in order to extend the hours of the library. And in 2009-10, a full time student support assistant was hired.

Moreover, in 2008-09, existing programs were used to address student needs: the CHAT team, Project 230, and directed studies. CHAT and Project 230 identify and provide supports for our at-risk population, and students who have been identified with multiple failures are placed in directed studies.

7 STANDARD FOR ACCREDITATION: Community Resources for Learning

**1. Solve the carbon monoxide problem immediately.**

**Classification:** *Completed*

Response: Reported on with highlighted recommendation #12.

**2. Improve communication of regular and alternative education opportunities such as independent study, work study, and dual enrollment.**

**Classification:** *In Progress*

Response: Reported on with NEASC recommendation 2.5.

**3. Develop and implement solutions for floor, laminate, and roof problems.**

**Classification:** *In Progress*

Response: Reported on with highlighted recommendation #13.

**4. Develop and implement a plan to clarify and address issues of space and usage to positively impact student learning.**

**Classification:** *In Progress*

Response: Reported on with highlighted recommendation #14.



## **Two-Year Progress Report of Campbell High School**

### **Section III – Mission and Expectations Statement**

Campbell High School's mission is to join together with parents, students, staff and community to become a collaboration of learners born of character, courage, respect and responsibility.

The school community will:

1. Inspire excellence and promote lifelong learning
2. Provide rigorous and diverse educational opportunities that challenge and engage all students
3. Provide a safe, supportive and healthy learning environment that promotes wellness in body, mind and spirit
4. Nurture the individual talents, constructive expression and potential of students and staff
5. Provide contemporary resources that reflect developments in the application of learning technology
6. Provide opportunities for improving teaching and learning using ongoing assessment and self-evaluation
7. Foster school pride, spirit, sportsmanship and participation in co-curricular activities
8. Foster staff and student involvement in school governance
9. Assist students to develop an understanding of their own strengths and learning styles and to apply this knowledge in planning for their education and career

The student will:

#### ***Academic***

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

#### ***Civic/Social***

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect

3. Contribute to the stewardship of the community

Adopted by CHS faculty on March 16, 2004

Adopted by CHS student council on March 30, 2004

Adopted by Litchfield School Board on April 21, 2004

Two-Year Progress Report of Campbell High School

## **Section IV – Substantive Changes**

No substantive changes have occurred since the initial accreditation visit in October 2007.

## **Two-Year Progress Report of Campbell High School**

### **Section V – User Fees**

There are no user fees charged for co-curricular activities, including athletics. All activities are free of user fees.

## **Two-Year Progress Report of Campbell High School**

### **Section VI – Strengths/Achievements**

As a school, Campbell has made great strides to improve classroom instruction and assessment and to support student learning. Several collaborative programs and groups have been established in the past two academic years, including the Academic Affairs Committee, the Advisory Committee, the Child Assistance Team, and the Student Support Center. The Teaching and Learning Team has been re-established, and a mentoring program has been instituted for new faculty members.

Critical Friends Groups were established following the “looking at student work” protocol. CFGs will continue to meet monthly during faculty meeting time. Further, additional volunteer Critical Friends Groups have been established within the building. Both sets of groups provide faculty more time for interdisciplinary collaboration and time to reflect upon curriculum, instruction, and assessment in order to inform teacher practices and to enhance student achievement.

Most significant are the six Late Arrival Days, designed specifically to address several NEASC recommendations. The need for faculty collaboration both within and among disciplines was the impetus for these professional development days.

## **Two-Year Progress Report of Campbell High School**

### **Section VII – Restructuring/Reform Initiatives**

Over the last two years, Campbell High School has worked, and continues to work, on implementing several major initiatives: Late Arrival Days to address NEASC recommendations, the creation of e-folios as a vehicle for measuring student achievement of the school-wide expectations, the restructuring of the Advisory Program, and the creation of Critical Friends Groups. All of these programs will result in improved teaching and learning experiences. These initiatives are addressed in detail within the two year report.

At the start of the 2009-2010 school year a part time Virtual Learning Coordinator was established to assist students in their course work through new Hampshire's Virtual Learning Academy Charter School (VLACS). Nearly 30 students have already enrolled in VLACS courses.

The most significant and innovative initiative is the school-wide implementation of formative and summative assessments and an innovative grading pilot in the fall of 2009. The use of formative and summative assessments was developed as a means of increasing student achievement in the classroom. The aim of the grading pilot is to provide a systematic way to record formative and summative assessments in the classroom to enhance both teaching practices and student learning. Ultimately, at Campbell High School, failure is not an option.

## **Two-Year Progress Report of Campbell High School**

### **Section VIII – Follow-Up Program**

It must be noted that the School Board agreed that in order to address the NEASC recommendations, professional development time was needed, and so they approved our request for twelve hours of time during school year 2009-2010 specifically to do the work of addressing the recommendations.

Upon receipt of the Report of the Visiting Committee from the CPSS, the document was widely circulated to the school community, sent to the School Board, and made available to the public. In the spring of 2008, the principal and six faculty members attended the NEASC Follow Up Seminar at Campbell High School. Following the seminar, a call went out to staff to form the Follow Up Committee. In the fall of 2008 the committee was appointed. Included were Pat Kaplo (science teacher), Erin Brown (English teacher), Jeanne Schratweiser (science teacher), Denise Freeman (art teacher), Shaleen Cassily (English teacher), Marilyn Nieweboer (Title 1 program director and guidance counselor), Kerri Morrison (social studies teacher) and Robert Manseau (principal).

The initial tasks were to establish priorities and a timeline to address the recommendations in the Final Evaluation Report. Staff were given information about the roles of the people involved in the Follow Up Process as described by NEASC.

The committee established Group Norms, worked to identify a Chair, established a timeline, reviewed the Special Progress Report effort timeline, and made assignments of professional staff to standards and other committees.

Status Report forms were given to committees, assigning recommendations for initial review. Planning and Priority Charts were then distributed and explained. Committees began their work, primarily during their monthly meetings. Most of the NEASC recommendations required additional time rather than an expenditure of money. Any recommendations which required additional budgetary items were handled directly by the principal.

Upon completion of the Planning and Priorities charts, and submission to the Follow Up Committee, the Follow Up Committee reviewed the charts and submitted them to the principal during the summer of 2009. As one can see by reviewing the status of the recommendations, several are completed, and quite a few are in progress.

During the summer of 2009, the principal, with the assistance of the Follow Up Committee chairs, Shaleen Cassily and Erin Brown, prepared the Two-Year Progress Report with plans to submit to the Commission by October 1, 2009.

# STATISTICAL DATA SHEET

School: Campbell High School Principal: Robert Manseau

City, State: Litchfield, NH School Telephone: 603-546-0300

E - MAIL Address: rmanseau@litchfieldsd.org FAX Number: 603-546-0310

Dates of Accreditation Visit: October 28-31, 2007

Grades: 9-12 School Enrollment: 573 at time of the evaluation

Grades: 9-12 School Enrollment: 551 at present time

**Based upon the state's definition of a dropout, indicate the dropout rate for the most recently completed school year as well as for the preceding two years:**

<u>1.9</u> %	2008
<u>1.1</u> %	2007
<u>1.5</u> %	2006

### DISPOSITION OF VISITING COMMITTEE REPORT RECOMMENDATIONS \*

	Number	Percentage
<b>COMPLETED</b>	13	48%
<b>IN PROGRESS</b>	14	52%
<b>PLANNED FOR THE FUTURE</b>	0	0%
<b>REJECTED</b>	0	0%
<b>NO ACTION</b>	0	0%
<b>TOTAL</b>	27	100%

\* Do not include highlighted recommendations in this tally

Electronic Signature of Principal/Headmaster

*x Robert Manseau*  
Robert C. Manseau

Electronic Signature of Chair of Follow-Up Committee

*x Shaleen Cassily*  
Shaleen Cassily

*x Erin Brown*  
Erin Brown

Position English Teachers

Date Progress Report Submitted October 1, 2009