

LITCHFIELD SCHOOL DISTRICT

Campbell High School

Five Year Progress Report

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Five-Year Progress Report
Campbell High School
Litchfield, NH 03052
April 1, 2012

In response to the
New England Association of Schools and Colleges
Letter of Continued Accreditation
March 30, 2010

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Five-Year Progress Report of Campbell High School

March 1, 2012

Section I

Detailed Responses to Highlighted Recommendations

1. Submit the targeted level of successful achievement for each of the school-wide rubrics.

Classification: Completed, in progress at 2 year report

Response: Campbell High School submits that the targeted level of successful achievement for each of the school wide rubrics is Competent or better. As cited in the 2 year report our Teaching and Learning Team targeted June of 2012 as the completion date for this recommendation. Our 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 A level work is: Clear main idea and significant, intriguing details. For B level work is: Clear, focused main idea. Etc... The Distinguished category in the school-wide rubrics related to an A grade, which corresponds to 93%. Proficient corresponds to a B grade with an 83%, Competent responds to a C letter grade with a 73% and Limited matches with a D grade which corresponds with a 65% grade.

In order for our student just to pass a course they must achieve a 65% or higher and successfully pass all competencies. Many of the competencies are directly aligned with the school wide rubrics and all students must pass each competency to order to find success. Each science course at Campbell has a research competency which is aligned to the school wide research rubric. Many courses have a writing competency which requires the use of the Six Traits of Writing school wide rubric. All language arts classes which every student must take utilizes the Six Traits of Writing rubric. The school-wide academic expectations are read, write and speak effectively, exhibit critical thinking and problem solving skills, and to use resources to obtain information and to facilitate learning. Campbell High school has five school-wide rubrics: research, speaking, reading, writing and critical thinking.

To ensure the use of school wide rubrics our school has spent significant time on professional learning on the Six Traits of Writing and revising our writing rubric to meet those competencies. Our school has writing assignments across all curricula. A teacher questionnaire determined that 96% of teachers use rubrics in their classroom to assess student's academic expectations. 74% reported that they use school-wide rubrics.

In order to assess and evaluate our use of the rubrics the school now holds an annual competition for spots in our Academic Excellence Fair. The fair is held in conjunction with 8th Grade Parent Information night. Teachers submit exemplars of classroom assignments with a copy of the rubric so that incoming parents can see the academic rigor expected of their students. This is our third year of holding the Academic Excellence Fair. In order to ascertain that all teachers have an awareness of the school-wide rubrics and where they are located the NEASC Team gave a brief

informational survey to all classroom teachers and showed the teachers where to find the rubrics on the intranet. We have made those rubrics available to them as word documents so that they can take those rubrics and adjust them to reflect the learning goals of the course.

2. Confirm the incorporation of the school-wide academic expectations into unit plans for all courses.

Classification: Completed

Response: Campbell High School has confirmed that school-wide academic expectations have been incorporated into all course curriculum guides. These guides are available on the school web site for community transparency. Our curriculum guides are the syllabi for each course that our students, parents and faculty use to define learning expectations for both learner and teacher. Unit plans consist of materials selected to support core learning standards and both instruction and assessment strategies are clearly outlined to the community in these open documents. Students and their parents are clear on what learners are supposed to know and be able to do when finished with a course.

Our curriculum is competency based. While we have been moving forward with training on the Understanding by Design curriculum development model, we have not completed our professional learning in this area. Competencies are incorporated throughout our courses and often our lessons will teach with multiple learning goals to enhance student understanding of what they are supposed to know and be able to do from their class time.

For instance our English Curriculum Guides identify where the school's academic expectations for students are incorporated into the competencies and aligned with our state standards.

The example below is from Community and the Individual, which is our 9th grade English and Social Studies class. You will note that the underlined words refer to the school-wide academic expectations: Read, Write, Speak Effectively, Problem Solving, Critical Thinking, obtain information and Facilitate learning.

1. **Writing** - Students will use skills learned to complete formal and informal writing assignments using correct grammar

Structures of Language Stem W:SL:1: Demonstrate command of the structures of sentences, paragraphs, and text;

Reading Connection Stem W:RC:1: In response to literary or informational text, show understanding of plot /ideas/concepts; W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text;

Expressive Writing- Reflective Essay Stem W:EW:5: In reflective writing, explore and share thoughts, observations, and impressions;

Informational Writing Stem W:IW:1: In informational writing (reports or procedures), organize ideas/concepts; W:IW:2: In informational writing (reports or procedures only), effectively convey purpose; W:IW:3: In informational writing (reports or procedures only), demonstrate use of a range of elaboration strategies;

Writing Conventions Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions;

Habits of Writing Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions and mechanics and appropriate writing process techniques;

Oral Communication Strategies Stem OC-9-1: In oral communication, demonstrate interactive listening; OC-9-1: Make oral presentations.

An example in Music looks like this:

Students will **analyze, describe, and evaluate** music and music performances using correct terminology. (read, write, speak effectively, exhibit critical thinking skills)

NH Curriculum Standard 6: Students will listen to, analyze, and describe music.

NH Curriculum Standard 7: Students will evaluate music and music performances.

An example from Math would be:

Communication: Students will “**use the language of mathematics to express mathematical ideas precisely**” (NCTM, 2000).

M:CCR:HS:1 Students will communicate their understanding of mathematics and be able to: • Explain and justify their thinking and develop increasingly sophisticated questions for given problem-situations. • Critique and follow the logic of arguments presented within mathematics and across disciplines.

M:CCR:HS:2 Students will create and use representations to communicate mathematical ideas and to solve problems and be able to: • Choose appropriate representations and mathematical language (e.g., spreadsheets, geometric models, algebraic symbols, tables, graphs, matrices) to present ideas clearly and logically for a given situation.

M:CCR:HS:3 Students will recognize, explore, and develop mathematical connections and be able to: • Explain in oral or written form how mathematics connects to other disciplines, to daily life, careers, and society (e.g., geometry in art and literature, data analysis in social studies, and exponential growth in finance). • Explain multiple approaches that lead to equivalent results when solving problems.

From Science:

2. **Scientific Technique and Investigation** - Students will evaluate, solve, and explain solutions to problems via the scientific process and use scientific equipment for data collection to investigate natural phenomena and communicate findings through summative and formative standard reporting method. Students will complete individual and cooperative assignments.

SPS1 – Scientific Inquiry and Critical Thinking Skills (INQ)

SPS2 – Unifying Concepts of Science

SPS3 – Personal, Social, and Technological Perspectives

SPS4 – Science Skills for Information, Communication and Media Literacy

So all course lesson plans focus on proficiencies and identify the state standards that are aligned with those competencies in their learning goals. Learning goals are written on the board for each class so students will understand what they are supposed to know and be able to do at the end of the day. *In this way Campbell High School makes sure that the school wide academic expectations are incorporated into all courses.*

3. Document that school-wide and course specific rubrics are being used consistently by teachers in all subject areas.

Classification: Completed

Response: Campbell High School documented that school-wide and course specific rubrics are being used consistently by teachers in all subject areas. A survey of faculty use indicated that all departments are widely using this rubric and this has given us a blueprint of future professional development on our other school-wide rubrics. We have found that use of the school wide rubrics is contingent on staff development in use of the rubric, and faculty input on revision of the school-wide rubrics.

A rubric is a live document used and adjusted for each classroom teacher. Our survey also indicated that all departments are using school wide rubrics with emphasis on specific rubrics by discipline, such as: math and science heavily use the critical thinking rubric, while business, computers and social studies rely heavily upon the school-wide research rubric, the English language arts, music, art and physical education emphasize the writing rubric, music and physical education rely on the speaking rubric, the reading rubric is used by core content areas. Our e-portfolio artifact collection has started with freshman students completing a writing assignment that is graded using the school-wide writing rubric.

The increased use of rubrics correlates to spending significant time on professional learning regarding the use of school wide rubrics and specifically identifying the writing rubric for revision. At faculty meetings we go over the data provided by NECAP to see where our students need additional time on teaching. We noted problems with our writing scores in the 2006-2007 school years and our English Curriculum Facilitator working with our District Curriculum Director chose the Six Traits of Writing program to address our writing problems. Our faculty met and revised our writing rubric to align our writing assessment tool to the Six Traits of Writing competencies. Our school has writing assignments across all curricula. In order to assess and evaluate our use of the rubrics the school now holds an annual competition for spots in our Academic Excellence Fair. The fair is held in conjunction with 8th Grade Parent Information night. Teachers submit exemplars of classroom assignments with a copy of the rubric so that incoming parents can see the academic rigor expected of their students. This is our third year of holding the Academic Excellence Fair. In

order to ascertain that all teachers have an awareness of the school wide rubrics and where they are located, the NEASC Team gave a brief informational survey to all classroom teachers.

The District Curriculum Director gave the faculty a workshop on writing and use of rubrics. The presentation included the importance of using rubrics to improve student learning, the differences between analytical and holistic rubrics and how use of rubrics ensures fair grading practices. During the workshop teachers were given the opportunity to review and revise school-wide rubrics for Campbell High School.

During the review of the rubrics it became clear that the Writing rubric no longer reflected curriculum and instruction at Campbell High School. The English Department explained that we should be using the Six Traits of Writing model to improve student learning in this competency. This revision in curriculum came from a data review that showed writing as a problem area for our students so we adopted the new model and staff was presented with two full days of training from the outside consultant Fred Wolff. Upon completion of the training Campbell High School used this as an opportunity to review our writing rubric, updating and revising it to reflect the 6 traits model. We have ongoing workshops led by our English curriculum facilitator during late arrival professional development days on implementation of the writing rubric in all content areas. From this additional training we have learned that there is a pattern to getting school-wide rubrics implemented by all departments. The pattern comes from training in rubric development, followed by faculty involvement in rewriting the rubric as well as continued professional learning on implementation in the classroom. Frequent reminders of where to find the rubrics must be followed by instruction in their use and reason for their use with students.

4. Provide examples of the use of assessment results/data to inform changes in curriculum and instruction.

Classification: Completed

Response: Campbell High School provides examples of the use of assessment results/data to inform changes in curriculum and instruction. Revised math curriculum and revised writing rubrics to help our students to get better results on NECAP assessments, we know this because of analysis and changes we made to curriculum based on student achievement in specific content areas. In writing we have gone from 25% proficient and above in the 2007-2008 school year to 39% proficient and above in the 2010-2011 school year. In mathematics we have shown gains of 19% proficient and above in 2007-2008, to 41% proficient and above in 2010-2011. Our gains in reading have been strong too, going from 62% proficient and above to 77% proficient and above in the same time frame. Curriculum is regularly examined on a five year district cycle, and changes to curriculum are data driven by NECAP, NWEA, PSAT and SAT results.

Since we implemented professional development on the use of school wide rubrics we have been paying close attention to the results we get from state and national assessments including but not limited to NECAP, NAEP, NWEA, SAT and PSAT. Examining the relationship between improved writing scores and the use of both the 6 traits of writing program and the rubric developed from this program, to see if there is a correlation of improvement in student achievement in this content area. We believe there is, because of the jump in writing proficiency noted above.

Results from state and national assessments have been used to enhance and occasionally change our curriculum in Mathematics, Science and English Language Arts. For example: we analyzed NECAP results as a faculty and when our students did not score well on informational reading we implemented PD on reading for information in all subject areas and incorporated reading for information into classroom instruction in Science, Math, and other content areas Music, Business, Computer Science, World Languages, Family and Consumer Science, Physical Education, Art and Health. The strongest gains came during the year after we implemented this change in our curriculum. Going from 63% proficient in reading to 77% in one year, once we understood the power of focusing on a specific content area, we were able to replicate this work in other ways, improving not only instruction but assessment of content. We use other assessments in a similar manner going over them at the Administrative level, then Curriculum Facilitators, and then use this information with the faculty so they can work to improve or maintain results in content area learning.

Improved instruction has been the focus of our administration over the past five years. Administrators conduct walk-through assessments looking for best instructional practices and student engagement. Collecting data on what they see in the classroom to inform changes in instruction. From the beginning the Principal and Assistant Principal have sought to improve student engagement in their learning process. Using a modified walk-through assessment they have been able to give teachers regular and direct feedback on their classroom instruction. Over three years the trend has been an increase in student engaged instruction, 18% to 31% and a decrease in teacher led instruction 78% down to 67%. We have also seen a modest decrease in student disengagement, down from 4% to 1%. In addition to walk-through observations, our administration has sought to improve instruction by looking at student work. Over time they developed a protocol of examination, critique by peers and implementation strategies for classroom assessment both formative and summative.

Formative and summative assignments are also new at Campbell, in 2009 as Campbell High School began really looking at this recommendation; they found that students were not being cognitively challenged by all work. As part of this work they realized that the best practice is to give students multiple formative assignments so they can increase and apply their knowledge without penalty before assessing for competency in a summative manner.

Campbell High School uses assessment results and data to inform changes to curriculum and instruction in an ongoing manner. We use it to improve teaching and learning for both students and teachers.

5. Document that all curricula provide cognitively challenging and engaging work for all students.

Classification: Completed

Response: Campbell High School has documented that all curricula provide cognitively challenging and engaging work for all students. As part of our examination of this recommendation we have examined and aligned district curriculum with state standards in all disciplines. Curriculum is regularly scrutinized for relevance on a five year district cycle, and changes to curriculum are data driven by NECAP, NWEA, PSAT and SAT results. In addition to regular inspection of curriculum, administrators conduct walk-through assessments of teacher instructional practices and student learning. Data collected on these visits confirm an increase in student engagement. Over three years the trend has been an increase in student engaged

instruction, 18% to 31% and a decrease in teacher led instruction 78% down to 67%. We have also seen a modest decrease in student disengagement, down from 4% to 1%. In addition to walk-through observations, our administration has sought to improve instruction by looking at student work. Over time they developed a protocol of examination, critique by peers and implementation strategies for classroom assessment both formative and summative.

Curriculum development work has given teachers and administrators time to reflect on best practices within each discipline. As reported in the two year report our school used the six late arrival days in the 2009-2010 school years to improve differentiated instruction and improve incorporation of instructional best practices into lesson planning and classroom instruction. As part of our work on curriculum Campbell High Schools faculty have guided their professional learning on differentiation and assessment so that all students may achieve at high levels.

In addition to work on curriculum, differentiation and assessment our school provides many opportunities for increasing curricula challenges through its Extended Learning Opportunities, such as Honors Option, VLACS and Dual Enrollment for college credit with Southern New Hampshire University. Extended Learning Opportunities have included trips to domestic and foreign destinations with academic assignments given to participating students, so that multicultural learning opportunities available in these destinations, New York, Austria, Puerto Rico and others is not lost on our students.

Transition from high school to adult life for students with cognitive or other disabilities is handled by our Special Education Department and specifically our Transition Teacher. Transition is a state and federal requirement for all students with disabilities, but at Campbell we also do this for at-risk students, students identified with special education plans and for students who have a 504. These opportunities are individualized based on student needs and abilities as well as their plans for life after high school. Student choices have included assistance with military transition, certification programs, college transition or work opportunities. Transition specifically looks at six areas: adult life, community engagement, education, employment, related services and daily living skills, then targets the needs of each individual student.

Students are challenged outside the school by participating in statewide academic competitions including the New Hampshire Council of Teachers of Mathematics (NHCTM) statewide mathematics competition and the *FIRST* Robotics Competition. Students are celebrated academically at the Academic Excellence Fair, the All A's Banquet, the NECAP Rally and the Academic Excellence Dinner. Students chosen for the Academic Excellence Fair are done so through an assessment of the work for the student's ability to present the work, the presence of a school-wide rubric and their understanding of what competencies they needed to meet in order to achieve "excellence" in their academics. Students selected by the Academic Excellence Committee present to the community on their projects, papers and presentations along with their school-wide rubrics. Students celebrate having all A's at a banquet in early spring after third quarter progress reports are given out. The NECAP Rally is held in the fall in order to get Juniors excited for the Science NECAP test, usually given the week before Science NECAPS. Students achieving proficient or above are awarded an academic pin and a t-shirt. The Academic Excellence Dinner is a celebration held exclusively for the seniors who have 3.75 GPA or better in their class. Students get to bring the teacher that has influenced their academic career the most.

In addition to these academic celebrations we also celebrate challenges that our sophomores and seniors overcome during their projects. We do this in order to engage our students with the community and to excite their younger peers about the community stewardship required in their

Sophomore Project and to the community on Senior Project Celebration Night about their self-directed learning and mentor collaboration.

At Campbell we document that all curricula provide challenging and engaging work through a variety of means. We use the website to celebrate our students' curricular and co-curricular activities. In addition to this work we have identified pieces of work that all students need to have in their e-portfolio beginning in ninth grade through twelfth grade.

6. Develop and implement a formal plan to assess school and individual student progress in achieving the academic expectations of the mission based on school-wide rubrics.

Classification: Completed

Response: Campbell High School has a formal plan to assess school and individual student progress on achieving the academic expectations of the mission based on school-wide rubrics. The school has identified performance levels for each academic expectation of the mission based on school-wide rubrics. The school then collects this information on student and school achievement for each academic expectation. We are determining how to best report this information on student achievement to students, parents and the community in the aggregate. We have developed the system to report on individual achievement.

Campbell High School has five school-wide rubrics, reading, writing, speaking, research, and critical thinking. The school-wide rubrics are aligned with Campbell's academic expectations on our mission statement. Each rubric has four performance levels, Distinguished, Proficient, Competent, and Limited. These four levels have designated letter grades, each letter grade responds to a percentage grade. The percentage grade is used by teachers within the school to determine student achievement for each competency and then ultimately for each overall course grade. The Distinguished category in the school-wide rubrics related to an A grade, which corresponds to 93%. Proficient corresponds to a B grade with an 83%, Competent responds to a C letter grade with a 73% and Limited matches with a D grade which corresponds with a 65% grade.

Campbell High School is a competency based high school, in which every course has between 2-5 competencies that graded work is placed within. Each competency must be passed in order to successfully complete this course. A student can obtain an overall passing average for the course but, if they have failed one or more individual competencies, then they will not receive course credit without remediation. The academic learning expectations are aligned closely with many of the competencies within each of the courses offered at Campbell. Student performance is gathered for each course that students take. Pass/Fail rates are determined and analyzed comparing data over several years. Student performance is also gathered on student pass/fail rates relating to individual teachers, and the courses that they teach. The school also determines pass/fail rates relating to competencies. Staff identified the academic learning expectations that are central for each discipline. Departments identified the learning expectations that align with their own competencies. Science has a research competency embedded within every science course offered at Campbell High School. The research school-wide rubric is therefore a core rubric utilized frequently within the science department and used to assess summative research work that students have produced. The English department has identified the writing school-wide rubric as a core rubric utilized repeatedly within the English department and aligned with its competencies. This

identification of the school-wide rubrics and their alignment with core competencies was repeated with each department within the school. *Please see Section II, Assessment, question 1.* The continuous gathering of data each year provides a long view assessment of how Campbell's students are achieving relating to the academic learning expectations, as they are aligned to the school-wide rubrics and course competencies.

The school-wide rubrics and the school percentage grading chart are displayed in the school handbook, school web site and the Program of Study.

Individually biweekly progress reports to students and parents give updated grades on each competency and the overall course grade. This informs students and parents directly how a student is performing overall and it also provides separate grades for each competency and in the corresponding academic learning expectation as well. For example if a student is taking a science course they will receive a grade in the research competency, this also reports performance in this academic learning expectation area. The first and third quarter report card indicates the level of student achievement for each competency, in each course.

Discussion has occurred on how to improve this further by adding comments to progress reports. These comments would summarize the percentage attainment of students individually and as an aggregate in each of the four performance levels found in the five rubrics.

7. Report on the implementation of the e-portfolio for all students as a means to measure progress in achieving the school's academic, social, and civic expectations.

Classification: Completed

Response: Campbell High School has implemented an e-portfolio for all students as a means to measure progress in achieving the school's academic, social and civic expectations. These expectations are to read, write, and speak effectively, exhibit critical thinking and problem solving, use resources to obtain information to facilitate learning, exhibit personal responsibility, work cooperatively in an atmosphere of mutual respect and contribute to the stewardship of the community.

The Principal formed an ad-hoc committee from participants in the Technology Planning Committee. This committee worked together to develop a system for saving student portfolio work in house. Students save teacher evaluated work in their portfolios. To begin the process of deciding what artifacts to keep, the Principal worked with the English Department to develop an assignment that all freshman students will complete for a baseline evaluation of their writing ability when they enter Campbell. In addition to this assignment the English department requires student to do a critical analysis in their sophomore year, a college essay in their junior year and a piece of writing of their choice in their senior year. Other writing artifacts will include the sophomore and senior project reflections, since those projects are based on our civic and social expectations, they will be an important part of their portfolios. The sophomore and senior project are pass and fail; all students must successfully pass those projects in order to receive a Campbell high School diploma.

The Curriculum Facilitators and administration worked together to develop a matrix of artifacts that are included in all student portfolios, depending on their course choices. The students will

show responsibility by making sure that all artifacts are present and their portfolio is complete. Advisors will check the portfolios at the end of each year to make sure that students have captured the artifacts expected to be there as part of their matrix.

Due to the nature of e-portfolio work, we plan that most assignments will be assessed using school-wide rubrics, so that we can evaluate student work through those tools because while the artifacts will be the same, not all courses will be taught by the same faculty. E-portfolio development is a continuous evaluation process for students. Our focus right now is on achieving a complete portfolio starting with our current freshman class. We anticipate being able to share student work through these portfolios with the visiting team of 2017.

8. Provide a solution for the school's storage issues.

Classification: Completed

Response: A committee was formed in January 2009 to examine and revise the use of space within our school. Subsequent changes in the teachers' lounge and in the storage of stage and sport equipment have made a significant improvement in our space needs situation. A modular was purchased by the district and brought onto the property for a storage solution regarding football and other sporting equipment. In addition all outdated and damaged property which includes: outdated computers, damaged sports equipment and old unused stage materials were discarded. Our Physical Science teacher was given space in a large storage closet within the teacher's lounge to store large science demonstration equipment.

In addition the administrative assistant to the athletic director position was separated from the administrative assistant to the assistant principal position and subsequently moved from the main office to Room 149, the Life Skills Lab, as that room was not in use. It was a small space, but adequate for the administrative assistant. In 2011 this administrative assistant was able to relocate to the gymnasium offices with the Athletic Director, which provided additional teaching space for Family and Consumer Sciences as well as our Transition Teacher.

The community of Litchfield has seen a significant decrease in student populations, and increase in elder population within our town. This demographic shift has caused us to reevaluate our original plans concerning the SAU in Campbell High School. Our enrollment numbers have decreased from a high of five hundred seventy-eight students in the 2007-2008 school years at the time of our NEASC visitation. For the two-year report we had five hundred fifty students, attending during the 2009-2010 school year. Our current enrollment for 2011-2012 is four hundred ninety three students. Our predicted enrollment for 2017-2018 school years is four hundred and eight students.

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 department clerk, primarily within spaces they already occupied.

Further changes occurred in 2010-2011 when our school district responded to reduced enrollment and the general economic situation by reducing the number of teachers in our school. This has alleviated space concerns for Advisory, teaching and extra-curricular activities.

Currently New Hampshire has suspended all matching funding for new school building in our state. This makes expansion problematic. Should enrollment unexpectedly increase, the School

Administrative Unit will entertain all reasonable ideas for any changes needed to increase student learning.

9. Submit a plan and a timeline to relocate the superintendent's offices to return that space for the high school's program and services.

Classification: Rejected

Response: At this time we do not intend to relocate the Superintendent's Offices or return that space for the high school's program and services because our space needs have changed since our original NEASC self-study, subsequent visitation and follow-up reports. The community of Litchfield has seen a significant decrease in student populations, and increase in elder population within our town. This demographic shift has caused us to reevaluate our original plans concerning the SAU in Campbell High School. Our enrollment numbers have decreased from a high of five hundred seventy-eight students in the 2007-2008 school years at the time of our NEASC visitation. For the two-year report we had five hundred fifty students 2009-2010 school years. Our current enrollment for 2011-2012 is four hundred ninety three students. Our predicted enrollment for 2017-2018 school years is four hundred and eight students.

In addition to lowered enrollment, our work with restructuring storage areas freed up addition space. For example, during 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. In 2011 the administrative assistant to the Athletic Director was moved to the Gymnasium offices.

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.

Further changes occurred in 2010-2011 when our school district responded to reduced enrollment and the general economic situation by reducing the number of teachers in our school. This has alleviated space concerns for Advisory, teaching and extra-curricular activities.

Should enrollment unexpectedly increase, the School Administrative Unit will entertain all reasonable ideas for any changes needed to increase space for student learning.

10. Confirm the planned resolution of all floors, laminate and roof problems.

Classification: Complete

Response: NEASC committee members met with the head of maintenance and discussed the planned resolution of floors, laminate and roof problems. The results of this meeting are documented in the order given in the recommendation. Work has been completed on the floor and roof and is planned for the laminate issues. Actions completed are now part of a maintenance cycle per our Director of Grounds and Maintenance for the District.

Floor

The district has been active in the past few years in trying to find out the cause of the reported moisture problem within the building by hiring companies to complete tests of all affected areas. The district organized on four occasions testing and surveys within and on the grounds of Campbell.

These tests included air quality, external and internal drilling for water table depth and floor saturation. Floor, counter and soil samples were taken and analyzed by environmental companies under the direction of District Administration. Results of the analysis were communicated to our community through the Safety Committee. Mold growth is evident in some areas of the building. Reports did not define the cause for an increase in water content within some areas of the school that would promote any mold growth.

The school has completed the following in order to address the mold concerns.

- Hired a commercial company to conduct an initial cleaning in some of the affected areas of the school.
- School custodians have completed additional cleaning in some affected areas.
- A survey was given to staff regarding respiratory issues.
- Plastic containers have replaced many cellulose containers placed on the floors of affected areas.
- Multi-purpose room floor was removed and replaced with carpet which allows the floor to breathe; this has remedied the problem in this area.

The district purchased free-standing dehumidifiers, to address excess moisture in the affected areas of the building. Teachers have reported that the purchase of these humidifiers has addressed the moisture issue.

Copies of the reports are available in the high school library, of all individual environmental specialists' reports. These studies were made accessible to all staff.

Laminate

District Administration has determined that it is not feasible to wait for a potential resolution of the law suit with the contractor who provided all laminated table tops. Instead we plan to resurface the table tops, using district funds. This work is currently underway, with some of the library bookcases and two tables having been completed by custodial staff. Further repairs will be executed this summer as budgeted for by the Head Custodian. This will address safety concerns for students and staff of Campbell High School.

Roofing

Inspections and repairs were completed between 2009 and 2010. Problem spots have been addressed over the past several years. For example the skylights were sealed in 2009. The roof over the library was sealed in 2010, which resolved the leaks along the exterior walls, connecting to the courtyard. The Litchfield School District has hired a consultant to evaluate all the buildings in the district for roof repair needs and develop a cycle for roof maintenance that can be added to the district's work on a master plan for physical plant sustainability, per our Head of Custodial Services at Campbell High School.

Section II

Responses to General Recommendations in the Accreditation Report

STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning

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

Classification: Complete

Response: Campbell High School implements the school-wide rubrics to assess school-wide academic expectations, which are to read, write and speak effectively, exhibit critical thinking and problem solving skills, and to use resources to obtain information and to facilitate learning. Campbell High school has five school-wide rubrics: research, speaking, reading, writing and critical thinking.

Campbell High School is a competency based high school, in which every course has between two and five competencies that graded work is placed within. Each competency must be passed in order to successfully complete this course. A student can obtain an overall passing average for the course but, if they have failed one or more individual competencies, then they will not receive course credit without remediation. The academic learning expectations are aligned closely with many of the competencies which are evaluated using school wide rubrics. See recommendation #6.

To ensure the use of school wide rubrics our school has spent significant time on professional learning on the Six Traits of Writing and revising our writing rubric to meet those competencies. Our school has writing assignments across all curricula. A teacher questionnaire determined that 96% of teachers use rubrics in their classroom to assess student's academic expectations. 74% reported that they use school-wide rubrics.

In order to assess and evaluate our use of the rubrics the school now holds an annual competition for spots in our Academic Excellence Fair. The fair is held in conjunction with 8th Grade Parent Information night. Teachers submit exemplars of classroom assignments with a copy of the rubric so that incoming parents can see the academic rigor expected of their students. This is our third year of holding the Academic Excellence Fair. In order to ascertain that all teachers have an awareness of the school wide rubrics and where they are located the NEASC Team gave a brief informational survey to all classroom teachers and demonstrated where to find the rubrics in the shared staff drive.

Since we began implementing the school wide rubrics we have been paying close attention to the results we get from state and national assessments including but not limited to NECAP, NAEP, NWEA, SAT and PSAT. These results have been used to enhance and occasionally change our curriculum in Mathematics, Science and English Language Arts. For example when our students did not score well on informational reading we implemented PD on reading for information in all subject areas. For additional information on implementation of school wide rubrics to assess school wide academic expectations see Highlighted Recommendation #4 and #6.

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

Classification: Complete

Response: Campbell High School clarified our targeted levels of successful achievement of each academic expectation as represented in our school-wide rubrics by forming a Teaching and Learning Team which examined our current practices and recommended targeted levels. We then reserved a portion of our faculty meetings for discussion of the recommended levels of successful achievement. As a community we decided that students must meet all competencies to pass each course with a 65% or better. Students must obtain at least “limited competency” as specified in the school-wide rubrics in order to pass each course competency. The Distinguished category in the school-wide rubrics related to an A grade, corresponds to 93% or better. Proficient corresponds to a B grade with an 83%, Competent responds to a C letter grade with a 73% and Limited matches with a D grade which corresponds with a 65% grade. See also Highlighted Recommendations #1 and #6.

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

Classification: Complete

Response: Campbell High School has identified specific indicators to measure social and civic expectations to assess school progress in achieving those expectations. Our social and civic expectations are that students will: 1. Exhibit personal responsibility. 2. Work cooperatively in an atmosphere of mutual respect. 3. Contribute to the stewardship of the community.

All courses offer some opportunities for students to develop collaborative work habits (2) through project based learning. Some exemplars are: In band they are required to complete a small group performance that they develop together. In science small group projects included collection of soil, and water samples for analysis and interpretation, this data is used by the state. In addition to ongoing course opportunities to develop these expectations students have two extensive projects that they must complete in their sophomore and senior year that really show how they have developed our civic and social expectations for learning. These projects are done almost exclusively outside of regular school hours and monitored for progress by their advisors and mentors.

Exhibiting personal responsibility (1) and stewardship (3) of the community are hallmarks of the sophomore project. Students must contribute thirty hours of their time to a civic stewardship project. This project is assessed using a rubric devised by the sophomore clearing house and the school-wide speaking rubric for their project presentations. All students must complete the sophomore project as a graduation requirement for a Campbell High School diploma.

Personal responsibility for learning is a required element of the senior project. Students devise their own rubric with a mentor of their choosing in either a career choice or a personal passion project. Students must work cooperatively with their mentor to develop new learning in their area of expertise. Students are assessed by faculty and staff evaluators as well as their mentors and must exhibit their project in a public forum in order to graduate with a Campbell High School diploma.

- 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 student and community expectations.**

Classification: Complete

Response: Campbell High School developed and implemented 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 student and community expectations. We have developed a timeline that has been adopted by the school to review the mission and expectations for student learning. The school timeline is aligned to the NEASC schedule and is available for review by staff on the school intranet. A varied team of school professionals, students, and community members are to be established in early spring 2012, to review our current mission in order to align with the core values, belief and 21st Century learning expectations which reflect our community.

Campbell developed the current mission statement in 2004. The mission statement was revisited during the self-study years from 2005-2007. Since the last NEASC visit in 2007 Campbell has collected and monitored data relating to the school-wide rubrics, student achievement on national and state assessments, graduation rates, disciplinary data, at-risk student populations, alumni survey results, advisory student feedback, student engagement and teacher development. This data will be formative as the new mission statement cycle begins this spring.

STANDARD FOR ACCREDITATION: Curriculum

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

Classification: Completed

Response: Campbell High School incorporates and implements the school-wide academic expectations into unit plans for all courses, as reflected in our curriculum outlines. Curricular transparency is ensured by exhibiting curriculum outlines for all courses by departments on our website.

See Highlighted Recommendation #2.

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

Classification: Completed

Response: Campbell High School ensures that all curricula provide challenging, cognitively engaging work for all students. We do this through a variety of public and internal review systems, including but not limited to: project presentations done in classes, transition work opportunities, examining of student work in faculty meetings and professional learning communities for knowledge, comprehension, application, analysis, synthesis and evaluation. We have focused on increasing student engagement and curricular challenges for our freshman and sophomore students. This work on assessment, differentiation and instilling more application and analysis tasks into student learning opportunities have increased student performance as reflected in local and state assessments.

See Highlighted Recommendation #5.

3. 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: Completed

Response: Campbell High School ensures the data that reflects student performance in achieving the school-wide academic expectations and course specific learning goals are used to inform curricular decisions.

School-wide academic expectations are assessed using course competencies. These course competencies align with state or national standards, and course specific learning goals are aligned with competency in the content area. Curricular decisions are formed from data collected using a variety of assessments given by the teacher, our school district, state and national boards. When data suggests that our students are not competent in a standard our teachers and school district implements professional development in the area of concern, then change curriculum to support student performance as needed. Department meetings allow teacher discussion and analysis of assessment data to identify and address course specific learning goals to increase student achievement.

See Highlighted Recommendation #4.

STANDARD FOR ACCREDITATION: Assessment

1. Implement school-wide rubrics across all departments.

Classification: Completed

Response: Campbell High School has implemented school-wide rubrics across all departments. We have found that use of the school wide rubrics is contingent on staff development in use of the rubric, and faculty input on revision of the school-wide rubrics. A rubric is a live document used and adjusted for each classroom teacher. Our survey of faculty indicated that all departments are using school wide rubrics with emphasis on specific rubrics by discipline, such as: math and science heavily use the critical thinking rubric, while business, computers and social studies rely heavily upon the school-wide research rubric, the English language arts, music, art and physical education emphasize the writing rubric, music and physical education rely on the speaking rubric, the reading rubric is used by core content areas. Our e-portfolio artifact collection has started with freshman students completing a writing assignment that is graded using the school-wide writing rubric.

See Highlighted Recommendation #3.

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

Classification: Completed

Response: Campbell High School identifies, collects and analyzes data for the purpose of measuring progress in meeting academic, civic and social expectations. We post this data publicly

on a “Data Wall” in our building. Academic data on students is examined by classroom teachers, curriculum facilitators, leadership team and administration at both the building and district level. Departments analyze competency success in their courses using data from state assessments such as NECAP and NWEA to inform classroom instruction. We analyze this data for the purpose of measuring student and school progress in meeting academic expectations over time.

Civic and social expectations include exhibiting personal responsibility and working cooperatively in an atmosphere of mutual respect as well as contributing to the stewardship of the community. Because we recognize that student’s disciplinary behavior directly impacts this part of our social expectation, we track and analyze this data as part of our APEX program (see Highlighted Recommendation #6). We include the number of discipline infractions and the level of severity involved. We use this data to inform our interventional tree, when the student is first identified as being “at-risk.” We follow the student throughout their high school career and have had some success with our tree of interventions. These interventions include: student mediation, homework club, tutorials, directed study, Saturday detention, Student Support Center, School Resource Officer Assessment, Rehabilitation for Empowerment, Natural Supports, Education and Work (RENEW), parent meetings, guidance counselor support, advisory program, transition services, school psychologist, school social worker and vocational programs. Currently Campbell has a 94.6% graduation rate and anticipates being at 100% this year.

Post school data is used as part of our continuous efforts to improve the student learning experience at Campbell High School. Students must pass both sophomore and senior projects in order to graduate with a Campbell High School diploma. Our graduation rate reflects that students have met the civic and social expectations required in those projects.

STANDARD FOR ACCREDITATION: Leadership and Organization

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

Classification: Completed

Teacher loads have been evaluated and it has been determined that there is an improved equity among teacher loads which help to meet the needs of students at Campbell High School.

Teacher to student ratios have been collected and tabulated for the following school years: 2007/2008, 2009/2010 and our current school year 2011/2012. This data has been analyzed to determine, average classroom numbers between all departments of the school. Furthermore the highest to lowest enrollment number by individual teachers in the core academic areas of math, science, social studies and English have been made more uniform.

The analysis of this data show that the difference in average student numbers between disciplines has decreased over these three years. The average difference between teacher/student ratios for the whole year was 10.51 in 2007/08, decreasing to 6 in 2009/10 and then 5.57 in 2011/2012. This means that there is now a smaller disparity between large and small sized classes, which ensures more balanced teacher loads.

In addition, when you compare the individual teacher and total student loads within the core academic areas of math, social studies and English with teachers of identical number of sections

the disparity between large and small classes has declined. In the English department the difference between high and low student numbers has decreased from 42 to 31 to 16. Social Studies has changed from 50, to 63 and then to 38 students. Math has declined from 92 to 83 to currently 17. Science has not shown an improved balance, the numbers changed from 83, 55 to 71. This is due to the certification restrictions in this area. Campbell now has a school population of below 500 students. Within the science area, typically one teacher teaches each science discipline. Therefore a teacher certified in chemistry will only teach the chemistry classes, a teacher certified in physics will only teach the physics classes. Teacher numbers are therefore predominantly restricted to student sign up's, with only a limited amount of maneuver in balancing teacher loads. This discrepancy in science is being addressed as the science department will be hiring an additional science teacher in the fall of 2012 which will greatly help to balance the teacher loads within this academic area.

Enrollment loads in the other content areas are equitable over the time studied.

STANDARD FOR ACCREDITATION: School Resources for Learning

1. Develop and implement a plan for formal and systematic review for support services.

Classification: Completed

1. Response: Develop and implement a plan for formal and systematic review for support services.

Campbell High School is using the Litchfield School District Comprehensive Guidance Program. This program has been developed and implemented as a formal and systematic review for support services. The three schools in the district follow this program but it is tailored to the needs of the different ages within each school.

This document has been modeled on the American School Counselor Association framework for School counseling Programs and the New Hampshire Implementation Manual for Comprehensive School Guidance and Counseling, the document is also aligned to the Follow the Child initiative.

This is a holistic program that recognizes that student achievement is a multitude of factors, including physical, emotional, social and cognitive development. There are four components: Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support.

Support services at Campbell High School covered by this plan include the following: Special Education, ESL program, Career Education, Technical/Vocation, Guidance Counselors, Transition coordinator, School Nurse, community members, School to Career, School Psychologist, Enrichment Program coordinator and Social worker.

In addition, Campbell has an Achievement in dropout Prevention and Excellence (APEX) team in place to assess students for academic and behavioral issues, Title I tutoring, an Alternative program committee and a Support Student counselor.

The Comprehensive Guidance Program is evaluated annually using qualitative and quantitative measures. These measures include various data such as the number of parent consultations, data on student behavior, referrals from agencies, questionnaires, surveys, and observations

etc. Campbell specifically uses a Litchfield School District generated Guidance survey, Guidance surveys Graduates, our student council conducts an alumni survey, and Special Education parent survey.

All support staff is required to create a three year professional development plan tied to student growth and is evaluated by administration for annual goal achievement. A summative review is conducted during the renewal year through a number of strategies including observation but limited to, pre and post meetings are scheduled if applicable. The comprehensive Guidance program is on a three year review cycle. The program is currently under revision.

STANDARD FOR ACCREDITATION: Community Resources for Learning

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

Classification: Completed

Response: In order to improve communication of regular and alternative education opportunities for our students including independent study, work study and dual enrollment Campbell has addressed this through several avenues, including the following. Guidance and the Curriculum Facilitators group worked to clarify all academic opportunities within the Program of Studies and by making that clear on the school website. Students attend programs on the program of studies and seek clarification about available courses through their advisors. The Advisory Committee agreed to include information on work study and vocational programs during prolonged advisory meetings in the winter of each student's sophomore year and fall of the junior year. Guidance counselors conduct outreach to middle school students during eighth grade, explaining opportunities around careers that can be found at Campbell High School including extended learning opportunities, dual enrollment and work study opportunities. Extended learning opportunities are announced and communicated to students through the Advisory program as well as the Campbell website, the Hudson Litchfield Newspaper, AlertNow and Edline. Announcements through the school's public address system and the newly donated public information monitors, located in the cafeteria, main office and entranceway alert students to educational opportunities within the school as well as scholarships, internships and externship opportunities. Campbell's Transition Specialist and Guidance Counselors work with students to communicate work study opportunities.

Dual enrollment was introduced through our Curriculum Facilitators meetings, and then to individualized teachers via department meeting. Southern New Hampshire University agreed to become a partner in dual enrollment opportunities in Honors Anatomy and Physiology and Advanced Placement Environmental Science. Campbell also offers The Virtual Learning Academy Charter School coursework to our students, with a supported learning environment, staffed through a stipend position. Adult and Community education is offered in conjunction with Londonderry Night School, and students who need additional support in a nontraditional class are offered enrollment in either Nashua or Londonderry night school.

1. Develop and implement solutions for floor, laminate and roof problems.

Classification: Completed

Response: Reported on with highlighted recommendation #10.

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

Classification: Completed

Response: Reported on with highlighted section #8

III. Substantive Changes

In 2010 a new state funding formula resulted in the loss of revenue for the school district. As a result there was a reduction in force of four full time regular education teachers, two special education teachers, four paraprofessionals and three regular education teachers were reduced to 80%. Due to the enrollment drop these losses have not impacted class size beyond state recommended limits. This reduction in staff was mitigated by an enrollment drop of 88 students.

In the summer of 2010 legislative action reinstated a portion of the money lost. We were able to reinstate two regular education and two special education teachers along with four paraprofessionals. Case manager's caseloads remained between 12-15 and are considered well within state limits.

One notable change is that our parking fee has risen from \$10 to \$100. However we continue to have no user fees for co-curricula's. We believe that the changes mentioned above have not adversely affected our ability to meet the standards for accreditation.

IV. Core Values and Beliefs about Learning/Mission Statement and Expectations for Student Learning.

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

V. Examples of Initiatives

Campbell High School is considered to be an innovative school by our Department of Education, because of this we were asked to join the League of Innovative Schools, which is part of the New England Secondary School Consortium. Working with the league's rubric Global Best Practices, we have identified areas including 21st Century Skills, where we really shine and areas where we need to continue working. Our work with competencies has made us a very strong example for other schools. Other schools within New Hampshire and other states have come to our school for exemplars of how to implement and assess for competency in the classroom. We presented at the High School Redesign in Action conference in March of 2012.

Other initiatives include our dual enrollment with Southern New Hampshire University. Currently we offer two courses that qualify for dual enrollment, Honors Anatomy and Physiology and AP Environmental Science. Plans to further our relationship with Southern New Hampshire University are ongoing. We also have a partnership with the Virtual Learning Academy Charter School (VLACS). This partnership allows us to greatly expand the courses we offer to our students, and we have added a stipend position to support students that attend these virtual classes. We have students who want to take Chinese, or Latin but not in numbers that support hiring an additional teacher. Our partnership with VLACS allows us to get that student the educational opportunity that they want without bankrupting our system.

Working with a consultant from the University of New Hampshire we have developed and implemented a tree of interventions for students including, Advisory, Achievement in Dropout Prevention and Excellence (APEX), Positive Behavior Interventions and Supports (PBIS), Response to Intervention (RTI), Functional Behavior Assessment (FBA), Multi-Tiered Systems of Support (MTSS), Rehabilitation for Empowerment Natural Supports and Work support (RENEW), New Hampshire Center for Behavior Interventions (NHCEBIS), Student Support Center (SSC) and Parent Information Center (PIC). We incorporate all of these programs into our work supporting students who have been or are at-risk of dropping out of school. Due to this intensive work we currently have a 94.6% graduation rate for students at Campbell High School.

Our professional learning is ongoing, with student achievement being the central focus of our time spent on professional development. Work that we have done in this area includes revision of rubrics to assure fair grading practices, increasing our knowledge on differentiation, evaluation of our assessment practices and having our teachers lead our professional learning communities through different workshops offered on our late arrival days. Work on our initiatives is ongoing, because we believe that it is not enough to be good, Campbell is striving to provide excellence in education for our students.

VI. Strengths/Achievements

Campbell High School has a plethora of awards for students, faculty and administration. This illustrates the enthusiasm, skill and knowledge base of those at Campbell. Campbell was the Finalist for the New Hampshire School of the year 2009. Our principal won the New Hampshire Principal of the Year 2011 and runner up for the 2012 National Principal of the Year. Our Assistant Principal was named an Outstanding Role Model by the New Hampshire Association of School Principals for 2012.

Many of our faculty have won additional awards, some include our physics teacher winning the Milken Foundation NH Teacher of the Year 2009, our librarian became Outstanding Library Specialist 2011 and NH School Librarian of the Year, 2012. Recently one of our veteran teachers became the NH Environmental Science Teacher of the Year, 2012, we have had Finalist for New Hampshire Teacher of the Year.

The school has partnered with local businesses to start FIRST Robotics, which has quickly become a popular and exciting addition to the school. A new Environmental Science Club started by our award winning teacher has grown quickly and is actively working on promoting species that are endangered within the community. Data collected by this group is also submitted and used by the State for their own records.

Our recycling program literally keeps tons of plastic and cardboard out of landfills and is recognized by the New Hampshire Department of Education as a leader in innovative student instruction.

Campbell has been proactive in raising the standards of our instructional strategies and student progress. Increasing the level of student engagement and student-led instructional this has resulted in increased state testing scores. Personalization within the school via our advisory program, APEX, tutoring, student resource center, extended learning opportunities and other programs has resulted in an increase in graduation rate of 94.6% and a dropout rate of 0.78%. Our college two and four year enrollment rate is 86%.

VII. Restructuring or other Reform Initiatives

Restructuring and reform are ongoing in public high schools; Campbell believes that we need to continuously look at what we are doing in order to improve our teaching practices. Examples of restructuring and reform include revision of our grading policy. We have moved to formative and summative assessment and included competencies on our report cards to ensure transparency in our grading practices. Students are provided with multiple opportunities to prove competency. Assessment practices include the provision for retakes on all summative assessments.

As part of our reform initiatives we have implemented an after school homework club for students who are failing a competency and need help developing proficiency in one or more areas of learning. We use part of our Title I funding to provide tutoring in Math and English Language Arts for students who need the additional help. This is offered during student study halls and is intensive with an average of three students to one certified teacher. As additional academic support to students the National Honor Society offers peer tutoring for all subjects during student study halls. For students who lack enough credits to graduate from Campbell there is our Alternative High School Programming Initiative, which includes taking courses through other schools VLACS, Londonderry and Nashua Night School or being part of the Venture program, a program that takes students out of the classroom and makes them work as part of a team.

Campbell also offers a Student Support Center to students who are at-risk due to drugs, alcohol or who have had brushes with the law. These are students who generally do not do well in the regular classroom and require extensive support to get through the school day.

Our school has looked at and restructured our guidance department to provide better service to our students, making sure that students meet with their guidance counselors at the minimum of once a quarter.

Other areas where we have restructured course loads include the Math and Social Studies departments; with reduced enrollment we have streamlined our course offerings. A new course that has already begun to garner awards is in the Social Studies department. The Economics of Recycling introduces students to recycling and the economic impact of recycling on our community and environment. This is a semester long course that includes a service piece; students actually recycle materials from our classrooms, kitchen and other areas of the building. This award winning course has been recognized by the New Hampshire Department of Education as an innovative initiative.

VIII. Follow-Up Program at Campbell High School

In the fall of 2008 a committee was established in order to write the two year NEASC report. This team established a planning and priority chart which were used to determine that best action plan in order to complete all recommendations. By the two year report many of the recommendations were complete and others in progress. In 2010-2011 Linda Frost (science) and Andrea Ange (Librarian) were appointed as co-chairs for the follow up effort and to write the five year NEASC report. They have used the planning and priority charts developed by the faculty to further plans ensuring that the NEASC recommendations would be completed for the five year report.

Professional development of twelve hours' worth of late arrival days was approved by the School Board for the school year 2009-2010. This time was dedicated to address many of the NEASC recommendations. In addition professional development has continued with full teacher workshop days, and faculty meetings. Emphasis on improvement of teaching and learning as well as reflection of assessment strategies has been the focus of the faculty meetings with only a minimum amount of time given to administrative tasks. These late arrival days were approved annually starting in the 2010-2011 school year. They have been dedicated to teacher workshops, utilizing the skills and knowledge of our own faculty. These workshops have varied from Marzano's "Instructional Strategies that Affect Student Achievement", Six Plus One Writing Traits, analysis of assessment data and book reviews etc. Many of these professional development activities have focused on NEASC recommendations, such as the teacher workshop on rubrics, which explained the difference between analytical and holistic rubrics, development and refinement of school-wide rubrics and the implementation of these rubrics for improved student learning. In addition, a survey to gain information on the use of school-wide rubrics by individual teachers and departments has been completed and this information has been used in order to refine them in the Curriculum Facilitators meetings.

The Leadership Team has developed a timeline for the regular review of the school's mission statement and student learning expectations. This timeline is aligned with the NEASC ten year cycle. The review of the mission statement and student learning expectations is critical for ensuring that students at Campbell High School are learning twenty-first century skills.

Different curricula within Campbell is continually being developed and/or being improved as part of the District Curriculum cycle. In addition, curriculum time has been given in the summer to allow teachers to create and improve Curriculum Outlines which provide a description, competencies, learning standards, instructional and assessment strategies, and suggested media and textbooks related to each course. Alignment between the academic expectations is also clearly indicated on the Curriculum Outlines. The Curriculum Outlines as well as curricula for all courses are posted on the school website for all interested parties to see. This follows the policy of transparency to which Campbell adheres.

Various committees have been instrumental in developing and completing the different recommendations since the report of the visiting committee. Some of these committees

are: Teaching and Learning, Advisory, Safety, Leadership, Curriculum Facilitators, Departmental committees, Guidance, Mentoring and Professional Development.

During the 2011-2012 school year the principal, with the assistance of the Follow Up Committee chairs, Linda Frost and Andrea Ange, prepared the Five-Year Report with plans to submit to the Commission by March 1, 2012. Subsequent to this an extension to April 1, 2012 was granted by the Commission.

Robert Manseau, Principal
Andrea Ange, Librarian, Volunteer Curriculum Facilitator Unified Arts
Linda Frost, Science Curriculum Facilitator
Laurie Rothhaus, Assistant Principal
Lisa Petry, Director of Guidance
Meredith Potter, English Curriculum Facilitator
Shawn Flynn, Math Curriculum Facilitator
Heidi Paris, Social Studies Curriculum Facilitator
Julie Heon, Litchfield School District Curriculum Director
Shay Cassily, English
Erin Brown, English
Tari Selig, School Psychologist
Elin Pelland, School Social Worker

Below is a copy of the PDF you will download for the Five-Year Progress Report at the bottom.

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 Evaluation: October 28-31, 2007

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

Grades: 9-12 School Enrollment: 496 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:

0.78 % 2011

0.00 % 2010

0.18 % 2009

DISPOSITION OF ALL VISITING COMMITTEE RECOMMENDATIONS:

	Two-Year Report		Five-Year Report	
	Number	Percentage	Number	Percentage
Completed	13	48%	26	96.2%
In Progress	14	52%	0	0%
Planned For The Future	0	0%	0	0%
Rejected	0	0%	1	3.8%
No Action	0	0%	0	0%
TOTAL*	*27	100%	*27	100%

*The totals should reflect the number of recommendations in the original decennial evaluation report. Both total numbers should be identical. Do not include highlighted recommendations.

Signature of Principal/Headmaster Robert Manseau

Signature of Co-Chair of Follow-Up Committee [Signature] Position SCIENCE CURRICULUM FACILITATOR

Signature of Co-Chair of Follow-Up Committee [Signature] Position Librarian + Volunteer Curriculum Facilitator

Date Progress Report Submitted April 1, 2012