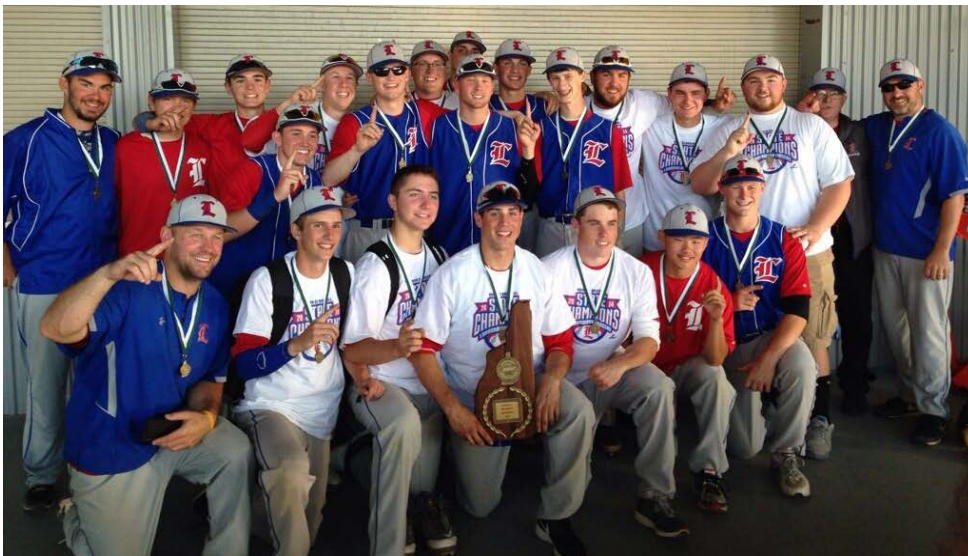
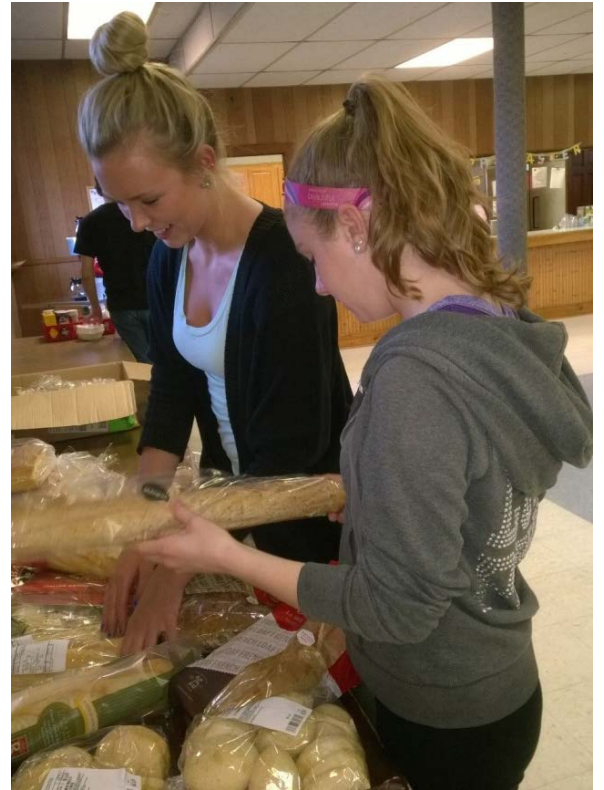
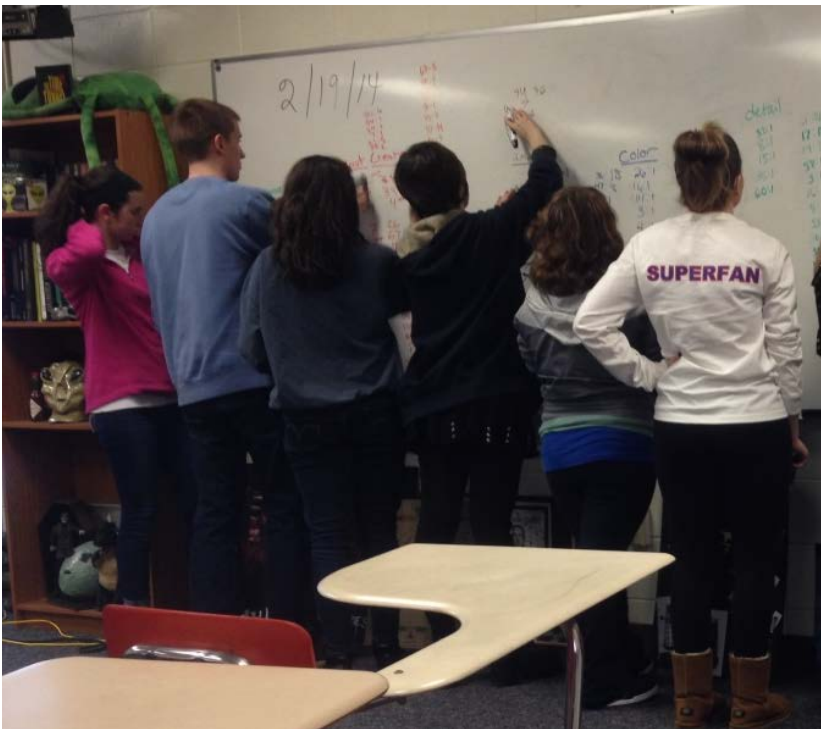


# NEASC Five Year Progress Report

March 1, 2015

**Londonderry High School**  
295 Mammoth Road  
Londonderry, NH 03053



## **Cover photographs-**

Woods projects being displayed in the main lobby, an annual event.

Students trying to solve a “simple” science fiction equation in class.

Two students volunteering at the Derry soup kitchen.

Our Division One State Champion Boys Baseball team.

Campaign sign in support of the Auditorium vote, March tenth, 2015.

## **I . Highlighted** recommendations for Londonderry High School

### **1. Ensure the emphasis on depth over breadth in all curricula.**

#### **Classification: Completed**

“I am working on revamping CP Chemistry B. This is the first time I have taught this course and I am in the process of rewriting the curriculum to more closely follow CP Chemistry A. This gives me the opportunity to really think about what I want my students to learn. Over the summer, I cannot tell you the number of times I asked myself what I really wanted my students to know. What skills and concepts should they master? For example, historically in CP Chemistry A we spent two units on the structure of the atom and electron configuration. I have decided to take more time to cover atomic structure and not cover electron configuration. I feel it is more important to spend time on the atom so that my students have a solid understanding of the structure and function of the atom (the most basic unit of all matter). I want my students to understand how the atom works, not just be able to spit back facts that mean nothing to them. As a result, I have removed topics in favor of spending more time on essential skills.”

-Lisa Fraser, Chemistry teacher

“Our World Studies class made Greek style masks and performed/ recorded Oedipus. They revised the script, developed the scenes, and truly showed that they went beyond the text in understanding and teamwork. “

- Joe McCune, English teacher

“I feel as though we have the flexibility in Social Studies to emphasize breadth in our curriculum. I always feel free to include projects or mini lessons that allow us to explore topics in depth with the students. We may still have a department final, but I do not feel pressured to rush through curriculum at the expense of really meaningful assignments.”

- Vera Prough, Social Studies teacher

“In Intro to Foods, the students are watching demonstrations and cooking in their groups far sooner than was practiced in the past. The hands on time, brings up questions and preparation practices and is more relevant to the students.”

- Donna Harmon, FACS teacher

“Since the school district has added dual-enrolment courses to its curriculum offerings, we are able to concentrate on technique rather than production. Being able to fine-tune an assignment to include a variety of skills with multiple drafts helps students to see themselves as writers and crafters of communication, rather than simply producers of assignments. Honors College Composition has only seven assignments over the course of the semester.”

-Bridget Kilgore-Prugh, English teacher

Our Five-Year Report, though mostly a record of administrative accountability, opens with the voices of teachers.

Though anecdotal, these comments are an indicator of our philosophy of depth over breadth, a philosophy supported by our curriculum coordinators and reinforced in teacher observations and evaluations. Further, each teacher submits their syllabi to their Curriculum Coordinator at the start of each semester. Our exams are standardized by course and level, and emphasize a demonstration of skills mastery. Teachers have the flexibility to meet and adjust the test annually.

Students also complete course evaluations. They have the opportunity to (anonymously) specifically critique the delivery and pacing of effective instruction.

Londonderry High School recently adopted the College Board Assessment Suite (Readi-Step, PSAT, SAT). This has increased flexibility in the pacing and emphasis of information delivery. The school also held extensive summer meetings to create a “crosswalk” from our courses to the College and Career Ready Standards. These standards align well with our philosophy of depth over breadth.

“Ensure” is a difficult verb, as it represents an absolute. However, we believe we have completed this recommendation by embedding a process, which we will continue to “tweak”, to ensure its implementation.

## **2. Provide professional development for all teachers on the creation and use of rubrics and performance-based assessments.**

### **Classification: Completed**

For the past three years, teachers have attended all professional conferences they have requested in writing. Many of these conferences offer workshops on the use of rubrics. At department meetings, the misconception that a rubric is a score sheet has been discussed. Work on competency-based assessments, and teachers with common courses meeting to evaluate the effectiveness of their common final exam, is a component of the department meeting structure. The shift from announcements and “news” to colleague collaboration time continues to be a goal of every meeting.

## **3. Provide sufficient time for professional planning and teacher collaboration.**

### **Classification: Completed**

All teachers new to the district are enrolled in a district-wide Induction Institute program, which consists of four sessions designed to give new teachers and teachers new to the district a sense of the entire district as one team. Topics range from preparing for administrative observations to pacing and data collection.

Training was held school-wide to prepare for our new assessment, the College Board Assessment Suite.

Teachers with new courses or new preps are often given summer curriculum days to work together. In addition, extensive College and Career Ready summer planning sessions were held.

Teacher collaboration time has been built into several faculty meetings, to gather teacher input, in small roundtable groups, on a number of issues facing LHS.

Common prep time among teachers teaching the same courses has been an ongoing goal.

A full day teacher conference day for the high school has been established as part of the school calendar.

A district STEM team has been formed.

The school district hires a Tech Integrationalist who designs after-school and summer mini-course offerings for teachers, based on teacher suggestions, for which teachers are paid. A recent popular offering focused on how to get more information/increase versatility in the district grading program.

The district also offers on-site SNHU course offerings for teachers.

#### **4. Develop a plan, with a timeline for implementation and sources of funding, to provide appropriate performance space for music and drama students.**

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

Based on the NEASC recommendation, the Londonderry School Auditorium Committee met October 17, 2013, exactly seven years after their initial report was presented to the school board. New members stepped in, and former members came back to the fold. In addition to teachers and community members, the Superintendent of Schools and Town Manager are members of the committee.

On February 21, 2014, the committee was given a charge by the school board. The board authorized \$25,000 “To give the Londonderry School Community Auditorium Committee for conceptual, architectural and site analysis for the purpose of building an auditorium.”

August 26, 2014, the School Board received the results of this charge, with a project estimate, site location, and preliminary sketches showing the impact on the high school and surrounding grounds. The report, at 71 pages long, if included here would dwarf this report. Needless to say, it is a thorough analysis of the project. Based on that report, the school board voted to create a warrant article of \$500,000, which will fund architectural and engineering plans for the building of an 800 seat auditorium. The board voted to support this article, which comes to a vote in March 2015.

In January 2015, the Budget Committee, long regarded as a conservative watchdog group for the town, voted 4-3 to support the warrant article.

We believe the recommendation has been completed. No one can predict the public vote in March, but the process, in as much as we can control it, has come to its logical end.

II. Recommendations, by Standard, that were not listed as “completed” at the time of the Two Year Report.

**STANDARD FOR ACCREDITATION: Curriculum**

**1. Complete the curriculum documentation, including suggested instructional strategies, suggested assessment techniques including school-wide rubrics, and links to specific school-wide academic expectations.**

**Classification: Completed**

Full curriculum documentation has been completed. Course information has now been transferred to the info site. In that way, the curriculum is a living, malleable, vital document.

Curriculum maps are in place, and each course has clearly listed competencies (required to earn credit for that course), and a common semester exam.

**2. Emphasize depth over breadth in all curricula.**

**Classification: Completed**

See **highlighted** recommendation # 1

**3. Allow a balance in the prescribed pacing guides so teachers may remediate and/or re-teach when necessary and may focus on depth of coverage.**

**Classification: Completed**

See **highlighted** recommendation # 1

#### **4. Revise the responsibilities of Curriculum Coordinators.**

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

Steps have been taken to revise the Curriculum Coordinator position. A PE and health department faculty member acts as a liaison to the Curriculum Coordinator, which is more efficient, as they are housed in a separate building.

Administrative support has increased - staff evaluations are now spread among the Assistant Principals as well as the Curriculum Coordinators.

The positions of career counselor, the school to career coordinator and supervisor of 504 cases, in flux in the last report as a result of cuts, have been rehired or reassigned away from the Curriculum Coordinator position.

Organization of state testing, administration of which had been the Curriculum Coordinator's responsibility, (College Board Assessment Suite), is now a joint effort with the Guidance Department.

#### **5. Use results of both formative and summative assessments to inform changes in the curriculum.**

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

Each administrator at Londonderry High School completes a minimum of ten informal "walk throughs" of classrooms per week. The walk through is recorded, via iPad or other device, and includes categories such as observation of 21<sup>st</sup> Century Learning (CCR) skills and an overview of the activity taking place in the classroom. This information is shared with teachers, via email and/or through conversation. The overall findings are also discussed at Administrative Team Meetings.

At the departmental level, there has been an increase in the amount of departmental meeting time devoted to discussion of student achievement and curriculum as there has been a shift from department meetings being forums for discussion of minutiae which can be handled via email, to a time for more collaborative work. Teachers are spending time reviewing the results of competency assessments and semester exams to inform curriculum directions within their departments. Teachers



make use of an entrance/exit slip system in numerous classes to assess students' understanding of concepts before they move on. The use of student response systems permit teachers to see in real time whether students understand, at an appropriate level, the material being presented. The increased use of SMART Board technology also allows teachers to assess understanding throughout a class period. The Membean vocabulary program is currently being used in all junior and sophomore English classes. This program, which permits differentiation in vocabulary learning, has provided teachers of English in these courses to have a real time understanding of students' vocabulary learning, which can be used in the delivery of instruction.

Last, and perhaps most importantly as it has the broadest implications district-wide, is the Londonderry School District's College and Career Ready initiative which includes the creation of a District Academic Team. The team, composed of teachers from the Middle and High Schools, administrators from each of those levels, as well as District level administration, met over the summer and February vacation to review the College and Career Ready Standards and how curriculum currently delivered across all disciplines, but particularly English/Language Arts, Mathematics, Science, and Social Studies as a starting point, align with these standards. With students taking the ReadStep test in 8<sup>th</sup> and 9<sup>th</sup> grades, the PSAT in 10<sup>th</sup> and 11<sup>th</sup> grades, and the SAT in 11<sup>th</sup> grade, both the Academic Team as well as the individual departments will be able to review curriculum on a broad level as well as offer necessary support on an individual student level. This will provide assessment data that will be utilized for individual student curriculum adjustments, pedagogy enhancements and course selection and college and career ready planning.

The use of the College Board Testing Suite will be a keystone to achieving the Londonderry School District goal that all graduating students will demonstrate career and/or college readiness based on expanded definitions of rigorous content, adaptive skills and critical dispositions by 2017 and the Londonderry School District will increase its two and four year college acceptance rate from its current 88% to 92% by 2016 and 95% by 2020.

## **6. Focus professional development on one or two prioritized initiatives at a time.**

### **Classification: Completed**

School goals are listed at the beginning of the year. Professional development is predicated on these goals. For 2014-15, for example, the first two of the school's goals are overarching goals which guide curriculum and assessment and will be driving professional development for the future. With the addition of the College Board Testing Suite, there is an assessment tool on which we can gauge student growth from 8<sup>th</sup> grade through 11<sup>th</sup> grade and which makes available to students and parents support materials for areas of challenge.

Professional development opportunities this summer are being made available to teachers, which follows up on professional development for the District Academic Team during the summer of 2014 and February 2014.

School goals for 2014-2015 are:

- All graduating students will demonstrate college and career readiness based on expanded definitions of rigorous content, adaptive skills, and critical dispositions by 2017; increasing our two and four year college acceptance rate from 90% to 92% by 2016.
- Continue to focus on Curriculum, Instruction and Assessment working with the College Board on a comprehensive roll out to ensure our students are college and career ready.
- To be educational leaders that utilize a variety of media to proactively communicate with parents and community members.
- To maintain CPR and AED Certification for the entire LHS Staff by January, 2015.
- To complete the NEASC 5 year Report focusing on Highlighted Recommendations.

Teachers do continue to have the opportunity to choose additional professional development opportunities in their content area outside the high school, with the district providing course reimbursement when appropriate.

## **7. Ensure that technology is integrated in all content areas to fully support the implementation of the curriculum.**

### **Classification: Completed**

The technology use embedded in the curriculum has increased over the past few years. This has been demonstrated through incorporation of iPads used in science classes in both freshman science (affects nearly all freshman students in the high school) and Advanced Placement Environmental Science. There is a class set of iPads used in Reading classes. All junior English classes are taught in tech-rich classrooms which now have a 1:1 computing ratio. All junior and sophomore English classes have access to the Membean vocabulary program.

The Futures Lab provides students in all grade levels the opportunity to use technology to access the resources of the College Board. Students using the technology available to them in the Futures Lab are able to self-select or select based on teacher recommendation the areas they would like to explore using the technology available to them.

With the implementation of BYOD (Bring Your Own Device) and wireless internet available through most of the high school, students and staff are able to use their own technology to improve educational outcomes. More teachers are using “Flipped Learning” as a means of improving student achievement through technology. The Administration’s “Walk Throughs” utilize technology to provide feedback to teachers. Business classes use technology on a daily basis to increase real world learning. The District continues to provide technology training in a “Teachers’ Academy” format (mini-courses held in-district, many in the afternoon, throughout the school year. Teachers are compensated for attending).

The creation of the “Tech-Connect” center this year in the high school library has provided teachers with the resources of a former classroom teacher and an IT staff member to help teachers find additional ways to incorporate technology into their classes, either within the classroom itself or via Edmodo, Twitter, Flipped Learning, or myriad other technologies.

## **STANDARD FOR ACCREDITATION: Instruction**

**1. Ensure consistency in the use of instructional strategies that make connections across disciplines, engage students as active learners, promote student self-assessment and self-reflection, and provide opportunities for students to apply new knowledge or skills.**

### **Classification: Completed**

With the completion of Curriculum Maps, each course has consistent goals through attainment of common skills. Each course also has a list of competencies, which must be completed to receive credit.

The tech-connect staff members have attended department meetings in all disciplines, to show all teachers how to utilize increased technological opportunities.

Many faculty meetings now incorporate round tables, where round table discussions take place mixing teachers across the disciplines.

The increased number of administrative walk throughs, and more efficient feedback to the teachers, many dedicated to observing students as active learners, have initiated discussions with individual teachers, many focused on instructional strategies.

The student course evaluation form, required for every course, has been improved to provide more effective feedback for teachers.

The Senior Project, still an option for seniors, continues to grow in popularity as students see these independent projects from past years on display throughout the school, and want to leave their mark on Lancer Nation. Mentors can be anyone on the staff.

## **2. Develop and implement a mechanism for peer feedback within content areas as a means of improving instruction**

### **Classification: Completed**

Monthly department meetings now have built-in time for small group discussion, often among people teaching the same course or grade level. These discussions can focus on tweaking the standardized exam, selecting a new book for the course, discussing an approach, revising the competencies – any number of items.

There are months when an issue is best resolved through full department discussion, by teacher choice, but as the structure is in place to allow for course work specifics to be discussed in smaller, homogeneous groups, we believe this recommendation is complete.

## **3. Expand integration of technology to support teaching and learning**

### **Classification: Completed**

In the past few years, a significant amount of money and effort has been put toward this recommendation. The school has launched a Bring Your Own Device initiative for both staff and students. This led to the establishment of a school-wide wireless Guest Network for students in addition to the school-wide wireless secure network for staff. While it is functioning now, further upgrades to increase the reliability and speed of each network are scheduled for the summer of 2015.

Ten new SMART boards have been installed in classrooms as well as 25 new data projection stations featuring ELMO projectors. Six Junior-English classrooms have been converted from 4 to 1 computer collaboration stations to 1 to 1 computer work stations.

Twenty-five computer workstations have been installed in the Academy of Finance classroom to give students a 1 to 1 student to computer ratio. A mobile computer lab consisting of 25 laptop computers and a wireless router is available for teacher use as well as a mobile iPad lab consisting of 20 iPads.

Four Multipoint servers with five workstations each to provide computing for student collaboration and learning have been placed throughout the building: One in

Industrial Arts, one in the TRANS area, one in the FLEX area, and one in the House 4 mini-lab area. All three Freshman Science rooms have iPad sets to allow students to work at a one-to-one ratio. With this new technology all five freshman science teachers have implemented a Flipped-Learning curriculum requiring students to take responsibility for their own learning. Likewise, one pre-algebra teacher and one Adult Education teacher are using iPads to support their Flipped-Learning curricula.

Finally, the school has set up a Tech-Connect lab in the LMC staffed by a Tech-Integration Specialist to support the integration of technology among the staff through classes, seminars, and direct assistance. At this time, all teachers are competent in the use of and are encouraged to contribute to the Londonderry School District Twitter Feed.

**4. Create formal structures to establish regular, on-going discussions about instruction as a significant part of the professional culture of the school.**

**Classification: Completed**

See **highlighted** recommendation # 3

**STANDARD FOR ACCREDITATION: Assessment**

**1. Provide professional development for all teachers to create and use rubrics and performance-based assessments**

**Classification: Completed.**

See **highlighted** recommendation #2

**2. (4.) Designate collaborative time to review student assessment data to improve curriculum and instructional strategies.**

**Classification: Completed.**

See **highlighted** recommendation # 3

**3. Provide professional development opportunities focused on varied assessment opportunities.**

**Classification: Completed**

See **highlighted** recommendation # 3

**STANDARD FOR ACCREDITATION: Leadership and Organization**

**1. Investigate schedule alternatives that enhance student learning experiences that support the effective implementation of curriculum, instruction, and assessment for the full range of subjects and all students.**

**Classification: Completed**

An Assistant Principal (Greg Warren) and Curriculum Coordinator (Kim Lindley-Soucy), chaired and invited, via email, all high school staff to become part of a committee charged with reviewing our current schedule, studying schedule alternatives, visiting local communities with schedules different from ours which might provide guidance as to other directions we might take, and reporting back to the staff. Staff members (25) (Daniel Alexander, Serge Beaulieu, Calvin Berting, Karen Black, Edward Burgess, Janice Burke, Cathleen DeArville, Melissa Goulet, Kristen Halpern, Kelly Halstead, Alan LaBranche, Neil Leavis, Diane Malley, Sherill Manor, Barbara Mee, Bill Mitchell, Corrine Murphy, Lori Painter, Biff Prince, Karen Robinson, Casey Roop, Michelle Sharp, Mary Sohm, Andrew Soucy, Ashley Tebbetts) attended the meetings. Notes from staff members who could not attend meetings were sent to the chairs and brought forward to the entire committee for discussion.

Following discussion of this feedback from staff and discussion at the meeting, the members of the committee came to a few conclusions:

- While a traditional block scheduling format might offer longer class periods and fewer daily transitions, this would not be a better schedule than our current schedule as, among other reasons, it would limit the opportunities

our students have to take elective courses which we believe enhance the LHS experience. These electives include, but are not limited to, Art, Technical Education, Family and Consumer Sciences, and Music (30% of the high school's students take a daily music class). We believe an 8 period schedule is an important part of the educational culture at Londonderry High School.

- Secondly, there are concerns that the lapses in content during the semesters when students are not studying a particular subject, such as when studying a foreign language and there could be two full semesters between semesters of study, lead to gaps in content knowledge. Also, for our students who are following a vocational program at the Palmer Center at Alvirne or Manchester School of Technology, a block schedule would severely limit their course options at LHS.

The committee determined that a “modified block” would be a schedule worth consideration. On April 21, 2014 a group of staff members traveled to Alvirne High School, during which time they were able to observe classes and meet with administration and teachers to discuss what they saw as the benefits of their transition from a 7 period day the previous year to a modified block.

On May 7, 2014 a group (composed of a majority of the people who went on the first visit) travelled to Merrimack High School. There the group met with all Department Chairs and Administration, and then had the opportunity to observe classes. In April, Alvirne was only 2/3 of the way through their first year of this schedule. They were still working through the bugs, and improving upon the model. Merrimack, on the other hand, had been following this schedule for more than a decade and it was working seamlessly at this point. The committee reconvened to discuss their findings following these visits.

At the November, 2015 faculty meeting, the findings of the committee were disseminated to the entire staff. All teachers were asked to get together in round tables to discuss their concerns. They were asked to consider the following:

- We need to determine whether we do, in fact, want to proceed with laying the groundwork to transition to a modified block schedule.
- We need to investigate any potential hurdles in all subject areas, and plan how we would avoid them.
- If other teachers are interested in visiting schools to see this model in practice, they should notify Greg and Kim.
- If we go down this road, one of the questions to be answered is what kind of staff development would we want? One of the concerns we heard from teachers at



these schools was that the right professional development is necessary if this is going to work.

- Alvirne is currently surveying their staff about this year's transition. Abbey will ask if they would share their feedback with us.

The Administrative Team will be reviewing the feedback from departments and the Scheduling Committee will be meeting again to review the feedback from teachers. We plan to make a decision on whether this idea will be presented for a faculty vote before the end of this school year.

The recommendation directed us to "investigate"- we believe we have completed this task.

## **2. Provide sufficient time for professional planning and teacher collaboration.**

**Classification: Completed**

See **highlighted** recommendation #2

## **3. Design and implement a school-wide formal program to ensure all students have an adult, in addition to their guidance counselor, who personalizes their educational experience and assists the student in achieving the school-wide expectations of student learning.**

**Classification: Completed**

Our initiative, an extension of our Red Cord program to all students (originally mostly seniors gathered the information for Red Cord consideration), focuses one aspect of student / guidance counselor discussion - to ensure student involvement in some segment of Lancer Nation beyond the classroom, or identify why that omission exists ("I have three younger siblings, and I have to be home for their bus every afternoon."), and look for a solution. Part of that form/worksheet includes a section where the student is asked to identify a staff member to whom they relate and personalizes their educational experience. That information will then be related to the staff member. We have discussed

what type of professional development\support will best complement/accompany that information.

Our Guidance Director is in her first year here at the high school, having come in from another district, so the program has not been implemented school-wide. However, she has given all the teachers NAVIANCE accounts, and is designing a program on that system that will make our “red cord form” program digital next year, eliminating the paper and increasing information distribution and the effectiveness of the school-wide formal program. The program is in place. Partial paper implementation has been a success. We believe the recommendation is complete.

## **STANDARD FOR ACCREDITATION: School Resources for Learning**

### **1. Expand group counseling options in the guidance department and communicate the availability thereof to parents, students, and faculty members.**

#### **Classification: Completed**

Londonderry High School launched an S.O.S.(Signs of Suicide)(gatekeeper training) initiative. Teachers received training, and for a full half-day of school, students were shown a presentation, then were placed in school-wide small group sessions. Assistant Principal Greg Warren also held a community awareness night.

Part of the daily announcements, read over the loudspeaker to all students, now include a well-being thought for the day, and reminds students to watch out for one another, to care and tell someone if you feel someone is in trouble. These are written by our School to Community Counselor and read by a student.

Guidance counselor Val Nelson runs a College 101 program during H period.

Our school “drug” counselor, who also deals with complex mental health issues, has been reinstated as a three days a week position.

We now also have the ability to utilize grief counselors from the state department in Concord, which we did in November 2014, when one of our juniors was killed in a tragic car accident, skidding into a pond while driving to work on a slippery afternoon.

Ms. O’Dea is in her first year in the district as Guidance Director (now Director of School Counseling), and we expect she will continue to “tweak” existing programs and develop new ones. She had been the Guidance Director at two high schools in one large city (Nashua). Even the change in job title suggests her intent to make increased counseling opportunities a focus. We are all excited about her potential here.

**2. Ensure the library media specialists have adequate time to collaborate with teachers/Curriculum Coordinators to deliver information literacy skills instruction consistently across all curricular areas.**

**Classification: Completed**

The Library Media Specialists have adequate time - there is an additional teacher workshop day at the start of the school year to satisfy this recommendation, so in that sense the recommendation has been satisfied - but our discussions with them presented issues beyond “adequate time”, layers of knowledge required to make that time much more effective. They are included here, and will be resolved before our self-study in anticipation of the 2020 visit:

The Library Media Specialists are willing to collaborate with teachers/Curriculum Coordinators to consistently deliver information literacy skills instruction, and currently do so on an individual teacher basis. However, time is not set aside for Library Media Specialists to meet with groups of teachers.

If Library Media Specialists are aware of curriculum changes that will occur during summer planning, they can assist in integrating resources and technology before the beginning of the school year.

Although they are members of the District C3 committee, the focus is on district issues not specific high school curriculum issues. The LMC staff is not part of any academic department email-distribution lists. Therefore, LMC staff is rarely informed about what is happening in the individual departments regarding curriculum.

LMC personnel meet with the LHS principal regularly but it is to keep him informed of LMC happenings. They do not receive curriculum information from the principal.

LMC personnel were not included on the committee that discussed strategies for college and career readiness this past summer.

The library media staff presented the following recommendations:

- Include Library Media Specialists on department distribution lists from curriculum coordinators. (Establish library liaisons for departments.)
- Reinstate regular meetings between the Library Media Specialists and Curriculum Coordinators independent of the Assistant Superintendent's availability.
- Ask LHS principal to include a Library Media Specialist on committees that affect LHS curriculum.
- Ensure that the Library Media Specialists are aware of new courses that are introduced at the high school to allow them time to support these courses.

These are four measurable goals. The value of NEASC is demonstrated here, as the compiling of this report yielded this information, and frankly frustration, from the Library Media Specialists. These points will be addressed, and resolved, before our next self-study in anticipation of the 2020 visit.

## **STANDARD FOR ACCREDITATION: Community Resources for Learning**

### **1. Continue the quest for an auditorium to adequately support the performing arts**

**Classification: Completed**

See **highlighted** recommendation # 4

## **2. Continue efforts to upgrade technology**

### **Classification: Completed**

See STANDARD FOR ACCREDITATION: Instruction - Recommendation # 3

## **III. Substantive changes**

The full time Substance Abuse Counselor position has been reestablished. The position is once again full-time, and is shared by two schools.

The full time Student Resource Officer position devoted to the high school has been reinstated.

The retirement of one Assistant Principal and the promotion of another to Principal of a district elementary school has brought two new Assistant Principals to the high school. Along with a new Guidance Director (now Director of School Counseling), we are experiencing our first administrative team shake-up in several years.

Hooksett, New Hampshire students now have the option of being tuition students at Londonderry High, as they are now “free agents”, with no exclusive high school agreement with any town. This has provided a new revenue source for Londonderry.

During the 14-15 school year, staff members have lost spouses to illness, or taken long leaves of absence to care for a spouse, we have lost two staff members’ children to sudden death, and two students have lost siblings who either attended school currently or just recently graduated. New administrators have had to step up very quickly, and our students and staff have come together, but it has been a year of very heavy hearts.

## IV. Core values, Beliefs and 21<sup>st</sup> Century Learning Expectations

### LHS Mission Statement

Londonderry High School, in partnership with parents and the community, provides a safe and nurturing environment with varied opportunities promoting good character, academic excellence, and responsible citizenship necessary for future success in the local and global community.

### STUDENT EXPECTATIONS

#### **Academic Expectations:**

Students of Londonderry High School

- Demonstrate literacy through reading, writing, thinking and speaking effectively.
- Apply critical thinking, research and problem solving skills to a changing world.
- Function as self-directed learners in a variety of learning and working environments.

#### **Civic Expectations:**

Members of the Londonderry High School community

- Demonstrate an awareness of their individual rights and responsibilities as contributing members of the larger community.
- Exhibit school pride through support of school activities and involvement in community life
- Model ethical and lawful behavior as responsible and accountable citizens.

#### **Social Expectations:**

Members of the Londonderry High School community

- Develop positive relationships, demonstrate tolerance, and respect diversity.
- Interact cooperatively while working toward common objectives.
- Promote personal wellness and the ability to make healthy choices.

V. Cite specific examples of how the core values, beliefs, and learning expectations (formerly mission and expectations for student learning) have been used to guide decision-making, particularly as it relates to curricular processes, instructional strategies, and the assessment of student learning.

*“Apply critical thinking, research and problem solving skills to a changing world”*

One can apply “changing world” to our expanded Wi-Fi, teacher twitter accounts across the district, iPad expansion, Bring Your Own Device initiative and Flipped Learning, as well as our implementing the College Board Assessment Suite as a meaningful assessment from the real world. Our College and Career Ready initiative also challenges students, with the addition of a Futures Lab, to explore all their options and their potential as members of the larger community going forward.

*“Exhibit school pride through support of school activities and involvement in community life.”*

This initiative has been of particular focus since “Lancer Nation” now encompasses tuition students from Hooksett, NH. A Hooksett tenth grader recently wrote on the bottom of her semester exam, “I remember when my family and I were discussing which high school I would attend, as we had a few to choose from. Now I can’t imagine being anywhere else. Londonderry High School is like a second home to me.”

Our Red Cord program continues to grow, as the number of seniors to reach this goal of civic achievement increases. and our annual Day of Giving assembly has become a tradition. In 2016 we celebrate our tenth year of affiliation with the Pantene Beautiful Lengths hair donation campaign. We boast the world record for most high school simultaneous donations (234 in 2014). *Seventeen* magazine named LHS one of five high schools in America that “you want to transfer to because of their traditions”.

*“Promote personal wellness and the ability to make healthy choices.”*

Since the last report, we now include in our daily announcements “A thought for today”, which encourages “Act, Care, Tell” to all students and staff. Staff t-shirts were distributed this year promoting “Together, we are stronger” It is our hope that no one feels alone, personally or professionally, student or staff member.

## **VI. Strengths/ Achievements (not previously reported)**

We believe many of the items discussed under roman numerals III. and V. could be repeated here. We strive to live our Mission Statement, and our achievements are linked to that statement.

## **VII. Restructuring or other reform initiatives**

The technology reforms have been outlined earlier in this report.

Some administrative responsibilities restructuring, with new personnel on the Admin team, has taken place.

“Life of A Lancer”, a code of conduct that is more than a behavioral contract, but an obligation to give back to others who may not have your ability or opportunity, through action and example, has become part of LHS culture.

## **VIII. Londonderry High School Follow-up Program (since progress report)**

Londonderry High School was asked to submit, following the Two year Progress Report, a Special Report in December 2013.

Following the Special Report, we disbanded our long-standing Standards Committees, with the understanding that individuals may be called upon to prepare and present information pertinent to the recommendations still being completed. In some cases, as with our first highlighted recommendation, the entire staff was mobilized to provide evidence – some specific comments are provided in this report. Our philosophy is that everyone has been involved in this ten year arc, for a time assigned to committees, and now as individual contributors, so rather than create a follow-up committee, our Steering Committee directed the entire staff through the follow-up process. They were apprised of the content and needs of this report at an August faculty meeting, and asked for their cooperation if approached for information.

In February 2015, with the report in place, it was shared with the staff before being submitted to NEASC. The principal and chairs did not create this report – it is the assembled information provided by our entire staff. Together we are stronger.



Looking forward, we understand that we were the last of the “old” standards and report structure. We know there is a learning curve ahead. We will be establishing new Standards Committees and chairs, lining up visits, and examining our current mission statement in light of the 2011 Standard on Core Values, Beliefs, and Learning Expectations, which will be the first committee established (beyond the Steering Committee). We understand the Pre-self-study Report is submitted in year seven. As with all our reports, we will be on time.

Jason Parent, Principal

Steven Juster, English Teacher, NEASC Chair

Kim Lindley-Soucy, Curriculum Coordinator, NEASC Chair

Anthony Cariello, Science teacher, NEASC Co- Chair

**IX. STATISTICAL DATA SHEET**

**School:** Londonderry High School      **Principal:** Jason Parent

**City, State:** Londonderry, New Hampshire    **School Telephone:** 603-432-6941

**E - MAIL Address:** jparent@londonderry.org    **Fax Number:** 603-425-1022

**Dates of Accreditation Visit:** November 14 – 17, 2010

**Grades:** 9 - 12    **School Enrollment:** 1,762 at time of the evaluation

*Grades: 9 - 12    School Enrollment: 1,599 at present time*

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

2013 -14	N/A
2012-13	0.23%
2011-12	0.4%

*Based upon the state’s definition of the graduation rate, submit the school’s graduation rate for the most recently completed school year as well as for the preceding years:*

2013-14	N/A
2012-13	99.77%
2011-12	99.6 %

***DISPOSITION OF VISITING COMMITTEE REPORT RECOMMENDATIONS***

	<i>Number</i>	<i>Percentage</i>
<b><i>COMPLETED</i></b>	31	100%
<b><i>IN PROGRESS</i></b>		
<b><i>PLANNED FOR THE FUTURE</i></b>		
<b><i>REJECTED</i></b>		
<b><i>NO ACTION</i></b>		
<b><i>TOTAL</i></b>	<b>31</b>	<b>100%</b>

**Electronic Signature of Principal/Headmaster**

Jason Parent

**Electronic Signature of Chair of Follow-Up Committee**

Steven Juster (English Teacher), Dr. Kim Lindley-Soucy (Curriculum Coordinator) Anthony Cariello (Science teacher)

**Date Progress Report Submitted**

*March 2, 2015 (due date March 1<sup>st</sup> – the Sunday of school vacation)*