

EPPING SCHOOL DISTRICT  
ALIGNMENT TO NEASC ACCREDITATION STANDARDS

STANDARD 1 - CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

*Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21<sup>st</sup> century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.*

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.
  - ESD Model 21<sup>st</sup> Century Student Outcomes for College, Career and Life Ready Students - professional reading and research foundation.
  - ESD Professional Development Master Plan - dynamic, collaborative, and inclusive foundation.
  - ESD Mission Statement and Epping School Mission Statements - core values and beliefs focusing on the potential of every student.
  - ESD Policy – guidelines supporting the mission of the district and schools.
  - Action Plan – development of district accountability policy and guidelines to include non-negotiable accountability goals for student learning.
  - Action Plan – communication of Action Plan and progress.
  
2. The school has challenging and measurable 21<sup>st</sup> century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.
  - ESD Competencies for Content and Skills – rubric assessing content and skills based on Framework for 21<sup>st</sup> Century.
  - ESD Content Competencies - key concepts and skills in each content area. Action Plan continues to develop course competencies and grade level curriculum guides in alignment with district competencies.
  
3. The school's core values, beliefs, and 21<sup>st</sup> century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.
  - ESD Competencies – ESD and Epping Schools' Mission Statements in alignment with district competencies guide district and school's policies, procedures, decisions, and resource allocations.
  - Action Plan - ESD Competencies for Content and Skills and ESD Content Competencies integration in curriculum, instruction, and assessment.

4. The school regularly reviews and revises its core values, beliefs, and 21<sup>st</sup> century learning expectations based on research, multiple data sources, as well as district and school community priorities.
  - ESD Model and Action Plan – review and revision in process.

## STANDARD 2 – CURRICULUM

*The written and taught curriculum is designed to result in all students achieving the school's 21<sup>st</sup> century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21<sup>st</sup> century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.*

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21<sup>st</sup> century learning expectations.
  - ESD Curriculum Framework - philosophy and goals in each content area. Draft frameworks have been developed in unified arts, science, and guidance. The Mathematics Framework has been approved.
  - ESD District Competencies – big concepts and skills for each content area. Action Plan continues the integration of competencies in curriculum.
  - Action Plan - language arts and social studies curriculum framework. The plan is to also develop and approve grade level/content curriculum guides in all content areas.
2. The curriculum is written in a common format that includes:
  - a. Units of study with essential questions, concepts, content, and skills
  - b. The school's 21<sup>st</sup> century learning expectations
  - c. Instructional strategies
  - d. Assessment practices that include the use of school-wide analytic and course-specific rubrics.
  - EHS Course Syllabus Exemplar - common format for the presentation of curriculum. The expectation is for all EHS courses to be in this format.
  - Action Plan - 6-12 authentic performance tasks assessing I can statements/course competency statements and district competencies. During this development curriculum statements will be refined to better align learning goals and assessments.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
  - a. Inquiry and problem-solving
  - b. Higher order thinking
  - c. Cross disciplinary learning
  - d. Authentic learning opportunities both in and out of school
  - e. Informed and ethical use of technology.
  - ESD Instructional Framework - depth of understanding and application of knowledge emphasis.

- ESD Competencies for Content and Skills - inquiry and problem-solving, higher order thinking, cross disciplinary learning, authentic learning, informed and ethical use of technology, etc. emphasis.
  - Action Plan – student personal learning plans to provide student voice and choice in assessing district competencies.
4. There is clear alignment between the written and taught curriculum.
- Action Plan - 6-12 authentic performance tasks assessing I can statements/course competency statements and district competencies. This process will refine and align the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
- Action Plan - development and approval of district curriculum frameworks in language arts and social studies and grade level/content curriculum guides in all content areas. This work will coordinate and articulate curriculum district-wide.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
- ESD Budget - Epping School District Model 21<sup>st</sup> Century Student Outcomes for College, Career and Life Ready Students alignment.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.
- ESD Hours-Based Calendar - 9 professional development days, 2 conference days, and 2 preparation days.
  - School Faculty Meetings - professional development activities.
  - District Curriculum Committees – work during school day utilizing substitute teachers.
  - ESD Budget - 60% Director of Professional Learning and classroom embedded consultants/coaches for reading, writing, mathematics, instruction, and teacher evaluation.
  - School Schedules - common grade level team time and a re-teach period to provide additional instructional time for students that have not demonstrated proficiency.
  - Action Plan – faculty professional learning plans alignment to Action Plan and years of service.

### STANDARD 3 – INSTRUCTION

*The quality of instruction is the single most important factor in student's achievement of the school's 21<sup>st</sup> century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.*

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21<sup>st</sup> century learning expectations.
  - ESD Instructional Framework – consistency of instructional practices focus.
  - ESD Professional Development Plan and Action Plan - on-site instructional coaching and principal supervisory/evaluation coaching for consistency and continuous opportunities and support.
  - Action Plan – annual trajectories update PK-5 in reading, writing, and mathematics; annual unit calendars update 6-8 in all content areas; and annual unit calendar development 9-12.
  - Action Plan – development of district instruction policy and guidelines to include non-negotiable instruction goals.
  
2. Teachers' instructional practices support the achievement of the school's 21<sup>st</sup> century learning expectations by:
  - a. Personalizing instruction
  - b. Engaging students in cross-disciplinary learning
  - c. Engaging students as active and self-directed learners
  - d. Emphasizing inquiry, problem-solving, and higher order thinking
  - e. Applying knowledge and skills to authentic tasks
  - f. Engaging students in self-assessment and reflection
  - g. Integrating technology.
  - ESD Instructional Framework – consistency of instructional practices focus.
  - ESD Professional Development Plan - on-site instructional coaching and principal supervisory/evaluation coaching for consistency and continuous opportunities and support.
  - Action Plan - development of student personal learning plan framework to personalize instruction and learning by providing student choice and voice and to meet these learning expectations outlined in the ESD Competencies for Content and Skills.
  
3. Teachers adjust their instructional practices to meet the needs of each student by:
  - Using formative assessment, especially during instructional time
  - Strategically differentiating
  - Purposefully organizing group learning activities
  - Providing additional support and alternative strategies within the regular classroom.
  - ESD Instructional Framework - formative assessment, differentiation, grouping students, and alternative learning strategies. This work is supported by on-site instructional coaching and principal supervisory/evaluation coaching and continues into 2011-2012.
  
4. Teachers, individually and collaboratively, improve their instructional practice by:
  - a. Using student achievement data from a variety of formative and summative assessments
  - b. Examining student work
  - c. Using feedback from a variety of sources, including students, other teachers, supervisors, and parents
  - d. Examining current research
  - e. Engaging in professional discourse focused on instructional practice.

- ESD Professional Development Master Plan and Action Plan - professional learning teams discussing research, examining data, and engaging in discourse on improving instructional practice and student learning.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.
- ESD Professional Development Plan – reading, writing, and mathematics support.

#### STANDARD 4 – ASSESSMENT OF AND FOR STUDENT LEARNING

*Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.*

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.
  - ESD Competencies for Content and Skills - school-wide rubric to assess key content and skills.
  - Action Plan – district assessment framework PK-12 development and district assessment policy and guidelines to include non-negotiable assessment goals.
  - Action Plan - development of authentic performance tasks to assess the district competencies and the linkage of district competencies to student reporting.
2. The school's professional staff communicates:
  - a. Individual student progress in achieving the school's 21<sup>st</sup> century learning expectations to students and their families
  - b. The school's progress in achieving the school's 21<sup>st</sup> century learning expectations to the school community.
  - Action Plan - development of authentic performance tasks to assess the district competencies and the linkage of district competencies to student reporting. This work provides the foundation for future grading and reporting.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
  - ESD Professional Development Organizational Chart - school data teams and student data analysis.
  - ESD Professional Development Master Plan - student learning goals based on student data and report with evidence on goal attainment.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to be assessed.

- ESD Instructional and Curriculum Frameworks – communication of learning objectives for the lesson, unit, and course.
5. Prior to summative assessments, teachers provide students with the corresponding rubrics.
    - Action Plan - development of authentic performance tasks to assess the district competencies and the linkage of district competencies to student reporting. This work will include the development of corresponding rubrics.
  6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
    - Action Plan - development of authentic performance tasks to assess the district competencies.
    - ESD Instructional Framework - variety of assessment strategies in testing for understanding and learning.
  7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments.
    - ESD Professional Development Master Plan - teacher collaboration.
    - Action Plan - development of authentic performance tasks to assess the district competencies.
    - ESD Instructional Framework - variety of assessment strategies in testing for understanding and learning.
  8. Teachers provide specific, timely, and corrective feedback to ensure students revised and improve their work.
    - ESD Instructional Framework - timely feedback and a variety of assessment strategies in testing for understanding and learning.
  9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
    - ESD Instructional Framework - timely feedback and a variety of assessment strategies in testing for understanding and learning.
  10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
    - a. Student work
    - b. Common course and common grade-level assessments
    - c. Individual and school-wide progress in achieving the school's 21<sup>st</sup> century learning expectations
    - d. Standardized assessments
    - e. Data from sending schools, receiving schools, and post-secondary institutions
    - f. Survey data from current students and alumni.

- Action Plan - development of common assessments for mathematics and language arts in grades PK to 5 and authentic performance assessments in all content areas for grades 6 to 12.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.
- Action Plan - foundational work of linking I can, course competency, and district competency statements to student reporting.

## STANDARD 5 – SCHOOL CULTURE AND LEADERSHIP

*The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.*

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
  - ESD Mission Statement - The mission of the Epping School District is to focus on the potential of every student and engage them to be passionate, confident learners who demonstrate competence and have strength of character to reach their highest aspirations and thoughtfully contribute to a diverse and changing world.
  - ESD Policy and Structures – mission alignment.
2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).
  - Action Plan - development of an ESD Instructional Framework and refinement of the response to intervention system. Includes a brainstorming process to generate ideas to implement Instructional Framework and ultimately improve student learning.
3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the guidance counselor, who knows the student well and assists the student in achieving the school's 21<sup>st</sup> century learning expectations.
  - Action Plan - development of student personal learning plan framework to personalize education and provide a progression of student choice and voice and assess for mastery of district competencies. This work will require the restructuring of EHS seminar to include advisory component and focus on student personal learning plan.

4. In order to improve student learning through professional development, the principal and professional staff:
  - a. Engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
  - b. Use resources outside of the school to maintain currency with best practices
  - c. Dedicate formal time to implement professional development
  - d. Apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
  - ESD Professional Development Master Plan - professional learning teams discussing research, examining data, and engaging in discourse on improving instructional practice and student learning.
  - ESD Professional Development Organizational Chart - school data teams and student data analysis.
  
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
  - ESD Instructional, Assessment, and Curriculum Frameworks - supervision and evaluation foundation.
  - ESD Teacher Expectations Rubric – teacher performance indicators and assessment rubric. Student learning is integral domain of teacher evaluation. ESD Frameworks incorporated.
  - ESD Observation Tool and Walkthrough System - supervision and evaluation rubric to provide timely feedback and improve instruction.
  - ESD Teacher Evaluation – rubric, observation tool, walkthrough system, and summative documentation forms in alignment.
  - Action Plan – professional development support and implementation of evaluation systems to align with ESD Frameworks and ESD Master Professional Development Plan and teacher mentoring to align with Action Plan.
  
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
  - ESD Hours-Based Calendar - 9 professional development days, 2 conference days, and 2 preparation days.
  - School Faculty Meetings - professional development activities.
  - School Schedules - common grade level team time and a re-teach period to provide additional instructional time for students who have not learned.
  
7. Student load and class size enable teachers to meet the learning needs of individual students.
  - ESD Policy - NHDOE recommended class sizes striving for  $\leq 20$  students in K-2,  $\leq 25$  students in 3-5,  $\leq 25$  students in 6-8, and  $\leq 25$  students in high school.
  
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
  - ESD Professional Development Master Plan - support for principals on the ESD Instructional Framework and Supervision/Evaluation Model.

- ESD Professional Development Plan and Action Plan - support for all administrators and school staff in reading, writing, mathematics, curriculum-instruction-assessment, and district competencies.
  - ESD Observation Tool and Walkthrough System - supervision and evaluation rubric to provide timely feedback and improve instruction.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
- ESD Policy - encourage of staff, students, and parents participation.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
- ESD Professional Development Master Plan - teacher involvement in the school improvement process.
  - ESD Professional Development Plan - support for teachers to become instructional leaders.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21<sup>st</sup> century learning expectations.
- Superintendent, Director of Professional Learning, and Principal – collaboration on ESD Competencies for Content and Skills and ESD Content Competencies.
  - School Board Action - ESD Competencies and Curriculum Framework in each content area approval.
  - Action Plan – implementation of competencies in curriculum, assessment, and instruction.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.
- District Leadership Team – Superintendent, District Administrators, and Principals Professional Learning Team.
  - School Board Action – plan approval and policy to guide improvement and operate schools.

#### STANDARD 6 – SCHOOL RESOURCES FOR LEARNING

*Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21<sup>st</sup> century learning expectations.*

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students that support each student's achievement of the school's 21<sup>st</sup> century learning expectations.
- Action Plan - refinement of the response to intervention system and a brainstorming process to generate ideas in which to contribute to the development of an instructional framework and to improve student learning.

- Action Plan - development of plans for school resources as required for NEASC accreditation to support special education, 504, and ESOL services.
2. The school provides information to families, especially to those most in need, about available student support services.
    - Action Plan - development of plans for school resources as required for NEASC accreditation to support counseling services.
    - ESD Curriculum Framework - development and documentation of guidance curriculum and support services.
  3. Support services staff use technology to deliver an effective range of coordinated services for each student.
    - ESD Technology Plan - staff use of technology requirement.
    - ESD Budget - new and replacement technology funding per Technology Plan.
    - ESD Professional Development Plan – professional development in technology.
    - Specialized Technology – student programs linked to NH Standards and EHS Courses requirements.
  4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
    - a. Deliver a written, developmental program
    - b. Meet regularly with students to provide personal, academic, career, and college counseling
    - c. Engage in individual and group meetings with all students
    - d. Deliver collaborative outreach and referral to community and area mental health agencies and social service providers
    - e. Use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations.
    - Action Plan - development of plans for school resources as required for NEASC accreditation to support counseling services.
    - ESD Curriculum Framework - development and documentation of guidance curriculum and support services.
    - ESD Budget - public school standards alignment.
  5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
    - a. Provide preventative health services and direct intervention services
    - b. Use an appropriate referral process
    - c. Conduct ongoing student health assessments
    - d. Use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations.
    - Action Plan - development of plans for school resources as required for NEASC accreditation to support health services.

- ESD Curriculum Framework - development and documentation of health curriculum and support services.
  - ESD Budget - public school standards alignment.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
- a. Are actively engaged in the implementation of the school's curriculum
  - b. Provide a wide range of materials, technologies, and other information services in support of the school's curriculum
  - c. Ensure that the facility is available and staffed for students and teachers before, during, and after school
  - d. Are responsive to students' interests and needs in order to support independent learning
  - e. Conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations.
- Action Plan - development of plans for school resources as required for NEASC accreditation to support library/media services.
  - ESD Curriculum Framework - development and documentation of library/media curriculum and support services.
  - ESD Budget - public school standards alignment.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
- a. Collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21<sup>st</sup> century learning expectations
  - b. Provide inclusive learning opportunities for all students
  - c. Perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations.
- Action Plan - development of plans for school resources as required for NEASC accreditation to support special education, 504, and ESOL services.
  - ESD Curriculum Framework - development and documentation of special education, 504, and ESOL curriculum and support services.
  - ESD Professional Development Master Plan - staff integration in grade/content level teams.

#### STANDARD 7 – COMMUNITY RESOURCES FOR LEARNING

*The achievement of the school's 21<sup>st</sup> century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.*

1. The community and the district's governing body provide dependable funding for:
  - a. A wide range of school programs and services

- b. Sufficient professional and support staff
  - c. Ongoing professional development and curriculum revision
  - d. A full range of technology support
  - e. Sufficient equipment
  - f. Sufficient instructional materials and supplies.
- ESD School Board and Budget - ESD Model and Action Plan alignment.
2. The school develops, plans, and funds programs:
    - a. To ensure the maintenance and repair of the buildings and school plant
    - b. To properly maintain, catalogue, and replace equipment
    - c. To keep the school clean on a daily basis.
    - Action Plan - development of maintenance, inventory, and long range plans as required for NEASC accreditation in facilities and technology.
  3. The community funds and the school implements a long-range plan that addresses:
    - a. Programs and services
    - b. Enrollment changes and staffing needs
    - c. Facility needs
    - d. Technology
    - e. Capital improvements.
    - Action Plan - development of maintenance, inventory, and long range plans as required for NEASC accreditation in facilities and technology.
  4. Faculty and building administrators are actively involved in the development and implementation of the budget.
    - ESD Budget - faculty, principals, district administrators, school board, and budget committee participation.
  5. The school site and plant support the delivery of high quality school programs and services.
    - ESD Budget and End-of-Year Funds - continuous school site and plant improvement.
  6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
    - School Approval - verification of fire, health, and safety requirements through school approval process.
    - District Safety Committee – meeting documentation.
  7. All professional staff actively engage parents and families as partners in each student’s education and reach out specifically to those families who have been less connected with the school.
    - ESD Policy - parents and families as partners with special emphasis on Title 1 students and families.

- PowerSchool – student and parent access to student grades and teacher information.
  - School Response to Intervention – emphasis on students not meeting proficiency.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.
- ESD Policy - parent, community, business, and higher education partnerships.
  - ESD Policy – alternative high school credit options involving partnerships with students, parents, community, business, and higher education.
  - EHS Alternative Learning and Extended Learning Opportunities Plans – alternative programming and partnerships.