

**TEACHING AND LEARNING
STANDARDS**

**CORE VALUES, BELIEFS AND
LEARNING EXPECTATIONS**

CURRICULUM

INSTRUCTION

**ASSESSMENT OF AND FOR
STUDENT LEARNING**

TEACHING AND LEARNING STANDARD

Core Values, Beliefs, and Learning Expectations

COMMENDATIONS

1. The core values statement which clearly articulates the school's fundamental values about teaching and learning and the overall purpose of the school
2. The development of school-wide 21st century learning expectations
3. The development of a school-wide rubric to assess each of the school-wide 21st century academic expectations
4. The strong commitment to the core values and 21st century learning values by administration, faculty and staff, and the school community
5. The widespread publication and the general awareness in the school of the core values and 21st century expectations for student learning
6. The peer leadership program, the intersession, the JSRHS Philosophy Breakfast, and the JSRHS Core Values Day

RECOMMENDATIONS

1. Develop and implement a formal plan involving all stakeholders, including students and parents, to review and revise the core values and expectations for student learning to ensure that they reflect student needs, community expectations, and 21st century learning expectations, ensuring the new document includes discrete beliefs about learning
2. Develop and implement school-wide analytic rubrics to evaluate the school's civic and social learning expectations

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TEACHING AND LEARNING STANDARD

Curriculum

COMMENDATIONS

1. The creation of a matrix which assigns responsibility for teaching and assessing 21st century learning expectations to specific departments

2. The utilization of the New England Common Assessment Program (NECAP) and the Northwest Evaluation Association (NWEA) results to add interventions for students scoring below proficient in math and reading
3. The development and incorporation into the curriculum of specific learning targets for student achievement and instructional practices
4. The emphasis on depth of understanding and application of knowledge in the curriculum
5. The incorporation of cross-disciplinary learning in many curricula
6. The integration of the arts into other curriculum areas
7. The dedicated common planning time provided to some departments for collaboration around curriculum
8. The setting of curricular goals in math, science, and English to raise expectations of student achievement
9. The provision of sufficient instructional materials, technology, equipment, supplies, and staffing levels to allow for implementation of the existing curriculum
10. The provision of sufficient instructional materials, technology, equipment, supplies, and staffing levels to allow for implementation of the existing curriculum
11. The overall low class sizes that support effective implementation of the curriculum

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RECOMMENDATIONS

1. Ensure that all curriculum documents are written in a common format that includes essential questions, concepts, content, skills, 21st century learning expectations, instructional strategies, and assessment strategies that include the use of school-wide rubrics
2. Ensure that a data driven process is used which incorporates the school's core values and beliefs about learning for determining the addition and deletion of courses and units of study
3. Develop and implement a regular cycle for the review, evaluation, and revision of curriculum
4. Provide adequate time and resources for the review, evaluation, and revision of the curriculum

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TEACHING AND LEARNING STANDARD **Instruction**

COMMENDATIONS

1. The use of literacy skills, integration, and authentic application of knowledge to improve student learning in many courses
 2. The personalization of instruction by some teachers
 3. The many opportunities for students to apply their knowledge and skills to authentic tasks
 4. The school implemented cross-curriculum writing and reading program to improve literacy and test scores in response to the Northwest Evaluation Association (NWEA) scores
 5. The support in the math and literacy tech programs by the special education department
 6. The opportunities for student feedback at the Philosophy Breakfast, annual core values day, and through the senior exit survey
 7. The teachers' recent use of the common workshop day to share innovative ideas about curriculum and instruction
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8. The overall degree of informal faculty and staff collaboration, mutual support, and innovation in instruction and co-curricular work with students
 9. The use of student writing samples to inform instruction around writing in English and social studies

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RECOMMENDATIONS

1. Ensure that instructional practices are consistent with core values that are embedded in instructional practices and communicated to students
2. Develop strategies for student self-evaluation as a part of instructional practice
3. Provide professional development in the use of differentiation for all teachers
4. Provide teachers with a formal role in designing the professional development activities for the school each year
5. Reinstitute formal time in the schedule of teacher meetings and professional development to examine current research on best instructional practices
6. Ensure all teachers employ strategies that personalize instruction

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TEACHING AND LEARNING STANDARD

Assessment of and for Student Learning

COMMENDATIONS

1. The use of a school-wide English writing rubric, math concept model rubric, technology use rubric, and art rubric
2. The provision of learning alternatives for students who are making limited academic progress as revealed by the use of the Northwest Evaluation Association (NWEA) and the New England Common Assessment Program (NECAP) test result data
3. The wide range of formative and summative assessments in all classrooms
4. The senior project requirement which requires every senior to create and implement an independent project of a minimum of 30 hours of work
5. The literacy practices and responses to assessment used across the curriculum
6. The utilization of in-district “experts” who are using standards-based assessment practices to offer professional development to other faculty members

RECOMMENDATIONS

1. Develop a formal data collection process to analyze school-wide student achievement of 21st century learning expectations
2. Review and refine the school-wide rubrics used to assess the 21st century academic learning expectations
3. Develop and implement school-wide rubrics to assess student achievement of the social and civic 21st century learning expectation
4. Create and implement a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving all of the school's 21st century learning expectations
5. Report to students and parents all whole-school and individual student progress in achieving the school's 21st century learning expectations
6. Complete the creation and use of common assessment in all departments
7. Reinstate the collaborative review process using student work in all departments

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SUPPORT STANDARDS

SCHOOL CULTURE AND LEADERSHIP

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

SUPPORT STANDARD

School Culture and Leadership

COMMENDATIONS

1. The efforts of the principal and his administration to change the school culture by welcoming students to be a part of the decision-making process to affect school change
2. The small class sizes across all curriculum areas that are fundamental to providing teachers the opportunity to personalize instruction
3. The commitment of faculty and staff members to students of the school
4. The willingness on the part of staff and administration to recognize areas that need improvement and be willing to be proactive in their address of these issues
5. The teacher's willingness to work on improving instruction and curriculum
6. The clear commitment by SAU#24 and the community to provide the necessary personnel to address student behavior needs constructively and proactively
7. The school board's commitment to the school's core values and its promotion of a positive working relationship among the board members, the towns, and the schools
8. The strong working relationship between the principal and the superintendent

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RECOMMENDATIONS

1. Implement the advisory program so each student has an adult in the school, in addition to the school counselor, who knows the student well, and assists the student in achieving the school's 21st century learning expectations
2. Implement a formal evaluation model through the collaboration of both administrators and faculty members, emphasizing teacher accountability focusing on student-centered learning and 21st century instructional practices
3. Align professional development with 21st century expectations for student learning, the school's core beliefs and values, the district's guiding principles, and the needs of individual teachers
4. Engage the entire school community in the development and implementation of strategies to address the negative qualities associated with school climate and culture
5. Implement additional programs necessary to deal with bullying, harassment, issues of student safety, and unsafe behavior
6. Ensure that student grouping patterns foster heterogeneity, reflect current research and best practices, and best support the achievement of the school's 21st century learning expectations

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SUPPORT STANDARD

School Resources for Learning

COMMENDATIONS

1. The school psychologist's participation in the Equity II alternative program
2. The inviting library, nurse's office, and guidance department offices
3. The special education teachers embedded in the regular education classes to provide support for all students and teachers
4. The guidance and special education support programs which allow all students to reach their potential 21st century learning goals
5. The variety of options used by the guidance department to maximize each student's post-secondary plan

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RECOMMENDATIONS

1. Improve the efficacy of all school communication with parents regarding available services, especially with those students most in need
2. Provide all students access to library services and research materials through a revised library web page to ensure greater ease and frequency of use in and out of school to support student independent learning
3. Complete and implement the developmental guidance program
4. Analyze current school health needs and implement programs to address preventative services for students
5. Involve the librarian in supporting delivery of all curriculum and instruction
6. Define the role and responsibility of the staff members responsible for the coordination and implementation of the Section 504 program
7. Ensure the library is open all periods during the school day and for an adequate period of time after school

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SUPPORT STANDARD

Community Resources for Learning

COMMENDATIONS

1. The effort of the communities and the district's governing body to provide sufficient funds for a wide range of school programs and services, sufficient professional and support staff, a commendable range of technology support, sufficient equipment, and sufficient instructional materials and supplies
2. The use of PowerSchool as a means of communication with the John Stark communities
3. The trained technology staff whose members are dedicated to providing training and state-of-the-art implementation for classroom use
4. The well maintained school site and plant
5. The number of opportunities provided to engage parents as partners in the success of their students' education
6. The extensive partnerships with community, businesses, and colleges to support student learning

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RECOMMENDATIONS

1. Develop and implement strategies for improved collaboration between the school and parents and community members
2. Explore the feasibility of constructing an auditorium to meet the needs of the drama program
3. Develop long-term plans to insure that reductions in enrollment do not negatively impact student learning opportunities
4. Ensure proper ventilation in the art rooms
5. Ensure the cleanliness and functionality of all bathrooms

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Narrative Overview of Findings available on pages 3-7 of [2011 report](#).