

## **APPENDIX C**

### **COMMENDATIONS AND RECOMMENDATIONS**

#### **CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS**

##### **Commendations:**

1. The longstanding values reflected in the new core values, beliefs and 21st century learning expectations
2. The commitment to the Digital Portfolio as a way of getting students to reflect on their own work in relation to the 21st century learning expectations
3. The use of the School and Community Council as part of the process for the revision of core values, beliefs and learning expectations
4. The overall plan to regularly review and revise the core values, beliefs and learning expectations

##### **Recommendations:**

1. Revise the 21st century learning expectations to be consistent with all the school's core values and learning beliefs
2. Review and revise the school-wide analytic rubrics using current research-based practices and consistently implement the rubrics for the 21st century learning expectations with input from all school and community stakeholders
3. Complete the process for documenting and reporting of the student's targeted levels of achievement on the school-wide rubrics

4. Develop and implement a process to ensure the school's core values, beliefs, and learning expectations drive curriculum, instruction, assessment, and guide the school policies, procedures, decisions and resource allocations

## **CURRICULUM**

### **Commendations:**

1. The PRHS community for providing resources to deliver a diverse and rich curriculum
2. The administration for connecting the completion of the curriculum maps to teacher evaluation
3. The PRHS community for providing a wide variety of curricula opportunities both inside and outside of school
4. The school for providing sufficient resources to implement the curriculum, including the co-curricular programs and other learning opportunities
5. The school for its commitment to developing and implementing curricula that emphasizes depth of understanding and application of knowledge
6. The school for its clear alignment between the written and taught curriculum
7. The school for its purposefully designed curriculum that ensures all students have an opportunity to practice and achieve each of the school's 21<sup>st</sup> century learning expectations

### **Recommendations:**

1. Complete the process of formal incorporation of the PRHS 21<sup>st</sup> Century Learning Expectations and rubrics into the curriculum maps so that the maps are written in a common format

2. Provide opportunities for effective curricular coordination and vertical articulation between and among the sending schools and PRHS

## **INSTRUCTION**

### **Commendations:**

1. Teachers for engaging students by incorporating the core values, beliefs and 21<sup>st</sup> century school-wide learning expectations into their instruction
2. Teachers for the frequent use of technology to enhance instruction
3. Professional staff for their accessibility to students in order to assist them with their individual needs
4. Teachers for personalizing their instruction in a variety of ways
5. Teachers for utilizing instructional practices that ensure students apply knowledge and skills to authentic tasks
6. Teachers for the high degree to which they maintain their expertise in their content areas

### **Recommendations:**

1. Ensure that all students have strategically differentiated instruction that emphasizes inquiry, problem-solving and higher order thinking skills
2. Develop and implement a process to ensure 21<sup>st</sup> century learning expectations are included in teachers' instructional practices.

3. Develop and implement a process to ensure all teachers adjust their instructional practices to meet the learning needs of each student

## **ASSESSMENT OF AND FOR STUDENT LEARNING**

### **Commendations:**

1. To the professional staff, particularly the math department, for its analysis and use of data to make significant improvements in curriculum, instruction, and student programming resulting in increased student achievement.
2. To the teachers, for employing a wide range of formative and summative assessment strategies
3. To the professional staff, for beginning the complex process of school improvement and change, through the development and piloting of school-wide analytic rubrics to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations

### **Recommendations:**

1. Ensure the formal process, based on school-wide, analytic rubrics, to assess whole-school and individual student progress in achieving 21<sup>st</sup> century learning expectations is implemented.

2. Develop and implement a process to communicate individual student progress in achieving the school's 21<sup>st</sup> century learning expectations to students and their families
3. Develop and implement a process to communicate the school's progress in achieving the school's 21<sup>st</sup> century learning expectations to the school community
4. Provide teachers with regular formal opportunities to collaborate on the creation, analysis, and revision of formative and summative assessments, including common assessments
5. Develops a formal, ongoing process for the examination of student work for the purpose of revising curriculum and informing instructional practices
6. That the school develops a formal, ongoing process for the review and revision of grading and reporting practices to monitor individual student progress and the school's progress in meeting the 21<sup>st</sup> century learning expectations

## SCHOOL CULTURE AND LEADERSHIP

### Commendations:

1. The principal and his administrative team for their presence in the school offering a safe, positive and respectful environment
2. The teachers for their investment in not only the students' education and academic success, but also in student interests outside of the classroom, contributing to how teachers know their students and foster a supportive culture within the school
3. The teachers for their willingness to initiate new academic opportunities for students
4. The School Community Council (SCC) for providing an effective, formal vehicle for increasing representation of different adult groups in the decision-making process
5. The administrative team for its continued support in helping teachers explore areas of interest and develop as teachers and leaders
6. The ninth grade core teams for dedicating a significant amount of time and effort to provide a solid foundation for students at PRHS
7. The principal for his level of commitment to teach and collaborate with teachers on instructional methods rooted in the school's core values, beliefs, and learning expectations
8. The principal and other building leaders for establishing a precedent of trust among the faculty

9. The school board, superintendent, and principal for their strong relationship, allowing a continuation in the vision of the school creating a climate of stability for teachers and students

**Recommendations:**

1. Develop and implement a process to foster shared ownership and pride by including meaningful input from students into decision-making processes and documents that are impacting their academic, social, and physical environments
2. Provide additional formal opportunities for teachers to meet and reflect on content-specific practices in order to apply skills, practices and ideas gained through formal professional development in order to improve curriculum, instruction, and assessment
3. Develops and implement a research-based evaluation and supervision process that focuses on improving student learning
4. Develop and implement a plan to increase student to student respect

## SCHOOL RESOURCES FOR LEARNING

### Commendations:

1. PRHS support services staff for demonstrating an exceptional level of knowledge about their students and effectively communicating with each other through a variety of resources
2. Support services staff for making exemplary use of technology to deliver an effective range of coordinated services for each student
3. The library/media services for providing exemplary curriculum integration and instructional practices and considerable opportunities to use technology, making the library media center, as many students and staff noted, "the place to be"
4. Counseling personnel for meeting regularly with students to provide personal, academic, career, and college counseling
5. Health personnel for providing preventative health services and direct intervention services to students and staff

### Recommendations:

1. Develop and implement a process of assessment using relevant data, including feedback from the school community, to improve services in all support services (guidance, health/nurse, library/media, and special education)



## COMMUNITY RESOURCES FOR LEARNING

### Commendations:

1. To the entire school community for a well-maintained physical plant that supports the delivery of quality school programs and services
2. To the Plymouth Regional High School (PRHS) community and the district's governing body for consistently providing dependable funding to ensure that students are given opportunities to achieve the 21<sup>st</sup> century learning expectations set forth by the district and community
3. The buildings and grounds supervisor for implementing new technology to improve the timeliness and communications regarding maintenance issues
4. The school for creating and supporting a school site and plant that supports the delivery of high quality school programs and services

### Recommendations:

1. *Implement and report the progress towards meeting the recommendations of the 2012 Energy Audit*