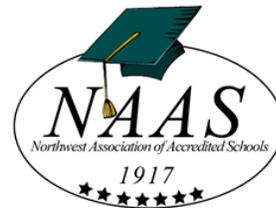


**The Report of the
Accreditation Visiting Team**

**Cedar Ridge High School
555 West 100 North
Richfield, Utah 84701**

April 30, 2009



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

Cedar Ridge High School

**555 West 100 North
Richfield, UT 84701**

April 30, 2009

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 30, 2009, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Cedar Ridge High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal E. Stewart Shaver is also commended.

The staff and administration are congratulated for their desire for excellence at Cedar Ridge High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Cedar Ridge High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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** CMAC Representative Appointment

12/30/2008

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**CEDAR RIDGE HIGH SCHOOL
ADMINISTRATION AND STAFF**

School Administration

E. Stewart Shaver..... Principal

Counseling

E. Stewart Shaver..... Counselor

Support Staff

Karen Richards..... Secretary

Alma Biffath Computer Lab Tech.

Terry Nebeker Custodian

Faculty

Tanya Hunt
George Judd
Shanna Sampson
Rebecca Taylor

VISITING TEAM REPORT
CEDAR RIDGE HIGH SCHOOL

MISSION STATEMENT

Cedar Ridge High School is committed to fostering a unique academic environment promoting individuality, adaptability, self-esteem, and concern for others resulting in lifetime learning by working directly, and indirectly, to provide help to students who probably wouldn't otherwise graduate with their regular high school peers because of academic or social problems.

BELIEF STATEMENTS

- All students can learn
- All students have different learning styles and traits
- All students must take responsibility for their own learning
- All students should receive frequent feedback regarding their progress
- All students have the right to a safe, orderly, disciplined environment
- All students have the ability to become self-directed learners
- Learning is a continuous lifelong process
- Learning should be a positive, sometimes fun, experience
- Learning is enhanced by effective and creative instructional
- Learning is enhanced in small class sizes

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Students will demonstrate basic competency in reading, writing, and mathematics.
2. Students will demonstrate attributes of dependability and responsibility.

Date of Visit: April 30, 2009

MEMBERS OF THE VISITING TEAM

Ted Lovato, Consultant, Utah State Office of Education/Northwest Association of Accredited Schools, Visiting Team Chairperson:

Christopher Kary, Nebo School District

VISITING TEAM REPORT
CEDAR RIDGE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Cedar Ridge High School is the alternative education high school for the Sevier School District and is located in the small and attractive city of Richfield, Utah. The school is housed in a new (1 year old) building which is designed to meet the needs of this unique, at-risk student population. The school is small (5 large classrooms) but is well lit, attractive, and well designed to facilitate teaching and learning. The school also has a commons area which serves the school in many ways, primarily for dining.

The goal of the alternative program is to help students develop the basic social and academic skills necessary to function in society with the students' efforts leading to a high school or adult education program diploma. The Cedar Ridge High School day program is designed to service juniors and seniors and some late term sophomores who have shown to lack social and academic success at their boundary high school. Students arrive from one of Sevier County's three high schools and must be referred by their home high school. It is the goal of school leaders to make sure the transfer is timely for the purpose of keeping the students on a goal of graduating on a timely schedule. The demographics consist of 85% Anglo, 10% Hispanic, and 5% Native American.

The school has a partnership with Snow College – Richfield which offers elective classes to Cedar Ridge High School students. Students are not afforded extra-curricular activities at Cedar Ridge but do have the opportunity to participate at their boundary high school if they remain academic eligible to participate.

The school has 70 students enrolled and a small 15 to 1 student to teacher ratio is beneficial to these at-risk students.

The night school program is designed primarily to give adults an opportunity to earn credit toward obtaining a high school diploma. In conjunction with the adult ed program, Cedar Ridge assumes the task of providing a remediation-for-credit program for high school students who are making up a failed course needed for graduation. It was apparent to the Visiting Team that the Cedar Ridge High School personnel are dedicated and caring individuals who desire to assist students in their academic and personal growth.

a) *What significant findings were revealed by the school's analysis of its profile?*

Cedar Ridge High School must maintain high academic standards which require mastery for credit in all classes.

It is a constant challenge to acquire personnel and financial resources to keep the school operating at optimal conditions. The school is diligent in providing three valuable programs to the community: alternative education for high school students, remediation-for credit program, and a program for adults seeking credit towards the high school diploma.

Attendance at Cedar Ridge High School is a privilege and students must make a commitment to and follow the expectations of the school. Only students who show a desire to attend and make progress will be retained at the school.

- b) *What modifications to the school profile should the school consider for the future?*

Cedar Ridge High School needs to continue efforts to assess the reading abilities and levels of all entering students and establish a program to meet the needs of those students who have been identified as reading deficient.

Cedar Ridge High School must continue to add more vigor to course work to challenge those students who need it.

Cedar Ridge High School should investigate ways to improve the science curriculum which could include software to create a Virtual Science Lab in an attempt to make up the current shortage of science supplies, equipment, and facilities.

Cedar Ridge High School personnel must work to see that the school's DRSL goals are clearly written and defined to augment the institutionalization of those valuable desired results for student learning.

- c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study is an honest and earnest effort to assess the many facets of this unique school which offers three educational programs to the community.

The action plan must have an assessment component so school personnel can adjust various goals as needed.

Suggested Areas for Further Inquiry:

- Cedar Ridge High School should continue their efforts to involve the parents/guardians in their students' educations. The Visiting Team realizes that parents/guardians of alternative type high school students tend to not want to be closely involved with their child's school but also realize the importance of keeping parents/guardians "in the loop".

- Cedar Ridge High School must continually develop programs to monitor student academic growth so that educational planning, curriculum, and instructional strategies can be altered and improved upon, as needed.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) *To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?*

The Cedar Ridge High School Mission, Beliefs, and DRSLs were designed and written to fit the needs of the alternative education high school student which the school serves. The small staff was all involved with the process and the School Community Council was supportive of the vision developed for the school.

The school's action plan and written goals must coincide and support the DRSLs.

- b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

The school's mission and beliefs do align in support of the school's DRSLs but the staff must work collaboratively to assess the progress of clearly defined and written school-wide goals.

- c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.*

As mentioned above, more effort is needed in building an assessment system for the DRSLs if the school is to benefit from the strong DRSLs developed.

- d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

The Visiting Team felt that a unique and supportive culture exists at the school which serves at-risk students well. The school staff must continually work to measure the effectiveness of the mission, beliefs and DRSLs in order to see continual school improvement.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

The Visiting Team found that Cedar Ridge High School is incorporating, throughout its curriculum, the Utah Core Curriculum and is infusing within each course the Utah Life Skills Core. This was evidenced by the increased responsibility placed on the students who are attending Cedar Ridge High School. Specific expectations are clearly set in place by the administration and faculty and students must adhere to these standards or be in jeopardy of losing their opportunity to attend day school classes.

- b) *To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?*

The Visiting Team found that Cedar Ridge High School is adapting the curriculum to meet the needs of individual students. Because of the unique nature of the school and the high mobility rate of the student body it is very difficult to use effective means of direct instruction. However, Cedar Ridge High School faculty is doing an excellent job of providing support to students on a one on one basis in order for them to meet their ultimate potential as students. To some the curriculum was extremely engaging while others commented that it was difficult for them to accomplish some of the daily academic tasks of the school

- c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

The Visiting Team found that Cedar Ridge High School faculty was invested in the students and their desire to graduate from high school. Throughout the day of the review, the Visiting Team found students engaged in reading, writing, and mathematics. Additionally, students were demonstrating attributes of dependability by meeting the attendance expectations of the school. Furthermore, the students were also showing personal responsibility by being self-learners and earning credits towards their high school diplomas.

- d) *How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?*

The Visiting Team found that Cedar Ridge High School needs to make better use of assessments in order help evaluate learning outcomes of students. Again, because of the high mobility rate and lack of opportunity for direct instruction in many academic courses, it makes it difficult for assessments to be measured for all students. Many of the students attending Cedar Ridge High School come and

go throughout the terms and therefore making it difficult for direct instruction to be an effective way of passing on needed information to students when they may have missed much of the section covered. This is one of the areas that the Visiting Team suggested the school improve on in the future.

Instruction:

- a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

The Visiting Team observed a variety of ways in which the faculty instructed their students. The Visiting Team observed one-on-one instruction, cooperative learning, group learning, peer to peer teaching, self-paced learning, and direct instruction. All of the instructional strategies appeared to be engaging students in a positive learning environment.

- b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

The Visiting Team observed students engaged in a variety of reading, writing and mathematics instructional models throughout the school day. Additionally, students were expected to work independently at times throughout the day and also attend vocational training at Snow College South Campus.

- c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?*

The Visiting Team suggested that the administration and District allow the teachers the opportunity to observe other educators in other alternative education settings. The faculty meet regularly to discuss the students' needs and how they can further the educational process. Additionally, the administrator provides funding for teachers who are not highly qualified so that they can meet the state standards by taking evening courses or courses in the summer to meet the teaching expectations. Overall, The Visiting Team felt that the entire focus of this school is about the support and learning of those students they have stewardship over.

- d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?*

The Visiting Team feels that the faculty of Cedar Ridge High School are either proficient in their content area or are working diligently to make themselves highly qualified in additional teaching areas to meet the needs of the students of this school. Some of the teachers felt that self-directed learning was not the best way to meet the needs of ALL the students but felt that this was the most effective way with the type of population they have within the school. The faculty were continually reflecting on their teaching practices and making adjustments from class to class and student to student.

- e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?*

The Visiting Team observed many students at Cedar Ridge High School using the internet, PowerPoint technology, Excel, and other Microsoft technologies to enhance the learning of the students attending Cedar Ridge High School. Many of the students using the technology are working on missing credits from prior courses taken in which they have failed. The Visiting Team did not observe any teachers using technology as a means to assess their students.

Assessment:

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

The Visiting Team observed the students of Cedar Ridge High School working diligently and, the faculty's clear expectations of all students' academic achievement being a daily exercise. Students of Cedar Ridge High School must complete all work in an individual course of at least 80% or higher proficiency in order to receive credit for the course.

- b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

The Visiting Team observed that the administration and faculty of Cedar Ridge High School have an open door policy. This allows students and parents who are struggling to access both the administrator and faculty at anytime. The Visiting Team met with parents whom expressed that the principal is always available to them.

The 80% minimum proficiency standard allows students to clearly know what is expected of them upon their enrollment in Cedar Ridge High School. Cedar Ridge High School holds a school-wide faculty meeting every two to three weeks.

- c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

The Visiting Team observed the faculty of Cedar Ridge High School making adjustments to their curriculum to meet the needs of each individual student. Observable data was not seen but meeting the individual needs of each student was in constant display. It was apparent students feel respected and honored by their teachers.

- d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

The Visiting Team observed the faculty of Cedar Ridge High School collaborating on a daily basis. Because of the nature and size of the school each teacher was either the sole teacher in a department or teaching in several departments. Therefore a great deal of cross-curriculum teaching was taking place to meet the school wide DRSLs or reading, writing, and mathematics.

- e) *To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?*

The Visiting Team observed the faculty of Cedar Ridge High School implementing the school wide DRSLs across all academic areas. The 80% minimum proficiency standard across all courses demonstrates the attributes of dependability and responsibility as well.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

The Visiting Team observed the interactions of parents, teachers, and students of Cedar Ridge High School and the excellent leadership of the administrator. The administrator allows for increased licensing opportunities of his teachers, this allows the teachers to become highly qualified and better able to meet the individual academic needs of each student.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

The Visiting Team observed the administrator of Cedar Ridge High School and his dual roll as principal and counselor. Because of the unique nature of his responsibilities he is able to not just act as the administrator but also guide these students in a direction where they can become responsible citizens and achieve school success. The collaborative process and openness of the administrator make it possible for the teachers to provide feedback and support to one another.

- c) *To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

The Visiting Team observed the administrator of Cedar Ridge High School and the effectiveness at which he leads the faculty and students of the school. The secretaries, janitors, and school personnel are aware of the unique nature of the students being served at Cedar Ridge High School. The leadership of the school allows for a safe and efficient place where students can learn to improve their reading, writing, and mathematics skills leading them to responsible citizens.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

The Visiting Team was extremely impressed with the parental involvement of students attending Cedar Ridge High School. The parents interviewed expressed their initial concerns about sending their son or daughter to an alternative school but, because of the strong leadership of the school, they found out on their initial orientation with the principal, that this was the learning community that could make their child successful. Parents were involved in this process by participating in the School Community Council several times during the school year.

- e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

The Visiting Team observed all faculty members at Cedar Ridge High School interacting positively with students. Due to the smallness of the student-body and the educational staff, students expressed a feeling of “family” existing at Cedar Ridge. Additionally, many students interviewed have used the open door policy of the principal/counselor to discuss academic and personal issues that are affecting their academic outcomes. This approachability of both administrators and faculty make the students feel comfortable and safe, and a place where they can see academic success.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding Student Support Services, Guidance Services, Health Services, Library Information Services, Special Education Services, and Family and Community Services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) *To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process that is reviewed and revised on an ongoing basis?*

The action plan is somewhat limited in scope but nonetheless is an important plan to assist students in achieving mastery of essential skills and knowledge, as outlined by the Sevier School District curriculum goals. It is critical that the school staff develop an assessment strategy for the action plan.

- b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

As part of the action plan, the Cedar Ridge High School faculty and principal have stated that the school's Focus Groups will plan professional development activities that support each area of the essential skills and knowledge students must master; using a variety of core concepts and skills, in the hopes of assisting all students in the production of quality academic work.

- c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

There appears to be strong support and commitment to the action plan by this very small team of educators. The staff and principal are very aware this poses challenges that are a result of having such a small staff.

Assessing the effectiveness of the action plan, over time, is essential for school-wide improvement.

- d) *To what extent does the school create conditions that support productive change and continuous improvement?*

Due to the smallness of the education team there seems to be a continual and open dialogue about the school and how it can become better. The need to collaborate is critical with such a small team of educators. The faculty have a desire for students to work harder at completing all course work leading to high school diploma credit. They also work at encouraging students to pursue post-high school education and/or vocational training.

- e) *What significant progress has been made in implementing the original action plan since the last full visit?*

Overtime, the school district and community leaders have seen that there is a need for an alternative education opportunity for those at-risk students in need of such a specialized service. The original action plan has remained focused to it's ultimate goal and has evolved as the program expanded. One critical area was the physical plant, going from below par facilities (trailers) to a new state of the art facility that shows there is great support from school district leaders.

- f) *What significant progress has the school made in addressing the **major** recommendations of the previous Visiting Team and/or review team?*

The original Visiting Team was very critical of a self-study which was not complete and did not follow the guidelines set forth by the Northwest Association of Accredited School (NAAS) and the Utah State Office of Education (USOE). Thus the current principal put into action efforts to prepare for the accreditation procedures by following the valuable guidelines of the *School Improvement: Focusing on Student Performance* document as well as the Utah accreditation handbook, *Celebrating for Student Achievement*. As a result, the school is on the right path to continual improvement. In addition, the principal offered to serve on a Visiting Team earlier in the year, thus gaining valuable information to be utilized at Cedar Ridge.

In addition, more collaboration between principal and teachers was seen as lacking. It was apparent to the current Visiting Team that this has improved significantly.

CHAPTER 5: COMMUNITY BUILDING

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team observed first hand the impact this school has on the community. Students from Richfield High School are dual enrolled at Cedar Ridge High School in order to complete required courses not offered at their home school. Additionally, Cedar Ridge High School uses Snow College South Campus to receive vocational training for students attending the school. The parents the Visiting Team met with expressed great appreciation for the school and indicated the school prevented their children from becoming drop-outs.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The Visiting Team observed the interactions of parents, faculty, and students and how these positive interactions have allowed the academic outcomes of students to improve.

The collaboration with the local traditional high school continues to improve for the purpose of identifying and servicing at-risk students.

- c) *To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?*

The Visiting Team observed that there has been stronger efforts made (since the last visit) that the entire school community of Cedar Ridge High School has worked collaboratively to use the self-study to suggest school wide improvements to benefit the students of Cedar Ridge High School. The last Interim Visit by USOE was very beneficial to the school leadership to identify areas lacking in collaborative efforts benefitting students and teachers.

- d) *How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?*

The Visiting Team observed through parental and student interviews how both of these parties were able to provide input into the schools action plan. Parent teacher conferences were the main way of communicating with all stakeholders. More effort is still needed to reach parents and to involve them in their children's educations.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Cedar Ridge High School for the caring, dedicated and enthusiastic teachers who work with a unique and at-risk student population in a way that is supportive and purposeful.
- The Visiting Team commends Cedar Ridge High School for the strong and consistent leadership displayed by the school administrator. The style of leadership practiced is appreciated by students, faculty, staff and parents.
- The Visiting Team commends Cedar Ridge High School for its dedication to a quality personalized education that meets the needs of most students while at the same time promotes student self-esteem and self-discipline. Some students require more vigor in their course work than do others.
- The Visiting Team commends Cedar Ridge High School for the collaborative relationship which has been established with the three local high schools and would encourage the continuation of that collaboration on behalf of at-risk students. In addition, the collaboration with Snow College – Richfield is positive for Cedar Ridge High School students and should be continued.
- The Visiting Team commends Cedar Ridge High School for the development of their DRSLs, Mission, and Beliefs which are supportive of the education received by this unique student population.
- The Visiting Team commends Cedar Ridge High School for the recognition programs which applaud and reward student success and efforts on a quarterly basis.
- The Visiting Team commends the Sevier School Board and the Sevier District Administration in funding, designing and building the new structure which is greatly appreciated by the key stakeholders of Cedar Ridge High School.
- The Visiting Team commends the Sevier Board of Education and the Sevier District Administration for funding the low teacher/pupil ratio which is necessary for the academic success of this at-risk student population.
- The Visiting Team commends Cedar Ridge High School for allowing the accreditation process to positively affect all stakeholders through committees, sub groups, faculty meetings, surveys, and Community Council meetings.

Recommendations:

- The Visiting Team recommends Cedar Ridge High School continue in efforts to involve parents/guardians in their students' education and in the school as a whole. The School Community Council needs additional support from the parent/guardian community they represent.
- The Visiting Team recommends that Cedar Ridge High School assess the reading levels and abilities of all entering mainstream students and establish a program to meet the needs of those students who have been identified as reading deficient.
- The Visiting Team recommends that Cedar Ridge High School and District Administration seek ways to establish a full day Special Education program to support the social/learning environment for those students being served by an IEP.
- The Visiting Team recommends that Cedar Ridge High School continue to support those teachers who are seeking endorsements in the areas of Physical Education and Science. The Visiting Team also recommends that all teachers hired in the future be highly qualified to teach the academic subject they are assigned to.
- The Visiting Team recommends that students' individual “packet work”, which augments direct instruction, be more challenging and rigorous for those students who require frequent stimulus.
- The Visiting Team recommends that the library/media budget at Cedar Ridge High School be increased at least 10% per year during the next accreditation cycle to assure that the collection remains updated and relevant.
- The Visiting Team recommends a stronger effort be made to improve Physical Education opportunities for students including better collaboration with Richfield High School which has facilities that can be shared.
- The Visiting Team recommends that Cedar Ridge High School investigate software to create a Virtual Science Lab in an attempt to make up for the current shortage of Science supplies, equipment, and facilities.
- The Visiting Team recommends that Cedar Ridge High School include with their school's DRSLs, clearly written goals to augment the institutionalization of those DRSLs.