

**The Report of the
Accreditation Visiting Team**

**Delta High School
50 West 300 North
Delta, Utah 84624**

May 3-4, 2012



**Utah State Office of Education
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Delta High School

50 West 300North

Delta, Utah 84624

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FOREWORD

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and 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 in a three-step 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, May 3-4, 2012, 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 Delta 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 Dean Fowles is also commended.

The staff and administration are congratulated for their desire for excellence at Delta High School and for their professional attitude, which made it possible for them to see weaknesses and strengths and to suggest procedures for 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 most 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 Delta High School.

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*****Charter School Representative Appointment

**UCAT Representative

****USBA Advisory Representative Appointment

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DELTA HIGH SCHOOL

ADMINISTRATION AND STAFF

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Robert Fowles Assistant Principal

Counseling

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Lloyd Loveless..... Counselor

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Vicki Lyman
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Nathan Sanders
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DELTA HIGH SCHOOL

MISSION STATEMENT

To provide a medium where students can gain knowledge, skills, and self-worth necessary for them to reach their potential and become productive members of an ever-changing society.

BELIEF STATEMENTS

We believe that students need to have good feelings about themselves. They need to feel capable, worthwhile, and appreciated. Their self-esteem influences their ability to relate with others and learn successfully.

We believe that positive self-esteem and appropriate behavior are best promoted by making our expectations clear, consistent, and achievable, while praising acceptable behavior.

We believe that if students are provided a caring atmosphere, quality instruction, and the opportunity to experience success they will enjoy and accept their responsibility for learning.

We believe that a learning program designed to meet the individual needs of all students will help prepare them to face the changes and challenges of the future.

We believe that the home is of primary importance to the educational development of each child. We want to work closely with the parents and/or guardians to provide the best environment and encouragement for each child.

We believe that using the latest in information, materials, and technology will help us to become better educators and give our students the best chance to succeed academically.

We believe that students will benefit from being involved in some aspect of extra-curricular activities. We feel that those involved assume pride and ownership in the school and can learn positive habits that they may not be able to learn otherwise.

DESIRED RESULTS FOR STUDENT LEARNING

Improved Communication

- Increase the reading and writing skills of all students attending Delta High School

Meet State and Federal Standards

- Increase percent of students proficient on end of level tests
- Increase the overall score of students taking the ACT
- Increase the number of students who improve on end of level tests

Life-Long Learner

- Increase the number of students taking advantage of college level classes
- Increase the number of students participation in extra-curricular activities

Responsible Citizenship

- Provide students with opportunities to gain an appreciation for past traditions and contributions
- Gain an appreciation of different cultures
- Become a productive and contributing member of society

Date of visit: May 3-4, 2012

MEMBERS OF THE VISITING TEAM

Glo Merrill, USOE Accreditation Consultant, Visiting Team Chairperson

D. Kent Mayne, Granite School District

John Taggart, Tooele School District

Wade Tischner, Alpine School District

VISITING TEAM REPORT

DELTA HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

A visitor entering Delta High School immediately notices a clean, warm and welcoming campus. Delta High School was built in 1966, and students from several small farming communities are bussed to Delta to attend school. There is tremendous support from parents as well as the business community. There are 571 students enrolled in grades 9-12, and the school's graduation rate is 85 percent. Free or reduced-price lunch is served to 41 percent of the students, and 12 percent of the student body is receiving special education services. Caucasian students represent 86 percent of the student body, and the large majority of the ethnic minority students are Hispanic. The Latinos in Action adviser serves as a liaison to the Hispanic community.

The principal has earned the trust and respect of all stakeholders, and recognizes the need to improve student learning for **all** students. Students have access to numerous concurrent enrollment courses through the EDNET system, and many students travel to the Tech Center to access a wide variety of CTE courses. Students and faculty members often miss school in order to travel long distances to participate in regional and state sports, performing arts, and other activities. Most faculty members teach three or more courses and also serve as a coach or club adviser.

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

The school profile includes CRT and ACT testing data, as well as Northwest Evaluation Association data that allows the school to follow individual student growth from year to year. However, it is unclear how the school is using data to improve student learning. DRSL, departmental and specific course data has not been collected or disaggregated.

Delta High School is part of a Utah Accountability Pilot, and the NWEA data shows that 53 percent of students are meeting the English benchmarks, while only 34 percent are meeting the math benchmark and 19 percent meet the science benchmark. The Hispanic students are scoring 20 percent lower than the Caucasian students on the Language Arts CRT and 24 percent lower in mathematics. The school is in the process of responding to the academic needs of its struggling students.

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

The school provided high-stakes testing data, and some of the data was disaggregated by ethnicity, socioeconomic status, and special education status. However, there is little evidence that the school leadership or faculty members are using the data to drive changes in curriculum or instruction. The school tracks student attendance, but

does not collect grade, gender or whole school attendance information. In addition, longitudinal attendance data is not available for struggling learners.

If the school continues to implement writing school-wide, longitudinal disaggregated data (course, departmental, school-wide) should be collected and analyzed. At the present time, only a few faculty members are analyzing high-stakes or classroom-level data to determine whether adjustments need to be made in curriculum, instruction or course assessments.

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

The profile accurately presents the school's strengths. The school did not clearly identify who is not learning at Delta High School. The Visiting Team recommends that teachers, departments, and counselors identify, by name, the students who are struggling in one or more core areas. With the aid of individual faculty members and support courses, interventions should be implemented to meet the individual needs of **all** students.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that Delta High School clearly define strategic, measurable indicators for each of the school's goals.
- Delta High School is encouraged to collect, disaggregate and analyze high-stakes testing data to make informed decisions regarding student learning. By collecting longitudinal data, the school will be able to track achievement trends.
- The Visiting Team recommends that the school collect, disaggregate, and analyze course and other school-level data to make informed decisions regarding curriculum and instruction. Support class data should be collected to determine whether the classes are improving student learning. The school should also disaggregate data by gender, grade, ethnicity, socioeconomic or first generation status, or other appropriate subgroups.
- The Visiting Team recommends that Delta High School continue to use the PLC model to improve student achievement. Specific, strategic professional development goals should be defined, and the school leadership should regularly attend PLCs to ensure that each faculty member understands the school's expectations.

CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST) 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?*

There is little evidence that all stakeholders (students, parents, staff, faculty, administration) were involved in revisiting the mission statement, beliefs and DRSLs. The mission statement was revised to be more concise, but could still be shortened to a short statement that all stakeholders could easily remember. The belief statements were not changed, and it is evident that they are pertinent to the academic success of the students.

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

The mission and beliefs align to support the school's goals and align with the school's efforts to improve student learning for **all** students.

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

Faculty members report that they have implemented writing in all content areas. However, the school has not developed a school-wide measurement tool to assess the *students' progress*. As the school's stakeholders prepare for the interim visit, they are encouraged to rewrite the indicators to ensure that each indicator is strategic and that it will be easy to collect data to measure student improvement by course, department, or school-wide.

- 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?*

All stakeholders believe that all Delta High School students are expected to achieve academically. At the present time, there is not a clear procedure nor timeline for implementing each DRSLs. The school has highly qualified faculty members who have been meeting in PLCs for about eight years, but there is little evidence that the PLCs have a clearly defined purpose.

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?*

All faculty members are using the Utah Core Curriculum and have started working collaboratively to ensure the curriculum is designed to meet the needs of **all** students. Delta High School and Millard High School have met twice this year in combined PLCs to allow teachers to collaborate in designing curriculum maps.

The Visiting Team suggests that the school leadership formulate professional development on research-based instructional strategies and have teachers practice the strategies to improve student engagement in all courses. The members of the PLC may consider observing their peers, implementing the strategy, and giving feedback. Each member of the PLC should continue refining the strategy for at least one semester.

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

The Visiting Team did not find evidence that **all** students are involved in inquiry, problem-solving and higher-order thinking skills. The Visiting Team recommends that the school dedicate professional learning time to discussing, implementing and reflecting on various instructional strategies that would engage all students in inquiry, problem-solving and higher-order thinking skills. The school could begin by using Bloom's Taxonomy to determine the current level of questioning in all courses, and studying best practices in questioning techniques.

Beginning in the ninth grade, accelerated students should have access to Advanced Placement courses (e.g., AP Human Geography, AP U.S. History, AP Biology, or AP English) to allow high-achieving students to be academically challenged in courses that require inquiry and higher-order thinking skills. **All** students should be exposed to argumentative-style writing based on questions similar to the AP Data-Based Questions (DBQ).

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

Faculty members have engaged in PLCs. The PLCs would have specific tasks to complete during their collaboration time. The administration should develop an accountability system for the PLCs. Possible areas of focus might include questions such as, How will I know my students have met the writing expectations for my course/department? Do the assessment tools I use reflect what I want my students to know? When students don't understand, what will I do to ensure struggling students get extra time and support to gain the required knowledge of the essential standards?

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

The school profile included multiple types of assessments being used to identify students' needs and overall student learning. Some of the assessments include NWEA MAP assessments, which are administered three times each year and followed by

feedback for students. Utah Writes is being used in some departments and students have immediate feedback on writing conventions. While a variety of assessments are used, faculty members could benefit from additional professional development to understand how assessment data can be used to improve student learning. This might include how to use the assessment data to influence what instructional strategies are used and to target struggling learners for immediate re-teaching.

Instruction:

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

The Visiting Team commends the CTE, PE and arts teachers for having students work on projects and other hands-on activities. Faculty members who teach core courses are predominantly using direct instruction. It is suggested that Delta High School investigate research-based best practice instructional strategies and develop a plan for implementing the strategies. Ultimately, the goal is to increase the engagement level and learning of **all** students.

The Visiting Team recommends that all faculty members and students become familiar with Bloom's Taxonomy. Through regular use of the taxonomy in designing curricula, instruction, and assessments, the critical thinking and problem-solving skills of **all** students (accelerated and "forgotten middle," as well as struggling) will improve.

- 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?*

Each department at Delta High School has a plan for working on the writing DRSL. The Visiting Team suggests that the school deepen its students' understanding of the elements of good writing. It is also suggested that the PLCs discuss writing assignments as a method to determine the students' understanding of their curricula. All writing should be authentic to the course, and not be something thrown into class to please the administration.

The Visiting Team recommends that Delta High School develop a school-wide scoring rubric to identify and measure specific skills (content and conventions) and achievement levels for students. All faculty members and students should receive training in the use of the rubric. Students may use the rubric to measure their own growth and progress, or to review the work of their peers.

- 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?*

Delta High School does not have a professional development plan with short-range and long-range goals to improve instructional strategies that support student learning

for **all** students. Delta High's faculty has been collaborating in PLCs for about eight years and is commended for making PLCs a part of the school culture. The school, through the many sources of data to which it has access, needs to increase the effort and time spent analyzing pertinent data to precisely identifying students' needs.

- 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?*

Delta High School faculty members are proficient in terms of their content knowledge. Many faculty members hold advanced degrees, and 80 percent of the faculty members are ESL endorsed. Each faculty member has been asked to keep a log of the work of his/her PLC. However, some faculty members do not have a clear understanding of the task of curriculum mapping and are not taking the work of the PLCs seriously. Some faculty members have requested that an accountability system be initiated so that each faculty member is accountable for improving student learning.

- 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 Smart Boards, student response systems, and LCD projectors being used in many classrooms. CTE classrooms have up-to-date technology for students to use. A few teachers are to be commended for posting their daily lessons to the web for students to use. Students who miss a lot of school are required to watch the missed lessons on the Internet. Students said they love having access to these lessons and wish more teachers would offer this opportunity.

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?*

Delta High School's PLCs were asked to work with Millard High School's PLCs to develop common formative assessments. This has allowed individual faculty members to work with someone who teaches the same course. Most faculty members have appreciated working with Millard. In the future, faculty members from both schools should bring student work to the table to allow for collaboration on curriculum development and instructional strategies, as well as revising assessments.

The Visiting Team recommends that a professional development committee be established to set strategic short-range and long-range goals. Through regular professional development, the faculty members will have the opportunity to study research-based best practices for instruction, as well as how to develop valid, reliable formative and summative assessments.

- 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 school currently uses CRT, NWEA, and ACT high-stakes data to determine whether the school is improving student learning. Some faculty members share NWEA results with their individual students, but at this time curriculum or instructional strategies have not been adjusted to improve student achievement. The Visiting Team recommends that the school develop a school-wide grading scale. In addition, student work should be brought to the table so that faculty members can discuss grading and determine what students should understand and be able to do in order to earn an A, B, or C grade.

The school may also consider comparing student CRT scores with student GPAs. Are there students scoring a one or two on the CRT with a 3.0 or higher GPA? Are there students scoring a three or four on the CRT with a GPA of 2.0 or lower? Is there a correlation between high-stakes test scores and GPAs? Are grades based on knowledge and understanding of the core standards, or on worksheets and busywork?

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

At this time, the school reviews high-stakes data and has implemented support courses for some struggling students. However, individual course data has not been collected or analyzed to help teachers determine the necessary steps to improve student learning for **all** students in their courses. The school may consider offering remediation during the school day so that students who ride the school bus will have equal access to teacher support.

After conversations with faculty members, it appears that specific academic expectations have not been defined by individual teachers or departments. Most students are unaware of school or course goals to improve academic achievement.

- 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 district arranged for every faculty member to have sixteen hours of paid collaboration time this year. The principal requested that each faculty member create a curriculum map for each course he/she teaches. In addition, the district has requested that Delta and Millard High School's PLCs develop formative assessments for each course. This process will allow teachers to collaborate on their students' knowledge and understanding of key core concepts. Teachers should collect and analyze data to determine whether re-teaching and re-testing of key concepts should take place before moving forward.

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

At the present time, the school does not have a school-wide scoring tool for the writing DRSL. Utah Write was made available to all faculty members last fall, but data has not been collected or analyzed by gender, grade, or course. Some students are taking advantage of Utah Write at home to improve their writing score.

CHAPTER 3: NORTHWEST 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?*

Delta High School's principal is commended for creating a positive learning climate in which teaching and learning are actively supported. The school administration actively encourages teachers to reflect upon their practice, and has challenged teachers to map their curricula and improve their questioning techniques.

The school does not have a resource officer, and the administrators spend a large portion of their time dealing with student problems that occur at school or in the community. The school leadership team is beginning to define expected outcomes for PLCs. The administration may consider meeting with each department to establish strategic goals and to ensure that faculty members understand the timeline for implementation of research-based instructional strategies.

- 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 school reviews high-stakes and NWEA assessment data, and individual teachers have access to CRT data for each student. However, there is little evidence that the school leadership team is regularly using school data to make educational decisions.

The school started a school-wide writing initiative last fall. However, achievement data would suggest that there are other areas of the curriculum (science and math) that are in greater need of improvement. The school may consider a school goal to improve student learning in every content area. Every faculty member would track progress in student achievement in his/her courses.

The school is commended on asking each faculty member to map his/her curriculum. However, it does not appear that there is a specific template for faculty members to use as they develop their course maps. The school should consider posting each course map to the school's web page so parents and students will be able to access the timeline of instruction, when major assignments and projects are due, and the style of assessment tool that will be used to determine knowledge and understanding of the standards.

- c) *To what extent does the school 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 parents, students, and faculty members respect and trust the administration. The school is safe, clean, and efficient, and the learning environment aligns with the school goals. The administration supports all student activities, and the community is also extremely supportive of school programs.

The School Community Council works closely with the administration to determine the best use of Trust Lands funds. The principal demonstrates skillful stewardship by managing the organization, operations, and allocation and use of resources.

- 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?*

A majority of the community members, administrators, faculty, and staff members are graduates of Delta High School and have both a clear understanding of the school's programs and the capacity for implementing change in instructional practice. The school is beginning to share data with all stakeholders to determine the next steps to improve student learning. The Visiting Team recommends that the school counselors share individual student achievement data with each student, and would encourage the school to post CRT, ACT and other pertinent data on the school's web page.

- 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*

When a student enters Delta High School, he/she is assigned a faculty member as an advisor. The advisor will remain with the student through graduation, and currently meets with the student and the student's parents annually to discuss academic achievement as well as potential careers, college goals and high school coursework.

The Visiting Team recommends that each student meet annually with his/her counselor to set college and career goals, determine whether the student is academically on track for a college program, and gain personal information regarding college admission, college programs, financial aid, grants, and scholarships.

School Services:

This standard is dealt with in the school's NWAC 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 Northwest, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NORTHWEST 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?*

Delta High School has a comprehensive school improvement plan and an extensive, detailed 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?*

The administration could convene a professional development committee that would share responsibility for generating and implementing a professional development plan. Short-range and long-range goals could be established that would align with the school's goals.

- 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?*

The Visiting Team recommends that the school streamline its action plan to focus on two or three main goals; a detailed timeline for completion should be created for each goal.

The school's action plan is detailed and ongoing, and has identified individuals who are responsible for certain portions of that plan. However, the plan is very complex, and it may be impossible for the school to work on so many different projects at once. As members of the Visiting Team reviewed the new/revised action plan, they found multiple instances where the dates in the action plan didn't make sense (i.e., 204, 2005). A simplified action plan may be easier to manage.

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

The Visiting Team commends the school for looking at ways to increase the effectiveness of the PLCs. The principal attended Richard DuFour's PLC Training, and has a better understanding of the work of a PLC. Most faculty members have the desire to create conditions that would allow for change and continuous improvement. Delta High School has many challenges that have only been amplified in these economically difficult times. The Visiting Team commends the school for doing the best it can with the limited resources available.

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

The Visiting Team saw limited evidence of progress made in implementing the action plan since the last full visit. This is not to suggest that Delta High School has not made progress. The main reason for our not seeing the evidence of progression is that much of the plan is difficult to measure, and there has not been data recorded through the years to see whether progress in student learning has occurred for each department.

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

There was minimal progress on the recommendations of the previous Visiting Team. The previous Visiting Team recommended that the school disaggregate classroom assessments to drive instruction. The classroom assessments are in the process of being created, but are not used to update curriculum or guide instruction. Last fall, the school began institutionalizing the Improved Communication DRSL. Each department developed its own goals and implementation plans. At this time, the school is not using a school-wide assessment tool to measure individual student or whole school improvement in writing. It is recommended that Delta High School identify specific, measurable indicators to track the success of student learning for each school goal.

The Visiting Team commends the school for scheduling two early-release days and two late-start days next school year in order to increase the amount of collaboration time for the PLCs. The Visiting Team recommends that the school take the recommendations in this report seriously and begin immediately to take the necessary steps to improve student learning for **all** students.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team was able to observe and feel a strong sense of community and pride at Delta High School. This sense of community goes a long way to build and

strengthen relationships with all stakeholders. The students know their teachers care about them, and they want them to succeed. Parents are pleased with the education their children receive, and told the Visiting Team that their concerns are addressed in a timely and efficient manner.

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

The School Community Council is actively engaged in providing resources to support student learning. Many of the school's extracurricular activities have parent and business partners that support and provide additional resources for the students.

The Visiting Team commends the school for its Latinos in Action (LIA) program. The LIA teacher also serves as a liaison to the Hispanic community, and arranged for college representatives to present information to the Hispanic parents. The liaison clearly defines what students need to do to be academically prepared to attend college, and he assists students in applying for admission and scholarships. The LIA students tutor elementary students in reading and serve as translators for parent-teacher conferences.

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

The administration took the necessary steps to have the school community involved in the self-study process. Each focus group did have parents and students assigned, but in some groups the parents and/or students did not attend or only attended one time. The departments completed the assigned analysis, but did not list strengths or areas in need of improvement.

Some students reported setting an individual NWEA learning goal, but there is little evidence that students set academic goals. If students, parents, faculty and staff members are included in setting the measurable school goals, it is more likely that student learning will improve at Delta High School.

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

All stakeholders should be involved in the celebration as the school makes progress toward its goals. Delta High's parents, students, and staff reported that they were not very involved in the self-study process and had not seen the school's self-study report.

The Visiting Team recommends that Delta High post the school's learning goals and CRT and ACT testing results on the school's web page. High-stakes testing data, as well as school data, should be shared with students, faculty and staff members, and the PTA and SCC annually.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Delta High School is commended for developing a positive learning climate where students, parents, and business partners feel welcome and safe. Parent and student support for performing arts, athletics and other school events is phenomenal. When asked, students quickly identified a caring adult at the school they could turn to if they needed help with academics or a personal problem. Students love their school and have amazing school pride.
- The Visiting Team commends all faculty members for their dedication to their students and their willingness to go the extra mile as coaches and advisers. The Visiting Team commends the PLCs for beginning to use common assessment data to improve curriculum and instruction. The Math Department is commended for posting daily lessons online, and faculty members are commended for implementing SIOP instructional strategies.
- The administration is commended for its desire to improve student learning, and for its honesty and openness during the Visiting Team visit. The administration has a clear vision of next steps for improving student learning for **all** students. The principal is commended for starting the Latinos In Action program, and the advisor is commended for providing outreach to the school's Hispanic students and parents.
- The Visiting Team commends the Delta High School support staff. The aging building is exceptionally clean, and it is obvious that members of the support staff know the students by name and help the students, faculty, and administration solve problems on a daily basis.

Recommendations:

- The Visiting Team recommends that Delta High School use disaggregated high-stakes testing data, as well as disaggregated school/course-generated data, to identify struggling learners by name and provide appropriate courses or interventions. Also, each faculty member should collect and analyze course data to guide changes in curriculum, and instruction.
- The Visiting Team recommends that all faculty members study Bloom's Taxonomy and include questions from all levels of the taxonomy in class discussions and assignments, as well as in their informal and formal assessments. Through this process, **all** students will have the opportunity to improve their critical thinking and problem-solving skills.

- The Visiting Team recommends that the school develop a professional development plan that goes beyond informal collaboration within a PLC. All faculty members should participate in professional development that is based on research-based strategies for improving instructional strategies.