The Report of the
Accreditation Visiting Team

Fremont High School

1900 North 4700 West
Plain City, Utah 84404

April 13-14, 2010

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

Fremont High School

1900 North 4700 West
Plain City, Utah 84404

April 13-14, 2010

UTAH STATE OFFICE OF EDUCATION

Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

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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, April 13-14, 2010, 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 Fremont 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 Ray Long is also commended.

The staff and administration are congratulated for their desire for excellence at Fremont 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 Fremont High School.

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FREMONT HIGH SCHOOL

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Kristina Chadwick ..... Daycare Aide
Samantha Elliott ..... Special Ed Aide
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Jay Fowers ..... Options Aide
Carol Hadley ..... Registrar
Kay Hadley ..... Copy Center
Julie Hodson ..... Bookkeeper
Michelle Huff ..... CTE Aide
Cheryl Jacobson ..... Counseling Secretary
Calleen Jensen ..... Special Ed Aide
Hollie Jones ..... Special Ed Aide
Ann LaFleur ..... CTE Secretary
Mark Malan ..... Special Ed Aide
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FREMONT HIGH SCHOOL

MISSION STATEMENT

Fremont High School. We educate and inspire. Prepare to learn.
Prepare for life!

BELIEF STATEMENTS

- Every student will have the opportunity to graduate from Fremont High School.
- Each student will accept responsibility and accountability for his or her learning choices and his or her actions.
- Staff members will be professionals who consistently work to improve teaching and learning for students and themselves.
- Students and staff will contribute to a safe, clean, and attractive environment which is conducive to a physically and emotionally safe and positive learning experience.
- Students, staff and community members will improve the climate and balance of our school by being involved, supportive, positive and by working cooperatively toward achieving educational goals.
- The Fremont High School staff will foster all students' inherent desires and abilities to learn and achieve skills they will use throughout their lifetimes.
- All staff members will serve as student advocates by exemplifying and reinforcing good character as an important part of education.
- Students, staff and community members of Fremont High School will interact with others in a positive, healthy way, respectful of differences.
- Administrators, staff, students and community members are encouraged to be involved in the dynamics of decision-making processes.
- Students will graduate prepared for post high school education and occupation opportunities.
- Each teacher will be responsible for integrating a competency-based curriculum facilitated by a variety of effective teaching styles and strategies.
- Educators will share ideas and pertinent information which will promote consistent and integrated learning.
- Students will demonstrate respect for teachers, other students, public and private property, and the community.
- Students and teachers will have access to current materials and technology to facilitate effective teaching and learning.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Literacy
2. Numeracy
3. Technology

Date of Visit: April 13-14, 2010

MEMBERS OF THE VISITING TEAM

Spencer D. Hansen Syracuse Junior High, Davis School District, Visiting Team Chairperson

Laurie Anderson, Stansbury High School, Tooele School District

Brenda Burr, Salem Hills High School, Nebo School District

Randy Houtz, Syracuse Junior High, Davis School District

Dr. Brian Pead, Northridge High School, Davis School District

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VISITING TEAM REPORT

FREMONT HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

In 1992 the Weber Board of Education asked the voters to approve a $40 million bond issue to build a new high school and a new junior high school. The bond was approved, and the planning and construction phases began. The new high school was constructed to meet the educational specifications developed by teachers, patrons, and administrators.

The land on which Fremont High School was built was deeded to Lyman Skeen of Plain City in 1882. The school was named after John C. Fremont, who was an outstanding personality in early Utah history. He was a great leader, scientist and well-educated man and possibly the first to make a survey of the Great Salt Lake in September of 1843.

School bells rang for the fist time at Fremont High School in August 1994. The school sits on 53 acres. It was built at a cost of $17.5 million dollars. The school's total square footage is 250,000; its capacity is 1,800 students. This capacity was exceeded in the second year and for several subsequent years, although enrollment is now down to 1,699 students. There are football and soccer fields, baseball and softball diamonds, and tennis courts. The school has an auditorium that seats over 1,100 and contains its own sunken orchestra pit. There are also parking lots surrounding the building for students, teacher, and visitor parking. The building has more than 70 teaching stations. Because of student population, class loads, etc., six portable classrooms have been added in different areas of the campus. Fremont high also has an aquaculture/small engine facility and a greenhouse built directly adjacent to the main building.

The Fremont High staff consists of four administrators, four and a half counselors, 77 teachers, six secretaries, 17 classroom aides, five full-time custodians and a CTE Coordinator, school resource officer, media specialist, computer technology specialist and school nurse.

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

The community is comprised of middle-class, single family homes with growing ethnic diversity. The Hispanic community is growing at the fastest rate, accounting for 4.7 percent of the school's population. Fremont High has seen a reduction in overall suspensions due to increased administrator presence in the hallways. Student achievement data shows that Fremont High scores slightly below state and national averages on Median ACT Composite Scores and College Readiness Benchmarks. Fremont High is above state average on students with disabilities passing the UBSCT. Low math scores in geometry and algebra are a

concern for the school community and have resulted in the upcoming focus on the Numeracy DRSL in the school's current action plan.

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

The Visiting Team suggests that in the future greater attempts be made to disaggregate CRT data by the following subgroups: Hispanic, Asian, African American, limited English proficient, students with disabilities, and economically disadvantaged. It is further suggested that a written analysis accompany the disaggregated longitudinal data in future profiles.

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

The Visiting Team determined that the current school profile provides a clear and compelling analysis of both direct and indirect factors relating to academic student achievement at Fremont High School. It is apparent to the Visiting Team that the school has taken an honest and credible look at its own current functioning.

Suggested Areas for Further Inquiry:

- Perform further disaggregation of CRT data.
- Include district/state averages for student achievement data as a source of comparison.
- Include narrative analysis of impacted subpopulations and subsequent achievement gaps (Hispanic, students with disabilities, limited English proficiency, etc.).

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 Visiting Team determined that the process of refining the mission statement, beliefs and DRSLs were done via e-mail and discussion during department meetings. After analysis of the previous DRSLs, stakeholders refined and eliminate three. The remaining DRSLs were then used to build the current focus of the school's action plan. Student input added the final line of the mission statement. The current sets of DRSLs have been adopted by the entire school, and are utilized by all to help facilitate student academic growth. There was a notable absence of parental input in the discussion and adoption of the mission, belief statements and DRSLs. The Visiting Team also noted that the posted DRSLs have not been updated in rooms throughout the school.

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

The Visiting Team observed that the "Vision Statements" in the school profile are not closely aligned with the current set of DRSLs. Fremont High School should consider revisiting its belief statements in an effort to more closely align them with the DRSLs of Literacy, Numeracy and Technology.

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

The Visiting Team found detailed rubrics for the DRSL areas of literacy, numeracy and technology. The abilities outlined in the Literacy DRSL are fluency of subject-specific vocabulary, comprehension of material on grade level, and communication through listening, writing and speaking. The abilities outlined in the Numeracy DRSL are doing mathematical procedures (fractions, decimals etc.), knowing common numeric vocabulary, evaluating numeric information, and comparing estimated values with actual values. The abilities outlined in the Technology DRSL are appropriately using evolving technology, operating a computer, and using technology tools to enhance learning.

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 noted that truancies were higher in the current school year and ACT indicators were slightly lower than state and national scores. Using data provided, the school has taken steps to address these, and has adopted procedures that are being internalized. All stakeholders have bought into making improvements in the school and are using the mission, belief and DRSLs as guides for improvement in teaching and measurements.

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's analysis indicates that staff is working collaboratively in departments and in PLCs. PLCs focus on ensuring that the curriculum is viable and relevant. Most teachers have created curriculum maps that also help them align student learning with core standards. Teachers expressed the desire to have more formal cross-curricular collaboration time. Some departments also expressed the desire to be able to collaborate with their cones (feeder schools). Teachers have made great efforts to align curriculum to the Utah Core Curriculum and to Weber District's Standards and Benchmarks. At the time of this writing, however, teachers at Fremont High School have not become familiar with *The Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success.*

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

The Visiting Team witnessed a wide variety of teaching styles being incorporated in the implementation of the curriculum. Students were actively engaged in activities that encouraged the development of inquiry, problem-solving, and higher-order thinking skills. Teachers use open-ended questions, classroom discussions, peer and group explorations, role plays, Socratic seminars, etc., to engage students and enhance learning. Students were not only engaged in higher-order thinking skills, they were *aware* of them and using the vocabulary; for example, students in one class spoke of "analyzing the chapter" and noticed when the author made an allusion to his own work. Interviews with community stakeholders revealed that stakeholders had been involved in a "Mock Accreditation" several weeks ago and that their perceptions of what happens in the classrooms of Fremont High were drastically changed due to this experience. They saw students involved in hands-on activities and actively engaged in discussions in all classes. Community members commented that they "wanted to be students here" after experiencing how the students here are learning. Interviews with students revealed that they feel that classes at Fremont High are sufficiently challenging and that help is available when needed. The Visiting Team interviewed a large cross-section of students at Fremont High and found consistent responses; students feel that they *are* learning at Fremont High 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 the teaching staff at Fremont High School has worked extensively on developing a curriculum that supports the school's DRSLs: Literacy, Numeracy, and Technology. The DRSLs are posted in every classroom,

and emphasis is placed on the DRSLs in every curriculum. Interviews with both staff and students revealed outstanding buy-in of the DRSLs. Since the previous accreditation visit, Fremont High reviewed and refined its DRSLs, narrowing them from five down to three. Interviews with teachers revealed that there was a high degree of collaboration during this process.

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

Through discussions with teachers and classroom visits, the Visiting Team learned that teachers use a large variety of both formative and summative assessments to ensure that all students can reach the intended learning outcomes. Teachers use journaling, practice exams, informal classroom discussions, group and peer projects and performance tasks to assess students and determine how to meet the needs of all students. Fremont High School offers a variety of programs to help struggling students: math tutoring, make-up classes before and after school, peer tutors, offering video-recorded lessons to absent students, EDvisory and teacher blogs. Most Fremont High teachers are doing an outstanding job of using their blogs effectively. Students access the blogs to find out what they have missed when they are absent, to ask for clarification of difficult concepts, and to have further discussions about ideas discussed in class. Fremont High teachers should be commended for their ability to ensure all students are achieving at desired levels.

Instruction:

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

Observations by the Visiting Team noted that teachers at Fremont High School used a wide variety of fast-paced activities to engage students. The organization of the school's multi-faceted, energetic curriculum was both compelling and effective. Several teachers mentioned the book *Understanding by Design* as a focus of all teachers during the previous summer. There was strong evidence of training and reflection about using the concepts taught in the book. Teachers were encouraged to develop lessons using concepts outlined in the book. Strategies employed by the teachers, as they were observed, were accepted learning standards. There was abundant evidence that students are required to use literacy, numeracy and technology applications in their various classes.

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 concluded that many classes were a testament to the emphasis on the DRSLs of Literacy, Numeracy and Technology. Expert questioning techniques were evident in many classes. There was general agreement regarding the DRSLs among teachers on the faculty, and a broad application of the DRSLs in the teaching process. Interviews with students indicated that they understand the DRSLs and their relationship with the school mission statement. Students freely gave examples of how the DRSLs were used in their classes. In PE, students were required to provide a diet plan (literacy), allocate the appropriate amount of calories (numeracy), and do it on a computer (technology); other students spoke about keeping check registers, using measuring and proportion in Interior Design Classes, and measurement in framing of art.

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 determined that, to a large extent, professional development is guided by the instructional needs as determined by the faculty. There was some evidence of examination of student data. Of special note was the extensive use of disaggregation of students into various groups by the Counseling Department, with a focus on the individual student. However, not all departments displayed evidence of disaggregation of student data by ethnic group, socio-economic level, language, and other factors, as a vehicle to be focusing ultimately to the individual student and their academic needs. Students were, as far as could be observed, treated with respect, and a general ease of caring and support was evident. There was a generally adopted and practiced togetherness in focus of the teachers on school goals involving DRSLs. An extensive amount of training, reflection and discussion of needs and goals was in evidence, and faculty unity of focus on those goals was in evidence. There is a communal sense of unity among faculty members about the attainment of the school goals and in meeting the needs of students.

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 notes that evidence supporting the abilities, knowledge of subject matter, and teaching practice was extensive and abundantly evident. Teacher practices were research-based and skillfully deployed. Objectives were in evidence in the classrooms: rooms were safe for risking, participating and sharing; the teaching was explicitly focused on the learning objectives; and teacher "talk" supported the learning objectives. Extensive and free-flowing reflective practice among faculty members was evident from conversations and classroom discussions.

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 commends the technology focus present at Fremont High School as perhaps the strongest of the emphases in school improvement efforts. The array of instructional applications using technology was extensive and focused. Teachers in classes were often using technology as the hook to keep the heads of the students in the learning "game." One class was using a very sophisticated technological approach to teaching special education students high-level concepts in grammar; a foreign language teacher used flip-phones in foreign language conversational application; and a science teacher devised an inquiry lesson on microbes using technology in an inquiry learning sequence. Document cameras and class overhead projectors were in constant and effective use.

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 found evidence that the school is making good effort to use end of year test scores to realign curriculum as needed. For example, the Math Department determined that its math CRT scores were low because the test placed a greater emphasis on trigonometry—a unit they had not completed when the test was taken. When this was determined, the Math Department used the following summer to create a new mapping strategy that would incorporate more trigonometry sooner. The Social Science Department does not have a state end-of-year test, but the department felt that a test was needed to assess teacher to student learning. The department developed a mapping strategy that aligned state teaching requirements with the textbook and technology they were currently using, and has also developed a scope and sequence curriculum. The Science Department teaches to the State Core Curriculum, and adjusts the time for specific disciplines to better match the end-of-year tests. The department uses both formative and summative assessments throughout the school year

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 determined that the school uses a variety of assessment processes applicable to the different disciplines. Teachers have been trained in the use of clicker technology for immediate feedback on how the students are performing. There is evidence that the teachers understand the need for both summative and formative assessments in the instructional process. The staff is encouraged to identify and refine a broad range of assessment mechanisms to guarantee fairness.

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 noticed that teachers use the year-end test scores to evaluate classroom practices. When low scores are present, departments try to identify why the scores are low and then take proactive steps such as reevaluating how and when they teach different parts of their disciplines. The Counseling Department has a strong data analysis focus, and is using that data in an RTI format to assess student academic needs. The Visiting Team encourages that this work be shared with the administration and other departments as necessary.

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 found ample evidence that professional development is a strength of Fremont High School. Teachers and staff use late-start Tuesdays for many purposes, including discussion of student achievement and sharing common assessments and rubrics. Departments can get together to discuss concerns as needed and work in PLC groups creating SMART goals. Teachers take the opportunity to observe other teachers in their classrooms.

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 confirms there is an awareness of the assessment rubrics for the school DRSLs that were in the school's accreditation profile. However, the Visiting Team did not note any evidence that this school-wide scoring rubric had been used on assessments to date. The administration has a concrete plan to work on implementing the Numeracy Rubric in the upcoming accreditation term.

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?*

Teachers, students, and parents of Fremont High School expressed fervent and genuine positive feelings toward the leadership of Fremont High School. An academic learning community is not only fostered but flourishes with teachers feeling supported in innovative instruction, parents praising hands-on learning,

and students describing leaders who care about their individual learning. The leadership not only fosters but participates in the learning environment by creating a reflective dialogue through an interactive faculty blog. By integrating an EDvisory period into the school week, students as well as teachers are given extra time needed to remediate or make up missed work.

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 determined that there is evidence to support the data-driven, collaborative decision-making process at Fremont High School. During collaboration, teachers review testing data teacher by teacher to share best practices. Collaborative discussions should continue regarding the possible explanations for overall declining AP, ACT, and CRT testing scores and include the study of disaggregated data to closely monitor the progress of the ESL, low-income, resource and other at-risk populations. Also, input from students, parents, and other stakeholders should be included in the scoring of focus group topics to further increase collaboration in the accreditation self-study process.

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 Visiting Team found that, to a large extent, all stakeholders articulated that a positive school culture and safe learning environment are facilitated by the Fremont High School leadership. Resources are used wisely to ensure celebration of achievement and learning as outlined in the school DRSLs and mission. The DRSL of technology, through professional development efforts, has been effectively institutionalized within classrooms, as demonstrated by the use of teacher websites, blogs, and classroom instructional practices. With the creation of a school-wide action plan and alignment of vision, mission and DRSLs, leadership efforts in these areas can be further defined, refined, and implemented.

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?*

It was obvious to the Visiting Team that the leadership at Fremont High School takes an active role in the responsibility of supporting student learning. High expectations are not only discussed, but communicated and lived. Business partnerships are utilized to provide support for celebration and rewards for learning. Communication between parents and students of learning goals is facilitated by the EDvisory, teacher websites, newsletters, school website, live

announcements (Pack TV), and parent teacher conferences. Participation of parents and community council members in a "mock accreditation" classroom visits demonstrate a high commitment to collaboration and shared responsibility for learning. Further efforts could be made to include specific communication and participation in extracurricular opportunities for at-risk populations and exploring ways to increase attendance at parent-teacher conferences.

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, through conversations with students, was able to determine that students feel connected to and supported by the school. Students were able to mention multiple school personnel they would turn to in times of need. The administrative team effectively facilitates these relationships by leading by example, being visible/accessible for students, and displaying empathy for struggling students. Freemont High's Edvisory program was specifically designed to assist students with meeting rigorous, school-wide expectations for student learning. The function of Edvisory allows for student autonomy and choice in meeting individuals' academic goals.

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 Visiting Team could find ample evidence that Fremont High School has implemented an action plan for the previous accreditation term. Student work products from each department were available to the Visiting Team and illustrated the school's work on the Technology DRSL. The administration demonstrated the depth of teacher blogs and websites designed to help students with learning rigorous content. Various departments could articulate and show evidence of infusion of technology into their respective disciplines.

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 Visiting Team noted that, to a large extent, the school's professional development plan is both robust and focused. The school's late start program is used for many purposes but, admirably, all are devoted to student achievement. The principal could demonstrate evidence of the refinement of SMART goals designed to measure student academic progress.

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 could find no evidence of a newly created action plan designed to address school improvement efforts for the upcoming term of accreditation. Considerable effort will be needed to create, communicate and instill commitment to the new action plan. In addition, little evidence could be found that the school staff was aware of and knew the importance of the school's action plan. Staff development at the school site should make awareness and adherence to the new action plan a primary goal.

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

The Visiting Team determined that the principal of Fremont High School is a highly effective instructional leader. He has the ability to support and initiate productive change. He is keenly aware of pitfalls as they appear, and is always cognizant of system limitations that can stand in the way of his school's progress. The principal takes pride in developing his assistant principals, and reinforces a collaborative leadership style.

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

Fremont High School has made considerable progress on the previous action plan. There is ample evidence to support the institutionalization of the technology

DRSL. The Visiting Team has every confidence that once the new action plan is formed, Fremont High will dedicate itself to this task over the next six years.

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

Fremont High School has adhered to the previous Visiting Team's recommendations in full. The English Department could easily articulate how they have broadened their Six Traits of Writing staff development, and the administration could articulate their progress on making community members more aware of student goals and accomplishments. There is evidence that Fremont High School makes it a priority to address the recommendations of the Visiting Team.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team found that teachers and the community are enthusiastic about efforts to promote unity. "I teach here because it is a community," exclaimed one teacher. Evidence of extensive business partnerships is visible on the "Friends of Fremont" wall celebrating business involvement with twenty-five plaques honoring businesses and community members. The teachers praised efforts to build camaraderie among faculty members, citing opportunities for collaboration including in-service, goal setting, departmental sharing and making cross-curricular connections. They also felt school socials, including monthly lunches with the counselors with meals furnished by the Pro-Start program and a Christmas Faculty Breakfast celebrating the staff, promoted solidarity. They also mentioned use of the teacher blog site to communicate school philosophy and concerns.

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

The Visiting Team noticed that community communication efforts include a quarterly newsletter, parent-teacher conferences, the aforementioned teacher blogs and websites and the student-run PACK TV. PACK TV is produced by students outside student government in order to involve and spotlight a more diverse population of students.
Classroom observations substantiated faculty member assertions that their mutual respect and sharing habits funneled directly to the students. Teachers actively circulated among students offering praise, remediation, and encouragement. One

art teacher celebrated her art students' efforts to demonstrate use of the color wheel in water color painting. An Equine 2 teacher displayed framed examples of exemplary student work, and there were many unframed samples on her classroom walls. Fundraisers, fine arts and athletic events, and student recognition programs receive exemplary support. Twice weekly, the pottery lab and art wing are open for student and community use from 6:00 to 7:00 p.m. To accommodate parents and students attending year-end awards ceremonies, the school has moved from one to two separate late-spring events.

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

The Visiting Team noticed that each focus group has collected and analyzed data through faculty surveys. In addition, ISQ surveys were run as a diagnosis tool with data disaggregated for parents, teachers, students, and staff. While attempts have been made to include parents and students in the focus groups, participation has been limited at best. The Visiting Team encourages Fremont High to find ways to make these valuable stakeholders a more prominent part of the next accreditation visit.

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

The Visiting Team concluded that most teachers seemed to "own" the school's mission statement. They actively demonstrated concern that students be prepared for life outside high school. Students, in turn, praised teachers for their efforts. In a welding lab, one student related his excitement about being prepared to weld for the Army after graduation. Photo lab students had been engaged in preparing an advertisement for home-based businesses. Students seemed willing and able to reflect on Fremont High's three DRSLs and how their teachers implemented them in class.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Fremont High School for its commitment to the accreditation process and the honest and sincere self-study of its educational practices.

- The Visiting Team commends the faculty of Fremont High School for creating a climate of safety, cleanliness, community and cooperation. There is a high degree

of unity within the faculty, and it is obvious to the Visiting Team that reflection on student learning is the norm rather than the exception.

- The Visiting Team commends the administration of Fremont High School for its skillful stewardship of the accreditation process and for its visibility and accessibility in the school, which has been noticed and appreciated by students, parents and community members.

- The Visiting Team commends the school community of Fremont High School for its institutionalization of the Technology DRSL, resulting in ample evidence of student technology expertise, teaching practices that integrate current technology seamlessly, and administrative support and guidance on the uses of technology.

- The Visiting Team commends Fremont High Schools for its development and commitment to the school's Diversity Council, designed to assist minority students in closing the achievement gap. Continued refinement of this council will be necessary to assist the growing ethnic diversity at Fremont High School.

- The Visiting Team commends the Fremont High school community for instituting a mock accreditation visit for parents, community council members and local school board members. Parents were extremely appreciative of this learning opportunity.

- The Visiting Team commends Fremont High School for its comprehensive and detailed professional development program. Teachers have been exposed to *Understanding by Design*, various technology trainings, PLCs and SMART goals, and have a professional development blog in which teachers/departments post responses to professional learning questions. It is apparent to the Visiting Team that this is a strength of the school and will serve the teaching community well in the upcoming term of accreditation.

Recommendations:

- The Visiting Team requires that Fremont High School begin the process of creating a new action plan that includes specific and measurable action plan indicators and timelines that incorporate the entire six-year accreditation time frame, and that the school use a leadership team of parents, students, teachers and administrators. The new action plan shall be submitted in December 2010, along with Fremont High's annual NAAS report, and will be evaluated by the USOE Accreditation Department.

- The Visiting Team strongly recommends that Fremont High School conduct staff development on the purpose, benefits and accountability associated with the new action plan. Furthermore, the new action plan should be made visible and

accessible to community members and should include periodic checks by the Community Council on progress the school has achieved.

- The Visiting Team recommends that Fremont High School consider refinement of certain promising practices in regards to the Numeracy DRSL—namely, consultation of math teachers with departments other than CTE, the pursuit of natural math curricular connections in other departments, and possible focused math remediation through the school's EDvisory program.

- The Visiting Team recommends that greater efforts be made to include parents and students in the focus group process. This balanced analysis (teachers, parents, and students) is critical to the success of an in-depth focus group analysis and subsequent effective school action plan. Evidence of input from parents and students should be readily apparent to the next accreditation team.