

**The Report of the  
Accreditation Visiting Team**

**Hunter High School  
4200 South 5600 West  
West Valley City, Utah 84120**

**April 23-24, 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**

**Hunter High School  
4200 South 5600 West  
West Valley City, Utah 84120**

**April 23-24, 2009**

**UTAH STATE OFFICE OF EDUCATION**

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

**DIVISION OF  
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

**Brenda Hales, Associate Superintendent**

**Lynne Greenwood, Director  
Curriculum and Instruction**

**Gerolynn Hargrove, Coordinator  
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist  
Curriculum and Instruction**

**Salt Lake City, Utah**

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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 23-24, 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 Hunter 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 Maile Loo is also commended.

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

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

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West Valley City, UT 84128  
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5311 South Lucky Clover Ln  
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Phone: (801) 261-4221

**Rosanita Cespedes\***

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Phone: (801) 466-7371

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13464 Saddle Ridge Drive  
Draper, UT 84020  
Phone: (801) 501-9095

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463 West 140 North  
Midway, UT 84049  
Phone: (435) 729-0941

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3329 Piute Drive  
Provo, UT 84604  
Phone: (801)377-0790

**District 14**

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218 West 5250 North  
Vernal, UT 84078  
Phone: (435) 789-0534

**District 15**

Debra G. Roberts  
Box 1780  
Beaver, UT 84713  
Phone: (435) 438-5843

**Charlene Lui\*\***

766 N 900 W  
Orem, UT 84057  
Phone: (801)230-5109

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\*Board of Regents Appointments

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Maile L. Loo ..... Principal  
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Isaiah A. Spencer ..... Assistant Principal  
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Jerry Corbett..... Counselor  
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Elizabeth Mangrum..... Counselor  
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Dennis Sehy ..... School Psychologist

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Joe Kolloch  
Rayne Kolloch  
Ford Locey  
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Charity Welker  
FACS  
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Marilyn Baigue, D.C.  
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Roger Ketchum  
Jerry Miller  
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Jim Duignan

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Chris Krueger  
Kathy Latimer  
Pat Newbold  
Hal Newman  
Ryan Oaks  
Carrie Stokes  
Special Education  
Angie Holden  
Dave Filimoehala  
Tara Hunsaker  
Janet Jordan  
Emily Liddell, D.C.  
Susan Riding  
Ryan Shaw  
Special Education, SC  
Brandi Pickett  
Marti Sample  
John Young  
SYSOP (Tech. Support)  
Craig Stauffer, A.D.  
Technical Education  
James Miller  
Matt Proctor  
Paul Salin, D.C.  
Michael Virgin  
Scott Watson  
Y.I.C.  
Thomas Berry  
Mark Hadnot  
Elizabeth Weight

D.C. - Department Chair  
A.D. - Athletic Director

## **HUNTER HIGH SCHOOL**

### **MISSION STATEMENT**

The mission of Hunter High School is to provide a safe and positive learning environment where each student can succeed in global society.

### **BELIEF STATEMENTS**

We believe .....

- Each student can learn.
- Each student should possess the skills and knowledge to function as a productive member of society.
- Each student learns best when they are actively involved in the learning process.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- The relationship between teachers and students is a critical element in learning.
- Parent involvement is essential to students in the learning process.

### **DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)**

#### Literacy and Communication:

- Accepted standards for written communication are: correct spelling, correct punctuation, correct sentence structure, correct grammar, correct paragraph structure, and correct five-paragraph essay structure.
- Accepted standards for Visual communication are: a working understanding of the elements and principles of design used in relationship to making, perceiving, expressing and conceptualizing art.
- Accepted standards for reading comprehension are: understanding both the literal and inferred meaning of the text, differentiating between different types of text, and accurately recalling concrete details within the text.

Numeracy, Technology, Problem Solving, and Thinking Skills:

- Students will develop and improve the skills necessary to become lifelong learners.

Collaboration:

- Students will collaborate with various administrators, counselors, teachers, parents and peers to maximize student achievement.

Date of Visit: April 23-24, 2009

## **MEMBERS OF THE VISITING TEAM**

Gloria Merrill, Murray School District, Visiting Team Chair

Barry Jones, Enterprise High School, Washington County School District

Georgia Loutensock, Utah State Office of Education, Accreditation Specialist

Billy Plum, Clearfield High School, Davis School District

Jeff Salter, Hillcrest High School, Jordan School District

Beverlee Simpson, East High School, Salt Lake City School District

Jared Ward, Jordan High School, Jordan School District

## **VISITING TEAM REPORT**

### **HUNTER HIGH SCHOOL**

#### **CHAPTER 1: SCHOOL PROFILE**

Hunter High School is a large urban high school with 2,225 students in grades 10 through 12. The school is located in West Valley City, Utah, and is the largest high school in Granite School District. There are four administrators, six counselors and 93 faculty members on staff. It is interesting to note that 25 percent of the teachers have been at Hunter since the school opened in 1991. Hunter has a diverse population, and the number of ethnic minority students and ELL students is increasing each year. The Caucasian population represents 58 percent of the students; Hispanic, 28 percent; Polynesian, seven percent; Asian, four percent, African American, two percent, and American Indian one percent. About one-third of the student body are ELL students, and the number of students who receive free or reduced-price lunch has increased from 28 percent to 35 percent in the past two years.

Hunter High School views itself very positively; students are proud of their school and teachers feel that they make a difference in the lives of the students. The school identified strengths, limitations, and challenges in its self-study document. Since the initial visit, the school has implemented Advancement via Individual Achievement (AVID) and the International Baccalaureate (IB) programs to improve academic achievement.

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

Since the first visit, Hunter High School has disaggregated ACT, CRT and UBSCT data and shared the data with the faculty and the School Community Council. After setting a goal to improve graduation rates, the school has significantly increased the number of students graduating each year. In addition, the number of students taking the ACT has increased over the last two years. Hunter has not met the requirements for the No Child Left Behind Annual Yearly Progress for three years.

Since the initial visit, some departments have changed from a focus on teaching to a focus on learning, and a few departments are in the process of developing common assessments and collaborating for student achievement. The Visiting Team could find little evidence that teachers are bringing student work to the table to anchor the school's rubrics or grading guidelines.

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

The Visiting Team would recommend that Hunter High School begin collecting and disaggregating additional school data by gender, grade, and subgroup (i.e., graduation rate; credit by course such as AVID, honors, AP, elementary algebra; citizenship deficiencies; attendance; tardies; etc.). The school should also determine the type of data that could be collected to measure the success of implementing the DRSLs. The data gathered should guide future decisions regarding improving student learning at Hunter.

The school should focus on institutionalizing one or two DRSLs and begin collecting classroom, department and school-wide data on the DRSLs. The departments were challenged in the fall of 2008 to adopt writing in all content areas. The Visiting Team would encourage the school to bring student work to the table so that students and faculty members have a clear understanding of the school's expectations for writing.

The number of ESL students has steadily increased over the past few years, and the school believes the increase will continue. The Visiting Team would suggest that the school begin collecting data on the academic success of ESL students. There may be a need to increase the number of ESL-endorsed teachers.

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

The self-study identified some of the school's current strengths, but does not clearly identify the limitations of Hunter High School. The school used standardized data and should add disaggregated school level data to the profile. There is not enough data in the school profile to accurately determine who is learning and who is not learning.

#### **Suggested Areas for Further Inquiry:**

- Hunter High School recognizes the need to collect, disaggregate and analyze standardized data. In addition, the school should add school-level data regarding the success of new programs, implementation of the DRSLs and improvement in individual student learning to the school profile annually.
- The school's PLCs are encouraged to develop common assessments to determine student knowledge and understanding of the state core standards. As each PLC collects, analyzes and discusses data, the conversations may guide changes in curriculum development, instruction and assessment.

## 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 school's mission statement, beliefs, and DRSLs were revised through the collaboration of the leadership cadre and faculty-driven focus groups. DRSLs were condensed from the previous accreditation report and a school-wide awareness of the three DRSLs, with a focus on incorporating the Literacy and Communication DRSL, is embedded in the school. The completed mission statement, beliefs, and DRSLs were presented to parent groups, who were allowed to give input and recommendations for revision.

It is the recommendation of the Visiting Team that future revisions to the mission, beliefs, and DRSLs make a concerted effort to include representative populations from all stakeholders.

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

The mission and beliefs of Hunter High School support the school's commitment to student learning. The school has chosen to focus on Literacy and Communication through the implementation of Cornell Notes and the five paragraph essay. Generally, teachers are including these strategies in their curricula. However, there is a lack of unanimity among teachers as to how those practices should be evaluated.

The Visiting Team recommends that school collaboration time be used to create a standard grading rubric for the five paragraph essay and a more uniform procedure for use and grading of the Cornell Notes.

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

The Visiting Team found little evidence of a school-wide assessment system for the DRSLs. However, some departments are beginning to bring student work to the table to evaluate students understanding of the core standards. Teachers with common courses recognize the value of sharing pre-assessment information as well as creating and evaluating formative and summative assessments. In some departments and classes this collaboration is a regular part of the department

meetings. The Visiting Team recommends the school leadership team design professional development that will guide teachers through this process

Hunter High School has also developed a six-year action plan that covers a wide range of activities. A review of this action plan, including input from all stakeholders, is recommended in order to create more specific and measurable action steps as well a more detailed time line. It is recommended that the DRSLs also be simplified, with indicators that can be implemented and measured within a reasonable period of time. For example, the school could simplify DRSL #2 to focus on numeracy.

- 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?*

Every classroom in the school has a posted sign listing the DRSLs for Hunter High School. The strength and thoughtfulness of the mission and beliefs would warrant a conversation about whether to make these public by posting or publishing them in the classroom and/or other common areas.

Students and teachers were all aware of the DRSLs and seemed to have an understanding how those items would impact the expectations in the classroom.

It is clear that all stakeholders are focused on the DRSLs as a guiding influence in the curriculum, policies, and decisions made at Hunter High School. All stakeholders are focused on meeting the needs of the diverse population at Hunter and are committed to collaboration for student achievement.

### **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?*

Most teachers and/or departments at Hunter High School align their curriculum with the Utah State Core Curriculum. The Utah Life Skills are evident in many classrooms; however, the Visiting Team observed no reference to or explicit teaching of the Life Skills.

The Counseling Department and the college adviser are commended for their work with individual students and guidance regarding graduation requirements, college, and the world of work.

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

The needs of diverse learners are met through a range of course offerings including AP, IB, honors classes, special education, face-to-face remediation, p.m. school, and concurrent enrollment classes. Various teachers use an assortment of instructional strategies to meet the needs of the students with special needs. Hunter has over 700 ELL students, and 500 of the ELL students have been identified as in need of services. The Visiting Team recommends that the school increase the support services for the ELL students. One ELL teacher cannot adequately meet the needs of the ELL students.

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

Since the initial accreditation visit, the school's DRSLs have been revised and the number of DRSLs reduced from seven to three. Rubrics were recently designed for each DRSL. However, there does not appear to be a coordinated plan to implement or measure success of the implementation of the DRSLs.

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

The staff reviews the results of standardized assessments each fall. School-wide results for CRT, UBSCT, AP and ACT assessments were included in the self-study. Student-level data has not been available for teachers to drive curriculum for individual students. However, Granite School District recently added individual student CRT results to an online database that teachers can easily access.

Many teachers make an effort to adjust curricula to individual student needs. The school has recently developed p.m. school four days per week and face-to-face remediation classes to help struggling learners reach the intended learning outcomes.

**Instruction:**

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

The Visiting Team observed teachers are using a wide variety of instructional strategies (i.e., small group discussion, student portfolios, projects, presentations, cooperative learning). Several teachers were observed using guided reading strategies, utilizing "fist to five," or providing individual help to students.

- 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 faculty is currently focusing on the Literacy and Communication DRSL. Students have been instructed by their teachers in the Cornell Notes strategy and are using the strategy in most curriculum areas. Many teachers are requiring a five paragraph essay. A writing rubric was recently designed by an English teacher, but it has not been implemented at this time. The school may consider starting with a school-wide writing rubric that would focus on content and conventions. After teachers fully understand the two-area rubric, additional traits could be added.

The Visiting Team found evidence of collaboration in the classrooms. Students work comfortably with teachers and seem to have respectful relationships with the administration and staff. However, students do not appear to be assuming leadership roles in helping the school identify necessary changes and encouraging group action for change.

- 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?*

Recent professional development has been focused on PLCs and several instructional strategies that can be used in any classroom. When a faculty member attends a conference or workshop designed to improve instruction, the faculty member returns to the school and shares the research-based strategy with the entire faculty. The school leadership team should consider aligning the professional development goals with the DRSLs.

- 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 was impressed with the content area knowledge of the teachers. The teachers are very open to reading, discussing, and implementing research-based instructional strategies. The in-house professional development model promotes faculty members attending conferences, developing expertise, and reflecting upon their practice.

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

Hunter High School is commended for increasing the number of computers available for student use. In addition, the faculty members have recently received

projectors, “tablets” and “smart boards” to enhance lesson delivery. The school effectively implements integration of technology into its curriculum, instruction, and assessments.

**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?*

Some departments are working on developing and implementing common assessments based on USOE core standards, and school-wide rubrics were recently developed for the DRSLs. The Visiting Team would suggest that the school simplify the rubrics so they will be easier for all teachers to use in their content area.

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

A few faculty members are using department rubrics and scoring guides to minimize the sources of bias or distortion in accurately assessing student performance. Not all departments have achieved standard rubrics, but they are working in this direction. The late-start day should allow professional development time to develop common assessments and standardize rubrics.

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

The school uses CRTs, UBSCT, and other state proficiency tests to assess student achievement. The school has not looked at individual student grades to determine whether there is a correlation between a course grade and proficiency on a CRT. If faculty members carefully analyze individual student data, it may lead to discussions regarding who is not learning and what changes could be made to improve learning. The Visiting Team would suggest that Hunter consider using the Granite School District curriculum maps for the core subjects.

- 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 school has created PLCs and the faculty members are committed to collaboratively developing common assessments and standardized rubrics to assess student achievement.

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

The school recognizes the need to develop a school-wide scoring tool to assess the DRSLs. Many faculty members are using My Access as a writing tool, and this tool could be used school-wide to determine progress in student writing at Hunter High School.

### **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 faculty and staff of Hunter High School truly care about the success of their students. The administration is also very supportive of the needs of the students, and the principal has worked very hard for six years to gain the trust and respect of the faculty. The community has pulled together to ensure that Hunter is a safe place for all students and the students are very proud of their school.

The members of the administrative team work well together and are united in improving student learning for all students at Hunter. The principal trusts her assistants and allows them freedom to develop policies and programs that meet the needs of the students and community. Students respect the administrators and are very comfortable talking to them about concerns or personal problems.

- 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?*

During the past six years, Hunter has developed a very effective Leadership Cadre that has representation from the administration and each of the curricular departments. The Cadre is empowered to solve problems, set school goals, and design professional development.

The Visiting Team recommends that the school develop a school leadership team that could focus on implementing the school improvement plan. The team could include members of the community, faculty, staff, and administration. The sole purpose of this committee would be to improve student learning at Hunter High. The committee could develop subcommittees that would design school-wide implementation and measurement of the DRSLs, guide professional development, and determine the next step for PLCs, as well as collect and analyze school-wide

data. In addition, the school leadership team would update the school profile and monitor and update the school's action plan throughout each school year.

- 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 administration of the school provides skillful stewardship. School-wide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning. The allocation and use of resources (e.g., human, physical, monetary and instructional) are aligned with the school's goals.

- 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 students, staff, faculty and community understand the policies and expectations established at Hunter. The administrative team works with the School Community Council, Parent-Teacher Association, students, faculty and staff to ensure that everyone has a voice at Hunter. The SCC is very involved in ensuring that Trust Lands and Quality Teaching monies are used to support the school goals.

- 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 school's administrative team recognizes the need for continuous improvement of the school's academic learning climate and teaching practices. The principal recently received permission from the district school board to have a late start day one per week next year. The Visiting Team recommends the school collectively study research-based best practices for instruction and curriculum development. Through this work, individual teacher, departments, and the school may find consensus in setting school-wide expectations for student learning.

### **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?*

Hunter High School has made great progress in the school improvement process. The school is commended for gaining teacher buy-in to the school improvement efforts. The faculty has been involved in the process and have served on focus groups, PLCs, Leadership Cadre, etc.

- 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?*

Faculty members provide most of the professional development at Hunter High. Faculty members are invited or assigned to attend a variety of professional development activities. As faculty members attend educational conferences or workshops, they are invited and expected to share what they have learned with the entire faculty. Professional development has been focused on the DRSLs and other needs of the school.

- 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 school recently revised the action plan. The Visiting Team recommends that the action plan be simplified and focus on short-term goals. Specific people should be identified as being responsible for a specific item on the action plan. The school leadership team should report on progress for every item on the action plan at each meeting.

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

Hunter High has developed a culture of open and honest dialogue among all stakeholders. Parents expressed that the administration, counselors and teachers were easy to approach, open to their concerns, and willing to help solve problems. Hunter's warm climate allows the faculty, staff, students and parents to honestly express opinions, concerns and compliments regarding all aspects of the school.

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

The action plan from the last full visit was not addressed in the current self-study. The work of the school over the last six years has been focused on the revision of the DRSLs and prioritizing areas of concentration and developing measures for assessment of the DRSLs. It is recommended that the school revisit the action plan so the plan can be used to monitor progress on achieving the school goals.

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

Hunter High has made some progress on the recommendations of the previous Visiting Team. However, a comprehensive assessment system for gathering, analyzing and using pertinent data is still incomplete.

Hunter High has made great progress in professional development regarding best practices. Several teachers voiced appreciation for the opportunities they have had to improve their skills in curriculum design, teaching strategies, and assessment development.

## **CHAPTER 5: COMMUNITY BUILDING**

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

There are very strong bonds and a healthy, productive, working relationship among the administration, staff, teachers, and students at Hunter High School. It is evident that this relationship has helped create a sense of pride and unity in this school among the stakeholders in the educational process. This unity has helped the school to accept and embrace diversity and create a safe learning environment for the students.

There are honest and open lines of communications among the administration, parents, teachers and students. The administration and teachers show great concern for the success of their students and have taken steps to help their students succeed. This has included before and after-school tutoring sessions in multiple subjects, free remediation, and other programs. The parents involved in the educational process have taken ownership in helping the school succeed.

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

The principal is commended for visiting local church groups to open the lines of communication as well as discuss the importance of education, the school's policies and procedures, etc. In addition, there are several formal and informal programs the school uses to provide collaboration between team members (i.e., SEC meetings, informal lunch groups, late start meetings, PTSA, Community Council). The district recently opened a TIP phone line for students or parents to alert school officials via e-mail or text about potential problems that may occur at the school.

The Visiting Team encourages Hunter to increase the use of translators for parents during parent-teacher conferences, SEOP conferences, and other meetings at the school.

The Visiting Team recommends that the school leadership team work with parents and community leaders to improve communication regarding school programs, activities, policies and procedures. The school is commended for using the phone system to contact parents regarding parent-teacher conference, programs, etc.

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

Hunter has attempted to engage some parts of the school community in the self-study process through the Community Council, parent-teacher conference, surveys and newsletters. The Visiting Team recommends that the school include a greater number parents and students in the school improvement process. With the unique ethnicity and socioeconomic factors at Hunter High, a variety of tools need to be explored and used to get parents and students actively involved in school activities and the school community.

The school may consider expanding student government to provide additional leadership opportunities for students. This could lead to sponsoring new programs or events as well as providing additional opportunities for *all* students to get involved. The school could also increase student recognition programs sponsored by the school, departments, or individual teachers.

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

The school is commended for involving students and community members in the focus groups. In addition, the students and parents were well informed of the school goals of writing in all courses and using Cornell Notes. The Visiting Team recommends that the school improvement plan, the implementation of DRSLs, and annual goals continue to be communicated clearly to all stakeholders.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- Hunter High School is commended for developing a positive, academic learning climate where students feel safe, comfortable, and accepted. From the moment you walk through the door at Hunter High School, you feel the pride that students, faculty and staff have for their school. Displays of student work and achievements throughout the school are evidence that the students respect each other and their school.
- The faculty members are commended for their support a wide variety of course offerings, clubs and activities that provide many opportunities for students to be involved. The multicultural choir and the school's college adviser are example of this. The faculty members are knowledgeable and dedicated, and have created an atmosphere of collaboration through participating in PLCs.
- The Visiting Team commends the support staff for regularly going the extra mile to help students, the custodial staff for keeping the facility extremely clean, and the administrative team for their visibility and constant, positive interaction with the students.
- The Leadership Cadre is commended for opening the lines of communication between faculty and administration, guiding the school improvement process, designing professional development, and working with faculty members to create PLCs.
- The Visiting Team commends Hunter High School for implementing Cornell Notes in all curricular areas to help all students improve their academic knowledge and critical thinking skills.

### **Recommendations:**

- The Visiting Team recommends that Hunter High School identify who is learning and who is not learning by developing a comprehensive assessment system for gathering, disaggregating, analyzing and using pertinent data. Individual teachers, departments, and the entire organization should consider what data would allow reasonable interpretation of what students know and understand. Collecting data can also provide the school with evidence regarding the success of the recently developed intervention programs.
- The Visiting Team recommends that Hunter High simplify the DRSLs, indicators and action plan. In addition, it is recommended that the school clearly define each of the DRSLs in terms of behaviors that are observable and measurable. As the DRSLs become institutionalized, the PLCs are strongly encouraged to investigate research-based best practices regarding curriculum development, instruction, and assessment of the DRSLs.
- The Visiting Team recommends that Hunter High School increase services to the school's ELL population (i.e., improve classroom support, monitor academic success of **each** student, and improve communication with the parents). The Visiting Team also recommends that ELL students receive core course instruction (English, social studies, science, and math) from faculty members who are ESL endorsed.