The Report of the
Accreditation Visiting Team

Kearns High School

5525 Cougar Lane
Kearns, Utah 84118

April 22-23, 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

Kearns High School

5525 Cougar Lane
Kearns, Utah 84118

April 22-23, 2010

UTAH STATE OFFICE OF EDUCATION

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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 22-23, 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 Kearns 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 Stephen K. Hess is also commended.

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

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7/22/2009

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Linda K. Mariotti ..... Assistant Superintendent Instructional Services

KEARNS HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Stephen K. Hess ..... Principal
John Anderson ..... Assistant Principal
Waisea Lesuma ..... Assistant Principal
Howard Sagers ..... Assistant Principal

Counseling

Julie Brough ..... Department Chair
Melanie Bonner ..... Counselor
Fred Falcon ..... Counselor
Uinalu Fonua ..... Counselor
Cheri Gonzales ..... Counselor

Support Staff

Randi Beagley ..... Career Center
Carolyn Carty ..... Registrar
Brenda Dahle ..... Main Office
Nancy Heckenliable ..... Media Center
Julie Joos ..... Principal Secretary
Mickie Massengale ..... Bookkeeper
Trudy Petersen ..... Counseling Center
LuAnn Schroder ..... Comprehensive Guidance

Faculty

Alexander, John
Almond, Lisa
Anderson, Weymouth
Ashton, Dave
Ballard, Dave
Barnett, Ron
Black, Michael
Blonquist, Ed
Busath, Andrew
Bybee, Ann
Carlile, Darylee
Child, Kelsey
Clark Chad
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Coon, Shannon
Cosper, Bill
Crandall, Nate
Densley, Bruce
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Knapp, Don
Knowlton, Ryan
Kristensen, March
Lake, Rob
Lamb, Elouise
Leavenworth, Edie
Lewis, James
Li, David
McGarvey, Elarie
Miller, Steve
Mollerup, Carrie
Mollerup, LeeAnn
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Moore, Curtis
Morrow, Misty
Murphy, Rachel
Mutter, Alyce
Nicholson, Sarah
Ostberg, Bob
Paupard, Louise
Peterson, Irene
Pietsch, Sally
Player, Michelle
Pritchard, Joe
Redd, Susan
Rickards, Matt
Rodgers, Tom
Roundy, Jennifer
Ryland, Trish
Shepherd, Ray
Snarr, Jeff
Statler, Jeff
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Treseder, Steve
Turney, Noray
VanAlstyne, MaryAnn
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Whiting, Kar3en
Whitney, Ken
Wiebe-Strong, Maryanne
Wilkins, Kathryn
Williams, Emily
Williams, Henry
Yergensen, R. Lynn
Zabriskie, Linda
Zeeman, Farrel

KEARNS HIGH SCHOOL

MISSION STATEMENT

We develop capable, productive, responsible students
prepared to meet life's challenges.

BELIEF STATEMENTS

A Cougar demonstrates:

Commitment
Optimism
Understanding
Growth
Achievement
Respect

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Kearns High School graduates will:

1. **Be Responsible Citizens:** who are responsible for their own actions and express compassion, concern, and caring through service to help improve the quality of life for themselves and others.

2. **Have Necessary Skills for Success:** exhibiting knowledge in the core academic subjects, showing confidence, exemplifying a positive work ethic, demonstrating effective communication and problem-solving skills.

3. **Be Life-Long Learners:** demonstrating courage to follow their dreams by setting clear goals to help discover joy in learning.

Date of Visit: April 22-23, 2010

MEMBERS OF THE VISITING TEAM

Ben Lems, Canyons School District, Visiting Team Chairperson

Anita Booher, Park City High School, Park City School District

Billy Pluim, Clearfield High School, Davis School District

Dana V. Reilly, Park City High School, Park City School District

Allen Whitmore, Canyons School District

Sue Winkler, Syracuse High School, Davis School District

VISITING TEAM REPORT

KEARNS HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Kearns High School is a public suburban high school located in Kearns, Utah. Kearns is a community of about 34,000 people located on the west side of the Salt Lake Valley. Kearns High School provides educational services to students in grades 10 through 12. The school was built and completed in 1966, with 86 rooms on 46.6 acres. Currently 1,896 students are enrollment at Kearns High School. Kearns High School is one of 10 high schools in the Granite School District.

Kearns High School has a significant minority population. Over 31 percent of the student body is Hispanic. Other minorities include Pacific Islander (5.5 percent), American Indian (1.69 percent), Asian (2.5 percent), and African (2.81 percent). Caucasian students make up approximately 56 percent of the student population. According to the latest data, the number of students qualifying for services for students with limited English proficiency has steadily increased over the last several years. Today, 32 percent of students at Kearns High School need such services. This ongoing increase is an evolving challenge for the Kearns educational community. The percentage of resource students has remained fairly constant over the past ten years; currently resource students make up 9.8 percent of the student body. The dropout rate has decreased in the past ten years, from a high of 9.6 percent in 2000 to a current rate of 6.5 percent. During this same time period, the percentage of students qualifying for free or reduced-price lunch has seen a significant increase, from 30 percent to 56 percent.

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

Kearns High School has a very diverse student body. Nearly one-third of the student body is Hispanic. Another 12 percent is made up of Pacific Islanders, American Indians, Asian, and Africans.

Several programs exist to help struggling students succeed and provide opportunities for the average student to excel. Such programs include tutoring, AVID, ESL, student tracking programs, credit recovery, Keys for Success, Face Movement, Best Buddies, MESA, Big Brothers/Big Sisters, and Cougars for Success.

Literacy has been the school’s main focus during the past couple of years. The school is in the process of implementing writing across the curriculum using Six Traits Writing.

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

The primary data presented in the school profile are CRT and UBSCT scores. Additional data would be helpful in determining who is learning and who is not. Assessments should be developed to determine the effectiveness of programs the school has implemented to help students succeed. This data should be disaggregated and analyzed by ethnicity, SES, gender, and grade.

The school primarily relies on UBSCT scores to measure its DRSLs. Additional assessments should be developed to measure the degree to which a student is internalizing the DRSLs and the extent to which the DRSLs are being institutionalized.

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

The school's self-study accurately reflects its strengths and areas for growth as reflected in the analysis of its instructional and organizational effectiveness. The Visiting Team recommends that the school revisit the student and parent survey to include a larger sample of students and parents. Discrepancies were found by the Visiting Team between the responses on the survey and responses received during meetings and interviews with students and patrons.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that the school use a larger and more random sample when conducting a survey to more accurately reflect the feelings and opinions of all stakeholders.

- The Visiting Team recommends that the school collect, disaggregate, and analyze data related to programs implemented to help struggling students succeed and average students excel and to determine the effectiveness of each program.

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?

Kearns High School has a concise set of DRSLs in place that appear to permeate and guide support programs and interactions with students as well as classroom instruction. The school involved parents and focus groups in the process and utilized late-start days to provide time for teacher collaboration in the formation of these goals. The school has made a concerted effort to make all stakeholders aware of these beliefs and objectives by placing posters in every classroom as well as posting them on the school's website.

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

The school mission statement and beliefs support the school DRSLs. The numeracy and literacy DRSLs reflect the belief statement dealing with skills for success. The school climate DRSL is reflected in the Kearns High School belief statement dealing with responsible citizenship.

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

The school has identified specific tools that will provide data to assess the success of the DRSLs. The Visiting Team suggests that, with the suspension of the UBSCT test, other methods of assessing the DRSLs be investigated.

The Visiting Team also suggests that Kearns High School create a school-wide evaluation tool tied to the DRSLs so that the effectiveness of the DRSLs can be more effectively measured.

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 culture and climate of Kearns High School reflect the mission statement. A focus on student responsibility, achievement and respect is evident. The number of support programs available to students is a clear indicator that the school is focusing its efforts on providing students with the skills needed for success in school and life.

The Visiting Team observed that the literacy DRSL is the most fully institutionalized, and recommends that the staff track the success of this goal to assess its impact on student learning. Only after proven success with this DRSL could other DRSLs be more fully institutionalized.

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 observed that a culture of collaboration exists at Kearns High School. Teachers and committees report the use of district benchmark tests in all core areas as a manner of assessing students, as well as ensuring the Utah Core Curriculum is being taught. The curriculum committee reports that there is a healthy working relationship between the school and district working to improve the benchmark tests, and that a movement is under way to adopt district-wide textbooks.

The Granite School District supports the ability of staff to collaborate by providing a late start every Monday that allows teachers to participate in Professional Learning Community activities in addition to vertical and cross-curricular collaboration. The vast majority of teachers report the late start has been very helpful in expanding their ability to define their curriculum maps and how they teach them.

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

Kearns High School has done a nice job of instituting self-starters, the Six Traits of Writing, and Cornell Notes school-wide. The Visiting Team applauds this school-wide effort and encourages the school to continue to institutionalize these practices. Other programs of note that help engage all students to use increased thinking and problem-solving practices are the before- and after-school mentoring, AVID, GEAR-UP, diverse language classes, and School for Success.

It is the opinion of the Visiting Team that the administration and staff of Kearns High School emulates a belief that all students can learn and seek out opportunities to advance their current skill sets.

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

Teachers and staff members are given opportunities to work collaboratively with other departments and staff members within the school. This is accomplished through late-start meetings where teachers have the opportunity to build fluency in the collaborative process. The Visiting Team recommends that school decisions be made according to the gathering of data from programs such as AVID, GEAR-UP, Schools for Success, and before- and after-school mentoring.

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

It was reported that all core areas are using district benchmark tests and CRT scores as a way of assessing student learning. The use of benchmark tests is in its beginning stages, but the use of data from these tests and their findings should be encouraged to drive the creation of a curriculum that enhances connection to student needs.

Instruction:

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

The Visiting Team found that Kearns High School teachers use a variety of instructional strategies. These strategies include presentations, demonstrations, research projects, direct instruction, large- and small-group discussion/activities, paired activities, performances, technology, and software programs. Teachers use strategies and programs that increase student engagement and motivation.

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 school and staff teach DRSLs in every classroom and throughout the school through the display of posters and banners stating the DRSL. Self-starters have been implemented in the classrooms to reinforce the DRSLs.

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?*

Teachers are continually engaged in quality professional development activities. Specifically, the My Access writing program, which has adopted the Six Traits Writing strategies, is helping to improve student literacy across the curriculum. Professional development should continue to focus on the writing aspect of literacy and further develop an appropriate assessment tool to collect data on the effectiveness of this program.

Departments work collaboratively and share materials that are obtained and developed to improve instruction and enhance student learning. Curriculum mapping is happening in all departments to improve instruction, and many are using coordinated lesson plans.

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 found that teachers are very knowledgeable in their content areas. Teachers are aware of current research on effective instructional approaches through in-services and weekly staff meetings, as evidenced by the implementation of Six Traits of Writing strategies across the curriculum.

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

Kearns High School is utilizing current technology and software programs in all classrooms to enhance student learning. Library and computer accessibility has increased in recent years and is available to all students. Teacher training in technology has increased as well. Training for all teachers is ongoing to further enhance student learning.

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 school is using a variety of assessment tools in the different departments and classrooms throughout the school. These include student portfolios, performance-based assessments, student demonstrations, and the more traditional forms of testing. This fact was evident in the observations of the Visiting Team throughout the evaluation process. The staff is encouraged to explore assessments related to the institutional uses of Cornell Notes and the Six Traits of Writing program, and to evaluate the effectiveness of these strategies on student learning.

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 data presented in the school's self-study shows that two major tools—the UBSCT and CRT scores—were used to measure progress. While this is a good start, it is important that the stakeholders consider including formative assessments such as district benchmark tests and common departmental assessments, as well as summative assessments, to measure student progress in achieving academic expectations.

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

It was observed by the Visiting Team that several departments at Kearns High School are extensively using the data derived from common assessments to measure student performance. Others are in the process of collaborating to develop a variety of assessment tools to be used within their departments. Further collaboration time is needed within departments to further develop these common assessments, collect data and examine the results to produce best teaching practices.

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?*

There is a great deal of opportunity provided to teachers at Kearns High School to collaborate through the use of late-start times each week. This time is used for collaboration between teachers in their own departments to develop common assessments and evaluate data from these assessments. This collaborative time could also be used to share assessment tools with teachers from different departments.

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

Kearns High School has relied on the reduction of the number of students scoring below proficient on the UBSCT in both math and reading to measure progress in the DRSLs of Numeracy and Literacy. This approach needs to be explored further by the leadership team and staff due to the elimination of funding for the UBSCT for the next several years. It is the recommendation of the Visiting Team that alternative assessments be used to generate data that will determine the progress in both the Numeracy and Literacy DRSLs.

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 administration of Kearns High School fosters a positive learning climate. Teachers are included in the decision-making process at the school. Most of the staff is serving on several committees, and the decisions and recommendations made from those committees are used to improve the school. The school leadership trusts faculty members to make decisions that are important for student learning. The climate of the school is warm and inviting. Students feel cared for.

This climate lends itself to the quality instruction that is being provided to the students of Kearns High School.

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?*

There is a lack of data provided by Kearns High School, making it difficult to assess the progress the school is making. The school is aware of the need to promote literacy. However, the school does not have sufficient data to show how the programs implemented are affecting student achievement. The school has some exemplary programs designed to enhance student learning. The Visiting Team recommends that data be collected on these programs to show that they are having the desired impact on student achievement and are beneficial for all students. This will also allow Kearns High School to focus more on the programs that promote the greatest success for the maximum number of students possible.

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

Kearns High School provides a positive, safe, and secure learning environment for its students and staff. Several programs have been implemented at the school that are designed to help students achieve, and it appears that most of these programs have appropriate funding and resources, as well as support from the administration. The school's resources are managed well to make sure that the programs that help the most students are provided for and are supported by other faculty and staff.

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

The Visiting Team found evidence that the school leadership team has empowered its many committees and groups, as well as individual staff members and other stakeholders, to make recommendations and suggest changes in school programs that will improve student achievement. Parents and community members participate in the School Community Council, teachers participate in the schools SST group, and faculty and staff members are involved in PLCs and department groups. All these groups meet monthly to collaborate and make recommendations to the administration and staff. From these suggestions, programs are planned and implemented. All stakeholders are able to participate in the decision-making process and promote changes that are important for student learning.

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 faculty and staff at Kearns High School are committed to their students. They support and help them succeed throughout their high school years. It is clear that the staff at Kearns High School is invested in the students and works hard to promote their success. Students benefit from the teachers' experience and willingness to lend a hand to all students, regardless of who they are. Kearns High School does not have a formal system where a student is paired with an adult; however, it is apparent that students are well supported and motivated by their caring teachers.

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 school has developed an action plan that addresses each of the DRSLs, providing a timeline and identifying responsible parties for each. Specific action steps are delineated for each of the school's DRSLs.

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?*

Kearns High School provides ongoing professional development for teachers in a number of areas to improve instruction that will positively affect student achievement. These include Six Traits Writing, iPod training, and other technology trainings, including the use of document cameras and media projection systems.

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's literacy action plan is being supported through the use of Six Traits Writing, which is being implemented across the curriculum. Numeracy is supported by more closely monitoring student progress in mathematics and ensuring that students are placed in appropriate math classes. School climate is being addressed through focusing on student behavior. A new tardy policy has been implemented to improve on-time attendance, and parents receive frequent updates on school performance and behavior through the use of the new Tele-Parent system.

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

Kearns High School has instituted late-start days to foster collaboration for continual improvement, and has also instituted a leadership support team to bolster change and improvement. The Visiting Team has learned that teachers feel that they have support from the administration and each other in instituting plans and goals to improve student achievement.

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

The major components of the school's action plan have not changed since the last accreditation visit. The school is continuing to work on making improvements in three areas of emphasis—Literacy, Numeracy, and School Climate. Literacy and numeracy are required as areas of emphasis by the district.

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

The school has made significant progress in involving minority students and parents in the holistic process of school improvement. All stakeholders reported, during discussions with the members of the Visiting Team, that there are no major divisions between various groups of students and that all stakeholders, including parents, work together for the betterment of the school.

Some recommendations have been beyond the control of the school. For example, it was recommended that class sizes be reduced. Due to financial restraints, little progress has been made in this arena. On all other major recommendations the school is slowly making progress, which is reflected in the positive morale and climate of the school.

CHAPTER 5: COMMUNITY BUILDING

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

The school provides many opportunities to build working relationships among the staff. During late-start Mondays, staff members have the opportunity to receive training, collaborate, and share ideas. Through these efforts, the school's faculty and staff have supported each other through the implementation of several programs designed to benefit students and the community. These programs include a community education program, GEAR-UP, a GTI Center, concurrent enrollment, an Academy of Finance, an Academy of Health and Sports Sciences, an Academy of Performing Arts and Drama, an Academy of Interior Design, a fully functioning Career Center, and several clubs and student organizations.

The Visiting Team was impressed with the interaction between staff and students. An environment of mutual respect and acceptance was evident. Students interviewed described teachers and staff as very approachable and caring. Students expressed that they felt listened to and involved in helping develop the direction and climate of the school.

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

The school has a strong network of support from community stakeholders. The school has a well-functioning School Community Council that meets monthly and is actively involved in the decision making process of the school. School information is shared through parent meetings, the school web page, a new telephone calling system and parent-teacher conferences. There is considerable community support for school programs, athletics, and activities. There is also considerable sharing of facilities and resources between the school and the community. For example, the school has a close working relationship with the Oquirrh Park Fitness Center.

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

The self-study process at Kearns High School involved stakeholders from all representative levels of the school community. The administrators, School Community Council, students, and department chairs worked in collaboration with focus group leaders to evaluate school programs and identify areas for school improvement. The Visiting Team was impressed with the number of patrons, parents, and students who participated as members of the various focus groups. Their input has had a significant impact on the goals and direction of the school.

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

More needs to be done in assessing results of the school's programs and improvement plans to determine how successful these efforts are. The primary source of data is CRT and UBSCT scores. This information is shared with stakeholders through staff meetings, School Community Council meetings, parent-teacher conferences, and telephone messages. Feedback from students, parents, and others was used to formulate plans to address areas of concern.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the administration for fostering a comfortable learning environment for students and work environment for teachers. Teachers, students and parents all reported feeling safe, supported, and empowered to make the educational decisions that would best meet the needs of students. The staff is very supportive of one another and seems to work well together.

- The Visiting Team commends the school for the relationship that exists between the school and the community. Many programs are available whereby members of the community can get involved. Such programs include opportunities for parents to volunteer, CCA, Community Learning Center, Cultural Assembly, Community Education, the Kearns Coalition, business sponsorships, and Taste of Kearns.

- The Visiting Team commends the leadership team for providing staff members with opportunities to collaborate, share ideas, plan cross-curricular activities, and receive needed training and instruction.

- The Visiting Team commends the school for how well it has integrated its diverse student population. The school's diversity is one of Kearns High School's major strengths.

- The Visiting Team commends the staff members for the positive and trusting relationship they have with students. Students know they can go to any staff member for help when needed.

Recommendations:

- The Visiting Team recommends that the school collect and disaggregate data pertaining to the various programs that have been implemented to determine the degree to which these programs have impacted student achievement.

- The Visiting Team recommends that the school focus its efforts on two or three school-wide initiatives until those initiatives are fully implemented and institutionalized.

- The Visiting Team recommends that the school explore alternative ways to promote Kearns High School through public relations efforts and outreach programs.