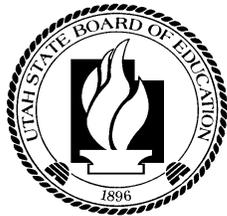


**The Report of the
Accreditation Visiting Team**

North Sanpete High School

**390 East 700 South
Mt. Pleasant, Utah 84647**

November 29-30, 2011



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

North Sanpete High School

**390 East 700 South
Mt. Pleasant, Utah 84647**

November 29-30, 2011

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Salt Lake City, Utah

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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, November 29-30, 2011, 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 North Sanpete 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 James Bowles is also commended.

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

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

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*Board of Regents Appointments

*** CMAC Representative Appointment

*****Charter School Representative Appointment

**UCAT Representative

****USBA Advisory Representative Appointment

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NORTH SANPETE HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

James Bowles..... Principal
Nan Ault..... Assistant Principal

Counseling

Chet Keisel..... Counselor
Odee Hansen..... Counselor

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Judy Anderson	Cindy Glad	Kristie Mikkelsen
Michael Anderson	Angie Hafen	JoAnn Mollinet
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Brad Bentley	Cheryl Hadley	Brandon Olsen
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JoDee Black	Kenneth Hansen	Ed Staker
Jed Brewer	David Harris	Rickie Stewart
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Enoch Brown	Dax Higgins	Elizabeth Woodard
Scott Butler	Carisa Hilton	
Catherine Carney	Cristopher Hoopes	
Diane Cheney	Kaylene Johnson	
Sharon Christensen	Timothy Kidder	

NORTH SANPETE HIGH SCHOOL

MISSION STATEMENT

Guide with Integrity—Instruct with Purpose—Value Diversity—Achieve Excellence

BELIEF STATEMENTS

As a learning community, we, the students, parents, staff and community:

- are responsible for our choices and how they impact others.
- respect individual differences and life experiences.
- value challenges that build character.
- are united in our efforts to prepare life-long learners.
- teach and model honesty, fairness, responsibility, and courtesy.
- believe that leadership begins at home, is developed at school, and is reflected in society.

Desired Results for Student Learning (DRSLs)

Students of North Sanpete high School will:

1. work effectively and respectfully with diverse teams, and will make necessary compromises to accomplish a common goal.
2. enhance their capacity to sense, appreciate, create and respond emotionally to beauty in both human endeavors and the natural environment.
3. use a variety of communication forms with clarity, purpose, and understanding of their audience.
4. analyze, interpret, compare, contrast and summarize information.
5. demonstrate responsible citizenship by valuing diversity of all individuals and supporting improvements in self, family, and community.

6. acquire knowledge and the technical skills to be successful and adaptable in a variety of careers.
7. demonstrate a strong work ethic, self-motivation and dependability.
8. continue a life of learning with enthusiasm, curiosity and individual responsibility.
9. use thinking and reasoning skills as well as background knowledge as a basis for higher learning.

Date of visit: November 29-30, 2011

MEMBERS OF THE VISITING TEAM

Catherine Jensen, Utah State Office of Education, Visiting Team Chairperson

Brendan Dalley, University of Phoenix, St. George

Michele Kersey, Roy High School, Weber School District

Doug Webb, Lehi High School, Alpine School District

VISITING TEAM REPORT

NORTH SANPETE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

North Sanpete High School serves several small communities in the northern part of Sanpete County. The student population consists of 783 students in the grades 9 through 12. Five Youth in Custody schools operate within the boundaries and are funded through the high school budget. The student population is largely Caucasian, with about 100 Hispanic members. The number of students classified as English language learners is 24. Other subgroup populations total less than 10 students. At the time of this report, 48 percent of the students required free or reduced-price lunches. Special education numbers are well above 10 percent, with 121 students on Individual Education Plans. Of those students, 17 are severe. At the end of the 2009 school year, the district alternative high school was closed, sending those students back to North Sanpete. This significantly changed the school population. North Sanpete High School has been participating in the Utah Testing pilot since the fall 2010. Other significant changes include moving from a traditional seven-period day to an eight-period (four per day) block schedule. In addition, the school has recently implemented a Response to Intervention program.

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

The school has experienced a number of changes in the past few years that have influenced its profile. The assessment system has changed from the traditional CRTs to the pilot of the Northwest Assessment System. The school has also changed from a seven-period day to an eight-period, four-classes-per-day block schedule, and from a semester grading period to a quarterly grading period.

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

The Visiting Team recommends that the school develop a data collection system focused on the implementation of the selected DRSL during the next accreditation cycle. This will involve describing the intended learning outcomes, assessment system and instructional strategies. The team also recommends that the school and/or district commit resources to the management of a school-wide data collection and appropriate use of a system that will inform instructional practice and consequently improve student learning.

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

North Sanpete High is commended for its efforts to accurately describe the school's current strengths and limitations. The school has a fair and accurate understanding of

its current situation and is beginning to develop a plan for comprehensive school improvement.

Suggested Areas for Further Inquiry:

- The Visiting Team suggests that North Sanpete further explore current data to determine the effectiveness of intervention programs at the student level and make adjustments to better ensure individual student success. This is listed as a goal in the school's action plan.
- The Visiting Team suggests that North Sanpete begin data collection of student success in the acquisition of the skills described in the DRSLs.

**CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST)
TEACHING AND LEARNING STANDARDS**

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

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

The school worked collaboratively to revise and refine its mission statement, beliefs, and DRSLs. Members of all stakeholder groups participated in the process of revision; however, the student representative seemed to not be fully engaged in the process. Parents were consulted mostly for their approval after the initial work had been done by the school staff. The mission and beliefs do define a compelling purpose and vision for the school to support student achievement.

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

The school's mission and beliefs align to support the school's DRSLs. North Sanpete is commended for striving to provide each student with the skills necessary to be successful as he/she leaves high school.

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

The Visiting Team is still beginning the process of DRSL implementation. The current DRSL list is very long. North Sanpete must determine which DRSLs will be institutionalized and take deliberate steps to develop indicators of success and describe

acceptable levels of performance. The Visiting Team found the school to be committed to helping students acquire those skills, but the school has yet to formalize an instructional delivery system complete with assessments, instructional tools and data collection. These steps must begin immediately in order to make appropriate progress during the next accreditation cycle.

- 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 school's mission, beliefs, and DRSLs appear evident in the culture of the school and are beginning to guide the procedures, policies and decisions of the school. Next steps are described above.

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?*

North Sanpete High School has redefined its DRSLs; however, there is little evidence of the DRSLs being institutionalized. The school may consider reviewing *Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success*, as well as analyzing data related to student learning to guide efforts to institutionalize the DRSLs. The Visiting Team encourages the school to revisit the DRSLs for indicators of success, teaching strategies, and data collection.

The Visiting Team commends the administration and faculty of North Sanpete High School for its efforts to create Professional Learning Communities. The Visiting Team recommends that the administration and instructional coaches continue to engage staff members and strengthen PLCs to enhance instruction, student learning and achievement for all students.

The Mathematics and English Departments are aligning their curricula to the Common Core. The English Department currently uses curriculum mapping and is aligning these maps to the new Utah Core. Common assessments, rubrics and Mastery Connect are being used to collect and analyze data to improve student learning.

In addition, the administration has created a schedule that allows the faculty to meet in departmental PLC groups on a weekly basis. FLEX time has been implemented to assist students in learning, remediation and enhancement opportunities.

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

It is clear that the curriculum has the scope and sequence to engage all students. However, it is not clear how often the students are challenged to inquire and use problem-solving and higher-order thinking skills. The goal to test each junior for the ACT exam is admirable. As teachers begin to examine ACT results, both teachers and students should be aware of the levels of Bloom's Taxonomy and begin to use all levels of complexity in discussions, tasks, writing assignments, etc. The Visiting Team commends the school's administration for incorporating intervention time into the daily schedule. This time allows students to re-test, get individual help from their teachers, or complete work.

- 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 staff at North Sanpete has implemented the PLC model of collaboration and is striving to improve student achievement. However, there is little evidence that the faculty or administration clearly understands the process to implement and measure student understanding and improvement of the DRSLs. The Visiting Team recommends that the school choose one DRSL indicator and create a measurement tool (rubric) in order to measure student understanding of the DRSL school-wide. Data pertinent to the each DRSL should be collected and analyzed. The assessment tool should track what students are asked to do rather than what faculty members are doing.

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

The Language Arts Department uses common writing assessments to determine writing ability. The portfolio project within the Language Arts Department is another essential assessment used to support the Common Core. CTE uses specific skill tests to determine the level of performance of students and instructional efficiency. The Northwestern Educational Assessment provides the school with student instructional levels in language arts, mathematics, and reading. Three times per year, students' progress is assessed from fall to spring. Information from the test is used to place students and direct student goals to improve student learning and achievement. The Visiting Team recommends that the staff examine and disaggregate data to improve student learning and achievement. The school must also give attention to assessments addressing the selected DRSLs for implementation.

Instruction:

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

During the visit, many faculty members were engaged in many forms of instructional strategies. The Visiting Team was impressed with the instructional technology in the

classrooms. In some classrooms, the students were engaged in hands-on projects, labs, peer tutoring, and small learning groups.

The Visiting Team recommends that the faculty and administration investigate and implement research-based instructional practices school-wide. Improving classroom instruction and classroom management could be the focus of future school-wide professional development. Each PLC could work together to implement a specific strategy, observe one another using the strategy and discuss ways to use the strategy effectively.

- 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?*

Some teachers were working on educating students about the DRSLs independently, but there was no evidence that a DRSL was being implemented school-wide. At this time, the school has not generated a rubric to assess a DRSL to determine the level of implementation and impact on student learning. All stakeholders need to be informed about the school DRSLs, their implementation, and their impact on student learning and achievement.

However, it was very clear that faculty members had high expectations for their students and were teaching them to be good citizens and responsible for their learning.

- 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 commends the school for holding school-wide professional development on a regular basis. The staff has been receiving instruction on PLCs and RTI intervention. Teachers have the opportunity to reflect on and improve their own instructional practices, and collaborate with an instructional coach and the administration to improve instruction and delivery of content curriculum. The Visiting Team suggests that the school focus in the future on school-wide professional development using research-based strategies for increasing student learning and achievement.

- 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?*

It is evident that the teachers at North Sanpete High School are knowledgeable in their content areas and have been sharing curriculum, instructional and assessment strategies with their colleagues. A next step may be to include conversations regarding data collection, instructional strategies and classroom management in the PLCs. Many faculty members have advanced degrees in their content area, and others are enrolled in programs advancing their knowledge in their content area. The school is

commended for seeking relevant professional development opportunities for the faculty members district- and statewide.

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

North Sanpete High School has integrated technology into the school's curriculum, instruction, and assessments. Teachers strive to keep current on technological developments to enhance student learning and classroom instruction. The Visiting Team commends the staff for effectively implementing the use of technology in 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?*

The Visiting Team has found that North Sanpete High School has begun the process of putting together clearly articulated expectations for student achievement through the use of curriculum mapping in the core classes and through the implementation of rubrics within the Language Arts Department. Many teachers use "bell quizzes" daily to determine and review previous learning.

The performing arts and other project-based classes/curriculum are using appropriate performance-based assessments for their classes. These classes are doing a good job of requiring completed projects to assess student achievement.

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

North Sanpete High School relies heavily on Northwest test results to estimate student achievement and to place students in the appropriate intervention classes (tiers) for remediation. Throughout the year, teachers use classroom assessments (tests, assignments, quizzes, etc.) to update student placement and needs in the intervention program. These classroom assessments are also used to assign and recommend "Flex" time for student improvement. For the 2011-2012 year, the district has purchased a site license for MasteryConnect. This software program allows teachers to effectively assess core standards, monitor student performance, and report student mastery to parents and administrators. This program makes it easy to visualize student performance relative to the core with a "traffic light" approach of red, yellow, and green mastery status, permitting teachers to know what their students know relative to state and Common Core standards in real time.

The counseling center uses the Utah Futures Web site to assist students in discovering their strengths as they pertain to career/college pathways. This information is used and reviewed with the students during their SEOP conferences.

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

North Sanpete High School uses Northwest testing three times a year to assess current reading, mathematics, and Language Arts levels. The school has implemented a common grading scale, and certain departments have implemented additional processes that meet the needs of the department and students. Much of the data used to assess student success is based on assignments, quizzes, and grades that are kept and tracked in Power School.

- 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?*

With many of the changes that have occurred with the implementation of the Common Core, teachers have attended training specific to their subject needs. Teachers have been meeting weekly in the Professional Learning Communities to develop strategies and goals that have directly related to the Common Core, and are strongly encouraged to continue this practice and to strengthen the assessment strategies that are being used within each department.

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

While the school has taken steps to create a DRSL that is more aligned to meeting the needs of the students, teachers, and all stakeholders, the use of a school-wide scoring tool to assess the identified DRSLs needs to be implemented.

CHAPTER 3: NORTHWEST SUPPORT STANDARDS

Leadership and Organization:

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

The Visiting Team commends the school leadership for fostering an academic learning climate that actively supports teaching and learning. There is a clear and strong focus on instructional goals. Work is beginning to help each teacher reflect on his or her individual instructional practices and improve those practices based on student

achievement. The faculty and staff are willing to learn and dedicated to such improvement.

- 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?*

North Sanpete High School has listed data-driven decision making as its first action step. The school is moving toward a system of data collection that will accurately inform instructional practice in order to improve student achievement. This should include academic as well as DRSL-driven data and instruction. The school has been in transition to a pilot testing program, which has delayed its ability to compare data. As the school moves forward, care should be taken that appropriate data is collected **and** used in an appropriate manner to guide decisions and instruction. Data improperly used can be detrimental to students. Again, the school must give attention to a data collection system based on DRSLs to be implemented.

- 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 school leadership is dedicated to student learning, and is in the process of aligning stewardship of all resources with the ultimate goal of improving student achievement. This is a work in progress, as professional development is needed as well as development of data collection systems for the most efficient and effective move in school improvement.

- 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 school leadership openly expressed the desire to have more parent and community involvement in school affairs, not limited to the decision-making process. A small core of parents has recently been participating on the School Community Council. They are still learning their roles in the decision-making process. There has not been a parent/teacher organization at the school for many years. Efforts to reach out to the community have been mainly included informing the community of what is happening at school. The Visiting Team suggests that the school leadership take strategic steps to reach out to parents and the community as partners in the educational process, rather than just observers. Parents need to be taught that they have a voice in school affairs and that their influence at home is essential to positive school outcomes for their children.

Teachers have been involved in leadership committees through the accreditation and school improvement process. Slowly, the culture is changing to allow for input from all stakeholder groups in the decision-making process.

- 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 has implemented an advisory and intervention period. This time can now further be used for school-wide instruction and implementation of the DRSLs.

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 Northwest, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

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

The Visiting Team has observed that the school is improving student learning and has therefore implemented a flex program to help students achieve. Flex is a collaborative effort with all teachers in determining where each student needs to be and where he/she needs help. The Visiting Team also observed that the teachers are collaborating on Mondays to evaluate standards as well as student achievement, and recommends that the school continue to collaborate on an ongoing basis.

- 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 observed that the teachers have an opportunity to share best practices during their Monday collaboration. They are working together across the curriculum to build the skills necessary to help students learn and be successful. Many of the faculty members have advanced degrees and are continually working on improving their effectiveness, including attending state-provided training in their content area. The Visiting Team recommends a school-wide training in ELL.

- 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 observed that the school is developing a culture where teachers can work together to evaluate the data on student learning. The new action plan will continue to focus on the collaborative work with data. It was observed that the commitment to work with data during collaboration and continue the flex program is part of the school culture. The faculty and staff are committed to helping students be successful. The Visiting Team recommends that the school focus on collecting data to evaluate its progress on the action plan. Data will also help the school identify critical areas that need improvement.

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

The Visiting Team observed that the administration and the accreditation team at the school support change and work hard to facilitate improvement, and that the school has worked hard to support new ideas and upgrade technology. Teachers feel that they are safe in making recommendations for change and anything that will help the school improve. The teachers are a part of the change and feel that they can share their ideas and that they will be heard. The Visiting Team recommends that the administration continue to listen and involve all stakeholders in the improvement process.

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

The Visiting Team observed that the school has been working toward the implementation of the action plan; for example, it has implemented the Six Trait of Writing in the classroom, and all the juniors in the school are currently taking the ACT. Since the last visit the school has changed its DRSLs and made some changes to the mission statement. As the administration, faculty and staff have been working on making these changes, they have also changed the focus of their action plan, including the implementation of a flex program to focus on student learning and make students accountable. They have also worked to improve communication with the stakeholders.

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

The Visiting Team observed that the school has addressed the recommendations from the previous visit. Technology has been improved, with new computers and more labs. The school has also included the stakeholders with reference to the changes that have been made, and found time for the staff to collaborate and work on assessments. The Visiting Team recommends that the school focus on common assessments and on collecting data to analyze.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team found a strong sense of community at the school. There is a strong sense that this school is for everyone in this community, and that all are welcome. The teachers collaborate together and discuss the needs of the individual student, and this acceptance creates a place where students feel accepted and like they belong. Teachers are modifying the curriculum to facilitate learning for all students. The Visiting Team recommends that the school continue to work and to develop a culture where parents, students, teachers and administrators collaborate to improve student learning. There is a strong sense of community at the school.

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

The Visiting Team has found that the school actively tries to engage parents and the community as partners in the learning process. Local newspapers publish articles on the school news and on student recognition. The school sends its school newspaper to all the local businesses to distribute copies for community members. The School Community Council is involved in the improvement process to help teachers with student learning, and the alumni are involved in raising money to help the school with school equipment and supplies. The school has also involved local businesses in work-based learning, with students completing internships with businesses in the community.

The Visiting Team observed that parents are using Power School to inform them about student performance. Parents feel that they are welcome in the school, and can visit with teachers and receive help for their students. The Visiting Team recommends that the administration continue to solicit help from parents and utilize the School Community Council and teachers to support student learning.

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

The Visiting Team has found that the faculty and staff, parents, students, and other stakeholders have been involved in the process, and we appreciate the honesty and accuracy of the resulting self-study.

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

The Visiting Team observed that the school uses the school newspaper and local papers to communicate with stakeholders. The school has also implemented a texting service to inform parents, students and stakeholders of school news items. The Visiting Team recommends that the school utilize its website, as well as finding other ways to communicate data to the stakeholders utilizing a variety of methods. The school should also involve the School Community Council in identifying and meeting needs.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the school for creating a positive school environment. Students and parents feel school is a safe and enjoyable place, not only for education but for socialization. Administrators, teachers and staff members show caring and concern for the students. Many extracurricular opportunities are provided.
- The Visiting Team commends the school for maximizing available resources in order to provide educational opportunities for students (e.g., expanded CTE, concurrent enrollment, EDNET, and college and career Pathways_).
- The Visiting Team commends the school for its commitment to the process of school improvement, its efforts to create a very candid self-study, and its willingness to recognize areas for further growth.
- The Visiting Team commends the school for its willingness to embrace change, such as the addition of class offerings to meet the needs of students, changes in testing systems, and adoption of the Utah Common Core, as well as changes in schedule and grading procedures. The school has not only accepted these changes but has steadily moved forward, knowing that these things are in the best interests of the students they serve.

Recommendations:

- The Visiting Team recommends that the school develop an effective and efficient system of data collection that can facilitate better instructional practice and higher student achievement. This would include departmental common assessments (both formative and summative), refinement of the use of Mastery Connect, and review and dissemination of standardized results, as well as a system to track progress on the DRSLs.
- The Visiting Team recommends that the school take immediate and deliberate steps to institutionalize at least one DRSL. Teachers and students must know what the DRSL “looks like”—that is, what students need to know and be able to do to show mastery of the DRSL. An assessment system must be developed, including indicators of success and acceptable levels of performance. Teachers must know and be able to use appropriate instructional strategies to teach the DRSL. Each student’s progress toward acquisition of the skills and knowledge in the DRSL should be tracked and monitored through a data collection system.
- The Visiting Team recommends that the school continue its efforts to reach out to parents for legitimate involvement in the educational process. This effort should go beyond communication with parents to giving them a trusted voice in school affairs. Parents will likely need to be taught how to effectively use their voice in order to have an impact on school improvement.
- The Visiting Team recommends that the school continue developing the collaborative culture in the school in order to improve instructional practice and positively improve student learning. This would include vertical and horizontal articulation of curriculum maps and intersects. Teachers should also be trained to collaboratively examine student work with a critical eye to discovering the most effective teaching methods.
- The Visiting Team recommends that the school develop a strategic plan for professional development. The plan should address the most pressing needs of the staff, such as adjusting instruction to the block schedule (pacing, learning activities, and reviews), implementation of the Utah Common Core with its implications for **all** subject areas, differentiated instruction, meeting the needs of English language learners, and implementing data analysis to improve student learning.