The Report of the
Accreditation Visiting Team

North Summit High School

53 South 100 East
Coalville, Utah 84017

April 6, 2011

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

North Summit High School

53 South 100 East
Coalville, Utah 84017

April 6, 2011

UTAH STATE OFFICE OF EDUCATION

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

DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

Brenda Hales, Associate Superintendent

Sydnee Dickson, Director
Teaching and Learning

Linda Alder, Coordinator
Teaching and Learning

Georgia Loutensock, Accreditation Specialist
Teaching and Learning

Salt Lake City, Utah

TABLE OF CONTENTS

Foreword ii
Utah State Board of Education..... iii
North Summit School District Board of Education and District Administration .....
North Summit High School Administration and Staff.....
North Summit High School Mission Statement, Belief Statements and DRSLs.....
Members of the Visiting Team .....
Visiting Team Report.....
Chapter 1: School Profile.....
    Suggested Areas for Further Inquiry…….....
Chapter 2: Northwest Accreditation Commission (Northwest)
    Teaching and Learning Standards.....
    Mission, Beliefs and Desired Results for Student Learning (DRSLs).....
    Curriculum .....
    Instruction .....
    Assessment.....
Chapter 3: Northwest Support Standards.....
    Leadership and Organization .....
    School Services.....
    Facilities and Finances.....
Chapter 4: Northwest School Improvement Standard .....
Chapter 5: Community Building.....
Chapter 6: Major Commendations and Recommendations of the Visiting Team .....

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 6, 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 Summit 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 Jerre Holmes is also commended.

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

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

UTAH STATE BOARD OF EDUCATION
250 East 500 South
P. O. Box 144200
Salt Lake City, UT 84114-4200

District 1
Tami W. Pyfer
52 Ballard Way
Logan, UT 84321
Phone: (435) 753-7529

District 2
Keith M. Buswell
1027 West 3800 North
Pleasant View, UT 84414
Phone: (801) 737-0702

District 3
Craig E Coleman
621 South Main St.
Genola, UT 84655
Phone: (801) 754-3655

District 4
David L. Thomas
7875 South 2250 East
South Weber, UT 84405
Phone: (801) 479-7479

District 5
Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

Meghan Holbrook*
775 North Hilltop Road
Salt Lake City, UT 84103
Phone: (801) 539-0622

James V. (Jim) Olsen**
5657 West 10770 North
Highland, UT 84003
Phone: (801) 599-1095

Larry K. Shumway
Chief Executive Officer

District 6
Michael G. Jensen
4139 S Aubrey Ln
West Valley City, UT 84128
Phone: (801) 955-5550

District 7
Leslie B. Castle
2465 St. Mary's Drive
Salt Lake City, UT 84108
Phone: (801) 581-9752

District 8
Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 9
Joel Coleman
3740 Bawden Avenue
West Valley City, UT 84120
Phone: (801) 634-6251

District 10
Laurel O. Brown
5311 South Lucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221

***Daniel W. Campbell**
4304 Stone Creek Ln
Provo, UT 84604
Phone: (801) 434-3000

Tamara Lowe**
2466 West 650 North
West Point, UT 84015
Phone: (801) 776-0870

Lorraine Austin
Secretary

District 11
David L. Crandall
13464 Saddle Ridge Drive
Draper, UT 84020
Phone: (801) 232-0795

District 12
Carol A. Murphy
463 West 140 North
Midway, UT 84049
Phone: (435) 729-0941

District 13
C. Mark Openshaw
3329 Piute Drive
Provo, UT 84604
Phone: (801) 377-0790

District 14
Dixie Allen
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

Isaiah "Ike" Spencer***
1029 East 11780 South
Sandy, UT 84094
Phone: (385) 646-5360

Tim Beagley****
3974 South 3550 West
West Valley City, UT 84119
Phone: (801) 969-6454

*Board of Regents Appointments
** UCAT Representative
*** CMAC Representative Appointment
**** USBA Advisory Representative Appointment
***** Charter School Representative Appointment

12/28/2010

NORTH SUMMIT SCHOOL DISTRICT

BOARD OF EDUCATION

Mark Marsh.....President
Arlin Ovard ..... Vice President
Vern Williams.....Member
Mike Calderwood.....Member
Heather Staley.....Member

DISTRICT ADMINISTRATION

Steven E. Carlsen ..... Superintendent
Rex Smith.....Business Administrator
Julie Black.....Administrative Assistant

NORTH SUMMIT HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Jerre Holmes ..... Principal
Devin Smith ..... Assistant Principal

Counseling

Lance Pace ..... Counselor
Rhonda Butcher ..... Counseloring Secretary

Support Staff

Kathy Chappell ..... Administrative Assistant
Kelly Richins ..... Information Technology Director
Lloyd Marchant ..... CTE Director
Robin Wilde ..... Attendance Secretary
Barbi DeWeese ..... Special Ed Aide
Betty Jo Staples ..... Special Ed Aide
Diane Holmes ..... Ed Net Facilitator
Janalee Potter ..... Instructional Aide
Kathy Stephens ..... CAN Instructor
Justin Hemingway ..... Resource Officer
Tony Wright ..... Maintenance
Deanna McQueen ..... Custodian
Robert Baca ..... Custodian
Jan Christensen ..... Custodian
Larry Jones ..... Custodian
Leslie Jones ..... Custodian
Cheryl Jones ..... Lunch Staff
Georgia Clegg ..... Lunch Staff
Kathi Richins ..... Lunch Staff
Colleen Pace ..... Lunch Staff
Leslie Pace ..... Lunch Staff
Diane Wilson ..... Lunch Staff
Marie Moore ..... Lunch Staff
Brenda Robinson ..... Lunch Staff
Trisha Richins ..... Lunch Staff

Faculty

Jaran Anson
Yance Fawcett
Kurt Goodman
Nathan Greenwood
Audrey Jones
Lloyd Marchant
Julie Marsh
Kelly Paskett
Dave Peck
Susan Richins
Lanae Ritzman
David Ruf (Angie Rex)
Katie Silcox
Devin Smith
Chad Staley
Bryan Stephens
Hannah Wilde
Susan Wilde
Lori Williams
Carrie Willoughby

NORTH SUMMIT HIGH SCHOOL

MISSION STATEMENT

The mission of North Summit High School is to provide opportunities for students to become lifelong learners and successful contributors to society.

BELIEF STATEMENTS

- Everyone has the potential to learn.
- Learning is an active and lifelong process where students must accept responsibility for their choices.
- The school, community, and home have a shared responsibility for meeting the need of each student, who should be responsible for his or her own learning.
- The educational practices we follow are open to improvements that will enhance our programs and improve our schools.
- Learning should take place in a safe environment of mutual respect.
- It is essential for curriculum, instruction, and assessment to be clear, relevant, and in line with current state standards.
- Staff involvement, gathering and analyzing information, and experience are essential to making sound decisions.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Effective Communication
2. Responsible Citizenship

Date of visit: April 6, 2011

MEMBERS OF THE VISITING TEAM

Deborah Sorensen, Murray High School, Murray School District, Visiting Team Co-chairperson

Vicci Gappmayer, Wasatch School District, Visiting Team Co-chairperson

VISITING TEAM REPORT

NORTH SUMMIT HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

North Summit High School is located in Coalville, Utah, a small mining and agricultural city in Summit County. The school is located in a prominent position on a hill overlooking the town center. The school enrolls approximately 300 students from Coalville and the surrounding areas. The school population has been stable for the last six years, but has realized an increased enrollment of minority, primarily Hispanic, students.

The school building was built in 1977 and has been remodeled and upgraded to meet the needs of students and the community. Modifications include a new weight room, auxiliary gym, auditorium, and additional classrooms. The acquisition of 250 computers has given students broad access to technology. North Summit has a rich tradition of community involvement and support for educational programs and school activities.

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

While students are progressing academically, some of the results of the ACT show students are consistently scoring just below the national and state averages. Deficiencies are in the areas of English, reading, and math. In contrast, the math scores on the 2009 CRTs were significantly higher than the state averages. However, the scores in math dropped in 2010, possibly due to the state's implementation of a new math assessment. It is notable that the low-income students are achieving in math at equivalent levels with the rest of their peers.

North Summit has done an extensive study on low-achieving students and has introduced a tracking system to support their learning. Data currently shows a downward trend in the number of students earning failing grades, and the number of truancies has also dropped. The tracking system has identified a group of male Hispanic students who are in particular need of further support. Teachers and administrators have paired up to mentor struggling learners and have provided individual encouragement and assistance. There is some evidence that students who have adult mentors are attending more regularly and are passing more classes.

North Summit conducted an ISQ survey in January of 2009, which revealed that the staff, students, teachers, and parents are generally satisfied with the school. All of the areas measured (i.e., parent support, teacher excellence, student commitment, school leadership, instructional quality, resource management, and school safety) scored "typical" or "superior."

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

The Visiting Team recommends that North Summit continue to collect achievement data and disaggregate the information by all subgroups, including special education, low income, ELL, and gender. Achievement data should be shared with the staff on a regular basis to guide teachers in making decisions about curriculum and instruction.

In addition to standardized tests, the Visiting Team recommends that the faculty develop uniform assessments for common courses. Uniform classroom assessments will help teachers identify learning gaps earlier in the school year so interventions and re-teaching can take place.

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

North Summit High School was very open and candid in evaluating the progress that has been made in the last six years. While some data was missing from the profile, during the visit the faculty members demonstrated a clear understanding of their strengths and limitations. In addition, the school is small enough that the teachers know students well and understand their specific needs.

.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that teachers collaborate to develop formative and summative assessments to guide decisions about curriculum and instruction.
- North Summit is encouraged to disaggregate achievement data by all subgroups.

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 Visiting Team found significant evidence that all stakeholders were involved in revising the school's mission and belief statements. A committee of administrators, faculty, staff, students, and community members reviewed the mission and belief statements to ensure they reflected the current philosophy of the school. After many open discussions, the mission statement was unanimously approved by the Community Council and the school staff.

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

The mission statement and beliefs are closely aligned with the DRSLs. The school may want to consider strengthening the language in the mission statement to express a stronger commitment to meeting the needs of all students. The school should go beyond providing "the opportunity" to ensuring that every student achieves success.

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

The school has developed rubrics describing indicators for the DRSLs, Effective Communication and Responsible Citizenship. The indicators specify skills students will demonstrate on a range of performance levels. The school is advised to revisit the indicators to include a timeline, and to designate persons responsible for administering the assessments. The school is encouraged to develop and implement the school-wide writing rubric without delay.

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?*

Teachers and students are well aware of the school's mission, beliefs, and DRSLs. There is evidence that these standards guide the policies and decisions of the school. As the school moves forward, all activities, professional development plans, procedures, and policies should fall under the umbrella of the DRSLs.

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 found substantial evidence that North Summit High School has based its curriculum on the Utah State Core Curriculum and is working to incorporate the new common core curriculum. Resources such as technology and distance learning are available to enhance the curriculum.

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

The Visiting Team found evidence that the school provides a wide variety of curricular opportunities. In addition to regular education classes, the school offers EDNET, CTE, and AP courses. The Visiting Team found an array learning activities in classrooms that included discussions, PowerPoint presentations, and cooperative

learning activities that engaged students in inquiry, problem-solving, and higher-order thinking skills.

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

Due to the small size of the school, few faculty members teach common courses. Some teachers collaborate during their preparation period, but the schedule does not designate a regular time for collaboration in departments or PLCs. Some teachers initiate cross-curricular collaboration before or after school. The Visiting Team found evidence that the faculty fully supports the institutionalization of the DRSLs.

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

While North Summit has disaggregated standardized test data, the Visiting Team found little evidence of systematic, common assessment methods. The school is encouraged to develop and institute common formative and summative assessments to ensure that all students 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 that teachers employ a variety of instructional strategies such as video clips, hands-on activities, cooperative learning activities, and discussions. The most common instructional method, however, was teacher-centered, direct instruction.

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?*

North Summit High School has developed school-wide rubrics for the DRSLs. The rubrics identify specific skills and achievement levels for each DRSL. It is unclear, however, how the faculty will use the rubric to create strategies for explicitly teaching the DRSLs or how they will collect data to measure student progress.

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 report they have attended training provided by the district and state throughout the school year. Some specific professional development presentations

include My Access, SIOP, the Six Traits of Writing, and vocabulary development. Teachers then share their new knowledge and skills with other staff members.

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?*

North Summit High School has a highly qualified staff, and several teachers have advanced degrees and endorsements. The Visiting Team encourages the staff members to seek best practices based on current research and reflect together on their pedagogical skills.

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

The school is commended for its efforts to integrate technology into the curriculum. Students have ready access to technology for inquiry, research, or production. Teachers employ a range of technological tools for instruction, such as docking cameras, promethean boards, and LCD projectors. Teachers are well supplied with appropriate technological equipment and laboratory materials for specialized classroom instruction.

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?*

Assessments are emerging with the development of the school-wide rubrics for each DRSL. Although the rubrics specify indicators, an assessment system that shows individual and school-wide progress has not been developed.

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 Summit High's accreditation report provides much evidence that the assessment process is fair and equitable for all students. The school shares data from standardized tests, and underachieving students are identified for additional support. When students fail to meet academic expectations, they are referred to the tracking program.

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

It is evident to the Visiting Team that North Summit High School shares data from standardized tests with the professional staff. The faculty uses the data to individualize instruction for each student.

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 faculty is provided with opportunities for collaboration on designated professional development days. The faculty members informally collaborate within departments to discuss assessment methods and conduct data analysis. The school is encouraged to formalize a collaborative process that facilitates the development of assessment strategies.

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

The school has developed school-wide rubrics for the DRSLs. As suggested above, the school should develop a plan for how and when the rubric will be used and how to quantify and interpret the results.

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 principal and leadership team have established a learning climate that supports academic achievement. Programs that challenge both the advanced and lower-level students have been implemented. North Summit High School has instituted a tracking system that supports individual students and gives them encouragement to succeed. Teachers are available before and after school to provide additional instruction. The school is piloting two methods of intervention during the school day and will evaluate their effectiveness at the end of the test period.

b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

The school leadership team regularly collaborates and discusses achievement data with the teaching staff. They use the information to make informed decisions about instruction and curriculum.

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?*

North Summit's policies and procedures are in line with the educational agenda of the school. During the past two years, the leadership team has made deliberate monetary decisions to use limited resources to the best advantage. All stakeholders have worked together to establish a safe, caring environment where students feel valued and supported in their learning.

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 entire teaching staff has been involved in the development of the school improvement plan, and all staff members have been given meaningful roles in the decision-making process. The principal has empowered his staff to evaluate student progress and initiate needed changes. The school community is developing collegial relationships and beginning the collaboration 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?*

North Summit High School has created a nurturing climate among staff, parents, and students. The teachers regularly speak with parents and have a strong educational partnership with families. The counselor at North Summit has formed strong relationships with students and closely monitors their academic progress. Teachers and administrators are attentive to students' needs through the tracking program and find time to connect with individual students during the school day.

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 found evidence that North Summit High School used *Collaborating for Student Achievement*, provided by the Utah State Office of Education, in their self-study process. The focus groups used the NSSE rubrics, and the departmental analyses were completed by using the essential questions. The school has a structure in place to review and revise the process 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?*

North Summit High School takes advantage of professional development days to train teachers in the skills they will need to help students accomplish the DRSLs. The Visiting Team found evidence that the staff has aligned professional development with school goals and is committed to ongoing improvement.

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?*

North Summit High School's action plan was developed as a guide for school improvement. It contains action steps toward improving communication and citizenship. The Visiting Team suggests that the action plan be revised to be more student centered, with specific proficiency levels for student learning outlined. Goals should be focused on measurable student outcomes.

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

The Visiting Team found evidence that North Summit High School has organized a leadership team to support change and continuous improvement. The administration works with faculty and staff members, counselors, and the community, and is creating a culture of continuous improvement.

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

North Summit High School accepted the recommendation to revise its action plan. The school selected two areas of focus and revised the action plan to align with the two DRSLs. Through collaboration the school developed rubrics and indicators for student progress.

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

Since the last full visit in 2004, North Summit High School has addressed the recommendations of the Visiting Team. The school has revised its mission statement and beliefs, then revisited the DRSLs and limited their focus to two main areas, communication and citizenship. All of the teachers are encouraged to incorporate writing into their curriculum. Teachers have been trained on the Six Traits of Writing, and have widely used the software program My Access. The school has institutionalized writing throughout the curriculum, and many individual students have shown improvement in their class work.

In order to increase collaboration time, parent-teacher conferences were reduced so that more time could be used for collaboration. In addition, one professional development day is used for collaboration.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team felt a strong sense of community among the students, parents, faculty/staff, and administration during the visit. It is evident that North Summit High School fosters congenial working relationships with the community. Parents feel valued and are warmly welcomed to participate in school activities. The entire community, many of whom are North Summit alumni, turns out in support of athletic and extracurricular programs.

The Visiting Team observed the PTA and Community Council are meaningfully involved in the school. The Community Council reported that its members are included in the decision making process, and feel that their ideas and recommendations are of value.

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

The school collaborates with the community through formal organizations such as the PTA and Community Council. Students expand their learning through work-based

learning opportunities in the local town and ranches. The school utilizes its web site to communicate with families about coursework, college applications, school events, and other information. The school also has close partnerships with Utah State and Utah Valley Universities.

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

North Summit High School sufficiently engaged the community in its self-study process. The school heard the voices of students and parents as the mission, beliefs, and DRSLs were revised. The Community Council played a part in the development of the action plan. Further parent input came through the ISQ survey.

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

The school uses data from standardized tests to identify needs and document school improvement efforts. That data is shared with the stakeholders in monthly meetings with the PTA and Community Council. The school also shares information with the stakeholders through the school web site, school newsletters, SEOPs, and parent teacher conferences. Some teachers have individual web sites and blogs to communicate class information to students and parents.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The school is commended for thoroughly completing all the steps of accreditation and involving students and parents in the self-study process. The data and reports accurately reflect the progress the school has made over the last six years. It is clear that the school understands its strengths and areas for improvement.

- The school is commended for revising the DRSLs and focusing more sharply on two important outcomes, effective communication and responsible citizenship. Action steps and indicators have been identified for the DRSLs. The Visiting Team found evidence that the entire school is focused on developing students' skills in writing and speaking. The school is now creating a school-wide writing rubric to measure student progress. Responsible citizenship is being addressed through the tracking and intervention programs.

- The Visiting Team commends the faculty and staff for providing a positive climate for student learning. Students know they are the central focus of the school and that

their teachers sincerely care about their academic progress. Teachers provide a variety of supports including extra instructional time, individual attention, and opportunities to retake exams.

- The Visiting Team commends the school for creating a welcoming atmosphere for parents and community members. Parents express a high degree of interest and ownership in the workings of the school. They participate in making strategic plans and important decisions in behalf of the student body.

- The school is commended for its investment in technology. Currently North Summit High has 250 computers for 300 students, providing students with ready opportunities to access information beyond the classroom. A school website has been created, and some teachers have their own web site to keep students and families informed of assignments and other events.

Recommendations:

- The school is encouraged to continue collecting and analyzing data to better understand which students are reaching levels of proficiency. Standardized tests should be disaggregated by subgroup, including special needs and ELL students. The school is further encouraged to develop formative assessments in common courses that will guide instruction throughout the year and lead to better CRT results.

- The school is encouraged to revisit the rubrics that measure progress toward the DRSLs. The rubrics should define persons responsible and a time line for implementation. All faculty members should utilize the rubrics throughout the year to measure student progress and guide interventions for underachieving students.

- While some departments collaborate informally, the school is encouraged to create a structure in which teachers can regularly meet and collaborate. Consideration should be given to revising the daily schedule to provide time for teachers to analyze achievement data, discuss pedagogical methods, map curriculum, and develop strategies to help individual students.

- The Visiting Team encourages the school to develop a systematic and deliberate professional development plan that will provide teachers with the expertise to help students achieve the DRSLs. Opportunities should be provided for teachers to acquire the skills and knowledge to help students become effective communicators and responsible citizens.