The Report of the
Accreditation Visiting Team

Parowan High School

50 West 100 North
P.O. Box 337
Parowan, Utah 84761

May 8-9, 2012

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

Parowan High School

50 West 100 North
P.O. Box 337
Parowan, Utah 84761

May 8-9, 2012

UTAH STATE OFFICE OF EDUCATION

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

DIVISION OF
INSTRUCTIONAL SERVICES

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 iii
Utah State Board of Education iv
Iron County School District Board of Education and District Administration 1
Parowan High School Administration and Staff 2
Parowan High School Mission Statement and Belief Statements 3
Members of the Visiting Team 4
Visiting Team Report 5
Chapter 1: School Profile 5
    Suggested Areas for Further Inquiry 6
Chapter 2: Northwest Accreditation Commission (Northwest)
    Teaching and Learning Standards 6
    Mission, Beliefs and Desired Results for Student Learning (DRSLs) 6
    Curriculum 7
    Instruction 8
    Assessment 9
Chapter 3: Northwest Support Standards 10
    Leadership and Organization 10
    School Services 11
    Facilities and Finances 11
Chapter 4: Northwest School Improvement Standard 11
Chapter 5: Community Building 13
Chapter 6: Major Commendations and Recommendations of the Visiting Team 14

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, May 8-9, 2012, 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 Parowan 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 John Dodds is also commended.

The staff and administration are congratulated for their desire for excellence at Parowan 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 Parowan 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

Teresa L. Theurer*
33 Canterbury Lane
Logan, UT 84321-6714
Phone: (435) 753-0470

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 Lane
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

Wilford Clyde*
1324 East 950 South
Springville, UT 84663
Phone: (801) 802-6900 work

R. Dean Rowley**
526 South 170 West
Springville, UT 84663
Phone: (801) 489-6935

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

IRON COUNTY SCHOOL DISTRICT

BOARD OF EDUCATION

Stephen Allen.....President
Becki Bronson.....Vice President
Alan H. Adams.....Member
Michelle Jorgenson.....Member
Harold Haynie.....Member

DISTRICT ADMINISTRATION

Jim Johnson.....Superintendent
Kent Peterson.....Business Administrator
Jennifer Wood.....Director of Special Program
Paul Maggio.....Director of Secondary Education
Terry Picket.....Director of Elementary Education

PAROWAN HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

John M. Dodds…….Principal
Alana Benson……..Athletic Director

Counseling

Ava Chamberlain……..Counselor

Support Staff

Maggie Topham……..……. Office Manager
Erin Johnson…….…….. Attendance Secretary
Stacy Gale…….…..Registrar

Faculty

Marie Adams
Alana Benson
Pat Benson
Kacie Carballo
Charla Cooke
Gail Harris
Danielle Labrum
Matt Labrum
Roy Mathews
Marta Mitchell
Dona Murphy
Rod Murphy
Colleen Okeson
Deveny Pace
Shelley Porter
KarriAnn Raddon
Jeff Robison
Jim Shurleff
Sara Swapp
Brian Townsend
Jet Warr
Carylee Zwang

PAROWAN HIGH SCHOOL

MISSION STATEMENT

Parowan High School will empower students with and understanding of citizenship, service, accountability, and life-long learning.

BELIEF STATEMENTS

- Students, parents, and educators are responsible/accountable for student learning.
- Students can learn if given appropriate time and resources.
- Student success can be recognized in academic and extracurricular activities.
- Students have the right to attend a school with a safe and welcome environment.
- Students can receive a well-rounded education and create an attitude of being a life-long learner.
- Students can have multiple opportunities and assessments to succeed in a quality classroom setting.
- Students can develop skills in problem solving, service learning, interpersonal relationships, good citizenship, and gain an appreciation for local culture and history.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Social and Civic Responsibility

2. Communication Skills

3. College and Career Ready

Date of visit: May 8-9, 2012

MEMBERS OF THE VISITING TEAM

Dr. Roy L. Hoyt, Hurricane Middle School, Washington School District

Tim Lowe, Dixie Middle School, Washington School District

VISITING TEAM REPORT

PAROWAN HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Parowan High School is a grade 7-12 school located in the rural town of Parowan, which is in the southwestern Utah along the I-15 corridor, approximately 20 miles north of Cedar City. Students from Parowan, Paragonah, and Brian Head attend Parowan High School. One elementary school feeds the high school.

The Parowan community is made up of approximately 2,800 residences. Many residents work in nearby areas. With the proximity of Brian Head Ski Resort and Cedar Breaks National Monument, the community's economy tends to focus on the service sector. The ski industry tends to bring the most visitors through the area.

Parowan High has a total student body of 373. The students of Parowan High School are decidedly homogeneous, both racially and linguistically. Ninety percent of the students attending the school are Caucasian, 1.3 percent are Asian, 6.1 percent are Hispanic, and 1.6 are American Indian. Ten percent of the student population receives special education services, and 30 percent of the students qualify for free or reduced-price lunch. Parowan is the smallest of the three high schools in Iron County School District. Each of the school's staff of 22 teachers often has five or more different class preparations. In addition, the school employs a staff of approximately 37 more paraprofessionals, office personnel, custodians and coaches. Also, there is one administrator, one counselor, and a school resource officer. The school has made a great deal of effort to have all teachers "highly qualified," which is difficult to do with a small staff.

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

Parowan High School is a combination middle school and high school, housing students from grades seven through 12. The total student body of 373 students includes 114 students in grades seven and eight, and 259 students in grades nine through twelve.

As noted above, the school's population is mainly Caucasian, with small percentages of other ethnic groups (of the 373 students enrolled, only nine are participating in the ELL program). These percentages have held relatively constant for the last 10 years, and data suggests they will continue for the foreseeable future.

Approximately 60 percent of the school's graduates go on to college. The average ACT score for the past five years is 20.4, but the average is 21.2 for those students who take more than the minimum required classes. CRT scores reveal that 92 percent of students were proficient in Language Arts the last year, up from 89 percent two years ago. Science CRTs reveal 80 percent proficiency last year, up from 75 percent two years ago. Math CRTs reveal a decrease from 61 percent two years ago to 57 percent last year.

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

Parowan High has done a laudable job with its collection and use of available data. In the future, the school should be careful not to lose the ground that has been established, and to begin to dig deeper into the data so that all students continue to learn at high levels. The school should prioritize disaggregating data so that subgroups (e.g., ethnic minorities and students from backgrounds of poverty) continue to achieve at high levels along with their peers.

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

The Visiting Team felt completely confident that the profile was accurate and honest in its entirety.

Suggested Areas for Further Inquiry:

- Continue to collect and **use** data to make pertinent decisions with regard to curriculum, instruction, and assessment. The school is encouraged to use monthly data collaboration time that is more organized and systematic, providing teachers with a well-outlined description of what data to collect and why.

- Look further into the need to collaborate at higher and deeper levels, and look at data with regard to the programs that have been put in place (i.e., advisory, reading/math lab, writing across the curriculum).

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?*

There is evidence that the school has taken time over the past several years to collaboratively revise the school's mission, beliefs, and DRSLs, consulting members from the school community as well as teachers, administrators, and students to provide a shared vision to support student achievement.

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

The DRSLs have been developed and refined with the mission and belief Statements in mind. Those that have been achieved have become part of the day-to-day work at the school. Many activities and traditions are used to focus on the DRSLs at Parowan High School.

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

As shown in the self-study, indicators have been developed for each DRSL. These indicators are measurable and consistent with the DRSLs. Several of the indicators include projects, portfolios, performances, and integrated collaborative activities.

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 of the school appears to be driven by the mission, beliefs and DRSLs. Teachers are aware of what is expected, and are part of the solution in the process of developing and implementing the action plan. Much of the school's culture and traditions are related to 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*?*

There is considerable evidence indicating that the faculty and staff at Parowan High School have created a curriculum based on the Utah Core Curriculum. They have developed standards that reflect worthwhile and appropriate expectations for student learning. Teachers have collaborated to ensure that learning activities align with state standards. The Visiting Team has seen evidence that the Life Skills are being used in the classrooms and throughout the culture of the school.

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

There is evidence to support that many high school classes provide curriculum that engages students in inquiry, problem-solving, and higher-order thinking skills. Many classes provide opportunities to explore additional content. Teachers often encourage students to adapt concepts to new situations in their classrooms and use real-life experiences to help teach desired concepts.

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

Parowan High School staff members meet regularly to collaborate on curriculum and student learning. They have adopted a professional learning community concept that provides time each week on Tuesday for the staff to meet and develop curricula based on the State Core and review student data. The school's DRSLs are incorporated into this review of curriculum. The staff uses the RTI model and has a variety of teams to review student needs.

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

Many staff members use formative assessment to drive student instruction in the classroom. There is evidence of departmental and school-wide use of state and national end-of-level assessment data to adapt curriculum to ensure that all students learn. Most of the departments review student data to help identify areas that need additional support to ensure that all students succeed.

Where and when possible, assessments given to students are used to help place them in their appropriate classes. The counseling staff receives recommendations from teachers for placing students in the appropriate class or with the appropriate teacher. Students who need greater support are placed in an RTI reading/math class.

Instruction:

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

Teachers at Parowan High are using different methods of instruction in nearly every class. The variety matched the classes. There is evidence of the use of technology to enhance learning in some classes. Most teachers use opening/closing activities to focus student learning.

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 teaching staff displays, and is apparently guided by, the belief statements and DRSLs in each classroom. The prominent displays of the mission, beliefs, and DRSLs of Parowan High School alert students to what is expected and what to be prepared for in each class.

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 teaching staff is involved in a variety of collaborative efforts to be prepared for the state's new common core requirements. The teaching staff is working together to develop

programs that will enhance the experiences for students. Weekly collaboration meetings give teachers time to reflect on data and plan for future lessons.

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?*

All teachers are teaching in their content area. Each of the teachers is highly qualified. Departments meet at least monthly to reflect on teaching practices.

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

Technology is evident in most areas. The amount of technology available and being used by teachers and students is continuing to grow. There are plans to increase the amount of technology available for teacher use each year.

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?*

Each class/department is using content-specific assessments to determine student progress. In addition, standardized test scores are being shared to assist in the development of curriculum.

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

It is apparent that the collaborative efforts within and between departments are paying off with regard to equity in instruction. The assessments are fair, timely, and designed to give the student feedback as to expectations. The assessments are prepared in such a way as to measure academic performance in a variety of ways.

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

The counseling staff and administration have made data available to the teaching staff from end-of-level testing and other assessments to be used to develop useful curricula. The teaching staff has been working collaboratively to develop methods of reaching all students. Individual teachers, as well as departmental teams, have access to the SAMS data system to review students' academic history.

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 at Parowan High School meets regularly to review data and discuss student needs. The focus of the collaborative effort in the professional development has been guided by the mission and beliefs of the school. This has resulted in a broad range of instructional strategies and 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 indicators for the DRSLs have been agreed upon by all staff members. The indicators are measurable and can be assessed in each class. A variety of assessment options exist at Parowan High, including service projects, portfolios, integrated cross-curricular events, and traditional activities.

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. There is a clear and strong focus on instructional goals. Students and staff members feel valued and important.

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 decision-making process ensures consistency with the school's beliefs, mission and goals. The school has implemented a plan for documenting student growth on the selected target goals for school improvement, and for assessing the extent of implementation and effectiveness of the action steps.

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 leadership team is committed to providing a safe, efficient, and effective learning environment. Students expressed that the teachers are supportive, that the learning environment is positive, and that they are safe at school. The environment encourages respect and responsibility, which clearly align with the school's mission and DRSLs.

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 administration at Parowan High School has provided opportunities to empower and encourage commitment, collaboration and shared responsibility for student learning. A variety of leadership opportunities have been provided to the staff, including department heads and other positions.

e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

The Visiting Team found that the school has established a formal system through which each student has an adult staff member who knows and assists him/her in achieving the school-wide expectations. The school has implemented an advisory time once per month. Teachers are assigned the same group of students for four years. The Counseling Department has been responsible for providing the curriculum. Also, students felt that they could go to their teachers or an administrator if they needed help. Students repeatedly stated that they found the teachers and administrator very approachable and friendly.

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?*

Parowan High School has created a school improvement plan that relates directly to the school's mission and belief statements and to its DRSLs. The plan focuses on moving the school forward in a positive direction and helps create a clear vision for all stakeholders.

One of the school's strengths is its collaborative decision-making process. Teachers have been divided into Response to Intervention groups, along with leadership teams designed specifically to allow for collaboration in the direction of programs and expectations. Each Tuesday morning the school has set aside time for collaboration.

Monthly, teachers are provided with time to analyze data and determine the effectiveness of instruction. The school has collaborated with schools similar in size outside of Iron District. The Visiting Team encourages the school to adhere to the timelines within the action plan, and that these timelines be reviewed throughout the school year.

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 commends the efforts of Parowan High School to provide continual and data-driven professional development opportunities for all staff members. The staff is willing to learn and adapt as the data provides evidence that student needs have changed and a new need becomes evident. Professional development topics are chosen according to their relevance to the school's goals and beliefs.

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?*

Staff commitment is very apparent in all facets of the continuous improvement efforts of the school. The staff is determined and focused on providing what is needed for student growth and academic success.

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

The school and administration are very supportive of positive change for school-wide improvement. The Visiting Team was impressed by the high level of teamwork evident at the school. Staff members have input and decision-making power that has helped to contribute a sense of ownership of overall improvement. Students feel and appreciate the efforts toward improvement made by all staff members, which help guide them in a relevant and meaningful manner.

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

The Visiting Team found evidence that most components of the previous action plan have been implemented and are ongoing. The team commends the school for revisiting the action plan and making changes to address the school's current needs.

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

The four recommendations from the previous Visiting Team were successfully addressed. The school has given attention to improving data collection and analysis utilizing existing student performance data. The mission statement has been rewritten so that it is short and concise. The action plan for the next five years includes specific timelines, people responsible, and resources needed. Also, the school has put in place a professional development plan that requires teachers to meet weekly to focus on data, instructional strategies, and student work.

CHAPTER 5: COMMUNITY BUILDING

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

To a great extent, the Visiting Team was impressed by the sense of community that exists among the school's staff, parents, and students. Parowan High School is dedicated to promoting positive and productive relationships among students, teachers, and administrators. The staff shows great sensitivity to the developmental needs of the students, and is committed to helping students academically.

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

The staff reaches out to parents and families to engage them as partners in the learning process through a variety of programs: monthly School Community Council meetings, booster clubs, performances, the Parowan birthday celebration, community service projects, and parent-teacher conferences.

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

Parents and the school community were engaged in this collaborative self-study by taking part in the accreditation process and joining focus groups. The school encourages active community involvement, and invites the community to get involved and participate in the decision-making process. There is great school spirit and a sense of belonging among all stakeholders.

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

School improvement results are clearly communicated to the faculty and Community Council members. The school shares information with the stakeholders through school newsletters/website, the Counseling Corner newsletter, parent teacher conferences, SEOPs, and the Community Council. School improvement results are clearly communicated to the faculty. Students and parents use the online program PowerSchool for checking grades.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Parowan High 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 Visiting Team commends the school for safe and inviting learning environment. Students believe they have an adult in the school who cares about them and want to see them succeed. There seems to be a mutual feeling of respect between staff members and students.

- The Visiting Team commends the school for having a sense of teamwork among staff members. Some of the departments are participating in cross-curricular collaboration in an effort to make learning more relevant to the lives of students.

- The Visiting Team commends the school for professional efforts to meet the needs of all students through school-wide interventions such as RTI math/reading lab and after school/evening tutoring.

- The Visiting Team commends the principal, counselor, and support staff for their efforts to support teaching and learning in the school.

Recommendations:

- The Visiting Team recommends that the staff of Parowan High School continue to gather and disaggregate data. The staff is further encouraged to actively analyze the data and utilize the outcome as a basis for making decisions regarding program development, classroom instruction, and school improvement plans.

- The Visiting Team recommends that the school continue its focus on writing across the curriculum. The school's survey indicated that about half of the teachers are currently utilizing the rubric for writing. More conversation and training as a faculty will be critical to institutionalizing this practice.

- The Visiting Team recommends that the school continue to collaborate for student success. The school has put in place the time for collaboration. Currently some departments seem to be more successful at both formal and informal collaboration than others.