

Timpview High School 3750 North 650 East Provo, Utah 84604

March 25-26, 2008





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

Timpview High School 3570 North 650 East Provo Provo, UT 84604

March 25-26, 2008

UTAH STATE OFFICE OF EDUCATION

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

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

Brenda Hales, Associate Superintendent

Lynne Greenwood, Director Curriculum and Instruction

Georgia Loutensock, Accreditation Specialist Curriculum and Instruction

Salt Lake City, Utah

TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education	iii
Provo City School District Board of Education and District Administration	1
Timpview High School Administration and Staff	2
Timpview High School Mission Statement, Belief Statements, and DRSLs	4
Members of the Visiting Team	6
Visiting Team Report	7
Chapter 1: School Profile	7
Suggested Areas for Further Inquiry	8
Chapter 2: Northwest Association of Accredited Schools (NAAS)	
Teaching and Learning Standards	9
Mission, Beliefs and Desired Results for Student Learning (DRSLs)	9
Curriculum	10
Instruction	11
Assessment	13
Chapter 3: NAAS Support Standards	14
Leadership and Organization	14
School Services	15
Facilities and Finances	16
Chapter 4: NAAS School Improvement Standard	16
Chapter 5: Community Building	18
Chapter 6: Major Commendations and Recommendations of the Visiting Team	

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 25-26, 2008, 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 Timpview 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 George Bayles is also commended.

The staff and administration are congratulated for their desire for excellence at Timpview High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Timpview High School.

Patti Harrington, 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

Teresa L. Theurer 33 Canterbury Ln Logan, UT 84321 Phone: (435) 753-0740

District 2

Greg W. Haws 5841 West 4600 South Hooper, UT 84315 Phone: (801) 985-7980

District 3

Richard Moss 3514 E Fairway Cir Spanish Fork, UT 84660 Phone: (801) 787-1676

District 4

Richard Sadler 875 Edgewood Dr. Ogden, UT 84403 Phone: (801) 479-7988

District 5

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

Josh M. Reid*

201 S Main St. Ste 1800 Salt Lake City, UT 84111 Phone: (801) 536-6787

Patti Harrington

Executive Officer

District 6

Michael G. Jensen 4139 S Aubrey Ln West Valley City, UT 84128 Phone: (801) 968-5960

District 7

Randall A. Mackey 1172 East 100 South Salt Lake City, UT 84102 Phone: (801) 582-4237

District 8

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

District 9

Denis R. Morrill 6024 South 2200 West Taylorsville, UT 84118 Phone: (801) 969-2334

District 10

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

Rosanita Cespedes*

1470 S 400 E Salt Lake City, UT 84115 Phone: (801) 466-7371

Twila B. Affleck

Secretary

*Board of Regents Appointments

** CMAC Representative Appointment

District 11

Bill Colbert 14866 Village Vista Dr. Draper, UT 84020 Phone: (801) 572-1608

District 12

Mark Cluff 645 West Hubbard Cir Alpine, UT 84004 Phone: (801) 756-7623

District 13

Thomas Gregory 1037 S 290 W #D Provo, UT 84601 Phone: (801)607-4702

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

Cyndee Miya**

1833 Ridge Road Layton, UT 84040 Phone: (801)546-4830

7/25/2007

PROVO CITY SCHOOL DISTRICT

BOARD OF EDUCATION

Darryl H. Alder	President
Mary Ann Christiansen	Vice President
Sue S. Curtis	
Sandra L. Packard	Member
Carolyn S. Wright	Member

DISTRICT ADMINISTRATION

Randall J. Merrill	Superintendent
Ray W. Morgan	Assistant Superintendent
Ted Kelley	
Jared Ferguson	
Kerry J. Smith	
Robert N. Gentry	
Gregory A. Hudnall	Student Services Director
Phil Lott	Transportation/Custodial

TIMPVIEW HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

George W. Bayles Brad Monks Fidel Montero Rene' Cunningham	Assistant Principal Assistant Principal		
Counseling			
Nate WarnerLinda Banks	Counselor		
Monte Marshall			
Kathy Lee			
Ann Decker			
Support Staff Michelle Williams			
Kim Davidson			
Susan Teemant			
Mary Taylor	•		
Debi Hutchings			
Shiegrid Trujillo	U 3		
Colette Davis	*		
Lisa Pulver			
Cliff Boyd			
Pete Chrisman			
Brandon Gobel			
Jeraldine Childs			
Sylvia Emerson			
Kevin Manwaring			
Randy Kartchner			
Willy Alor			
Quinn A. Clegg	Custodian		

Faculty

Daavid Shelton Denise Abbott Jennie Johnson Michele Adams Suzanne Jonas Jackie Skinner Alan Allred Patti Jones Kirk Skyles Gary Ashton Robert Kauo Glori Smith Linda Bangerter Brian Kuhlmann Joanne Smith-Seal Katy Barnes Rich Lamb Jeremy Stevenson Clay Bingham Michelle Landers Jill Stewart Chris Brower Paul Larson David Sutherland Richard Carson Karil Sweetwood Sarah Layton Cynthia Carter Jesse Lewis Terri Taylor **Emily Templeman** Scott Cherry Jeff Luke Bart Christensen Anine Mack Bill Valora Kaylene Cragun Jayson Mansanarez Alison Van Orden Dave Creer Thomas Marker Chad Van Orden Anne Crosland LaRae Mason Stephen Van Orden Jim Davis Whitney McAdams Sandra Vermasson Rebecca McAllister Jeff Ward DeLynn Decker Deborah Dodds Erin McGibbon Andy Watson Debra Drummond John McIlmoil Ford White Cary Whittingham Louise Durham Mark Moore Perry Wildeboer Michael Esselman Alan Myrup Louis Wong Dave Fullmer Annette O'Bryant Shauna Palmer Toni Wood Pat Gerstner April Hallam Lezlee Partridge Chris Wycoff Stacy Yamada Genet Hendrix Al Poland Tanei Henry Jeana Rock Pablo Zavala

Ben Ross

Adam Shelton

Amber Zierenberg

Jan Jardine

Carla Johnson

TIMPVIEW HIGH SCHOOL

MISSION STATEMENT

The mission of Timpview High School is to build responsible, life-long learners who exemplify integrity and are prepared to meet life's challenges.

BELIEF STATEMENTS

Environment

Every person is unique, has worth, and should be treated with respect. Every person has a right to a physically, intellectually, and emotionally safe environment.

Responsibility

Student learning is the main priority of the school.

The responsibility and accountability for learning is as shared community commitment.

Students bear prime responsibility for their own learning.

Discipline should be clear, firm, and consistent.

Education

All students can learn.

Challenging experiences enhance achievement.

Students have a right to well-prepared teachers who keep their skills current.

Students have a right to inspiring and nurturing teachers.

Information & Technology

Technology is an integral part of the educational process for teachers and students.

Data collection, analysis, and availability are necessary to helping teachers meet students' needs.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- 1. At least 90% of students will achieve "Superior" or "Proficient" ranking on the writing subtest of the Language Arts CRT.
- 2. At least 90% of students will achieve "Superior" or "Proficient" ranking on the reading subtest of the Language Arts CRT.
- 3. At least 80% of students will achieve "Superior" or "Proficient" ranking on the Geometry and Algebra I CRTs.

- 4. Students will demonstrate responsibility and integrity as indicated by a decrease in the number of referrals to administrators and teacher log entries.
- 5. Students will demonstrate increased skills to meet life's challenges as indicated by student course-taking patterns, AP enrollment, and student participation in clubs and extra-curricular activities.

Date of visit: March 25-26, 2008

MEMBERS OF THE VISITING TEAM

Douglas Finch, Alpine School District, Visiting Team Chairperson

Rob Durham, Bountiful High School, Davis School District

Karen Kramer, Tintic High School, Tintic School District

Irene Peterson, Kearns High School, Granite School District

Elizabeth Wilson, Pleasant Grove Junior High School, Alpine School District

Gary Turner, Wasatch High School, Wasatch School District

VISITING TEAM REPORT

TIMPVIEW HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

In 1977 Timpview High School opened its doors to 1,200 students (grades 9-12). Currently the enrollment is approximately 1,773. The name of the school comes from the nearby Mount Timpanogos. The current principal, George Bayles, is the fifth since the school's opening.

The school has an outstanding learning environment, ranging from state-of-the-art technology to updated fine arts and athletic facilities. The school has recently transitioned from a traditional seven-period day to a modified eight-period block. Many options for technical skill development complement a strong academic core program. Auto, woodworking, ballroom dance, and theater classes operate along side 21 Advanced Placement courses. Timpview High boasts an average 82 percent pass rate on AP exams.

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

Timpview High has greatly enhanced its outdoor sports facilities with the addition of a cardio-exercise room and a multi-purpose artificial turf stadium. The school has recently adjusted to an more student-friendly eight-period block schedule in order to allow more course-taking opportunities for students as a reaction to the state's increase in graduation requirements.

The school has updated and upgraded its technology resources over the past 10 years. These resources have enhanced instruction as well as support services for students (such as writing and learning labs), and improved communication networks among departments, parents, and the Timpview community.

There has been significant population growth among students qualifying for special education services (an increase of 17 percent) and ethnic minority students (Hispanic from 11 percent to 14 percent, Asian from two percent to four percent, Pacific Islander from two percent to three percent, and African American from .2 percent to .7 percent).

UBSCT remediation classes have helped juniors and seniors who have not passed the subtests. In one math class, 90 percent of the class passed the exam after participating in the course. Among students participating in a specially designed English 10 program, 30 out of the 32 students passed the reading and writing subtests on their first attempt. According to the records of their tracking/mentoring program, nearly half (45 percent) of students made progress in the number of classes they passed.

According to perception data (surveys), only slightly more than a majority of parents and students noted a familiarity with the school's mission statement. There was a feeling among parents students that opinions matter when important school decisions are made. The school's leadership explained that this was a reflection of the recent changes from a traditional seven-period schedule to the block schedule, which many in the community did not feel was handled well.

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

As per the recommendation of the previous Visiting Team, the school did a sincere job of following the USOE template for developing a school profile. The profile within the report was "long and thin," meaning covering many areas with light analysis and identification of the school's major strengths and limitations. The Visiting Team was able to identify that the school was generally more reflective and utilized student data more fully utilized than was apparent from the report. Future efforts to compile a school profile for the self-study report should be deeper in reflection and more technical in identifying specifically who is or is not learning, and what areas of the curriculum's learning targets can be strengthened.

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

The self-study illustrates many of the traditional strengths of the school, such as performance on Advanced Placement exams, outstanding performance in extracurricular programs, and some of the successes of recently implemented student support programs.

Some data was presented with a limited analysis of "who's learning, and who is not." The Visiting Team invites the school to continue to involve more stakeholders in a transparent reflection on student performance for all learners.

Suggested Areas for Further Inquiry:

- Utilization of student performance data in areas such as Career and Technology Education appears to be limited. Some of the recent results were substantially below the state averages for "Substantial" scores.
- Thoughtful disaggretion of the CRT scores, particularly those related to the school's student achievement goals, would help benchmark performance and guide further implementation of learning strategies and specific learning targets in which students may be underperforming.

• The strong feelings in the perception data related to the mission of the school, as well as the openness of decision making, could be critical for the school to further examine and respond to in order to continue to build a positive culture within the school community. Additional school climate issues related to safety and acceptance should also elicit reflection by the leadership in these areas.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

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

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

Since the last accreditation, the school' mission statement, beliefs, and DRSLs have been reviewed and refined by many participants from various groups, including teachers, students, parents, and staff.

The mission statement has been revised and simplified, as have the belief statements. The mission statement has been prominently displayed throughout the school. However, because so many of the students and parents still claim a lack of familiarity with the mission statement, the Visiting Team invites the school to consider ways to make it more prevalent by engaging discussion on how to help stakeholders become more aware.

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 directly to support the school's DRSLs. In fact, stakeholders appear to be more familiar with the work related to the desired results than the belief and mission statements of the school.

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

Several measures have been used to assess the school's reading, writing, and numeracy DRSLs, including, but not limited to DWA, BSCT, CRT and DRP scores.

Indicators for the responsibility and integrity and life skills DRSLs include teacher referrals, course-taking patterns, and participation in clubs, extra-

curricular activities, and service projects. The Visiting Team recommends that the school more clearly define which performance indicators may be collaboratively desired, as they relate to these last two DRSLs beyond controlling negative behaviors and student course and activity participation patterns. Engaging teachers, students, and parents in this discussion would prove helpful in identifying explicit ways to teach and assess growth in these learning targets.

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 mission statement, beliefs, and DRSLs are important in guiding the policies and decisions of the school, especially in the areas of literacy and math. Because the indicators identified for some of the DRSLs have not been clearly defined or an assessment system developed, these aspects are only implicitly included in the school's culture. The school recognizes that the two final DRSLs, in particular, need to be refined and further implemented. The Visiting Team recommends establishing performance standards and developing assessment tools to evaluate achievement for these 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?

Departments work together to study the State Core Curriculum and to align their teaching with the core requirements. This process involves all department members. CRT and CTE skills tests are also used by departments to see how well plans worked and what needs more attention. Most of this is done in departments and between teachers who share a common subject. Faculty members also get the opportunity to work with members of other departments during professional development meetings so they can see what others are doing.

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

The Visiting Team found evidence of efforts made to match course offerings to student needs so that all students have the opportunity to take classes that match their level of advancement. The goal is to allow students to be properly challenged and taught higher-order thinking in a setting where they may be successful. A concerted effort has been made to work with students from where they are and develop their thinking skills from that point to a higher level. Varied forms of delivery, student practice, and assessment have been used to help in this development. Several teachers have also been trained in the Wilhelm content

literacy philosophy and have trained others in the faculty concerning its usage. This is also designed to engage students in more inquiry, problem-solving and higher-order thinking skills. This is a continual process, and the Visiting Team commends the faculty for the emphasis it has received.

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

Timpview High has focused much effort on the writing DRSL. All faculty members have been trained and given practice in scoring papers using the Six Traits of Writing rubric, and each department has taken the assignment to give writing assessments yearly. Appropriate rubrics have been adapted from Six Traits of Writing to match each group.

A professional development team has been formed and given a common period to work on faculty training. Training opportunities have been offered to coach faculty members on how they may effectively address the first few DRSLs. The faculty has also participated in specific reading training on how to focus on and reach at-risk students, and new courses have been developed to help fill that niche.

Time and resources have been allotted to help invested parties to collaborate in working toward achieving the math and literacy goals. There is also an emphasis on developing clearer learning targets and performance standards around the student attribute DRSLs (responsibility and integrity, skills to meet life's challenges) for all students. The Visiting Team encourages Timpview High School to continue these efforts.

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

The staff of Timpview High School annually reviews its CRT and CTE Skills Test results to look for weaknesses in instruction. In some instances, additional course offerings have been created to help bridge the gap for students who are struggling. The Visiting Team invites Timpview High School to continue its development of quality assessments that will further guide the development of future curriculum opportunities and supports for students.

Instruction:

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

The Visiting Team has observed a variety of different instructional strategies being implemented in the classroom by the teachers of Timpview High School. It was observed that direct instruction was commonly supplemented by the use of technology and multi-media presentations. The Visiting Team also observed the use of laboratory activities, collaborative groups, and oral presentations, among many other effective instructional techniques. The Visiting Team encourages the school to continue the use of effective instructional strategies to meet the needs of the changing demographics of Timpview High School.

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?

It has been observed by the Visiting Team that teachers across the curriculum have implemented effective strategies to teach the writing DRSL to students at Timpview High School. The Visiting Team also acknowledges that each subject area administers a subject specific writing assessment to evaluate the students' writing progress in all areas. The writing assessments are graded by the teachers using a rubric in the specific subject areas, ensuring that all teachers are involved in this process. As Timpview High School continues to implement other DRSLs, the Visiting Team encourages the use of this same comprehensive approach.

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 recognizes that professional development opportunities are widely available to the teachers at Timpview High School. The school leadership has also set aside time allowing teachers to take advantage of these opportunities. This includes designating time during the school day or paying teachers to meet during the summer for the purpose of professional development. The Visiting Team recommends that Timpview High School continue to offer professional development opportunities that are guided by the changing needs of its teachers and students. The growing population of ESOL students and the school's recent change to block scheduling are areas that may shape further professional development opportunities.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

The Visiting Team has observed that implementation of instructional approaches at Timpview High School is generally based on student achievement data from CRT, UBSCT, and CTE skills tests. Teachers are reflective of their own practices and how they affect student achievement. This reflection process then guides the curriculum to better reach all students at Timpview High School.

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 Visiting Team commends the school for the extent to which it has implemented technology into all aspects of the curriculum. Technology is readily available and effectively utilized by members of the Timpview faculty.

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 district has a 70 percent passing policy, of which all the students are aware, and teachers work to assist students to continue to achieve this goal. Through the use of the DRSLs, the staff has stated its expectations for student learning with 90 percent proficiency in both reading and writing, and 80 percent in numeracy. The school has come within reach of these goals for the past three years, and has seen a noticeable improvement in its Geometry classes. Teachers also inform students of expected performance levels through the use of rubrics.

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

A variety of assessment techniques are being used to assess students' knowledge of subject matter as they move through the curriculum. Evidence of this is seen through students' projects, group work and presentations, use of questioning and class discussion by the teacher, and the use of written tests.

With the school's growing population of Hispanic and Pacific Islander students, teachers at Timpview are varying their methods of assessing student learning so they can accurately monitor all learners. The Visiting Team observed a variety of these methods used in the classroom, and was informed of students who have assisted teachers in translating tests and instructional outlines on the computer for ESL students to use.

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

With the usefulness of data in mind, a staff member has been assigned to act as a data mentor to develop, with a committee in the district, a program to train the faculty and staff on how to utilize assessment data more effectively. The school recognizes the need for data as a tool for teachers to better implement teaching strategies and help those students, particularly, who are not reaching the school's

learning goals. The Visiting Team commends the staff for its desire to use the assessment data to improve student learning.

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?

Teachers are being given the opportunity to collaborate with each other interdepartmentally during teacher development sessions. They are able to share assessment strategies and discuss methods which work well in various classroom settings.

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

All teachers were actively involved in creating the self-study, including creation of the identified DRSLs. Evidence shows that students are working across the curriculum on their reading and writing skills so that they will achieve 90 percent proficiency as outlined in their first two DRSLs. This type of cross-curricular cooperation shows that the staff members work well together and are in agreement on this.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

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

The school leadership at Timpview High School has established an academic learning climate in which teaching and learning are supported. Particularly around the student achievement goals of improved literacy, there is a clear focus by a large majority of the staff on teaching and learning. Most students and staff members feel valued and important regarding these academic goals, though opinion surveys demonstrated a need for non-athletic recognition.

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 Timpview leadership consistently makes decisions consistent with the school's beliefs, mission, and goals. The recent decision to change to a block schedule has been based on graduation requirements for students and best

practices utilized by other schools. The school is reflectively adjusting these programs to improve them and meet the needs of students. The feedback from the community reveals an impression that a limited number of open, collaborative processes were used in this schedule adjustment. The Visiting Team invites the school to reflectively consider lessons learned from the implementation of this new schedule and work to provide appropriate opportunities for the school's stakeholders to have meaningful involvement in the decision-making process.

- c) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?
 - Timpview High School's policies and procedures are in line with the educational agenda, and the leadership utilizes resources to accomplish the student achievement goals. The administration, counseling, and support staff meet regularly to discuss school climate issues and the individual needs of students.
- 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?
 - Timpview High reaches out to engage most parents and families as partners in the learning process. The school's leadership is identifying ways to further include the growing minority population in meaningful roles. Student leadership groups feel a desire to be fully included in the decision-making process and implementation of policies that directly effect student life.
- 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 made concerted efforts to implement programs that ensure the success of all students. Examples of such efforts include Project Freshman, which formally initiates new students to the school and tracks their involvement and academic success throughout the first year. The Visiting Team applauds the school for its efforts in this area, and encourages further efforts to help students establish a strong and meaningful connection with the school.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health

services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?
 - The Visiting Team found strong evidence that the school has developed and implemented a comprehensive school improvement plan for student achievement. This plan is reviewed and revised on an ongoing basis. Further evidence of this will be given in other sections of this report.
- 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?
 - Timpview High School has made tremendous efforts to build skills and the capacity for improve through an ongoing professional development plan. The professional development programs offered have been in direct alignment with both the mission statement and the DRSLs. This is seen as one of the strengths of the school. There are high expectations for the faculty and students, and the professional development plan supports that. Focus and attention have been given to instructing teachers in the effective teaching of reading and writing. The school supports these efforts by including them throughout all content areas. They are truly embedded in the practices of the school.

Considerable time and finances have been given to supporting professional development with the allocation of professional development team common planning time. The school is committed to improving student learning and achievement through continuous improvement and professional development. Timpview High School recognizes the changing demographics of its student population, and is empowering teachers with effective teaching pedagogy to

better instruct all students. Continued development in this area is a stated goal of the professional development team.

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?

This has already been discussed at length elsewhere in the report. The school has shown that the recommendations of the previous Visiting Team have been a high priority, and the current Visiting Team has complete confidence in the school's efforts for follow-up and commitment to the Student Achievement Plan.

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

Timpview is a great school doing great things. Continuous improvement is the culture of the school. The school recognizes that improvement is a process and not a destination, and the administration is supportive of continuous improvement and takes an active role in supporting the teachers in that journey. The Visiting Team has seen that the teachers are also supportive of each other in encouraging best practices.

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

The Visiting Team has seen significant progress in discussing, developing, and improving the original action plan. The school is committed to continuous improvement. Further comments have addressed this progress in the report of the Visiting Team.

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

Significant and important progress has been made in addressing the major recommendations of the previous Visiting Team, and the current Visiting Team commends Timpview High for the hard work that has been done. The previous team suggested the school study its mission statement, school beliefs, desired results for student learning (DRSLs), and school improvement plan (Student Achievement Plan). The school has worked hard and refined its mission statement, and the belief statements have been identified and applied. Focus groups were also developed to analyze the instructional and organizational effectiveness. The current Visiting Team commends Timpview for the significant work that has been required in the self-study. The current team would advise further discussion and refinement to the DRSLs. This has been or will be further addressed in the report.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team found strong evidence of community building and working relationships on multiple levels within the school. There is a positive sense of community and pride attached to being a student, employee, or patron of Timpview High. This environment contributes to both student success and the spirit of the school. Community building occurs on multiple levels and strengthens the school. There are numerous opportunities to build these community and working relationships through faculty and departmental meetings, student government, Project Freshman, the school newspaper, and various clubs and extracurricular activities. A sense of school identity, community, and camaraderie were observed.

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

Timpview High School has made great efforts to inform, communicate, and collaborate as a school community to support student learning. The community and school have really come together to support and strengthen student learning and provide additional opportunities for students. Parents are informed of student progress and invited to partner in the education of their students. Phone calls, email, conferences, newsletters, and other means are used to inform. Further efforts are made to support student learning with internships, concurrent enrollment, volunteer efforts, community service, business partnerships, and professional relationships. Groups of parents, students, and teachers with whom the team talked expressed their gratitude for the efforts of the school and their pride in the partnership that has been created. Most of the survey data confirms this. Some concerns were voiced about not just the informing, but the inclusion of all members of the community, not just those eager and willing to participate. The representation of the School Community Council by neighborhood or ethnic composition is a way to inform, involve, and communicate with all stakeholders. It would extend opportunities for community input and involvement.

A desire for additional opportunities for communication and coordination within and between departments was identified as a recommendation in the focus group. Another recommendation of the report was the development of more opportunities to communicate between Timpview High and the feeder schools. The Visiting Team would encourage these continued efforts to build networks within the school and its community.

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

Again, the Visiting Team found formidable evidence that the school had engaged the community in a collaborative study. With the exception of one focus group, students, counselors, teachers, and parents have been involved in the study. Timpview High School is to be commended for the numerous surveys and questions asked of stakeholders in order to obtain a broader view of the school community. Most of the responses have been positive in nature, but when responses were not in their favor, the school has been willing to look at the data and be reflective. It is the Visiting Team's hope that although the accreditation visit is over, surveys will continue to be given, and that all voices of the school community will not only be heard but responded to as well.

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

An improvement plan called the Student Achievement Plan has been developed by Timpview High School and approved by the School Community Council. Efforts have been to document and communicate the plan and its results. Communication has come in the forms of end-of-year tests (CRT, UBSCT, DWA, DRP, etc.), the school website, school newsletters, and district and local publications. It has been more difficult to use the information gathered from the achievement plan since several of the indicators (end-of-year tests) come after the current school year has ended. The administration and professional development team has expressed excitement about end-of-year tests being administered by computer, so that the feedback will come sooner. This will allow the school community to celebrate student achievement in a timely fashion.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends that Timpview High School has recognized the usefulness and power of student performance data, and is developing the skill and capacity to use it effectively to both assess program effectiveness and identify who is learning and who is not.
- The Visiting Team commends that quality professional development for teachers is a top priority at Timpview High School. Understanding and skills are developed in learning settings that also model effective teaching strategies for teachers to immediately utilize in classrooms.

• The Visiting Team commends Timpview High School for working systemically to develop and evaluate learning opportunities for all levels of student learners. Advanced and enriched opportunities, as well as vocational skills and academic supportive programs, are a top priority to the school.

Recommendations:

- The Visiting Team recommends that Timpview High School continue to develop assessment and data as a leadership and instructional tool, especially as it relates to classroom and school-wide target for learning (DRSLs). The practices of clearly identifying targets, performance standards, and methods of assessment that can be embedded into classroom practices will ensure that learning objectives are explicitly taught and assessed.
- The Visiting Team recommends that Timpview High School deepen the roots of nurturing pedagogy by accessing best practices training salient to the needs of all Timpview High School students—including, but not limited to, literacy training, ESOL and SIOP skills, differentiated instruction, etc.—recognizing the need for high expectations for learning along with a high degree of care and support for student achievement.