

**The Report of the
Accreditation Visiting Team**

**Union High School
135 North Union (124-3)
Roosevelt, Utah 84066**

March 30-31, 2010



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

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Union High School
135 North Union (124-3)
Roosevelt, Utah 84066**

March 30-31, 2010

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

**Lynne Greenwood, Director
Curriculum and Instruction**

**Gerolynn Hargrove, Coordinator
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist
Curriculum and Instruction**

Salt Lake City, Utah

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FOREWORD

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and student achievement. In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes in a three-step evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 30-31, 2010, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Union 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 David Brotherson is also commended.

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

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

UTAH STATE BOARD OF EDUCATION

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Phone: (801) 261-4221

District 15
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Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

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

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

Charlene Lui**
766 N 900 W
Orem, UT 84057
Phone: (801)230-5109

Douglas J. Holmes***
274 ½ 25th Street
Ogden UT 84401
Phone: (801) 479-8163

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Secretary

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Kathy Kielbasa.....Personnel

UNION HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Dave Brotherson Principal
Russell Nielsen..... Vice-Principal
Glen Simkins..... Vice-Principal

Counseling

Sharon Alldredge Counselor
Trent Birchell Counselor
Melody Scholes..... Registrar

Support Staff

Debby Arnold, Receptionist
Vicky Courtright, Finance
Melody Scholes, Student Records
Jane Gurr, Student Internships
Deborah Hackford, Attendance
Rachel Morgan, Library/Media Aide

Teaching Specialists

Myron Accutroop
Jamie Arrive
Barbara Barney
Jennifer Guzel
Elizabeth Hoschouer
John Jorgenson

Rowena Makroro
Carma Wilkerson
Building Maintenance

Lyndon Robb
Sue Ann McKenna
Kelly Heaton
Owen Murphy

Rebecca Glines
Dan Womack
Cafeteria Workers
Maurine Rockwood

Leah Bastian
Carol Rich

Faculty

Phillip Armstrong..... Social Studies
Phillip Bertoch Science
LoaKay Bowthorpe..... Health, P.E
Don Busenbark..... Math
Adam Cunningham Band
Ace Davis..... Weight Training, Health, Social Studies
Sam Elliott Physical Education

Cindy EmbletonEnglish, PE.
 Jesse Fieldsted.....ESL, Spanish
 Jim Freston.....Agricultural Science
 Amelia Garner.....Resource
 Bill Goodrich Library/Media
 Edwin Goodrich Math
 Jeff Hanke Weight Training, Social Studies
 Greg Hansen..... Reading, Social Studies
 Nichol HawkinsSpecial Education
 Shane Ivie..... Math
 Jamie Lemon-Kitchen.....Family and Consumer Science
 Julie LomahaftewaArt
 James Madsen Science
 Shawn Mitchell Art
 Keith Morris..... Geography
 Karl Niebergall..... Science
 Jason Norman..... English, Drama
 Lyle Parrish.....Resource
 Michelle Richardson Math
 John Richens Computer Technology
 Debbie Robinson..... English
 Mike Ross English, Japanese
 Karri Jo Skews Dance, English
 Gloria Thompson Ute Language
 Michael Wakefield..... Science
 Kirk Wentworth Yearbook, English, ASL
 Carey Willis Choir
 Hobart Willis.....German, History
 Cheryle Wingfield.....Resource, Driver Ed

UNION HIGH SCHOOL

MISSION STATEMENT

We seek to provide a safe environment where all students can receive a well-rounded education and achieve their highest potential.

BELIEF STATEMENTS

- Student learning is the main focus of Union High School
- Education is a shared responsibility involving students, parents, teachers and community.
- Students need to be actively involved in their learning.
- Students learn in different ways and should be provided with a variety of quality learning opportunities.
- Students need a safe school environment that values each student's diversity.

/

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Learning to Learn – Academic/Reading
2. Learning to Learn – Responsibility for Future
3. Learning to Learn – Stakeholder Support

Date of visit: March 30-31, 2010

MEMBERS OF THE VISITING TEAM

Robinette Bowden, Ed.D., Syracuse Junior High School, Davis School District,
Co-Chairperson

Joel Miller, Orem High School, Alpine School District, Co-Chairperson

Verla Hasler, Syracuse Junior High School, Davis School District

William (Ed) Reynolds, Whitehorse High School, San Juan School District

VISITING TEAM REPORT

UNION HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

During the late 1940s, the boards of education of the Duchesne County School District and Uintah County School District cooperated in a “united effort” to build Union High School on the county line, on property purchased and maintained by both counties. At the beginning of the 1969-70 school year, Duchesne County took total responsibility for the administration of the school. However, Uintah County still maintained ownership of this original investment, and Uintah County students were enrolled by tuition. In 1986, Uintah County sold its interest in Union High to Duchesne County School District. Through the years there have been many improvements and additions made to the building and on building grounds. Computer labs are available for students to make up classes that they have failed. Students have access to concurrent enrollment classes through Utah State University and the Uintah Basin Applied Technology College.

The current enrollment is just under 900 students. The ethnic profile is mixed, with Caucasian being the predominant group and a large representation of Native American students. The A/B block schedule was introduced in the fall of 2002. Students attend four classes on each A day and a different four on each B day. In 2002, the school organized the Community Council and School Improvement Committees in accordance with “No Child Left Behind” legislation.

The school has had 12 principals since it was opened 59 years ago. There have been three principals since the last on-site accreditation visit, six years ago. During the accreditation visit the current principal, David Brotherson, announced that he had been appointed as Duchesne County School District Superintendent. Current Assistant Principal Russell Nielsen will be the new principal beginning in the 2010-2011 school year.

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

The school presented the Visiting Team with a large and extensive volume that contained myriad types of data. There was neither a clear presentation of profile information nor analysis of the data presented. It was evident that the school leaders spent considerable effort in doing surveys of student, parent and staff perceptions. There was an honest report of all responses to these surveys. Current and past CRT and AYP scores were presented along with data from the National Student Clearinghouse.

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

The Visiting Team recommends that the school adhere closely to *Collaborating for Student Achievement*, the Utah accreditation/school improvement process. The

vision of the current administration was to compile a report that contained not only information for the Visiting Team, but also information such as the teacher handbook, student policies, etc. The wealth of information was not organized in such a way that the Visiting Team was able to clearly tell from the report whether the process was followed.

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

From interviews held during the two-day visit, it became apparent that multiple changes in administration caused inconsistencies and duplications throughout the self-study process.

Suggested Areas for Further Inquiry:

- The Visiting Team suggests that the school include disaggregated data on observable and measurable progress towards the indicators for each DRSL.
- The Visiting Team suggests that the school give thoughtful reflection to which information is chosen for presentation in the school profile, and present a clear analysis of included data.

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?*

The accreditation self-study reports three areas of focus for the DRSLs. These areas are displayed on posters in every classroom. However, there is minimal evidence that the DRSLs define a compelling purpose or vision for the school to support student achievement. When asked about the DRSLs, students in a representative group were able to list them to the Visiting Team. However, when the Visiting Team met with the mission, beliefs and DRSLs focus group, there was some confusion on exactly what the DRSLs were. The posted DRSLs are Learning to Learn: Academics/Reading, Responsibility for Future, and Stakeholder Support. The DRSLs reported by the focus group are Learning to Learn, Communication Skills, and Thinking and Reasoning. The school has made progress on institutionalizing the Learning to Learn: Reading DRSL. This DRSL is mentioned in both the six-year accreditation report and the three-year interim

report. There is evidence that departments are addressing reading throughout the school. Teachers report that they have read literature on improving reading skills. Many teachers have time in their classes set apart for student reading within the curriculum.

However, two of the posted DRSLs (Stakeholder Support and Responsibility for Future) have action steps for the staff without indicators to measure or define student learning.

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

It is evident to the Visiting Team that the staff has high expectations and that students take responsibility for their learning. Faculty members are available to assist students as needed before and after school. The times for tutoring are posted throughout the building. Students report that it is their responsibility to seek out help when needed and that, if sought, help is available for them.

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

The Visiting Team was not able to find indicators to assess the school's progress in assessing the DRSLs either in the written report or through interviews with staff in focus groups and/or department meeting. The efforts of the faculty to develop these indicators have been slowed by the constant change in the school administration. Key members of the staff and administration have the vision and are looking forward to next school year, when they will have increased time in professional learning communities to move toward this goal.

- 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 DRSLs pertaining to reading are obvious throughout the school. Each teacher has a poster outside of his or her classroom publicizing the DEAR program fundraiser (Drop Everything and READ). The Media Center was reorganized to be more inviting and student friendly to encourage students to spend unstructured time there.

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 that the staff at Union High does show evidence of following the Utah State Core. The teachers have developed syllabi and followed

them in order to be sure they are keeping the curriculum consistent with the state guidelines. Where appropriate, teachers collaborate to maintain vertical and horizontal alignment to assure all aspects of the core are covered.

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

The Visiting Team found that the teachers have an understanding of Bloom's Taxonomy and use it to assess where the students fall in the higher thinking scale rubric. The Visiting Team observed teachers using a variety of assessments to meet all of the students' learning styles. The curriculum is written to increase higher-order thinking. At each grade level, teachers require class projects that are done collaboratively to involve at least two disciplines, and that are presented in grade-appropriate formats.

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

The Visiting Team determined that three years ago, when the school had an interim review, the staff conducted many workshops to focus on DRSLs; however, because of several major administrative changes in the last three years, the DRSLs have not been reviewed and/or updated as they should have been, nor do all of the teachers remember the focus of the DRSLs.

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

The Visiting Team found that Union High School conducts benchmark testing, which is kept on file at the district office, and uses the scores to determine student progress. Many teachers also encourage student feedback at the end of each class. It was mentioned that they also have a school blog where students can express feelings about the learning process. Teachers can access these to determine whether students are learning the concepts intended. The school is concerned about its AYP scores and indicates that this is, in part, caused by poor attendance among some of the subcultures in the school. The school now has in place several interventions to address problems unique to Union High School.

Instruction:

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

It is evident that teachers use a variety of instructional teaching strategies. The Visiting Team observed the following instructional strategies in most class settings: direct instruction, group assigned projects, oral presentations, individual instruction, and targeted research projects. Also observed was a simulation model used in the Math Department. Discussion with specific focus groups regarding

instruction included comments referring to instructional practices designed for specific classes. The Spanish language class uses Total Physical Response (TPR) for the development of language, while math instruction uses an inquiry model.

- 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 is apparent that the Union High School administration and staff have worked on the DRSLs for the accreditation visit; however it has been discussed by the Visiting Team that only one of the DRSLs is student directed and could be measured. As for the other DRSLs, it is thought that they are not measurable and do not address the issue of student learning as described by the NAAS.

It is believed the school lacks in specific strategies when it comes to the only student-centered DRSL, Learning to Learn: Academics/ Reading. Reading is recommended throughout the school, and setting aside time in class to do SSR and was observed in most class settings. The tool used for measuring reading progress is the STAR testing component of the Accelerated Reading Program purchased by the school, which was used in the 2004 school visit. Student performance and information regarding reading levels is not present in the accreditation document.

- 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?*

According to discussions with departments, teachers have professional development available. Both the district and school administration gives opportunity to teachers to explore content areas. Departments, as well as individual teachers, have been trained by an on-site district specialist. ESL endorsements are offered to teachers who desire that specialty.

- 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, through dialogue and observations, believes teachers are proficient in their content areas. The administration states that all teachers are highly qualified according the Utah State Department of Education and U.S. Federal guidelines.

- 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 has observed the use of four computer labs, along with a mobile cart. Computers are also present within the classrooms. Smart Boards and

projectors are available in most classrooms. Evidence of a well-defined plan for integrating technology is not present in the accreditation document provided.

Assessment:

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

The Visiting Team has observed evidence that supports school-wide assessment. The Six Traits of Writing are being used in the language arts department, along with a rubric designed Northwest Regional Educational Laboratories. It is evident that this rubric is being used cross-departmentally throughout the school. It is the belief of the Visiting Team that clearly articulated expectations for student learning are not present in the accreditation document.

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

Using the accreditation document provided, the Visiting Team has determined that the school does not specific evidence of school-wide and individual progress toward academic expectations.

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

The Visiting Team has observed that teachers, as well as the administration, are missing a critical component when it comes to mining data from the various forms of assessment. Data from the Utah State CRTs is available from the accreditation document, but that particular data has not been disaggregated to a point where teachers can base their instruction on it to achieve 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?*

The Visiting Team, through discussion and observation, has found that professional development is based on individual preference and is departmentalized. Cross-curriculum training is provided on a limited basis and, at times, from the district standpoint. ESL training is offered, but is not required for all teachers.

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

The Visiting Team has observed that two of the three DRSLs presented in the accreditation document are not student centered and are difficult to measure. The

Learning to Learn: Academic/Reading DRSL is measureable. The Accelerated Reading Program and its counterpart, the STAR reading diagnostics test, are used within the confines of the language arts department to determine the reading levels of students. It should be noted that a school-wide tool to assess this particular DRSL is not available.

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 Visiting Team commends Union High's leadership for the advanced technologies visible throughout the school, including Smart Boards and audio enhancements within many of the classrooms, and updated computer labs.

The academic learning environment is fostered by the school's leadership through support to all teachers and their individual disciplines. The school's leadership enjoys a strong, positive working relationship with all staff members as well as with USU, UBATC, the community of Roosevelt, and the Ute tribal leaders.

Union High's Community Council works well and is empowered in the decision-making process of the school. According to the teachers and students, the climate for learning is positive.

- 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 leadership at Union High School uses data to drive decisions, curriculum mapping and with vertical alignments. They use this data to target areas of needed improvement and prioritize their focus. They have done this through surveying the faculty, staff, the students and the patrons. They also have successfully implemented a wide usage of UTIPS testing within many of the classrooms, and have set a goal to implement the usage of NWEA and YPP for next year.

- 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?*

Union High's leadership has worked hard to provide a safe and nurturing environment for students to learn and be successful. The students feel that the faculty and staff are supportive and available to assist them.

The leadership has ensured that each student's needs are met and that students have several opportunities to remediate failed credit. They have successfully implemented the A+ program to help students make up credits, and have worked closely with the Ute Tribe to provide the Johnson O'Mally program to assist Native American students.

The school's leadership needs to work more closely with the focus groups and Community Council to refine the school's DRSLs, mission and values statement to be more targeted on student achievement. These need to be succinct and interwoven into the school culture and curricula.

- 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 Union High School Community Council and faculty are committed to the success of each student and the school as a whole, and they plan on implementing a weekly collaborative time for the teachers on an early-out Monday. This program will begin next school year.

Currently, there is little evidence to indicate that there is much collaboration going on outside of individual curricular groups.

- 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 commends Union High School for developing a positive learning environment that promotes student achievement and strives to support struggling students. It has been indicated by the students that they feel that the faculty and staff at Union High genuinely cares about them, and that faculty members extend themselves to help all students. The students feel that their teachers advocate for them.

The counseling staff has been instrumental in nurturing the school's positive climate by working closely with all students and identifying those needing additional help. They also have ensured that all students receive individualized guidance on post-high school opportunities as well as scholarship information.

Union High School is a safe school, and the Visiting Team commends the school's leadership for improving relationships with the Ute Tribe, which helped to quell tension within the Native American population at 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 saw many evidences of Union High School changing to meet the needs of the school's population, and many of these changes followed the prescribed plan recommended by the state. There was not a lot of evidence that these changes were due to the school improvement plan.

- 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 interim review showed data that did address the critical areas of concern. The Visiting Team did not see evidence that these had been adequately addressed in the document for this review. The school as made a commitment to revisit the action plan and revise as necessary.

- c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

The Visiting Team has accessed the school-wide action plan and been given a commitment by the leadership of the school to re-implement an action plan that is school-wide.

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

The Visiting Team has determined that the school will create the conditions necessary to support productive change and continuous improvement. The leadership is planning to train more teachers in the school improvement plan. They will also spend more time training staff members in the process.

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

Because of several changes in leadership, the Visiting Team felt that there was little progress made in implementing the plan since the last visit. Union High School has made a commitment to revisit the action plan and implement it more fully in the school.

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

The Visiting Team determined that there was progress made before the three-year review; however, this was not documented in the current reports given to the Visiting Team.

CHAPTER 5: COMMUNITY BUILDING

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

There is a positive and productive relationship between Union High's faculty and staff, the students, and the Roosevelt community. There is evidence that the school is creating and sustaining a learning environment for students that nurtures a sense of caring and belonging.

Roosevelt is a small community, and as such the school is the hub of activities for the youth. Thus, the Community Council is integral to the school's decision-making process.

The school, its patrons and the local community are kept apprised of school activities through flyers, home calls, the school calendar posted on the school's web site, and the community paper.

The Visiting Team encourages the faculty and staff to continue to collaborate across departments to improve collegiality and to provide cross-curricular connections for students.

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

Union High School has effectually established collaborative working relationships with the local Ute Tribe, local community centers, USU, and UBATC. They have invited a member of the Ute Tribal Council to be a member of the Community Council.

The school has created a mentoring program to support students who are part of Youth in Custody by collaborating with Juvenile Court system.

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

The Visiting Team recommends that the school refine the self-study process to improve collective strategies to explicitly teach and assess the school's DRSLs.

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

Other than the surveys that the school gave to the faculty/staff, student body, and patrons, there is little evidence that the school has documented school improvements. This focus group needs to meet more often and extend collaboration to the Community Council and local stakeholders.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Union High's leadership for placing advanced technologies throughout the school.
- The Visiting commends the Union High leadership for developing a strong, positive working relationship with all staff members as well as with USU, UBATC, the community of Roosevelt and the Ute tribal leaders.
- The Visiting Team commends Union High's leadership for working hard to provide a safe and nurturing environment for students to learn and be successful.
- The Visiting Team commends Union High for successfully implementing the A+ program to help students make up credits and work closely with the Ute Tribe to provide the Johnson O'Mally program to assist Native American students.

Recommendations:

- The Visiting Team reaffirms the recommendation of the three-year interim team that the school collectively develop a consensus on the DRSLs with the entire staff and community. The Visiting Team also recommends that the staff refine/revise the action plans to reflect the departmental and focus group analysis. The Visiting Team suggests that the school develop observable and measurable indicators that would be reported in the school profile to demonstrate progress toward the DRSLs. The data should be disaggregated to include the progress made by subgroups.
- The current Visiting Team reaffirms the recommendations of the three-year interim team that the school continues their work with literacy in the content area and continue to develop a school-wide focus on the DRSLs.
- The Visiting Team suggests that the school include disaggregated data on observable and measurable progress toward the indicators for each DRSL.
- The Visiting Team suggests that the school give thoughtful reflection on which information it chooses to present in the school profile, and present a clear analysis of the included data.
- The Visiting Team recommends that the school's leadership work more closely with the focus groups and Community Council to refine the school's DRSLs, mission and values statements to be more targeted on student achievement. These need to be succinct and interwoven with the school culture and curriculums.
- The Visiting Team recommends that the Union High School refine its self-study process to improve their collective strategies to explicitly teach and assess the school's DRSLs.