The Report of the
Accreditation Visiting Team

Bonneville High School

251 East Laker Way (4800 South)
Ogden, Utah 84405

March 2-3, 2010

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

THE REPORT OF THE
VISITING TEAM REVIEWING

Bonneville High School

251 East Laker Way (4800 South)
Odgen, Utah 84405

March 2-3, 2010

UTAH STATE OFFICE OF EDUCATION

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

DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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Salt Lake City, Utah

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FOREWORD

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

The evaluation, March 2-3, 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 Bonneville 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 Art Hansen is also commended.

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

Larry K. Shumway, Ed.D.
State Superintendent
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Lex Puffer ..... Secondary Executive Director
Michael Skeen ..... Elementary Executive Director
Robert Wood ..... Student Services Director
Chris Zimmerman ..... Foundation Director

BONNEVILLE HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Art Hansen ..... Principal
Bret Craynor..... Assistant Principal
Hal Raymond ..... Assistant Principal
Steve Short ..... Administrative Intern

Counseling

Mary Young ..... Head Counselor
Teddie Endow ..... Counselor
Cynthia Fonseca ..... Counselor
Thomas Marcheschi ..... Counselor

Support Staff

Secretaries/Aides
- Tamara Arave
- Maria Berg
- Trent Bills
- Barbara Byram
- Shantel Chatelain
- Ellen Deamer
- Sheri Gaddis
- Marilyn Gibby
- Melissa Goddard
- A.J. Horting
- Debra Jensen
- Denise Johnson
- Wendi Johnson
- Chrissy Kotter
- Julie Mattson
- Sharon Mayhew
- Lori McCabe
- Angela Muirbrook
- Carol Parkinson
- Elisabeth Petty
- Sherri Porter
- Joyce Schmittling
- Terry Spendlove
- Jill VonBon
- Ann Weir
- Tammera Wesoloski

Custodians
- Kerry Call
- LaRell Cottle
- Delos Lutz
- Carl Watkins
- Tyler Wilson

Lunch Room
- Michelle Allen
- Kayleen Anderson
- Rachel Barney
- Becky Bateman
- Wendy Butler
- Colleen Johnson
- Sandra Kriger
- Michelle Niebrugge
- Paula Taylor
- Trish Turner

Faculty

Rosette Acord
Ralph Andersen
Dave Bell
Tara Bell
Sarah Berni
Sheree Bjerregaard

Jean Brighton
Denise Carlson
Sylvia Carter
Kylie Cherry
Charles Clark
Erin Dea
Michael Edwards
Teddie Endow
Kathy Fessler
Shawn Fessler
John Filiaga
Steve Filiaga
Hillary Finder
Jason Finder
Christopher Flygare
Cindy Fonseca
Mont Forsyth
Blair Garner
John Garner
Lisa Goff
Rachelle Greenwell
MaryKay Hall
Lisa Hancock
Brenda Hart
Tiffany Hatch
Susan Hill
Joan Hirschi
Clark Hogan
Trevor Howell
Roger Hunt
Joan Iverson
Jeff Jackson
Melissa Jensen
Lindsey Judkins
Paul Kapp
Michelle Kirby
Jacqueline Leatham
Sally Lewis
Mary Margaret Lyon
Tom Marcheschi
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Russell Porter
Michael Rees
Lois Rhodes
Kathleen Rochette
Mike Russell
Alane Schofield
Robert Scovel
Larry Smith
Brent Strate
Nathan Toll
Kimberly Waldron
Preston Warren
Judy Whitby
Angela Williams
Matt Williams
Michelle Wood
Mary Young
Ying Ying Zhang

BONNEVILLE HIGH SCHOOL

MISSION STATEMENT

Bonneville High School, in partnership with parents and community, empowers students with the tools to become caring, competent, and contributing citizens who find fulfillment in life-long learning.

BELIEF STATEMENTS

- We believe our curriculum, based on the state core and collaboration among Professional Learning Communities, promotes quality teaching and improved student learning.
- We believe every student can learn and that punctuality, regular attendance and appropriate school citizenship supports learning.
- We believe student learning is the primary focus of all decisions impacting the work of the school.
- We believe students have unique learning styles that require differentiated instruction and a variety of assessments.
- We believe a positive learning environment free from verbal, physical, and emotional abuse is crucial.
- We believe a student's education is enhanced by positive relationships and extracurricular activities within a system of academic and emotional support.
- We believe a commitment to continuous improvement and self-reflection for teachers and students imperative.
- We believe that students, teachers, parents, and the community have a collective responsibility to create pride in school, community, and country.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Effective Communication
2. Responsible Citizenship
3. Lifelong Learning

Date of visit: March 2-3, 2010

MEMBERS OF THE VISITING TEAM

Ben Lems, Canyons School District, Visiting Team Chairperson

Michelle Amiot, Canyons School District

Patrick Gleaves, Lehi High School, Alpine School District

Dana Kearl, Northridge Learning Center

Danny Lundell, Payson High School, Nebo School District

VISITING TEAM REPORT

BONNEVLLE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Bonneville High School is a public senior high school in the Weber School District in South Ogden. The current enrollment is 1,324 students in grades 10 through 12. The school has a principal, three assistant principals, four counselors, 75 teachers, and 41 support staff members. The school is on a block schedule with four classes per day rotating between A and B days. On Thursdays, students attend an advisory period called "Laker Time" designed to help students be successful academically. Students can use this time for additional tutoring, homework, or make-up work.

Bonneville High School first opened its doors in the fall of 1960 to 900 students in grades nine through 12. Since that time, several additions and renovations have been added to the school to accommodate increases in student population. Shortly after the school opened, a new building was constructed behind the main structure to house the English and Social Studies Departments. This building would later house the math and vocational classes. At about the same time, the ninth grade students were moved back to the junior high school. In the mid-1970s, the main open court had to be enclosed for activities and cafeteria facilities, as well as a second floor of additional classrooms. An additional, smaller gym was added in the late 1990s, and the math building was renovated to become a technology and vocational area. At this time a hallway was also added to connect the main building with the technology and vocational area. In 2000 a new weight room, locker room, and athletic area were finished. During the 2002-2003 school year, the science areas were completely reconstructed, and the latest in technology was added there. Bonneville High School is continually looking for ways to make its facility more comfortable for learning.

Bonneville High School offers a variety of courses and programs, giving students a wide range of choices through which to explore their interests and talents. These include advanced programs, sports, art programs, work-based learning and internship opportunities, Pathways, Key Club, FBLA, FCCLA, DECA, VICA, HOSA, World Language Club, Academic Olympiad, Young Republicans Club, Ski and Board Club, Chess Club, and a Real Men Read Club. The school also offers a wide variety of programs to help the students who need extra help. These programs include Laker Time, ESL, tracking, resource programs, UBSCT remediation, and P.M. School.

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

- The school's mission statement, beliefs and DRSLs are aligned, and are the basis on which most academic and instructional decisions are made.

- Standardized and norm-referenced test scores have remained fairly consistent over the past several years, and have generally been close to the state and national averages.

- The school's action plan is a reasonable result of the self-study process, and has been agreed to by all staff members and stakeholders.

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

- More information on the implementation of the DRSLs and how they are being measured would be helpful. Baseline data should be collected to help staff members evaluate the subsequent success of their efforts to help students become better communicators, more responsible citizens, and lifelong learners.

- School-generated data to substantiate increases in student achievement and to help drive the decision making process should also be included in the self-study, along with standardized and norm-referenced test data. An excellent example is the Laker Time data that was included in the school profile. Similar data should be collected on other programs and interventions the school has implemented. Departmental and individual teacher data would also be very helpful in evaluating instructional practices and their effectiveness.

- Providing actual numbers along with percentages would give a clearer understanding of the data.

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

The school has made an honest and sincere effort to accurately reflect its strengths and limitations in the self-study.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that the school develop a clearly defined and unified plan for school wide student improvement.

- The Visiting Team recommends that the school continue its work to implement Professional Learning Communities and best practices for staff collaboration.

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?*

It is noted that the previous Visiting Team recommended that the school community revisit the mission and belief statements and revise them to better align with the school DRSLs, especially communication. It is evident that Bonneville High School's community has been actively involved in the revision and development of the most current mission statement, beliefs, and DRSLs in an effort to better align them.

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

It is clear that the mission of the school is supportive of student learning. The belief statements indicate support of the goals for student learning. However, it is not clear how the DRSLs are measured or how they can be quantified for analysis of progress toward those goals.

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

Some of the school's profile data appear to have been considered in the development of the mission statement, beliefs, and DRSLs. However, indicators and measurable outcomes in the form of quantifiable data related to the DRSLs are not present. Specifically, the goals should be measurable to allow for analysis of progress directly related to those goals for student learning. Data should be reviewed to determine the achievement needs of the students. Goals should then be identified and an action plan implemented in order to support progress toward student learning. Data should again be analyzed for progress toward those goals and the goals refined based on the outcome of the data. The school's stated DRSLs are not being quantified as needed to review for progress toward the indicated goals of student learning.

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?*

It is evident that the school community embraces the concept of a student-centered culture in which student achievement is the goal for all students. However, due to the absence of data it is not evident that policy and procedures are data-driven. Due to the lack of a school-wide assessment system, success in achieving the goals for student learning is difficult to assess, making it difficult to analyze for decision-making purposes.

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*?*

According to the self-study and the Visiting Team's interviews with administrators, teachers, staff members, students, and parents, the main focus of Bonneville High School's Curriculum Development Focus Group was to develop curriculum based upon State Core requirements, standards, and benchmarks established by the USOE, as well as national standards and benchmarks. As stated in the self-study, the development of quality curriculum is a work in progress, and one of the school's self-admitted weaknesses is that cross-curricular development is at a developmental/implementation stage. The Visiting Team, however, did observe math skills being taught in non-math classes. In addition, a writing rubric has recently been developed for use across the curriculum, although it is not yet implemented.

Each stakeholder group was queried regarding teaching methods and materials used. The faculty and staff expressed that they feel they are on the right track, are motivated, and are making progress. They seem committed to this endeavor.

The Visiting Team encourages the development and implementation of the writing rubric, so that data revealing student improvement will be available by the next review. The Visiting Team commends the creative manner in which the curriculum is taught to the students and encourages further cross-curricular endeavors, as noted earlier.

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

Recognizing that not all students learn in the same way, teachers at Bonneville High School seem approachable, ready, and willing to help or re-teach students before and after school and during Laker Time. Laker Time is a great concept that has been embraced by the student body and, for the most part, by the faculty as well. The program has been and continues to be fine tuned to further and better meet the needs of the student body.

The manner in which the curriculum is presented is well-organized across the board. Although the personality and teaching style of each teacher is very individual and evident in his/her presentation, the learning tools provided to the students are uniform and effective.

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

Most faculty members expressed appreciation for the Friday late start times that have been afforded to them, and felt this time was beneficial in helping them to become a more

cohesive group. The Visiting Team observed some concerns with regard to a collaborative focus among some departments. Some teachers, during the classroom visits, readily injected the DRSLs as well as several Life Skills into their presentations. The Visiting Team recommends that the staff continue to find ways to work collaboratively in support of a curriculum that focuses on the DRSLs.

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

The self-study states that "data is analyzed, areas of weakness are addressed and the curriculum for the following year is adjusted for weaknesses." However, in querying the faculty, although they were very aware of the test scores in the various subjects, they also seemed genuinely confused or at a loss regarding how to adequately address subjects needing improvement. The Visiting Team recommends the use of more frequent formative assessments to drive the curriculum in an effort to meet the needs of all students.

Instruction:

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

It was observed during classroom visits that teachers used various, often creative teaching methods to engage the students in learning. The various levels of student knowledge and ability to learn were considered in their lesson plans. Document readers, PowerPoint presentations and in-service-style games were used. Something as simple as the manner in which the chairs and tables in the room were set up sets the tone for the course, as well as encouraging student communication, interaction and 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?*

During classroom observations by the Visiting Team, several teachers specifically incorporated the "focus" DRSL, Effective Communication, into their lesson plans. Continued use of the concept of multi-sensory perception is encouraged.

With the development of the writing rubric, Bonneville High School should be able to continue its momentum toward complete institutionalization of at least this one DRSL.

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 administrative team conducts weekly in-service meetings with the faculty. For each of the first three weeks of each month, there is a specific emphasis. The focus of the

weekly in-service meeting on the first Friday of the month is on technology. The second Friday of the month focuses on departmental strategies, and the third Friday on best practices. The final Friday is prep time provided for each teacher to practice and implement the skills learned and integrate the strategies into their personal areas.

Every teacher who was queried about this program appreciated the opportunity afforded him/her during these professional development times and felt that his/her individual teaching had improved and that the dynamic within the departments become more positive and cohesive.

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?*

While in conversation with teachers, it became apparent to the Visiting Team that the majority of them felt a connection to Bonneville High School. Many of them have had substantial tenure at the school, or are alumni. Teachers expressed gratitude for the opportunities afforded to them via the professional development time on Fridays to keep them current in use of school provided equipment and data analysis, as well as the opportunity for department curriculum review and the comparing of notes with other staff members. The ability to e-mail and send instant messages has created an avenue for part-time teachers who may not even see each other in person for days at a time to remain on the same page with regard to approved teaching methods and comparing and sharing notes.

Teachers are formally evaluated twice a year during their first three years at Bonneville High School and every three years after that. These evaluations provide an opportunity for teachers to reflect on their own 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?*

Bonneville High School is fortunate enough to have a projector and document reader in almost every classroom, which the teachers use to great advantage. The showing of videos and PowerPoint presentations are a common manner of instructional presentation.

The administration indicated that the computer equipment used throughout the campus is on a rotating four-year lease. Every year, 25 percent of the computers are upgraded. The four computer rooms available for general teacher use are used extensively. The media specialist is often called on to assist in the computer labs.

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 agrees with the focus groups' conclusion that common assessments should be a goal for all departments, and those formative assessments need to become an integral part of the analysis of student learning. The next step would be to develop a shared vision of what successful student learning looks like. The Visiting Team observed that objectives and class agendas were posted in all classrooms, stating student expectations.

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

The Visiting Team observed from the self-study that multiple school-wide and state-mandated forms of assessment are being utilized to look at student academic success. It is recommended that the school look at more individualized assessment results and put a process in place to fairly and equitably assess individual progress as it relates to the school improvement plan and, more specifically, how to know whether the students are meeting the DRSLs. Assessments need to be directly linked to specific instructional purposes that will guide decision making and allow Bonneville High School to show measurable progress on the DRSLs.

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 could not see a great deal of evidence that the staff is using data to assess the success of the school in achieving its academic expectations. The school's mission statement, belief statements, and DRSLs are focused on improving student learning. The faculty and staff can identify a variety of ways they individually assess whether or not a student is making academic progress. However, this is not reflected in the data that was presented in the profile.

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?*

Bonneville High School's professional development during late-start Fridays allows many opportunities for teachers to collaborate in developing a broad range of student assessment strategies. There is much evidence that teachers have started to use this resource to develop common assessments and implement them into their curricula.

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 was not able to identify an organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL. This is a major recommendation of the Visiting Team. The school needs to develop a school-wide scoring tool to assess

the DRSL and get the support of the school community in assessing and reporting the progress made on the DRSL.

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 observed that teachers and students are supported at a high level in the learning process at Bonneville High School. The school leadership and the departments set goals and work to achieve those goals through weekly collaboration meetings. All stakeholders have a sense of pride in their school and are striving to improve academic achievement.

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

The school leadership has utilized data to improve some school programs such as Laker Time, and departments have utilized data to some degree to improve student learning within their departments. Some data is not being analyzed or disaggregated, which limits the school's ability to make data-based decisions. The Visiting Team recommends that the school collect, analyze, disaggregate and share data with all of the stakeholders so that sound decisions can be made based on this data.

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?*

The school environment is safe, secure, and nonthreatening. The school is well maintained and respected by teachers, students and all other visitors. Resources are utilized effectively to promote school goals and the desired results for student learning, and to improve academic achievement.

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 Visiting Team found that the management of the school is shared between the school leadership and all other stakeholders. The PTSA and School Community Council are

active participants in the decision making process at Bonneville High School. Through collaboration and committee meetings, teachers have the opportunity to participate in the decision making process. All stakeholders are active participants in the accreditation process, the creation of Laker Time, the drug testing policy and the creation of the writing rubric. The Visiting Team recommends that the writing rubric be implemented school-wide and that data be gathered to improve student learning.

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 observed that the Counseling Department has taken an active role in assisting students in academics and career planning. Laker Time was created to allow teachers to work with specific students to improve student learning. The administration and staff are willing to make time to help students and to support school activities. The Visiting Team commends them for their efforts to make Bonneville High School a great school and encourages them to continue to provide the necessary interventions to improve academic achievement.

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?*

Bonneville High School's organizational system and culture support school improvement. It is evident that the school/improvement plan is reviewed and revised on

an ongoing basis. The school needs to continue to foster an understanding of the change process among all those who have a stake in the work of the school. The focus needs to be on collecting evidence that the school is making continual progress to achieve its goals for school improvement.

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 focus group addressing the culture of continuous improvement and learning stated that "training decisions should be clearly based on the school goals and explicitly communicated or outlined during staff development. School administrators should clarify their vision of continued improvement to the staff and suggest clear goals for implementation." The Visiting Team agrees with this recommendation, as it would support an ongoing professional development plan that could be focused on the school's goals for improvement.

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

The Visiting Team feels that the school-wide action plan addresses the needs of the school in continuing to improve. The action plans need to be refined, with considerable focus on what kinds of data can be collected to inform decision making and monitor and adjust the direction of the action plans based on data. The data that is collected should be what drives the decision-making process for school-wide improvement.

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

The culture of Bonneville High School supports productive change. The school should take advantage of the culture that exists to promote its DRSLs and academic goals to drive and support student learning. From this point forward, the school needs to direct and develop a deep understanding of the process and practices that need to take place to gather and utilize data to show how all of the things happening at the school are improving student learning for all students.

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

Although the school has been working on the original action plan, the Visiting Team was unable to find data that would show that significant progress has been made on the plan since the last full visit.

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 recognizes the collaborative work that has taken place to foster school improvement. The major recommendations from the previous Visiting Team report have not all been sufficiently addressed. The work of Bonneville High School in moving forward now needs to focus on showing the school community, using data, that the DRSLs are being taught and measured in a way that would reflect what is taking place in the school. Data should be a driving force behind decision making and school improvement.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team observed that Bonneville High School has fostered a working relationship between the school and the community. Administrators, teachers, students, parents and other community members support the extracurricular activities such as athletic events, plays and concerts. Advanced Placement programs, Laker Time, the drug test policy, P.M. School, and the various school clubs are all supported by the community and other stakeholders.

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

The Visiting Team recognizes that Bonneville High School has networked with the community and created programs that benefit student learning. The student store, The Laker Locker, has helped students gain retail experience and provided job opportunities for students. Goldenwest Credit Union and its working branch in the school have provided internship opportunities and financial education for students. The Visiting Team commends the stakeholders for creating these opportunities and encourages them to continue to work together.

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

Bonneville High School has a very active PTSA and Community Council. These organizations were involved in the self-study process, and were active in this process because they genuinely care and love Bonneville High School. They want to be part of improving student learning.

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

Bonneville High School provided school improvement data to stakeholders through focus group meetings and collaboration meetings. Newsletters are sent home to parents twice a quarter with report cards. The Student Information System generates e-mails to parents about academic and attendance information. Teachers utilize an instant messenger system to communicate and work collaboratively. The Bonneville High School Marquee also provides information to the community.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the school's leadership team for creating a safe and comfortable work environment for staff and a safe and engaging learning environment for students.

- The Visiting Team commends the teachers for being united in their desire to increase student achievement.

- The Visiting Team commends the staff for their creative use of a variety of effective teaching strategies that engage students in the learning process.

- The Visiting Team commends teachers for posting objectives and agendas on the board, and for the use of self-starters at the beginning of class.

- The Visiting Team commends the staff and leadership team for creating a positive feeling and energy at the school. Teachers, students, staff, parents, and the community as a whole take pride in being Lakers.

- The Visiting Team commends the community, PTSA, and School Community Council for taking an active role in the decision-making process at the school and for providing strong support for the programs and activities offered at Bonneville High School

- The Visiting Team commends the staff for creating an environment where students feel unified and accepted by their teachers, counselors, the school administration, and their peers, regardless of ethnicity or socioeconomic background. They feel safe and secure in the knowledge that they can approach and talk to any member of the staff with a problem or concern.

- The custodial staff is to be commended. The school is clean and well maintained.

- The Visiting Team commends the school for prominently displaying the mission statement of Bonneville High School throughout the school on nicely framed, full-color billboards.

Recommendations:

- The Visiting Team recommends that the school staff set clearly defined school-wide goals for increasing student achievement. The Visiting Team further recommends that consensus among all stakeholders, including students, parents, business partners, and the community, be reached when establishing these goals.

- The Visiting Team recommends that the school implement school-wide interventions targeted at the low-level learners. Sufficient data is lacking on who the low-level learners are and why they are not learning. The Visiting Team recommends that data be collected and disaggregated to identify these students and their areas of weakness, and then implement research-based best practice strategies to address those needs.

- The Visiting Team recommends that the school staff collect and analyze school-level formative data. Data should be collected at all levels: school, department, teacher, classroom, and individual student. Benchmark and common assessment data should also be collected. The Visiting Team recommends this data be used to drive daily instruction and interventions.

- The Visiting Team recommends that the school redefine its DRSLs in terms of student learning and establish a method of assessment that will assist the staff in determining whether or not the students have become effective communicators, responsible citizens, and lifelong learners by the end of their senior year.

- The Visiting Team recommends that the school continue to develop and implement a writing rubric.

- The Visiting Team recommends that the school put into practice its action plan to implement Professional Learning Communities (PLCs).