

**The Report of the
Accreditation Visiting Team**

**Bountiful High School
695 South Orchard Drive
Bountiful, Utah 84010**

March 24-25, 2009



**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**

**Bountiful High School
695 South Orchard Drive
Bountiful Utah 84010**

March 24-25, 2009

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**

**Gerolynn Hargrove, Coordinator
Curriculum and Instruction**

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

Salt Lake City, Utah

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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 24-25, 2009, 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 Bountiful 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 Ryck Astle is also commended.

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

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Shelly Locke
1626 East 3550 North
North Logan, UT 84341
Phone: (435) 563-4154

District 2

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5841 West 4600 South
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Phone: (801) 985-7980

District 3

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

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South Weber, UT 84405
Phone: (801) 479-7479

District 5

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932 Canyon Crest Drive
Bountiful, UT 84010
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Meghan Holbrook*

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Salt Lake City, UT 84103
Phone: (801) 539-0622

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District 7

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District 9

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Taylorsville, UT 84118
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Murray, UT 84123
Phone: (801) 261-4221

Rosanita Cespedes*

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

District 11

David L. Crandall
13464 Saddle Ridge Drive
Draper, UT 84020
Phone: (801) 501-9095

District 12

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

District 13

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

District 14

Dixie Allen
218 West 5250 North
Vernal, UT 84078
Phone: (435) 789-0534

District 15

Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Charlene Lui**

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

Twila B. Affleck
Secretary

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BOUNTIFUL HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Ryck Astle..... Principal
Michael Moss..... Assistant Principal
Ross Harris..... Assistant Principal
Susan Baylis..... Intern

Counseling

Pat Gledhill Counselor
Lynette Watts Counselor
Dave Mortensen Counselor
Dave Munk..... Counselor

Support Staff

Lee Abbott	Jami Cox	Hillary Merrill
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Brooke Barlow	Judy Erickson	Bonnie Smith
Sabrina Bell	Sue Hailes	Todd Summers
Lindsey Benson	Jackie Hall	Karin Tschaggeny
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Nicole Bobb	Samantha Jolley	Ruth Webber
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Vern Chugg	Danielle Madsen	Jami Zigich
Sheri Cope	Steve Makin	

Faculty

Jill Asay
Ryck Astle
Kim Ball
Susan Baylis
Susan Belliston
Sherri Bond
Scott Bradbury
Burgundi Bradfield
Maureen Brinkerhoff
Angela Brown
Joel Burton
Kelli Christy
Jan Coe
Tamara Collins
Leann Drake
Occie Evans
Trudena Fager
Angela Gardner
Pat Gledhill
Eric Gunnarson
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Ross Harris
Scott Hatch
Derek Hathaway
Lane Herrick

Brenda Hinckley
Rebecca Jensen
Katrina Johnson
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Dave Munk
Julia Nelson
Christy Nielson
Kim Nielson
Patrick Paige
Andrea Peterson
George Peterson
Louis Plank
Tony Poloni

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Meng Qingling
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Terry Rose
Karen Rosier
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Danny Turnblom
Larry Wall
Lynette Watts
Jan Whittaker
Mitch Wiley
Jan Wray
Michelle Zdunich

BOUNTIFUL HIGH SCHOOL

MISSION STATEMENT

We at Bountiful High School, in partnership with parents and community, are committed to providing the opportunity for each student to become an effective communicator, a responsible citizen, a resourceful thinker, and a lifelong learner.

BELIEF STATEMENTS

We believe that students learn best:

- in a safe and orderly environment
- in a climate of high expectations
- when a clear and focused mission is shared by students, faculty and parents
- when excellent instruction school-wide is a goal of teachers and administrators alike
- when frequent and diverse learning opportunities are provided
- when student class time on task is increased
- when meaningful assessment of progress is provided frequently
- when effective communication and genuine respect create a connection between the school and home

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Fundamental Skills and Knowledge
2. Effective Communication Skills and Responsible Citizens
3. Resourceful Thinking Skills

Date of visit: March 24-25, 2009

MEMBERS OF THE VISITING TEAM

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

Debbie Sorensen, Murray High School, Murray School District, Visiting Team
Co-Chairperson

Karen Bedont, Lighthouse Learning Center, Carbon School District

Heather Melton, Bonneville High School, Weber School District

Jenny Olsen, Jordon High School, Jordan School District

Kathy Roach, Cyprus High School, Granite School District

VISITING TEAM REPORT
BOUNTIFUL HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Bountiful High School opened almost 60 years ago as the second high school in Davis County. Initially, Bountiful High served only freshman and sophomores, and students were required to finish their high school education at Davis High School. Bountiful later became a three-year high school and graduated its first class in 1957.

Bountiful High's first student body left a message in its 1951-52 yearbook: "The final and never-completed step of creating the character and traditions of a school [has been] placed in the hands of the students...The challenge to improve this school and make it the best in the world we give to the students of tomorrow." Bountiful High has accepted this challenge and has continuously worked to make this school an outstanding educational institution.

Bountiful High School currently has an enrollment of 1,310 students. The school continues to renew itself and strives to put into action quality instructional practices. In conjunction with Davis School District, the school has adopted an organizational model of smaller learning communities (SLC). The SLC model utilizes four pathways from which students can select a major or minor area of focus.

Demographic data indicate that approximately 89 percent of the student body is Caucasian and 11 percent is composed of minority students, primarily from the Hispanic, Asian, and Polynesian ethnic groups. As the minority population increases, the school is addressing the needs of the ELL students through a structured immersion program, allowing students to more fully participate in regular education classrooms. Currently, 18 teachers hold an ESL endorsement.

Bountiful High has a tradition of academic excellence and offers a wide range of rigorous courses. There are AP classes in 16 subject areas, and Bountiful is one of two IB schools in Davis District. The school offers concurrent courses in partnership with Utah State and Weber State Universities. In the past three years, Bountiful High School has boasted 13 National Merit Finalists.

Teachers are committed to providing excellent curriculum and instruction. Forty-one percent of the school's faculty members hold master's degrees, and five percent have earned doctoral degrees. Teachers exhibit a collegial and cooperative attitude and fully support the small learning community model.

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

The school profile reveals that Bountiful High is a high-achieving school. Enrollment in AP classes has diminished due to competing enrollment in IB and concurrent classes; however, the AP pass rate has improved.

Proficiency scores on the CRT algebra test have improved from 33 percent in 2002 to 45 percent in 2008.

The data shows that minority and low-income students are scoring at lower proficiency levels than other students. However, proficiency scores for both of these subgroups show improvement over the past four years.

The UBSCT test results show a 94 percent pass rate overall, with higher numbers still needing to pass the writing and math sections. While the numbers of students passing the UBSCT exam on the first attempt have remained relatively flat over the past five years, nearly 75 percent of students who did not initially pass at least one section of the UBSCT have now passed all three sections of the UBSCT.

ACT scores are consistently above the national and state averages by two points.

The Indicators for School Quality survey was administered in 2005, 2007 and 2008. Results of the survey indicate that all stakeholders believe that the school is providing a quality education, academic rigor, and adequate extracurricular opportunities.

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

The school produced a fine profile of achievement data, including standardized test scores and opinion surveys. The school is encouraged to disaggregate the data by gender, ethnicity, and socioeconomic group. This data will help determine who is learning and who is not. Furthermore, as the departments develop common assessments, specific data should be collected and analyzed by departments to guide instruction and curriculum.

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

The profile was very thorough and accurately presented school's strengths and limitations.

Suggested Areas for Further Inquiry:

- Bountiful High is encouraged to continue to collect and disaggregate data to make informed decisions about instruction and curriculum.

- Departments are encouraged to develop common assessments that will measure the proficiency levels of their students.

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

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

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

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

The school has created rubrics for each of the DRSLs. The Visiting Team suggests that the school develop a plan for how and when the rubric will be used and how data will be interpreted in a meaningful way. It may also be useful to create a less complicated tool that is concrete and measurable.

- d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

Teachers and students are well aware of the mission statement, beliefs and DRSLs. These tools guide the policies and decisions of the school. As the school continues to refine and move into smaller learning communities, attention should be directed to making sure that all activities fall under the umbrella of the DRSLs.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

The Visiting Team found substantial evidence that Bountiful High is working collaboratively to develop a curriculum that meets the standards of the State Core Curriculum. Resources are available to enhance the curriculum. It is expected that, as Bountiful High teachers work in smaller learning communities, collaboration will increase between and among departments.

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

Teachers at Bountiful High primarily use traditional instructional methods. However, many teachers have introduced more active and engaging techniques that help students develop logical reasoning, critical thinking, and analysis skills. The culminating senior project requires students to complete a sophisticated research project that is an authentic demonstration of their higher-order thinking skills.

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

Teachers at Bountiful High School have a limited amount of time to meet together and collaborate on a curriculum that focuses on the DRSLs. The Visiting Team encourages teachers to use their monthly meeting time to design methods to explicitly teach the DRSLs within the framework of their curriculum.

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

The Visiting Team has found evidence that Bountiful is using the results from CRTs, standardized test, UBSCT, AP, and certification tests to adjust the curriculum to help students reach intended learning outcomes. The school currently uses Davis District statistics and reports of student progress to adjust the curriculum and meet student needs.

Bountiful High School is using assessment data to appropriately place students in courses and to establish individual learning goals. The Visiting Team recommends that teachers work to develop common assessments in order to measure student learning and direct decisions about curriculum and instruction.

Instruction:

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

The Visiting Team observed teachers using a variety of instructional methods such as cooperative learning, hands-on activities, and student presentations. The most common instructional method was teacher-centered direct instruction. Teachers used technology in the form of video clips and power points to enhance their presentations.

- 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?*

Bountiful High School has developed school-wide rubrics for the DRSLs. The rubrics identify specific skills and achievement levels for each DRSL. It is unclear, however, if the faculty is using the rubric to create strategies for explicitly teaching the DRSLs or to measure student progress. Some departments indicate they are beginning to collaborate on methods to teach the DRSLs.

- 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?*

Professional development has for the most part been department-driven, not school-wide. Leadership teams have been to conferences to explore and implement small learning community goals, and teachers in several departments have been to trainings in developing common assessments. Late-start days have been used over the past few years for professional development. The design team and Community Council have been involved in promoting professional development activities that support the DRSLs.

- 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?*

Bountiful High has a highly qualified staff, with many holding advanced degrees. The staff is involved in the development of small learning communities, and staff members are trained in effective, research-based instructional practices. As teachers reflect on their practice, they employ data such as test scores and authentic assessments to measure their pedagogical proficiency.

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

Technology is used in many classrooms to enhance teachers' presentations and expand the classroom through the use of the Internet. In recent years, the school has greatly increased the number of computer labs available for student use. Teachers have developed web sites to post curriculum maps and pertinent information, making the link to home and parents stronger. An active Technology Committee continues to provide equipment and expertise needed for teachers and students within the school.

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?*

Bountiful High School has instituted a school-wide rubric to assess students' writing proficiency. It is unclear how widely and regularly it is used. The school has also developed a rubric for each DRSL. Although the rubrics specify indicators, an assessment system that shows individual and school-wide progress has not been developed.

Several departments have collaborated and are in the beginning stages of using common assessments within their department or subject area. Professional development for teachers to learn how to create and utilize common assessments is ongoing.

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

Bountiful High's accreditation report provides much evidence that the assessment process is fair and equitable for all students. The school participates in regular data analysis within academic departments. When students fail to meet academic expectations, they are referred to remediation programs.

Senior projects are required for graduation. This high-stakes project is a culminating activity for students to demonstrate higher-order thinking, communication skills, and knowledge. In the spirit of fairness, this project is assessed by a variety of persons including faculty, staff, support staff and parents.

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

It was evident to the Visiting Team that student data is available to the professional staff at Bountiful High School. Each fall, Davis School District provides a summary of the previous year's assessment data to the professional staff at Bountiful High School. Learning goals are developed using a combination of standardized test scores, teacher input, and student grades.

- d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

The faculty is provided with opportunities for collaboration during the late-start and long lunch periods. The faculty is provided with additional professional development and trainings in a variety of academic and professional areas outside of school. The faculty is in the process of being trained in the creation and use of common assessments and the development of Small Learning Communities. As SLCs are implemented, teachers will have more opportunities for collaboration.

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

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

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 administrators and leadership team at Bountiful High have established a fine academic climate that supports student learning. Programs that challenge both the more advanced and the lower-level students have been implemented to better ensure the learning of all. The AP program is strong both in the number of students enrolled and in the number of students who pass the exams. The school also promotes concurrent classes with Utah State and Weber State Universities. In addition to these rigorous course offerings, students can take classes in the newly instituted IB program.

Over the last few years, Bountiful has focused on improving the reading and writing skills of all students, thus increasing their ability to be successful in

school. The advisory schedule provides additional time for students to access their teachers for individual help with their coursework.

The school implemented a new bell schedule that provides late-start days, giving teachers time to collaborate on curriculum and instruction. Teachers have many opportunities to hone their pedagogical skills through professional development in literacy and assessment strategies. Teachers report that the administration fosters a culture that maintains a positive learning environment and honors their work in the classroom.

- 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?*

Bountiful High has created a leadership framework that is collaborative, data-driven, and research-based. Department chairs, the Joint Staff Study Committee, small learning communities and the School Community Council regularly review and discuss student achievement data. They use that information to help them make informed decisions about instruction and curriculum. Research-based practices were reviewed by all stakeholders and adjustments were made to the schedule to include advisory classes. In addition, these leadership groups examined the rationale and practice details for the implementation of late-start days. The school is reflectively adjusting these programs to improve them to better meet the needs of students.

- 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?*

Bountiful High School's policies and procedures are in line with the school's educational agenda, and the leadership teams skillfully manage resources to help students accomplish the DRSLs. Improving student learning is a major focus of the school. All stakeholders have worked together to establish a safe, caring environment where students feel valued and supported in their learning.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

The administrators at Bountiful High have developed a meaningful working relationship with their community. The School Community Council is composed of business partners, community members, and parents representing all demographic areas of the school population. They report that they feel fully included in the decision-making processes at the school. Students are also

empowered to initiate school change. Recently a new, more conservative dress code was implemented in direct response to students' requests. Overall, comments from parents, students, staff, and the administrators indicate that Bountiful High School encourages all members of the school community to participate in decision-making processes.

- 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 a system through which each student is fully supported in achieving the school-wide expectations for student learning. Of particular note is the adoption of the advisory program, which provides an adult advocate for each student. Small learning communities have been established that allow students to rotate among teachers who know them well and encourage their success in a major or minor area of focus. In addition, the counselors at Bountiful have formed strong relationships with students and closely monitor their academic progress. Finally, teachers and administrators are attentive to students' needs through the Adopt a Kid program. They find time to connect with individual students during advisory class, before school, during lunch or after 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?

There is evidence that Bountiful High School used *Collaborating for Student Achievement* in its self-study process to develop its comprehensive school plan. The focus group used the NSSE rubrics, and the departmental analyses were completed by using the essential questions. The school has a leadership structure in place to review and revise the process on an ongoing basis.

- b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

Bountiful High School has implemented a late-start model to provide time for teacher training and collaboration. Each summer more members of the staff are trained in small learning communities, which is the model Bountiful High School is utilizing to improve student learning. The professional development provided aligns with 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?*

Bountiful High School's action plan was accepted by the faculty as guide for school improvement. The Visiting Team suggests that the action plan be revised to be more student-driven, with specific proficiency levels for student learning outlined. Goals should be simplified, aligned with the DRSLs, focused on student outcomes, and measurable.

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

Bountiful High School has implemented programs and organized a leadership structure to support productive change and continuous improvement. For example, teachers serve on leadership teams to support the IB program and the small learning communities program. The administration works with faculty, counselors, staff and community, to create a culture of continuous reflection and improvement. The coordination of school improvement plans, including these programs, needs to be aligned under the umbrella of the DRSLs.

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

Since the last visit, the Effective Communication Skills DRSL has been implemented school-wide, with emphasis on writing. Data collection and presentation have also greatly improved.

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

Bountiful High School has collected data in an organized and consistent manner. The school has contracted with Utah State University's Center for the School of the Future to conduct an ISQ (Indicators for School Quality) survey of parents, teachers, students, and staff. The school has conducted a comprehensive supplemental survey called the "Prevention Needs Assessment" during the 2003-04 and 2004-05 school years. In addition to these surveys, Bountiful has maintained a record of achievement data, enrollment data, graduation data, and other useful information to create a comprehensive school profile.

To address the recommendation to implement a variety of teaching methods in the classroom, video projectors have been purchased for two-thirds of the classrooms. Twenty teachers have been sent to district training to learn how best to implement this technology into classroom teaching. Professional development has been offered to help teachers with strategies to teach reading and writing across the curriculum. Teachers are receiving professional development in effective teaching practices. The faculty appears to be committed to improving instruction in the classroom.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team felt a strong sense of community from the students, parents, faculty/staff and administration during the visit. It is evident that Bountiful High School fosters congenial working relationships with the community. Parents, staff and students all express appreciation for the positive culture at Bountiful High School. The school sponsors events to draw community participation in extracurricular activities, and many alumni and community members support the school activities.

The Visiting Team observed the PTSA and Community Council are meaningfully involved in the school. In addition, the administration has approved a newly developed service club sponsored by parents and involving many students. Community Council members reported to the team that they are included in the decision-making process and feel that their ideas and recommendations are of value.

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

The school collaborates with the community through formal organizations such as the PTSA, Community Council, and business partners. Students expand their learning through placement in internships in local businesses and community organizations. The school utilizes its web site to communicate with families and community members. Information about coursework, college applications, scholarships, school events and other subjects is readily available.

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

Bountiful High School sufficiently engaged the community in its self-study process. The school heard the voice of students and parents as it revised its mission and beliefs, DRSLs, and action plan for school improvement. Further parental input came through the ISQ survey.

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

The school uses data from standardized tests to identify and document school improvement. That data, plus school-level assessments, are used to appropriately place students in classes and make modifications to curriculum and instruction. The school shares information with the stakeholders through the school web site, district-level presentations, school newsletter, SEOPs, parent conferences, Community Council, PTSA meetings, and district reports.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Bountiful High for the fine tradition of academic excellence it has fostered over numerous years. The students demonstrate high levels of achievement well above the state's average scores.
- The Visiting Team commends the remarkably strong relationships among the faculty, administration, and students. Students feel that their teachers care about them and are willing to give them extra assistance before and after school, as well as during the tutorial period. Administrators are to be commended for introducing the Adopt a Kid program" and showing personal concern for each Bountiful High student.

- The Visiting Team commends Bountiful High for implementing small learning communities. Through this initiative, teachers collaborate to improve curriculum, instruction and student learning. As they collaborate, individual student needs become apparent and can be more effectively addressed by the classroom teachers.
- The Visiting Team commends Bountiful High for implementing the International Baccalaureate Program, which allows advanced students to be challenged and earn college credit.
- The Visiting Team commends the school for involving all the stakeholders in the self-study process. Community members are supportive of school efforts and feel they are an integral part of the system.
- Bountiful High is commended for developing a school-wide writing rubric and encouraging students to regularly write in all classes throughout the curriculum. The Visiting Team also commends the faculty for showcasing the academic skills of graduates through their senior projects.
- The Visiting Team commends Bountiful High for compiling a comprehensive self-study report, including disaggregated achievement data, defining characteristics of the school, and patterns of student achievement. The departmental analyses and focus group reports were thorough and revealed both strengths and areas for improvement.

Recommendations:

- The Visiting Team recommends that Bountiful High continue to collaborate, map curricula, and develop common assessments to enhance student learning. Professional development activities should focus on these skill sets for teachers.
- Bountiful High is encouraged to continue working with the Brave Blocks. Through advisory activities, teachers can make personal connections with students and personalize the high school.
- The Visiting Team recommends that Bountiful High School continue to revise and stream line the action plan to three or four goals that are student-driven. The action plan should focus on the DRSLs and specify measurable indicators of student progress.
- The Visiting Team recommends that Bountiful High maintain its efforts to put the DRSLs into practice. The school is well on its way to institutionalizing the communication DRSL as students write across the curriculum. By utilizing the

school-wide writing rubric, Bountiful High School will be able to collect data and document student progress.

- The Visiting Team recommends that all facets of the school be actively involved in implementing the school-wide rubric that measures student progress toward the DRSLs.
- The Visiting Team recommends that the Design Team, department heads, focus group leaders, and administrators unite their reform efforts under the umbrella of the DRSLs. All school initiatives should be aligned and unified.