

**The Report of the  
Accreditation Visiting Team**

**Box Elder High School  
380 South 600 West  
Brigham City, Utah 84302**

**April 28-29, 2011**



**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**

**Box Elder High School  
380 South 600 West  
Brigham City, Utah 84302**

**April 28-29, 2011**

**UTAH STATE OFFICE OF EDUCATION**

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

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## TABLE OF CONTENTS

Foreword .....	ii
Utah State Board of Education.....	iii
Box Elder School District Board of Education and District Administration.....	1
Box Elder High School Administration and Staff .....	2
Box Elder High School Mission Statement, Belief Statements, and DRSLs .....	4
Members of the Visiting Team .....	8
Visiting Team Report.....	9
Chapter 1: School Profile.....	9
Suggested Areas for Further Inquiry.....	10
Chapter 2: Northwest Accreditation Commission (Northwest)	
Teaching and Learning Standards.....	10
Mission, Beliefs and Desired Results for Student Learning (DRSLs).....	10
Curriculum .....	11
Instruction .....	13
Assessment.....	14
Chapter 3: Northwest Support Standards.....	15
Leadership and Organization .....	15
School Services.....	16
Facilities and Finances .....	16
Chapter 4: Northwest School Improvement Standard .....	17
Chapter 5: Community Building.....	19
Chapter 6: Major Commendations and Recommendations of the Visiting Team .....	19

## 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, April 28-29, 2011, 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 Box Elder 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 Darrell Eddington is also commended.

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

Larry K. Shumway, Ed.D.  
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\*\*\*\*\*Charter School Representative Appointment

\*\*UCAT Representative

\*\*\*\*USBA Advisory Representative Appointment

12/28/2010

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**BOX ELDER HIGH SCHOOL**  
**ADMINISTRATION AND STAFF**

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Sharon Brown ..... Assistant Principal  
Corey Thompson..... Assistant Principal

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Melanie Williams  
David Yates

# **BOX ELDER HIGH SCHOOL**

## **MISSION STATEMENT**

We at Box Elder High School will Prepare Students for Life by providing a guaranteed and viable curriculum, presented through the use of effective instruction in a safe and positive environment.

## **BELIEF STATEMENTS**

### Quality Teachers

We believe that recruiting and retaining outstanding educators will advance the school's vision student learning by the following:

- Certified, and teaching in own field, and using State Curriculum guidelines
- Enthusiastic, caring, and positive with professional accountability
- Collaboration within/between departments and correlation in K-12
- Rewards for instructional research, modification, and collaboration, with opportunities for professional development and life-long learning
- Trained and using a variety of teaching methods, writing methods, writing across the curriculum (6 traits), and progressive technology
- Mentor teachers, team-teaching opportunities, and time to observe other teachers

### Effective Instruction

We believe that providing diverse instruction and balanced curriculum with a variety of assessments will aid student learning by:

- Improving student writing proficiency through a variety of methods
- Improving student reading skills
- Using a variety of teaching techniques that incorporate principles of technology
- Recognizing various needs of diverse learners
- Presenting diverse perspectives and educational experiences
- Showing enthusiasm, humor, and passion in teaching, enabling students to excel
- Emphasizing and utilizing real-life application of material
- Encompassing character, ethical, and value education
- Communicating high expectations for all students
- Utilizing a variety of methods of assessment that provide timely feedback, enabling students and teachers to adjust learning and teaching techniques
- Establishing student responsibility for his/her learning, decisions, and actions

## Learning Environment

We believe that positive environments, both physical and emotional, will be conducive to student learning by creating:

### A Physical Environment:

- Clean, orderly, comfortable (temperature), progressive, and well maintained
- Necessary tools, technology, and equipment—up-to-date and properly maintained
- Students and staff appropriately dressed
- Class size appropriate for subject matter
- School pride, encouraging respect and responsibility for facilities

### An Emotional Environment:

- Free from intimidation and harassment
- Collaboration and support among teachers
- Positive, friendly, and respectful
- Clearly defined behavioral expectations, consistently enforced
- Encouraging innovation
- Instilling school pride through mission, purpose, and vision at Box Elder High School

## **DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)**

### **1. Thinking and Reasoning**

- Acquires, organizes, and evaluates information to make informed decisions
- Integrates new learning with existing knowledge and experiences
- Uses inquiry and technological skills to research, expand, apply, and connect knowledge
- Applies multiple strategies to solve a variety of problems
- Generates new and creative ideas in a variety of contexts

### **2. Social and Civic Responsibility**

- Assumes responsibility for personal actions and acts ethically (e.g., demonstrates honesty, fairness, integrity)
- Demonstrates responsible civic engagement
- Participates in academic service learning that supplements and reinforces skills, knowledge, and procedures learned in the classroom

### **3. Character**

- Identifies personal goals, organizes and maintains information, monitors progress, and engages in self-esteem
- Identifies one's own strengths and weaknesses
- Demonstrates leadership attributes

- Exhibits empathy and self-discipline
- Demonstrates understanding, friendliness, adaptability, empathy, and politeness
- Uses the process of self reflection to facilitate personal growth
- Demonstrates honesty, courage, integrity, kindness, morality, and respect

#### **4. Aesthetics**

- Engages in activities for aesthetic enjoyment and personal growth
- Appreciates the subtle beauties inherent in everyday life
- Distinguishes the qualities that define excellence in human endeavors
- Expresses feelings evoked from aesthetic experiences
- Understands and appreciates the intricacies and elegance of nature, the arts and ideas
- Considers aesthetic qualities when creating, designing, or performing

#### **5. Communication**

- Selects, plans, and organizes ideas to communicate
- Communicates with clarity, purpose, and understanding of audience
- Actively listens, responds appropriately, and acknowledges the ideas of others
- Integrates and uses a variety of communication forms and skills(e.g., verbal, non-verbal, written, electronic, listening)
- Communicates using technology with developmentally appropriate and accurate terminology
- Understands the implication/consequences and the ethical uses of technology
- Recognizes, analyzes, and evaluates various forms of communication

#### **6. Systems Thinking**

- Gathers information about how the system is intended to function
- Understands, works within, and improves a system(e.g., school, work, government, team, financial)
- Knows how social, organizational, and technological systems work, and operates efficiently within them
- Finds the right people to ask for information and resources
- Functions within the formal and informal structure of the system
- Works cooperatively with others and contributes to group goals with ideas, suggestions, and effort

#### **7. Employability**

- Possesses flexibility, adaptability, and the capacity to cope with and manage change
- Demonstrates self-motivation, dependability, loyalty, and initiative
- Exhibits analytical and decision making abilities
- Uses effective communication and interpersonal skills
- Participates as an effective member of a team

- Demonstrates organization, planning, and prioritization abilities
- Recognizes the impact of technology on business and industry
- Exhibits leadership abilities
- Establishes and maintains an educational plan that maximizes career choice

Date of visit: April 28-29, 2011

## **MEMBERS OF THE VISITING TEAM**

Craig Jessop, Fremont High School, Weber School District, Visiting Team  
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Matt Christensen, Davis High School, Davis School District

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Danny Lundell, Salem Hills High School, Nebo School District

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## VISITING TEAM REPORT

### BOX ELDER HIGH SCHOOL

#### CHAPTER 1: SCHOOL PROFILE

Established in 1894, Box Elder High School is a rural school serving the students of Brigham City and the surrounding farming communities of Box Elder County. It employs 60 regular classroom teachers and has an enrollment of more than 1,300 students.

Box Elder High School utilizes a trimester scheduling system that was adopted to allow students more opportunities to broaden their interests and skills. A student may take 18 courses during the year, and each one is worth .5 unit of credit.

The school has undergone major reconstruction during the last five years to become a state-of-the-art educational facility.

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

- CRT results indicate an improvement in school test scores over the past five years in language arts, math, and science.
- Initially students did not feel comfortable in the school. They felt bullied, left out, and unrecognized. The B1/Be the Change Movement have played a significant role in helping students feel more accepted, creating school unity, and increasing adult-student interaction.

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

Statistics are needed to show the improvement in science scores. The improvement is mentioned, but data is not provided.

Statistics showing the change in demographics would be meaningful—what is happening with the ethnicity ratio, changes in socioeconomic numbers, and what has happened in the job market. (This last topic could be especially significant given the number of jobs lost at ATK. Many families have left the area that had been very successful educationally, holding jobs that required math, science, and engineering skills.)

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

The school has chosen to make Social and Civic Responsibility its main emphasis. The belief is that through strengthening these ideals, students will not only become better citizens and strengthen their bonds with one another, treating each other with

respect and equity, but that they will also be better able to interact with the adults in the school. The teachers have taken it upon themselves to reach out to students, making sure each student feels a connection with at least one adult in the school. The belief is that these initiatives will also help students in their quest to become more capable and to achieve their goals for the future.

The statistics provided in the self-study show that students feel more accepted at school, school pride is important and thriving, and the students acknowledge that they are more recognized by adults in the school. At the same time, test scores show progress in main core subjects.

One thing not reflected in the study that the Visiting Team heard often from students is dissatisfaction with the way the B1 class is now being run. Students often expressed that it is boring, especially as compared with classes where there were group projects and students felt a part of the process.

### **Suggested Areas for Further Inquiry:**

- How do the students feel about the B1 class and the direction it is taking them as a school?
- How would students like to see the make-up of the class altered to help students continue to progress but also be interesting and motivating?
- As mentioned above, the role of changing demographics in overall student performance and community attitude needs to be investigated.

## **CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST) TEACHING AND LEARNING STANDARDS**

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

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

The mission statement, beliefs and the desired results for student learning (DRSLs) have gone through many revisions since 2003. The verbiage has been modified by various stakeholders, including the administration, faculty and Community Council. The process included a comprehensive consensus-building process with all stakeholders involved.

Individual departments have also been asked to focus on two DRSLs that they consider essential to their departments.

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

The school's belief statements address key issues pertinent to effective decision making and policy development at Box Elder High School. The mission and beliefs reflect a commitment to the students as individuals and as part of a community.

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

Indicators developed by Box Elder High School to assess the school's progress on the DRSLs have been taken from *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success*.

- 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, mission statement and beliefs have helped guide the school policies through the establishment of B1 and the use of that time to work on civic responsibility and service. The school culture is welcoming. Students carry this DRSL into their behavior in sports, and into the community as a whole with the school-wide day of service. The school has received numerous letters commending its sportsmanship.

### **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?*

It is apparent that most of the staff members have successfully integrated the Social and Civic Responsibility component of the Utah Life Skills guidelines into their daily practices. This is evidenced by the systemic usage of the B1 advisory program and the positive student and community perceptions that have been observed. Although not directly tied to the B1 class, Challenge Day has also been repeatedly cited as being particularly meaningful in modifying and improving existing school culture. Based on spring 2010 school climate survey data, only 57 percent of students and teachers knew the purpose of the B1 class. By the fall of 2010, teacher knowledge of the purpose increased to 92 percent, but student knowledge of class's purpose declined to 54 percent during the same time period. It is apparent that teachers seem to know the overall vision for the program, but that knowledge is not being adequately passed on to students. The team agrees with the school's survey conclusion: "Having around 50 percent of students and teachers that are having positive experiences is not enough." The Visiting Team suggests that the staff

continue to modify and improve the B1 class to better accommodate student needs and to involve more stakeholders in the development and modification processes.

Within individual classes and within some departments, evidence exists that the staff is constantly working to align curricula with state and national standards. There is evidence of collaboration between classes within the same department or content area, with limited cross-curricular collaboration. With the pending implementation of the common core, the Visiting Team recommends that the staff continue to allocate collaborative time to developing strategies for integrating core concepts across grade levels and content areas in order to maximize the potential effectiveness of the new core.

The curriculum at Box Elder High School is based on clearly defined standards and expectations in all areas. Evidence suggests that students at the school are held to high standards and are often asked to exceed expectations and to demonstrate learning in multiple ways. Staff members have demonstrated a commitment to helping all students achieve competency, and are striving to meet the needs of diverse learners. The Visiting Team suggests that the school renew its focus on learning and effective teaching and learning strategies to meet the evolving needs of students.

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

The Visiting Team found the majority of Box Elder High School students to be actively engaged in the learning process. The school staff utilizes multiple methodologies to engage students using research-based strategies and multi-dimensional instruction. The majority of students feel that they have been adequately challenged in all classes and have been motivated to approach tasks and problems in varying ways. The Visiting Team recommends that teachers continue to increase their overall rigor and continually implement strategies that will better prepare students for new situations.

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

It is evident that conversations about curriculum development have taken place as part of the accreditation process, within certain curricular areas, and through the focus on civic and social responsibility. Increasing school-wide understanding of criteria for selecting future DRSLs will enable the school community to have a clear focus on curriculum and instruction. The Visiting Team would recommend that the staff individually and collectively research ways to systemically implement existing and future DRSLs until they are integrated into the school's culture. We also recommend that collaboration expand and improve to further strengthen existing practices and focus all curricula on common and measurable standards established by the school.

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

Evidence suggests that most curricular areas are updated and modified as needed based on student assessment. Teachers in each core area that is tested using CRTs meet annually with the school leadership to discuss assessment data and to establish departmental plans for improvement. Many teachers were also observed using various assessment strategies to modify and improve classroom instruction on a daily basis. Although there are some established lines of evidence suggesting the use of data to drive curricular decisions, the Visiting Team found no systemic use of student performance data present. The team strongly suggests that the school refocus its commitment to utilize data as a guide for curricular decisions and that it develop more extensive methods for data collection, disaggregation, and analysis.

**Instruction:**

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

A number of instructional strategies were observed. There were several hands-on varieties of activities, as well as effective questioning strategies and a number of self- and group discovery approaches. Media such as pictures, models, projectors, and televisions were used in the instructional sequence. Most classes seemed focused on specific objectives, with specific, pre-determined strategies to achieve those chosen class objectives. Teachers' knowledge seemed current on such things as backward design and other effective teaching procedures and protocols.

- b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

The teachers seemed up-to-date and proficient in teaching the DRSLs. This focus on specific outcomes linked to specific behaviors, especially in the area of student inclusion, was pervasive, even impressive. There was a sense of unity in a faculty focused on achieving objectives that support student achievement.

- 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?*

Almost all of the faculty members were aware of the DRSLs, especially the one that related to treating other students well. Other instructional needs were identified, but less clearly, and these seemed to receive a lesser focus.

- 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?*

Teachers were observed in reflection, both individually and collectively, on a number of occasions. Most teachers' knowledge seemed current on research in the areas they taught, and most were proficient in their field of study. The impression was one of

capable and efficient classroom practitioners. Conversations manifested a fairly deep and clear understanding of instructional strategies and curriculum principles in general.

- 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 integration of technology into the teaching process was pervasive and generally effective. The principal demonstrated a consistent, long-term vision for the school and an ongoing commitment to technology and the necessary staff in-service and training to make it effective.

**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?*

A variety of assessment strategies were observed. These strategies seemed to be buttressed by an informed understanding of the standards upon which the assessments were based. There was a great deal of discussion by teachers themselves about the strategies that each was employing to achieve a specific sought-for result.

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

There is system in place to assess school-wide and individual programs, but the ongoing process is in the initial stages. There is, however, a commitment to carry it further.

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

Data use is in evidence in many areas of the school, both in individual classrooms and in the school generally. Its use is growing. Measurement processes and institutional commitments are in place for the process to grow and be ongoing.

- 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?*

Collaboration seemed to one of the cardinal strengths of the school. Faculty unity and focus on the school goals was practiced and professional. In observing the classrooms, the Visiting Team observed some very effective teaching. Teachers generally seemed to understand the next steps in the ongoing school improvement process.

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

Organizational agreement on the Box Elder High School DRSLs seemed to one of the hallmarks of the faculty. Programs designed to measure effectiveness are continuing and evolving, based on needs of students.

### **CHAPTER 3: NORTHWEST SUPPORT STANDARDS**

#### **Leadership and Organization:**

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

The school leadership is very active in promoting good teaching with up-to-date educational practices that inspire learning. The school has learned together by studying *Understanding by Design, What Works in Schools*, and other best practices such as professional learning communities. Within the last six years the school leadership has sponsored a teacher academy within the school that provided teachers with opportunities to learn together.

- 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 of Box Elder High School has used surveys and self-observation to determine the direction the school should go. The school has adopted *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* based on these surveys. While the school has other data, the school leadership believes that the students are best served by teaching life skills, as academics are byproducts of those skills.

- c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

The Visiting Team noted that school leadership is active in ensuring the school is a safe and comfortable place to be and to learn. The school is actively engaged under the school leadership in promoting civic responsibility and sportsmanship. The students, parents, and teachers made specific reference to the changes that have taken place over the last two to three years as the Bees to Success and B1 programs have been introduced and become an integral part of school life at Box Elder High School. Students love the feeling in their school, and what was once a school of cliques is

evolving into a place of acceptance for all. The transformation is not complete, but great progress has been made toward that goal.

- 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 school community at large has been kept informed about the ongoing efforts to change students' attitudes and to improve sportsmanship. The Community Council has given input and helped develop concept of the Bees to Success. Additionally, the community has been involved in the school's Challenge Day that allows students to experience the trials and challenges others feel as they navigate life. School activities are attended by community members, and anyone attending sporting events can easily perceive the change that has taken place in the students' cheers and support for their team as opposed to being negative toward other teams.

- 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 established an advisory time where each student is assigned to a teacher for a forty-minute period one time per week. These classes were made smaller by assigning counselors, the athletic director, etc. to groups of students in addition to the classroom teachers. The advisory time is used to teach students about civic responsibilities and other school or department initiatives as well as for planning as the yearly service project in the community.

### **School Services:**

This standard is dealt with in the school's Northwest Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

### **Facilities and Finances:**

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

## CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

### **Culture of Continual Improvement:**

- a) *To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?*

Box Elder High School has developed a school improvement plan following some of the guidelines outlined by the Collaborating for Student Achievement improvement process. The Visiting Team was not able to determine that the school improvement process used data-driven, research-based information to determine the direction of the school improvement process. Box Elder High School needs to work to effectively use the profile, as well as departmental and focus group work, to develop a reasonable and effective action plan to address critical needs.

- 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?*

Box Elder High School's plan is limited in development and implementation. Professional development programs at Box Elder High School focus on some of the knowledge and skills required for staff members to fulfill the performance expectations of their roles and to contribute to the school's improvement plan. Professional development programs should be designed to facilitate the acquisition of new knowledge and skills by all staff members and be focused on Box Elder High 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 did not see evidence that the action plan developed by Box Elder High School was adequate in addressing critical areas for follow-up. The faculty and staff at Box Elder High School demonstrate great commitment to the school and the plan. The Visiting Team feels that Box Elder High School should utilize available data, focus group and departmental analysis to allow all stakeholders the opportunity to see what the areas of critical need are and then work to put in place an action plan to meet those identified needs.

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

Box Elder High School has demonstrated on the part of all stakeholders that there is great support for productive change to occur within the school. The development and

implementation of an effective action plan will be a tremendous resource to the stakeholders in moving Box Elder High School forward.

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

The original action plan included building best practices into the school through use of an in-school teacher academy. This plan met with some success. The next step was to implement instructional design through use of the UBD model. While some progress may have been made, the model does not appear to have been sustained. The school feels that it has not yet found the best direction for Box Elder High School. The implementation of an adult advocate for each student has met with great success and has been tied to the current emphasis on Civic and Social Responsibility.

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

The three main areas of the previous recommendations are data collection and use to guide the direction of the school, understanding and use of assessment, and preparing and following an action plan that will benefit the school. The interim review team added an additional recommendation of collaboration with the school community in areas of academic intervention and buy-in to change.

There has been some attempt to use data to determine the direction the school is taking. This is particularly true in the areas of social interaction and responsibility and lagging math scores. The Bees to Success Program has had some tremendous results in aiding students to realize their need to help others and be accepting of their differences. Students enjoyed planning and participating in community service. Students can attend tutoring sessions that were put into place to assist students who are not performing well in math.

The Visiting Team did not observe any particular plan for or use of assessment to give direction or fulfill needs as established by the school or departments. Box Elder High School has prepared an action plan, but it is very vague in its scope and does not assign responsibility to any particular group or individual. The plan needs to be revised into a specific plan that will provide direction, time lines, responsibility, and indicators or benchmarks for at least the next three years.

The recommended collaboration with the school community and community at large has borne fruit in the B1 and Bees to Success programs. Results include community service and a day on which community members can share significant occurrences in their lives that have made an impact on them, and in turn have an impact on the students. In addition, parents, teachers, and students mentioned the improved citizenship and acceptance of others as positive changes that are taking place because of efforts at the school.

## CHAPTER 5: COMMUNITY BUILDING

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

Box Elder High School has fostered an impressive relationship with its community. With the focus on civic and social responsibility, students and faculty have been able to make service a part of the school climate. Service Day is held at the end of the school year, and students do other community building activities throughout the year. Another community building event is Challenge Day.

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

The Community Council, PTA, and Service Day all help support the school and student learning. As described above, the day for community members to share their life's experiences has had a great impact on the students both individually and collectively.

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

The school actively engages parents and families as partners in the learning process. The school forges a larger academic community and supports collegial working relationships to create instructional programs for students.

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

Results of the school improvement process were identified by the stakeholders, the School Climate Survey and sportsmanship letters. The Visiting Team highly recommends that data be collected concerning the school-wide Service Day, Challenge Day and all many other projects and acts of service in which students participate.

## CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

### **Commendations:**

- The Visiting Team commends Box Elder High School for the climate of friendliness and unity among the students. The students at Box Elder High School are quick to

identify that they feel a great sense of change in their school because of the B1 movement. The community stakeholders report the same feeling.

- The Visiting Team commends Box Elder High School's teachers for their willingness to work with, assist, and accommodate students' needs. Students feel their teachers are always there for them to help them toward success. Teachers take their professional responsibilities seriously and are willing to work together on common assessments.
- The Visiting Team commends Box Elder High School for its vision of improved student support of activities and increased civility and sportsmanship that is not only recognized by the students and community, but also by visitors and teams that come to the school for various activities and events.
- The Visiting Team commends Box Elder High School for its emphasis on service to school and community as part of the goal to teach social and civic responsibility.

### **Recommendations:**

- The Visiting Team recommends that Box Elder High expand the school profile to explain what is happening in the community to reflect what is happening in the school. This is particularly true of economic trends and loss of jobs due to major employers' needs to cut back.
- The Visiting Team recommends further disaggregation of data to enable Box Elder High School to focus on specific students' needs.
- The Visiting Team recommends that Box Elder High School's action plan be formulated to serve the entire school rather than individual departments. The plan should specify indicators for success, who is responsible for each step, when the step should be implemented, how information or training will take place among the faculty, and how success will be measured.
- The Visiting Team recommends that the action plan be in place and actively in use before the end of December 2011, and that a copy of the plan be sent to the USOE for approval.
- The Visiting Team recommends that the action plan align with the current DRSLs and utilize feedback from the focus groups, data collection, and departmental analysis.