

Cyprus High School 8623 West 3000 South Magna, Utah 84044

March 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

Cyprus High School 8623 West 3000 South Magna, Utah 84044

March 28-29, 2011

UTAH STATE OFFICE OF EDUCATION

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

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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 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 Cyprus 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 John Welburn is also commended.

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

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

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CYPRUS HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

John H. Welburn	Principal
Stephen M. Perschon	
Dottie H. Alo	Assistant Principal

Counseling

Jane Townsend	Head Counselor
Tom Hansen	Counselor
Mindy Nelson	Intern Counselor
Craig Sudbury	
Larae Thomas	

Support Staff

<u>Secretarial</u>	Claire Peterson,	Stacey Case
Julie Bugger	Manager	Tim Collins
Marilyn Hardman	Utona Wilson	Arlee Heslop
Debbie Martin	Valerie Yeates	Marie Hullinger
Jolene Nelson	Terri Berry	Sabrena Koehler
Carolyn Simons	Brigitte Harper	Diana Koener
Marilyn Strong	Ruth Syme	Lindsey Larsen
Georgia Vallejos	Regina Twede	Cescilee Rall
<u>Custodial</u>	Valene Wheeler	Genevive Sehy
Dave Brown	Secretaries/Trackers/	Genevieve Strattman
Star Graves	ParaPros/Security	Madeline Ward
Scott Jensen	Shane Anderson	Bonnie Zeluff
Richard Mascarenas,	Audrey Bell	Instructional Assistants
Head	Cooper Best	Deedee Castro
Cindy Phillips	Dick Crane	Gaylene Darby
Ken Peterson	Penny Elegante	Patty Fotheringham
Jared Tuttle	Justin Hoyal	Pam MacKay
Tony Vigil	Hank Johnson	Tom Mori
Food Services	Andrea Kuhn	Karen Simons
Lisel Durkee	Vicki Mendisabal	Diane White
Rosemary Johnson,	Sonja Richardson	Lori Yates
Asst. Manager	Susan White	Norma Yepez
	<u>Specialists</u>	

Faculty

Josh Adams Ruth Adolphson Jared Anderson Kayla Balling April Barton

Amber Baumgartner Eddie Berrest Anne Beus Asron Bodell Kim Brian

Kim Brian
Stacy Broadbent
Jeremy Brooks
Stuart Brooks
Clay Bushnell
Len Carter

Kellie Chamberlain Warren Child

Rob Collins Chad Coon Luanne Coon Roger Crandall Jo Daley-Croft Jason Deherrera

Jason Deherrera Donelle Dickey Michael Douglas Anne Easton Paulette Evans Bob Fratto Erin Garner Valerie Havens

Scott Henderson Chaine Henson Lindsey Hoffman Tara Hunsaker Randall Isham

Ivan Iucker Brian Jacketta Terry Johnson Becky Kartchner Doug Lind

Marsha MacDonald

Brady Martin
Cindy McKay
David Mecham
Matt Miller
Carrie Miller
Kerry Moore
Shawn Neilson

Mark Olsen Jennifer Pluim Ashley Rihm Kathy Roach Julie Rosenlof Jerry Schaffer Beverly Shelley Kristina Shupe Melissa Smith

Ember Storrs
Erin Tanner
Mark Towner
Laron Unck
Joe Van Leeuwen
Mike Wason

Camille Spute

Amanda Watson Elizabeth Weight Justin Wheatley Becky Williams John Workman Lijuan Zhang

CYPRUS HIGH SCHOOL

MISSION STATEMENT

To help each student graduate prepared with the knowledge and skills necessary to be a productive citizen

BELIEF STATEMENTS

WE BELIEVE THAT STUDENTS LEARN BEST:

- In a safe and orderly environment.
- When a clear and focused mission is shared by students, faculty, and parents.
- When excellent instruction is a goal of teachers and administrators.
- When student progress is continually monitored to ensure that they are learning.
- When students can see the relevance of what they are learning.
- When given opportunities to participate in community service and extracurricular activities.
- When mutual respect exists among students, parents, and teachers.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Communication and Collaboration Skills

- Students will communicate effectively using written, verbal, and technical skills.
- Students will exhibit interpersonal collaboration skills through a variety of teaching and learning strategies.
- ❖ Students will demonstrate visual and auditory communication skills.

Basic Skills and Critical Thinking

❖ Students will be proficient in reading, writing, and mathematics.

- ❖ Students will solve complex problems using thinking skills, decision making, and reasoning activities to implement new ideas.
- ❖ Students will understand the relevance of subjects taught to self and society.

Date of Visit: March 28-29, 2011

MEMBERS OF THE VISITING TEAM

Spencer D. Hansen, Centerville Junior High, Davis School District, Visiting Team Chairperson

Brock Jackman, Mueller Park Junior High, Davis School District

Jennifer Klein, Open High School, Utah Charter School

Brent Coffman, Cornerstone Youth-In-Custody, Nebo School District

Fred Roberts, Lincoln Academy, Utah Charter School

VISITING TEAM REPORT

CYPRUS HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Cyprus High School has long been associated with the copper-mining community of Magna, Utah. Established in 1918, the high school provided education (originally grades seven through ten) for the children of Kennecott Copper employees. Cyprus High School derived its name from the Mediterranean island of Cyprus, which was the world's first source of commercial copper. Furthermore, the island of Cyprus was home to nomadic pirates who sailed the seas in search of bounty and adventure, which became the impetus behind the selection of the Cyprus mascot: the mighty Pirate.

Cyprus gradually extended to grade twelve and graduated its first five students in 1921. The school itself underwent many changes over the years, adding additional buildings, a pool, gymnasiums, industrial arts and science buildings, and, in 1975 a state-of-the-art auditorium with a hydraulic orchestra pit. At one point, Cyprus endured a damaging fire that destroyed part of the structure. Then in the early 1980s, the main school building was almost entirely rebuilt on site due to the shifting ground and a high water table in the Magna area. A new building with a deep and costly substructure was completed in 1984, and Cyprus reopened as a new and more modern three-story facility. In 1996 and 1997, the last remaining part of the old Cyprus High building—the pool—was reconstructed into new classrooms, a weight room, a wrestling facility, and coaches' offices.

Cyprus High School's enrollment has fluctuated over the years, but at one point it was as high as 1,900 students. In the early 1990s, Granite School District established a new school: Hunter High School. The new school realigned the Cyprus boundaries and siphoned off several hundred Cyprus students. Since that time, Cyprus has consistently maintained enrollment of 1,450+ students. Cyprus students compete successfully in all areas of high school sports, academics, and the arts. For example, the Cyprus Performing Arts department has received numerous awards for our school musical and choirs. The Cyprus student body has received numerous group and individual awards, scholarships, and accolades over the years.

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

Analysis of the school profile indicates that Cyprus High School is well versed in data collection and analysis. The school has investigated many factors that influence student achievement. Overall, academic achievement is slightly declining. Absenteeism rates and dropout rates are increasing slightly. Minority populations are stable, with Hispanics at 22 percent being the largest minority group. Pacific Islanders account for three percent of the school population. Stakeholder perception data indicates a strong disconnection between teacher perceptions and student perceptions

of school quality, support services, conflict mediation, relationship building, etc. Additional student surveys/ research should be conducted to address this issue. The profile contained excellent data analysis on Cyprus High's RTI reading intervention model and the effectiveness of a mandatory after-school study hall for struggling students.

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

The Visiting Team recognizes that intense effort has gone into the disaggregation of pertinent school data for its review. We applaud this effort and recognize its value. We encourage Cyprus High to give more effort to the written analysis of student achievement data. This analysis should include awareness of increasing and decreasing student achievement trends and predictions for future success. Likewise, we are encouraged by the inclusion of dropout statistics in the profile, but would appreciate written analysis to accompany the data.

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

The Visiting Team determined that, to a large extent, the school profile is an accurate reflection of the school's strengths and weaknesses. Many indicators that affect student achievement have been analyzed and indicate areas for future improvement.

Suggested Areas for Further Inquiry:

- Include written analysis of student achievement data.
- Include written analysis and follow up of student perception data.

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 Visiting Team determined that the process of refining the mission statement, beliefs, and DRSLs was done collaboratively. A focus group consisting of teachers, administrators, students, and parents met multiple times and determined that changes were needed to better reflect the needs and goals of the school. The DRSLs were

combined and reduced in number to help increase the focus on the two remaining DRSLs. The mission statement was rewritten to emphasize graduation. The belief statements were changed to emphasize student learning and to better support the new mission statement. The Visiting Team noted that the DRSLs were posted in classrooms throughout the school.

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

The Visiting Team found the school's mission and belief statements closely aligned to support the school's DRSLs.

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

The Visiting Team found some evidence of assessments being used to indicate student achievement and growth with respect to the DRSLs. CRTs, STI, and departmental common assessments are all being used to improve student achievement. It is evident that through the school's PLCs teachers are using assessments to try to improve student achievement. However, there is currently no assessment system that can be used to measure student progress with respect to the DRSLs school-wide.

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 Visiting Team found that the school's mission, beliefs, and DRSLs do guide the policies and decisions within the school. Great emphasis has been placed on increasing Basic Skills and Critical Thinking, as is evidenced by student placement in RTI English and Math classes. The school has also increased proficiency with a mandatory after-school tutoring program, as is evidenced by the number of students who have brought up their failing grades through that program. Professional development has been focused on improving classroom instruction and classroom management. Teachers were seen trying to implement the techniques they had learned in their professional development. Departmental PLCs are focusing on improving instruction and increasing student learning by working with each other to improve common assessment scores. Based on comments from teachers and students, this increased collaboration has resulted in mutual respect among all stakeholders.

Curriculum:

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

The Visiting Team found that the teachers were working as an effective team to meet the needs of the students. Teachers follow the standards and benchmarks closely to create a positive learning environment for the students. On a weekly basis, departments are meeting to establish pacing guides and curriculum mapping, while also discussing the needs of students. The Visiting Team also observed teachers helping students make real-life connections with the subject matter.

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

The Visiting Team found that, as departments, teachers were working to help each student as an individual. This was apparent in the English Department, as teachers are working to help each student succeed and increase his/her knowledge. Three times a year they are testing the students and, based on those results, placing students into a class that fits their specific needs. Each class is at a different level of intensity and is designed to meet the student's abilities while also challenging him/her. This is a new program and still has some details to figure out (i.e., when to move students), but has the potential to be very effective. The Visiting Team also observed the Math Department to be doing an impressive job of teaching the same concept throughout its classes, but at different learning levels to individually help each student succeed.

The school offers a wide variety of classes, including core, honors, AP, and concurrent enrollment. Students are aware of their options and encouraged to take higher-level classes. The curriculum is based around the PLC Benchmarks, state standards, and the Granite School District mandates.

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

The Visiting Team observed teachers working within their departments to create curricula within the DRSLs. Using their newly created PLC committees, they have established a schedule of professional development meetings to coincide with their department meetings. Teachers are working as a team and aligning their curriculum with state standards and the DRSLs. Within their departments, they have established the use of Cornell Notes, Daily Oral Language practices, and reading programs that are used throughout the school. However, there does not seem to be a unified rubric to measure the effectiveness and result of each DRSL.

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

The Visiting Team observed that teachers were using the assessments given to them by the district. Seeing a need for a more comprehensive and challenging test, many teachers were working to create additional detailed questions and writing components for the test. Teachers are challenging the students as much as possible. Throughout their classes, they are trying to use informal assessments to evaluate the students'

progress. The Visiting Team observed this in many classes in the form of review games, checks for understanding, writing tablet games, and observation of individual student progress.

In addition, many departments are using testing to gage the students' understanding and then placing each student in the correct level class based on the student's abilities. The English and Math Departments are finding success in this, and should continue their efforts.

Instruction:

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

The Visiting Team determined that, while variations in teaching style exist, the majority of instruction observed consisted of teacher-directed presentations utilizing PowerPoint technology. The administration has identified instructional strategies as a weakness at Cyprus and has plans to address this issue. Faculty members should be encouraged to adopt student-focused teaching strategies that rely upon student-to-student interaction, such as cooperative grouping. Furthermore, students mention the need for hands-on, manipulative schoolwork that is engaging and inquiry-based.

- 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 Visiting Team had difficulty discerning identified strategies to explicitly teach the DRSL in every classroom. Staff development will be needed to address how to teach the assigned DRSL and how to evaluate students' knowledge of the 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 Visiting Team found ample evidence of a strong and robust professional development plan. Granite District leaders have been proactive in addressing professional development needs. The faculty of Cyprus High is currently working on classroom management strategies (the Big 8), instructional strategies, professional learning communities, and Response to Intervention. Cyprus High School is also innovative in allowing the PLC leadership team to determine the schedule for staff development for a given year. This shared responsibility with the school administration will ensure that staff development is necessary and relevant for the teachers at Cyprus.

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

The Visiting Team concurs that all teachers are knowledgeable and proficient in their respective content areas. Students consistently acknowledge that content knowledge is strength of this faculty.

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

The Visiting Team found limited evidence of a well-defined plan for technology integration. Several departments have been innovative in acquiring and implementing technology in the classroom. All classrooms appear to have LCD projectors, but the teachers are somewhat limited in their application.

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 found evidence that benchmark testing is occurring at the school level at Cyprus High. The SRI is used to help with placement in the leveled reading. There was evidence of summative and collaborative assessment in some classrooms. The school uses SRI to gather data regarding reading levels and placement consideration for students. The Visiting Team did not find evidence of a school-wide assessment tool to measure the Cyprus High DRSLs.

The Visiting Team found evidence that the school's core departments have taken the district benchmarks and adapted them to the learning needs. For example, some of the questions were revised to better reflect the core concept taught in class. This helps the teacher identify better whether the problems is a concept that was not clarified or a bad question on the test.

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 found evidence of a variety of assessment procedures that were included in the classroom. These practices included checking for understanding, the use of Cornell Notes, SRI to monitor reading progress, student self-assessment, rubrics, benchmarking with common assessments for the core classes, portfolio, and clear expectations of quality work. Collaboration and professional learning communities support the use of gathering data and making decisions to help adjust content or learning strategies associated with areas of concern. Some teachers stated

that the information is providing the means to better teach their students. The assessment focus group expressed that they are comfortable with the data they are gathering, and now want ideas about how to better intervene with a small group or individual students.

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 found that the use of PLCs has been in its implementation phase. However, data is being introduced to help evaluate the effectiveness of student success. When academic failure is occurring with a student, the PLCs can readily identify that student. The focus team leaders have a spreadsheet of every student taking classes in their departments, along with key pieces of information: attendance, GPA, CRT scores, benchmarking scores, days of suspension, etc. The students are then highlighted in green (no active problems), yellow (consider intervention), or red (immediate intervention). This visual chart helps to quickly identify needs during the PLC time period.

The Visiting Team found evidence that the various departments are actively encouraging and engaging students in statewide and national competitions. Several departments had students place at the top in the state, and some even place nationally. Additionally, Cyprus has 11 National Merit Scholars and many students with scholarships and other awards and recognitions.

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

The Visiting Team found evidence that professional development was a recommendation during the previous accreditation visit. The administration and teachers have effectively implemented this practice. The teachers were provided with in-service on Cornell note-taking and the Six Traits of Writing. Additionally, Cyprus identified the Big 8 strategies, which are areas of focus for classroom and behavioral learning strategies. In-services were provided for teachers that focused on these eight areas. It is an ongoing effort to develop assessment of student work in collaboration.

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 found evidence that elements are in place to identify a school-wide tool to assess the identified DRSL by Cyprus High. The standardization of Cornell Notes and the practice of the Big 8 strategies across all curriculums can be used as a blueprint to demonstrate that the faculty can institutionalize and implement tools throughout the school. However, at this time the Visiting Team did not identify a school-wide scoring tool for DRSLs. The school needs to determine what assessment tool would best for Cyprus High and its 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 Visiting Team found that the administrative team at Cyprus High School does promote a climate of academic learning that actively supports teaching and learning throughout the school. It is clear that collaborative efforts to provide professional development have been well received by the faculty as a result of the collaboration between teacher leadership teams and the administration to outline and develop the professional development plans. The process of developing PLCs that actively work to improve student learning is ongoing.
- 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 Visiting Team found evidence that the school leadership used student achievement data to drive instructional effectiveness. This was seen in the RTI efforts, the move toward mandatory after school tutoring, and the professional development schedule. The Visiting Team recommends the continued use of data to further define professional development needs. The Visiting Team also suggests that continued efforts be made to use student achievement data to improve instructional practices within the departmental PLCs.
- 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 determined that the administration of the school provides skillful stewardship. School-wide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning. The allocation and use of resources are aligned with the school's goals.
- 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 noted that the school administration works with the community council, PTA, and school leadership teams to provide collaboration and shared responsibility for student learning. The Visiting Team found that, for the most part,

various stakeholders felt empowered in the decision-making process. Teachers specifically commented that they appreciated their ability to give input on professional development decisions and their role in the development of the school's PLCs. The Visiting Team recognizes that efforts have been made to collaborate with many stakeholders, but some students and parents felt that there could be greater attention paid to students, parents, and community members who typically do not have their voices heard and as a result have lower rates of participation in school activities. Further efforts could be made to include specific communication to these stakeholders. Analysis of self-assessment surveys of at-risk populations to explore ways to increase attendance and school success within these student populations is of paramount importance.

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 Visting Team could not find evidence of a formal system in place in which every student has an adult who knows the student well. The school does have trackers for some students at risk, and the Visiting Team did find that many students felt comfortable talking to their teachers, coaches, or other adults within the building. Some teachers did comment that PLCs have helped them to discuss individual students and ways to help them achieve greater success. This could be an area in which attention could be given to try to help all students feel connected to the school.

School Services:

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

Facilities and Finances:

This standard is addressed in the school's annual report to 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?

The Visiting Team determined that the school has reviewed and revised its school action plan. This process of revision happened simultaneously with the school administrative team and the professional learning community leadership group. The school has a plan in place to address an annual review of the action plan, and is willing to make changes as necessary.

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 Visiting Team found that, to a large extent, the professional development plan at Cyprus is effective in promoting school change efforts. Teacher frequently voice appreciation for their collaborative staff development and feel that it helps them become better teachers. Teachers also notice a change in expectations from other teachers; previously they were isolated, and now they are expected to share instructional ideas and concepts with other teachers, both at Cyprus High and at other high schools in the Granite School District. Furthermore, teachers on the leadership team have been given authority to make staff development decisions pertaining to both the area of focus and the specific individuals delivering staff development. Teachers appreciate this flexibility and trust.

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 concurs with the current focus of the revised action plan, and collectively agree that it is sufficient for school improvement efforts. The action plan continues to focus on the Basic Skills and Continuous Learning DRSL. With input from all stakeholders, the action plan has been reinvented with new indicators for all DRSLs. The school is committed to its implementation and is willing to revisit the action plan through the PLC leadership group. The indicators in the current school plan are specific and measurable.

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

The Visiting Team noted that Cyprus High School is adept at implementing change initiatives. There is ample evidence of innovative educational practices such as Response to Intervention, benchmark testing, dropout prevention practices, and writing and reading across the curriculum. School administrators note that they frequently implement new initiatives, which they evaluate rapidly to try and alter student achievement outcomes. The Visiting Team recommends that the school take time to evaluate promising practices more thoroughly to determine their potential impact on student achievement.

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

The Visiting Team found evidence that the original action plan has been implemented since the last team visit, and there is ample evidence to support this assertion. Cyprus has focused heavily on Response to Intervention, and has gone to great lengths to address writing and reading issues across the curriculum. Diagnostic measurements are taken three times a year and are used for class placement and instructional decision-making. The Visiting Team has every confidence that the new action plan will be equally well addressed and implemented.

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

The Visiting Team determined that Cyprus High School has addressed all the major recommendations of the previous Visiting Team. There is ample evidence to support the school's efforts. It is obvious to the current Visiting Team that the recommendations provided to Cyprus High will be implemented and evaluated over the next six-year accreditation cycle.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team found that, to a large extent, the staff and administration have implemented various and multiple opportunities for all students to participate in activities. They have allowed and mentored the implementation of these activities to be accomplished through the student council. The student council has made it a priority to create a place for each student to participate in clubs, athletics, including emphasizing the joy of being a fan and having fun at assemblies.

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

The Visiting Team determined that, to a large extent, students are monitored and tracked through testing, attendance, and quality of work completed. Each teacher within each department has access to information about the specific abilities and challenges of the students by means of data collected from formative testing. This data is reviewed and updated quarterly to access the progress of the students.

The departments also work closely with the Special Education Department for those students identified in any of the special needs areas. These special needs students are integrated into the regular classroom wherever possible, often supported by a special education teacher.

After school, tutoring is available, and sometimes required, for those students who need the extra help.

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

The Visiting Team found evidence of students being uniformly taught the Cornell method of note taking, removing any question there might be on how an assignment must be completed. Teachers have also adopted a uniform "Notebook" for each of the students. This has had a positive effect with the organization for the student. Each student is required to keep a calendar of important school events and assignments. Teachers regularly review the calendar with their classes.

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

The Visiting Team found that teachers have access to data collected from student scores, and various surveys. Parents can access information by recorded phone messages, the school's website, and the school's newsletter. The school appears to be open about the information and results of its successes and challenges.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

• The Visiting Team commends Cyprus High School for a complete and thorough review of its educational practices. We appreciate the openness and candor expressed by staff members regarding Cyprus High's strengths and weaknesses.

- The Visiting Team commends Cyprus High for its efforts to facilitate multiple college/career readiness partnership programs with institutions of higher learning. These efforts are appreciated by students and parents, and will result in more students pursuing their education beyond high school.
- The Visiting Team commends Cyprus High School for its efforts toward curricular alignment, benchmark testing and Response to Intervention initiatives. These efforts demonstrate a commitment to addressing mobility and student achievement issues.
- The Visiting Team commends Cyprus High School for its disaggregation of pertinent data in the school profile. The data analysis is impressive in both depth and breadth, which will assist the school in its improvement efforts.
- The Visiting Team commends Cyprus High School for its collaborative focus on school improvement efforts. Multiple teachers mentioned feeling that they are part of a network of supportive teachers opposed to teaching in isolation.

Recommendations:

- The Visiting Team recommends that Cyprus High School continue its pursuit of developing professional learning communities. These communities should eventually address specific and measurable student achievement goals and the evaluation of formative assessment designed to inform teaching practices.
- The Visiting Team recommends that additional emphasis be placed on the implementation of quality instructional strategies designed to increase student engagement. Over time, less emphasis should be given to teacher-directed lessons and more time allotted for hands-on cooperative learning tasks directed by students.
- The Visiting Team recommends that increased efforts be made to address the differing perceptions of students, parents and teachers regarding school quality at Cyprus that is evidenced in stakeholder perception data and interviews.
- The Visiting Team recommends that the new school action plan be revisited and revised annually by the PLC Leadership team. In addition, The Visiting Team recommends that Cyprus High develop a school-wide scoring tool to assess the DRSL chosen for institutionalization.