

**The Report of the  
Accreditation Visiting Team**

**Gunnison Valley High School  
35 East 600 South  
P.O. Box 460  
Gunnison, Utah 84634-3556**

**March 17-18, 2010**



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

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Gunnison Valley High School  
35 East 600 South  
P.O. Box 460  
Gunnison, Utah 84634-0460**

**March 17-18, 2010**

**UTAH STATE OFFICE OF EDUCATION**

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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 17-18, 2010, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Gunnison Valley 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 Kent Larson is also commended.

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

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State Superintendent  
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7/22/2009

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# GUNNISON VALLEY HIGH SCHOOL

## ADMINISTRATION AND STAFF

### School Administration

Kent Larsen..... Principal  
Trevor Powell..... Assistant Principal

### Counseling

Linda Miller ..... Counselor  
Monica Jensen..... Registrar

### Support Staff

Mitch Andreason  
Shirlene Christensen  
Annette Dyreng  
Kami Goble  
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Mark Otten  
Todd Petersen  
Richard Peterson  
Jerney Smith  
Patrick Summerhays  
Karen Willden

# **GUNNISON VALLEY HIGH SCHOOL**

## **MISSION STATEMENT**

Gunnison Valley High School's mission is to provide quality education and support for students, develop basic competencies, increase effective social skills, encourage good citizenship and promote a positive work ethic.

## **BELIEF STATEMENTS**

1. Our top priority is the student learning of academic subjects, supported by training in vocational, artistic, musical and athletic areas.
2. Students learn best when they have appropriate opportunities for success, are actively involved in the learning process, and are challenged by meaningful tasks.
3. Commitment to continuous improvement is imperative to enable students to become confident, self-directed, responsible citizens, and lifelong learners.
4. Students who are willing and prepared to learn can be taught the necessary skills to become productive citizens.
5. A positive partnership and mutual respect among students, educators, parents, and community will foster student achievement and self-worth.
6. Students need to be actively involved in solving problems and producing quality work.
7. Because students learn in different ways, they must be provided with a variety of instructional and assessment methods.

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

1. **COMMUNICATION:** Improve proper written and verbal communication.
2. **PERSONAL GROWTH AND CHARACTER DEVELOPMENT:** Understand processes of setting and attaining goals and to act as responsible citizens in the school, community, state, nation, and world.

3. **THINKING AND REASONING:** Acquires, organizes, and evaluates information to make informed decisions. Integrates new learning with existing knowledge and experience.
4. **LEARNING TO LEARN:** makes a commitment to create quality work and strive for excellence, use a variety to learning strategies, personal skills and time management skills to enhance learning, reflect on and evaluate their learning for the purpose of improvement.

Date of Visit: March 17-18, 2010

## **MEMBERS OF THE VISITING TEAM**

Craig Jessop, Fremont High School, Weber School District, Visiting Team  
Chairperson

Stewart Shaver Cedar Ridge High School, Sevier School District

Earl Slack, Bryce Valley High School, Garfield School District

**VISITING TEAM REPORT**  
**GUNNISON VALLEY HIGH SCHOOL**

**CHAPTER 1: SCHOOL PROFILE**

The first high school in Gunnison began in two rooms in 1912. The principal taught several classes and was assisted by three faculty members. The current high school has 43 faculty and staff members and serves 312 students in grades nine through twelve. Located in central Utah, Gunnison Valley High School serves the communities of Gunnison, Centerville, Mayfield, Fayette, and Axtel.

Livestock and farming remain a large part of the economic profile of the area, along with mining and the Central Utah Correctional Facility. Still, the average per capita income of \$14,419 is the second lowest in the state. Since the last accreditation visit, the Central Utah Correctional Facility has added 500 inmates. This has brought new jobs and families to the area. Applied Composite Technologies has also grown. Nevertheless, the economic depression has placed significant pressure on the citizens of the valley. There have been minimal staff changes at Gunnison Valley High School since the last accreditation, but the ELL population has increased. Fortunately, efforts to meet the needs of these students have been successful. Additionally, the school board has implemented a much stronger emphasis on improving instruction. Administrators have been directed to spend a much larger portion of their time in the classroom, and to make a continual effort to ensure instructional improvement.

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

- More than one-fifth of students did not reach proficiency on CRTs. Language Arts had the highest scores, with 84.9 percent of students reaching proficiency. Science had the lowest scores, and those reaching proficiency fell more than 6 percent on the latest CRT tests for which data is available.
- Classroom discipline referrals have dropped dramatically since the 2004-2005 school year (a 71 percent decrease). Boys have far more discipline referrals than do girls.
- Suspensions have also dropped, but the number of total suspensions, in school and out of school, is minimal.
- Truancy citations have risen from 20 to 51 since 2004-2005.
- Most students are involved in some type of extracurricular activity. There is a wide range of activities available, and those not involved choose not to be.

- Despite the school's statistics that show that most students are involved in some type of extracurricular activity, the school community feels that there is not yet enough participation by Gunnison Valley High School students.

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

The school's action plan needs to be expanded to include some direction for the school during the course of the next six years. Currently, most elements of the plan are to be completed as of 2011 or are listed as ongoing. In order to meet the needs of the students and the desires of the teachers to continue to improve, the plan needs to reach out to 2016, even if plans for the later years are in more general terms.

The school's disaggregation of data needs to be more extensive, and a narrative of what those findings mean in terms of who needs help and what the school can do to better serve all students is invaluable.

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

Gunnison Valley's self-study is comprehensive in its look at the strengths and weaknesses seen by the Visiting Team. The study is accurate, helpful, and insightful. Anyone reading the self-study would get a good feel for what the school has accomplished.

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

- Block scheduling is a new initiative at Gunnison Valley. An in-depth study of the effects of this new schedule should become a part of the school's self study. Because this seems to be the biggest initiative the school has undertaken, careful monitoring and documentation will help define progress in a way that allows future leadership to continue to move forward.
- Further study needs to be conducted of the effects of extracurricular activities on students' success in school.

## CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

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

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

It is evident that the accreditation process has been driven by the faculty of Gunnison Valley High School and then shared with the Community Council and students. It has been a collaborative project that has allowed the whole group to gain a better vision of what might happen if they work together ultimately for the benefit of the students.

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

The DRSLs, as listed, are the means by which the mission statement and beliefs are accomplished. In order to succeed in this endeavor, in the future the students need to have a better understanding of what is trying to be accomplished in every department.

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

The school is using myriad indicators to assess the school's progress regarding parental involvement, the Freshman Survival Skill course, participation in service projects, test results, enrollment numbers, CTE involvement, and co-op class involvement.

- 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 very fact that the school has created a mission statement, a list of common beliefs, and DRSLs shows that the faculty and students are contemplating future plans and goals. The accreditation process will assist them in this.

## **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 staff has ensured that the different departments have prep hours at the same time so that they can meet to discuss and compare ideas and teaching methods. In the past, the district has had teacher meetings quarterly to allow teachers with similar teaching subjects meet together to compare methods, rubrics, etc., and to ensure that they are teaching the same topics at the same time. With the decline in budget, these meetings have been curtailed, but various departments still attempt to meet on occasion. Gunnison Valley High School is also integrating cooperative teaching where two or more teachers try to work together on subjects and projects.

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

This has been a difficult area; the students resist the inquiry/higher-order thinking because they just want to do whatever they have to in order to earn the grade/credit. Some teachers have been successful, while others have not.

- 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 appears that the staff has taken the time to create and work with the DRSLs. A group of teachers put the DRSLs together; the results were shared with the teachers, and the school just needs to get to the next step of acquainting the students with the DRSLs.

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

It appears that the staff has the data to support the student results, but the students don't know about the data, nor have they been exposed to the DRSLs enough to know what they are.

## **Instruction:**

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

The change to an alternating A/B schedule with longer class periods has forced teachers to adjust their instructional strategies to accommodate this model. The Visiting Team observed teachers using cooperative learning groups, brainstorming activities, direct instruction, labs, critical thinking, note taking, and unique student-oriented hands-on activities. These strategies were enhanced with the use of technology in the form of interactive SMART Boards, document cameras, PowerPoint presentations, and computer-generated video clips.

- 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?*

As a strategy to address the enhancement of student communication skills, every teacher at Gunnison Valley High School received training on Six Traits writing, and this approach has been implemented school-wide to provide a uniform stratagem for all student writing projects. In addition, English teachers are in the process of creating a writing rubric style guide that will be used in all departments. Once it has been developed, all departments will receive training on the ways and procedures for implementation. Teachers will also be provided with training on “My Access” to help with classroom writing assignments.

Other instructional strategies implemented to teach the identified DRSLs are the “Freshman Survival Skills” course, the co-op class, increasing awareness/opportunities for students to participate in service-learning opportunities, and the weekly distribution of grades.

- 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?*

After a joint effort between students, parents, faculty and administration to identify deficiencies within the school instructional program and generate plans to address each area of concern, the need for professional development was recognized. Some current identified teacher professional development needs include:

1. Technology—specifically “My Access,” which provides the means for improving student writing,
2. “Aims Instruction” which will be used to develop group interaction, cooperative interaction and learning skills.
3. The writing rubric and style guide developed for teacher classroom use.

- 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?*

Gunnison Valley High School has a faculty of 24 teachers. Of those teachers, all hold proper endorsements; 39 percent hold masters' degrees, and 67 percent have tenure of more than eleven years. The faculty unanimously reports that the administration of Gunnison Valley High School and South Sanpete School District are very supportive of teachers participating in workshops, clinics, conferences and other personal professional development in which best practices and idea sharing take place. Departmental faculty members also have a common preparation period where collaboration takes place and ideas are shared.

In interviews with teachers, the Visiting Team found that most teachers were not only reflective on the instructional practices within their departments, but on their own practices as well. Of those who were asked, most exhibited a willingness to share their own individual identified area for improvement as well as their corrective action plan.

- 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 that most classrooms are equipped with a great deal of current instructional technology, which is being used to deliver instruction and assess students. Computers, SMART Boards/Interwrite boards, and document cameras with current software are commonly found, and were observed being masterfully used to deliver instructional concepts in most classrooms. The administration reports that grant money just purchased six sets of "clickers," which will be used as an assessment tool to give students and teachers immediate feedback during the instructional process.

**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 staff at Gunnison Valley High School uses the data gathered from the Iowa Tests, Core tests (CRTs), DWA, and the UBSCT to develop yearly subject-level curriculum maps. Individual departments and individual teachers match, as best they can, assessment items that are used to assess student understanding on core performance standards. In developing assessments, a variety of assessment tools are used, including graphing, essay, observation, student-developed projects, student assignments, quizzes and exams.

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

Administration, school department teams, and individual teachers review and disaggregate end-of-year testing data, a review which generally occurs at the beginning of each instructional year. From their findings, recommendations are created and classroom curricular maps generated. Data disaggregated to the student level has not been used at this point. In addition, time is allotted district-wide for departments to meet together, at which meetings data is used to generate district-wide curricular goals.

Also, as a means of achieving school-wide academic expectations, teachers print student grades every Friday, which identifies those needing to participate in the morning co-op class. This process has been successful in developing ownership for individual academic choices, and has been found to significantly decrease failing grades.

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

As explained previously, Gunnison Valley and the South Sanpete School District consistently evaluate and disaggregate year-end testing data. Both entities practice data-based decision making. Great strides and effort have also been put into creating the co-op program, which is used to assist students on a daily basis. With this program, students are provided an updated grade report weekly, have the opportunity to receive timely interventions, and are given time to make up any missing assignments and/or assessments. The Counseling Department follows all students who show up on a “D” or “F” daily PowerSchool report.

- 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 administration at Gunnison Valley High School provides all teachers with professional development opportunities. Going to an A/B schedule has allowed the administration to build a school schedule with common departmental prep periods, allowing teachers within a department to meet, discuss issues, exchange ideas, and develop departmental assessment and teaching strategies. With adjacent classrooms, teachers are also able to pop in and out of each other’s classes to solicit help and share materials.

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

From meeting with faculty and Community Council groups, it is very apparent that all stakeholders were involved with, collaborated in, and provided input for use in the development of the school’s DRSLs, timelines, and assessment strategies. With information obtained from each of the school’s focus group

chairpersons and the school administration, there was complete agreement on the variety of strategies to be used to assess each of the school's DRSLs.

### **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 administration of Gunnison Valley High School leads the school and the community in an attitude of positive educational values. They consistently look for what is best for students as they prepare for life, and foster the ideals of good citizenship, responsibility, service and continued learning. Because of their positive leadership, the faculty and staff have also adopted an attitude that promotes learning and places the needs of students first. They conduct school business with this in mind, and the students realize that the expectation is for academics first.

- 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 observed a major change in the school that was promoted by the administration and based soundly on research and data. Students were previously not able to participate in elective classes as they desired to. The administration and faculty researched an eight-period block schedule. They visited other schools that currently have the block schedule in place. After much discussion, the decision was made to move to the block schedule. In addition, a co-op class was added to help students who are missing schoolwork because of extracurricular activities, or who are failing due to other circumstances. The number of students in these situations warranted the change. The school is monitoring the co-op class closely in order to find the most productive time of day for the class.

- 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 leadership at Gunnison Valley High School is very involved in the total educational process. The administration knows the teachers, their programs, and the progress of the students. It is obvious that the educational community is united

in its efforts to provide the students with a safe and effective learning environment. The students reported that they feel the unity of the school, and that all students feel they can talk to each other and to the adults in the school. Teachers stated that if they need funds for their programs, the leadership of the school will provide funds if it is at all possible. They feel supported by the administration, and the administration relies on the teachers to give meaningful feedback to the effectiveness of programs and innovations.

- 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 leadership is proactive in encouraging and promoting participation, collaboration, and responsibility for the direction the school is moving. Teachers, staff, and community members are invited to give insight and input into educational activities that will enhance student learning. All teachers were involved departmental analyses and focus groups. The school leadership values input, and sent teachers to other schools to gather information before making a major change in the school's schedule (i.e., the move to the block schedule). Teachers have common department planning time every other day.

The Visiting Team determined that the students are not as informed as they could be about school initiatives and goals such as the mission statement, belief statements, DRSLs and the accreditation process.

- 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?*

Aside from the counselor and SEOPs, the Visiting Team did not observe any formal system of student/teacher interaction to aid the student. However, the nature of the school and community provide a natural support to students. Many of the teachers live within the small community, and have known the students and the students' families for many years. This provides for a close-knit educational community and support for the students at a variety of levels.

### **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?*

Gunnison Valley High School has developed an extensive plan for improvement, including areas such as developing a writing rubric that will be used across the school, and providing training in its use; improving communication between school and home; developing and presenting Freshman Survival Skills for incoming freshmen; teaching study skills and goal setting; and creating leadership experiences. The plan also provides for Gunnison Valley High School to continue to refine and improve the block schedule, and to encourage students to take concurrent enrollment and EDNET classes. A co-op period was added to aid students with their understanding of coursework, and to help them get caught up or work ahead if they will be absent because of a planned activity. This plan is consistently reviewed and discussed as a faculty and administration to best benefit students.

- 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?*

Gunnison Valley High School's action plan is designed so that students and faculty are actively involved in skills improvement. Teachers receive training through in-service or attendance at conferences for the changes and activities that will be started and/or supported for the benefit of the students. The plan provides for student improvement in communication, learning, citizenship, and thinking and reasoning. The plan is aligned with the DRSLs and with the school improvement plan.

- 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 school has developed an action plan that divides the school's goals into action steps, gives a timeline for completion, designates the person or persons responsible, lists the resources, and gives a method of assessment. These plans are aligned with the school's goals and DRSLs. The school appears to be following the plan and to have support from faculty, staff and community. However, the action plan is limited in its length of effect. Most of the plan does not extend beyond 2012. The school should seek to remedy this by extending planning, at least in general terms, through 2016.

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

Gunnison Valley High School has developed an honest attitude of doing what is best for the students and putting academics first. The administration proposed moving to an eight-period block schedule. After visiting with schools (teachers and administrators) that have the block schedule in place, researching the advantages and disadvantages, and much discussion, the faculty elected to move to the block schedule because they felt that was what was best for the students of the school. This has meant a tremendous amount of change and work on behalf of the teachers and support staff. Teachers are also thoroughly involved in developing and implementing a new co-op period that allows students to get help or to catch up in classes. Teachers are involved in revising a writing rubric for the school and in implementing standardized writing protocol for all subject areas. Because teachers fully support an "academics first" attitude, they make themselves assessable to students, and coaches and students go out of their way to help students stay current in their classes.

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

The two most significant areas in which progress has been made on the original plan are writing and math classes. The original plan called for writing to improve in the school. Teachers received instruction in the Six Traits of Writing, and writing is encouraged and practiced in most curriculum areas. The school has added My Access to its repertoire of writing tools. There has been significant and consistent progress in the Direct Writing Assessment scores. Gunnison Valley High School has also set a goal of having more students enrolled in higher math classes.

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

The block schedule researched and implemented by Gunnison Valley High School has made it possible for departments to have planning periods together every other day. This gives teachers a greater opportunity to collaborate on curriculum, teaching methods, and department goals.

The Visiting Team noted classrooms with hands-on instruction in which students were involved in learning activities aside from simply sitting in class listening to their teachers. There was still “stand and deliver” instruction, but certainly both methods were routinely used.

Gunnison Valley has adopted Power School, an electronic program that allows parents access to students’ grades and assignments. Beyond that, the Visiting Team is unaware of efforts made to better communicate with parents.

The school profile showed some disaggregation of data, but this is limited to proficiency in English, math and science by gender and ethnicity, with some information on disabled and economically disadvantaged students. There is no breakdown of the data to assist in understanding of who needs extra help.

## **CHAPTER 5: COMMUNITY BUILDING**

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

The school has a Community Council that meets quarterly to discuss the school calendar and projects. Word is disseminated via telephone, e-mail, and mail in order to coordinate times and places of meetings. The school works actively with people in the community who then donate time and/or materials to support school projects. For example, the baseball field has a state-of-the-art scoreboard that cost \$20,000, which the community put in place. The school has a softball/baseball complex that has been professionally completed through community labor and funds. The new football field was also done through a community effort.

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

The school has two parent-teacher conferences per school year. Teachers are available to talk to parents and the students when they are not in a classroom setting. Extracurricular activities are well-attended, and booster clubs exist for each and every group. This includes non-athletic activities such as choral, band, and orchestra as well as FBLA, FFA, and Skills USA.

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

The Community Council has been given an overview of the collaborative self-study, and was given the opportunity to be a part of the process. The DRSLs were

explained to the council, and results were shown from the data that had been collected. The nice part of the accreditation process is that it is ongoing, so the data continues to be acquired and the school (staff, community, students) will be able to have access to that data and future decisions can be made as a result of it. This lends to the viability of the data and organizes the effort to collect and diffuse it.

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

The results of all testing, grades, achievements, and successes all play a part in the continued growth of Gunnison Valley High School. As the Community Council meets and observes this continual accumulation of scores, the council can decide how to make them known to the public (through radio, newspaper, or letters).

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

### **Commendations:**

- The Visiting Team commends Gunnison Valley High School students for the respect, ethics, unity and support shown for one another—for lifting one another up, rather than pushing each other down.
- The Visiting Team commends Gunnison Valley High for the demonstrated cohesiveness, unity and camaraderie among faculty members.
- The Visiting Team commends the administration and faculty for the amount of research and discussion that went into the decision to move to block scheduling so that students would have a greater opportunity to achieve success.
- The Visiting Team commends Gunnison Valley High for making data-based decisions with the students' best interests in mind.
- The Visiting Team commends Gunnison Valley High for maintaining the concept of keeping "academics first."
- The Visiting Team commends Gunnison Valley High for maintaining strong community relations, as demonstrated not only in extracurricular programs but in academics as well.

**Recommendations:**

- The Visiting Team recommends that Gunnison Valley High ensure that all stakeholders, including students and the community, understand the school’s goals and expectations and what is required to achieve them.
- The Visiting Team recommends that Gunnison Valley High School continue to gather data on the use of the co-op class and make adjustments to best benefit failing students.
- The Visiting Team recommends that Gunnison Valley High continue to gather data on the block schedule to ensure it meets the projected expectations.
- The Visiting Team recommends that Gunnison Valley High establish a schedule of ongoing reflection so that the accreditation plan for the school is viewed as a “living document,” and that the school revisit in depth and readjust where necessary the school’s DRSLs and action plan at least annually.