The Report of the
Accreditation Visiting Team

Juab High School

802 North 650 East
Nephi, Utah 84648

February 9-10, 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

Juab High School

802 North 650 East
Nephi, Utah 84648

February 9-10, 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, February 9-10, 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 Juab 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 Rick L. Robins is also commended.

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

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*Board of Regents Appointments
**UCAT Representative
*** CMAC Representative Appointment
****USBA Advisory Representative Appointment
*****Charter School Representative Appointment

12/28/2010

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JUAB HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Rick Robins ..... Principal
Mike Bowring ..... Assistant Principal

Counseling

Derrin Owens ..... Counselor
Catherine Bowring ..... Counselor

Support Staff

Heather Anderson
Kerry Anderson
Jan Brosius
Connie Dubinsky
Alley Gee
Patty Luker
Diane Park
Pam Park
Michelle Pexton
Becky Sperry
Amie Steele
Tiffany Taylor
Hilda Thomas
Jalena Warner

Faculty

Donna Allred ..... Special Education
Allynne Bailey ..... Special Education
Cal Baird ..... CTE
Krystle Bassett ..... Language Arts
Laraine Belliston ..... CTE
Jennifer Bosh ..... CTE
Kristy Carter ..... Art/Yearbook
Harold Dabel ..... Language Arts/Spanish
SuAnn Davis ..... Language Arts
Jake Downard ..... Physical Education
Tana Esplin ..... Choir
David Fletcher ..... CTE
Kevin Jacobsen ..... Social Science
Lane Johnson ..... Band/Orchestra
Brett Lovell ..... Special Education
Bernadette Lund ..... Science
Ron Marrelli ..... Math

Tamara Mortensen ..... Special Education
Lori Muir ..... Language Arts
Gary Nielson ..... Science
April Oostveen ..... Special Education
Mike Spencer ..... Math
Tina Squire ..... Physical Education/Health
Janice Stanley ..... CTE
Brittany Strange ..... Math
Janet Sutorius ..... Math
Laren Swensen ..... Language Arts
Carl VanLeuven ..... Language Arts
Jeff Wallace ..... Social Science
Casy Winn ..... Science/Math

JUAB HIGH SCHOOL

MISSION STATEMENT

- Committed to learning that is relevant.
- Dedicated to student success in a changing world.
- United by our history, present, and future coming together as one.

MOTTO

"Commitment to Excellence"

BELIEF STATEMENTS

1. All students not only can learn, but have an innate desire to learn.
2. Learning occurs through a process of focused inquiry.
3. Learners must have a clear sense of relevancy, purpose, and control for full engagement in the learning process.
4. Learners must be able to engage in a variety of learning activities that argumentation, justification, risk taking, and creativity.
5. Thinking literacy is critical to relevant learning.
6. Assessments must be designed to allow learners to demonstrate their competence
7. Learners must be able to self assess their own learning

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Students will be able to clearly express themselves through writing.
2. Students will apply mathematical and scientific knowledge to future personal success.

3. Students will engage in collaborative problem solving strategies to evaluate and create solutions to complex real world problems.

4. Students will be able to form hypothesis, defend, and justify a position both orally and in writing.

5. Students will be able to accurately self-assess their own performance and progress and make a viable plan for improvement.

Date of visit: February 9-10, 2011

MEMBERS OF THE VISITING TEAM

Roy L. Hoyt, Hurricane Middle School, Washington School District, Visiting Team Chairperson

Paula Evans, Tintic High School, Tintic School District

Barry Jones, Enterprise High School, Washington School District

Tim Lowe, Dixie Middle School, Washington School District

VISITING TEAM REPORT

JUAB HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Juab High School has a tradition of excellence dating back to 1898, making the high school one of the oldest public education institutions in the State of Utah. The school serves 690 students in grades 9 through 12. Student growth has been steady the past five years, increasing to a total of 130 students. The current enrollment is 692 students

The school is very homogeneous, with only four percent of its student population identified as minority. The percentage of students receiving special education supports is 12 percent, and low socio-economic status is 34 percent. Juab High School's staff and students report a strong school climate combined with support services designed to benefit all students that attend the school.

The staff consists of a principal, and assistant principal, two counselors, three secretaries, and 30 teachers, as well as other support staff members.

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

The school has compiled and analyzed formal and informal assessment data for the purpose of informing classroom instruction.

The Visiting Team found that the data information in the profile gave a moderate understanding of where student achievement was headed, including the disaggregated information that is so valuable in assessing who is and who is not learning.

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

The school should consider including additional data that would provide a broader view of the school. Data could include grade point average data and achievement data disaggregated by subgroups such as socioeconomic status, special education, and gender.

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

The Visiting Team is confident that the self-study developed for the school's accreditation process accurately reflects its current strengths and limitations.

Suggested Areas for Further Inquiry:

- Add No Grade (NG) data, including the students are who are receiving this designation, its affect on the graduation rate, and its effect on testing results.

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

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

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

The school engaged in a collaborative process to develop a shared vision for the school. A consensus-building process was established that involved teachers and administrators in defining the school's beliefs, mission and goals, but provided limited roles for other stakeholders, such as students, parents and community members. Interviews with parents indicated limited participation in the self-analysis.

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

There is clear alignment among the school's mission, beliefs and DRSLs. They reflect the school learning community's commitment to meeting the individual needs of every student who attends Juab High School.

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

Through the collaboration of students, parents, teachers, community council, and administration, the Juab High School DRSLs have been revamped and updated. This change has been due in large part to the turnover in faculty and administration. With much of the change taking place over the past three years, the assessment system is still a work in progress.

Although the school has listed specific indicators for each DRSL designed, the school has not begun the process of defining how the indicators will be assessed on an individual student basis.

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?*

At Juab High School the mission, beliefs, and DRSLs are just beginning to guide the activities, procedures, policies, and decisions of the school. The mission statement is posted throughout the building, and stakeholder groups indicated their knowledge and support of the school's vision.

The Visiting Team recommends that the staff implement and include DRSLs as an active part of the school culture and instruction.

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*?*

There is considerable evidence indicating that the faculty and staff at Juab High School have created a curriculum based on the Utah Core Curriculum. They have developed standards that reflect expectations that are worthwhile and appropriate for student learning. Teachers have collaborated to ensure that learning activities align with state standards. The Visiting Team has seen evidence that the Life Skills have been used in the classrooms.

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

There is evidence to support the assertion that most classes provide a curriculum that engages students in inquiry, problem-solving, and higher-order thinking skills. Many classes provide opportunities to explore additional content. Teachers often encourage students to adapt concepts to new situations in their classrooms.

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 staff meets regularly to collaborate on curriculum and student learning. They have adopted a Professional Learning Community concept that provides time each week on Thursday for the staff to meet and develop curriculum based on the state core. The school's DRSLs are incorporated into this review of curriculum.

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

The staff uses formative assessment to drive student instruction in the classroom. There is limited evidence of departmental and school-wide use of state and national end-of-level assessment data to adapt curriculum to ensure that all students learn. The departments are beginning to review student data to help identify areas that need additional support to ensure that all students succeed.

Instruction:

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

There is evidence that the teachers at Juab High School use a variety of instructional strategies to enhance student learning in their classrooms. The members of the Visiting Team observed a variety of teaching strategies, including hands-on activities, using technology in instruction, group activities, lecture, individualized instruction, and a variety of other learning activities.

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?*

There is limited evidence to show that the teachers have embraced and institutionalized the DRSLs into the classrooms at Juab High School. The DRSLs are not visible in the classroom, and many students are not aware of them. They are posted in the commons area. There is limited evidence that strategies have been developed to incorporate the DRSLs into the classroom environment.

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?*

There is strong evidence of a good professional development support system for educators at Juab High School. The teachers at Juab High School have been provided with many opportunities for professional development at the state, district, and local levels. Teachers are provided with training on the PLC model, and some educators are attending conferences to support that concept. Collaboration is conducted each week during which teachers review teaching practices based on curriculum needs.

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 at Juab High School appear to be proficient in their content areas. The Visiting Team observed a variety of quality instructional approaches. Teachers meet often to reflect on their teaching practices and collaborate to develop a strong curriculum that is based on the State Core.

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

There is strong evidence to indicate that technology is being implemented into the school to assist in student learning and assessment. Some classrooms have Smart Boards. Most have projectors and sound systems, with a plan in place to systematically provide all

classrooms with these essential tools. There are a variety of computer labs at Juab High School that are used for student instruction and assessment.

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 expectation for student achievement and performance standards is not fully developed. In those cases where the expectations for student learning are clearly defined, assessments of student learning are aligned with the essential knowledge and skills and performance standards for student learning. Most departments are in the process of working on developing assessment tools to drive instruction. The school has not yet fully implemented school-wide assessments or evaluation rubrics for each of its DRSLs.

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

It appears that assessments are developed to address the specific type of learning to be evaluated by teachers. Staff members indicate that assessments are driven by Core Curriculum standards and guidelines. The school has placed some priority on ensuring success on state tests, and students who do not succeed are identified and given the opportunity for help through such programs as the evening tutoring program.

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 determined that the school is still in the early stages of developing its understanding and utilization of student achievement data. The school understands this to be a weakness and is making attempts to address this issue.

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 was able to see evidence of structured time designed to meet teacher professional development needs. The school has an early out on every Thursday afternoon to collaborate among their different disciplines. Teachers feel it is a valuable time to help them work together in planning on how to help student's achievement. There are several opportunities every year for teachers to obtain professional development on the school, district and state level.

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

The school has revised its DRSLs since the last visit. The process of development and refinement of the DRSLs involved a limited number of stakeholders. The Visiting Team found that some of the DRSLs are difficult to measure. The school is encouraged to continue to develop the DRSLs and school-wide scoring tools that measure student improvement.

The Visiting Team also found that most students do not know what a DRSL is, which indicates a need for the explicit teaching of the DRSLs and reasons for using them. The DRSLs need to become an active part of the school culture.

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?*

Students, parents, and teachers indicated that they are pleased with the dedication and level of support and direction provided by the administration. It was obvious to the Visiting Team that the administration and the principal are committed to creating a climate that is conducive to teaching and learning through utilizing the PLC concept.

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?*

There was evidence to show that the school leadership visits classrooms, evaluates teachers, and has an open-door policy for the purpose of monitoring school effectiveness. However, the Visiting Team recommends that the school leadership be more vigilant in encouraging teachers and departments to use available data to monitor school-wide progress and instructional effectiveness.

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?*

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. School Trust Land funds are used to support programs such as technology, safety plan, credit recovery, technical support, and buying teacher preps to reduce class size.

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 commends the school and its administration on their efforts to involve the community in the education process. The school administration provides many opportunities for community involvement in the school. An active community council meets on a regular basis and is integral in providing input in decisions that affect student learning.

e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

There is evidence that staff members have a good knowledge of some students' needs, and that they help identify expectations for student learning. There is no formal system through which each student has an adult staff member who knows the student well and assists the student achieving the school-wide expectations for student learning. Counselors try to fill some of this role, but the emphasis is mainly of achieving graduation requirements rather than student learning and achieving the desired results of student learning.

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?*

The Visiting Team found evidence that Juab High School has created a school improvement plan. There have been several changes in administration and staff throughout this process; however, most of the teachers were involved in various parts of the process. Parents were included through the community council and approved the final focus group studies, but were not included in the actual focus groups. There was involvement from most of the staff within the departments for the departmental analysis. Students appear to have participated to a very limited extent. Juab High School has revised its previous plan. The administration and staff seem committed to the school improvement plan and indicate a desire to use it and make it a living document within their school.

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 evidence that Juab High School utilizes its PLC to effectively collaborate and work within their departments to align curriculum and develop common assessments. They are mapping their curriculum within their departments. The staff also uses this time to share what members of their departments have learned in district and state training. For example, one member of the Math Department attends the Smart Board training within the district and then reports back during PLCs to share with the rest of the department the skills he/she has learned. Professional development programs are designed to facilitate the acquisition of new knowledge and skills by all staff members.

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 believes that the school’s action plan is adequate for addressing the areas that the school has determined to work on. The school has an active community council that wants to participate and work toward implementing the action items that Juab High School has shown. The teachers, administration and staff seem committed to their action plan and to bettering their school.

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

The Visiting Team found evidence that Juab High School has created conditions that support productive change and continuous improvement. Professional development programs for the staff focus on knowledge and skills required to fulfill performance expectations. Juab High School has established Professional Learning Communities within the departments. Teachers, administration, parents, students, and the district all acknowledged to the Visiting Team that the PLCs are beneficial and productive. Teachers feel that they are able to collaborate and communicate during that allotted time. They see improvement in their teaching and in their ability to create common assessments and develop curriculum mapping. The district also provides teacher induction training for new teachers. The Visiting Team found evidence that teachers are provided with opportunities for professional development from the district, through Rural School Conference, and from the state. Most of the teachers feel like there is opportunity for them learn, grow and continue to improve. They also feel that the administration supports and protects their opportunities for professional development.

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

The Visiting Team found it difficult to assess the implementation of the previous action plan. There has been a great deal of turnover in the school's staff and administration in the last few years. One element of the plan was to develop Power Standards and essential understandings. This goal appears to have been met and internalized. The teachers and staff at Juab High School all have Power Standards on their web site as part of their curriculum. They have mapped the curriculum within their departments. There is little evidence that assignments, assessments and curriculum have been aligned to ACT standards.

The faculty at Juab High School has implemented and developed a writing rubric to use within the school. Its use has mostly occurred within the core content classes, but more disciplines are beginning to use it. Juab High School has not addressed the substance abuse problems that were reflected in the previous surveys.

The Visiting Team also found that there appears to be a safety/ bullying problem that existed previously and has not been addressed.

*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 found evidence that Juab High School has made progress toward addressing the recommendations of the previous Visiting Team. Juab High School has rewritten, revised and edited the DRSLs to reflect school goals and included some indicators to identify progress. Juab High School created action plans that include specific steps and timelines to be followed that correlate with each of the focus group areas.

The school has established a successful intervention and alternative placement program along with a credit recovery program, and has increased the number of counselors to two in order to meet the state requirement. The school does not have a full-time certified media specialist, which was one of the recommendations, but acknowledges that with the budget cuts the district has experienced it might not happen. The administration at Juab High School is more involved in monitoring classrooms and providing feedback to teachers so that they can improve their teaching strategies and success.

CHAPTER 5: COMMUNITY BUILDING

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

Juab High School has developed strong working relationships among its departments and within its schools. Having their PLC time within their departments allows faculty members time to collaborate and develop relationships. Teachers and staff members at Juab have developed meaningful working relationships with their students and amongst themselves. The community council provides input on school site decisions, and its members feel like they have a say in what goes on in the high school and that their opinions matter. There is also an orientation held for the incoming freshmen to orient them to Juab High School.

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

Juab High School is an extension of the community. The Visiting Team found evidence that students are provided with many opportunities to excel outside the school. The drama/speech program participated in many events outside of school. Juab High School has a successful CTE program that provides students with opportunities in programs like FFA, art, FCS, and much more. Students are also involved in sports programs that extend into and involve the community.

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

The Visiting Team found that the self-study involved mostly the administration and teachers at Juab High School. Parents and students were involved, but at a very minimal level. Many parents and a random selection of students participated in the school perception survey, but were not included in the focus groups or creating the mission and DRSLs.

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

The Visiting Team found evidence that the school improvement document has been provided to the district, community council, teachers, and staff. Because Juab High School has created such a friendly, accessible website, it might also be uploaded onto the website so that all stakeholders might be able to view it and access it.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the administration and staff for their work on the self-study process. The school community has identified areas of focus that will guide the school in meeting the needs of student in the future.

- The Visiting Team commends the school for its enhancement programs, such as the after-school learning labs and ACT test preparation.

- The Visiting Team commends the school for its level of communication. The school website and PowerSchool are some the tools available to stakeholders. The school is encouraged to continue to more fully utilize these resources to better inform parents and students.

- The Visiting Team commends the school for its collegial atmosphere. Weekly departmental meetings, proximity of departments to each other, and general interactions among staff members and administration indicate a genuinely caring attitude.

- The Visiting Team commends the school for having a building that is clean and inviting for parents, community, students, and staff members.

- The Visiting Team commends the JHS staff and administration for their dedication to helping students succeed, providing a safe environment, and a commitment to excellence.

Recommendations:

- The Visiting Team recommends that the school use available data to identify individual students who need help to ensure that all students are learning. The school has made some progress in utilizing available data for the use of driving instruction. The focus should be on student learning rather than subject area instruction.

- The Visiting Team recommends a systematic approach to indentify students who need additional support. Once students have been identified, the school is encouraged to

provide continued support. The school is familiar with RTI and is encouraged to meet the needs of all students through the use of this model.

- The Visiting Team recommends that the school consider other scheduling options that offer more flexibility. A future schedule that allows more time in core areas as well as additional offerings for electives. Students and parents have indicated they desire more room for elective classes.

- The Visiting Team recommends that the school community explore the opportunity for a resource officer or other monitoring personnel. Stakeholders have expressed the need for proactive approach to safety issues.