

**The Report of the
Accreditation Visiting Team**

**Maple Mountain High School
51 North 2550 East
Spanish Fork, Utah 84660**

February 7-8, 2012



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

Maple Mountain High School
51 North 2550 East
Spanish Fork, Utah 84660

February 7-8, 2012

UTAH STATE OFFICE OF EDUCATION

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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 7-8, 2012, 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 Maple Mountain 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 Penrod is also commended.

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

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*** CMAC Representative Appointment

*****Charter School Representative Appointment

**UCAT Representative

****USBA Advisory Representative Appointment

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MAPLE MOUNTAIN HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

John W. Penrod..... Principal
Alan Ashton Assistant Principal
DeAnn Nielsen..... Assistant Principal

Counseling

Rachelle Miner..... Counselor
Shaun Blakey Counselor
Amy Bond..... Counselor
Bree Moulton Counselor

Support Staff

Brandi Adams, Tracker	Mike Klauck, Boys Soccer Coach
Kayelynn Adamson, Lunch Clerk	Jesse Kovatch, Track Coach
Wendy Allred, UCBT Technician	Heath Langford, Adult Sweeper
Melanie Barker, Track Coach	Carl, Lindstrom, Adult Sweeper
Natalie Beal, Computer Lab	Doug Loveless, Head Custodian
Debbie Beals, Special Education	Jolene Lundell, Adult Sweeper
Karen Blunck, Autism Technician	Joy Maughan, Secretary
Connie Bradshaw, Lunch Worker	Martha Merrill, Lunch Worker
Brough, Jeanna, Swim Coach	Phyllis Miller, Lunch Manager
Sharon Brown, Adult Sweeper	Janette Moleff, Lunch Worker
Donna Carey, Lunch Worker	Randy Monk, Custodian
Jamie Cook, Student Sweeper	Melony Mortensen, Secretary
Diane Cooper, School Nurse	Sarah Peterson, Color Guard Coach
Mike Cronquist, Girls' Tennis Coach	Jerri Phillips, Adult Sweeper
Cheryl Davis, Attendance Secretary	John Powers, Adult Sweeper
Heidi Dixon, Tracker	Margaret Raine, Counseling Secretary
Diann Ewell, Lunch Worker	Rachelle Randall, Lunch Worker
Samuel Fawson, Adult Sweeper	Kamryn Rose, Boys' Tennis Coach
Marcie Ford, Ed-Net Technician	Blake Ross, Custodian
Morgan Gasser, Adult Sweeper	John Rupper, Adult Sweeper
Neil Gasser, Custodian	Janine Smith, Front Office Secretary
Linda Grange, Lunch Worker	Paula Snow, Lunch Worker
Amberlie Green, Custodian	Maria Thatcher, UCBT Technician
Diane Humphrey, Lunch Worker	Debbie Thorn, Registrar

Hugo Villar, Campus Supervisor
Pam Vincent, Lunch Worker
Whitney Wall, Finance Secretary

Karen Wilcox, Ed Net Coordinator
Susan Wilson, Lunch Worker
Elisabeth Worthen, Copy Center

Faculty

Anders Arrhenius, Special Ed.
Johnny Averett, English
Banks Bourgeois, Special Ed.
Dave Boyack, PE
Molly Brenchley, Business
Brad Burtenshaw, Spanish
Kathryn Crandall, FACS
Lori Cunningham, English
Dahl, Caitlyn, English
Daniel Dewey, Science
Sherrie Dunford, Orchestra
Robyn Dunn, WBL
Robert Eastmond, Business
Carolyn Esplin, Social Studies
Patty Fahringer, CTE
JoLynn Ford, Career Coordinator
Jethro Gillespie, Art
Cory Green, Science
Shauna Griffen, Social Studies
Amber Hall, PE
Melinda Hammond, English
Hansen, Allison, Psychologist
Greg Henry, Math
Mark Holden, UCBT
Eric Hyer, Science
Paige Jackson, Speech
Rita James, CTE Business
Mindy Johnson, FACS
Courtney Jones, Law Enforcement

David Jones, Art
Justin Judkins, English
Jeff Lake, Social Studies
Amber Lewis, CTE
Cassie Lewis, Science, PE
Tyler Lewis, Photography
Kaylee Liddiard, FFA
Thomas Marker, Math
Alan Marvin, CTE computer
Jared Massic, Welding
Casey Mattinson, Librarian
Kristie McMurdie, Special Ed.
Cory Mendenhall, Choir
Gary Miner, Social Studies
Bradley Moss, Drama
Craig Mustoe, English
Justin Nelson, Math
Nichole Neves, FACS
Palfreyman, Karla, Dance
Tom Porter, Spanish
Rachel Rigby, Math
Todd Roach, English
Mark Roberts, Drafting, Woods
Roper, Megan, Math, Chemistry
Gregg Smith, Social Studies
Lori Thomas, Math
Denise Villarta, Science
Chris Wilson, Band
Anna Woods, Chinese

MAPLE MOUNTAIN HIGH SCHOOL

MISSION STATEMENT

The mission of Maple Mountain is to educate and empower students through an attitude of excellence founded on respect, trust, and accountability.

BELIEF STATEMENTS

Maple Mountain High School Stakeholders (students, teachers, parents, staff, community members, and administrators) are united in these beliefs.

- ◇ Student learning is the chief priority for the school; therefore, learning needs should focus all decision impacting the work of the school.
- ◇ Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work in meaningful contexts.
- ◇ Students are valued individuals who learn in different ways and should be provided with a variety of instructional approaches to support their learning and to address their unique physical, social, emotional, and intellectual needs.
- ◇ A safe and physically comfortable environment promotes student learning.
- ◇ Students, teachers, staff, administrators, parents, and community members share the responsibility for advancing the school's mission.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Motivated Learners

Multilevel Problem Solvers

Highly Effective Communicators

Socially Responsible Citizens

Date of visit: February 7-8, 2012

MEMBERS OF THE VISITING TEAM

Glo Merrill, USOE Accreditation Specialist, Visiting Team Chairperson

Marilee Eyre, Beaver High School, Beaver School District

Jillian Phippen, Timpanogos High School, Alpine School District

Sheri Sorensen, Gifted & Talented Specialist, Granite School District

Kendall Topham, Stansbury High School, Tooele School District

Larry Urry, Elk Ridge Middle School, Jordan School District

VISITING TEAM REPORT

MAPLE MOUNTAIN HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Maple Mountain High School is a beautiful new school that was established in the fall of 2009 and is located at the mouth of Spanish Fork Canyon. There are currently 1,243 students enrolled in grades 10-12, and the students come from Mapleton, Spanish Fork, and other outlying areas. In a very short time, the school has set goals, created traditions, and developed a unique school culture with an Attitude of Excellence. The administration, faculty, and staff have passion for the work they do and desire to see each student excel. The school has adopted the Professional Learning Community model, and faculty members collaborate on a regular basis.

Maple Mountain High School offers a wide range of rigorous courses, including honors, Advanced Placement, and concurrent enrollment courses. The school is predominately Caucasian, with ethnic minority students representing three percent of the student body. Four percent of the students are English language learners, and the largest subgroup is the economically disadvantaged students, comprising 22 percent of the student body.

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

The profile included AP, ACT, CRT, enrollment, attendance, GPA, and graduation data, and the report reveals that Maple Mountain High School is a high-achieving school. The school reported a graduation rate of 99 percent for 2011. Maple Mountain's highest proficiency CRT scores were on the Language Arts CRT (with a 93 percent proficiency rate), and the lowest were in math (with 49.5 percent proficiency). The school-wide CRT results noted that the largest achievement gaps involved Hispanic and special education students. The report did not give disaggregated data for each CRT subject, so further analysis was not included. The number of AP tests taken and the pass rate for each of the 16 AP courses offered at the school were provided. However, the school did not include the number of students that were enrolled in each AP course. It would be interesting to track the number of students who participate in the course but fail to take the test.

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

The school neglected to disaggregate the CRT data by subject (e.g., Language Arts 10, Algebra 2, Physics, etc). Also, CRT data regarding disadvantaged socioeconomic students was not included. Since this is a new school, school-level achievement data (i.e., common assessments by subject and department) and DRSL data have not been collected. The Visiting Team is confident that school leadership team will identify appropriate data to collect, disaggregate, and analyze before the next accreditation visit. The Visiting Team would encourage the school to continue to keep longitudinal disaggregated data charts regarding student learning.

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

Maple Mountain High School's self-study accurately reflects the strengths of the school. Since the new school has been creating new policies, procedures, mission statement, etc. there has not been sufficient time to collect longitudinal data that would reflect the school's limitations.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that Maple Mountain High School continue to collect, disaggregate and analyze data from high-stakes and school testing. By keeping longitudinal data, the school will recognize trends, areas of strength, and areas that may need special attention.
- The Visiting Team recommends that the school leadership team identify struggling learners at Maple Mountain High School by name. As school-level data (classroom, department, and whole school) is collected each term, the school will be able to be proactive in its approach to struggling learners.
- The school should share individual student CRT data with all students and their parents and encourage the student to set strategic goals for continual improvement. Content teachers should be aware of which students in their class scored below 160 on CRTs. This will allow the teachers to implement individualized classroom interventions to help all students become proficient.

**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?*

Spanish Fork and Springville have been rival schools for nearly 100 years, and students from both schools are now attending Maple Mountain High School. The principal invited students, parents, department heads, and staff members to participate in a planning meeting before the school opened. Expectations were defined for behavior, attendance and achievement. In addition, the mission statement and beliefs were established. A student suggested the school motto should be "Attitude of Excellence."

The new mission statement defines a compelling purpose and vision for the school and supports student achievement. The mission was approved by the e faculty and the School Community Council (SCC) in August 2009 as the school opened its doors. Faculty members were involved in creating the school's belief statements during the school's second year of operation.

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

Maple Mountain stakeholders are united in their beliefs and committed to ensuring every student succeeds at the school. The school's mission, beliefs, and DRSLs are aligned. As Maple Mountain is a new school, there was not yet sufficient data to determine whether DRSLs were based on the school's greatest needs.

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

The Visiting Team recommends that the indicators to the DRSLs be reviewed, revised, and simplified to reflect the areas in which the school wishes to improve student achievement or behavior. As the school revises and simplifies the DRSLs, it is important that each indicator be measurable and data gathering manageable.

- 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 school's mission, beliefs, and DRSLs guide the procedures, policies, and decisions of the school. The Visiting Team observed an "Attitude of Excellence" displayed by students, faculty, staff and administrators at Maple Mountain High School.

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 ample evidence that faculty members are teaching the Utah Core Curriculum. However, the Visiting Team found that many faculty members were not aware of the Common Core Curriculum, or that the Language Arts Core includes a Science, Social Studies and Technology strand that will be implemented in those departments. The Visiting Team suggests that the administrative team provide professional development on the new core standards and how they differ from the current core. Faculty members should begin updating the curriculum to include the various core components (e.g., problem solving, critical thinking, and increased rigor).

Maple Mountain High School has an early-out day every Wednesday that allows faculty members to collaborate in PLCs and attend school-wide professional development and faculty meetings. However, there does not seem to be a school-wide PLC implementation plan or accountability measures in place to ensure that each department is working on updating and aligning curriculum, creating common summative and/or formative assessments, and discussing research-based instructional strategies such as those described in *Classroom Instruction that Works* or *The Art and Science of Teaching* by Robert J. Marzano.

The Visiting Team commends the Math and English Departments for leading the way in using the PLC model to collaborate to improve student learning. Also, some CTE teachers and fine arts teachers meet monthly with a district PLC.

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

All students are engaged in learning at Maple Mountain High School. However, most faculty members do not plan for three-tiered instruction (accelerated, on grade level, and struggling learners) on a regular basis. In particular, parents expressed concern that accelerated students are not being challenged in some curricular areas.

The Visiting Team recommends that professional development on Bloom's Taxonomy be provided to all faculty members. Faculty members would then be able to review and reflect on their current instructional practice and begin revising lessons to increase the level of rigor through designing questions and/or projects that would move students from the knowledge level to being engaged in critical thinking, problem solving and application.

After teachers are very familiar with and are using Bloom's Taxonomy, the next step is to become familiar with the use of Smarter Balance Writing's *Hess' Cognitive Rigor Matrix* as the rubric to measure rigorous curriculum.

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

Since the school is new, the DRSLs were recently created, and at this time the school has not identified a DRSL to be implemented school-wide.

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

Maple Mountain High School is commended for encouraging every faculty member to provide help for students that do not understand curricular concepts. Teachers are re-teaching before school, after school, and during class time, and students are encouraged to re-test to demonstrate their understanding of concepts.

Instruction:

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

Maple Mountain teachers employ a variety of teaching strategies to enhance student learning. However, the Visiting Team observed that the majority of the curriculum is delivered through direct instruction, and that the use of worksheets often accompanied the instruction. The CTE, fine arts and activity classes were keeping students engaged through student projects or participation activities. The school has up-to-date technology available for student and teacher use.

The Visiting Team suggests that teachers become familiar with instructional strategies that actively engage students in higher-order thinking skills, such as problem solving and analysis. Future professional development could focus on the art of questioning using all levels of Bloom's Taxonomy.

- 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 school's DRSLs are posted in the main hall and in every classroom. The DRSLs were announced on daily announcements during the past month. Most students were aware of the DRSLs and knew there would be visitors inspecting their school. Since the DRSLs were recently created, the school has not started the implementation of DRSLs.

- c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?*

Faculty members enjoy collaborating with their department PLC. However, there does not appear to be a plan for implementation of the PLC model, nor a school-wide effort to align curricula or to study and implement instruction based on best practices.

The English and Math Departments are using common assessments, but there is little evidence that the departments are collecting or using data to refine the curriculum, use more effective instructional strategies, or revise assessments. The Visiting Team would encourage the school leadership team to create and implement a long-range professional development plan. Data should be collected to ensure school-wide participation and implementation of research-based strategies. Several teachers commented that they would appreciate attending professional development that would help them become more proficient teachers.

- 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?*

All Maple Mountain High School faculty members are highly qualified and are able to keep most students engaged during class time. As the school continues to use the PLC model to collaborate for student success and implements appropriate professional development, faculty members will have the opportunity to study current research of effective instruction and reflect on their own practice.

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

As a new school, Maple Mountain High School is well equipped with up-to-date technology. Some computer labs are available for student use before and after school. The school just purchased one laptop cart and intends to purchase additional laptop computers for student use in all content areas. The Visiting Team would suggest that the school consider investing in Smart Boards or tablets to be used by faculty and students.

Every faculty member has a projector mounted in the ceiling and a voice enhancement system. There are several computer labs that support specific courses, and the CTE areas are equipped with the latest technology.

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?*

Individual classrooms have assessments in place, and each department at Maple Mountain High School is at a different stage in the development of departmental common assessments. Most departments assured the Visiting Team that the development of common assessments is a priority for the department and will occur in the near future. In most cases, the current Utah State Core Curriculum sets the standards for student achievement.

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

Teachers have assessments in place to monitor individual student achievement in each class. The Visiting Team would recommend that the school adopt a common grading scale and that departments determine grading procedures to ensure students are being graded fairly.

Since this is a new school, a school-wide process to assess individual student progress has not been developed. The Visiting Team commends the faculty for allowing students to retake tests in order to assure mastery of the curriculum.

The Visiting Team recommends that departments and individual teachers continue to develop, use, and collect data on formative assessments. The data could be used to evaluate student progress throughout the learning process and allow faculty members to collaborate to align and update curriculum, discuss effective instructional strategies, and improve assessments.

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

Individual student achievement is monitored and recorded by classroom teachers. The Visiting Team recommends that departments use collaboration time to develop and study data derived from common assessments. The results of data analysis should be utilized in planning appropriate instruction which meets the needs of **all** learners.

- 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 took note of several assessment strategies currently being utilized in individual classrooms, such as bell ringers, discussions, and individual responses to teacher questioning. The Visiting Team recommends professional development for the staff in order to facilitate an effective implementation of the PLC model. As common assessments are developed and utilized, the departments will be able to discuss the effectiveness of classroom instruction and how to improve student learning.

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

Since the school is new, it is in the process of identifying a coordinated mechanism for assessing an identified DRSL. The DRSL indicators need to be refined to allow for assessment of their effectiveness.

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?*

There was ample evidence that the administration and faculty have worked very hard to create an inviting, safe, positive learning climate. The principal is a “teacher’s principal,” and he honors the work of the teachers and provides them with the tools they need to be effective.

The Visiting Team recommends that the school develop a small school leadership team that would annually update the school improvement plan, create a focused professional development plan, and monitor the work of the PLCs.

- 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?*

Because Maple Mountain is a new school, the administration and department chairs are focused on improving student achievement and instructional effectiveness. Some data is beginning to be collected, and as this process continues, the Visiting Team is confident that the school leadership team will collaborate to determine the next steps for the school.

- c) *To what extent does the 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 students, teachers, staff and parents have enormous respect and admiration for the principal. The principal provides very skillful stewardship in providing a safe, effective, and efficient learning environment. As the school revisits the DRSLs and action plan, The Visiting Team is confident that the school will design a school improvement plan that will improve student learning for **all** students.

Both assistant principals have received other assignments in schools in Nebo District, so the principal is currently training new assistants. The Visiting Team was very impressed to see that the school's security officer, attendance secretary and other staff members have stepped up to ensure that the needs of teachers, students, and parents are being met.

- 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 administration and school leadership team empowers the entire school community to be actively involved in the decision-making process of the school. The PTSA and SCC members expressed their appreciation for the school's regular, open communication. The PTSA and SCC are included in many of the decisions regarding student programs and achievement. The Visiting Team recommends that the school leadership team explore additional ways to implement shared responsibility.

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

The school does not have a formal mentor program. However, faculty members are encouraged to work individually with struggling learners.

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?*

Maple Mountain High School has made great strides over its 2½-year existence in developing the school's mission, beliefs, DRSLs and action plan. However, the DRSLs and action plan were developed without analyzing disaggregated data to define the school's achievement gaps. A more careful, strategic analysis of data would help identify the students who may need to be enrolled in honors, AP, or concurrent courses, as well as the struggling learners who may need extra academic support.

- 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 school has an early-out day and has dedicated most of the resulting time this year to preparing for the accreditation visit. The school has identified PLCs, but does not have a formal plan for school improvement. The Visiting Team recommends that a formal professional development plan be created that would outline whole-school professional development as well as the work of the PLCs (e.g., studying best practices, implementing new ideas and allowing time for reflection and refining of curriculum, instructional strategies and assessments).

- 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 current action plan was recently created, and the Visiting Team recommends that the plan be revised to reflect what students should know and be able to do at Maple Mountain High School. The professional development plan should focus on what teachers should know and be able to do.

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

All stakeholders are united in creating conditions that support productive change and continuous improvement.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team noted that Maple Mountain High School has worked to build a strong sense of community and productive working relationships within the school. Every student is encouraged to become involved in an extracurricular activity, and teachers work collaboratively in PLCs. Many members of the school staff live within the boundaries of the school and are united in helping students and parents. Parents are involved in many supportive roles and expect their students to excel and to set college and career goals. Counselors respond to the needs of both students and parents, and foster a caring community.

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

The principal brought all stakeholders together before the school opened and has continued to regularly meet with community groups. There are parent support groups to many of the extracurricular activities available to students. Also, the school is communicating with parents in a variety of electronic methods.

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

The Visiting Team commends the school on the great amount of work it has accomplished in 2½ years. All stakeholders were involved in creating the mission and

belief statements. However, all stakeholders were not involved in defining the DRSLs, and the action plan was developed by just a few educators.

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

The results of the Maple Mountain self-study were articulated to the faculty, PTSA and SCC. Since the school is new, the results of school improvement initiatives are not yet available. The Visiting Team is very confident that the school leadership team will guide the school through a collaborative process to improve student learning. The school's self-study is posted on the school's web site so that it is accessible to all stakeholders.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the principal for being an exemplary instructional leader. The principal brought all stakeholders together before the new school opened to create the mission statement, to determine the desired culture of the school, and to identify student outcomes. All stakeholders are commended for their dedication to and support of the new Maple Mountain High School. A student suggested the school motto "Attitude of Excellence," which all stakeholders have embraced.
- The Visiting Team commends the faculty and counselors for engaging all students in learning and helping every student to be successful. Students know that their teachers care about them, and each student has a sense of purpose. Maple Mountain High School provides a safe, clean, positive learning environment and has implemented programs to assist the school's struggling learners. Faculty members are highly qualified, and many have earned advanced degrees.
- The Visiting Team commends the faculty for collaboratively working in PLCs. Some departments have created curriculum maps and are beginning to implement common assessments. In addition, some teachers meet with their peers from other Nebo District high schools monthly to collaborate to improve student achievement.
- The Visiting Team commends the administration and faculty for encouraging every student to be involved in a club or other extracurricular activity. Every faculty member is commended for his/her personal commitment to students as a coach or adviser for the extracurricular activities.

Recommendations:

- The Visiting Team recommends that Maple Mountain High School analyze high-stakes and school-level achievement and intervention data to determine who is learning and who is not learning. Once struggling learners have been identified, longitudinal data should be collected to track student progress and verify that individual students are achieving growth each year.
- The Visiting Team recommends that the DRSLs be simplified and revised to focus on specific areas that need improvement as identified by data analysis. The Visiting Team recommends that the school's action plan be revised to be student centered, and that the plan include a five-year timeline for implementation.
- The Visiting Team recommends that all faculty members promote the school-wide implementation of a DRSL. Data should be collected at the classroom, departmental, and school levels to measure the increase in academic proficiency of students. Maple Mountain High School should have one DRSL institutionalized before the next accreditation visit.
- The Visiting Team recommends that Maple Mountain High School persist in working to meet the academic needs of **all** students. As the new core is implemented, each faculty member should revise his/her curriculum and adapt instructional strategies to increase the level of rigor and challenge **all** students. Classroom assessments should include questions representing all levels of Bloom's Taxonomy.