

Orem High School 175 South 400 East Orem, Utah 84097

March 14-15, 2007





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

Orem High School 175 South 400 East Orem, Utah 84097

March 14-15, 2007

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase 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. It is a three-phased 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 14-15, 2007, 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 Orem 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 Jane Lindhout is also commended.

The staff and administration are congratulated for their desire for excellence at Orem High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about 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 even more 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 Orem High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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John Spencer	Administrator of Human Resources

OREM HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Jane Lindhout	Assistant Principal Assistant Principal			
Counse	<u>aing</u>			
Dave Groesbeck				
Craig Cooper	Counselor			
Elaine Layosa				
Gail Pittard				
Support	Staff			
Brittinee Adams	Writing Lab Aide			
Cherie Almond				
Sam Bates	-			
Elaine Billings				
Amber Bowden				
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Kehau Fa'alafua				
David Frampton				
Toni Hoover				
Traci Huntington				
Jane Jackson				
Natalie Johnson				

Nichole Kunz	EDNET Facilitator
Kevin Losee	One Site Computer/Network Specialist
Lim Lowe	School Nurse
Janet McClure	Food Service
Mike Morgan	
Annette Newsom	Administrative Assistant
April Oostveen	Special Education Para Educator
Reed Paulson	
BeverlyRafiner	Transition Specialist
Lynette Reed	Paraprofessional
Lowell Sagers	ELL Specialist
Mary Anne Smith	Food Service
Jerry Sutherland	Sweeper
Harold Young	School Resource Officer
Linda Wimmer	Registrar
Ester Zacjaroas	Paraeducator
Karen Whittaker	Financial Specialist
Chris Wycoff	Aide

Faculty

Rita Pella Lorelie Andrus LeeAnn Honeycutt Chad Asay Melanie Hoopes Ross Reed Gordon Robert Ashdown Ed Jarvis Reynolds Melodie Bestor Steve Jensen Syd Riggs Cynthia Clark Neil Johnson Miriam Robertson James Cloward Cole Kelley Ken Seastrand Andy Cox Sterling Keyes Valarie Shaw Lesa Cox Zach Knappenberger Greg Sheide John Coxson Pauline Kummer McKay Sleight LaMar Smith Steve Downey Amy Kutsulis Kerry Downs David Lawson Ruth Stanton-McAtee Stuart Duncan Elaine Layosa Robert Steele Chad Fransen Paul Lemen Charlotte Touati Dave Gilchrist Matt Logan Gina Tuttle William Gillespie Julie Lonsberry Neil Wakefield Susanne Gillett Danny Miller Roland Woodland Marie Glahn Gary Miner Brenda Woolstenhulme Kevin Gurr Robert Mower Kira Young Sherry Gutzman Jamie Nebeker Heather Zemp Myrna Hall Annette Newsom Sid Hatch Gail Osborn

OREM HIGH SCHOOL

MISSION STATEMENT

Student Achievement is our business—our only business.

BELIEF STATEMENTS

- Students produce quality work and best demonstrate their understanding of essential knowledge and skills by being actively involved in solving problems and applying their learning to meaningful contexts.
- Since each student is a valued individual with unique physical, social, emotional and intellectual needs, a student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Students learn best when they are provided with a variety of curriculum, instructional approaches and practices that include the use of technology.
- Students, teachers, administrators, parents, and the community share responsibility for continuous improvement to enable students to become confident, self-directed, life-long learners.
- Students learn best in a safe and physically comfortable environment.

MEMBERS OF THE VISITING TEAM

Vicci Gappmayer, Wasatch School District, Visiting Team Co-Chair

Debbie Sorensen, Murray High School, Murray School District, Visiting Team Co-Chair

Ann F. Anderson, Springville High School, Nebo School District

Bruce Eschler, Hillcrest Junior High School, Murray School District

Gail McBride, Park City High School, Park City School District

Karla Porter, Roy High School, Weber School District

Craig Watson, Park City High School, Park City School District

VISITING TEAM REPORT

OREM HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Orem High School opened its doors in 1956. Since then it has provided quality educational experiences for over 22,000 students. Students who attend Orem High School live between 1200 North to 1700 South and east of State Street in Orem. Every year dozens of students apply to attend Orem High School through out-of-area contracts. Students are attracted to Orem High School for a variety of reasons, including its drama, art, band, and athletic programs.

Orem City has a population of 84,324 people, 76 percent of whom have a high school diploma plus additional training or college experience. Orem patrons' socioeconomic status ranges from lower-class neighborhoods, where homes are rented and families are highly mobile, to neighborhoods that are middle- to upper-middle class, with long-term residents. Overall enrollment of Orem High School has declined over the last few years, due to the aging of the families within the school's boundaries.

The demographic data for Orem High School indicates that the largest ethnic group is Caucasian, making up 86.3 percent of the school's population. The largest minority group is Hispanic, accounting for 9.3 percent of the student population. Other minorities, such as American Indian, Asian, African American, Pacific Islander, and other racial groups, combine to make up the remaining 4.4 percent.

Orem High School is committed to continuous improvement and has been engaged in reform efforts over the last few years. Staff members have developed school-wide programs to support student learning, including a sophomore mentor program, the Classroom Assessment of Student Learning, and common assessments within departments. Staff development occurs on a regular and ongoing basis, providing teachers with the skills to help students learn.

Orem citizens recently approved a bond for Orem High to be rebuilt, and plans are now underway to start construction. The school has a proud heritage of academic achievement, athletic accomplishment, and artistic excellence, which they will take with them into the new building. Orem High School enjoys a strong relationship with its community and a legacy of school pride that will carry the school into future decades of success.

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

The Visiting Team commends Orem High School for its ongoing commitment to school improvement. It is evident that all stakeholders, including parents, faculty

and staff members, and students, engaged in an in-depth self-study and analysis of the school. The faculty is to be commended for its commitment to students, seeking to model outstanding performance and promote a fine instructional environment for students.

The faculty of Orem High School has introduced strategic interventions to assist students who are struggling academically. In addition, students can choose to participate in a wide variety of extracurricular activities. The school has a strong sense of community and a deep-rooted culture that welcomes all students.

The school has focused on alleviating truancy by revising the attendance policy, hiring a truancy reduction specialist, and introducing the WhyTry? and Attendance Remediation programs. In addition, lunch period detention was instituted. These efforts have resulted in a 66 percent reduction in absence during the first quarter of the 2006-07 school year.

In an effort to involve students in their learning, the faculty introduced the Classroom Assessment for Learning Program (CASL). This program encourages students to take ownership of their learning and increase their achievement levels.

The profile revealed that Orem High School made Adequate Yearly Progress for the years 2003-04 and 2004-05. AYP was not achieved for 2005-06 due to the lack of progress in the school's ELL subgroup in the language arts area. ELL students, however, experienced a 21 percent gain over the previous year, perhaps a score for which significant improvement was unrealistic.

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

The Visiting Team suggests that the school continue to systematically collect and analyze data to measure student progress and identify areas for future growth. As data is gathered, teachers and administrators should discuss and reflect on the information to discover trends and patterns of learning. Data should be disaggregated by gender, ethnicity, economic level, and special education status to determine gaps in achievement.

The Visiting Team suggests that data from individual departments become part of the general school profile. Written explanations and interpretations of the data should be included to show that the information has been sufficiently reviewed and analyzed by the faculty and other stakeholders.

Suggested Areas for Further Inquiry:

• The Visiting Team recommends that the school include additional data such as disciplinary data, SEOP participation data, work-based learning and internship

enrollment data, CTE proficiency levels, 504 data, attendance data, ELL and native language data, and common departmental assessment data. Data should be collected for the support programs in reading and math to measure improvement for the targeted students.

• The Visiting Team recommends that the data be disaggregated by gender, ethnicity, socioeconomic status, and proficiency level, thereby revealing which subgroups are experiencing gaps in their learning, and to what extent these gaps exist.

CHAPTER 2: THE SELF-STUDY PROCESS

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

The administration and the accreditation team and other stakeholders began the self-study process approximately five years before of the visit. The administration is committed to school improvement and has led the effort to evaluate student data, enabling Orem High School to better serve students. As a result of their self-study, multiple reform initiatives have been put into place, and the staff has adopted the motto of CSI – Continuous School Improvement.

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

While the data in Orem High School's self-study is accurate and reflects trends in overall achievement and attendance, the Visiting Team suggests that Orem High School include additional data as specified in the previous section of this report. Orem High School is encouraged to disaggregate all data by ethnicity, income level, and gender to determine who is learning and who is not.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Orem High school's desired results for student learning (DRSLs) are as follows:

- 1. Critical Thinker
- 2. Effective Communicator
- 3. Responsible Citizen

Shared Vision, Beliefs, Mission, and Goals:

a) To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?

The Visiting Team commends the school leadership team on guiding the faculty and staff through an effective consensus-building process regarding the school's beliefs, mission, and goals. Although not all stakeholders were initially involved in the writing of the mission statement, all parties have now embraced the school's mission.

b) To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?

All the Orem High School belief statements center on student learning. Students are expected to produce quality work and demonstrate their knowledge and skills. Teachers are committed to providing a safe learning environment and offering quality curriculum and instructional practices. There is evidence that students, teachers, administrators, and parents share the responsibility of educating students to become confident, self-directed, life-long learners.

c) To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?

The mission statement, beliefs, and desired results for student learning are well aligned. The DRSLs should be continuously revisited to better ensure the expected student outcomes. The faculty ought to include specific, cross-curricular indicators for the desired results. The Visiting Team recommends that the staff and stakeholders build a school-wide action plan for implementing the DRSLs throughout the curriculum.

Curriculum Development:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills?

There is evidence that individual departments and combined departments (known as colleges) are aligning their curricula to the Utah State Core. Some departments and colleges collaborate on cross-curricular projects to integrate core concepts. The Visiting Team commends the school's use of the CASL program, which has motivated teachers to rewrite State Core Standards in student-friendly language. The Visiting Team suggests that departments and colleges work to align common

courses through curriculum mapping. Also, the Visiting Team suggests that the intra-departmental and inter-departmental collaboration continue.

b) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?

The faculty of Orem High School has begun conversations to determine how to explicitly teach the desired results for student learning. Most teachers stated that they are teaching their subject matter and incorporating the DRSLs into daily lessons. While desired results of student learning have been identified, all staff members must come to a consensus on the importance of these outcomes, how they should be taught, and how they will be measured.

Quality Instructional Design:

a) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?

There is ample evidence that the faculty of Orem High School provides excellent learning experiences to actively engage students. The following learning activities were observed: students working in small groups, hands-on activities, direct instruction, student-led discussions, teacher demonstrations, Socratic circles, and lab activities. The Visiting Team suggests that the staff continue to collectively research and provide a variety of learning experiences to meet the needs of all students.

The team commends Orem High School for their implementation of girls' math classes to meet the needs of struggling learners. The Visiting Team also commends Orem High School for its implementation and use of technology to enhance student learning.

b) To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?

The Visiting Team was impressed with the high degree of expertise and dedication among the teaching staff. Many teachers were implementing best practices in their classes. It is obvious that a variety of instructional strategies are used to ensure that the needs of most learners are met. The gifted learners (AP and concurrent enrollment) receive rigorous instruction. Peer tutoring, mentoring, and other after-school programs are available for students who require additional help. The Unified Program appears to successfully meet the needs of students with different learning styles.

c) To what extent do the professional staff and leadership provide additional opportunities which support student learning?

The Visiting Team observed a variety of programs to support student learning beyond the classroom setting, such as peer tutoring, after-school tutoring, accessibility of the facility before and after school, academic and attendance tracking, and extracurricular activities. Provisions are made for students in inschool suspension to make up work and stay current in the classroom. Parents strongly support teacher accessibility before school, during lunch, and after school.

Quality Assessment Systems:

a) To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?

The Visiting Team commends the faculty at Orem High School for utilizing various forms of assessment (e.g., student portfolios, formative assessments, performance assessments, open-ended questions, rubrics, oral presentations, projects, research projects, student journals, and group assignments). The Visiting Team applicable the creation of common assessments by some departments.

Other than standardized tests (CRTs and the UBSCT), there is little evidence of school-wide assessments currently in place. The Visiting Team suggests that the faculty implement its action plan and create school-wide assessments of the school's DRSLs and writing program. The Visiting Team also suggests that more departments and colleges collaborate and create common assessment methods.

b) To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?

It is evident from the Visiting Team's observations that the faculty has created assessments that align with the school's objectives and performance standards. Most assessments are being designed by individual teachers in isolation from their colleagues. Therefore, some classroom assessments lack consistent standards for rigor, design, or alignment to the Core Curriculum. The Visiting Team recommends that all departments continue to collaborate and develop common assessments that will guide all students' learning.

c) To what extent are assessments designed, developed, and used in a fair and equitable manner?

There appears to be a fair and equitable testing process. Teachers are genuinely concerned about student achievement and want all students to achieve at high

levels. A variety of assessment tools are being used to determine what students know and are able to do.

Leadership for School Improvement:

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

The administrators at Orem High School have worked tirelessly with the staff to support and improve student achievement. For several years, they have focused their efforts on assessment data to reveal academic success. Both students and staff greatly value learning, and the school has a long tradition of academic excellence.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?

There is evidence that the leadership team at Orem high school has made strides to collect and analyze data in an effort to make wise decisions for the school. The administration responds to feedback from teachers and makes appropriate adjustments based on current information. The administration and faculty enjoy a very open, respectful, and collaborative relationship. They have embraced current research for school improvement.

c) To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?

Orem High School is committed to assessing student learning through standardized tests, end-of-level tests, and other performance indicators. Data is presented to departments to facilitate instructional planning. The Visiting Team recommends that a systematic program to assess instructional effectiveness and student learning be developed and implemented.

d) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?

Orem High School provides a safe, efficient, and effective learning environment. While the school is experiencing some funding reductions, which stretches resources, it is evident the leadership makes wise decisions to enhance student learning.

e) To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?

It is evident from Orem High School's recent program development (CASL, school attendance policy, peer tutoring, and course offerings) that the school uses both time and fiscal resources to enhance achievement of the DRSLs.

f) To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

The administrative team allows the school community to be involved in the school and share responsibility for student learning. There is a climate of mutual respect among all stakeholders of Orem High School. The School Community Council and school PTSA are active and provide input for school improvement decisions that is valued and seriously considered.

Community Building:

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

The Visiting Team found there is a strong feeling of community and tradition at Orem High School. Parents feel communication with the school is excellent and welcomed. Orem is commended for its active School Community Council and PTA.

The Visiting Team found evidence that a positive and productive working relationship exists among students, teachers, support staff, and administrators. Through classroom visits, the Visiting Team found that the learning environment for students nurtures a sense of caring and belonging. Interdepartmental collaboration is beginning to emerge as they have restructured departments into colleges.

There is a strong sense of student pride and school spirit among students. A large percentage of students are involved in clubs and support extracurricular activities. DRSLs are posted around the school in both English and Spanish. The Visiting Team commends Orem High School in their efforts to include all students.

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

There is extensive evidence of the school's active engagement of parents as partners in the learning process. Collaborative networks are established through

SEOPs, phone calls, parent-teacher conferences, letters, report cards, e-mail, an active web site, and academic progress reports through PowerSchool.

Courses such as Unified Studies and an excellent arts program extend collaborative relationships with the community. Clubs also provide various service learning projects that extend into the community. Community educational support is evidenced as students at Orem High School have the opportunity to take classes at Utah Valley State College, and Mountainland Applied Technology College, Brigham Young University, and the Electronic High School.

Culture of Continuous Improvement and Learning:

a) To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?

The Visiting Team applauds the staff for being actively involved in staff development that is relevant to the mission of the school. Teachers have participated in ongoing staff development activities, including eMINTS, CASL, PLCs, Stiggins, AP Conferences, Strand Opportunities, district-wide collaboration, district and state-wide professional development, content area conferences, collaboration Mondays, and other professional conferences.

As school leaders make plans for future staff development, it is suggested that those activities become more focused on implementing DRSLs across the curriculum.

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

Orem High School has developed a culture of continuous school improvement (CSI) that all stakeholders fully support. Teachers are encouraged to continue their education and improve their skills. They are given multiple opportunities to participate in professional development activities.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Instructional and organizational practices, as well as policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled (315:1).

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere. The building itself has seismic issue; however, Orem High School is in beginning stages of building a new high school

Standard IV - Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information

Standard V - Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. Orem High school has established a culture of school improvement focused on student learning.

Standard VII – Preparation of Personnel

This standard is mostly met. Most professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned. According to Orem High School's accreditation report, six teachers are lacking appropriate state licensing and endorsement requirements.

Standard VIII - Administration

This standard is met. The administration of Orem High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX - Teacher Load

This standard is somewhat met. Orem High has three teachers with over 210 students, which exceeds the total number of students instructed by any one teacher in any one grading period as set by the Utah State Office of Education and/or Northwest

Standard X – Activities

This standard is met. Orem High School supports a range of activities that supplement the basic instructional program by providing additional interests and experiences for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a) To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?

Orem High School has multiple action plans focusing on divergent areas. The Visiting Team recommends that these action plans—the truancy initiative, the reading program, technology integration, assessment for learning, writing across the curriculum, and DRSL implementation—be carefully reviewed and brought under the umbrella of the DRSLs. It is recommended that the school develop a single action plan with a few measurable goals, action steps, and time lines. This will enable Orem High School to focus on the critical areas for school improvement.

- b) To what extent is there sufficient commitment to the action plan, school-wide and system-wide?
 - The Visiting Team observed that the faculty and parents have a strong commitment to and a high degree of satisfaction with certain elements in the action plans. The stakeholders need to condense these elements into one action plan, which will then be more fully supported and more readily accomplished.
- c) How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?

The Visiting Team recommends that Orem High School revisit the action plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Orem High School for addressing the problem of excessive truancy by developing and implementing a new attendance policy. This new policy is widely supported by parents as well as staff members, and has reduced truancy by 33 percent.
- The Visiting Team commends Orem High School for creating a culture of continuous school improvement. This longstanding culture has driven school-wide improvement efforts and will continue to support school reform initiatives. It is apparent that the majority of the staff members and parents support the efforts for school improvement.
- The Visiting Team commends the school for implementing the student mentor program. In this program, sophomore students are assisted in their transition to high school. Young students connect with older students who provide positive role models to help them be successful.
- The Visiting Team commends the staff members for their positive, cohesive relationship with each other and the school administrators. There is a sense of mutual respect that promotes collegiality and a positive academic climate for students. Students expressed their loyalty to Orem High School and stated that they enjoy a high level of school spirit.
- The Visiting Team commends the faculty for its commitment to continual education. A large percentage of the staff has advanced degrees, demonstrating a

- strong commitment to professional growth. Parents and students expressed appreciation for the many master teachers at Orem High School.
- The Visiting Team commends Orem High School for the outstanding performance of students on nationally normed tests, state assessments, and grades. Students also excel in other arenas such as athletics, arts, and career and technology.
- The Visiting Team commends Orem High School for maintaining the traditions and fine legacy established by Orem High School alumni. All stakeholders have obvious pride and strong connections to this fine institution.

Recommendations:

- The Visiting Team recommends that Orem High School develop a comprehensive system for gathering, disaggregating, analyzing, and using pertinent data. Data is the basis for determining student growth and for making future decisions. The team suggests that data be further disaggregated by ethnicity, socioeconomic status, special education classification, etc. As trends emerge over time, the needs of the school become apparent and struggling learners will be more easily identified.
- The Visiting Team recommends that the staff of Orem High School continue to strengthen collaboration between and among departments and colleges. Such communication will foster professional relationships and promote more meaningful instruction and assessment. The Visiting Team suggests that the faculty use collaborative time to align curricula and develop end-of-level assessments for common courses.
- The Visiting Team recommends that Orem High School seek greater input from all stakeholders, including a larger sampling of students and parents, to determine present and future needs of the school.
- The Visiting Team recommends that the staff of Orem High School participate in collaborative inquiry, exploring best instructional practices to meet the needs of diverse learners
- The Visiting Team recommends that the staff of Orem High continue to pursue relevant professional development to support its work and accomplish school goals.