

**The Report of the  
Accreditation Visiting Team**

**Park City High School  
1750 Kearns Blvd  
Park City, Utah 84060**

**March 30-31, 2009**



**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**

**Park City High School  
1750 Kearns Blvd.  
Park City, Utah 84060**

**March 30-31, 2009**

**UTAH STATE OFFICE OF EDUCATION**

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State Superintendent of Public Instruction**

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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 30-31, 2009, 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 Park City 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 Hilary Hays is also commended.

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

Patti Harrington, Ed.D.  
State Superintendent  
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12/30/2008

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**ADMINISTRATION AND STAFF**

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David McNaughtan ..... Assistant Principal  
John Hall ..... Assistant Principal  
Doug Payne ..... Activities Director  
Janice Jones ..... CTE Director

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Liz Moskal ..... Counselor  
Dara Smith ..... Counselor  
Samantha Walsh ..... Crisis Counselor

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Nancy Scott ..... Counseling Secretary  
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Wedding, Kelly  
White, Sam  
Williams, Anna  
Wright, Lynda  
Wyant, Jeff  
Yeates, Kelly

# **PARK CITY HIGH SCHOOL**

## **MISSION STATEMENT**

Park City High School values integrity and academic excellence in an inclusive community.

## **BELIEF STATEMENTS**

We believe in:

- Tolerance
  - All students deserve support and opportunities for growth in an atmosphere that recognizes and respects all points of view, abilities and differences.
  - Concern, empathy and respect are demonstrated through work and actions that support all unique members of our school community.
- Integrity
  - Teachers can expect students to be prepared, honest and accountable for their actions.
  - Students can expect teachers to be fair, honest and consistent with enforcing consequences for student actions.
- Personal Growth
  - Teachers continuing to develop self-awareness and new skills, create the greatest opportunities for enthusiasm, success and knowledge acquisition in the classroom.
  - An open mind fosters new ideas, change and lifelong learning.
- Teamwork
  - It is essential to work as a team where everyone participates and the interests of all community members are valued.
- Healthy Lifestyles
  - Knowledge and practice of healthy lifestyles contributes to personal growth and self-actualization.
- Perseverance
  - Our school community can expect a high level of commitment, achievement, and perseverance from all of its members.
- Knowledge
  - We can show knowledge and understanding through a variety of learning styles and various ability levels.
  - We will challenge ourselves to take risks, self reflect, and have a passion for inquiry.

- Respect
  - Mutual respect can only exist in an environment where patience, kindness and acceptance for all differences are practiced every day.
- Community
  - A balanced school community provides opportunities for all community members to be actively involved in developing school goals.
  - A school community must work to maintain a collaborative, open and honest environment.

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

### Practicing Integrity

Students will take responsibility for their actions.  
Students will value honesty.

### Striving for Academic Excellence

Students will engage in rigorous and authentic work.  
Students will pursue excellence across the curriculum.  
Students will meet high academic standards.

### Building an Inclusive Community

Students and staff will work cooperatively with others.  
Students will show respect and compassion for themselves and others.

Date of Visit: March 30-31, 2009

## **MEMBERS OF THE VISITING TEAM**

Christine Huley, Granite School District, Co-chairperson

Joel Miller, Orem High School, Alpine School District, Co-chairperson

Leslie Trelease, Hillcrest High School, Jordan School District

Katherine Witt, Ogden Preparatory Academy

## **VISITING TEAM REPORT**

### **PARK CITY HIGH SCHOOL**

#### **CHAPTER 1: SCHOOL PROFILE**

Park City High School was the first free public school in Park City, Utah, and was established in 1875. The original high school was built in 1928. Students moved out of that building in 1977. Since that time the current building has been expanded five times, with the major renovations occurring in 2005. In addition, Park City High School also went through a grade alignment in 2004, serving students in grades 10-12. The Learning Center, an alternative high school, was added, which also affected the high school's development. Park City High School has an enrollment of 965 students. The population of Park City is 7,371, and Park City High School is responsible for providing educational services to a community almost twice this size.

The median family income is \$77,137, with 41 percent of families earning over \$100,000. Fifty-two percent of the residents have a bachelor's degree or higher; 17 percent have a graduate or professional degree. Park City is also enriched with various cultures. Close to 20 percent of the community's population is Hispanic or Latino, and Spanish is the primary language spoken in 19 percent of homes. Moreover, a significant percentage of the Hispanic population at Park City High School has lived less than five years in the country. As a result, Park City High School has developed a successful ELL program that includes content link classes where ELL instructors work in collaborative and collegial manner with their peers to ensure academic and social achievement for students. The school district sponsors monthly community meetings with parents and community members to strengthen community relations and to share information with parents.

The field involving arts, entertainment, and recreation is the strongest industry in Park City. Park City is home to three nationally recognized ski resorts, and students are heavily involved in outdoor programs. Many of the teachers take advantage of the resources provided by the community, and emphasize the positive effects of living a diverse and healthy lifestyle.

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

Park City realigned from a 9-12 school in 2005. The population of the high school is 91 percent Caucasian with the predominant minority being Hispanic 6.25 percent. The student-teacher ratio is 25 to one. The ELL population has remained fairly consistent over the past three years at Park City High School; however, the school district as a whole has experienced a large increase in the number of students requiring ELL services, and many of these students will be entering Park City High School within the next few years. As a result, the school has developed

a comprehensive plan to address the needs of the ELL student population. The content link program has been designed specifically to meet the needs of the ELL and special education student population. The purpose of the content link class is to pre-teach and re-teach pertinent information and content specific material. Thirty-eight students were enrolled in the content link program, and only three students failed. The special education students are also connected to a content link class.

Advanced Placement classes are open to all students, and students are encouraged to take challenging classes. Park City High School offers 22 AP classes. The number of students participating in AP classes has steadily increased over the years, with 467 students enrolled and 984 AP tests taken. The percentage of students passing has remained constant at 70 percent since 1991. An upper-level math class is now offered, and in the past these classes were concurrent enrollment classes. There currently is no concurrent enrollment partner (college level); however, rigorous math classes continue to be offered. A total of 359 students are currently enrolled in these classes.

CRT data is disaggregated, and the results indicate that students not reaching proficiency include ELL, Hispanic, and special education students. As a result, a variety of support classes have been designed to support these students. These include the Special Ed Content and ELL Content Link class. In these classes, students are provided with additional review and practice of concepts introduced in their regular classes. In addition, team-taught math classes and intervention calluses are provided. These include Math Study Skills, Academic Counts, and UBCT remediation.

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

Park City High School should continue to include the data, demographics and changes and trends in its community. The school has included pertinent and purposeful information in the profile, and this presents a true picture of the students, parents, and community as a whole.

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

The self-study accurately reflects the school's current strengths and limitations. The school has a multitude of opportunities for students to develop their interests. For example, they have strong, enriched and talented fine and performing arts program. Adventure classes are available for students to learn recreational skills. Hospitality classes are offered, as well as an internship program in the community. Many students are enrolled in AP classes, and the majority of students excel academically. One area on which the school is focusing is the support of the learning of their ELL and special education students. These students struggle

academically and are provided with support classes such as Content Link. There is a strong emphasis on and commitment to enhancing the learning of these students.

**Suggested Areas for Further Inquiry:**

- Park City High School should continue to monitor the ELL and special education students to determine whether the interventions provided result in increased student learning and achievement.
- Park City High School should continue to monitor student enrollment trends in terms of ethnicity.

**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 that define a compelling purpose and vision for the school to support student achievement?*

In the fall of 2006, Park City High School started a collaborative and all-inclusive effort to develop a set of beliefs and a mission statement that would drive its school-wide efforts. Time was allocated during faculty meetings, and three professional development days were used to generate belief statements and desired results for student learning. Information from stakeholders was also collected via e-mail questionnaires and breakout sessions. All insights and contributions were gathered by the school's leadership team, which in turn shared information with all staff members. The entire school community grappled with the development of a mission, beliefs, and set of desired results for student learning that honestly met the learning needs and high expectations for all students.

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

Since the last visit in 2006, Park City High School stakeholders have worked industriously as a school community to identify and implement a set of outcomes reflective of all the students. The process of establishing these traits was facilitated in a collaborative manner. As a result of their efforts, the school stakeholders established skills they believed all students can learn and exhibit by

actively and responsibly participating in the learning environment. These are as follows: Practicing integrity, striving for academic excellence, and building an inclusive community. These outcomes align with the Park City High School mission statement and beliefs, and they are used in guiding instruction across the curriculum.

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

The school-wide rubric for the DRSL (improving student writing) that addresses striving for academic excellence has been developed to measure student writing quality throughout all curricular areas. The rubric addresses the following principles: organization, content knowledge, conventions, presentations and resources. Indicators of success are identified for each of the principles. Student writing is measured in terms of “not proficient,” “partially proficient,” “proficient,” and “mastery.” Student writing is studied by the faculty to determine the progress of student writing.

- d) *To what extent do the school's mission, beliefs and DRSLs guide the procedures, policies and decisions of the school and are evident in the culture of the school?*

Every action and decision that is made at the school is connected to the mission, beliefs and DRSLs. Faculty and staff use the DRSLs in every classroom and professional learning opportunity. The students articulate the importance of these concepts in the development of becoming a well-rounded and prepared student in today's world. The writing assessment tool is further evidence of the entire school integrating the principles of quality writing in all content areas.

### **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?*

Within individual departments, Park City High School staff members work together to align their curricula with the Utah Core Curriculum and the Utah Life Skills. The Visiting Team encourages the staff to continue intra-departmental collaboration, and commends the honesty and thoroughness with which each department evaluated its curricular strengths and weaknesses; the team also encourages continued self-reflection.

There are instances of cross-curricular integrated curricula. The nine late-start days next year will allow teachers more time for intra-departmental and inter-departmental collaboration through specified regular time allotted during the school day.

Departments such as Math, Special Education, and ELL have taken the time and initiative to assure vertical alignment with their feeder middle schools and elementary schools and encourage further efforts to create smoother curricular transition between schools.

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

Students are given a wide variety of choices of classes that include inquiry, problem solving, and higher-order thinking skills. Students at this school are given wonderful opportunities for inquiry and action based learning in many departments. Students have the unique opportunity to use state-of-the-art facilities such as computer labs, the Eccles Theater, the Black Box Theater, a dark room, gymnasium, science labs, etc. for a wide variety of vocational and academic classes. Students use media production to create their own Miner Morning show. The Fine Arts Department collaborates yearly on a fall school musical. There are many opportunities for students to showcase their skills and talents.

Students are also encouraged to pursue academic excellence and are given the opportunity to learn problem solving and higher-order thinking skills in a wide range of classes. They can also increase the rigor of their course schedule by having the opportunity to take a huge variety of AP courses. The Visiting Team commends Park City High School for an amazing course catalog that gives the students the ability to make choices to individualize their education in ways that fit in with their post-secondary educational goals.

- 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 at Park City High School is working on implementing the DRSLs into its curricula. This year the school has focused on developing a school-wide writing rubric, and the staff has evaluated student work using this rubric. The Visiting Team commends the staff for its work on developing and implementing the rubric, and encourages them to continue to evaluate the effectiveness of the writing rubric. Once the writing rubric has been well established, the school should continue to work on developing rubrics for the other DRSLs as well.

- 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 and summative assessments of student performance data to drive curriculum. The Visiting Team recommends that the school continue to work on departmental common assessments, as well as school-wide assessments such as the writing rubric.

**Instruction:**

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

Based on classroom observations, it is obvious that teachers demonstrate a wide variety of instructional strategies in the classroom, such as group work, direct instruction, student-led presentations, technology-aided instruction, Socratic questioning, demonstrations, and more. Teachers are encouraged to continue seeking professional development opportunities in exploring research-based best practices for instruction.

- b) *To what extent has the school and the staff developed strategies for instruction that builds the capacity for explicitly teaching the identified DRSL in every classroom?*

The Visiting Team noted a few instances of teachers identifying the DRSLs while speaking to students. The team recommends that teachers tie their daily learning objectives into the DRLSs and explicitly explain to students or have the students find the connections between the learning objective and the school DRLSs.

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

Teachers feel the administration is very supportive in encouraging and guiding them toward professional development opportunities. A bulletin board and monthly newsletters keep teachers informed of upcoming professional development that can help them improve their instructional strategies. The staff has also been given time this year to work through the accreditation process, and in so doing has collaborated and discussed ways to support student learning.

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

Teachers are very knowledgeable in their content areas. They attend professional development to improve their effective instructional approaches when they have opportunities to do so. Throughout the accreditation process, the staff has become increasingly self-reflective and is enthusiastic in continuing the process of school improvement.

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

Park City High School has incredible opportunities for teachers to integrate technology into their curriculum, instruction, and assessments. Teachers use a variety of traditional and new technologies. The staff has access to projectors which are used for instruction and also for their daily school production, *The Miner Show*. Computers are available in the classroom as well as in several computer labs throughout the building that teachers can schedule for research, projects, and assessment. Teachers also have access to a lecture hall with a large screen where presentations can be made by teachers or guest speakers.

**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?*

Teachers at Park City High School are assessing student learning by developing and using assessments that are based on the DRSLs, as well as state and national standards such as UBSCT, CTE, CRT and AP exams. In addition to the department assessments, Park City High School has created a school-wide writing rubric to be utilized throughout all classrooms. The writing assessment is based on a Six Traits Plus One model, but has been adapted to include the necessary elements that each individual department needs.

- 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, counselors, and administrators at Park City High School are dedicated to developing and using assessments to serve clearly articulated standards, including DRSLs and the information needs of all students. Information derived from standardized tests at a national level is used to assess students. These include the AP, PSAT, PLAN, ACT and SAT tests. These are used to assess students academically and vocationally. Common assessments are now available in math, science, social studies, and language arts. In addition, formative and summative assessments are implemented. Processes such as developing and implementing rubrics to guide instruction and assessment, as well as data gathered from assessments that target ELL, IEP and 504 Plans, are used to assess the progress of students achieving academic expectations.

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

The professional staff at Park City High School examines the data as it is received, and then refers to the data when making departments and/or school SMART goals to improve student learning. Some teachers expressed frustration at

the lengthy wait time in receiving data from some standardized tests and cited this as one reason for inability to successfully implement some goal setting.

- 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 school's culture of collaboration and continuous improvement creates the context for teachers to meet and develop specific assessment tools. There are nine late start days built into the schedule. During this time, the faculty reached consensus on the school-wide writing assessment tool. Faculty members also create common assessments, study, and analyze student data to determine learning needs of students. Research-based interventions and appropriate assessments are designed to determine who is learning and who is not.

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

The faculty collectively agrees about the benefit of having a school-wide writing assessment tool, and is in various stages of implementing it. With regard to the DRSL of Academic Excellence, this writing assessment will provide a common language and standard from which all students can benefit.

### **CHAPTER 3: NAAS SUPPORT STANDARDS**

#### **Leadership and Organization:**

- a) *To what extent does the leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

Park City High School's leadership has put great effort into providing its faculty with many opportunities for targeted and meaningful professional development. The faculty is engaged in seeking out best practices and implementing them into classrooms school wide. Department chairs model quality instruction, and instructional coaching has been effective in helping new teachers as well as tenured teachers grow in their practice.

- b) *To what extent does leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

Park City High School's administration and faculty leaders have attended conferences and training to help with the implementation of research-based school

of continuous improvements. The faculty as a whole has used data to identify students who struggle academically and have developed programs to help target those students. This has been very successful, as evidenced by the use of the Academic Counts and ELL remediation programs.

- c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, resources, allocation and use of resources of the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs and school improvement?*

The Park City High School administration is knowledgeable and energetic in its pursuit of providing a safe learning environment for all students, faculty and staff. The DRSLs/mission statement is evident and promoted throughout the school, reminding all who enter the doors of Park City High School that the school is a community where integrity and academic excellence are fostered, and that all students have the ability to succeed. The administration meets regularly with department chairs and their focus groups to discuss the needs of the school to be more effective and efficient.

Every decision that is made connects to the learning needs of the students, and decisions are consistently connected to the mission of the school. The facility lends itself to creating a learning environment that encourages students to collaborate and engage in conversations with their peers. In addition, the facility supports a collaborative learning environment for the staff. The school is a safe place for the students, and there is no data to show that there are serious discipline situations at the school.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

The school's leadership—both administration and faculty leaders—are committed to collaboration not only within the curricular disciplines, but school-wide and vertically with feeder schools. They have implemented nine days of late start days to collaborate. They have shared responsibility at all levels to make targeted decisions on school improvements and student achievement. The Community Council and PTA work closely with the school leadership and have been involved in the decision-making process.

School site decisions have the input of the parents, students, and teachers. There is open dialogue with individuals who are affected by any of the decisions made. The administration supports and encourages open and honest input, and as a school decisions are made collaboratively.

- 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 DRSLs?*

The school-wide leadership at Park City High School, collaborating with the Community Council, has allocated funding from the School's Trust Lands grant and other fundraiser opportunities to provide for quality professional development, resource projects that meet the school's goals, fund teachers' grants, hire student support staff, and help with school activities that promote the school's mission.

The Counseling Center, staffed with four counselors and an intervention specialist, meets with each student two times each year for an hour-long conversation about the student's goals, interests, and post-secondary interests. In addition, the teachers have formed caring relationships with the students. When students were asked about the strengths of the school, it was the teachers that came to the forefront of their conversations. Teachers, counselors, and administration support and integrate the DRSLs consistently into the classrooms and the school as a whole.

### **School Services:**

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

### **Facilities and Finances:**

This standard is addressed yearly in the school's annual report to NAAS which requires specific responses regarding the physical plant, finances, audit, advertising, etc.

## **CHAPTER 4: 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?*

Park City High School has incorporated into its yearly calendar nine days to devote to collaboration with departments, across curricular groups, and even, to a lesser degree, with their feeder schools. The school's leadership is focused and dedicated to data-driven school improvement that enhances student achievement.

The school improvement plan not only targets school-wide initiatives, but also critically identifies the needs of subpopulations within the school, such as ELL and special education students.

- b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

The school's administration has facilitated a continuous and open dialogue with the school's faculty and stakeholders in order to align their goals with professional development that is meaningful and focused on their school improvement plan. The administrators have provided the opportunity for all teachers to attend training that improves their practice and helps to improve the school as a professional learning community.

- c) *To what extent is the new/revised schoolwide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, schoolwide and system-wide?*

The Park City High School community, which includes all of the school's stakeholders, is committed to a school-wide action plan that targets critical areas and enhances student achievement. Collaboratively, the school has created a school-wide rubric for writing that is utilized in every curricular discipline to improve student writing skills. This type of collegial work is an example of other school-wide initiatives that illustrates the school's commitment to the students' success.

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

The administration at Park City High School, as well as the faculty leadership, clearly understand the process for change that need to take place to move from who they were three years earlier. They have created a linear leadership that is accessible and engaged in the process. They value the input and the involvement of all stakeholders.

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

Since the last visit three years ago, Park City High School has created a culture of collaboration; they developed their DRSLs and an action plan. The school has established focus groups and increased professional development opportunities.

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

The school's administration, faculty and stakeholders have targeted the recommendations from the last visit and made great strides to meet and exceed the five areas of concern. They are committed to being a school of continuous progress that is focused on student achievement as a professional learning community.

## **CHAPTER 5: COMMUNITY BUILDING**

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

Positive and productive working relationships are established among students, teachers, support staff, and administrators. Students feel safe and confident in talking with their teachers. The teachers feel safe and confident in speaking with their colleagues and administrators.

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

There are 29 clubs at Park City High School. In a community-building effort, all students were solicited by their counselors to be involved in at least one club. This effort should continue.

The Natural Helpers club is a group of students who are able to provide help and support for students in need. Park City High School has a variety of tutoring programs in place to assist students with needs. Specifically, before and after school, as well as at lunch, math and science peer tutoring is available in the computer labs. In addition, the local tutoring center in the community, Educational Advantage, is also utilized as an enhancement to student learning.

All students were given a "Miner Pride" t-shirt at the beginning of the school year, with Fridays set aside for spirit day. Although participation in wearing the shirts has not been embraced by the entire population, the common attire has provided a positive shared unity among the students and staff.

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

The involvement of the school community has been invited throughout the entire self-study process. Through newsletters and e-mail, parents are invited to give input on the various topics of concern. The parents with whom we spoke (PTO and Community Council members) reaffirmed that their voices are heard at Park City High School.

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

Results of school improvement are identified through both qualitative and quantitative means, including collaborative and constructive dialogue, as well as through different survey methods. Improvements made throughout this process are documented and communicated to faculty and patrons through newsletters and e-mails.

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

### **Commendations:**

- The Visiting Team commends Park City High School for embracing the accreditation process. This has resulted in a culture of collaboration, a focus on meeting the needs of all students, a shared mission, a culture of continual assessment, and excitement and enthusiasm. As the school embarks on the journey of school improvement, it will continue to better meet the needs and enhance the learning of each student.
- The Visiting Team commends Park City High School for acting on all of the recommendations listed in the 2006 accreditation report.
- The Visiting Team commends the leadership and vision of the administration, as well as their wisdom to empower teachers in the process of developing a school-wide assessment, such as the school-wide writing rubric.
- The Visiting Team commends the faculty's willingness and commitment to be active participants and visionaries in this time-consuming process of accreditation.
- The Visiting Team commends Park City High School for the academic rigor offered, which prepares its students for post-secondary success.
- The Visiting Team commends Park City High School on the variety and quantity of elective courses, which contributes to the individual growth of all student interests.
- The Visiting Team commends the faculty in addressing the needs of the ELL and special education students, with a focus on inclusion for all students.

### **Recommendations:**

- The Visiting Team recommends that Park City High School increase the amount of regular collaboration time embedded in the schedule, and potentially align this time with all schools within the district. This would allow for vertical teaming K-12.
- The Visiting Team recommends that the department and focus groups continue to meet on a regular basis. In addition, the Visiting Team recommends that parents and students continue to be included in every aspect of the school improvement process.
- The Visiting Team recommends the action plan be rewritten to include incremental goals for the next six years.
- The Visiting Team recommends that the faculty and staff continue to study written work across all content areas to assess the effectiveness of the school-wide writing rubric.
- The Visiting Team recommends a continued pursuit of professional development that emphasizes instructional strategies that incorporate not only a teaching focus but a learning-centered focus for all students.
- The Visiting Team, in order to promote a more academically rigorous path to post-secondary education opportunities, recommends a twenty-eight-credit graduation requirement.
- The Visiting Team recommends continued focus on the academic learning and extracurricular involvement of all ELL and special education students. Special programs and support, such as Content Link and the Scholarship Advisor, should continue.