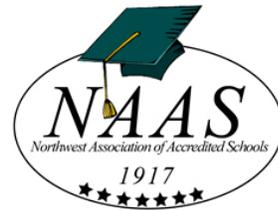


**The Report of the
Accreditation Visiting Team**

**Riverton High School
12476 South 2700 West
Riverton, Utah 84065**

November 18-19, 2008



**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**

**Riverton High School
12476 South 2700 West
Riverton, UT 84065**

November 18-19, 2008

UTAH STATE OFFICE OF EDUCATION

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

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

Brenda Hales, Associate Superintendent

**Lynne Greenwood, Director
Curriculum and Instruction**

**Gerolynn Hargrove, Coordinator
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist
Curriculum and Instruction**

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, November 18-19, 2008, 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 Riverton 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 Stephen Park is also commended.

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

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

UTAH STATE BOARD OF EDUCATION

250 East 500 South
P. O. Box 144200
Salt Lake City, UT 84114-4200

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Teresa L. Theurer
33 Canterbury Ln
Logan, UT 84321
Phone: (435) 753-0740

District 6

Michael G. Jensen
4139 S Aubrey Ln
West Valley City, UT 84128
Phone: (801) 968-5960

District 11

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14866 Village Vista Dr.
Draper, UT 84020
Phone: (801) 572-1608

District 2

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5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980

District 7

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1172 East 100 South
Salt Lake City, UT 84102
Phone: (801) 582-4237

District 12

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645 West Hubbard Cir
Alpine, UT 84004
Phone: (801) 756-7623

District 3

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3514 E Fairway Cir
Spanish Fork, UT 84660
Phone: (801) 787-1676

District 8

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5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 13

Thomas Gregory
1037 S 290 W #D
Provo, UT 84601
Phone: (801)607-4702

District 4

Richard Sadler
875 Edgewood Dr.
Ogden, UT 84403
Phone: (801) 479-7988

District 9

Denis R. Morrill
6024 South 2200 West
Taylorsville, UT 84118
Phone: (801) 969-2334

District 14

Dixie Allen
218 West 5250 North
Vernal, UT 84078
Phone: (435) 789-0534

District 5

Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

District 10

Laurel Brown
5311 South Lucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221

District 15

Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Josh M. Reid*

201 S Main St. Ste 1800
Salt Lake City, UT 84111
Phone: (801) 536-6787

Rosanita Cespedes*

1470 S 400 E
Salt Lake City, UT 84115
Phone: (801) 466-7371

Cyndee Miya**

1833 Ridge Road
Layton, UT 84040
Phone: (801)546-4830

Patti Harrington
Executive Officer

Twila B. Affleck
Secretary

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** CMAC Representative Appointment

7/25/2007

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Frank Shaw, Ph.D., J.D. Executive Director
Bevan Wasden Executive Director

RIVERTON HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Stephen W. Park..... Principal
Rufine M. Einzinger..... Assistant Principal
C. Brad Sorensen.....Assistant Principal
Mark E. Halliday.....Assistant Principal
Curtis Hagen.....Assistant Principal
George A. Welch.....Assistant Principal

Counseling

Nancy Karpowitz Counselor
Teresa Klanderud Counselor
Brian McGill Counselor
Janeen McMillan.....Counselor
Jerry Payne.....Counselor
Debi Warr.....Counselor
Anita Nielsen.....School Psychologist
Craig Cottle.....CTE Coordinator

Support Staff

Sam Adams	Marvin Cowdell	Karen Hansen
Demri Alger	Connie Curran	Boyd Hash
Stephanie Alger	Kris Denison	Sandra Hash
Kathy "Diane" Ault	Tami Dimmick	Joan Hodges
Adam Bailey	Janet Dimond	Charlene Holmstrom
Boyd Bass	Tiffany Edwards	David Hoover
Jill Bay	Barbra Jo Eggett	April Horne
Nancy Bolduc	Terrie Elkins	Michelle Hudson
Jacklyn Brown	Natalie Ellis	Margaret Jasperson
Gloria Butcher	Jenifer Emmerson	Paula Jensen
Colette Butterfield	Jeri Gamble	Sharon Jessee
Kent Cameron	LeAnn Gilchrist	Bonnie Jones
Georgia Chadwick	Chris Glover	Kelly Jones
Jeanette Clark	Arlene Gregerson	Launa Lee Jones
Melanie Cole	Joan Gust	Lori Kassing

Maurina Kemp
Roseann Kemp
Tabitha Keysaw
Sherrie Kirkham
Karen Koford
Shirlene Kohnlein
Kimberly Kump
Shirlene Lancaster
Susan Markus
Rachelle Maynard
Charlotte Meldrum
Michelle Miles
Sherrion Miller
Anna Minor
Jamie Motoki

Julie Nokes
Tess Nypower
RaeLyn Olson
Jessee Osborne
Stephanie Pace
Keith Phister
Markel Pruden
Dawna Ramsey
Peggy Rawlins
Paula Redding
Jeanie Ryan
Pat Schouten
Sally Shields
Loni Smith
Mary Smith

Susan Smith
Joyce Spencer
Jennifer Staley
Virginia Steggell
Emily Tanner
Heather Tanner
Leland Taylor
Marlitt Tippetts
Sherry Vitti
Elizabeth Vuyk
Grant Wade
Nancy Webster
LouAnn Winegar
Christina Ziska

Faculty

Robert Allred
Jill Ames
Tyler Anderson
Jay Applegate
Emily Bateman
Darin Beierle
Julia Bell
Natalie Bellamy
Nicole Blanco
Kathryn Blattman
Mark Blau
Becky Boberg
Katie Borgmeier
Joshua Briggs
Melissa Brown
Kathy Bye
Peggy Caughey
Jacquelyn Chavis
Michael Christensen
Diane Congdon
Allison Copier
Emily Corfield
Amy Cowin
Brent Cox
Lisa Craig
Nathan Crandall
Russ Crump

Colleen Curran
Clin Eaton
Joseph Edman
Ron Ence
Vickie Ericksen
Kevin Fallon
Sonja Ferrufino
Candace Foringer
Janet Fotu
Mac Frischknecht
Steve Galley
Jacob Garlick
Celeste Giron
Sandra Graham
Richard Griffiths
Jay Que Hales
Donna Hall
Elizabeth Hansen
Krysta Hansen
Robyn Harris
Brent Hawkins
Dan Henderson
Cody Henrichsen
Camille Hicks
Gordon Hinckley
Sterling Hunt
Donna Hunter

Jeniece Jacobson
Darlene James
Lisa Jensen
Carlee Johnson
David Johnson
Mike Johnson
Teri Jolley
Nate Justis
Robyn Kabwere
Dee Kartchner
Kristi Kemp
Suzette Kinzer
Natalie Kitt
Mel Labrum
Carol Lind
Kristeen Lindorff
Pennie Lovato
Evelyn Marse
Karl McKenzie
Heidi McKissick
Daniel Melville
Kathy Meyers
Andrea Miguel
Kristen Lee
Millecam(Massic)
Michael Miller
Paul Moizer

Bradley Moss
Bryan Nicholson
Annie Nielson
Steve Nyhus
Vicki Olsen
Melvin Parker
Trudy Pecorelli
Jana Pendleton
Sharon Pitcher
Athena Poole
Julio Raymundo
James Robertson
Samuel Rogers

Robert Rooley
Claudette Rush
LeeAnn Salisbury
Steve Schaber
Marsha Schoenrock
Patricia Serre
Rhonda Spivey
April Squires
Linda Stokes
Julie Sutherland
Laura Taylor
Deanne Troff
Kathleen Turner

Michael Valdez
Rochelle Waite
Nicole Warner
Tom Watrous
Gayle Whitefield
Edward Willis
LeAnna Willmore
Curtis Wilson
Jaclyn Wintle
Tom Wood
Susan Wrathall

RIVERTON HIGH SCHOOL

MISSION STATEMENT

At Riverton High, we, the participants and patrons, exemplify an environment of mutual respect and cooperation, a commitment to excellence in all endeavors, and the encouragement of positive character traits.

BELIEF STATEMENTS

Not developed

DESIRED RESULTS FOR STUDENT LEARNING (DRSLS)

1. **Citizenship**
Students will contribute to an atmosphere of respect in our school through attendance and compliance with school rules, and with decreased attendance issues and student behavior referrals. Students will become involved in their own high school experience by joining clubs, teams, and other extracurricular events to enhance social skills and interest levels.
2. **Computation**
Students will demonstrate increased math skills through standardized tests and specific math course tests.
3. **Communication**
Students will learn what constitutes effective writing in the six areas of focus in the six trait scoring system. Students will demonstrate effective writing skills across the curriculum through the use of the six trait scoring system. Students will demonstrate greater written communication skills in their writing and on written test by using the six trait scoring system. Students will learn to more effectively evaluate their own papers by using the six trait scoring system.
4. **Critical Thinking**
Students will be able to clarify, organize and present information in technological forms that may include charts, graphs, the written word, and other forms of communication. Students will be able to utilize, evaluate, and refine the use of multiple technologies to solve a variety of problems pertaining to academic, personal, and employment situations.

Date of Visit: November 18-19, 2008

MEMBERS OF THE VISITING TEAM

Vicci Gappmayer, Wasatch School District, Co-Chairperson

Debbie Sorenson, Murray High School, Murray School District, Co-Chairperson

Bryan Jenkins, Viewmont High School, Davis School District

Tod Johnson, Wasatch High School, Wasatch School District

Kristin Packer, Lehi High School, Alpine School District

VISITING TEAM REPORT

RIVERTON HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Riverton High School is a suburban high school that has the distinction of being the largest high school in the state of Utah, with an enrollment of 2,841 students and a staff of 131 teachers and administrators. The high school opened in 1999 in response to the rapid growth and development of Riverton, Herriman and Bluffdale. The school has worked consistently to address the needs of its large student body, and has put in place structures to personalize the school environment. The school has also implemented a teacher academy to support the large number of new teachers.

Riverton High School is moving toward a tradition of excellence in academics and the faculty continues to challenge students to work to their full potential. The curriculum is expanding, with many advanced and technologically progressive courses as well as a wide variety of elective courses. The school works with student leaders to provide a safe environment in which all students feel welcome. Although the school is large, students feel connected to their teachers and personally known to administrators.

Riverton High School has developed a supportive and close relationship with its community. The school has an active Community Council, and parents play a vital role in school improvement decisions and plans. Many families and business leaders participate in school activities and service projects. Riverton High School itself is a great source of community pride.

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

The student body is composed primarily of white, middle-class students. Only seven percent of the students are ethnic minorities. 10.9 percent of the students qualify for free or reduced-price lunch. Approximately one percent of students have limited English proficiency, and 11 percent of students qualify for special education.

The UBSCT classes are effectively supporting students so that, by their senior year, 97.6 percent of the students have passed all sections of the Basic Skills Competency Test. A large number of students are enrolled in AP classes, and the collective pass rate for the AP Tests is 56 percent. Thirty-eight percent of the student body qualifies for the honor roll, and the graduation rate is 97 percent.

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

The Visiting Team recommends that the school continue to systematically collect and analyze data in order to make decisions for school improvement. It is suggested

that the school leaders collaborate with the district to develop a data management system to efficiently collect and disaggregate pertinent data to determine which students are learning and which are not. This effort should extend to disaggregating the CRT by content cluster and quartile for each grade level, and by gender and ethnicity. The school should track data on factors influencing student learning such as trends in attendance, safe school violations, and community demographics.

The staff may want to consider such questions as the following: “Do we have students who regularly attend, but are not performing?” “Are high achieving students adequately challenged?” “Are students who participate in school activities more likely to achieve?” “Are there patterns or trends in attendance and achievement that can be attributed to a certain grade level, gender, ethnicity, or subject area?” “Do we have students passing courses, but failing to pass state tests?” Assessment methods, grading systems, and data collection will need to come into alignment with measuring and monitoring student learning as the school moves to a standards-based curriculum.

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

The profile presented a limited view of the school’s strengths and weaknesses. No data was tracked over time, so achievement trends were not identified. It appears that the majority of students are progressing academically, but because the data was not sufficiently disaggregated, it is difficult to determine which subgroups may need additional help to succeed. Because ethnic subgroups were so small, no data was presented to show their achievement levels.

Suggested Areas for Further Inquiry:

- It is recommended that the school collect ongoing data in the following areas: common curricular test data, pass rates for each CTE test, enrollment and pass rates for each AP test, ACT test results, and ELL and special education testing data (UALPA).
- As data is collected, school leaders should analyze the trends to see which students’ needs are not being met. Data must be disaggregated to determine learning gaps within subgroups and within the curriculum.
- The profile is a means for teachers and staff to accurately view how the school and students are performing. As they review and discuss the data, they will better understand the quality of the instruction, curriculum, and academic achievement of the whole school, as well as individual students.

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

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

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

Riverton High's report provided a time line showing the development of the school's mission statements and revisions for the DRSLs. This process appeared to have involved all stakeholders. As the DRSLs were reviewed, they were synthesized into the "Four C's": Citizenship, Computation, Communication, and Critical Thinking. The Four C's give the school a common direction for professional development, training the teachers to integrate the DRSLs into their curricula. There is evidence that the student body understands the DRSLs and recognizes their teachers' efforts to explicitly include those skills in instruction.

The report did not include belief statements. The Visiting Team recommends that the leadership team revisit this area with all stakeholders and come to a consensus on their common beliefs.

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

Riverton High School's mission statement emphasizes the development of character traits and commitment to excellence. The DRSLs fit under this broad umbrella. The belief statements need to be developed to align with the DRSLs.

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

Riverton High School has begun the process of developing indicators of progress toward the DRSLs. Further work will be necessary to put into place benchmarks that show students' achievement of the DRSLs. The school is encouraged to develop an assessment system that will enable the staff to track student progress.

- 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?*

It is apparent that the school has a strong focus on the Four C's. Teachers have embedded the DRSLs into their instruction, and students are keenly aware of the school goals. School leaders have provided a framework that guides procedures, policies, and decisions at the school.

Citizenship is one DRSL that has been institutionalized, as evidenced by numerous service projects and a prevalent attitude of generosity toward those in need.

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 substantial evidence that the staff at Riverton High is working collaboratively to develop a curriculum based on Utah State Core standards. Examples include the development of common-course scope and sequence lessons and cross-curricular collaboration within the sophomore academy. Moreover, it is evident that the departments are working collaboratively to set goals and develop a curriculum based on the State Core Standards.

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

Critical thinking is clearly a top priority at Riverton High School, and it is listed as one of the school's DRSLs. Some teachers have demonstrated this ideal by posting critical thinking as a goal in their classrooms. The Visiting Team found evidence of inquiry, problem-solving, and higher-order thinking skills being taught in the classrooms at Riverton. Instructional methods included students working independently to problem solve and applying a rubric to analyze their work. The Visiting Team recommends that the school consider whether or not all students are being challenged by the curriculum and whether or not all students are engaged in inquiry, problem-solving, and higher-order thinking. In addition, the school should collect evidence to document student progress in these skills.

- 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 Visiting Team found Riverton High School to be well versed on the DRSLs (Citizenship, Computation, Communication, and Critical Thinking). There is also evidence that the DRSLs are being addressed in the curriculum. The Visiting Team encourages Riverton High to continue to collaborate and make the DRSLs a driving force in the development of new curricula.

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

There is evidence that the staff is reflecting on core test data to make decisions regarding what students have been taught and what they have learned. The faculty uses data from standardized assessments to establish learning goals. However, the Visiting Team did not see evidence that teachers are working collaboratively to

implement common assessments and use the results formatively to ensure all students are reaching the intended learning outcomes. In addition, the data was not sufficiently disaggregated to indicate where learning gaps occur within the student body.

Instruction:

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

The Visiting Team commends Riverton High for using a wide variety of instructional strategies. Some of the instructional strategies observed included role-playing, cooperative groups, laboratory activities, and musical performances. Classroom visits revealed that the majority of students were highly engaged in quality learning activities.

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

There is some evidence that the faculty has developed strategies for effective instruction, including concepts such as rigor vs. relevancy as learned through “Model Schools” professional development. However, it is not evident how these strategies are connected to an identified DRSL or that the DRSLs are driving instruction.

- 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?*

Riverton High School administers a needs assessment each spring to determine a focus for professional development for the following year. School-wide professional development has been instituted to address the identified needs. A Professional Development Committee composed of teachers and administrators facilitates the professional development sessions. It is recommended that the Professional Development Committee consider offering teacher development that is based on the DRSLs and focused on measurable student achievement.

- 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?*

The Visiting Team commends the teachers at Riverton High School for their knowledge, proficiency, and professionalism in the classroom. Teachers at Riverton are pursuing research on effective instruction and seek to consistently improve their 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?*

The integration of technology into curriculum and instruction has been Riverton's focus for professional development this year. The Visiting Team observed students and teachers using technology to enhance instruction. The Visiting Team encourages the staff to develop and implement a well-defined plan for the use of technology to assess student progress toward the DRSLs.

Assessment:

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

The Visiting Team found evidence of varied forms of assessments (e.g., student portfolios, oral presentation, student journals, research projects, group assignments). These assessments address a variety of learning styles. After multiple classroom observations and conversations with stakeholders, the Visiting Team determined the staff and faculty need to develop school-wide assessments. Those assessments should include clear performance standards that measure student progress toward the DRSLs.

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

Although the Visiting Team observed many forms of assessment, school-wide assessments have yet to be determined.

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

The Visiting Team noted that the faculty annually examines standardized test results to evaluate student learning. Also, CRT data and AYP status are reviewed by departments to measure competency as compared to other schools in the district and state.

- 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 schedule provides a number of days for professional development and teacher collaboration. The professional development committee is encouraged to designate time for teachers to collaborate and develop a broad range of student assessment strategies.

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

The school has developed a school-wide action plan with an assessment component. However, the assessment component mainly focuses on the teachers' responsibilities and activities. The Visiting Team recommends that the school revisit the action plan and develop a school-wide scoring tool to assess student progress toward the DRSLs.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

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

The leadership team at Riverton High School recognizes the importance of academic learning and encourages students to seek excellence in their studies. To support quality instruction, a number of teachers attend the Model Schools Conference each year, where they learn effective, research-based instructional methods. These teachers are expected to return to Riverton High School and share their new learning with the faculty. Another innovation to support teaching is the establishment of the Teacher Academy. Through participation in the Academy, young teachers are acclimated to the school culture and learn effective teaching methods.

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

There is evidence that the leadership team at Riverton High School has made strides toward collecting and analyzing data in an effort to make wise decisions for the school. The administration responds to feedback from teachers and makes appropriate adjustments in professional development based on teachers' feedback. The administration and faculty enjoy a very open, respectful, and collaborative relationship. It is recommended that the staff develop an assessment method to monitor progress in student achievement and instructional effectiveness.

- 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 leadership team is committed to providing a safe, efficient, and effective learning environment. Students expressed that the teachers are supportive, that the learning environment is positive, and that they are safe at school. The environment encourages respect and responsibility, which clearly align with the school's mission and DRSLs.

- 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 leadership team has been proactive in empowering the teachers and staff to explore ways to enrich the learning environment at Riverton High School. Every teacher participates on a committee with specific responsibilities to improve the school environment and develop meaningful learning activities.

- 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 Visiting Team commends Riverton High School for implementing the PACK (Positive Activities Connecting Kids) advisory program. This program allows students to meet weekly with an adult mentor and study curricular concepts which parents and students have identified as needed. In addition, a Sophomore Academy was instituted to support struggling sophomores. This program integrates core subjects and personalizes the learning of the students.

School Services:

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

Facilities and Finances:

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

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) *To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process that is reviewed and revised on an ongoing basis?*

It is apparent that the school used the Utah accreditation process *Collaborating for Student Achievement* in the development of the school improvement plan. All departments discussed the essential questions to determine the quality of their practice and identify areas for improvement. Riverton High School has created an action plan that will need to be reviewed and revised on an ongoing basis as the school strives to accomplish these DRSLs.

- 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?*

Riverton High School has a Professional Development Committee that surveys the staff annually. Through collaboration, professional development goals and activities are implemented to support school improvement goals.

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

The school improvement plan provides an initial framework to move the school forward in critical areas. The staff is encouraged to revise the assessment component to reflect the desired student outcomes.

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

The school is to be commended for its proactive approach to continuous improvement. Several innovations are already in place to respond to students' academic and emotional needs. The faculty exhibits a willingness to embrace change and support school improvement goals.

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

This is not applicable. The report from the first visit was not available, so this was determined to be a first-time visit.

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

Not applicable.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team recognizes the positive and productive working relationships established by Riverton High School among students, teachers, support staff, administrators, and community. There is strong evidence the school has been successful in creating and sustaining a learning environment for students that nurtures a sense of caring and belonging. This is especially commendable in light of the significant growth of the area and the continual influx of new students.

The faculty appears to enjoy a positive working environment, and its members display broad support for school improvement initiatives.

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

A defining feature of Riverton High School is the strong sense of ownership the community members display toward the school. It is clear that the school reaches out to parents and families to engage them in the learning process. The Visiting Team was impressed with the support from businesses and community members in school functions and service projects. It is evident that Riverton High School is a great source of community pride.

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

Riverton High School was successful in involving all stakeholders in a collaborative self-study process. The reports contained discussion notes from the focus groups indicating participation of teachers and students.

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

Riverton High School is in the beginning stages of gathering data relative to school improvement. The Visiting Team recommends that the school identify, document, and publish student data that indicates progress toward the DRSLs as it becomes available.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the staff for responding to parents' requests to personalize the high school by instituting the PACK advisory program. Teachers are building relationships with students and advocating for their academic success. This research-based reform should yield positive results in terms of student achievement.
- The school is to be commended for introducing the Sophomore Academy to assist struggling learners. In this setting, students work in small groups to pursue integrated studies and make essential connections between content areas.
- The Visiting Team commends the school faculty and staff for implementing a new attendance policy that has reduced absences and tardies by 53 percent. Parents and staff both acknowledge that the new policy has increased student accountability for attendance decisions.
- Riverton High School is to be commended for institutionalizing a sense of community throughout the school. Students learn to contribute to their community in such activities as Silver Wolf Pride Days in the fall and spring. Students, parents, faculty, and administration all express that the highlight of the year is the Silver Rush program which has grown in number of participants and amount of money raised for a particular cause. The Silver Rush is a defining cultural feature of Riverton High School.
- Project Hope is another remarkable reform that was instituted in response to tragic losses. The school designed a plan for troubled students to connect with peers and adults who can provide a listening ear and refer them for additional help if needed.
- Relationships among the faculty, administration, and students are remarkably strong. Students know their teachers care about them and are willing to give extra assistance before and after school. Counselors and administrators know the students well and often ask them about their personal achievement.

- The school is to be commended for involving all the stakeholders in the accreditation process. Students and parents feel that their opinions are taken into consideration in school improvement efforts.

Recommendations:

- The Visiting Team recommends that Riverton High School continue to revise the action plan to include specific, measurable indicators of student outcomes. All facets of the school should be actively involved in developing a school-wide rubric that indicates levels of progress toward the DRSLs.
- The Visiting Team recommends that the school stakeholders collaborate to create a set of beliefs statements that will support the DRSLs and provide a foundation for the work of the school.
- The Visiting Team recommends that the school continue to collect achievement data that is specifically disaggregated by subgroups such as ethnicity, gender, socioeconomic status, ELL, and special education students. This data should drive decisions about the curriculum and instruction for individual students.
- The Visiting Team recommends that the focus groups reconvene to discuss and come to a consensus on the following school-wide indicators of quality: Curriculum Development, Instructional Design, Assessment Systems, Shared Vision, Beliefs, Mission and Goals, Leadership for School Improvement, Community Building, and Culture of Continuous Improvement and Learning.
- The Visiting Team recommends that the school continue to collaborate and participate in professional development that focuses on instruction that will enable all students to accomplish the DRSLs.