

**The Report of the
Accreditation Visiting Team**

**Roy High School
2150 West 4800 South
Roy, Utah 84067**

April 12-13, 2012



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

Roy High School
2150 West 4800 South
Roy, Utah 84067

April 12-13, 2012

UTAH STATE OFFICE OF EDUCATION

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TABLE OF CONTENTS

Foreword	iii
Utah State Board of Education.....	iv
Weber School District Board of Education and District Administration.....	1
Roy High School Administration and Staff	2
Roy High School Mission Statement, Belief Statements, and DRSLs	4
Members of the Visiting Team	6
Visiting Team Report.....	7
Chapter 1: School Profile.....	7
Suggested Areas for Further Inquiry.....	8
Chapter 2: Northwest Accreditation Commission (Northwest)	
Teaching and Learning Standards.....	8
Mission, Beliefs and Desired Results for Student Learning (DRSLs).....	8
Curriculum	9
Instruction	10
Assessment.....	11
Chapter 3: Northwest Support Standards.....	12
Leadership and Organization	12
School Services	14
Facilities and Finances	14
Chapter 4: Northwest School Improvement Standard	14
Chapter 5: Community Building.....	16
Chapter 6: Major Commendations and Recommendations of the Visiting Team	17

FOREWORD

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and student achievement. In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes in a three-step evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 12-13, 2012, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Roy 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 Gina Buttars is also commended.

The staff and administration are congratulated for their desire for excellence at Roy High School and for their professional attitude, which made it possible for them to see weaknesses and strengths and to suggest procedures for improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is most important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Roy High School.

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*****Charter School Representative Appointment

**UCAT Representative

****USBA Advisory Representative Appointment

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ROY HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Gina Butters Principal
Nick Harris..... Assistant Principal
Teri Spiers..... Assistant Principal
Matt Williams Assistant Principal

Counseling

Ellen McDougal Counselor
Taryn Isaacs Counselor
Casey Roche..... Counselor
Andrew Penland..... Counselor

Support Staff

Tim Bell	Brian Henrie	Jeffrey Pfister
Kris Bloxham	Ann Jackson	Mary PoVey
Kamie Boren	Tammy Jenkins	Betty Shellabarger
Jeanette Boswell	Vada Johnson	Madelynn Sherrick
Neil Carter	Stephanie Johnston	Christina Shupe
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Candace Thurgood
Nadine Tracy
Ryan Waite
Rachael Waller
Barbera Wayment
Julie Webb-Townsend
Randy Wheeler
Mindy Zabriskie

ROY HIGH SCHOOL

MISSION STATEMENT

ROY HIGH SCHOOL INSPIRES STUDENTS TO BECOME NOBLE COMMUNITY MEMBERS WHO ARE HONORABLE IN BEHAVIOR, EXEMPLARY IN ACADEMICS, DIGNIFIED IN LEADERSHIP, SINCERE IN SERVICE, AND UNIFIED IN DIFFERENCES.

BELIEF STATEMENTS

- **WE BELIEVE STUDENTS CAN FIND FULFILLMENT IN LIFELONG LEARNING BY ACQUIRING CRITICAL THINKING SKILLS AND EMBRACING THE DIVERSE CONTRIBUTIONS OF EVERY COMMUNITY MEMBER.**
- **WE BELIEVE STUDENTS SHOULD BE ENCOURAGED TO ACT HONORABLY BY RESPECTING HUMAN DIGNITY, ACCOUNTING FOR THEIR OWN CHOICES, AND FOLLOWING ALL CLASSROOM AND SCHOOL POLICIES.**
- **WE BELIEVE EVERY STUDENT CAN LEARN, AND BECAUSE EACH STUDENT LEARNS IN DIFFERENT WAYS, THEY SHOULD BE PROVIDED WITH A VARIETY OF INSTRUCTIONAL APPROACHES TO SUPPORT AND ASSESS THEIR LEARNING.**
- **WE BELIEVE STATE AND NATIONAL CURRICULUM SHOULD GUIDE STUDENT LEARNING, AND COLLABORATION IN PROFESSIONAL LEARNING COMMUNITIES IS INTEGRAL TO SUCCESSFUL IMPLEMENTATION OF THIS CURRICULUM.**
- **WE BELIEVE STUDENTS SHOULD BE GIVEN OPPORTUNITIES TO LEAD AND SERVE WITHIN THEIR SCHOOL AND COMMUNITY.**
- **WE BELIEVE STUDENTS, TEACHERS, PARENTS, AND STAKEHOLDERS HAVE A COLLECTIVE RESPONSIBILITY TO CREATE PRIDE IN SCHOOL AND COMMUNITY.**
- **WE BELIEVE EACH STUDENT DESERVES A SAFE AND POSITIVE LEARNING ENVIRONMENT THAT CHALLENGES EACH STUDENT TO ACHIEVE PERSONAL EXCELLENCE.**

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Literacy (Reading, Writing & Communication)
2. Numeracy
3. Responsible Citizenship

Date of visit: April 12-13 2012

MEMBERS OF THE VISITING TEAM

Spencer D. Hansen, Centerville Junior High, Davis School District, Visiting Team
Chairperson

Cory Allred, Altamont High School, Duchesne School District

Sean Fitzgerald, Open High School of Utah

Barry Jones, Enterprise High School, Washington School District

Jeni McKay, Grand County High School, Grand County School District

Amber Thacker, Altamont High School, Duchesne School District

VISITING TEAM REPORT

ROY HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Roy High School first opened its doors on August 30, 1965 to students from Weber High School, Bonneville High School, and Roy Junior High. A student committee made up of students from those schools created the constitution and made nearly every decision involving the student body. Taking black from Weber and gold from Bonneville, the school chose gold, black, and white as its colors. Roy High decided not to use an animal as a mascot, but rather to become Royals, members of the noble class. “Always going first class” has been the school’s motto and goal for the past 46 years.

The school building itself was designed with modern teaching concepts in mind. The school was divided into areas, each designated for a particular academic focus. The classrooms could be adapted for large-group instruction as well as small-group conferences. Many of the walls were accordion-style and could be opened and shut as needed. A new concept called “modular scheduling,” consisting of 24 blocks, was put into effect, allowing some classes to be longer than others. Students could also incorporate “free time” into their schedules so that they could work on homework or visit the library.

Although the physical facilities have changed over the years, the pride and unity that students, staff, and community members experience have remained much the same. Many students who grew up in Roy have chosen to raise their families in Roy as well, creating a legacy of “Loyal Royals.”

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

Roy High School serves the communities of Roy, West Haven, and Hooper. Enrollment and demographics have been stable for the past five years. The percentage of economically disadvantaged students has increased to 34 percent with the downturn in the economy. Roy High has struggled to make AYP consistently.

Underperforming subgroups include Hispanics, economically disadvantaged students, and students with disabilities. Roy High School has a clear understanding of achievement gaps with these underperforming subgroups.

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

Roy High School would benefit from disaggregating dropout and graduation data. Consistent with student achievement data, the Visiting Team predicts higher rates of school failure in impacted subpopulations. Using this awareness as a springboard for more focused intervention will assist Roy High in achieving state student achievement performance benchmarks.

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

Roy High School's profile is an exhaustive representation of sustained, focused analysis of all pertinent school data. The Visiting Team had difficulty finding areas for improvement. The profile is complete and seamless in its connections to the new school action plan. This profile could serve as a model for other schools of how a school profile should be written.

Suggested Areas for Further Inquiry:

- Include analysis and disaggregation of school dropout data.
- Include analysis and disaggregation of school graduation data.

**CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST)
TEACHING AND LEARNING STANDARDS**

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

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

The Visiting Team determined that Roy High School has utilized the school leadership team, administrators, teachers, students, parents and community members to revise the school's mission statement, beliefs, and DRSLs. Feedback from students was obtained through several surveys and was analyzed and integrated into the school's vision by the school leadership team and the faculty. The School Community Council approved the revisions and offered recommendations throughout the process. The Visiting Team feels that Roy High has identified both academic and socioeconomic issues that have affected student achievement and has altered its mission and belief statements to address those issues.

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

The Visiting Team noted that Roy High School mission and belief statements focus on student academics, behavior, responsibility and leadership. The Visiting Team feels that the school's first two DRSLs, Literacy and Numeracy, adequately support the focus on academics. The third DRSL, Responsible Citizenship, supports behavior, student responsibility and leadership.

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

The Visiting Team found that the indicators for Literacy focus on reading comprehension, quality writing, and public speaking. To measure this indicator, the school has implemented a school-wide grading rubric and requires students to present in class at least once a year in every course. For Numeracy, teachers will increase student awareness of math in their content areas and keep track of how many times numeracy concepts are presented in each teacher's class.

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

The Visiting Team feels that the DRSLs, mission and belief statements are good; however, the action plan states that all DRSLs will be instituted simultaneously. The Visiting Team recommends that Roy High provide a timeline that allows the school to focus implement the DRSLs one at a time rather than all at once.

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?*

The Visiting Team determined that teachers at Roy High School currently meet every Thursday to collaborate within their departments. Due to changes in the Utah Core Curriculum, the English and Math Departments are currently in the process of aligning their curricula with the new state core and plan in order to have it fully implemented within one or two years. Other departments have implemented common assessments based on the core to help in their assessment of student achievement.

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

The Visiting Team observed that the faculty is implementing higher-order thinking skills into the curriculum. All departments collaborate and share higher-order thinking strategies with other teachers.

- 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 determined that Roy High School has a regular time set aside each week for teacher collaboration. The curriculum developed by the departments does focus on the DRSLs; however, the Visiting Team feels that the faculty lacks unity on the DRSLs implementation. Departments appear to be implementing DRSLs on different timetables rather than having the whole school focused on implementing the same DRSLs at the same time.

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

The Visiting Team found evidence that each department uses a different strategy to access the data. The faculty at Roy High School has excellent summative data. The Visiting Team feels that the informative data collected throughout the year could be better used to drive the individual curricula to ensure all the students' needs are being met.

Instruction:

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

The Visiting Team observed a variety of different teaching strategies, and the strategies appeared to be effective in their ability to engage students. The strategies observed were hands-on discovery, guided notes, inquiry learning, small-group work and group discussions. The Visiting Team observed lesson plan templates provided by each teacher that addressed the curriculum goals, instructional steps, DRSLs, state/national objectives, and accommodations for each class.

The Visiting Team was impressed with the environment, management and organization of the classrooms. The classrooms visited demonstrated the use of best practices, including the implementation of collaboration, class openers, modeling and teacher feedback.

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

The Visiting Team feels that Roy High School is working toward implementing the DRSLs into each classroom. We believe that in order for the school to be most successful with the implementation of the DRSLs, cross-curricular collaboration is necessary. There is some evidence of cross-curricular collaboration in the English and Math Departments, but we believe that more staff time needs to be dedicated to this.

The Visiting Team feels that EO is an excellent opportunity for students to gain strength in educational areas that are weak and it could be used to reinforce the DRSLs. We believe it could be restructured to include the participation of students who are struggling academically or are at risk.

- 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?*

The Visiting Team found evidence that the staff of Roy High School meets weekly, and that the direction of these meetings for the last year has been focused around

faculty meetings, PLC/department meetings, accreditation meetings and professional development. The Visiting Team commends the school on its use of this time—in particular the departmental presentations on content area reading strategies and professional development.

- 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 believes that teachers are proficient in their content areas, knowledgeable about current research on effective instructional approaches, and reflective on their own practices. Many teachers are pursuing or have a master's degree. Instructional techniques have been observed that are effective and engage student learning. Most teachers are reflective in their use of data to determine what material has been mastered and what material must be re-taught. Professional development for all teachers is recommended to further the effective use of data to determine instruction.

- 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 Visiting Team commends the staff of Roy High School for its use of technology. There are many resources available for the integration of technology into the curriculum, instruction and assessments. The district has provided a blog for each teacher and accessibility to Moodle, both of which are resources for students to use outside of the classroom. We observed many teachers using PowerPoints and Smart Boards to provide information.

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 assessment and data collection being used throughout the school. Where state performance standards are in place, teachers are implementing performance assessments to measure growth. Many classes are using measures beyond paper-and-pencil tests. Some classes are using pre- and post-test assessments, but there seems to be little evidences of departmental or district-wide assessments, or of common core assessments being used on a regular schedule.

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

The Visiting Team found that there is a school-wide program through which teachers, students, administrators and even parents can have access to data to evaluate academic performance. The counseling center regularly evaluates the progress of

student performance and helps with keeping at-risk students on track. There is an ongoing school administrative support for access to and the use of data. The staff members understand that using data leads them to better instructional decisions.

- 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 found extensive evidence of data being used throughout the school. The school is in the process of using data to drive instruction to find success for every student. The development of benchmark assessments is on a department or classroom level rather than a school-wide or district level. There is evidence of performance assessment in some classes. School-wide strategies for increasing the use of performance assessment would provide important assessment data. The school recognizes the need to fully utilize data in helping with the success of every student.

The Visiting Team recommends continued efforts in the use of data for defining the needs of students.

- d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

The Visiting Team found that the school is meeting regularly in professional learning communities. There is a great deal of collaboration going on throughout the school, from departments to the administration and even reaching into the community. The administration is providing ongoing training on the process of assessment strategies and is fully committed to future trainings.

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

The Visiting Team found assessment rubrics for each of the school's identified DRSLs. There appears to be a sufficient level of commitment from the staff members to use the rubrics to score student work. Staff members seem unclear as to which DRSL they are focusing on. The school is encouraged to clearly articulate and provide staff development around the implementation of one DRSL at a time.

CHAPTER 3: NORTHWEST SUPPORT STANDARDS

Leadership and Organization:

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

The Visiting Team determined that the school leadership team fosters a strong academic learning climate that is focused on the needs of individual students. The school leadership team is perceived by teachers, parents and students to be accessible, proactive and supportive of a strong learning environment.

- 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?*

The Visiting Team found evidence that the school leadership employs data-driven decision making. According to the school's evaluation of the NSSE rubric, additional work is needed in this area. The school administration should continue to work to share data pertinent to school decision making and seek a forum to share that information.

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

The Visiting Team found that, to a large extent, the school leadership team provides excellent stewardship of school resources and operations. All stakeholder groups report that the school leadership team facilitates school improvement plans and clearly understands its role within 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 Visiting Team found ample evidence of community involvement at Roy High School. There is a tremendous sense of "Roy pride" evident in the community that surrounds Roy High School. Parents are involved, and the school has close connections with Roy City, the police department and the fire department.

- 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 found evidence of a formal advisory model called "Early Opportunity." This program is an open academic consultation model. Every Wednesday morning for an hour, students have the ability to visit any teacher from whom they need additional assistance. Teachers provide academic incentives to attend, but attendance is not required.

School Services:

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

Facilities and Finances:

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

CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

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

The Visiting Team found that Roy High School is committed to promoting a culture of continual improvement. The school demonstrates a concerted effort to meet students' needs by holding weekly professional development meetings geared toward best teaching practices. To illustrate, teachers have been required to read specific materials and are expected to present findings at monthly faculty meetings. Department heads are expected to visit classroom teachers within their department.

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

The Visiting Team found that professional development is aligned with the school's goals for improvement. Roy High School has strong leadership, staff buy-in, and an overall commitment to improving its student achievement scores, especially in reading, writing, numeracy and citizenship. To that end, the school has implemented testing of all students to understand their reading grade level. Teachers have discussed reading strategies to assist in helping struggling readers understand content information. Professional development plans have been devised to address reading needs in all content areas. It is evident that when a student need is uncovered through the careful analysis of data, those needs are discussed and training is provided.

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

The Visiting Team saw evidence of a strong commitment to the new school action plan. Each action item has an implementation schedule, as well as a rubric to assess effectiveness. It appears that the staff is significantly committed to reading improvement, consistency in citizenship expectations, and involving numeracy in all courses. The writing portion of the action plan is in its early stages, and staff will need further professional development in order to fully implement the plan.

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

The Visiting Team found that the administrative leadership facilitates a unified belief among the staff that all students can achieve at high academic levels. It is clear that the staff has looked at current data and analyzed school achievement, and that the administrative team provides professional development to meet the staff's greatest needs.

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

The Visiting Team saw ample evidence of implementation of the previous action plan. For example, staff members have become more unified in matters of discipline. They have determined the best ways to track behavior to ensure consistency. As a group, they've determined that in-school suspension can be useful as an academic intervention strategy. Additionally, great gains have been made in helping parents and community members access information on the school's website and teachers' blogs. Finally, student use of Early Opportunity (EO) has increased. The staff is still evaluating the best ways to provide incentives for reluctant learners who are not yet attending.

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

The Visiting Team noted that one of the major recommendations from the previous Visiting Team was for RHS to develop a shared vision for the school. It is evident that this vision exists and is supported by the school community. Additionally, the previous Visiting Team recommended that the school continue to study its profile and determine the greatest needs and best avenues of change. It is very apparent that Roy High School has been heavily involved in this process.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team determined that, to a large extent, Roy High School has a very strong and supportive school community. This is evident from the number and quality of the people on the Community Council and PTSA. The parents in these groups are diverse in their social and community standing, yet work very well to address the problems at Roy High School. Roy High School has set up professional learning communities (PLCs). The PLCs have been set up to meet on regular basics within the school and district, and are used to improve teacher collaboration within the departments and school-wide. They are data-driven to improve math, reading, and core subject skills. Students have abundant opportunities to become involved at Roy High School through successful extracurricular programs (clubs, sports, etc.). Student involvement has increased from five clubs to 23, which increases involvement of students tremendously.

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

The Visiting Team determined that Roy High School has an extensive network of support in the school community. Parents, higher education, and industry all are involved in the decision making process at the school. Roy High School has set up a very extensive online network to improve the school community relationship (e-mail, Moodle, etc.).

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

The Visiting Team noted that the school has involved the community by using the Community Council as a means to understand public perception. Parents, students, and staff members completed surveys that revealed the opinions of these groups regarding the effectiveness of the school.

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

The Visiting Team found that the Community Council was highly involved in the school improvement process. The council was well aware and supportive of the schools' plan. Additionally, the Visiting Team found that the school improvement plan was posted on the website for any interested stakeholders.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Roy High School for a complete and thorough review of its educational practices. Each facet of the accreditation process has been implemented with honesty, reflection, and fidelity.
- The Visiting Team commends Roy High School for its exhaustive analysis of summative student achievement data. This portion of the profile should serve as a model to other schools of how data analysis should be done.
- The Visiting Team commends the administration of Roy High School for its skillful stewardship of the accreditation process. It is clear to the Visiting Team that the school administration clearly understands its role in the accreditation process and takes that role seriously.
- The Visiting Team commends Roy High School for its successful adherence to the previous Visiting Team's recommendations. Roy High has demonstrated that it is aware of and has evaluated school improvement progress on these recommendations.
- The Visiting Team commends Roy High for creating and sustaining extensive community networks with Roy City, Roy Police Department and Roy Fire Department. There is a tremendous sense of "Royal pride" evidenced in the school.

Recommendations:

- The Visiting Team recommends that Roy High School investigate the relationship between disaggregated graduation/dropout data and the at-risk population's academic performance. This process will allow Roy High School to better focus intervention efforts with underperforming populations within the school.
- The Visiting Team recommends that Roy High School take the next step in school improvement efforts by learning to utilize formative assessment data to drive instruction and assessment in the classroom.
- The Visiting Team recommends that Roy High provide focused incentives and or restructure EO for non-proficient students. Addressing this issue will be important as Roy High continues to strive to meet state performance benchmarks.
- The Visiting Team recommends that Roy High School focus its efforts on implementing one action plan DRSL at a time to increase the chances of successful integration across school disciplines.