The Report of the
Accreditation Visiting Team

Salem Hills High School

150 North Skyhawk Blvd.
Salem, Utah 84653

March 15-16, 2011

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

Salem Hills High School

150 North Skyhawk Blvd.
Salem, Utah 84653

March 15-16, 2011

UTAH STATE OFFICE OF EDUCATION

Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

DIVISION OF
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FOREWORD

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

The evaluation, March 15-16, 2011, 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 Salem Hills 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 Principals Ann Anderson and Bart Peery is also commended.

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

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*Board of Regents Appointments
** UCAT Representative
*** CMAC Representative Appointment
**** USBA Advisory Representative Appointment
***** Charter School Representative Appointment

12/28/2010

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Ann F. Anderson.....Director, Human Resources
Tracey Olsen .....Director, Business Administration
Steve Maughn .....Director, Operations

SALEM HILLS HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Ann F. Anderson (2008-January, 2011) ..... Principal
Bart Peery..... Principal
Troy D. Bohling ..... Assistant Principal
Brenda Burr..... Assistant Principal

Counseling

Ralph Jamsa ..... Counselor
Danny Lundell ..... Counselor
Annie Sorensen ..... Counselor
Galen Downing ..... Psychologist/Testing
Chris Thomas ..... Internship Coordinator
Jolynn Ford ..... CTE Career Coordinator
Jennifer Stokes ..... Nurse

Support Staff

Peggy Ash ..... Finance Secretary
Carrie Christiansen..... Attendance Secretary
Jan Daley..... Copy Center
Bea Jasperson..... Reception
Sherrie Jellum ..... Reception
Robyn Miller..... Finance Secretary
Annete Nelson..... Counseling Secretary
Beth Nelson..... Registrar
Dusty Averett ..... UCBT Technician
John Acerett ..... UCBTSP Technician
Terry Brindley..... Computer Technician
Shirely Campbell ..... UBCTSP Technician
Diane Farnsworth..... UCBTSP Technician
Roxanna Garcia..... Speech Therapist
Ben Gibb ..... Tracker
Leslie Gordon..... Distance Learning
JoAnn Grady ..... UCBTSP Technician
Manny Kepas ..... Computer Technician
Wendy Pope ..... Resource Secretary
Robert Rudd ..... UCBTSP Technician

Hanalee Swenson ..... UCBT Technician
Joan VanVoorhis ..... UCBT Technician

Faculty

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Justin Bills
Erin Boothe
T.J. Brindley
Kendall Call
Ben Callahan
Cheri Campbell
Ashely Christensen
Paul Clark
Ivan Clarke
Renae Clarke
Steve Downey
Nicole Draper
Polly Dunn
Sandon ellefosn
Brady Fillmore
Kyle Francom
Lee Gillie
Brad Graham
James Griffin
Greg Gurney
Karl Hales
Scott Haney
Laurie Hansen
Steve Haskell
Joe Hernandez
John Howden
Hollie Hunter
Chrissy Kemp
Terry Krieger-James
Holly Kuester
Mike Larsen
Pam Lyman
Eric Macdonald
Jared Massic
Ed Miner
Dean Moody
Layne Moody
Monte Morgan
Britta Peterson
Michael Poole
Sandy Rawle
Josie Reynauld
Liz Reynolds
Ashley Shepherd
Brad Shuler
Sara Shuler
Lorena Smithey
Emilee Stokes
Kent Stone
Sandra Strange
Bart Thompson
Paul Wells
Doug Welton
Shauna Whittekeind
Ruth Wilder
Shannon Williams
Sarah Wright

SALEM HILLS HIGH SCHOOL

MISSION STATEMENT

Anchored in Integrity
Empowered to Succeed
Focused on the Future

Motto: Spirit **H**eart **H**onor **S**uccess

BELIEF STATEMENTS

We are students, teachers, parents, staff and administrators united in these beliefs.

Anchored in Integrity

- We are committed to academic integrity.
- We are committed to pursuing victory with honor.
- We are creating a school atmosphere that promotes the highest standards of character.

Empowered to Succeed

- We are dedicated to an education process that embraces al students, faculty, administrators, and parents.
- We are committed to an educational environment that requires academic rigor, fosters critical thinking, and facilitates relevant problem solving.
- We are building well rounded individuals through providing differentiated instruction and a range of academic and extracurricular activities.
- We are partnering with the community in service by enhancing the reciprocal impact of school and community.
- We are committed to the sacrifice and hard work necessary for success.

Focused on the Future

- We are moving forward in a tradition of excellence.
- We are helping students develop potential as leaders in homes, in communities, and in the world.
- We are enhancing skills that contribute to a full variety of career choices and to lifelong learning.
- We are envisioning our future and recognize that our current decisions determine our opportunities.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

It is the responsibility of all members of the Salem Hills High School Community to ensure that all Salem Hills High School students will be:

Anchored in Integrity:

- **Attendance –** attending and participating actively in their classes, recognizing the importance of what they are learning.
- **Accountability –** demonstrating accountability by doing their own work and insisting others do the same.
- **High Expectations –** seeking the highest levels of accomplishment in every sport and activity and encouraging the same level of commitment from their peers.
- **Positive Culture –** valuing and respecting individuals' diverse capabilities and learning styles, helping each other succeed.

Empowered to Succeed:

- **Proficiency –** capable of utilizing verbal, written, artistic, scientific, mathematical, and technological forms of expression.
- **Diverse Opportunities –** exposed to diverse instructional methods and social interactions by having ample opportunities to explore their interests through classroom instruction, work study, clubs, athletics, and artistic performances.
- **Citizenship –** actively involved in community service, demonstrating good citizenship and patriotism.

Focused on the Future:

- **Career Skills –** prepared with the academic skills necessary for a variety of potential life and career choices.
- **Problem Solving –** empowered to tackle problems creatively, to confront opposition, and to make positive life decisions within challenging environments.
- **Leadership –** inspired to develop the characteristics of a visionary leader and to become a contributor to humanity at the local, national, and global level.

Date of visit: March 15-16, 2011

MEMBERS OF THE VISITING TEAM

Dr. John Goldhardt, Dixie State College of Utah/Washington County School District, Visiting Team Chairperson

Kelley Friden, Timberline Middle School, Alpine School District

Michele Kersey, Roy High School, Weber School District

VISITING TEAM REPORT

SALEM HILLS HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Salem Hills High opened its doors for students in the fall of 2008. It became the first new high school in the Nebo School District in over 100 years. Due to growth and overcrowding, the school was built and boundaries drawn taking students from Payson and Spanish Fork High Schools. Since they were leading a new high school, the leadership and faculty had the unique opportunity to not only purchase new furniture and equipment, but also establish a culture and vision for the school. Both the students and the faculty had to come together to establish a unique new high school and distinguish themselves. Before the school even opened, the accreditation process began and served as the impetus to establish the school's mission, beliefs, vision, and goals.

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

The profile is completely honest and up-front regarding its findings. The school has established an atmosphere of excellence from day one, and it is apparent from the profile that this staff is committed to data-based decision making.

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

In the future, the school should be careful not to lose ground with what has been established, and to begin to dig deeper into the data so that all students continue to learn at high levels. Continue to disaggregate your data so that subgroups (e.g., ethnic minorities and students from backgrounds of poverty) continue to achieve at high levels along with their peers.

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

The Visiting Team felt completely confident that the profile was accurate and honest in its entirety.

<u>Suggested Areas for Further Inquiry:</u>

- Continue to collect data and to **use** the data to make pertinent decisions with regard to curriculum, instruction, and assessment.

- Look further into the need to collaborate at higher and deeper levels, and to look at data with regard to the levels of rigor in all departments.

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 found ample evidence that the mission, beliefs, and DRSLs were developed collaboratively with **all** major stakeholders. There was a concerted effort by the school leadership to involve all stakeholders, and it was found that parents, students, teachers, and community members were fully involved and that their input was welcome and valued.

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

There is complete alignment.

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

The indicators are detailed and measurable. The Visiting Team was impressed with how the school has developed a timeline with regard to which DRSLs will be emphasized and institutionalized. This plan is realistic and achievable.

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 could not find any evidence of the mission, beliefs, and DRSLs **not** being utilized in some way throughout all aspects of the school culture. Salem Hills has done in a short time what many others struggle with: The mission, beliefs, and DRSLs are not only visually prominent, but are also **interally** evident.

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 doors of Salem Hills High School opened in 2008. The DRSLs have been recently created and have not yet been institutionalized. However, the school has chosen three DRSLs to focus on through 2013. The school has incorporated *Utah*

Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success, as well as analyzing data related to student learning to guide efforts to institutionalize the DRSLs. The Visiting Team commends the administration and faculty of Salem Hills High School for their efforts to create formal professional learning communities.

Through collaborative efforts, some departments have aligned curriculum maps, created common formative and summative assessments, and begun to collect and analyze data to improve learning for **all** students. The Visiting Team recommends that all departments continue to create common assessments and analyze the data to improve student learning and achievement.

In addition, the administration created a schedule that allows the faculty to meet in their departmental PLC groups on a weekly basis. The allotted time has provided the teachers with the opportunity to engage in the tasks associated with the work of PLCs. Teachers report that PLCs are an emerging component of the faculty culture at Salem Hills High School. Teachers are developing a quality curriculum with essential concepts to ensure that all students can learn. Teachers have also expressed the importance of district PLCs, which have engaged teachers in improving learning and achievement.

The Visiting Team commends the Math Department for its efforts to ensure that the curriculum for each course includes the essential concepts, through common assessments, that will prepare students for the next level. The Visiting Team would encourage the Social Studies, Language Arts, and Science Departments to follow the example of the Math Department. The Visiting Team also commends the Theater Arts Department in its use of rubrics in measuring student learning and achievement.

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

It is clear that the curriculum has the scope and sequence to engage all students. However, it is not clear how often the students are challenged to inquire and use problem solving and higher-order thinking skills. The goal to increase rigor is admirable. As departments continue to analyze data and examine who is and is not learning, both teachers and students should be aware of the levels of Bloom's Taxonomy and begin to use all levels of complexity in discussions, tasks, writing assignments, etc. to deepen student understanding of the curriculum. The Visiting Team commends the school's administration for incorporating interventions such as Homework Help Labs and a study skill class into the daily schedule. This time allows students to retest and get help from teachers and student tutors to complete work.

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 Salem Hills High School has worked toward embracing the PLC model of collaboration and is striving to improve student achievement. The faculty and administration have focused on three DRSLs, which are being implemented within the school culture and curriculum. The Visiting Team recommends that the faculty and administration measure student understanding of the DRSL school-wide using the measurement tool (rubric). Data pertinent to the each DRSL should be collected and analyzed to reflect whether school DRSLs have been institutionalized and are sustained with a focus on curriculum instruction.

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

The faculty has been working on developing common assessments for many of the core courses. Several faculty members who teach elective courses have worked together to develop common rubrics that can assess student knowledge, understanding, and ability in project-based courses. Administration and teachers are trying to encourage an increase of rigor in the curriculum. The Visiting Team suggests that the school define what rigor is and how rigor could be recognized and assessed in each classroom. Teachers use PLC collaboration time to ensure that there is open and regular communication regarding the challenges they are facing in meeting the needs of **all** students.

Instruction:

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

It was evident to the Visiting Team that the staff members are designing and utilizing a variety of instructional strategies. The strategies throughout the departments that actively engaged students included lab exploration, student presentations, demonstrations, hands-on activities, music, extensive use of technology (projectors, computer labs, document cameras, etc.) and cooperative learning activities. While many teachers are effectively using these instructional strategies, the Visiting Team recommends that all teachers continue to explore best practices that will actively engage student learning.

Emergence of cross-curricular development is evident among some departments, and should continue across all curriculum areas to provide students with an integrated learning experience. The Visiting Team encourages teachers to develop methods that challenge students in all classes.

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 three DRSLs on which the school is focusing are currently being implemented within the school culture and curriculum of each classroom through best practices and data-driven instructional decision making. Departments are annually reviewing data from different standardized tests and setting goals for improvement in the classroom. At this time, the school has not generated a rubric to assess a DRSL to determine the level of implementation and impact on student learning. It is recommended that this process be initiated. However, it was very clear that faculty members had high expectations for their students and were teaching them to be good citizens.

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 commends the school for holding school-wide professional development on a regular basis through PLC time on Wednesday afternoons. During the first year, professional development time was used to develop the culture at the new school. Currently PLC time is used to align classroom curriculum and develop common assessments.

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?*

It is evident that the teachers at Salem Hills High School are knowledgeable in their content areas and have begun sharing curriculum, instructional methods, and assessment strategies with their colleagues. A next step may be to include conversations regarding common assessments in the PLCs.

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

It is evident that teachers have quickly adapted to using the new technology that is available in the new school. Teachers are continuously using document cameras, common assessment programs and projectors in their classrooms. Plans for using iPads in the classroom are beginning to emerge, as well as alternate options for Smart Boards such as the Activslate.

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?*

Salem Hills High School is in the early stages of assessment development and data analysis. The core areas have a common curriculum and are established in following the core. The next step is to develop common assessments and compare the data to determine better teaching practices in the classroom.

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

Departments are utilizing fair, valid, and reliable assessments, and that data is then analyzed to assure that progress is being made. In addition, the school has effectively and fairly used state testing data, including CRTs.

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

The required time set aside for PLCs on Wednesdays is invaluable in outlining academic expectations. Teachers are using this time to align their curriculum and to look at CRT and ACT test scores. ACT prep classes are offered after school to increase these scores. Teachers will begin to look at the data of students who took the ACT before and after the ACT prep course to determine the course's effectiveness. Assessments in the classroom are outlined in disclosure documents, so both parents and students know the expectations in the classroom.

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 is doing a commendable job with regard to teacher development and professional learning. However, this is still in an emerging phase, and the school leadership will need to make concerted effort not only to make this a priority, but to assure that professional learning completely aligns with the mission, beliefs, and DRSLs.

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 would recommend that a separate rubric be created for each DRSL indicator and used as the DRSL is implemented systematically in every classroom. The school should design rubrics to measure student knowledge and understanding of the DRSL.

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 was not only impressed, but amazed at how the leadership that opened the school focused on developing a rigorous and active learning climate from the first day the school opened. Maintaining this climate and culture takes continual work and effort, and the Visiting Team hopes, especially with regard to a change in leadership, that this momentum is not lost.

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?*

All decisions made by this leadership team are essentially data based. There is continual review of data and research to assure that a high level of student achievement is taking place.

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?*

This school does indeed have a leadership team whose members take their roles as leaders of learning seriously. The allocation of resources is aligned with school goals, and the environment of the school is completely conducive to effective teaching and learning.

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 Visting Team found that **all** stakeholders (parents, students, teachers, and staff) have been empowered and are full partners in the decision-making process.

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*?

As with many schools in Utah, this school is understaffed and overworked, yet the faculty and staff have made purposeful commitments to make the students their

ultimate focus. The entire school staff is committed to developing meaningful relationships with students and helping the students to succeed in all their endeavors.

School Services:

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

Facilities and Finances:

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

CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

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

Before the school even opened, the Utah accreditation model was utilized as the method to establish what the school was to become. As each new administrator, teacher and staff member was hired, he/she was involved with the process. This has become the primary method of school improvement and was institutionalized even before students walked into the school.

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?*

As a new school, Salem Hills is establishing a capacity for improvement based upon the mission, beliefs, and DRSLs. However, the Visiting Team highly recommends that the school leadership team develop a comprehensive professional development plan that is completely aligned with the mission, beliefs, and DRSLs.

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 action plan is sufficient. It addresses critical needs in the school, and plan in place is achievable. In addition, the teaching staff is committed in assuring that the plan is carried out completely.

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

The leadership team is open and receptive to input and ideas from the all major stakeholders. Teachers continue to collaborate, and it is apparent that the school leadership has a true "open door" policy regarding ideas that enhance student success.

CHAPTER 5: COMMUNITY BUILDING

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

Salem Hills High School's faculty, counselors, and administration strive to foster community building within the school. The school has included all stakeholders in fostering new traditions, creating a sense of ownership, and developing a new, rich culture and dynamic environments where people feel welcome, safe, challenged and strengthened.

Students know that the teachers, administration and staff care about them. Students feel that their voices are heard, and know they have an advocate to whom they can turn if needed. Students also overwhelmingly stated that they feel safe at school.

An integral element of Salem Hills High School is staff involvement in supporting clubs and student involvement. The administration has allotted time during the school day in which students can pursue their interests and become involved in their community.

Salem Hills High School offers many athletic, scholastic and leadership opportunities for students. The combination of academic opportunities and building new traditions has helped build a strong sense of school pride.

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

The school engages all stakeholders through collaborative networking. There is evidence of productive links between the school and the community that enhance opportunities for student support and achievement. The Visiting Team has no doubt that these partnering networks will continue to exist and be strengthened as the school community demonstrates continued need and success.

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

An effort has been made to involve all stakeholders in the school improvement process. Staff members, students, parents and business partners were aware of the process, and were included in the discussion of improving student learning. There is evidence that all stakeholders were engaged in the six-year improvement plan.

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

School improvement results are clearly communicated to the faculty and Community Council members. However, the Visiting Team would encourage the school to post data on the website and share the good news with the students, parents and community members. There does not seem to be a specific delivery tool for communicating with stakeholders. The school updates its website, but information posted on the web may not be available to all stakeholders. Students and some parents use the online SIS program for checking grades and attendance.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Salem Hills High School for completing the accreditation process and self-study in an efficient and effective manner. The Visiting Team further commends Salem Hills High for fully involving the major stakeholders, including parents, teachers, and students, and for utilizing this process to provide direction and vision with regard to the opening of the school.

- The Visiting Team commends the school for the smooth and positive opening of Salem Hills High School. The school has developed a culture and community of care where students feel welcome and are proud to be at Salem Hills High School.

- The Visiting Team commends the students for being inclusive, in that they have worked to be unified and to develop unique and positive traditions for their school. Many students told the Visiting Team, “We just don’t have cliques here,” and “We

want to be known as the high school where everyone cares about each other." The Visiting Team further commends the students for including students with disabilities in school events and activities.

- The Visiting Team commends those departments that are utilizing common assessments, scoring guides, and the use of technology to enhance instruction.

- The Visiting Team commends Salem Hills High for helping its students focus on post-high school education, including college. When the Visiting Team asked the school's student leaders whether all students are treated as if they were going to college, they answered in unison, "YES!"

- The Visiting Team commends Salem Hills High for developing high standards for learning and behavior—including the attendance and tardy policy.

Recommendations:

- The Visiting Team recommends that Salem Hills High fully utilize common content assessments school-wide in **all** content departments. The Visiting Team further recommends that the school institutionalize the practice of data collection, data analysis, and using data to improve instruction.

- The Visiting Team recommends that Salem Hills High develop a comprehensive student recognition system to recognize students for academic achievement, citizenship, attendance, and improvement (e.g., Josten's Renaissance program).

- The Visiting Team recommends that Salem Hills High develop higher levels of rigor at **all** levels (i.e., at the remedial and honors levels and everything in between). "Raise the bar, lower the barrier."

- The Visiting Team recommends that Salem Hills High continue to enhance the PLC process by utilizing this process to focus on the needs of student learners and to improve highly effective instruction and assessments.