

**The Report of the
Accreditation Visiting Team**

**Sky View High School
520 South 250 East
Smithfield, Utah 84335**

March 18-19, 2009



**Utah State Office of Education
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Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Sky View High School
520 South 200 East
Smithfield, Utah 84335**

March 18-19, 2009

UTAH STATE OFFICE OF EDUCATION

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

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 18-19, 2009, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Sky View 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 Dee Ashcroft is also commended.

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

Patti Harrington, Ed.D.
State Superintendent
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SKY VIEW HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Dee. R. Ashcroft Principal
Tim G. Smith Assistant Principal
Clair C. Larkin Assistant Principal

Counseling

Bardett Bagley Counselor
Jennifer Harman..... Counselor
Tom Olsen..... Counselor
Clint Fullmer..... Counselor

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Patty Swainston

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Skyler Andreasen
Bob Christensen
Nick J. Crossley

Braxton Fitzgerald
Ryan macLeod
Gale Thompson
Todd Udy

Pool Manager

John Fitzgerald
Cafeteria
Stacey Everhart
Brenda Andrus
Tammie Higgs
Lori Howard
Michele Hulligner
Shannon McDonald
Judy Pitcher
Dee Ann Schenk

Swim Coach

Glen Mortensen
Vistaun Advisor
Jackie Johnson
Resource Officer
Wayne Lewis

Faculty

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Craig Anhder
Clinton Aston
Terrell Baldwin
Randall Beach
Zan Burningham
John Caldwell
Perry Christensen
Ed Cottle
Mark Cowley
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Dave Falslev
Kaye Dawn Falslev
Heidi Favero
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Jan Hall
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Paul Hansen
Paul Hardy
Lee Harris
Kirk Hillyard
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Kris Thompson
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Kim Thurgood
Natalie Tueller
Jim Walker
Nan Wharton
Rebecca Winn
Kyle Wright

VISITING TEAM REPORT
SKY VIEW HIGH SCHOOL

MISSION STATEMENT

Relationships, Character, & Knowledge...for Life

BELIEF STATEMENTS

- Student learning is the chief priority of the school.
- All students can learn.
- Students learn best when they are actively involved in the learning process.
- Teachers, students, parents, administrators, and the community share the responsibility for advancing the school's mission of student learning.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Relationships
Students will demonstrate basic competence in reading, writing, and computing to function effectively in society.
Students will also demonstrate the ability to acquire new knowledge, solve complex problems, and think critically.
2. Character
Students will demonstrate integrity, be self-motivated, and accept responsibility, for their actions.
3. Knowledge
Students will demonstrate basic competence in reading, writing, and computing to function effectively in society.
Students will also demonstrate the ability to acquire new knowledge, solve complex problems, and think critically.
4. ...for Life
Students will demonstrate a commitment to pursue a post secondary career, technical training, or education, and to participate in society as productive citizens.

Date of visit: March 18-19, 2009

MEMBERS OF THE VISITING TEAM

Craig Jessop, Rocky Mountain Junior High School, Weber School District,
Visiting Team Chairperson

Kim Baker, West Hills Middle School, Jordan School District

Michele Kersey, Roy High School, Weber School District

Steve Perschon, Cyprus High School, Granite School District

William (Ed) Reynolds, Whitehorse High School, San Juan School District

VISITING TEAM REPORT
SKY VIEW HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Sky View High School is located in Cache Valley, a mountain valley situated in northern Utah that extends approximately 50 miles from Avon, Utah on the south to Preston, Idaho on the north. According to the 2000 census, the population was 91,391, a 30 percent increase over the population in 1990. In 2006 the population was estimated at over 106,000. In addition to Logan, the valley's largest city, Cache Valley is comprised of 25 smaller communities and has a strong agricultural history.

Utah State University (USU), located in Logan, is Utah's land grant institution. In addition to serving more than 23,000 undergraduate and graduate students, USU plays a major role in the curriculum and educational opportunities of the valley's high schools and their students. USU boasts one of the nation's premier Colleges of Education.

Sky View High School, located in Smithfield, Utah, is one of three public high schools and two charter high schools in Cache Valley. Located just 15 miles from the Utah-Idaho border, Sky View opened its doors to students in 1965. Sky View served as Cache County School District's lone high school until 1983, when it was joined by Mountain Crest High School. Sky View serves over a dozen small cities and communities. Ethnic diversity, which has become more and more prevalent in Logan, is moving into the smaller communities and becoming an ever-greater factor in the make-up of Sky View High School.

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

The student population has decreased—due at least partially to the charter high schools in the area—even though Cache Valley's overall population increased significantly.

Many students are involved in extracurricular activities. The school believes that participation in these activities helps build relationships, which in turn involves the student more closely with the school and benefits student's behavior. Only 25 percent of all students are not involved in some type of extracurricular activity.

The proximity of USU and the fact that there are only three high schools in the area offers students many opportunities for increased contact with university programs and multiple university-level classes.

Surveys show that parents and the school want to see improved communication. Teachers want more parents to attend parent/teacher conferences, and parents want to be kept better informed about what is happening at school. Steps have been taken to improve communication, and progress is being made, but there is still room for growth.

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

- More commentary on the data, graphs, and charts provided will assist not only those on the outside looking in, but also members of the faculty and school community who wish to better understand the trends displayed by the graphics.
- As the ethnic community grows, the school profile needs to include data on the growth and the effect this growth has on the overall test scores, parental involvement in the school, and student involvement in extracurricular activities.
- Similarly, the growth in the overall population in Cache Valley needs to be compared to changes in student behavior, and overall test scores to determine the effect of outside influence on a traditionally conservative community.

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

The self-study portrays a school that is generally maintaining or improving an overall culture of academic success. It illustrates the collaborative efforts between the school and Utah State University in enhancing the students' education. It shows the growth of the individual departments and the growth of the school in terms of discovering the values, beliefs, and mission the faculty and school community endorse. This self-study is the result of a long, arduous journey, and has undergone several revisions and considerable reflection in order to become today's description of the school community's vision.

The self-study is weak in its portrayal of the change happening within the community and the struggle of the students to fit all of their educational desires into the existing school schedule.

Suggested Areas for Further Inquiry:

The school needs to collect data on:

- Student behavior and behavioral trends.
- The positive influence of student/teacher relationships.
- The value of the school's proximity of Utah State University.
- The need for more time to pursue elective classes.

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?*

Since the interim accreditation visit, Sky View has revised and aligned its DRSLs and mission statement. The faculty did the majority of the work in the collaborative effort to devise a mission statement that gives the school its purpose and direction. They did this by discussing, analyzing, and redefining the previous mission statement and focusing on measurable DRSLs. They worked together to make their current mission statement concise and clear, and the mission statement and DRSLs were then presented to the community. The community then approved, as a consensus, the school's vision. Shared vision, beliefs, and goals were achieved through meetings and discussions involving all stakeholders.

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

The belief statements reflect the commitment of the staff and administration of Sky View High School to its students and their futures. The belief statements are well thought out, insightful, and progressive. Learning is valued and responsibility is shared among school staff, students, and community members.

The school's mission and beliefs focus on the student and his or her future. They reflect the community members' desire for their children to grow into mature, capable, responsible adults. These ideals lead directly into the school's desired results for student learning, (DRSLs): Lifelong Learning, Relationships, Character, and Knowledge. Each of these goals not only affects students' current growth but encourages them to become the next responsible generation.

The school has a defined set of beliefs that reflect the commitment of the administration, faculty, and staff to support student achievement. The beliefs reflect the school's dedication to an appropriate education for all grades. The statements provide the foundation for helping students achieve success in a changing world.

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

The school's DRSLs (i.e., Develop character and lifelong goals, knowledge, and relationships) are aligned to the mission and belief statements which drove the selection and articulation of the school's desired results for student learning. The surveys, attendance, grades, club involvement, test scores, and course selection will assist the school in measuring school progress toward achieving desired results.

- 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 observed evidence of the mission, beliefs, and DRSLs in the culture of the school in several areas. There is extensive use of programs supporting student achievement and needs at Sky View High School. Students and parents noted that advanced classes and extracurricular activities made them feel their children were valued members of the school community. Survey and test data are being used to identify and guide programming to support students and adjust as needed.

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 evidence that teachers are knowledgeable in the Utah Core Curriculum, and are striving to implement and align instruction with the standards and objectives of curriculum development. There has been a concerted effort toward departmental collaboration among teachers. The focus of these meetings is on disaggregating student achievement data to enable decision making about instructional delivery, remediation, and re-teaching. School-wide student achievement data from the profile has helped clarify students' learning needs and drive curriculum development and teaching strategies within the various disciplines at Sky View High School. School-wide and departmental data from the profile should help clarify additional student learning needs and drive curriculum development decisions in the future.

Sky View High School has taken great strides toward developing common departmental assessments to ensure all core concepts are being taught and assessed. The data collection from the common assessments has brought about a positive movement toward the development of team teaching in core classes to ensure student learning and achievement.

There has been great effort by Sky View High School to team with North Cache Middle School, a feeder school, to better understand curriculum articulation and how to meet the needs of the students transitioning from middle school to high school. This work should continue in order to help evaluate curricula and determine its rigor, relevance, and relationship to content and continuance to the next level of schooling in order to improve student achievement.

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

Student inquiry, problem-solving and higher-order thinking skills are evident in the curriculum taught at Sky View High School. Teachers effectively implement higher order questioning in their curricula to guide students' inquiry of content material.

Students are able to ask questions and share their knowledge in a positive learning environment. Students appreciate the open forum in the classroom as they share and communicate their thoughts and ideas. The students appreciate the high quality of academic rigor, as well as the specialized courses the teachers offer to them at Sky View High School.

- c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

There has been a collaborative effort to develop the DRSLs, which are posted in classrooms and hallways. Some students are cognizant of the DRSLs, with some elaborating on why they are important and applicable to their future and life after school. Teachers are searching for ways to implement them into the curriculum in meaningful ways. Departments are meeting to discuss lesson planning and restructuring of curricula to better facilitate the DRSLs' inclusion in instructional delivery. Assessment of the effectiveness of DRSL implementation has not yet to been defined. The Visiting Team is confident that support for continual collaboration among staff, students, and community members is aimed at school improvement. Collaborative efforts among all the stakeholders need to be focused on innovative, researched-based techniques specific to student learning needs and supportive of school action plans. Further work needs to be done on developing methods that reflect a variety of teaching practices, intervention strategies, assessment types, and learning activities that are designed to meet the needs and accommodate the diverse learning styles of students.

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

The Visiting Team believes that the school has made a great effort to use assessments to drive the curriculum. There is ample evidence that faculty members have used this data as a tool to identify areas to improve curriculum

instruction for at-risk students/subgroups in the different curriculum content areas. The Math and Special Education Departments have implemented team-taught classes to improve student learning and achievement in Algebra and Geometry. The departments are using data to formulate and implement common assessments in the core disciplines to ensure that all students can reach the intended learning outcomes. However, the Visiting Team recommends that all departments use data to set benchmarks and standards to guide curriculum mapping for future student needs.

Instruction:

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

It is evident that the school has extended professional development in instructional delivery systems. Instruction used in classrooms included, but was not limited to, cooperative grouping, inquiry/research methods, direct instruction, and hands-on activities. Teachers should be confident in their practice of using these methods and encourage other teachers to use a variety of instructional strategies to meet students' needs.

- 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 departments observed have demonstrated evidence that teachers work toward a common goal so that instruction corresponds to the DRSLs. Independent goals had been set departmentally for a particular trimester so as to accomplish a specific DRSL. Departments have sacrificed time before and after school to assist students in their learning, and it should be noted that departments work collaboratively in order to establish guidelines in order to complete the tasks aligned with the DRSL.

- 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?*

Sky View's staff is encouraged to continue with its professional development goals. Six Traits +1 is recommended to continue, including the development of rubrics corresponding to subject area and assignment. PLT groups, along with the Data Wise Improvement Process, should continue so as to develop cohesion among the staff in order to examine instructional practices. Department meetings on a weekly basis are suggested in order to keep current on research-based

instruction throughout departments. It is also noted that differentiated instruction should be a basis for all students.

- 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 many teachers have extended educational backgrounds, and that teachers have enhanced knowledge in their particular content area. Concurrent enrollment and Advanced Placement classes show teachers with quality backgrounds in specific curricular areas. As with any AP or concurrent enrollment classroom, rigor is the standard, and high expectations are the standard for any class of this particular caliber. With the staff of Sky View, it is the Visiting Team's observation that teachers use current instructional approaches in order to deliver content.

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

A well-defined plan for technology has not been presented to the Visiting Team. Nevertheless, it is encouraging to see a school equipped with computer resources as Sky View. With continuing advances in technology, the school and its teachers constantly see the need for improvement. Smart Boards, projectors, and computers for every student tend to be desired by each classroom teacher. It should be noted the school should develop a comprehensive plan for technology equating the need of the classroom teacher and for the need of the student.

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?*

Sky View High's staff has made great efforts to establish a variety of assessments. The use of UTIPS, state proficiencies, UBSCT reviews and informal assessments is evident. Some departments have created test standards and given common assessments (i.e., CTE state proficiencies, district math assessments).

Departmental collaboration has been a key to this success. The Visiting Team would encourage each department to continue to develop and analyze assessments in each performance standard, not only for statewide assessments (i.e., UBSCT, CRTs), but in each subject area.

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

One of the schools DRSLs, Knowledge, focuses on the students achieving academic expectations. As part of the action plan, the school will create a dashboard that will include the students' UBSCT and CRT scores. English and Math teachers provide instruction and classroom support in preparation for the UBSCT. Students who fail these assessments are provided with classroom remediation. Teachers, counselors, and administrators are able to access student assessment data to help them understand and work with their diverse student needs.

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

Throughout the team's visits with staff members, a reoccurring theme was the use of measurable data. Under the school's previous accreditation plan, many of the DRSLs were not measurable. The administration, focus groups, and departments developed DRSLs that were measurable and could be used by every department. The Visiting Team would encourage the school to work collaboratively to analyze the data as a school, by departments, and as individual teachers.

This year the Special Education Department has started team-teaching with the English and Math Departments. Since special education students have struggled to achieve all academic expectations, the data from team teaching will be of great value as the school continues to implement its plan.

- 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 teachers at Sky View High School work well collaboratively. Although there is limited time for collaborative opportunities, many departments are committed to working together in developing assessment strategies. Departments are encouraged to continue to create curriculum maps and assessment strategies (departments are at various stages of this process). Under the current trimester system, it is important that teachers work collaboratively to develop these curriculum maps and assessments, so that in case of a transition to a different teacher there is no loss in student instruction.

Teachers have been trained in UTIPS, which provides not only teachers, but students with instant access to test scores that can be analyzed. Math teachers use common assessments that are then corrected using digital correcting cameras. The school should continue to set aside time for professional development to develop curricula and a variety of assessments.

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

All staff members were encouraged and many participated in creating the mission statement, DRSLs and focus groups. It is the Visiting Team's observation that there is community ownership in the DRSLs. Teachers are aware of the DRSLs and how each one can be measured. The school is in the process of making the scoring tool, or dashboard, available to parents and students.

The Visiting Team compliments the school on the number of classes and programs offered at the school. Students are encouraged to become involved in a wide range of extracurricular activities, and over 75 percent of students are involved in at least one extracurricular activity. As part of the Relationships DRSL, student involvement is recorded on each student's individual dashboard.

Under the Knowledge and For Life DRSLs, students have a large choice of classes. The school offers many different Advanced Placement and concurrent enrollment courses. These courses are tracked and help prepare students for post-high school experiences, whether college, technical school, or the workforce.

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 has actively trained teachers on skills that will enable them to work with students as well as work more collaboratively with each other. The leadership has also given teachers responsibility through trust and delegation (shared responsibility). Teachers feel empowered to make decisions concerning their curriculum, department collaboration, budgets and so forth.

- 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?*

Sky View High School is actively working, under the direction of the school leadership, to use collected data and collaboration to improve classroom instruction. The leadership has also provided in-service to department leaders and offered it to all staff members on the behaviors of high-trust leaders.

- 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 school leadership is actively involved in the operation of the school, and in providing necessary resources that assure a safe and effective learning environment. Each department is provided with a budget. If additional funds are needed, teachers feel that they can go to the school administration to have those additional needs met. If it is within their power, the school leadership will strive to provide the requested resources.

- 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 observed that the leadership at Sky View is especially skilled at empowering others in leadership positions (department heads, steering committee, etc.), as well as staff members in general, to take on responsibility and move forward in a positive way to encourage student learning. Teachers feel safe in their roles of leadership, regardless of their position, and move forward with confidence to meet the needs of fellow staff members, students, and community. Community members, too, contribute freely to the success of the school through their suggestions, efforts, and influence.

- 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 school has established a reading time during which students and teachers can communicate about the student's progress, as well as strong encouragement for all students to become involved in at least one of the many extracurricular clubs, groups, or teams. Neither the reading nor the clubs are formally set aside as times when students and teachers would discuss a student's progress; however, both provide contact with an adult with whom students may create a closer association, and to whom students may be willing to go to for assistance.

Counselors regularly call in at-risk students or those who seem to need extra help in order to counsel with these students about grades or other needs the student may have. This counseling is in addition to regularly held SEOPs. The feeder school has provided a list of students for the high school in order to be cognizant of as the students' transition from one school to the next.

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?*

The Sky View High School staff and administration have developed and implemented a school improvement plan, and have utilized *Collaborating for Student Achievement*. The Visiting Team feels the staff is dedicated to continuing a strong course of school improvement.

- 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?*

Sky View High School has a number of key components in place to promote a culture of school improvement. A majority of the staff members have shown a commitment to continuous learning by earning advanced degrees and endorsements. The teachers are encouraged to become involved in professional organizations and attend professional conferences in order to stay current on new and innovative ideas in the educational arena. The teachers comment on the support that they receive from the administration and the commonality of trust they have for each other. The Visiting Team commends the administration for its efforts toward building trust among leadership teams within the school. The administration and department heads have been studying *The Speed of Trust*, a book chosen by the administration to help define and develop trust and understanding among the leadership teams at Sky View High School. The Visiting Team believes additional training and professional development will be implemented to assist in building greater camaraderie among all staff members.

- 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-wide action plan is adequate in addressing the critical areas for follow-up, but the Visiting Team is concerned that results be measurable. Future on-site visits will seek an answer to that important question. The Visiting Team found that staff members feel that the effort to sustain the commitment to continuous improvement is often “side-tracked on issues unrelated to the school's goals for improvement” (as written in the self-study document). The Visiting Team believes that the leadership must provide information to all staff members so that they can take advantage of opportunities for improvement, as many are unaware of requirements and opportunities available to them.

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

The Visiting Team commends Sky View High School for creating conditions that support continuous improvement. There have been great strides made in the areas of data research and collaboration within and between departments. As these efforts continue, the Visiting Team recommends that stakeholders consider the design and utilization of student data instruments to further align instruction with desired student learning outcomes. It is evident that the school administration supports teachers’ desires to improve their classroom strategies within their content areas.

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

Significant strides have been made in the area of revisiting and revising the original action plan since the last interim visit. The staff’s collaborative efforts brought about a new mission statement, DRSLs and belief statements to align with the needs of all stakeholders in the community. The Visiting Team commends the Sky View High School staff for reflecting and revising the current action plan, a living document, to meet the needs of the students and community stakeholders.

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

The school has refined its self-study document by collecting and analyzing current student data. The school has engaged all stakeholders in a collaborative inquiry with respect to the school’s mission statement, DRSLs, and beliefs. Staff members have established common classroom assessments for different disciplines for measuring student progress. The assessments have been a development of a comprehensive, systematic means of measuring student

achievement and progress. The school has used the resource of a testing coordinator to establish a deeper understanding of assessment, data collection, and data analysis over the past three years. The school is currently using the data to reflect on curriculum instruction and change the culture of assessment at the classroom level.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team saw evidence of community being fostered by Sky View High School students, staff, parents, and administration. The school creates and sustains a learning environment for students that nurture a sense of caring and belonging. The Visiting Team noted that both parents and students desire to build a greater sense of belonging by promoting student involvement. It was also observed that the school is willing to address the concerns of all the stakeholders and build positive relationships to enhance school improvement.

- b) *To what extent does the school build skills and the capacity for improvement?*

The Visiting Team was impressed by the sense of community that exists among the staff and students. Sky View High is dedicated to promoting positive and productive relationships among students, teachers, and administrators. The staff shows great sensitivity to the needs of the students, and is committed to helping students. For example, the school offers several specialized classes, athletics, tutoring, extracurricular activities, student government programs, and clubs. All of these programs support the school's mission and DRSLs by providing opportunities for students to celebrate their talent and be self-directed.

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

There is evidence that the school engages parents and families as partners in the learning process. Communication between the students' homes and the school is regular, two-way, and meaningful. It was noted that the relationship with Utah State University is exemplary, has a positive impact on student learning, and should continue. Efforts have been made to reach out to the feeder middle schools; this is an ongoing process and is done at different levels throughout the school.

There is a willingness on the part of staff members and administrators to collaborate, and time needs to be set aside to assure that a collaborative effort is

ongoing. It should also be noted that students desire teachers to make connections between subject areas that could be fostered through collaborative efforts.

Sky View is working constantly to improve communication with the community. The staff reaches out to parents and families to engage them as partners in the learning process through a variety of programs: SCC meetings, arts, fine art performances, fundraisers, PowerSchool, newsletters, the school website, and sports events.

A survey was given to parents, students, faculty, and staff members in 2009. Data was compiled in the following areas: Parent Support, Teacher Excellence, Student Commitment, School Leadership, Instructional Quality, Resource Management, and School Safety. The main concerns found in the survey were the issues of accessibility of the school administration and student commitment.

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

The constant monitoring of student success by the administration, and the use of site-based governance with an active School Community Council to make decisions, is one means of successfully monitoring the action plan. Clear goals tied to data and DRSLs will provide a focus so that all stakeholders may more easily identify gaps and provide progress toward the desired outcomes. The staff is also working on making more cross-curricular connections through curriculum-mapping collaboration. The Visiting Team recommends that the staff continue its collaborative efforts across departments to provide more cross-curricular connections for students.

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

Every student and his/her parent(s) meets with the school counselor to discuss the student's individual test scores and work on a school plan. The Visiting Team identified a battery of tests that are at the Sky View's staff's disposal to assess student achievement. Through CRT, U-PASS, SHARP and Grade results, the staff identifies documents and uses data to pinpoint needs and plan school-wide initiatives. More importantly, the staff uses this data to disaggregate subgroups and individual student performance.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the faculty of Sky View High School for its commitment to working in a collaborative environment in order to establish a true learning community, and for its willingness to be there for students who need additional assistance.
- Visiting Team commends the teachers for their inclusion of real-world experiences in order to model everyday reality.
- Visiting Team commends Sky View High School for making the school accessible, creating community-wide ownership, and making stake holders feel valued. This includes the use of focus groups, an active and productive Community Council, improved communication with home, the introduction of PowerSchool, and a clean, aesthetically pleasing, inviting edifice.
- Visiting Team commends the school for the groundwork laid in gathering data to understand student, parent, teacher, and community perceptions.
- Visiting Team commends the school administration for the trust afforded all stakeholders and their inclusion in leadership roles as they move the school forward in a time of community change.

Recommendations:

- The Visiting Team recommends the continued use of data to establish collaborative standards, benchmarks, and curriculum maps that guide the curriculum toward continued student success.
- The Visiting Team recommends that the school be proactive in gathering data on at-risk/subgroup students in order to establish a baseline for understanding upcoming trends in the student population.
- The Visiting Team recommends continued professional development in differentiated instruction.
- The Visiting Team recommends that the school inform students on school beliefs, mission statement, and DRSLs.
- The Visiting Team recommends establishing specific indicators for each DRSL that set benchmarks for accomplishing the school plan.

