# The Report of the Accreditation Visiting Team

## Timpanogos High School 1450 North 200 East Orem, Utah 84057

April 25-26, 2012





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

## **Timpanogos High School**

### 1450 North 200 East Orem, Utah 84057

**April 25-26, 2012** 

### **UTAH STATE OFFICE OF EDUCATION**

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State Superintendent of Public Instruction

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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, April 25-26, 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 Timpanogos 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 Theron Murphy is also commended.

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

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

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<sup>\*\*\*\*\*</sup>Charter School Representative Appointment

<sup>\*\*</sup>UCAT Representative

<sup>\*\*\*\*</sup>USBA Advisory Representative Appointment

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| Barry Graff        | Administrator, Educational Services, K-12   |
| John Spencer       | Administrator, Human Resources              |

### TIMPANOGOS HIGH SCHOOL

### **ADMINISTRATION AND STAFF**

### **School Administration**

| Theron Murphy | Principal           |
|---------------|---------------------|
| ± •           | Assistant Principal |
|               | Assistant Principal |
|               | Assistant Principal |

### **Counseling**

| Carrie Whitney |           |
|----------------|-----------|
| Taunia Sloat   | Counselor |
| Rick Sannar    | Counselor |
| Dylan Eastman  | Counselor |

### **Support Staff**

| Jan Anderson       | Cindy Grimm        | Melina McNiven    |
|--------------------|--------------------|-------------------|
| Carolyn Anderson   | Joan Gull          | Alaina Madsen     |
| Diane Anderson     | Norley Hall        | Edna Miller       |
| Josh Backus        | Julia Hancock      | Courtney Proctor  |
| Marilyn Bascom     | Suzy Hansgen       | Betty Quickly     |
| Susan Bawden       | Melissa Harrington | Kelley Reay       |
| Jennifer Belliston | Julie Hines        | John Daringer     |
| Raelyn Boothe      | Chelsea Jensen     | Shari Sanders     |
| Georgiana Borwegen | Freddi Johnson     | Doug Sharp        |
| Katelyn Bunker     | Benjamin Judd      | Wendy Sheehan     |
| Terilyn Bunker     | Bryan Koyle        | Elizabeth Shelley |
| Kirsten Cline      | Genie Lee          | Julie Shipp       |
| Jerry Crevison     | Jason Lewis        | Stacee Smith      |
| Barbara Dawson     | Jennifer Lewis     | Tony Tran         |
| Armida Ferron      | Liz Lloyd          | Pam Walker        |
| Gordon Frandson    | Jaynee Long        | Calvin Williams   |
| Celeste Galbraith  | Annette Louder     |                   |

### **Faculty**

Laurie Anderson Megan Barrus Paul Barth Jody Benson Tara Bishop Matthew Blad **Sharon Bodily** Frank Bramall Tricia Bray Robyn Bretzing DeeAnn Brewster Dan Broadbent Agnes Broberg Steve Brown Jaynann Brown Kris Caldwell Britney Carpenter Richard Collette Janet Cooper Kori Crampton Nate Crandall **Brad Crowther** Anna Davis Steve Durtschi Donnalee Eisenhart Jake Figuerira Debbie Foreman Debbie Freestone Ken Frost Diane Gardner Bret Goodwin Emilee Harmon Darin Harris Lisa Harrison Amy Hart Ashlee Harward Arlene Herrick Josh Heward Sandy Hopkin Jan Horton Megan Inouye Steve Jackson Bonnie Jennings Amberlyn Johnson Cathy Keller Denise Kelly Shayla Kennington Michelle Larsen Ed Larson Deon Leavy

Rose Mary Lindberg Jody Lindsay Terri Martin Jared Morris Marguerite Mower Michael Nagro Kim Nelson **Emilee Newell** Kristie Newsome Doug Olson Greg Park Jill Phippen Kara Remington Thomas Richards Amanda Richardon Rick Sannar **Brian Saxton** Michael Sellars Cecile Thomas Heidi Weight Megan Westbrook Cameron Whatcott Cash Williams

#### TIMPANOGOS HIGH SCHOOL

#### MISSION STATEMENT

Our mission is to empower students to become life-long learners and contribute to society.

### **VISION STATEMENT**

Our vision is that all students. . .

- learn how to learn, and learn at high levels.
- develop an intrinsic love for learning.
- achieve competence in every area of their educational experience and move toward excellence.
- ➤ Earn a high school diploma and plan for post-secondary education or specialized training (college and career readiness 21<sup>st</sup> century skills).
- > value, respect, and accept others' unique individuality and know that they too are valued, respected, and accepted for who they are.
- ➤ feel that every day is, "A Great Day to Be a T-Wolf!"

### **BELIEF STATEMENTS**

We believe our attitudes and behaviors must reflect a "healthy culture" if we are to achieve our school's mission and vision. We believe that the following attitudes and behaviors must pervade our school culture:

- Results oriented
- Collaborative teams
- Find solutions work around the barriers
- Problem Solve 95/5
- Work toward a "Shared Mission and Vision"
- Communicate effectively
- See the cup half full "optimism
- Pursue and implement "best practices"
- Eliminate excuses
- Hold high expectations
- Adapt
- Hold one another accountable "Collective Commitments"
- Move as a team "Team Timpanogos"
- Radiate passion, curiosity, and empathy
- Pursue high performance

#### DESIRED RESULTS FOR STUDENT LEARNING

#### **COMPETENCE**

Students will be competent in every area of their educational experience and make annual progress toward the goal of excellence.

- Students will meet established Timpanogos High School course competencies.
- Students will make progress towards excellence.

### **COMMUNICATION**

Students will be able to communicate in the English language through reading, writing, listening and speaking.

- Students locate, understand, and interpret written information.
- Students read on grade level.
- Students identify main ideas and focus on themes.
- Students write with good organizational skills, include meaningful content, and follow standard English conventions.
- Students attend to, interpret, and respond to verbal messages and other cues.
- Students organize ideas and effectively communicate orally.
- Students use technology to communicate.

#### **CHARACTER**

Students will live in a way respectful of others and help others achieve their highest potential.

- Students participate in voluntary community service.
- Students attend regularly and punctually.
- Students understand and demonstrate ethical academic behavior.
- Students show good sportsmanship both as participants and spectators.
- Students show respect for others and their property.
- Students demonstrate good discipline and self-governance at school.

Date of visit: April 25-26, 2012

### MEMBERS OF THE VISITING TEAM

Glo Merrill, USOE Accreditation Specialist, Visiting Team Chairperson Rick Anthony, Granite School District, Visiting Team Co-chair Melissa Bateman, Stansbury High School, Tooele School District Brenda Burr, Salem Hills High School, Nebo School District Danny Lundell, Salem Hills High School, Nebo School District Kendall Topham, Stansbury High School, Tooele School District

#### VISITING TEAM REPORT

### TIMPANOGOS HIGH SCHOOL

**CHAPTER 1: SCHOOL PROFILE** 

Timpanogos High School is one of three high schools located in Orem, Utah, and sits at the base of Mount Timpanogos. There are 1,350 students enrolled in grades 10-12, and enrollment has declined by six percent in the past four years. The school exceeds district and state averages on CRT, Advanced Placement and ACT testing, and offers a wide variety of Advanced Placement, concurrent enrollment and elective courses, as well as extracurricular activities.

A visitor entering the school will notice a clean, warm, and welcoming campus. The school developed a flex schedule last year, and is in the process of making changes to the flex time to improve student participation. There is an increase in the number of students requesting free or reduced-price lunch, and the number of ethnic minority students is also gradually increasing. Currently the student body is 80 percent Caucasian, 15 percent Hispanic and five percent other ethnic minority students. The school is aware of the achievement gap and low graduation rates for Hispanic (66 percent), and special education (57 percent) students.

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

The school produced a comprehensive profile of disaggregated achievement and demographic data, as well as the results of the parent/student survey. It is apparent that Timpanogos High School students achieve at exemplary levels. The school is in the process of institutionalizing the Competence and Character DRSLs. Some departments are using common assessments and have started collecting data to drive instruction.

Due to an increased focus on student attendance, student absences and tardies decreased each year for three years and rose slightly last year. If students do not attend required detentions, they receive a "no credit" grade in their academic courses. The average school GPA is 3.02, and the percentage of students receiving F grades is declining.

Reading, writing, math, and guided study support courses have been added since the last visit. By comparing previous surveys with the 2011 faculty, parent, and student survey, it is clear that the school culture has dramatically improved. All stakeholders believe that the school has excellent, rigorous courses and regular communication with parents and that everyone at Timpanogos High School is treated with respect, regardless of race, religion, or gender.

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

High-stakes testing data was disaggregated by ethnicity, socioeconomic background, and special education status. The Visiting Team would recommend that school data be disaggregated by grade, gender, and first generation status as well as the NCLB subgroups. At the present time, it is unclear whether students enrolled in AP, concurrent and honors courses have the same demographic breakdown as the whole school. In addition, data should be collected, disaggregated, and analyzed for the common assessments that are being created by departments.

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

The profile was thorough and accurately presented the school's strengths. The school did not clearly identify who is not learning at Timpanogos High School. The Visiting Team recommends that teachers, departments, counselors identify by name the students who are struggling.

### **Suggested Areas for Further Inquiry:**

- Timpanogos High School is encouraged to collect, disaggregate, and analyze highstakes and school data to make informed decisions about instruction and curriculum as well as track achievement trends. Support class data and individual student data should be collected to determine whether the support classes are effective in improving student learning.
- The Visiting Team recommends that Timpanogos High School continue using the PLC model to improve student achievement. This will include developing common assessments, updating curriculum and implementing best practice (research-based) instruction.

## 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?

It is evident that this was a comprehensive process involving administration, staff, parents, students and community members. In the fall of 2011, stakeholders revisited

the mission and vision statements and obtained input and feedback from all stakeholders. As a result, they revised the wording of the school's vision statement slightly. The mission and beliefs of the school reflect a high level of commitment to student learning and success. The Visiting Team suggests that the school consider using "Community of one striving for excellence" as its mission statement.

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

Timpanogos High School's mission and belief statements are closely aligned with the DRSLs. The DRSL indicators should include a method of measuring individual student, subgroup, and whole-school improvement in achievement.

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

Over the past six years, the school has institutionalized the Competence DRSL and taken steps to address the Character DRSL. At the present time, the school relies on high-stakes testing data to monitor student progress. The Visiting Team recommends that Timpanogos High School collect, analyze and disaggregate school-level data to track student, course, department and school progress throughout the year.

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 school clearly sets high expectations for staff and students. Faculty members and students are also aware that the school is working on improving attendance and competence. The profile accurately presents the school's efforts toward improvement.

### **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 school provides weekly time for department-specific professional learning communities to collaborate. Departments have used this time to collaborate on a common framework for the core curriculum. Some departments have developed common standards and/or objectives.

This year, departments have separated PLCs into common courses (e.g., English teachers). This has helped facilitate a strategic focus on clearly defined standards based on the core so that common assessments could be designed and implemented. Some faculty members collaborate with teachers from other schools who teach the same subject. Alpine District will provide professional learning for math and

language arts teachers on the Common Core during the 2012-2013 school year. This will allow teachers to update their curriculum and increase the rigor in all courses.

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

Some students are engaged in inquiry, problem-solving and higher-order thinking skills. The Visiting Team recommends that the school dedicate professional learning resources and efforts to engaging all students in inquiry, problem-solving, and higher-other thinking skills.

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

There is ample evidence that the majority of teachers are focused on the Competency DRSL. The school administration is beginning to have teachers determine specific learning objectives, assess which students are learning and not learning, and provide remediation for individual students based on the results of formative assessments. The Visiting Team encourages the faculty to continue its study of the teaching and learning process.

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

The faculty clearly uses high-stakes testing data to drive the curriculum. However, additional efforts should be made to ensure that **all** students can reach the intended learning outcomes.

PLCs are currently developing common Power Standards and are aligning assessments with the standards. The Social Studies and Math Departments are leading the way in this process. This process helped the faculty to explore its curricula on a classroom and individual student level. The Visiting Team recommends that all faculty members use PLC time to update curricula and develop common objectives and formative assessments. In addition, the flex program should be used to offer remediation or enrichment to ensure all students can reach the intended learning outcomes.

### **Instruction:**

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

The Visiting Team observed the majority of teachers using direct instruction to deliver the curriculum. Most faculty members demonstrated passion and expertise in their subject. Some teachers were using PowerPoint presentations as they delivered

their lectures. The CTE, art and PE faculty members were using hands-on activities to teach core standards. As the PLCs study and implement research-based strategies, student achievement should improve for **all** students.

The Visiting Team recommends that PLCs review and implement research-based instructional strategies that facilitate active student involvement and less teacher-centered instruction. Teachers should prepare leveled questions so that **all** students will better understand the core standards and be pushed academically. Teachers could reflect on the number of times they answer their own questions, and explore methods to consistently check for the understanding of all students throughout the class period.

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?

It is clear that Timpanogos faculty members and administration have high expectations for their students in terms of academics and citizenship. The intent to institutionalize the DRSL of Competency is evident. Some PLC groups have developed target learning goals, and several departments use common assessment and rubrics (e.g., the common oral presentation rubric from social studies and common writing rubric from English) to ensure equity in the competency levels.

The common course PLC teams are working on a common pacing guide for at least four units. Data is analyzed in some classes (e.g., the math department) as teachers identify which test questions or skills students struggle with the most, then compare teaching strategies. Some teachers are using flex time to target remediation and enrichment.

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 school does not have a formal professional development plan with accountability measures. However, the study and implementation of *Understanding by Design* is commendable. This study has allowed most teachers to create a common vocabulary and common instructional goals. PLCs are making progress in breaking down the barriers of teacher isolation and increasing collaborative efforts to address areas of concern, improve instruction, and ensure a guaranteed curriculum.

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?

Teachers at Timpanogos are committed, highly qualified, and experts in their subject areas. PLCs are beginning to establish reflection on practice.

Alpine District will begin implementing 21<sup>st</sup> century skills as part of the new Common Core next fall. The emphasis is on encouraging students to be actively engaged in their learning by using creativity, problem solving, and critical thinking. As the school establishes professional development goals and the core is implemented, there will be ample opportunity for teachers to formally reflect on their own practice.

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

Some teachers use technology, video clips, document cameras, Smart Boards, etc. to enhance instruction, increase motivation, and foster creativity. The resource of having a full-time staff member to address technology needs is a great asset. Further training and expectations to push all teachers to more fully embrace technology as an instructional tool should be addressed. Sharing best practices across departments and exploring the use of Google Docs, wiki spaces, blogs, iPads, etc. could be a way to increase technology use for students and faculty members.

### **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?

Individual classrooms have assessments in place, and faculty members are developing common assessments for some courses. However, at the present time, the school is not collecting school-wide data on a specific targeted area (i.e., writing, presentation, higher-level thinking skills). The school started developing common assessments for some courses last fall. The Visiting Team recommends that the school define a clear structure for PLCs to edit curriculum to increase rigor, and to ensure the new core standards will be implemented in math, language arts, science, social studies and technology courses. Teachers of all other subjects should be familiar with the increased rigor that is expected for all students in all courses.

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

Individual teachers have assessments in place to monitor individual student achievement in each course. The Social Studies Department is commended for leading the way in creating common course assessments. As data is collected and analyzed, faculty members should begin the discussion regarding equitable grading. Individual students' grades should be determined by their understanding and mastery of core concepts, rather than by an accumulation of points.

The school should consider adopting a school-wide common grading scale and departments should bring student work to the table to determine grading procedures that ensure students are being graded fairly.

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

The school's self-study provides disaggregated evidence that the majority of students are meeting the high academic expectations, and that students perform well on Advanced Placement exams. The English Department is commended for its collaboration to adopt a Six Traits of Writing rubric. The Visiting Team would recommend that the English Department bring samples of student writing to the table to anchor the writing rubric and ensure all students are graded fairly.

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 commended for implementing the PLC model, and for reading and discussing several educational reform books. The Visiting Team recommends that the school initiate a professional development committee develop that would design a comprehensive professional development plan and set strategic, measurable longrange and short-range goals.

The Visiting Team recommends that the school use Bloom's Taxonomy to measure the current levels of questioning for each teacher, department, and the whole school, and to strongly encourage all PLCs to focus on improving questioning during class as well as on formative, summative and informal assessments.

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

The school has worked on the Competence DRSL for the past six years, but did not collect course, department or school data to track improvement. The Visiting Team is confident that the school will begin to collect, disaggregate, and analyze longitudinal data for each course, department, and the whole school. Achievement data should be used to drive curriculum development, improve instruction, and ensure assessments are valid and reliable.

#### **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 principal of Timpanogos High School is commended for being a fantastic instructional leader, for fostering an academic learning climate, and for recognizing the strengths and areas that need improvement at the school. The administrative team is commended for continuing the long tradition of excellence in academics. The administrators regularly meet with struggling learners to encourage the students to improve attendance and academics. The administration also provides strong support for the faculty and staff.

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 administration is reforming the work of PLCs to encourage teachers and departments to use data and collaborate to improve student achievement at Timpanogos High School. The Visiting Team is confident that the administration will motivate faculty members to improve instruction through the use of research-based instructional strategies.

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 students, teachers, staff and parents have enormous respect and admiration for the principal, and he provides very skillful stewardship in providing a safe, effective, and efficient learning environment. The administrative team members work well together and have a clear vision of the next steps for the school. As Timpanogos High revisits its goals and action plan, the Visiting Team is confident that the school will design a school improvement plan that will improve learning for **all** students.

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 administrators, coaches, club advisors, and the performing arts teachers have developed meaningful working relationships with the community. The administration and the Executive Leadership Team are actively involved in making decisions to improve achievement and involvement for **all** students. The PTSA and SCC are

- appreciative of the school's regular, open communication. The SCC is involved in distributing Trust Land funds to support and improve student achievement.
- 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?

Timpanogos does not have a formal mentor program. However, the administration and counselors divide the alphabet and meet weekly to discuss struggling learners. In addition, each counselor and an administrator meets individually with students to review the attendance and grades of those students who are in jeopardy of losing credit.

### **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?

The administrative team is commended for structuring school leadership committees in a way that is organized, comprehensive, and realistic. Each committee focuses on implementing a plan for school improvement. This structure allows for multiple stakeholders to be involved and provides ample opportunity for collaboration and buy-in. The school understands the importance of continual review with an emphasis on improving student achievement for **all** students.

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

The Instructional Leadership Team focuses on improving classroom instruction. The team has representatives from every department and meets monthly to make decisions regarding the work of the school's PLCs. Timpanogos provides *Understanding by Design* training to cohorts of teachers each year, so that all faculty members use the model for curriculum development.

As the school implements the Common Core next year, the Visiting Team encourages the Instructional Leadership Team to explore professional learning that will help all teachers increase curriculum rigor and move to critical thinking and problem solving.

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's action plan incorporates goals for each of the leadership teams. The leadership teams are commended for demonstrating a desire not only to improve, but to have a clear action plan for each team. The Visiting Team encourages the school to closely examine each item on the action plans, and to prioritize goals. Also, some areas may need ongoing consideration. Currently, the action plan does not include long-range goals or a five-year timeline.

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

The Visiting Team commends Timpanogos's administrative and leadership teams for their new focus on common assessments and engaging all students. The school is also working on improving the flex period to better meet the needs of **all** students.

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

Since the change principals, the previous action plan has been substantially changed to reflect the new goals and leadership organization of the school. The Visiting Team recommends that the school's action plan be updated each year.

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

There was little evidence that the school addressed the major recommendations from the previous Visiting Team. The Visiting Team encourages the school develop a plan to respond to the major recommendations included in this report for the next visit.

### **CHAPTER 5: COMMUNITY BUILDING**

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

The Visiting Team was able to observe and feel a sense of community and pride at Timpanogos High. This strong sense of community goes a long way toward strengthening and building relationships throughout the school. The students feel supported in their learning by the teachers. The parents feel that their voice is heard and that the concerns they have are addressed in a timely and efficient manner. The development of the RTI pyramid and its implementation on a school-wide level is a great piece of evidence that Timpanogos High has built working relationships within the school to support student learning.

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

The statement, "We are a community of one striving for excellence" is embraced by all stakeholders, and student learning is supported by the school community in multiple areas (e.g., concurrent enrollment, Latinos in Action, UVU mediation). The parent meeting included a diverse cross-section of parents, all of whom expressed gratitude for the administration and various school programs.

The school sponsors a large community event that includes all stakeholders. This event and personal contacts could be used to solicit further involvement from parents and local business partners. The school's website has a variety of educational resources available to educate students, parents, the business community and staff on the happenings of the school. The school has also made a great effort to get information out through a variety of social media networks.

c) To what extent has the school engaged the school community in a collaborative selfstudy process on behalf of students?

Timpanogos High engaged all stakeholders in the self-study process. The faculty was involved in the process more than any of the other groups of the school community. The profile section and survey information should have been discussed with students, SCC and PTA groups. The school has the self-study report posted on its webpage.

The Visiting Team would recommend that future surveys include **all** students and parents of diverse backgrounds to ensure results are valid. The results of the survey should be disaggregated by ethnicity, gender and grade level.

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

The self-study book was not distributed to faculty, parents, or student leaders at the time of the visit. Students were not aware that their school would be visited by an accreditation visiting team. As stated earlier, this process should involve all stakeholders throughout the process. The end results and celebration of the progress the school made to improve student learning should also include **all** stakeholders. There is some evidence that the data gathered for the self-study is used by leadership teams to direct decision making at the school and leads to continued school improvement.

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

### **Commendations:**

- The Visiting Team commends all stakeholders for their honesty and openness during the accreditation visit. Timpanogos High School has a safe, inviting climate, and students are expected to attend regularly, respect others, and achieve at Timpanogos High School. The student leaders, PAC, and Latinos in Action organization are commended for focusing on uniting all stakeholders and performing service on a regular basis.
- The administrative team is commended for developing the trust and the respect of all stakeholders, and for sharing their vision to improve student learning. The administration is also commended for establishing a shared leadership model to improve instruction, advance student achievement, and manage school operations. The administration and counselors are commended for regularly meeting to discuss the needs of struggling learners.
- The Visiting Team commends the faculty for developing remarkably strong relationships with students. Faculty members are caring, understanding, and available before and after school to help all students succeed. Many faculty members provide leadership for extracurricular sports, arts programs, and clubs that provide opportunities for students to excel outside of the classroom.
- The Visiting Team commends the support staff. The secretaries know students and parents by name and are very efficient and friendly. The custodial staff is commended for keeping the building clean and safe, and for quickly responding to the needs of the stakeholders.

### **Recommendations:**

- The Visiting Team recommends that Timpanogos High School continue to collect, disaggregate, and analyze high-stakes testing data. The school should begin to collect, disaggregate and analyze course, department, and school-level achievement data, as well as data regarding the interventions for struggling learners. In addition, individual student attendance and academic data should be collected and analyzed to identify potential dropout students.
- The Visiting Team recommends that PLCs continue work on horizontal and vertical alignment of curriculum and the design, implementation, and collection of data on the common assessments. Individual course data should be used to inform curriculum updates, improve instructional strategies, and create valid, reliable assessments. It is also recommended that faculty members refine the use of the flex time to re-teach key concepts to struggling learners.
- The Visiting Team recommends that the school form a professional development committee to institute short-range and long-range goals to improve student engagement through the use of research-based instructional strategies. Also, greater attention should be given to closing the achievement gap evident with Hispanic, low socioeconomic, and special education students.
- The Visiting Team recommends that Timpanogos High School persist in working to meet the academic needs of **all** students. Each faculty member should revise his/her curriculum and adapt instructional strategies to increase the level of rigor and challenge all students. The school should review Bloom's Taxonomy and the art of questioning at all levels of the taxonomy.