

Viewmont High School 120 West 1000 North Bountiful, Utah 84010

April 27-28, 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

Viewmont High School 120 West 1000 North Bountiful, Utah 84010

April 27-28, 2011

UTAH STATE OFFICE OF EDUCATION

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

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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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 27-28, 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 Viewmont 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 Scott Tennis is also commended.

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

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

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*** CMAC Representative Appointment
*****Charter School Representative Appointment

UCAT Representative **USBA Advisory Representative Appointment 12/28/2010

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Pamela Park	<u>-</u>
Craig Carter	<u> </u>

VIEWMONT HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Scott Tennis	Principal
Daniel Linford	Assistant Principal
Jonathan Gochberg	Assistant Principal
Jerry Staley	Assistant Principal
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Counseling

Joanna Fletcher	Head Counselor
Karen Findley	Counselor
Brad Goodwin	
Emily Smith	Counselor
Thal Wright	
Camille Krum	CTE Coordinator

Support Staff

<u>Secretaries</u>	Matthew Jessee	Clara Ashton
Marcelle Abbott, Head	Rylan Jolley	Korbie Fowers
Sherri Christensen	Joseph Kirkham	Rebecca Smith
Lori Hedin	Travis Phillips	Omaira Sosa
Diane Hintze	Cooks	Teacher Assistants
Sherri Jenkins	Bonnie Hintze,	Martha Ancell
Neola Jones	Nutrition Services	Stephanie Baham
Kathryn McOmber	Manager	Rebecca Kammeyer
Kristi Thompson	Lesa Christensen	Marnell Knight
<u>Custodians</u>	Martha Munoz	Nathan Marsden
John Miller, Head	Laura Solberg	Lorraine Misener
Bradley Mayes,	Michelle Timmreck	Janis Morris
Assistant Head	Child Care Department	Florence Page
Daniel Brimhall	Sherie Murphy,	Jaxine Rodgers
Alicia Cook	Coordinator	Jamie Sanduk
Michael King	Michelle	Kathleen Seeley
Trenton Adam	Montgomery, Asst.	Freda Shutt
Andrew Bryson	Coordinator	Alicia Spangenberg
Laura Densley	Margo Brown, Asst.	Debra Randall
Jerry Hogan	Coordinator	Nancy Richins
Karina House	Julie Bearnson	

Faculty

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Steven Anderson	
Briton Bailey	23
Paul Baniewicz	
Hollie Barenz	
Sheila Berbert	
Teresa Binkerd	Spanish
Stephen Boehme	Art
Josephine Bradbury	Art
Melissa Brewer	English
Mark Burningham	Math
Eric Burt	Orchestra
David Busk	Humanities, Guitar
Neil Calderwood	Auto
Susan Callister	
Lisa Cena	
Heather Chamberlain	•
Daniel Chaston	
Brad Christensen	
Jana Crawford	Special Ed
Jay Crook	Biology
Patrick Egan	Spanish
Jeffrey Emery	Math
Roger Farnsworth	
Melisssa Fox	_
Kristin Friederichs	
David Gill	S
Annette Godfrey	
Robert Greaves	
Kathryn Green.	S
Steve Green	
Reece Gurney	•
Ann Harbertson	
Jill Haslam	
Val Heiner	
Breckon Heywood	
Susan Hogan	
Alan Hollopeter	
Shelly Iosefa	
Jenette Jenkins	
	_
Bryan Jenkins	
Debbie Jones	
Jill Jones	
Scott Judy	•
Tim Kidder	± •
Bradley Lloyd	Physical Ed

Shannon Lott	History
Troy Lund	Science, Engineering
Jeanne McGuire	
Heidi Miller	Clothing, Child Development
Shannon Moos	Biology
Michael Murphy	History, Guitar
Michael O'Connor	Art
Nancee Ott	Chemistry
Andrea Parker	Special Ed
Debra Paull	Foods, Interior Design
Bonnie Pierce	Dance, Yoga
Kathy Reel	Special Ed
Brandon Ripplinger	English
Melvin Robinson	Drafting, Engineering
Jami Robison-Healey	Biology, Dance
Allyn Rogers	Medical Anatomy, Health
Michelle Smith	English, Debate
Laurie Solomon	
Clint Straatman	Physical Education
Cory Swenson	History
Douglas Tate	Chemistry
Cheryl Thompson	English, French
Connie Tingey	Special Ed
Kristin Van Brunt	English
Kristin Whitlock	AP Psychology
Jan Wray	Internships

VIEWMONT HIGH SCHOOL

MISSION STATEMENT

In partnership with all stakeholders, we empower students to realize their full learning potential.

BELIEF STATEMENTS

Students:

- Will acquire, retain, process and apply skills and knowledge.
- Will be actively engaged in the learning process.
- Will learn to be socially responsible.

Viewmont:

- Will partner with al stakeholders to strengthen learning.
- Will support learning by providing adequate training and access to material; including technology, to facilitate effective teaching and learning.
- Will enhance learning by providing a safe and positive environment.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- 1. Academic Competency A competent student is one who:
 - Completes all graduation requirements.
 - Demonstrates mastery of CORE concepts and skills in each academic area.
 - Possesses the critical skills needed for academic success.
- 2. Commitment to Learning A student committed to learning:
 - Demonstrates quality work and strives for excellence.
 - Uses knowledge and experience from different subject areas to make relevant connections in life.
 - Uses a variety of learning strategies and skills to enhance learning.
 - Engages in critical thinking.
- 3. Responsible Citizen A responsible citizen is a student who:
 - Demonstrates the ability to resolve and mediate disputes.
 - Demonstrates punctuality in attendance and homework.
 - Shows respect for each other and property.
 - Adheres to school policies and standards.

Date of visit: April 27-28, 2011

MEMBERS OF THE VISITING TEAM

Dr. Roy L. Hoyt, Hurricane Middle School, Washington School District
Michelle Kersey-Smith, Roy High School, Weber School District
John Taggart, Tooele School District
Chris Titus, Bingham High School, Jordan School District
Rob Wessman, Granger High School, Granite School District
Rita Brock, Utah State Office of Education

VISITING TEAM REPORT

VIEWMONT HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Viewmont High School serves students from areas of Farmington City, Centerville City, and Bountiful City. Viewmont High School currently serves 1,630 students in grades 10-12 with a staff of 65 educators, four administrators, and 4.5 counselors. The staff's levels of experience range from 30+ years of service to teachers in their first years of service.

The student body is primarily Caucasian, coming from higher-income families. Enrollment predications for the coming years indicate that the neighborhoods are undergoing a cycle of attrition that is significantly decreasing enrollment. Although the community is homogeneous, there is a slight increase in the number of students in ethnic minority categories.

The strongest definitive feature of Viewmont High School is the community support and participation in the education process of the students. The surrounding community maintains a very high level of involvement as both community partners and parents. The School Community Council is actively involved, as is the PTA. Additionally, parents are involved through sports booster clubs and musical productions.

A large number of co-curricular activities are available to students at Viewmont High School. Viewmont offers an active extracurricular experience that includes clubs, service organizations, and athletics.

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

Viewmont has a predominantly white, middle-class student body. The students attend at a high rate, and the dropout rate is below five percent. The school enrollment over the past 13 years has either declined or stayed level, but in 2010 the school saw its first increase. The overall population of the school has averaged 1,630 students during the past six years. The percentage of students of minority designation grew from 5.3 percent in 2005 to 10.6 percent in 2010. Also, students who qualify for economically disadvantaged programs have steadily increased since 2005, from five percent to 15 percent in 2010.

Viewmont High School students learn from both core and elective subjective areas. The school has focused on the improvement of language arts skills in both reading and writing. This effort has resulted in improvements on CRTs each year among subgroups, especially economically disadvantaged students.

Viewmont High School offers 51 Advanced Placement, concurrent enrollment, and honors classes, which make up 25 percent of the total number of courses offered. Over 40 percent of students are enrolled in advanced courses, with over 70 percent of the total school population generating credit at the university level before graduation. On average,

Viewmont students consistently score two points higher than Davis School District, the state of Utah, and the national average on the ACT, with an average score of 23.4. Students have also passed Advanced Placement exams at an overall rate of approximately 78 percent over the past six years. In addition, approximately 550 Viewmont students generated 2,910 college credit hours through concurrent enrollment classes last year.

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

More disaggregated data would be helpful to future teams' understanding of how students at Viewmont High School are performing. Grades and CRT scores of students attending SRC and other intervention programs should be considered as a means for determining who is learning and who is not learning, and also as a means for determining program effectiveness.

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

The school's self-study accurately reflects the school's current performance on standardized tests, as well as its survey of educational quality, attendance, enrollment and ethnicity.

Suggested Areas for Further Inquiry:

- The Visiting Team suggests data collection on the number of ethnic minority students who participate in rigorous classes and leadership opportunities.
- The Visiting Team suggests data collection focusing on identification of ethnic minority students and their academic progress.

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?

Viewmont High School's mission statement has been greatly simplified and refined since its last accreditation visit. The original mission statement was quite long and restated many aspects that were directly included within the individual desired results for student learning (DRSLs). A committee of administrators, faculty, parents, and other stakeholders developed the current, streamlined mission statement. Viewmont's mission

provides an overarching framework that focuses the school's vision and beliefs, allowing for the articulation of the DRSLs.

Viewmont has distilled the eight DRSLs developed for the previous accreditation visit into a more manageable and succinct group of three. This process was initiated as a direct result of recommendations from the previous Visiting Team. A committee of administrators, faculty, parents, and other stakeholders also helped to produce the current three DRSLs based upon the original eight DRSLs.

A consensus-building process is established at Viewmont that involves the school community in defining the school's beliefs, mission, and goals. Evidence that many different groups participated was provided during meetings with the faculty, parents, and students.

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

Viewmont's mission and belief statements align directly with the school's DRSLs. This alignment is a consequence of the school's refinement of the mission statement and DRSLs as directed by the previous Visiting Team.

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

There are a number of indicators used by Viewmont in an effort to assess the degree of implementation of the DRSLs. The DRSL have been assessed using daily attendance data, dropout rates, suspension rates, ACT composite scores, AP test passing rate, number of students enrolled in concurrent enrollment classes, UBSCT results, scholarships awarded, and CRT scores.

Viewmont has developed a comprehensive rubric to be used specifically for assessing the degree to which each DRSL and indicator has been implemented. The rubric includes many quantifiable indicators. The Visiting Team recommends that the faculty and administration use this rubric to determine how institutional each of the DRSLs has become and periodically reassess their integration into regular instructional activity. A reassessment every quarter or semester would be ideal in producing data to be used in driving decisions to more fully implement the DRSLs.

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 believes that that the culture and practices of the faculty and administration drove the development of the mission, beliefs, and DRSLs. Many of the faculty members had difficulty naming a specific DRSL, and very few of the students were aware of the DRSLs. Though the specifically named DRSLs have not been institutionalized, the Visiting Team is convinced that the goals and practices outlined in the mission, beliefs, and DRSLs are found in every facet of Viewmont.

The Visiting Team recommends that the faculty and administration specifically educate the school community about the specific DRSLs and how they relate to daily practice. The DRSLs are obviously important and reflect the values of the Viewmont community and should be more prominently showcased. This could be facilitated by more prominently locating copies of the DRSLs throughout the school, having teachers regularly relate lessons to specific DRSLs, and including information about the mission, beliefs, and DRSLs in information that is already disseminated to the Viewmont community.

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 staff at Viewmont High School is two years into implementing Professional Learning Communities (PLC). The staff meets for an hour every Tuesday to collaborate. A portion of that time over the last year has been spent identifying what they want students to learn as it relates to respective standards and Core Curriculum for each content area. As part of the school's first DRSL, Academic Competency, students are expected to demonstrate mastery of core concepts and skills in each academic area. It is evident from Visiting Team discussions and meetings with department chairs and individual teachers that departments and PLC teams are at different levels in focusing on the Davis Essential Skills and Knowledge (DESK) and need to strengthen this area. However, it is the opinion of the Visiting Team that all departments are engaged in continuing to identify and teacher the most critical and essential standards they want students to learn. The staff at Viewmont High School clearly works collaboratively and has appropriately aligned its curriculum with the standards and Core Curriculum.

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

There are several key pieces of evidence indicating that the school system and individual teachers have focused the curriculum to engage all students in inquiry, problem-solving, and higher-order thinking skills. For example, the Art Department has been focusing on helping students move from thinking of the art classes as easy electives to seeing them as a rigorous and valuable program that will stretch and broaden their skills. The department has done this by becoming more consistent with grading and student assignments, among other things. The Math Department is another example, as it has become more consistent between teachers in the work assigned to students. The Counseling Department further corroborated that this is taking place when counselors said one of the changes they have noticed is that students are realizing that teachers once identified as being "easier" or giving less work than others are no longer that way. Additional evidence is the Study/Read/Collaboration (SRC) time and the self-assignment of students to SRC class where they need help and support. Base Camp classes are evidence that students are being held to a high standard and must utilize problem-solving 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?

As mentioned above, Viewmont High School staff members are engaged in PLC teams and in identifying what they want students to learn. It was also evident to the Visiting Team through discussions with individual teachers and department chairs that the identified DRSLs are aligned with the current teaching practices and curriculum. Although the DRSLs and practices are aligned, the Visiting Team recommends that the Viewmont High School leadership and staff focus on clearly articulating and institutionalizing the DRSLs into the Viewmont High School culture.

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

The Visiting Team gathered evidence of several different types of assessment being used to identify students' needs and overall student learning with variations amongst departments. The types of assessments observed included traditional end-of-chapter/unit tests, student projects and presentations, and performance-based assessments. The staff communicated to the Visiting Team the need and desire to more effectively create and use data from formative assessments. The Visiting Team encourages and recommends that staff members move forward with strengthening their understanding of common formative assessments and how they are used in the PLC process to identify student needs and to drive variations in instruction to better meet student needs.

Instruction:

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

The Visiting Team observed a variety of instructional strategies used across the various departments and classes to promote student engagement. Observed classes were lively and energetic, featuring good rapport between teachers and students. Specific strategies observed included student discussion, student oral and visual presentations, collaborative group learning, student interviews, and peer-review and tutoring. The Visiting Team suggests that teachers continue to engage students using technology.

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

The Visiting Team observes that while Viewmont does not formally or explicitly teach DRSLs in classes, teachers and departments function under the expectation of high academic competency, commitment to learning, and responsible citizenship. Explicitly teaching the DRSLs, including allowing students to identify and set personal or classroom goals, would enhance institutionalization of the DRSLs.

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 observed that Viewmont High's professional development program is geared toward the adoption of the PLC model, including working in collaborative teams, developing formative assessment, and intervening with struggling students. All teams have been sent to the Solution Tree conferences to receive training on common formative assessment. While budgetary concerns have influenced the quantity of professional development sessions, new teachers and veteran teachers benefit from the professional development received in team meetings.

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 are all highly qualified in their content areas and are encouraged to work within department-level teams to develop proficiency. Individual teachers work within the district's Educational Assessment System, which provides a way to set personal goals and to work toward ongoing certification. Individual teachers meet with administrators to set goals, receive observation and evaluations depending on provisional or career status, and work in collaborative teams.

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

The Visiting Team was unable to identify a formal plan for the integration of technology into curriculum, instruction, and assessment. The district has a refresh program for periodic upgrades in technology hardware and software, and teachers receive periodic but infrequent trainings in the use of specific technologies in the classroom. The Visiting Team encourages the faculty and administration to find reasonable ways to engage students in learning activities utilizing up-to-date technologies.

Assessment:

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

The school uses a variety of state-mandated assessment to administer school-wide tests. CRTs (UBSCT in the past), and CTE vocational tests, including computer programs such as Exam View and Chi Tester, are administered. Some departments are in the process of developing common assessments to enhance the testing that is done in regular classroom environments, and they are beginning to introduce formative assessments to guide the preparation of summative tests.

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

Some evidence shows that the leadership and staff are committed to fair and equitable assessment of student performance; this is consistent with the school's efforts to create an integrated and inclusive professional learning community. The staff is encouraged to continue to identify and refine a broad range of assessment mechanisms to further guarantee equity and fairness. The school participates in the SAT and CRTs, and in the past has participated in UBSCT.

The Study/Remediation/Collaboration (SRC) tutoring support program available four times a week is a time in which a student can access any teacher for help in any subject area in which he/she is behind, or for make-up work. This individualized support is highly utilized by students.

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

Some teachers review test data to adapt their teaching material in the core classrooms. It is not clear, however, how the data from assessments is utilized to inform instruction. Viewmont High School is encouraged to clarify reporting mechanisms for the all assessment instruments and to develop methods of analyzing and disseminating assessment results. The staff is encouraged to continue its efforts to disaggregate and analyze data to inform decision-making. A more in-depth collection and study of disaggregated data in all content areas will identify fairness of assessment centering on equal access to knowledge for all students in all classes.

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?

Collaboration among most departments is strong, and this allows Small Learning Communities to discuss plans for intervention with individual students. The leadership is encouraged to demonstrate a strong commitment to affording professional development opportunities for teachers to collaborate in developing student assessment strategies. The staff is encouraged to continue its efforts to identify and develop a broad range of assessment instruments to provide feedback on the success of the implementation of the school's DRSLs.

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

The Viewmont High School DRSL indicators appear to be solid, measurable goals that adequately evaluate the achievement of the DRSLs. However, it was not evident to the Visiting Team at this time that these new indicators have been clearly communicated to the staff and institutionalized into the school's culture. It is the recommendation of the

Visiting Team that the school leadership focus on fully incorporating the identified indicators into the school culture.

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?
 - Through its commitment to the Professional Learning Community model, the school is well on the way to an academic learning climate that actively supports teaching and learning. The majority of teachers recognize the value of collaboration and is positive about the progress the school is making. The administration expects staff to work collaboratively to ensure students are gaining the knowledge and skills they will need as they leave Viewmont High School.
- b) To what extent does the school leadership employ effective decision making that is datadriven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?
 - The Viewmont leadership makes decisions consistent with the school's beliefs, mission, and goals. The school is reflectively adjusting programs to improve them and meet the needs of students.
- 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?
 - Viewmont High School's policies and procedures are in line with the educational agenda, and the leadership utilizes resources to accomplish the student achievement goal. The administration, counselors, and support staff meet regularly to discuss school climate issues and the individual needs of 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?
 - Viewmont High School reaches out to engage most parents and families as partners in the learning process. The school's leadership is identifying ways to further include the growing minority population in meaningful roles. Most faculty members feel that decision-making power lies within their department. Teachers feel confident working

- within their departments to develop curricula and select resources to accomplish their educational goals.
- 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 staff seems to understand and support the established formal systems for assisting individual students in achieving school-wide expectations for learning. These systems include programs such as Small Learning Communities, Study/Remediation/Collaboration (SRC), and Base Camp. Extracurricular activities seem to offer smaller learning communities as advisors monitor the academic performance of their students.

School Services:

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

Facilities and Finances:

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

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

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

It is the opinion of the Visiting Team that Viewmont High School has implemented a system-wide and comprehensive school improvement plan with a focus on collaboration using the Dufour professional learning community model. Viewmont High School's plan includes one hour a week in the form of a late start for teacher collaboration in professional learning communities. It was evident to the Visiting Team that teachers, parents, and students were involved to varying degrees in identifying the school's strengths and weaknesses as part of the focus groups. The parents participated by offering input in a whole group meeting and reviewing documents. Students participated via a survey with a small, select group of student body offices who helped review documents.

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?

Viewmont High School has made tremendous efforts to foster the capacity for improvement through and ongoing professional development plan. Resources have been dedicated to supporting professional development. Administrators support and encourage the staff to take advantage of workshops and in-service opportunities offered by the state and school district.

The school has scheduled an early out once a week, providing time that has been utilized by individual departments. The Visiting Team encourages the school to use some of this time for school-wide training and in-service in order to meet school goals.

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

The Viewmont High School DRSL indicators appear to be solid, measurable goals that adequately evaluate the achievement of the DRSLs. However, it was not evident to the Visiting Team at this time that these new indicators have been clearly communicated to the staff and institutionalized into the school's culture. It is the recommendation of the Visiting Team that the leadership focus on fully institutionalizing the identified indicators into the school culture.

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

It is evident that the school administration actively supports individual and staff opportunities for teacher development. It is clear to members of the Visiting Team that Viewmont High School provides a positive and nurturing culture for both students and teachers. A recommendation from the Visiting Team would be to continue to dedicate resources to those goals the school has identified as being important.

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

The Visiting Team observed that data has been collected, organized, and formatted in a much more usable manner, and presented to all stakeholders to inform their decision-making in terms of curriculum, planning, goal setting, and implementation of programs to improve student learning.

The Visiting Team recommends that Viewmont High School integrate its data collection and journaling skills to make reading and interpreting the data easy for its own and other stakeholders.

The school is also encouraged to create more frequent formative and common assessments in order to collect individual teacher, subject, and student data that provides for more immediate student classroom intervention.

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

Viewmont High School has made significant progress in addressing the four major recommendations from the 2005 report. The data appears to be much more disaggregated and comprehensive at the whole-school level. The Visiting Team recommends that Viewmont High School continue to focus on data to quickly and clearly identify struggling students, especially those in at-risk subgroups, as the demographics of the student population continue to change. It is also recommends that departments focus on deepening their understanding of formative assessments and create systems and structures to allow staff to quickly evaluate and then use the results to identify student needs and modify instruction accordingly. Overall, it is clearly evident to the Visiting Team that Viewmont High School leadership and staff have put forth great effort and made great strides in addressing the recommendations from previous accreditation visits.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team observed that Viewmont High School has fostered a working relationship between the school and the community. Administrators, teachers, students, parents and other community members support extracurricular activities such as athletic events, plays and concerts. Advanced Placement programs, Parent Academy, SRC period, the drug test policy, Base Camp, Small Learning Communities, and the various school clubs are all supported by the community and other stakeholders.

The Community Council and PTSA are involved in addressing ongoing policies and issues of the school. Their input is valued by the administration and staff at Viewmont High School. Open communication for all stakeholders was observed and is a valued component.

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

Stakeholders work collaboratively through a variety of networks to inform and communicate student learning. School and teacher websites, e-mails, and the grading system are updated with timely information. Parents and students are aware of the different forms of communication available to assist them with their needs. Counseling Department letters, as well as the school website, e-mails, grading system, and teachers'

web pages, are ways for students to help themselves, and the administration is also prostudent.

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

The Visiting Team found that the majority of the school community was engaged in the self-study process. Most faculty members were able to articulate their role in the process and address how the self-study influences their classroom. Little evidence was presented regarding the inclusion of a sufficient number of students in the self-study process.

The school sought input from students, parents, and teachers via a survey completed by one of the focus groups. While rates of student and teacher participation were high, only a small number of parents participated in the survey.

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

The results of the self-study have been communicated to all stakeholders through focus groups, the Community Council, websites, and e-mails. Professional Learning Communities provide opportunities for teachers to collaborate and foster the school's DRSLs to improve student learning and achievement.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Viewmont High School for the accessibility of its staff to students and for supporting the general well-being of its students.
- The Visiting Team commends Viewmont High School for an administrative team that is cohesive and has set a climate of collaboration and collegiality. The administration has allocated resources for professional development, teacher collaboration, and student interventions.
- The Visiting Team commends the administration and staff for their commitment to allocating time and resources to the SRC and Base Camp intervention programs, as well as other student support programs.
- The Visiting Team commends Viewmont High School for its commitment to academic rigor. The school is distinguished by the quality, quantity, and variety of AP, concurrent enrollment and honor courses available to all students, as well as high student achievement on exams and coursework.

Recommendations:

- The Visiting Team recommends that Viewmont High School seek out and actively support ethnic minority students in their participation in advanced courses, student leadership, recognition programs, and extracurricular activities.
- The Visiting Team recommends that Viewmont High School disaggregate and analyze data to inform decision-making. The school is encouraged to continue to develop formative assessments, and then to strengthen their understanding and use of formative data to increase student achievement and to inform instruction.
- The Visiting Team recommends that Viewmont High School dedicate time and resources to fostering and strengthening vertical alignment within departments, eventually including feeder schools.