

**The Report of the  
Accreditation Visiting Team**

**Woods Cross High School  
600 West 220 South  
Woods Cross, Utah 84087**

**April 17-18, 2012**



**Utah State Office of Education  
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**Woods Cross High School**  
**600 West 2200 South**  
**Woods Cross, Utah 84087**

**April 17-18, 2012**

**UTAH STATE OFFICE OF EDUCATION**

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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 17-18, 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 Woods Cross 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 Steve Park is also commended.

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

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**WOODS CROSS HIGH SCHOOL**

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# **WOODS CROSS HIGH SCHOOL**

## **MISSION STATEMENT**

The Woods Cross High School community will foster educational excellence by creating a caring and challenging environment as we prepare each student for life.

## **BELIEF STATEMENTS**

- All students will be provided with a challenging and stimulating learning environment utilizing a variety of learning tools, technology and diverse curriculum.
- Each student has the right to an educational environment that is safe, tolerant, comfortable and respectful.
- Each student can learn and must take responsibility for his/her educational choices, goals, and outcomes.
- Each student is important and deserving of honest praise, recognition, and positive reinforcement.
- Each student will be provided with the foundation for acquiring knowledge and developing skills essential for life.
- Faculty and staff will be supported in their efforts to advance strategies necessary to enrich a high quality learning environment.

## **DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)**

1. Communication
2. Academic growth
3. Technology
4. Social Responsibility

Date of visit: April 17-18, 2012

## **MEMBERS OF THE VISITING TEAM**

Robert Stillwell, Northwest Accreditation Commission/ USOE Accreditation  
Consultant, Visiting Team Chairperson

Kim Baker, West Hills Middle School, Jordan School District

Andrea Bouwhuis, Bingham High School, Jordan School District

Ken Spurlock, Canyons Technical Education Center, Canyons School District

Kirt Swalberg, Orion Junior high School, Weber School District

Nadine Tracy, Roy High School, Weber School District

## VISITING TEAM REPORT

### WOODS CROSS HIGH SCHOOL

#### CHAPTER 1: SCHOOL PROFILE

Woods Cross High School serves students in grades ten through twelve, and has a student population averaging 1,350. The Woods Cross High School boundaries encompass three suburban cities: Bountiful, Woods Cross, and North Salt Lake. Woods Cross High School is part of the Davis School District.

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

The school has undergone a complete change of administration over the past two years. The participation of teachers in the accreditation process was increased, and the DRSLs were redesigned.

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

The Visiting Team recommends that Woods Cross High School teachers come to an agreement as to the implementation of DRSL rubrics. The rubrics have been developed, but important decisions regarding how they can be used as school-wide assessments are pending.

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

The self-study is an honest reflection of where the school stands with its goals. The biggest improvement over past self-studies was the heightened participation of teachers and parents and students.

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

See the recommendations section below.

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

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

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

The accreditation process is meant to involve the entire faculty, as well as students and the community. Together these groups should revise and work collaboratively with all stakeholders at Woods Cross to create, compile and examine the data collected during the years between the accreditation visits, then define the beliefs, mission and purpose for the school. The school motto is well known by **all** stakeholders at Woods Cross High School, and there is a clear understanding of its purpose and a tremendous sense of “buy-in” that helps make all stakeholders believe they important in their community. Stakeholders collectively revised the school’s mission statement using survey data and focusing on three main areas—creating a caring environment, challenging students academically, and preparing students for life. The belief statements were also collectively discussed and revised by stakeholders and tied into the school’s mission statement. A committee will be convened to periodically review the effectiveness of the motto, mission, and belief statements. Most everyone is aware of the mission and beliefs of Woods Cross and how they can help improve the school, which is a great improvement over the prior visit; however, some may still need to have help in understanding the importance of their role in collecting data and supporting the mission and beliefs. Committees also need to better analyze the data and show connections between the data and the school’s motto, mission and belief statements.

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

The DRSLs are well known to the students, the entire faculty, and the Community Council members. The DRSLs were also collaboratively revisited and changed to better align with the school’s beliefs, and members cleverly used the school’s mascot as an acronym to help students with memorization and “buy in.” The Visiting Team members would encourage future committee members to more clearly align the belief statements with the DRSLs, breaking them down and making sure each piece of the DRSL is addressed in the beliefs using backwards design. The beliefs also need to clearly define what each group of the stakeholders will do to implement them. Essentially who is responsible for or will be the focus of each belief?

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

A rubric has been collaboratively developed for each of the DRSLs addressing three levels of achievement. The rubric is vague; the levels need to be more clearly defined,

and, again, each group should have specific elements that it will achieve to reach the rubric standards—“Teachers are...” “Students are...” “Parents/community members are...” etc. The indicators need to indicate who is doing what, and at which level. There should be clearly specified indicators at the bottom of the rubric, with examples or cited evidences tied into the collected data. The plan also needs to specify how that data is being measured, and how often, with a written analysis of the collaborative teams’ understanding of what it means. Elements of the DRSLs (e.g., reading, writing, listening, speaking, etc.), need to have their own timelines, as each will have different benchmarks to achieve. The DRSLs need to be tied directly into the school’s action plan when it is clear that the standards have not been met or need to be improved according to the rubrics.

- 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 commends the school on its improvement and its efforts to guide the motto, mission and beliefs throughout the school; the commitment among stakeholders has increased to the point of their incorporating the DRSLs into their daily practice. There is evidence to support that the DRSLs are a large part of the school’s culture. The evidence for this needs to be clearly shown through the data analysis for all the DRSLs, and needs to be more closely aligned with and tied into the action plan.

### **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 appears to be collaboration within specific departments, but across the board there is very little horizontal or vertical teaming taking place. While talking with the staff, the Visiting Team found that collaboration was not a priority because most teachers are singletons. Among courses taught by multiple teachers, teachers tend to collaborate on topics and try and stay on the same topics during the same unit. The team would recommend that collaboration be brought to the forefront of professional development in order to discuss ways to get all faculty members involved in teaming, either vertically among all schools within the district, or horizontally within or outside of the school, to help stay current on best practices.

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

The Visiting Team noted that, in numerous classrooms, students were highly engaged in activities that required them to solve lab-based inquiry maps that helped bring a visual element to the lecture. Students can not only hear the lecture, but can visualize the concepts as well. This should be used as an example for the other departments on ways to implement technology into their curriculum.

Other students were involved in problem-solving activities that called on all students within the class to play an active role in solving the problems at hand. In multiple classrooms, teachers were using cross-curricular activities that had students using higher-order thinking skills to solve problems across multiple subject areas.

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

Teachers in multiple curriculum areas were observed using cross-curricular instructional techniques; they were continuously linking the current topics to those studied in the past as well as making connections to the future topics to be studied. There were very specific outlines for students to use when taking notes to encourage good note-taking skills, and current events were used to bring real-world connections to the classroom curriculum to help students see the application of the topics being discussed. The Visiting Team observed that every student completes a portfolio that compiles writings from all areas of the student's learning and is turned in at the end of the senior year for English class credit. This is a prime example of how the DRSLs are being implemented in classrooms outside of the English Department.

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

Curriculum is driven through the use of informal, formative, and summative assessment in each curriculum area. The performing arts department has led the school in its use of informal assessments. Each faculty member has a vested interest in the curriculum and in seeing all students succeed. Teachers provide feedback daily to the students in the form of constructive criticism. The students appear to actively seek this criticism from the instructors and look for ways to improve their abilities. Core classes use primarily formative and summative assessments to track student learning. There is little or no common assessment done to track student learning throughout the units for data analysis.

**Instruction:**

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

Teachers integrate multiple modes of instruction to enhance student learning. The Visiting Team observed the use of lectures, integrated labs, multimedia presentations, and various components of technology to instruct students. This was observed in a variety of curriculum areas, but was significantly better in some than in others. There appeared to be a discrepancy within departments regarding who was using a variety of instructional strategies and who taught by "old school" methods, such as lecturing for 90 minutes without engaging students in the learning process.

- 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 only implemented strategy that could be identified was the development of the writing rubric. This was completed recently, so most teachers had no idea it was available, and thus had not implemented it into their curriculum. Most classrooms had the DRSLs posted, but students and teachers alike were unsure of what their implemented DRSL was for this accreditation process. The facility, staff, students, and community have significant buy-in to the mission statement and wholeheartedly believe that Woods Cross is significantly implementing its mission statement.

- 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?*

There are several professional development opportunities offered to the faculty. The district provides PD Pro, a computer-based professional development tool that is available to the faculty in numerous curriculum areas. The principal this year has established "literacy luncheons" and reports that attendance started out strong, but that fewer faculty members are now attending. Woods Cross High School is currently on a once-a-week late-start schedule to allow time for professional development, along with various other programs that are being conducted during this time. Data regarding the effectiveness of these professional development programs needs to be tracked to determine how many faculty members actually participate and implement the learned strategies into their daily teaching and learning activities.

- 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 feel as though they are supported by the administration in enhancing their knowledge of best practices. Teachers attend professional development to stay current in their curriculum and, feel as though they are encouraged to attend conferences and clinics that help build their knowledge base within their curriculum.

The Visiting Team observed multiple occasions where teachers were not using best practices to instruct students in their curriculum.

- 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 plan appears to be in place, but implementation is extremely weak in all subject areas. The weakest point of observation would be the science classrooms, where there is very little modern technology being used. Classrooms lack technology that would greatly enhance teaching and learning. Things that the Visiting Team would recommend would be iPads, Netbooks, mobile laptops, Smart Boards, digital probes, Apple TV, etc. The History Department should be commended on its implementation

of technology within the curriculum; for example, they have classrooms with multiple projectors that display notes along with video clips.

**Assessment:**

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

The Visiting Team noted the recent creation and implementation of the rubric for the desired results for student learning, notably the Academic Rubric. In talking with the different focus groups, we noted the pride and work involved in creating these rubrics for the use of the school to measure improvements. It is noted that these rubrics are new and not fully institutionalized; however, a speedy implementation is strongly suggested. The use of the academic rubric is essential to developing tools to perform school-wide and classroom assessments to drive the educational process.

ACT, AYP and CRT data are listed in the report's school profile/school data section and show general improvement over the last few years; however, both the use of data and a plan to understand the data were noticeably absent from the self-study. The Visiting Team wanted a better understanding of what the school drew from the data presented in the self-study. We recommend that the school become proficient in the interpretation, documentation and use of data, thereby coming to understand the need for the development, use and understanding of school-wide assessments. Curriculum adjustments and alignment are necessary after an effective analysis of formative and summative assessments and data analysis.

The English writing portfolio mentioned as an assessment piece in the report from six years ago is still being used. It has become institutionalized, and is a wonderful way to show students' attainment in their endeavors toward literacy.

The Comprehensive Guidance program has wonderful data and analysis for the self-study, both for their area and for school-wide assessments. This data can be viewed as a model for the direction the school needs to head in for the review of all school-wide data.

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

The Visiting Team feels confident that the school is taking the necessary steps to assure that assessments are given in a fair and equitable manner. There was no talk leading to any suggestion that the school has stepped out of line with standards and reasonable testing procedures. Many teachers interviewed understood the need and purpose of formative and summative evaluations. Those talked to also understand the need for an increasing awareness of the array of testing mechanisms to ensure evaluations are given in a fair and equitable manner.

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

In both of the last two visits made (in 2006 and 2009) the Visiting Team mentioned the obvious lack of disaggregated data and suggested that the issue be remedied. This Visiting Team is also reaffirming the need to be able to look at data, draw conclusions from the information presented, and use that data to drive curricular decisions for improved student achievement. As mentioned in the report from six years ago, “Data collection and reflection need to be ongoing, continuous, and accessible.” In many cases, teachers have developed specific performance standards for evaluating student work that appear to be well defined. The data in the self-study is school-wide data, without a clear focus on why it is used other than it seemed important to include. There was little evidence supplied that the school-wide data was being used to guide curricular decisions. Teachers also need to know and demonstrate the use of their own data in the classroom situations.

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

The Visiting Team has seen that the faculty has worked to develop a new self-study that clearly shows their understanding of the accreditation process. Within this process and after the review of the Visiting Team, it is hoped that the faculty of Woods Cross High School will continue to lay the groundwork in developing a broad range of student assessment strategies. The process of developing these strategies, the effective interpretation of the resulting data, and the adjustment to the curriculum should be a rewarding and meaningful process for the school in the future. With the late-start schedule on Tuesday, professional development time is provided to make school-wide adjustments as needed. Teachers need to stretch their levels of understanding regarding assessment in as well as out of their departments, and look for improved teaching and assessment strategies.

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

The Visiting Team noted the buy-in from the different focus groups regarding the rubrics for the desired results for student learning. It is our belief that the school wants to use these rubrics to establish the groundwork for future data collection and academic decision making. The Visiting Team highly encourages the school to use the rubric to analyze its current standing, identify areas to improve, and develop a plan of action. Along the way, the school should reassess the desired results for student learning, read the data, and make change happen, with data backing the decisions on what to change.

## 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 school leadership values class time, and works diligently to protect it and keep disruptions to a minimum. The leadership has also provided late starts for teachers to meet in teams and departments to coordinate curriculum.

- 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 Woods Cross leadership makes decisions consistent with the school's beliefs, mission, and DRSLs. The leadership has put much effort into bringing the educational agenda to the all parts of the school community. They have collected and gathered data; the next step is to analyze the data.

- 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 leadership manages its resources to create a safe learning environment. The teachers and staff feel like they have adequate resources to support and help the learning process.

- 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?*

Woods Cross High School strives to include and engage parents and families as partners in the learning process. Parents feel like they are a part of the decision-making process. They feel valued, and their input is valued. The PTSA and Community Council members are key groups in making decisions. Students are also involved in the process.

- e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

One area that is extremely positive is that the administration knows the students and can call them by name. As a school, Woods Cross is using Wild Cat TV, which is shown in class, to promote discussion of bullying and other issues. Through this process, teachers are promoting positive relationships with 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 Northwest, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

## **CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD**

### **Culture of Continual Improvement:**

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

The Visiting Team commends Woods Cross High School for its commitment to PLCs and the process to improve them. The administration and staff are committed to researching and finding means, through PLCs, to improve student learning and knowledge of the curriculum. The school needs to continue to foster an understanding of the change process among various stakeholder groups. The focus needs to be on collecting evidence and disaggregating data to ensure that all subgroups are making continual academic progress. The Visiting Team recommends that the administration and Joint Staff Study Committee (JSSC) review *Collaborating for Student Achievement* to ensure that all components are implemented.

- 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?*

Woods Cross High School has time for faculty member training and collaboration. Dedicated time allows faculty members to improve instruction, curriculum, and assessment, as is evident from the school's CRT results. Professional development training has encompassed attending district training days, online development, professional conferences, implementing PLCs, and finding means to enhance teaching instruction. The administration has a clear vision of continuous improvement, as is evident from Woods Cross High School's academic success. Staff

members are engaged in ongoing professional development and follow-up through PLC collaboration and “literacy lunches.”

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

The Visiting Team recommends that Woods Cross High School revisit its action plan to ensure that it has a clear focus on improving learning for all students according to the DRSLs. The current action plan does not completely align with targeted DRSLs. The action plans need to be refined, with considerable focus given to what kinds of school data could be collected to inform the decision-making process. The data team is encouraged to closely monitor school-level data so that appropriate adjustments of the school improvement plan are made. The data collection should drive the decision-making process for school-wide improvement.

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

Woods Cross High School has developed a culture of open communication among the faculty and staff. Many community members and businesses are involved with and provide support to the school. It will be helpful to have all stakeholders involved in supporting productive change and continuous school improvement.

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

It appears that the school has an action plan in place. However, the Visiting Team did not find significant evidence that the school has updated the action plan annually, nor that it is used as a tool for tracking change in policy, procedures, or implementation of the school improvement plan.

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

The major recommendations of the previous Visiting Team have been used to guide the school improvement plan, and are a high priority to the administration and faculty members. Woods Cross High School is committed to addressing the recommendations of the Visiting Team to ensure that all students excel academically. The implementation of a school data team is a significant step toward data-driven decisions.

## CHAPTER 5: COMMUNITY BUILDING

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

The school works with the community as a whole, pursuant to the philosophy that parents need to be involved in their children's education as much as possible. The school keeps parents aware of situations that involve their children using a phone system that automatically calls parents to notify them of parent-teacher conferences, grade send-outs and other important events. The school also believes that the administration and teachers are meant to represent students and their families. Many attempts are made to involve parents.

More importantly, the faculty and staff also attempt to create communities within the school. The system of small learning communities consists of "individualized learning units within a larger school setting," and allows students to choose a smaller school-within-a-school in which to participate: business; health and human services; science and technology; communication, education and law; or performing and visual arts. Teachers attempt to integrate curricula to provide relevance for that subject area. The system also allows students to have many of the same teacher and student groups, which increases their visibility to teachers and the administration. Although the teachers and staff admit there are currently some problems with this program, they are attempting to make changes for next year. Beyond this, there are many other attempts to create a community. Special education students are made to feel involved and included in all of the activities. There are many elective and extracurricular classes offered that appeal to diverse student interests. There are also many other community-building activities such as are common to area high schools and public schools.

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

Teachers admit that interdisciplinary teams still need some work. This goes along with the work to build their professional learning communities. They do have collaboration once a week, with time divided between department, professional development, and inter-departmental collaboration; however, they also spend as much time as possible talking about individual students and how they can reach them. The issue of data collection and adjusting practice will be addressed in future PLC meetings. The administration and faculty are aware of these problems, and have already taken steps to correct them and improve this program to help students.

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

Teachers are becoming more aware of the need to do this, and community collaboration has improved this year. The school has made a big push to send as many teachers as possible to a conference on collaboration and intervention. The

conference had a focus on teaching students with different learning styles, and teachers have shared the information with the school and their departments. There are also seems to be evidence that teachers are reflective on best practices as individuals and departments. There are committees and teams that address problems in the school on behalf of students. This is one area in which more evidence is needed by the school to adequately answer the question.

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

The school has a website, and information about school improvement is sent out via this website. However, the website may not be accessible to all stakeholders because of technology and language concerns. There is also a journalism class that publishes stories about the school in the local paper. It is unknown whether many of these articles address school improvement. Teachers work together with the administration to identify problems within the school community and population. They conduct departmental and interdepartmental collaboration meetings where these issues are discussed. The advisory also helps to identify students who may need extra help or resources. Working to identify issues with students and departments is perhaps something on which the school can work, but it does seem like the school is aware of this and is making changes. Some of these problems will be addressed as the school works to build its small learning communities program. Data from tests is available to teachers, who analyze it individually. They also discuss it as departments to see how they can teach concepts differently. They do not spend much time addressing test data school-wide.

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

### **Commendations:**

- The Visiting Team commends Woods Cross High School for revisiting the mission, beliefs, DRSLs and school motto in a collaborative effort that allowed so many teachers, parents and students to participate in the 2012 self-study.
- The Visiting Team commends Woods Cross High School for the welcoming culture of the school. The school is focused on the safety, well being and learning of all students. The school is living the motto, “At Woods Cross High School Everybody is Somebody.”
- The Visiting Team commends the counseling department for its Comprehensive Guidance collection and analysis of data, which can serve as a model for the whole school.

- The Visiting Team commends Woods Cross High School for the writing portfolio required of all students. This is an excellent example of authentic assessment.

**Recommendations:**

- The Visiting Team recommends that Woods Cross High School interpret and analyze student performance data on an ongoing basis. Many positive trends are seen in the data, but there is very little reported reflection or explanation as to what the strategies were those that brought about the changes. The Visiting Team finds that this recommendation was also made in 2006 and 2009.
- The Visiting Team recommends that Woods Cross High School add implementation of DRSL rubrics to an action plan.
- The Visiting Team recommends that Woods Cross High School implement a Data Team for the 2012-2013 school year.
- The Visiting Team recommends that Woods Cross High School add explicit strategies for the prevention of bullying and harassment to the Communication DRSL Action Plan.
- The Visiting Team recommends that Woods Cross High School integrate interventions for effective communication skills among the Comprehensive Guidance program, school improvement plan and accreditation self-study action plans.