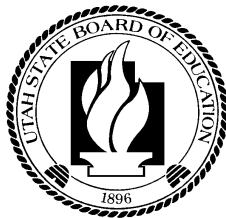


**The Report of the
Accreditation Visiting Team**

**Pine View High School
2850 East 750 North
St. George, Utah 84790**

April 20-21, 2010



**Utah State Office of Education
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P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Pine View High School
2850 East 750 North
St. George, UT 84790**

April 20-21, 2010

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 20-21, 2010, 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 Pine View High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Mike Mees is also commended.

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

Larry K. Shumway, Ed.D.
State Superintendent
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PINE VIEW HIGH SCHOOL
ADMINISTRATION AND STAFF

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Jonathan Howell..... Assistant Principal
Randy Wyatt Assistant Principal
Vance Casperson..... Administration

Counseling

Belle Breen..... Counselor
Liz Ovard Counselor
Fred Page Counselor
Teresea Peterson Counselor

Support Staff

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Brady Armstrong ESL Aide
Sherilyn Bennion Media/Technology Aide
Jeanie Bentley Special Education Aide
Kendal Mae Cottle Special Education Aide
Natalie Duran Special Education Aide
Mary Beth Eaton Media/Technology Aide
Lisa Evans Media/Technology Aide
Al Fillmore..... Custodian
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Peggy Horrocks..... Secretary
Jenee Hutchinson Secretary
Stacey Irvine Secretary
Ila Keele Secretary
Richard McArthur Cone Site Technology Specialist
Jacquie Mortensen Media/Technology Aide
Pam Munsterman Special Education Aide
Matt Orr School Resource Officer
Deanna Sandes Custodian
Stacey Telford..... Media/Technology Aide
Dawna White Custodian
Kyle White Custodian

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Gary Higgins
John Hinton
David Holt
Chris Holub
Ray Hosner
Geneal Jacobsen
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Matt Kreitzer
Darrell Larsen
Norman Lister

Clark Magleby
Sharyl Mathews
Ray Miller
Kerry Moody
Dianna Moore
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Gwen Pascoe
Justin Phillips
Becky Reed
Travis Roberts
Sunny Schuler
Todd Shaw
Kendrik Snow
Michelle Stubbs
Raymond Sundin
Annette Watson

VISITING TEAM REPORT
PINE VIEW HIGH SCHOOL

MISSION STATEMENT

Learning is What Matters Most

BELIEF STATEMENTS

At Pine View High School:

- We believe each student is a valued individual with unique intellectual, physical, social, and emotional needs and abilities, which are enhanced by positive relationships and mutual respect between students and staff.
- We believe all students can learn and do so best when actively engaged.
- We believe that open, honest communication among all stakeholders can create a positive culture of continuous learning.
- We believe that continuous and ongoing individual, departmental, and school-wide professional development is necessary to fulfill our mission.
- We believe that students must be provided opportunities to explore and develop their talents and abilities through elective classes as well as through co-curricular and extracurricular activities.
- We believe critical thinking and problem solving are skills necessary in all disciplines.
- We believe all stakeholders share the responsibility to collaboratively develop confident, self-directed, lifelong learners who are competent citizens of local and global societies.
- We believe that curriculum alignment, common formative and summative assessments, standards-based instruction, and remediation enable teachers to effectively monitor student progress and use data obtained to improve instruction.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Effective Communicator
2. Critical Thinker
3. Productive Citizen

Date of visit: April 20-21, 2010

MEMBERS OF THE VISITING TEAM

Steven K. Hirase, District Office, Murray School District, Visiting Team Chairperson

Matt King, Timberline Middle School, Alpine School District

Mike Smith, Olympus High School, Granite School District

Troy Wakley, Ben Lomond High School, Ogden School District

VISITING TEAM REPORT

PINE VIEW HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Pine View High School first opened in August of 1983. Splitting off from Dixie High School was a challenge, but students soon adapted and even developed a strong rivalry with their old school as both schools fought for dominance in athletics and other areas of competition. It was not easy to break away from old friends and familiar hallways, but the excitement of choosing a new school name, colors, mascot, among other “firsts” gave the new Pine View Panthers a sense of pride. There were just over 600 students (in grades 9-12), twenty-seven teachers, one counselor, two administrators, four secretaries, five cooks, and four custodians. The school property covered over 40 acres and was built in the area adjacent to Mill Creek Industrial Park, east of St. George, Utah.

The southwestern corner of Utah comprising Washington County experienced a near-doubling population growth each decade between 1970 and 2000, and with that growth came the construction of Pine View Middle School, which incorporated our freshmen class starting in the fall of 1988. Continued population growth in the Pine View area led to the physical expansion of the building in 1992, with the addition of an auxiliary gym, additional restrooms, and twelve classrooms. Further population increases in the areas surrounding St. George, led to the construction of another high school, this time in Santa Clara. Snow Canyon High School opened in August 1994. School boundaries were redrawn to keep up with growth projections, and additions or reconstruction projects were completed to accommodate students flowing into the area. By 2004 Pine View High needed more room and a huge addition was drawn up and construction begun to add a two-story section (which came to be known as the “Science Wing”) onto the southeast corner of the high school. The top story would house four science classrooms and two full-size labs, while the bottom story included a dance studio/wrestling room, and a weight room. This massive construction project also included (through the addition to, or modification of, the existing structure) a lecture hall, administrative offices, guidance/counseling offices, a new library media center, three computer research/writing labs, and new custodial supply/workrooms. The school year of 2005-2006 was one of high hopes for the completed project, but it was also filled with incredible adjustments that tested everyone’s patience. Classes were interrupted by the sounds of saws, drills, hammers, power equipment, and occasional cursing, or by sudden power outages, fire alarms (accidentally set off), and even by dust filtering down from the ceilings. It was an ordeal, but it was worth it. We now have a building equal to our abilities and challenges.

Another high school opened in the fall of 2008 (Desert Hills High School), and along with it came more school boundary changes, and new rivalries. The opening of Desert Hills High School significantly impacted the enrollment at Pine View, from their highest enrollment of 1434 students in 2007 to the current enrollment of 926.

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

The Visiting Team, through its analysis of the school's profile, observations, and interviews with staff, students, and patrons found the following things:

- Work on common assessments (continuing)
- Embedded professional development
- Incorporated the use a wide variety of data
- Extensive efforts to involve all stakeholders (see Chapter 5: Community Building)

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

The Visiting Team, through its analysis of the school's profile, observations, and interviews with stake holder groups, recommend the following:

- Increased use of community members and parents in decision-making processes involved with the development of the school profile and action plan.
- The sharing of the ISQ data with members of the community.
- The sharing of individual student outcomes as they relate to school DRSLs with the student and their parents.

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

The Visiting Team was confident that the school's self-study developed for the school accreditation accurately reflects its current strengths and limitations.

Suggested Areas for Further Inquiry:

- Analysis of student achievement data disaggregated by gender, ethnicity, socio-economic status, English Language Learners and special education subgroups.
- Analysis of data collected by individual department's common assessments.
- Analysis of data collected related to students' progress on school's DRSLs.
- Analysis of the impact that the creation and implementation of the Thursday enrichment has on student learning.
- Participation of parents/students in the process.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (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?*

Over the last year, the school went through an extensive process of revising and refining the mission, beliefs, and DRSLs. It is clear that a lot of effort went into obtaining and evaluating input from stakeholders including school staff and faculty, parents and students. Input was obtained through stakeholder surveys, staff and department input, creation of focus groups, input from community council members and the school leadership team. Input was then evaluated by the desired results committee and the school leadership team to create the DRSLs for the school. DRSLs of effective communication, productive citizenship and critical thinking were chosen for implementation.

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

The schools mission and belief statements were also revised over the past year, and they show a commitment to student learning and achievement. The belief statements focus on student responsibility, critical thinking skills, communication within the school community, and continuous improvement of staff and instruction.

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

As previously stated, the school's DRSLs have recently been revised and are included in the school's action plan to be implemented over the coming years. Posters with the DRSLs are being placed in each classroom and throughout the school. DRSLs will also be communicated to stakeholders through use of the school website, parent/student handbook, course disclosure documents, mailings etc.

Indicators have been established to define how each DRSL will be assessed in each department. Initial emphasis will be placed on implementation of effective communication through writing across the curriculum. There is a writing rubric established for evaluating student writing in all departments. However, in speaking with individual departments, it is clear that the means for collecting and analyzing individual student data for other DRSLs are yet to be firmly established. This should include departments and teachers planning ways to explicitly teach and assess the DRSLs in each classroom. Data from future assessments can then be used to improve the instructional program.

- 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's newly revised improvement plan is based upon its mission, beliefs and DRSL statements. Based on discussion with administration, departments and teachers, current and future policy decisions will be based on the ideals set forth in the improvement plan. This includes a commitment from all members of the administration, staff and faculty to be held accountable for its implementation. Future visits should yield evidence of the degree to which the plan, including DRSLs, has been successfully implemented into the school culture.

Visiting team recommends that the action portion of the school improvement plan should include more detail about implementation of the DRSLs as they relate to the four essential questions.

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?*

Departments and teachers use curriculum maps to plan and implement instruction based on the Utah Core Curriculum. Classes follow a similar sequence in each course offered in order to maintain consistency in instruction. This allows for students to change from one teacher to another if needed without significant disruption to their learning.

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

Based on classroom observations, teachers use a variety of methods to engage all students in the learning process. Many teachers display and refer to Bloom's Taxonomy in their instruction to show when students are engaged in activities involving higher-order 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?*

Departments are currently in the process of developing classroom assessments for each of the DRSLs. Future collaboration and staff development will be focused on the implementation of the DRSLs in each classroom. Initial emphasis will be placed on effective communication including writing across the curriculum.

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

Pine View High School currently has a full-time staff member who coordinates testing and use of testing data in the school. Data is gathered from a variety of tests including: UBSCT, CRT's, Star reading assessment, PSAT, PLAN, Vocational testing, and ACT scores. Data from these tests is broken down, analyzed and then passed on to school teachers and counselors who identify and address the needs of individual students.

Most of the teachers in the school use common assessments to assess student understanding of core concepts. The school reports that only 55% of their teachers use data from common assessments to adjust instruction, while 45% do not. The Visiting Team recommends that common assessments should continue to be used in all departments, with emphasis on using data to adjust instruction to ensure that all students reach intended learning outcomes.

Instruction:

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

Students are provided on a consistent basis with a variety of opportunities to receive additional assistance to improve their learning. This is evidenced by an emphasis on writing across the curriculum within even the elective type courses of music, dance, and physical education. Within different classrooms, the Visiting Team observed a myriad of instructional strategies being used for student learning. The school engages in a school day embedded remedial time for students, where students are able to receive additional instruction through alternative learning activities in the core subject areas.

An emphasis is placed on both students' achievement of essential knowledge and skills and higher order thinking skills that require students to apply their learning in meaningful ways. This was evidenced in the use of Bloom's Taxonomy in many instructional classrooms and evidenced by the team in the activities students were engaged in throughout the building.

Teachers participate in "learning walks" which is an opportunity to visit classrooms and learn "best practices" from master teachers within the school building. Instructional practices observed included but were not limited to: whole class instruction, small group instruction, visual aids, hand-on activities, shared writing, flexible grouping designs, remedial testing, research work, and computer work and presentations.

The design and selection of instructional strategies is based on the essential knowledge and skills for student learning as identified by the state of Utah and common standards aligned therein.

- 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?*

Each department has developed strategies for instruction that support the desired DRSLs and how they work within each department. The school is working on creating the capacity for explicitly teaching the identified DRSL in every classroom. The school is centered currently on the goal of being an effective communicator with the indicator evaluation being the Six Traits of Writing.

The Visiting Team did not find a direct link to the DRSLs and the school's action plan but there are steps identified within each of the goals action steps that are directly aligned with improving student learning.

- 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 is participating in collaborative teams of teachers separated by departments and their job-embedded work is to review student learning data and create common learning standards and assessments that will continue to assist in identifying areas of concern for student learning. Each group selects their own professional development based on the needs of the students in the area along with the curriculum needs of the discipline. There is also a collaborative teaming going on between the district high schools within the areas of isolation or the areas in which one or two teachers only teach the entire discipline. This allows for sharing of best practices between schools and teachers.

One of the major strengths of the school is the procurement of data and the accessibility of the data provided to classroom teachers about current student learning along with the extended piece of individual student learning and testing over a period of time and teachers. This is evidenced through the reports generated for each teacher by the "Data Miner" about students with needs.

The results of assessments of student learning are reviewed for the purpose of improving instructional effectiveness and adjustments or modifications to the instructional process are made based on the analysis of the data.

Effective classroom management and organizational strategies are used to maximize students' academic engaged time. The school and classrooms have created a positive academic learning climate.

- 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?*

All teachers in the core subject areas are highly qualified with a dearth of knowledge and experience. There is a high number of teachers with advanced degrees and learning experiences. The visiting team identified a high proportion of use of advanced instructional approaches including but not being limited to: hands-on instruction, writing across the curriculum, student reports and teaching, outside of the classroom learning

activities, along with a full line of advanced and honors classes including AP and concurrent enrollment options for students.

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

One of the strengths of Pine View high school is the emphasis placed on technology availability and use within the classrooms and student learning activities. In each classroom observed, technology was being used either by the teacher as a means of assisting instruction or by the students in the completion of assignments. There is an abundance of projectors, computers, five computer labs, document , and many other pieces of technology for use by teachers and students to assist in the learning process.

The full-time technology specialist also provides onsite training as was witnessed by the visiting team for teachers in the use of the technology for student learning.

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 staff at Pine View High School has taken a huge step in incorporating valuable assessment data into their overall function. Many departments give tests throughout the year to create “benchmarks” that they as teachers look at to evaluate and see how they can better serve the students. Other departments are working hard to get on board and utilize the departmental assessment and collaboration method to better serve the students. When the teachers look at the results from the test, they meet and discuss to see which teachers are having more success in specific areas. They then share ways to better serve the students in their individual classes. The three departments are: math, science and English. The Visiting Team found that the majority of teachers are very clear about incorporating the DRSLs into their assessments and teaching strategies.

School-wide assessments are taken on completely by a staff member with the assistance of the Data Miner. She takes complete charge on all testing that involves the whole school and helps the departments with their “benchmark” tests mentioned above. All of the data the Data Miner gathers is shared with teachers and with school administration.

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

Again the Data Miner is extremely important in this process. She organizes and administers all school-wide testing that takes place. For example, the CRTs are utilized by providing teachers with valuable information related to student achievement. The teachers are able to access that information through the Data Miner and from the districts

assessment data base. Teachers indicate they are very happy to be able to see this information and get a better understanding of each student and their needs.

The “benchmark” tests appear to be a huge step in the right direction towards better understanding how best to serve each individual student. The Visiting Team believes that more could be done by the Data Miner to help the professional staff disaggregate the testing information so they can develop a better understanding of which students are leaning, but more importantly, which groups of students are not.

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

Many departments use pre, mid and post testing to get a picture of school success. The scores from the CRTs are utilized by some teachers to compare with the departmental tests. A few teachers spoken to say they go back and look at previous CRTs to see if progress has been made by individual students. If not, there is a process that takes place to see how to better serve the student. All teachers are given a copy of the most recent CRTs. Math scores from tests drive the placement of students. STAR reading tests are given to show how students have or have not progressed from early in their education to present. UBSCT scores are used to determine placement in a BASE class to insure that each student has the chance to pass the UBSCT. There is a 95% pass rate on the UBSCT from students who are involved in this additional class. The school is able to access monies from the state through BSEP. This money is used to add to and help the assessment process in the school through the purchase of computers, calculators etc. The Data Miner provides state, district, and school scores so that staff members can compare to see how the school is doing. Teachers believe this is a great tool to identify weaknesses and provide them with information to improve classroom instruction. Comparisons are made by analyzing subgroups assessment data such as ESL students, low income, and special education students to determine how to best serve these populations. Teachers are able to determine, through their departmental assessments, if the curriculum they use is current with the State Core.

- 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 has implemented Professional Learning Communities that meet on a regular basis. The meetings take place at least once a week and allow for teachers to meet and discuss assessments within the department. Teachers that teach courses not taught by other staff members within the school meet with other teachers in the district that teach the same course. Staff members are committed to the collaborative process this provides to the extent that one teacher at Pine View reports meeting with the same subject teachers once a month on Saturday. They have lunch together and discuss their PLC and issues that relate. The Visiting Team commends the school and the staff on their efforts, through their professional learning communities, to collaborate in developing and implementing a broad range of student assessment strategies.

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

Every department in the school has completed a DRSL worksheet that indicates three things. Each DRSL has an Indicator, an Assessment Method, and a Reporting Process/Means. The method of assessment for each department may be unique as it relates to the subject and area of learning but every teacher in every department is using some form of assessment to show the use of DRSLs and the understanding of each.

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 current school administration was appointed at Pine View High School for the 2008 school year. In spite of the challenge created with the change in administration, the Visiting Team found strong, compelling evidence that the school leadership fosters an extremely positive academic learning climate and provides excellent support for teaching and learning. The school administration has been successful in the accreditation process, establishing a collaborative process that actively involved stake holder groups. Interviews with parents, students, and faculty members indicate a high degree of respect and support for the efforts led by the school administration. The Visiting Team notes an extremely high participation rate by parents and students in the Indicators of School Quality (ISQ) survey that was administered and that served as the foundation of the school improvement efforts.

The Visiting Team commends the school on the strength of the school leadership and has confidence the school will be successful in their implementation of their school action plan and that their efforts will have a positive impact on student achievement. The Visiting Team recommends that in preparation for the next accreditation visit, stakeholder groups are involved earlier in the process and that the school take a more active role in recruiting parents and students in the focus group process.

- 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 Visiting Team has observed evidence that the decisions made by the school leadership are data-driven and research-based. The goals that have been identified in the

school's action plan are a direct result of the school profile and the data contained in that profile.

- c) *To what extent does the 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 Visiting Team was able to identify a strong connection between the school's use of resources, both fiscal and human resources, that are directly aligned with school goals, DRSLs, and general school improvement efforts. The school administration provides resources for staff members to engage in professional learning activities that directly impact student learning in the areas of need identified in the school profile. The other plans required by the school district, the school improvement plan and the school land trust plan are aligned with each other and funds available through the land trust program provide a means for funding activities identified in the action plan and school improvement plan. Evidence of the school's commitment to their action plan is evidenced by the expenditure of the majority of their land trust funds to hire a "data miner" that provides student level data to the classroom teachers.

The Visiting Team commends the school administration for the high degree to which all of the school's plans and available resources are aligned to the action plan and school's DRSLs.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

The Visiting Team found evidence to support the school leadership's successful efforts in empowering the school learning community in the collaborative process that was used in the school's accreditation process and in the development of the self study. Interviews with members of the school leadership team, focus group leaders, teachers, etc., suggest that the contributions made and the feedback received were acknowledged and valued and were incorporated in the school profile and action plan.

- 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?*

Although the school has a mechanism in place to provide a formal connection between the teachers and students that provides the type of relationships that the teacher may know them well through a TA class, the Visiting Team found little evidence that this class period was being utilized for this purpose. The Visiting Team recognizes and commends the school for the proposed changes in this class period for the 2009-10 school year. The Visiting Team believes that assigning a student to the same teacher for the course of their enrollment at FHMS will provide a vehicle for the adult staff member to

know their students well and a means for assisting them in achieving the school's expectation for student learning.

School Services:

This standard is dealt with in the school's Northwest 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 school's organizational system and culture is supportive of school improvement and professional development as evidenced by the teaming time built into the daily schedule and the teams, by department, work on the school's improvement plan.

There have been large gaps in the revising and revisit of the action plan over the past eight year due to a number of extenuating circumstances. Teachers do believe that the current process will allow for the plan to be reviewed and revised on a consistent and ongoing basis.

The school improvement plan identifies the indicators necessary for supporting the DRSLs although it is difficult to ascertain the direct link to the DRSLs within the plan.

Strong leadership is provided to sustain continuing support for professional development and to motivate all staff and school stakeholders to be advocates for continuous improvement. Professional development is viewed as an essential component for achieving the purposes of the organization and is valued as an integral part of the school improvement plan as evidenced by school goal #1.

The current implementation plan has not been implemented but has been developed using the Utah accreditation process completely.

- 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 Visiting Team observed evidence that indicates the school sustains the commitment and continuous improvement and renewal through the use of late start mornings, department study meetings, administrative training, data development and use on an individual teacher basis.

The district and administrative teams provide opportunities for ongoing professional development by providing time, resources, and opportunities for all teachers to participate in school identified professional development activities and require that it be aligned with the goals for improvement.

Professional development programs are designed to facilitate the acquisition of new knowledge and skills by all staff and they focus on the knowledge and skills required to fulfill the performance expectations of their roles and to contribute to the achievement of the school's goals for improvement. This is evidenced through the work on common standards and assessments school-wide.

- 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 believes the new school-wide action plan is adequate in addressing the needs of the school as a whole. There is a need to more directly align the activities of teachers and students to the learning goals identified by the DRSLs and the indicators. There is a strong correlation between the department's individual goals and steps in addressing the DRSLs. But that is not encapsulated in the overall school improvement plan.

According to conversations with stakeholder groups, particularly teachers and administrators but including others, there is sufficient commitment to the action-plan school-wide. Because of the lack of participation of parents and students in the development of and the lack of implementation of the plan thus far, it is difficult to determine commitment to the plan system-wide. However, the Visiting Team believes that the critical mass of teachers and administrators at the school are committed to and have sufficient commitment to complete the plan.

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

The school structure and administrative influence create conditions that support productive change and continuous improvement. This is evidenced by the creation of morning collaboration time for teachers on Tuesdays. It is evidenced by the hiring and maintaining a full-time “data miner” who collects and analyzes student learning data and reveals that data to the classroom teacher who can use it in differentiating instruction and goals for each student.

The school allows for “learning walks” and provides teachers paid time to visit and observe other classrooms and teachers to improve teaching and student learning. Teams of teachers are sent to summer conferences devoted to pieces of the school improvement plan.

The school employs a part-time staff developer responsible for all professional development within the building. This permanent internal resource provides assistance in implementing school improvement initiatives that are substantial, sustained, relevant, and varied.

School leaders model and encourage others to sustain the commitment to “stay the course” in achieving the school’s goals for improvement, despite problems and/or obstacles that are encountered. The school is gaining a wide range of coping strategies matched to the difficulty of the given problem in advancing the goals of the school that go to the heart of the structure and culture of the school, such as vision-building, training and development, redeployment of staff, role redesign, empowering teams, reconfiguration of time, and seeking out external assistance providers.

The school staff and administration are committed to the norms of continuous improvement.

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

The visiting team found evidence that the school has made some efforts in the implementation of the original action plan, with revisions made to that plan that better address the school’s mission, vision, beliefs, and DRSLs. In addition, the visiting team found the school has been somewhat successful in institutionalizing the majority of their Effective Communicator DRSL.

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

The visiting team found evidence that the school has addressed the major recommendations from the previous visiting and review teams.

CHAPTER 5: COMMUNITY BUILDING

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

The visiting Team notes the following programs, initiatives, and activities that have been incorporated into the school program that foster community building and working relations with members of the community.

- Booster clubs for all extra-curricular groups.
- Back to school nights both in English and Spanish.
- Multicultural activities with the Dixie State College.
- Dixie State has reps that come and do presentations for the student body.
- Career fair with DSC.
- Several school clubs.
- Teachers foster an open door policy that is understood by both parents and students.
- Admin has an open door policy as well for both parents and students.
- Community outreach programs that allow parents to come in and teach classes in their areas of expertise. One parent, for example, who is a marriage and family counselor comes in and teaches a series of classes for anyone who would like to come. It is very well attended.
- Teachers put in quite a few hours of personal time to be able to meet with students and parents.
- Parents step up and help teachers with extra-curricular activities so coaches and teachers do not have so much to worry about.
- Great communication between teachers and admin.
- Social parties for all staff members to get to know each other and to build unity.
- Text messaging for all students, parents and staff who are interested in being informed of all upcoming activities. This is not mandatory.
- Sports teams go into the elementary schools to read with the students.
- Sports teams participate in other service projects throughout the community. Helping those who have shown support to the school.
- There is a lot of parent support in this school and the PTSA has a strong presence.

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

Many students have mentioned the opportunity to apply what they learn in their classes to real life. Many students indicated that there is an emphasis placed on practical and real life learning. One student related a story of how his woods teacher helped him establish a relationship with another teacher that needed a personal project that incorporated the skills he was learning in his woods class. The student indicated that it was very educational activity and was able to learn about real life application of skills learned in which he was able to share his talents and ability.

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

ISQ and IBRIC were two surveys that were used to collect information from stake-holder groups that would be informative to the school and assist in their school improvement efforts. Many parents and students were invited to be involved in Focus Groups where they were given the chance to voice opinion and express concerns.

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

The Self Study and School Improvement Plan were published and made available to all stake-holder groups. However, the Visiting Team, speaking with parents and students, believes that this information was not shared in a formal manner. Some parents indicated that they were informed through the school's e-mail system but did not receive information through other avenues of communication. One staff member indicated that she felt this was certainly one of the weak points in the accreditation process.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the staff on the level of commitment and dedication they have to the students that attend Pine View High School. The staff employs effective instructional strategies that keep students engaged in the learning process. Students comment about the accessibility and willingness of all staff members to address individual student needs. All of these things contribute to the positive school climate in which students enjoy their learning experience and want to be at school.
- The Visiting Team commends the school administration on their leadership and direction they have given to the school. Providing a school with direction and making the changes necessary to increase student achievement is difficult at best. Under the direction of Principal Mees, the school is moving ahead in a positive direction with student achievement being the focus for changes. The Visiting Team commends the administration for providing a positive climate and culture that is supportive of collaboration and school change. The Visiting Team also recognizes and commends school administration for their accessibility to students and parents.
- The Visiting Team commends the school on their efforts to address and implement the recommendations of the 2002 Visiting Team. This is evidenced by the hiring of a Data

Minor that provides teachers with class and department level data, the refining of DRSL's including the development of measurable indicators.

Recommendations:

- The Visiting Team recommends the involvement of stakeholder groups (students and parents) earlier in the accreditation process, especially in the work of the focus groups.
- The Visiting Team recommends the school align the action plan directly to student learning outcomes and DRSLs. It is also recommended that the school and staff continue their efforts in the development and implementation of tools to measure progress on the school's DRSL's. They should be stated in specific terms, including clear indicators, that are observable and measurable. The school should investigate means of reporting progress, both on a school wide level and also an individual student level related to the indicators for each DRSL.
- The Visiting Team recognizes the school's efforts in providing a wide variety of data in the school profile. The data help provide a fairly accurate profile of the school and its strengths and weaknesses. However, the Visiting Team recommends that the disaggregation of those data be included in the school profile to provide a clearer picture of the efforts the school needs to make as it relates to sub-group achievement as it relates to ethnic minority populations, low socio-economic groups, limited English proficient students, special education students, etc.