



Sky View High School

Accreditation Self-Study Report



2009

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Part I: Mission & Belief Statements

Sky View's Mission and Belief Statements were revised four years ago in preparation for the 2006 Interim Accreditation Visit. The process of developing these statements included a variety of stakeholders at the school – parents, teachers, staff, and students. The process also employed a variety of tactics – pre-work prompts, reading assignments, surveys, questionnaires, the Socratic method, a team retreat, and post work within the school community.

The end results were a set of mission and belief statements that reflect the school's commitment to student learning and developing students who are prepared to be successful in post-secondary pursuits. It was important to the school community to craft a mission statement and belief statements that were:

1. Meaningful to the entire school community (staff, students, and parents).
2. Focused on student learning.
3. Reflective of the entire purpose of education.
4. Easily communicated to all school stakeholders forming a common language.
5. Able provide an umbrella for all school improvement efforts.

Belief Statements

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

Mission Statement

Relationships, Character, & Knowledge . . . for Life

Part II: Desired Results for Student Learning (DRSL)

It is difficult to discuss Sky View's Mission and Belief Statements without also discussing Sky View's Desired Results for Student Learning. They form the foundation for school improvement efforts and are the basis of the School Profile. For this reason, we have modified the order of the Self-Study document to discuss the DRSLs before the School Profile.

Since the 2006 Interim Accreditation Visit, Sky View High School has revised its DRSLs. During the 2006/2007 school-year, we sent a team to the Utah State Office of Education's accreditation training. During this visit, we reviewed our upcoming accreditation visit. Based on recommendations of those conducting the training, we determined that we needed to further refine our DRSLs. Our goal was threefold:

1. Reduce the overall number of DRSLs
2. Align the DRSLs more closely with our Mission Statement
3. Make the DRSLs more measurable.

The process of revising our DRSLs took place during the 2007/2008 school-year and included the entire school community. Meetings were held with the School Community Council, the entire faculty, and a smaller steering committee consisting of faculty, staff, parents, and USU faculty.

The entire faculty reviewed the Utah Life Skills document and the Cache County School Board's Expectations for High School Graduates, in conjunction with the four components of the School's Mission Statement. This information was then shared with the School Community Council. Afterwards, a small steering committee used this information to craft a new set of DRSLs, one for each component of the Mission Statement. This same group then reached consensus on a set of measureable indicators for each DRSL. The resulting document with the Mission Statement and corresponding DRSLs were then presented to the school community for approval and then disseminated electronically and through print.

Over the last year and a half, we have worked to ensure that our school improvement plans, professional development plans, department goals, faculty evaluations, and accreditation action plan all fall under the umbrella of our Mission Statement and DRSLs. In addition, we have worked very hard to ensure that our School Profile aligns with this document as well. Our Mission Statement and DRSLs are presented on the following page.

Sky View High School

is committed to achieving excellence in . . .

Relationships

Students will value and respect others, communicate and collaborate effectively, and be active participants in school and associated activities.

Measurable Indicators: Extra-curricular participation, ISQ Survey

Character

Students will demonstrate integrity, be self-motivated, and accept responsibility for their actions.

Measurable Indicators: Attendance, Grades, SHARP Survey

Knowledge

Students will demonstrate basic competence in reading, writing, and computing to function effectively in society. Students will also demonstrate the ability to acquire new knowledge, solve complex problems, and think critically.

Measurable Indicators: CRT, CTE, UBSCT, ACT, Formative Assessments

. . . for Life

Students will demonstrate a commitment to pursue a post secondary career, technical training, or education, and to participate in society as productive citizens.

Measurable Indicators: Concurrent Enrollment, Advanced Placement, CTE Certification, Senior Exit Survey

Part III: School Profile

The School Profile was rewritten in preparation for this year's accreditation visit. The rewrite was completed to align the profile more closely with the Mission Statement and DRSLs and to make it a living document that can be updated yearly to help school staff assess how well we are doing in making progress toward accomplishing our goals. To the extent possible, data were also disaggregated based on the major subgroups.

Following are a set of guiding principles used in rewriting the School Profile:

1. The School Profile must contain data that are readily available either through ongoing collection efforts, reports generated on a yearly basis, or existing databases. Data should not require extensive hand calculations.
2. The School Profile should align with the School Mission Statement and DRSLs and be reflective of progress toward accomplishing the Mission and corresponding DRSLs.
3. To the extent possible, the School Profile should disaggregate data based on school subgroups.
4. The School Profile should be a living document that is updated annually and used as the basis for school improvement plans.

The School Profile is organized into the following sections:

1. Setting
2. What Do We Believe?
3. What is Our Mission?
4. What Do We Want to Accomplish?
5. Who Are We?
6. What Do We Offer Academically?
7. What Extra-Curricular Activities Do We Offer?
8. How Do We Measure Up?

A copy of the School Profile is available as a separate document in the Appendix of this Self-Study Report.

Part IV: Report of Progress

The process of school improvement is dynamic. Over the course of several years, personnel, perspectives, priorities, resources, and even politics shift. These shifts are often outside the control of a school community and make creating and maintaining a focus challenging. However, we have found that Utah's process of accreditation, if done correctly, can be an important tool for establishing a school culture based on common goals that can transcend these shifts. Over the last two years, it has been our goal to use the accreditation process as a means of further solidifying our mission, purpose, and actions.

Although we will be modifying the Action Plan, we understand that we are still accountable for the 2003 and 2006 Action Plans. Sky View High School's last Full Accreditation visit took place in the spring of 2003 with an Interim Accreditation visit in 2006. The intent of this section is threefold:

1. To report on significant progress made to implement the 2003 Action Plan and the 2006 Action Plan.
2. To comment on significant progress in each of the (7) NSSE focus group areas.
3. To comment on significant progress on the MAJOR recommendations from the 2003 Full and 2006 Interim visits.

Progress Made to Implement the 2003 and 2006 Action Plans

Sky View High School's 2003 Action Plan outlined five goals:

1. Better home communication.
2. Improve student writing skills.
3. Improve general ELL/ethnic student skills.
4. Bring lower quartile scores up to mastery.
5. Improve camaraderie/climate.

Sky View High School's 2006 Action plan outlined the following six goals:

1. Improve student writing skills.
2. Improve general ELL/ethnic student skills.
3. Bring almost *all* students up to mastery/proficiency test levels.
4. Improve camaraderie/climate.
5. Improve teaching and assessing of DRSLs.
6. Improve the school's understanding and application for evaluation at three levels: school, department, and student.

Better home communication

Better home communication is certainly a worthwhile goal. Strong relationships between parents and the school are an important factor in a school's success. While this goal was dropped in the 2006 Action Plan, we have made significant advancements in recent years to improve home communication. We have done the following:

1. Implemented a new Student Information System (PowerSchool) that allows parents and students to monitor grades and attendance through an Internet browser. Currently, parents and/or students have accessed 90% of our student records; and 82% of our parents regularly receive email. This system also allows the school to distribute weekly bulletins via email. All of our student announcements are sent out in this way.
2. Implemented a new phone system that alerts parents of student absences or of critical information that needs to go out quickly.
3. Improved the use of newsletters that go out via mail four times a year. This helps homes that may not have Internet access.
4. Developed a new school website. The new school website is integrated with the district. It includes announcements, calendars, information about the school including school improvement plans, extra-curricular activities, etc.

Report: The Indicators of School Quality survey is the measurement we have used to determine how well we are communicating with parents. Over the last three years we have more than doubled the number of green indicators on the parent column of ISQ signifying that the parents are much better informed about what is going on in the school. We are also seeing more positive indicators from the open-ended responses of parents.

Improve student-writing skills

Since the last accreditation visit two major initiatives have been initiated with regard to improving the writing and overall literacy skills of students.

1. The faculty have been inserviced on the Six Traits of Writing. The faculty were asked to include writing prompts and assignments in all of the content areas and rubrics are under development for the purpose of scoring student-writing assignments.
2. During the last year, we have also added an Adolescent Literacy Initiative that includes participation in a literacy team at both the district and school. This year, the staff chose to focus on reading strategies. We have held two inservices designed to help staff with content literacy in their own subject areas. These efforts are designed to help students become more literate with the textbooks and vocabulary in each content area. We believe this initiative will serve to improve both reading and writing skills.

Report: A review of Utah's CRT data would suggest the school is making significant progress in improving the language arts skills of students. Sky View High School's students consistently perform well on the Language Arts CRT, scoring in the 90th percentile (see School Profile). However, we continue to struggle with ELL and Special Education populations.

Improve general ELL/ethnic student skills

The demographics of Cache Valley are quickly changing. Logan High School's school population is now over 35% ethnic minorities. This is a dramatic shift in three years. While Logan has seen large shifts in its population, Sky View has seen very little change. Sky View continues to have a very small ELL and ethnic minority population. Improvements in our ELL program have continued. The school underwent a state audit during the 2007/2008 school year and have made several modifications to improve our program. We have done the following:

1. Improved how we identify, assess, and monitor ELL students.
2. Hired additional personnel to provide more small group instruction to students.
3. Implemented a direct instruction program (Language!).
4. Written a literacy grant that is providing resources to implement better assessments for not only ELL students but also any student struggling with literacy.

Report: Despite these efforts, some of which we have yet to see the results of, we continue to see a troubling trend with our ELL populations. There remains a gap in the performance of these groups on end-of-level testing, especially in language arts and science. We have seen an upward trend in mathematics. While the school continues to make Adequate Yearly Progress according to No Child Left Behind standards, trends would indicate that the school will not keep pace with AYP requirements as we advance toward 2014. Disaggregation has also been difficult with the CRT tests because of the small number of students represented in each subgroup (See CRT data in School Profile). Information on how we will continue to address this issue is found in the Action Plan.

Bring almost all students up to mastery/proficiency test levels

The Federal No Child Left Behind law has been a catalyst for helping schools to bring students up to mastery and focus on the major subgroups. We have made the following efforts:

1. The school has been working on a district team to design common formative assessments to be used in basic mathematics classes, grades 6-12. The purpose of these formative assessments is to better identify and intervene with students who are struggling in mathematics.
2. The school has also implemented teaming between teachers in Special Education, Language Arts and Mathematics departments in an effort to improve instruction for at-risk groups. These teaming efforts begin in the ninth grade and continue through the eleventh grade.
3. The school has added UBSCCT preparation classes in reading, writing, and mathematics that are taught both during the day and after school.

Report: The school has made steady gains in the number of students proficient in Language Arts, Science and Mathematics. We have continued to struggle with students in Algebra I. Students enrolled in Algebra I in the 10th through 12th grades are typically students who have a history of failure in mathematics. This continues to be a concern of

the mathematics department and school who are undertaking efforts to implement strategies to target these groups. While most of our students pass the UBSCT test on the first try, we continue to have a small number of students who struggle to pass this test after five attempts (see the School Profile). ELL, Hispanic, and special education students continue to struggle academically in the core areas. We will address specifically how we will address these issues in the new Action Plan.

Improve camaraderie/climate

Relationships are the first element of Sky View's Mission Statement. Relationships form the foundation for any successful school improvement efforts. Positive, healthy relationships are important between faculty and the administration, between teachers and parents, and between students and adults at the school. Relationships can be a difficult outcome to measure. However, we believe there are some important indicators available.

First, research indicates that students who are involved in extra-curricular activities are more likely to be succeeding academically and less likely to be involved in at-risk behaviors. They are also forming important social relationships with peers and with adults at the school.

Report: Currently, 75% of the student population report being involved in extra-curricular activities. We believe this number needs to be higher in order to better engage the major subgroups and at-risk students in the educational process. Information on how we will address this issue is found in the New Action Plan.

Second, although we use attendance as an indicator of a student's character, it is also an important indicator of a student's relationship with the school. At Sky View High School, we have a very high attendance rate. However, that rate is not constant for minority populations or students who are at-risk. We believe the key to improving attendance is twofold. First, we need to ensure students are succeeding academically and second that they are engaged in extra-curricular activities. We believe that both of these efforts will lead to better student attendance.

Report: Overall attendance at Sky View High School is between 93-95%. We have also seen a steady decline in the total number of absences (see the School Profile). However, we continue to see lower attendance among the major subgroups and at-risk populations.

Third, the Indicators of School Quality survey is an important indicator of the strength of the relationships at the school. ISQ measures the strength of the relationships between faculty and the administration, between teachers and parents, and between students and teachers.

Report: The ISQ indicates that there is better communication between the school and the home. There is also a better relationship between teachers and the administration and between parents and the administration. Teachers do not feel that enough parents

participate in parent teacher conferences. Students report that principals are not accessible. There are also not enough students involved in extra-curricular activities where they have many opportunities to build positive relationships with adults and peers at school.

Improve teaching and assessing of DRSLs

Throughout this self-study, we hope that the visiting team can sense and appreciate the staff's efforts to align the School's Mission and Belief Statements and DRSLs with ongoing school improvement efforts including our School Profile and New Action Plan.

Report: Sky View has made significant progress toward this goal since the last accreditation visit. However, we also believe we have a long way to go.

1. The DRSLs are now aligned with the School's Mission Statement and School Profile.
2. Each DRSL has a set of measureable indicators.
3. Each faculty member's evaluation is based on a goal from each element of our mission statement.
4. The departmental goals are becoming more aligned with the DRSLs.
5. The Mission Statement and DRSLs are becoming a part of the common language of the school. The DRSLs are reviewed with incoming sophomores on a yearly basis.
6. We have developed a system for assessing the DRSLs both schoolwide and for individual students.

We need to continue to promote the Mission Statement and DRSLs among the faculty and the community. We need to directly teach the DRSLs to our students.

Improve the school's understanding and application for evaluation at three levels: school, department, student

The major reason for revising our DRSLs and School Profile was to create a systematic evaluation system for measuring the school's progress toward accomplishing its DRSLs. It was important to the school to look at data as a school, by department, and by student. The Mission Statement and the DRSLs are designed to work in concert. The school plans to address each DRSL using a holistic approach. Following are the steps we have and will take to accomplish this:

Report:

1. The School Profile has been written to assess each of the four elements of the Mission Statement from a school level.
2. The School Improvement Plan will focus on each of the four elements of the Mission Statement and DRSLs.
3. Department goals will be aligned with the Mission Statement and DRSLs and data will be collected to track progress on a "department dashboard" that aligns with the School Profile. For example, if extra-curricular participation is an indicator that is important, then a department like Agriculture would have a dashboard that reflects the number of students involved in FFA. If lifelong

learning is important, then we would track CTE and Concurrent Enrollment and performance at a departmental level.

4. Finally, we have developed a “student dashboard” that provides data on each student’s status related to the DRSLs. This dashboard (see the Action Plan), will be available on PowerSchool and will be incorporated on a student’s transcript.

Progress in each of the (7) NSSE Focus Group Areas

A full discussion of the progress in each of the (7) NSSE focus group areas can be found in the next section of this report. For each of the NSSE standards we comment on progress made based on the Full and Interim Reports and discuss the results of the New Focus Group Analysis.

Progress on the MAJOR Recommendations from the 2003 Full & 2006 Interim Visits

We hope that progress on the MAJOR recommendations from both the 2003 and 2006 Accreditation Visits are evident in the Self-Study report and from the observations of the Visiting Team. However, we will also comment briefly on them here.

Following are the MAJOR recommendations from the 2003 Full Accreditation Visit:

Recommendation 1: Refine Self Study Document

- Reconvene focus groups, including all stakeholders, for the purpose of analyzing organizational effectiveness when collecting and analyzing additional data.
- Disaggregate by major subgroups.
- Align the action plan to address the additional findings.

Report: Since the 2003 Full Accreditation Visit, focus groups have been reconvened on two occasions. The work completed by these two focus groups has been helpful to the school in identifying issues for targeting school improvement efforts. Focus groups tend to raise issues that may have been overlooked by the administration and staff, but which are important to stakeholders. A summary of the work of the latest focus groups can be found on the following pages, and some recommendations were carried forward and are reflected in the New Action Plan.

The new School Profile has been an attempt to better disaggregate data by the major subgroups. However, we know that there remains work to be done in this area with our departments and professional learning teams.

Since the last accreditation visit, we have made major efforts to better align the School Mission Statement and DRSLs with the School Profile, the School Improvement Plan, and the School Action Plan.

Recommendation 2: Engage the entire staff in collaborative inquiry with respect to the school's DRSLs:

- Develop a school-wide assessment to determine student progress with respect to meeting the DRSLs.
- Develop a collective study of best practices and research in the teaching and assessing of the DRSLs.

Report: We believe we have made great progress in this area by better defining and aligning our DRSLs with our Mission Statement, identifying measurable indicators for each DRSL, aligning our School Profile or data with the DRSLs, and aligning our Action Plan with these same data. We hope that the focus on professional learning teams will provide the catalyst for the continued study of best practices and research.

Recommendation 3: Develop a comprehensive, systematic means of measuring student achievement and progress. The data collected need to be disaggregated by major subgroups and analyzed to form the basis for future goals, objectives, and action plans. The consistent collection and analysis of student achievement data will validate current school improvement efforts and may also identify student needs that may not be apparent at the present time.

Report: We believe that we do have a more comprehensive means of measuring student achievement and progress. We have attempted to better disaggregate these data by the major subgroups and analyze and incorporate the findings into our goals, objectives, and action plans. However, as mentioned, we believe we still have work to do at the department and professional learning community levels. We believe that we have a more consistent and aligned way of collecting these data in the future. In addition, we hope to continue work on the development of more common formative assessments that can be used to more effectively improve instruction and student achievement.

Interim Recommendation: It is the recommendation of the review team that the school continue its efforts as outlined by the recommendations of the original Visiting Team. In addition, it is recommended that the school seek resources to continue its school testing coordinator position. It is the feeling of the review team that this position is critical to the school's progress in the area of school-wide assessments, data collection, and data analysis.

Report: The School Testing Coordinator position has been an important tool to help the school be more effective in collecting quality data. In addition, we have recently formed a School Data Team and participated in the Utah State Office of Education's Principals' Data Institute. This has been a very valuable experience in helping complete our Self-Study and in learning to better utilize data. As part of those efforts, the School Data Team is focusing on the Data Wise model, from Harvard, which includes the following steps:

1. Organize for collaborative work
2. Build assessment literacy
3. Create a data overview
4. Dig into school data
5. Examine instruction
6. Develop an action plan
7. Plan to assess progress
8. Act and assess

Part V: New Focus Group Analysis

A focus group analysis was conducted for this year's accreditation visit. These efforts utilized the Rubric booklet developed by NSSE. Efforts were made to include a variety of stakeholders (i.e., faculty, staff, parents, students, community members, school board members, etc.), especially with regard to the focus groups. The NSSE Rubric includes seven categories of organizational and instructional effectiveness. Two of the categories were combined into six focus groups. Please see the Appendix for a list of focus group participants.

1. Curriculum Development
2. Quality Instructional Design
3. Quality Assessment Systems
4. Educational Agenda/Community Building
5. Leadership for School Improvement
6. Culture of Continuous Improvement and Learning

The following pages contain a summary of the results of these efforts. After examining data and evidences for each category the corresponding focus group participants rated the school's efforts on the four point rubric provided by NSSE. Careful notes were taken on strengths and weaknesses of the school and suggestions for school improvement. A summary of those notes is also presented as strengths and opportunities for improvement.

Focus Group Ratings:

Curriculum Development	
Develops a quality curriculum	3.6
Ensures effective implementation and articulation of the curriculum	3.5
Evaluates and renews the curriculum	3.1
Quality Instructional Design	
Aligns instruction with the goals and expectations for student learning	3.7
Employs data-driven instructional decision making	2.9
Actively engages students in their learning	3.4
Expands instructional support for student learning	3.8
Quality Assessment Systems	
Assessments of student learning are based on clearly articulated and appropriate expectations for student achievement	3.2
Assessments of student learning are developed to serve clearly articulated purposes and the information needs of specific users	2.6
Assessments of student learning are developed using a method that can accurately reflect the intended performance standards and serve the intended purpose	3.2
The student learning assessment system provides for the collection of a comprehensive and representative sample of student performance that is sufficient in scope to permit confident conclusions about student achievement and yield generalizable results	3.3
Assessments are designed, developed, and used in a fair and equitable manner that eliminates any sources of bias or distortion which might interfere with the accuracy of results	2.8
Educational Agenda: Shared Vision, Beliefs, Mission and Goals	
Facilitates a collaborative process to build a shared vision	4.0
Develops and effectively communicates a shared vision, beliefs, and mission that define a compelling purpose and direction for the school	3.5
Defines measurable goals focused on student learning	3.0
Leadership for School Improvement	
Promotes quality instruction by fostering an academic learning climate and actively supporting teaching and learning	3.0
Develops school-wide plans for improvement focused on student learning	2.7
Employs effective decision making that is data-driven, research-based, and collaborative	3.2
Monitors progress in improving student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection	2.8
Provides skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, efficient and effective learning environment	3.3
Community Building	
Fosters community-building conditions and working relationships within the school	3.2
Extends the school community through collaborative networks of support for student learning	3.2
Culture for Continuous Improvement and Learning	
Builds skills and capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement	3.3
Creates conditions that support productive change and continuous improvement	3.1

Curriculum Development

Over the last decade, a significant effort has been made to align the school curriculum with state standards and end-of-level tests. Each core class has a set of corresponding state standards and objectives and many of the core English, Science, and Language Arts classes also have a corresponding criterion referenced test. Each CTE class also has a set of corresponding objectives and a test. In addition, in most cases, concurrent enrollment and advanced placement courses are aligned with corresponding tests and/or curriculums. This alignment between the intended curriculum, the taught curriculum, and the learned curriculum is very important. In areas where either state standards or tests are not available, departments have undertaken efforts to create such alignment. For example, the Social Studies department is currently developing common formative assessments to be used in US History and Government. The Math Department is also developing common formative assessments to be used in their courses.

The entire school staff was inserviced recently using the book “Understanding by Design.” In addition, several of the individual departments have spent a considerable amount of time not only aligning their curriculum with state standards, but also articulating what goes on between classrooms at the school so that each student is guaranteed the same curriculum is taught. The Language Arts, Mathematics and Social Studies departments have led out in these efforts. The district is currently leading an effort to align curriculum between the two high schools during textbook adoptions.

Strengths

1. Most teachers at Sky View High School are aware of the core curriculum for their particular areas and have made efforts to align their classroom instruction accordingly. Departments with state end-of-level tests have an advantage.
2. In addition to having outstanding course offerings in the core areas of Language Arts, Mathematics, Science, and Social Studies, Sky View offers a wide variety of high quality academic opportunities to students in Business, Marketing, Agriculture, Family and Consumer Science, the Visual Arts, Performing Arts, and Healthy Lifestyles.
3. Sky View High School, through a partnership with Higher Education (USU, WSU, UVU), provides a variety of college level concurrent enrollment classes to students including Advanced Placement courses.
4. Partnerships with Bridgerland Applied Technology Center, the Electronic High School and BYU Independent Study help to provide students with a number of course alternatives not available on campus.
5. The school works to ensure effective implementation and articulation of the curriculum.
6. Textbook adoptions sponsored by the district are making more of an effort to align school curriculums between schools.

Opportunities for Improvement

1. Continue to look for areas to expand or modify the curriculum.
2. In areas without a core curriculum, continue to align the curriculum between teachers and develop common assessments.
3. Develop more complete guidelines on possible pathways to careers. Have more clearly articulated pathways both within programs and as students transition to post-secondary opportunities.
4. Examine ways to better evaluate the current curriculum.
5. Continue to encourage collaboration between teachers especially in those areas where little collaboration has taken place.

Quality Instructional Design

While Curriculum Development focuses on the intended curriculum, Quality Instructional Design focuses on the taught curriculum and the instructional strategies employed to teach the curriculum. Quality instructional design is not only important as teachers work in their individual classrooms but can be more effective as they collaborate with their colleagues.

The faculty have been inserviced using Robert Marzano's book "Classroom Instruction that Works." They have also been inserviced on writing across the curriculum and the Six Traits of Effective Writing in an effort to have students writing across the curriculum. A new initiative was also undertaken this year to help each content teacher in providing targeted literacy instruction in his or her content area.

Based on information from the 2003 Full Accreditation Visit, we have implemented efforts to improve communication and cooperation between special education teachers and regular education students to include teaming. A major push in the future will be to better provide common assessments that can be used to analyze achievement before, during and after instruction.

Strengths

1. Significant efforts have been made to align the curriculum between classes in English, Mathematics, and Social Studies. Additional alignment has taken place in most of our elective departments.
2. The implementation of technology to include computers, Smart Boards, Grade Cams, UTIPS, calculators, clickers, etc. has been done in an effort to employ instructional strategies shown to improve achievement.
3. Monthly department meetings and team meetings have helped to provide time to focus on aligning instruction with assessments.
4. The school provides after school and evening opportunities to provide students with extra help and remediation in classes they may have failed. (Gearup, Tutoring, Academic Restoration).

Opportunities for Improvement

1. Use data not only to measure achievement and progress, but to evaluate the effectiveness of instruction.
2. Provide more supports for students who are struggling including required remediation.
3. Provide more time for teachers to modify instruction.
4. There are too many distractions to instruction. Evaluate assemblies and other activities that interrupt instructional time.
5. Ensure that teaching is taking place from bell to bell.

Quality Assessment Systems

The Cache County School District has been very effective in using assessments in K-5 to assess the impact of intervention efforts in early literacy. These efforts have made the Cache County School District a leader in the State when it comes to reading scores for students in K-5. Similar efforts are underway to implement better assessments in a secondary setting in Mathematics and Language Arts. At Sky View, the Social Studies and Science departments are also making efforts to create common formative assessments.

Strengths

1. Sky View has been working aggressively to improve the collection and analysis of end-of-level data (see Appendix: Data Inventory).
Departments have also been working to develop common formative assessments. Mathematics, English, Social Studies have all made important strides in this area.
2. CTE already has assessments in place for assessing student performance on course objectives.
3. The Performing Arts, Health Lifestyles, Business, Visual Arts, etc., do a good job in providing authentic assessments to students that allow them to demonstrate skills and proficiency.
4. PowerSchool has helped to provide important achievement data to parents and students.

Opportunities for Improvement

1. Continue to work on common formative assessments.
2. Improve the timeliness and quality of feedback to both teachers and students. For end-of-level testing, some of this is out of the school's control, but improvements can be made, especially with formative assessments.
3. Work to ensure that grades reflect competency and mastery.
4. Use data collected to improve instruction.
5. Make sure assessments are aligned with the Mission Statement, DRSLs and school improvement efforts.

Educational Agenda/Community Building

A school cannot operate effectively if it does not have a clear vision of where it is heading and a systematic way to keep this vision in front of its stakeholders and to communicate progress. Through collaboration, an effective school is able to develop a shared vision with measurable goals and objectives. They are then able to communicate this vision effectively both within the school and in the community.

Strengths

1. The school has worked hard to create a comprehensive educational agenda including a Mission Statement, Belief Statements, and DRSLs, and to communicate these efforts to school stakeholders.
2. The school has implemented a variety of tools including PowerSchool, a new school website, a new calling system, newsletters, an email system, and school announcements in an effort to communicate more effectively with our stakeholders. ISQ data would indicate that parents are much better informed.
3. The school enjoys great community support from local businesses and parents.

Opportunities for Improvement

1. Continue to communicate our educational agenda with all school stakeholders and help it to become a common language among faculty, staff, parents, and students.
2. Work on better communication and engagement of at-risk populations such as Special Education, Hispanic, ELL, or struggling students.
3. Be more proactive in contacting parents as teachers and administrators both when students are struggling and when they are doing well.
4. Develop better connections with local businesses.
5. Do a better job in recognizing the achievement of students in academic areas.
6. Recognize student accomplishments in low-profile areas (FFA, Debate, FCCLA, FBLA, Art, etc.).

Leadership for School Improvement

A quality school begins with quality leadership not only in the administration, but among the faculty and students. Two of Sky View's administrators have been together for seven years with the third being added three years ago. In addition, Sky View has eleven departments with a quality department head in each department. We also focus on the importance of student leadership. Student leaders are selected for the student body, sophomore, junior, and senior classes, cheer, and the Boys' and Girls' Association.

Strengths

1. Sky View has a highly qualified faculty that includes a good mix of experienced and younger professionals.
2. The school's leadership has a clear vision, agenda and plan for school improvement efforts.

3. The school has made an effort to be more data-driven in its decision-making.
4. Both district and school leadership are doing a better job at managing and administering school resources and ensuring that funds are being spent to support student learning.

Opportunities for Improvement

1. Align the school's overall agenda with work in departments and professional learning teams.
2. Some teachers, groups, etc., continue to operate independently. Collaborate more effectively in and between departments.
3. Do a better job at looking outside of the school for best practices.
4. Develop a better overall curriculum plan as to which courses are offered and how these courses build on one another. We have great breadth, but need better depth and alignment within and between departments.
5. Continue to protect instructional time.
6. Identify areas of weakness and work to target resources for improvement (e.g., lack of a biology lab).

Culture of Continuous Improvement and Learning

It is important that a school has a culture of continuous improvement and is constantly looking for ways to improve. However, there needs to be a balance. If schools are constantly changing depending on which way the educational winds are blowing, without a clear focus, then little is accomplished. Schools can be bombarded by initiatives and opportunities that can easily overwhelm the system and take away from core school improvement efforts. A culture of continuous improvement must be guided by a clear educational agenda.

Strengths

1. The staff at Sky View is committed to life-long learning. Most of our staff have or are working on advanced degrees. Most participate in professional development opportunities provided by the school or seek out opportunities in their content areas. The district has financial incentives available for staff development and staff development plans.
2. Collegiality at the school is strong. These relationships are vital to school improvement efforts.
3. There is a system in place for mentoring new teachers both formally and informally.
4. Department meeting times are used effectively.
5. The district is more involved in providing training opportunities to faculty and staff (e.g., common formative assessments, custodial training, etc.).

Opportunities for Improvement

1. Time continues to be a limiting factor. Allocate more time for collaboration.
2. Follow-up after inservices to ensure ideas are being implemented.
3. Some of the inservice opportunities are too broad and need to be focused and targeted to specific areas of concern.
4. Utilize outside resources such as Utah State University more effectively.

Part VI: New Departmental Analysis

A new Departmental Analysis was conducted in preparation for this self-study. Each of our eleven departments was asked to participate. Each department was given the Guiding Questions for Departmental Analysis during the 2007/2008 school year. Departments were asked to use department meeting times to conduct the analysis and to include as many faculty as possible.

A review of the Department Analysis yielded the following insights:

1. Alignment

One of the areas that is important to the administration is the level of alignment between the school's goals and agenda, and department goals and agendas. Three questions were important in determining how well school and departmental goals were aligned: 1) How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?; 2) How is the department collectively addressing the school's current school improvement goals?; and, 3) To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school? We are encouraged by the departmental analyses because there is evidence of better alignment between department goals, the Mission Statement and DRSLs.

Another important area is how well departments are aligning the intended, taught, and learned curriculums. Two questions were important in addressing this issue: 1) How does each course offering align with the state's core curriculum, which prescribes content and course-specific intended learning outcomes? 2) To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices? We are also encouraged by some of the efforts going on in departments to ensure this is the case. For example, the English, Math, and Social Studies departments are all doing extensive work in this area.

2. Collaboration

Another important aspect of school improvement is effective collaboration. Collaboration is important between and within departments. Two questions were important in addressing this issue: 1) How does the department collaborate with other departments to create integrated, relevant authentic learning opportunities for students? and, 2) How does the department collaborate and engage in ongoing professional development for the purpose of improving student performance? This is an area we believe can be improved at the school and is reflected in the New Action Plan through the use of Professional Learning Teams.

3. Remediation

Sky View High School does an excellent job in providing a variety of educational

opportunities to students, especially students who are college bound. However, as can be seen in the School Profile, the school has work to do in addressing the needs of struggling students. Two questions were important in addressing this issue: 1) To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.); and, 2) How do students have access to additional support beyond the classroom? There are a number of strategies that are happening to help students in special education including the use of peer tutors, mainstreaming (wherever possible), and teaming. We also have a variety of supports in place for students outside the classroom such as tutoring, night school, summer school, etc. However, most of these opportunities are voluntary and students who need them most are not taking advantage. One of the goals of the school is to better address the needs of struggling students.

Part VII: New Six Year Action Plan

In developing a new Action Plan to guide school improvement efforts over the next six years, several things were important:

1. The Action Plan **MUST** include the implementation of professional learning teams that will create a collaborative culture capable of sustaining change during organizational shifts.
2. The Action Plan must align with the School Mission Statement and DRSLs focusing on Relationships, Character, Knowledge, . . . for Life.
3. The Action Plan should clearly articulate action steps, a timeline, responsible parties, and implementation indicators.
4. The Action Plan should include a method for monitoring progress toward achieving the goals at the school, department, and student levels.

Professional Learning Teams (PLT)

There is widespread consensus among many of the best educational researchers (Dufour, et al., Fullan, Lezotte, Reeves, Schmoker, etc.,) that the implementation and use of Professional Learning Teams is perhaps the best method for meaningful and lasting school improvement. The use of PLTs will serve as the engine for school improvement efforts as they relate to the School Mission Statement and Desired Results for Student Learning and are a central tenet of the Action Plan.

Each goal of the Action Plan will include at least one fully functioning PLT that is based on the following characteristics:

1. Shared Mission, Vision, Values, and Goals
2. Collective Inquiry
3. Collaborative Culture
4. Action Orientation and Experimentation
5. Continuous Improvement
6. Focus on Results

Each PLT will use the Data Wise Improvement Process, developed at the Harvard Graduate School of Education, as a blueprint for its work. The Data Wise model includes the following steps:

1. Prepare
 - a. Organize for Collaborative Work
 - b. Build Assessment Literacy
2. Inquire
 - a. Create a Data Overview
 - b. Dig into Student Data
 - c. Examine Instruction/Practice

3. Act
 - a. Develop an Action Plan
 - b. Plan to Assess Progress
 - c. Act and Assess

Alignment with Mission Statement and DRSLs

To ensure Sky View's Action Plan is aligned with the Mission Statement and DRSLs one goal was selected for each aspect of the Mission Statement and its corresponding DRSL. Each goal is outlined in the tables on the following pages and includes the goal, target outcomes, problems of practice, and improvement strategies.

Action Steps, Timeline, Responsible Parties, Implementation Indicators

A more complete action plan with action steps and a monitoring plan can be found in the Appendix. Keep in mind that one purpose of a PLT is to create specific action plans based on a thorough analysis of the data. The action steps outlined in the Appendix may be altered depending on the work of each PLT, but the overall goals will remain constant.

Measuring Progress

One of the major recommendations from the 2003 Accreditation Visit was to “develop a comprehensive, systematic means of measuring student achievement and progress.” We believe we have made great strides in accomplishing this goal. A major part of the new Action Plan is a comprehensive effort to measure progress in accomplishing our mission and purpose at the school, department, and student levels. We have refined our Mission Statement and DRSLs to reflect the goals of the school community.

At the school level, we have designed the School Profile to examine data related to our Mission Statement and DRSLs,. The School Improvement, Trust Land plans, developed on an annual basis, will align with Six Year Action Plan and rely on the same data.

At the department level, each PLT will develop goals aligned with the Action Plan and will examine data relevant to their area.

At the student level, a “student dashboard will be developed to examine student achievement and progress. The following table outlines the information that will be available at the student level.

Student Name _____	Grade _____	ID _____							
<p>RELATIONSHIPS</p> <p>Extra-Curricular Activities</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>CHARACTER</p> <p>Attendance Percentage _____</p> <p>Number of Unverified Absences _____</p> <p>Grade Point Average _____</p>								
<p>KNOWLEDGE</p> <p>UBSCT</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">R</td> <td style="width: 33%; text-align: center;">W</td> <td style="width: 33%; text-align: center;">M</td> </tr> </table> <p>CRT</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">LA</td> <td style="width: 33%; text-align: center;">M</td> <td style="width: 33%; text-align: center;">S</td> </tr> </table> <p>ACT</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 100%; height: 20px;"></td> </tr> </table>	R	W	M	LA	M	S		<p>. . . FOR LIFE</p> <p>Number of Concurrent, AP Courses _____</p> <p>CTE or BATC Courses _____</p> <p><input type="checkbox"/> ACT™ _____</p>	
R	W	M							
LA	M	S							