

**The Report of the
Accreditation Visiting Team**

**Canyon View Junior High School
Box 250, Canyon Road
Huntington, Utah 84528**

March 17, 2010



**Utah State Office of Education
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**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Canyon View Junior High School
Box 250, Canyon Road
Huntington, Utah 84528**

March 17, 2010

UTAH STATE OFFICE OF EDUCATION

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TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education.....	iii
Emery County School District Board of Education and District Administration.....	1
Canyon View Junior High School Administration and Staff.....	2
Canyon View Junior High School Mission Statement, Belief Statements and DRSLs.....	3
Members of the Visiting Team	4
Visiting Team Report.....	5
Chapter 1: School Profile.....	5
Suggested Areas for Further Inquiry.....	6
Chapter 2: Northwest Association of Accredited Schools (NAAS)	
Teaching and Learning Standards.....	6
Mission, Beliefs and Desired Results for Student Learning (DRSLs).....	6
Curriculum	7
Instruction	9
Assessment.....	11
Chapter 3: NAAS Support Standards.....	13
Leadership and Organization	13
Chapter 4: NAAS School Improvement Standard	14
Chapter 5: Community Building.....	16
Chapter 6: Major Commendations and Recommendations of the Visiting Team	17

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, March 17, 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 Canyon View Junior 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 James Jones is also commended.

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

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CANYON VIEW JUNIOR HIGH SCHOOL

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CANYON VIEW JUNIOR HIGH SCHOOL

MISSION STATEMENT

Canyon View Mission: To prepare every student with knowledge, skills, values, and vision for life-long success.

BELIEF STATEMENTS

- Students feel safe and secure while at school in order to concentrate their efforts on academics.
- Parents, teachers, friends, and the community all influence student learning.
- Student motivation to learn influences student achievement.
- Student motivations to learn is increased when students believe in themselves and value their self worth.
- When teachers accept all students and genuinely care for them, students are more likely to experience success.
- All students learn in different ways.
- Positive learning experiences influence future learning experiences.
- If students have a strong foundation of knowledge and skill on which to build, they are more likely to experience success at the next level.
- When teachers focus on individuals and provide opportunities for students to progress at their own level, students are more likely to experience success.
- When teachers demonstrate a passion in teaching the subject matter, students will respond favorable.
- When students are enthralled in learning, they will discipline themselves.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Responsible Citizenship
2. Resourceful Thinking Skills
3. Effective Communication Abilities
4. Positive Self-Image
5. Life-Long Learning Capabilities

Date of visit: March 17, 2010

MEMBERS OF THE VISITING TEAM

Dan N. Johnson, Tooele County School District, Visiting Team Chairperson

Glen Westbroek, Orem Junior High School, Alpine School District

VISITING TEAM REPORT
CANYON VIEW JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Canyon View Junior High School is located in Huntington, Utah. Students from the communities of Cleveland, Elmo, and Lawrence also attend the school. The facility houses 207 students in grades seven through nine, with 92 percent of these students being Caucasian. The school is comprehensive in that it offers a solid academic program and many opportunities for active student involvement. Quality instruction by teachers and strong administrative leadership are attributes that make Canyon View Junior High an outstanding school.

The school's communities are in Emery County, which contains a wealth of treasures from prehistoric civilizations. The Spanish Trail, the Old West, and Native American culture are a part of the unique environment that exists here.

Emery County's economy was built on agriculture, livestock production and mining. Today the county's largest employers are PacifiCorp and the Emery County School District.

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

“Needed improvement in parental support” showed up as concern on the Indicators of School Quality in the school's last two accreditation reports. The Visiting Team found strong evidence of parental involvement and noted that this concern would disappear through positive communication to parents about what is really happening at the school. The perception that parental involvement is lacking continues to need attention so that the perception can be changed. The school did a superb job of identifying its four-year average on CRTs. This was followed by a plan to address the areas that were below the state's four-year average. The use of this kind of data to track the school's progress is commendable. The profile data revealed that the desire, commitment, and resources exist in the school and community to substantially improve student performance in the next few years. The profile was representative of who the school and community really are.

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

The school and community did an excellent job of developing the profile by using appropriate instruments and measures. These data were presented in a graphic format and were followed with explanations and discussions. The Visiting Team

felt the effort was complete and does not recommend any modifications in the future.

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

The profile for Canyon View was an open and honest reflection of the school's performance, and there is a commitment on the part of stakeholders to address the identified needs. Through the use of data from performance scores and data from the ISQ, the school was able to put together a strong picture of how it is doing, as well as perceptions about its work.

Suggested Areas for Further Inquiry:

- Continue to review performance data over time and develop specific improvement plans based on these findings.
- Provide correlation data (i.e., grades and attendance, behavior and assessment performance, etc. by grade, gender, ethnicity, and so on).
- The site leadership team and stakeholders did an excellent job of following the accreditation process by including all of the components of the Collaborating for Student Achievement program. The action plan showed the kind of specificity that will be needed for strong school improvement to continue.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

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

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

The school leadership and stakeholders know what the DRSLs are and have developed programs and strategies that allow for their implementation and assessment. The effort to create and assess the DRSLs is compelling. The Visiting Team noticed a desire on the part of all stakeholder groups to do whatever was necessary to improve their school.

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

The belief statements of Canyon View Junior High are in perfect alignment with both the mission and the DRSLs of the school. The Visiting Team commends the school for its efforts to create beliefs and DRSLs that have since been implemented and used in the everyday culture of the school and followed by all stakeholders.

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

Canyon View Junior High has ongoing data from ISQ surveys that are completed by all school stakeholders to assess opinions about the quality of instruction and programs at the school. The school needs to develop and formalize school-wide rubrics to measure its progress in curriculum integration and effective instruction. The Visiting Team believes that the implementation of professional learning community (PLC) practices at Canyon View Junior High will assist the staff in developing assessments that are specific to the DRSLs.

- d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

The Visiting Team found that faculty members and other stakeholders developed the school's belief statements. Students, parents, and staff members questioned by team members knew the DRSLs and how students were being instructed and assessed in them. Furthermore, the faculty at Canyon View Junior High has done an outstanding job of creating opportunities for the students to learn effective communication strategies and techniques. The Visiting Team members visited many classrooms where students were actively engaged in effective communication learning projects. Furthermore, the Visiting Team witnessed, both in the classrooms and in the hallways, several examples of student work that resulted from the integration of the school curriculum.

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?*

Canyon View Junior High School's self-study indicated that each subject is taught based on the Utah Core Curriculum. Visiting Team members observed the Utah Core Curriculum being taught. Canyon View Junior High School faculty members mentioned that they would like to see more collaborative work done

while teaching the Utah Core Curriculum. In discussions with faculty members and students, the Visiting Team realized that this comment was about looking for ways to share and implement common content across different subject areas. The Visiting Team commends the staff members of Canyon View Junior High for their interest in developing collaboration between subject areas. The Visiting Team encourages Canyon View Junior High to look for ways in which it may develop and implement such collaborative activities.

Canyon View Junior High School has adopted five DRSLs from the *Life Skills: A Guide to Knowledge, Skills and Dispositions for Success*. The Visiting Team observed these DRSLs posted in the main hallway where all students pass many times each day. Canyon View Junior High School's self-study indicates several areas in which these DRSLs are being implemented. During the visit, the Visiting Team members observed evidence of Responsible Citizenship in the hallway and classrooms. Students and teachers indicated their approval of the Top Cat Achiever program that is part of the Responsible Citizenship DRSL. The Visiting Team also noted the Effective Communication Abilities DRSL being addressed as seventh grade students mentored fourth grade students in reading, and an effective "silent sustained reading" time during the day.

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

Students at Canyon View Junior High seem comfortable with higher-order thinking skill activities. At one point, the Visiting Team members observed instruction in which the teacher made an unintentional mistake. Several students commented about the error, and the teacher thanked them for their input. The Visiting Team also observed students editing a paragraph for inappropriate word usage. These students were commenting about how the word was misused, as well as explaining what word(s) would be better used in the example. In another classroom, student journals were used as a method of indicating self-awareness. Students in science classes were observed creating an Earth model that involved determining an appropriate scale to use in the model and implementing the scale as the model was developed. Students in a music class were observed reading music and interpreting the notes as beats were sounded out using handclaps.

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

Perhaps the most significant finding of the Visiting Team was how often its members observed teachers working on the Responsible Citizenship DRSL. The Visiting Team observed evidence of time management in many classes, including PE. Students demonstrated that they understood this concept by monitoring and adjusting their work based on the time available. The Visiting Team also observed evidence of the Positive Self-Image DRSL. During the visit, students commented

about how their confidence grew as a result of attending Canyon View Junior High School.

The Visiting Team observed faculty members who were interested in developing a greater collaborative effort. This concept of working together is important in developing and implementing DRSLs as a part of the school culture. The Visiting Team encourages the Canyon View Junior High School faculty to review the DRSLs and identify ways in which they may collaborate in supporting curriculum development that implements DRSLs in all coursework.

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

One of the strengths of Canyon View Junior High School is its success with mandated assessments. The performance of students on CRT testing is regularly at or above the state average. The Visiting Team members were encouraged by the detailed data disaggregation included in the self-study. It was significant to note that students who struggle with concepts are being identified and actions are being put into place to help these emerging learners.

The Visiting Team also noted formative assessment occurring in some classes. The use of formative assessments can greatly assist teachers in helping students comprehend material from the Utah Core Curriculum. The Visiting Team recommends that Canyon View Junior High School investigate technologies that may help implement formative assessment. Smart Boards are installed in many classrooms, making possible the use of “clickers” as another technology that can provide immediate feedback on student learning.

Instruction:

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

The Visiting Team members observed a wide variety of instructional strategies at Canyon View Junior High School. Special education students were observed using the Tune InTo Reading program to improve their reading abilities. The parent of one of these students mentioned that her child improved two grade levels as a result of this program. Students in English classes were observed using laptops to complete reports, take UTIPS tests, and create “Quizlets” for studying subject material. Classes were observed where the teacher demonstrated concepts and students modeled the concept demonstrated. Students were observed working in small groups in many classes doing class projects. The Visiting Team also observed direct instruction to help students comprehend material covered in class. The Art Department demonstrated and helped students begin creating masks. This

activity will provide an assessment product for the teacher, and may also benefit the self-esteem of individual students.

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

The self-study provided by Canyon View Junior High School has evidence of DRSL alignment by department. Each departmental analysis provided information on how DRSLs are addressed within that department. Several of the departments provided specific information regarding steps being taken to explicitly teach DRSLs in the classroom. The Visiting Team noted that some departments did not directly address how DRSLs are taught within their curriculum. The Visiting Team recommends that all departments look closely at the DRSLs and identify ways each may be explicitly taught within the subject areas.

- 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 self-study provided by Canyon View Junior High School addresses the need for appropriate professional development. The school indicated that its rural location provides a challenge relating to teachers attending conferences and trainings. The Visiting Team observed several teachers who demonstrated knowledge of how to start classes effectively, as well as teachers who utilized formative assessment. The Visiting Team recommends that Canyon View Junior High School look to faculty members to share knowledge and skills through faculty meeting professional development opportunities. The Visiting Team also recommends identifying the "resident experts" who can demonstrate best practice instructional strategies to the faculty, and asking these individuals to provide this professional development during faculty meetings.

- d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?*

Rural schools face the challenge of finding teachers who are knowledgeable about both their topic and effective instructional methods. Canyon View Junior High has a very dedicated staff. As noted in the school's self-study, teachers who are certified in for the subject teach the majority of classes. The Visiting Team noticed a wide variety of effective instructional approaches. Students used a variety of workout activities in the physical education classes. English classes were observed in which document cameras and laptops were being used. Document cameras were also observed in math and history classes. Smart Boards

were used in several classrooms, and science students were seen creating models in the hallway. TLC students watched student-created videos and did peer evaluations of them. Instructional approaches engaged students. Department analysis indicates reflection on teaching practices.

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

The Visiting Team observed effective technology integration in both instruction and assessments. A timer was used in physical education to help students rotate between workout areas. Students used laptops in language arts to complete online tests and use Quizlets to review information. Document cameras were used in many different classes to help students focus on information from papers used by teachers. Smart Boards have been installed; the self-study indicates that initial training has been done on how to use them. Interviews by the Visiting Team found that teachers would like more training on other appropriate ways to use these Smart Boards in their classrooms.

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?*

One of the challenges faced by Canyon View Junior High is how small its population is. Most teachers do not teach common subjects. The Visiting Team finds that there is still a concerted effort to discuss common assessments among staff members. The team encourages the faculty of Canyon View Junior High to consider developing rubrics that can apply to multiple subjects.

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

The Visiting Team noted that the self-study provided by Canyon View Junior High has evidence of school-wide assessment and data disaggregation. Plans have been implemented to identify and work with students who struggle individually. These plans include a school-wide homework help session after school. Students indicate that this program is beneficial for many who need to ensure that they complete needed credits required for graduation.

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

The Visiting Team was pleased that on-site observations matched the self-study provided by Canyon View Junior High School. Informal discussions with several

teachers indicated that they knew which students struggle and what is needed to help these students succeed in school. The self-study indicates that data is used school-wide to identify students and subjects needing additional help. One aspect of success in this area was observed as the schools' tracker checked up on students who had been struggling in passing classes. It was evident from comments made by both students and staff members that the program is about success—not to damage a student's self-esteem. The reading programs implemented by Canyon View Junior High School are cause for celebration. Staff members from different departments commented on how this reading program helped students succeed in reading and other areas of their academic program; for instance, the Math Department indicated that the reading program has helped students comprehend story problems.

- 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?*

Canyon View Junior High has some common time provided for faculty and department meetings. Some of this common time is used for professional development. The Visiting Team observed a desire by many faculty members to collaboratively develop student assessments. It is recommended that Canyon View Junior High investigate the opportunity to use technology as a way to inform instruction. Based on current technology implementation at Canyon View Junior High, the Visiting Team suggests that the faculty consider the use of "individual response devices" (clickers). These devices can provide instant feedback to students and faculty members helping to inform instruction.

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

The self-study indicates efforts by many members of the staff of Canyon View Junior High to implement DRSLs. The Visiting Team noted great success in the implementation of DRSL #1, Responsible Citizenship. Observations indicate that Canyon View Junior High has internalized this DRSL. The Visiting Team commends the faculty for this work. It was also evident that DRSL #3, Effective Communication Abilities is being addressed. Seventh grade students participate in a reading program where they mentor elementary students. The Visiting Team observed this program and was told how it helps the elementary students as well as helping seventh grade students become better readers. The Visiting Team recommends that the school develop a school-wide rubric associated with the "Citizenship Probation" aspect of DRSL #1.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

The concept of continuous improvement is evident throughout Canyon View Junior High School. Administrators and teacher leaders review school goals and provide the time and tools needed to focus on academic achievement. The Visiting Team noted that there were many examples of sharing research-based instructional practices in both formal and informal settings. Students stated that they enjoyed the variety of teaching methods.

- 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 school is working hard to use data to inform decision-making and instruction. The Visiting Team reviewed evidence of this work, including data related to attendance, behavior, and assessment. Teams, departments, and faculty and community groups used the information to direct the business of the school. The decision-making process identified by the Visiting Team was inclusive and purposeful and was felt to be a strength of the school.

- c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

The faculty and community were very complimentary of the administration of Canyon View. It was frequently stated that the administrator is an effective listener, and he will do whatever it takes to get the needs of the teachers and students met. It was noticed by the Visiting Team that there was a high degree of alignment in developing, implementing, and assessing the DRSLs. The work done in this area will continue to serve as a great model for implementation of other programs in the school.

- 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 identified the effort to include the community in decision making as strength of the school. Students also felt like they had input into the

programs and practices that affected them. Various teacher teams have been formed to provide opportunities for individuals to be actively involved in the operation of the school. It was discovered that efforts have been made to form both permanent and ad hoc committees to address the school's improvement goals.

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

The school is refining its system, and offers many opportunities for students to interact with adults in activities, clubs, and athletics. Grade-level teams and department teams offer special opportunities for staff members to meet and address the academic needs of students. The faculty engages in monitoring special circumstances and needs that students have. The Visiting Team noted that there were many examples of adults being advocates for the students.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

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

The self-study provided by Canyon View Junior High shows evidence of implementing the comprehensive school improvement plan. Discussions with staff members, parents, and students provided evidence that this plan has been reviewed and revised over the last couple of years. The Visiting Team commends Canyon View Junior High for its effort in completing the self-study.

- 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 school provides a professional development plan allowing staff to attend trainings and workshops throughout the state. These professional development opportunities are often directly related to departmental analysis action plans. The Visiting Team recommends that Canyon View Junior High allow staff members to provide ongoing professional development during the bi-monthly faculty meetings—in particular, a short demonstration of an effective instructional method by one or two faculty members.

- 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 action plan developed by Canyon View Junior High during the last visit was implemented and has become part of their school curriculum. The revised school-wide action plan is focused on departmental action plans. The Visiting Team recommends that the faculty develop a school-wide action plan associated with one of the DRSLs that needs additional work.

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

The School Community Council meets regularly and uses data to determine appropriate use of Trust Lands monies to benefit students at the Canyon View Junior High School. Staff members indicate that the bi-monthly school faculty meetings have the ability to provide conditions to continue productive change at the school. The Visiting Team recommends that the staff self-training mentioned above also be used to assist in the concept of continuous improvement.

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

The self-study indicates that major work has been completed since the last full team visit. During this visit, the Visiting Team observed implementation of DRSL #1, Responsible Citizenship. The team commends Canyon View Junior High for its efforts to make this DRSL an active part of the school culture. The Visiting Team noted that the ISQ survey indicates almost 80 percent of the parents responded, and results are in the Typical to Superior range.

- 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 notes progress by Canyon View Junior High in addressing the following major recommendations of the previous Visiting Team. Parent involvement appears to be an area of commendation for the school. Canyon View Junior High is establishing meeting time to focus collaboration for teachers to determine how to increase student learning. Finally, the Visiting Team notes that the school is doing well at gathering and disaggregating data from mandated standardized testing. Faculty perceptions of student achievement appear more aligned with actual student success on standardized assessments.

CHAPTER 5: COMMUNITY BUILDING

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

The stakeholders of Canyon View Junior High School are actively working together to foster relationships throughout the school and with the community. It was observed that the school is working together to create curriculum alignment across the school. It is recommended that the staff continue to work on this effort and to investigate the structure of PLCs as a means to facilitate further community building.

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

The Visiting Team noted the beginnings of collaborative networks in various departments and teams throughout the school, and urges the school staff to continue in its work to create means that support student learning that include, but are not limited to, professional learning communities, cross-curricular and grade level teams, SMART goals, and common assessments.

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

The Visiting Team observed that Canyon View Junior High has a very viable School Community Council, and that there is much collaborative effort between the council members and the administration as well as the school staff. This is one strength of the school.

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

The Visiting Team observed that the self-study contained sufficient data, but there was also a huge amount of data available to the staff, and many decisions were being made based on this data. It is recommended that this highly useful data be disaggregated and included in future decision-making endeavors. It is also recommended that all stakeholders be made aware of the data. The data will serve the school well as it moves to implement the goals established in the action plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends both the physical condition and the culture of Canyon View Junior High. The building is clean and well maintained. The facility is conducive to learning and promotes school and community pride. The students feel safe.
- The Visiting Team commends all employee groups for being part of the school's improvement efforts. The Visiting Team noted the support and engagement of the classified and certified staff.
- The Visiting Team commends the amount and degree of parental support at Canyon View Junior High. It is impressive. The community feels like the school is doing a great job of promoting teaching and learning.
- The Visiting Team commends the school for its work and success with the DRSLs. The Citizenship DRSL is institutionalized and has made a big difference in the culture of the school.
- The Visiting Team commends Canyon View Junior High for the many programs available to help students. These interventions are data driven, and they promote choice and accountability for students. Behavior, grades, attendance, and the Top Cat Program are evidence of the school's effort to focus on life-long skills.
- The Visiting Team commends the school's creation of a culture of caring and learning. The framework has been established for fuller implementation of professional learning communities, and this is a credit to all stakeholder groups.
- The Visiting Team commends the availability of the staff. The teachers and administration are approachable, and they listen to students and parents. This concern for the welfare of others was evident in the ISQ results. The school has done a terrific job of using assessment data and opinion data to make decisions regarding school improvement plans.
- The Visiting Team commends the school leaders and stakeholder groups on an excellent job of following the accreditation model, and thereby ending up with a self-study document that can drive future school improvement plans. There is strong alignment between the information that was collected and the action plan that was ultimately created.

Recommendations:

- The Visiting Team recommends that Canyon View Junior High use professional development opportunities to develop expertise among the staff so that faculty can take responsibility for the learning of all members of the team.
- The Visiting Team recommends that the school identify and institutionalize another DRSL. This process will continue to create opportunities for all staff members and stakeholder groups to work together on a school-wide goal. Formalizing PLCs will greatly facilitate this process within the school.
- The Visiting Team recommends that further development of curriculum be done through mapping to ensure that there is strong horizontal and vertical alignment. This will set the stage for creating common formative assessments based on what students are supposed to know and be able to do.
- The Visiting Team recommends that Canyon View Junior High reconfigure its school improvement plan. School-wide goals were segmented in the action plan, but need to be included in the school's improvement plan. (The school does have strong congruency between what was discovered in the self-study and what it has proposed to address these findings.)