The Report of the
Accreditation Visiting Team

Lakeview Academy

527 West 400 North
Saratoga Springs, Utah 84045

April 4-5, 2012

Utah State Office of Education
250 East 500 South
P.O. Box 144200
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Lakeview Academy

527 West 400 North
Saratoga Springs, Utah 84045

April 4-5, 2012

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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 4-5, 2012, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Lakeview Academy 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 Richard Veasey is also commended.

The staff and administration are congratulated for their desire for excellence at Lakeview Academy 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 Lakeview Academy.

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*Board of Regents Appointments
** UCAT Representative
*** CMAC Representative Appointment
**** USBA Advisory Representative Appointment
***** Charter School Representative Appointment

LAKEVIEW ACADEMY

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Julie Anderegg ..... Vice President
Cory Thorson ..... Treasurer
Joylin Lincoln ..... Secretary
Justin Turner .....Member
Alan Daniels.....Member

ADMINISTRATION AND STAFF

School Administration

Richard Veasey ..... Principal
Diane Thurmond ..... Middle School Education Coordinator/Librarian
Ashley Hintze.....Elementary Education Coordinator/Special Ed Director

Counseling

Rachel White..... Counselor

Support Staff

Mandee Black ..... Business Manager
David Hatch ..... IT Director
Autumn Halliday..... Office Manager
Holly Gibson.....Receptionist
Katie Covington ..... Elementary P.E
Delta Stockett..... LEO/Elementary Tech
Jessica Greenwell..... STAR
Jennie Hertzler ..... STAR
Nicole Taylor ..... STAR
Bryan Ettinger.....Facilities Manager
Carl Nelson .....Maintenance
Ginger Plott.....Maintenance

Carmen Partridge ..... Maintenance
Lisa Buffington ..... Head Lunch Lady
Ola Linton ..... Lunch Lady
Julie Phelps ..... Lunch Lady
Terra Willes ..... Lunch Lady

Teacher Aides

Kelly Allred
Debbie Andrus
Alexai Bertleson
Cheri Bertelson
Stacey Cornaby
Vickie Crosby
Aimee Dennon
Tara Fillmore
Tamara Follett
Kathryn Hughes
Shelly Hutchinson
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Camber Grandstaff
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Shayla Stapley
Dusti Street
April Thompson
Kimberly Thompson
Jenna Torgersen
Dodi Weiler
Elizabeth Wyatt
Ruth Young

LAKEVIEW ACADEMY

MISSION STATEMENT

Lakeview Academy's mission is to develop Capable, Confident, and Contributing members of society through learning experiences, which foster growth, creativity and character development. These "three C's" are an integral part of the purpose and design of our program and the school takes great pride in developing these noble qualities in our students.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Capable: A student who is knowledgeable, inquisitive, and an open-minded problem solver.

2. Confident: A student who is able to approach situations with courage, integrity and a strong sense of self-worth.

3. Contributing: A student who is caring, responsible, and proactive in his/her family and community.

Date of visit*:* April 4-5, 2012

MEMBERS OF THE VISITING TEAM

Spencer D. Hansen Centerville Junior High, Davis School District, Visiting Team Chairperson

John Child, Accreditation Consultant, Northwest Accreditation Commission/Utah State Office of Education

Anne Billis, Renaissance Academy

Shelly Fraser, Renaissance Academy

Jake Hunt, Lincoln Academy

VISITING TEAM REPORT

LAKEVIEW ACADEMY

CHAPTER 1: SCHOOL PROFILE

Lakeview Academy is located in Saratoga Springs, Utah, next to Utah Lake. Saratoga Springs is a rapidly growing town; in fact, it is one of the top ten fastest growing cities in Utah. The city plans to continue expanding and issues thousands of building permits each year. Because this community is expanding so quickly, the schools are quickly filling up to their capacities. The smaller classes at Lakeview Academy are much desired by many families of this growing city.

The most visible defining characteristic of Lakeview Academy is the innovative physical layout of the facility. Classrooms are grouped in "pods" that contain grade level classes, large group meeting areas and/or computer labs. This new school model promotes more hands-on learning though groups. It also allows grade-level teams to maximize teaching techniques and rotate activities through the grade levels. Lakeview Academy's progressive approach to education focuses on real-life application and multi-sensory learning that enhances traditional classroom experiences. The collaborative nature of Lakeview Academy's physical layout extends into the culture as well. Parents and teachers work on committees together, which empowers parents to help their children succeed at levels unavailable in models with less parental involvement and accountability. Benchmark assessments are used to help place students in fluid ability-level groups, differentiate instruction, and ensure that students are making the necessary academic gains. Students at Lakeview Academy contribute to the collaborative environment through learning projects, peer tutoring opportunities, and extracurricular activities.

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

Lakeview Academy is a school that functions at State average levels. Language arts and math CRT scores are stable, while science has demonstrated a positive learning trend from 138 in 2007 to 226 in 2011. One area of strength in the student achievement data appears to be writing. Lakeview Academy employs the DIBELS method of reading assessment and utilizes the Saxon Math System for mathematics assessment. Lakeview Academy has been affected by the downturn in the economy through increased rates of free and reduced-price lunch, as well as an increase in general school fee waiver requests.

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

The Visiting Team encourages Lakeview Academy to consider attempts to better represent student achievement data (progress and status scores), as well as disaggregating CRT data to better understand underserved at-risk populations within the school. Thoughtful written analysis of all data presented in the school profile would allow Lakeview Academy to fine-tune its action plan. In addition, the school

should consider creating common assessment rubrics for both the action plan and the charter of Lakeview Academy.

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

The Visiting Team determined that the current school profile is an adequate reflection and is an honest attempt to understand the school's strengths and weaknesses.

Suggested Areas for Further Inquiry:

- Incorporate disaggregation of student achievement data and subsequent written analysis of learning trends.
- Include Common Assessment Rubrics for the action plan focus of writing, as well as the Charter (Mission) of Lakeview Academy.
- Include analysis of stakeholder perception data.

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

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

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

The Visiting Team found that Lakeview's mission statement and DRSL development began in a prior year. The school's team consisted of teachers, parents and a board member, who together created a school improvement plan. This year's team used the existing school improvement plan and CRT data to identify an area of weakness. They noticed that they needed training on the Utah Life Skills booklet, and sought to meet that need. They aligned their DRSL with the Utah Life Skill of communication. The action plan focus that Lakeview Academy identified was writing across the curriculum.

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

The Visiting Team found evidence throughout the classrooms that the DRSLs (Capable, Confident, and Contributing) align with the mission of the school. Teachers have their students write and discuss the three Cs on a continuous basis.

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

The Visiting Team determined that Lakeview Academy is missing measureable indicators that assess the school's progress in assessing the DRSLs. However, there is sufficient commitment to address this issue from both the administrative team and staff members.

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 the school's mission and DRSLs (Capable, Confident and Contributing) guide the school's decisions even at the classroom level. Teachers use the "three Cs" in writing prompts, classroom meetings, and cheers.

Curriculum:

a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah* Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success*?*

The Visiting Team found school-wide evidence that the staff is collaborative in its creation of a Utah Life Skills and core curriculum, with special attention paid to character education (the three Cs) and communication. The accreditation report also indicated that careful attention had been paid by the various stakeholder groups and departments to creating a curriculum that aligns with Utah standards. Most grade level teams report weekly collaboration, primarily around designing curriculum and sharing resources. PLCs are new this year and just beginning the collaboration process.

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

The Visiting Team found that the majority of the faculty and staff members make significant efforts to engage all students in higher-order thinking, inquiry, and problem solving skills. There is evidence that teachers routinely build these skills into daily lesson plans. There is much evidence of differentiation within classrooms.

For students who need an additional challenge, there is substantial evidence of extensions and projects. Pretests identify students who already meet basic standards, and teachers provide extensions for those students. Many of these projects involve significant explorations in inquiry, problem solving and higher-order thinking.

There is collaboration between special education and regular education, and individual students' goals are closely monitored. Students on IEPs are given opportunities to function at the top of their ability level.

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

The Visiting Team found that the various grade levels work collaboratively to develop writing across the curriculum. There is significant evidence that the students are writing in math, science, and social studies, not just in language arts. Additionally, other stakeholder groups such as PLCs report that they have begun the collaborative process both horizontally and vertically to develop and utilize a curriculum that encourages writing across the curriculum. The leadership team acknowledges that continued collaboration is necessary to fully embed and assess the DRSLs.

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

The Visiting Team found that the staff uses assessments extensively in math to level and to monitor progress. Additionally, each teacher monitors students in the elementary grades in DIBELS. As a next step, the staff recognizes that a school-wide rubric for writing across the curriculum is needed. Plans are in place to develop grade level rubrics and then to use PLCs to create a spiraled, school-wide rubric.

Additionally, the staff indicated that students on IEPs are closely monitored by both special education and their regular education teachers to reach individual goals.

Instruction:

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

The Visiting Team found that the teachers of Lakeview Academy use a variety of instructional strategies to enhance student learning. Math is taught at the same time for the entire school, thus allowing leveling according to the Saxon Math program. The students are given 70 minutes of math and science instruction every day. Each teacher is assigned an aide for the first four hours of the day, thus allowing the teachers to work one-on-one with students and progress monitor. The teachers differentiate their lessons and classes. They provide enhancement activities that allow students to accelerate or engage in alternative assessments.

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

The Visiting Team has found that Lakeview Academy is working on implementing the DRSLs in every classroom by incorporating writing more abundantly. The school is explicitly teaching the writing process across the curriculum. The Visiting Team found evidence of teachers at Lakeview Academy using the Daily 5 as a way to incorporate writing.

c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?*

The Visiting Team found that the administration identifies the needs of the staff based on what programs they are implementing and the ability of the staff. Lakeview adopted Love and Logic as its discipline model, and as a result invited a Love and Logic trainer to a professional development. Lakeview Academy has also provided trainings on technology and writing. Many of the school's teachers have sought a gifted/talented endorsement through Utah State.

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?*

The Visiting Team noted that most teachers at Lakeview Academy are highly qualified and are seeking gifted/talented endorsements. Most teachers are knowledgeable and proficient in their instructional area. The teachers meet weekly to discuss students and reflect on their own practices. Teachers are encouraged to develop talents and to incorporate best 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 found that, to a large extent, Lakeview Academy has a great emphasis on technology in the classroom. Each classroom is equipped with Smart Boards and projectors. There are mobile labs available for student use, and the students rotate once a week through a specialty rotation.

Assessment:

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

The Visiting Team found that Lakeview Academy has goals outlined in the charter that address expected proficiency levels on CRT testing. It was also evident that the literacy, math, and science PLC groups have started the process of creating rubrics to articulate student expectations. The Visiting Team encourages Lakeview Academy to further articulate the expectations of the school with a specific focus on student achievement.

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 observed that Lakeview Academy follows all testing requirements prescribed from the state of Utah. The school reviews the data from year-end tests

and makes adjustments based on results. For language arts assessments, the school uses DIBELS in the elementary and the Six-Minute Solution in the middle school to monitor fluency school-wide. The math program uses Saxon benchmark tests to assess student learning.

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 learned that the professional staff at Lakeview Academy reviews CRT scores to identify students who aren't learning. There is evidence that interventions have been put in place to help individual students who are struggling, and that curricular changes have been made because of test results in hopes of better meeting the academic expectations.

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

The Visiting Team observed that the school is committed to continuous professional development. Teachers stay after school on Wednesdays until 5:00 to receive additional professional development, work in grade level teams, and focus on issues within their professional learning community (PLC).

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

The Visiting Team did not see a completed school-wide scoring tool to assess the identified DRSL. However, Lakeview Academy has articulated a plan to address this issue, and there is sufficient buy in from all staff members. The Visiting Team has every confidence that a scoring tool will be put in place and implemented consistently between different grade levels.

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 Visiting Team observed a structure in place whereby the school leadership is able to spend time in the classroom. Additionally, the Elementary and Middle School Coordinators facilitate professional development and promote quality instruction focused on the identified needs of the school. Many teachers indicated that the professional development provided at the school was essential to their success in the classroom.

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 observed that the school is in the process of collecting and analyzing data. All curriculum and interventions that have been implemented are research-based. Many of the decisions made to promote further student achievement and instructional effectiveness in the school come from the PLCs created within the school, grade level team leaders, or members of the school improvement team.

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 determined that the expenditures of the school have been focused on meeting the needs of the school as identified by the school improvement plan. Funds have been allocated to provide professional development, new curricular focuses, and interventions to help students performing below grade level.

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 observed that the organization of the school allows for the community to have input in the decision-making process. An SAC council and a parent board offer parents opportunity for input. Vertically aligned PLC communities and an organization with team leaders allow for the input of teachers and staff into major decisions. The administrative team seeks out the ideas and suggestions of the leaders of these groups.

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 Visiting Team determined that while a formal system does not exist, students clearly articulate that they have an adult staff member who knows them well and advocates for their learning. Students and parents both mention what a warm, caring place Lakeview Academy is to attend.

School Services:

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

Facilities and Finances:

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

CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

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

The Visiting Team found ample evidence of a strong school improvement plan. The plan has been developed by the Board of Trustees and the school principal. Items listed on the plan are specific and time-bound. There is sufficient buy-in among the faculty and commitment to review the school improvement plan annually.

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 determined that Lakeview Academy has a robust professional development plan and staff expectation of implementation with fidelity. The school principal is heavily involved in staff development and actively seeks out opportunities for teachers to learn new skills. Staff development opportunities are well aligned with the school improvement plan.

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 found that to a large extent, the new action plan is adequate for Lakeview Academy, and there is a commitment school-wide to its implementation.

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

The Visiting Team determined that the leadership at the school expects positive and productive change, yet is supportive of teachers at the same time. The school principal and his leadership team understand the school improvement process.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team found evidence that the school is fostering community building with weekly team meetings and bi-weekly vertical PLC meetings.

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

The Visiting Team found evidence of school networks with parent volunteers, after-school activities and working with other schools to support student learning.

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

The Visiting Team found parents and teachers collaborating in PLC groups in behalf of student achievement. Lakeview Academy also has a SAC (parent support group) and a Board of Trustees. These two groups are heavily involved in school improvement efforts.

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

The Visiting Team determined that the results of school improvement are discussed by the faculty and in Board of Trustees and SAC meetings. School improvement efforts are documented annually and discussed. Communication regarding school improvement efforts is posted on the school website and communicated to the public via e-mail from the school principal.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Lakeview Academy on a common understanding and implementation of the school's charter.

- The Visiting Team commends the faculty and staff of Lakeview Academy for creating a positive school climate where students feel safe, accepted and cared for.

- The Visiting Team commends Lakeview on a common school and classroom behavior management system that is implemented with fidelity across grade levels.

- The Visiting Team commends Lakeview on the integration of technology used in classroom instruction. This focus on integration will create more stimulating learning environments conducive to learning.

- The Visiting Team commends Lakeview Academy for its developmentally responsive approach to school scheduling. The changes adopted this year will better serve Lakeview's school population.

Recommendations:

- The Visiting Team recommends that Lakeview Academy continue its pursuit of the implementation of PLCs. Strong external professional development will be needed to help staff members understand what a PLC is and what it is not.

- The Visiting Team recommends that Lakeview Academy make stronger efforts to disaggregate student achievement data and provide thoughtful analysis of learning trends among student sub-populations in the school.

- The Visiting Team recommends that Lakeview Academy revisit the focus group process and align its PLC structure with the elements of the seven focus group domains.