

**The Report of the
Accreditation Visiting Team**

**North Davis Junior High School
835 South State
Clearfield, Utah 84015**

March 25-26, 2010



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**North Davis Junior High School
835 South State
Clearfield, Utah 84015**

March 25-26, 2010

UTAH STATE OFFICE OF EDUCATION

**Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

Brenda Hales, Associate Superintendent

**Lynne Greenwood, Director
Curriculum and Instruction**

**Gerolynn Hargrove, Coordinator
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist
Curriculum and Instruction**

Salt Lake City, Utah

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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, March 25-26, 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 North Davis 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 Ryan Hansen is also commended.

The staff and administration are congratulated for their desire for excellence at North Davis 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 North Davis Junior High School.

Larry K. Shumway, Ed.D.
State Superintendent
of Public Instruction

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Salt Lake City, UT 84114-4200

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Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Meghan Holbrook*
775 North Hilltop Road
Salt Lake City, UT 84103
Phone: (801) 539-0622

Rosanita Cespedes*
1470 S 400 E
Salt Lake City, UT 84115
Phone: (801) 466-7371

Charlene Lui**
766 N 900 W
Orem, UT 84057
Phone: (801)230-5109

Douglas J. Holmes***
274½ 25th Street
Ogden UT 84401
Phone: (801) 479-8163

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Pam ParkAssistant Superintendant
Craig PollAssistant Superintendant
Rick Call School Director – Junior High

NORTH DAVIS JR. HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Ryan Hansen Principal
Brian Hunt..... Asst. Principal
Steve Poll Asst. Principal
Shelly Wright..... Asst. Principal

Counseling

Tom Hutchinson..... Counselor
Van Hutchinson Counselor
Judee Murray Counselor

Support Staff

Kimberly Augustin..... Program Care Director
Toni Bauman..... Adapt. PE/SPED
Lindsey Brown..... Vision Specialist
John Chidester..... Family Advocate
Jeanette Ellsworth..... Head Secretary
Amanda Garza ISS
Raydeen Jaques..... Special Ed Secretary
Danielle Jenkins Vision
Roxanne Joesten..... Speech/Language
Raina Jones Psychologist
Ronald Karren..... Hearing
Al Keime..... Transitions
Christine Kessling..... Computer Lab Supervisor (p.m.)
Jim Lots..... Media Specialist
Bryan McNally..... Head Custodian
Jamie Meyer..... ZAP Coordinator
Curtis Nielsen..... SRO
Crystal Nies..... 504 Coordinator
Esther Powell Attendance Secretary
Becky Simmons Computer Lab Supervisor (a.m.)
Linda Williamson..... Head Cook

Faculty

Angela Applonie
Linda Arnold
Kimberly Augustin
Jed Barker
Sharee Bascom
Kristen Beecher
Carol Beeton
David Bryan
Kipp Chandler
Jana Coates
Brian Crosby
Jen Cutler
David DeMille
Kathy Edgel
Ben Elmer
Shana Embley

Kris Geier
David Griffin
Gary Hatch
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Greg Holtry
Lindsey Huss
Jodi Hutchinson
Diane Ivie
Pingli Ji
Adam Kennah
Bonnie King
Jeff LeBaron
Vickie Merrill
SusieDee Miller
Lisa Neubert
Renee' Nicholls

Anne Nilsen
Dan Polad
Barbara Prograss
Jack Senninger
Robert Shumway
Zachary Sparks
Jill Stuart
Pauline Todd
Amy Tye
Trish Udy
Douglas Wach
Paul Walton
Mindy Williams
Kenneth Wright

NORTH DAVIS JUNIOR HIGH SCHOOL

MISSION STATEMENT

The North Davis Junior High community empowers students through effective teaching and learning.

BELIEF STATEMENTS

We believe . . .

- effort leads to success.
- each student matters.
- everyone benefits when there is positive interaction and mutual respect.
- reading is an essential skill across the curriculum.
- students learn best when they are actively engaged in their learning.
- teachers have the right to teach and students have the right to learn.
- a clean and safe building provides an atmosphere for learning.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. **Personal Growth and Character:** Students will accept responsibility as they follow the Big 5, complete work and turn it in, and understand the importance of and improve citizenship grades.
2. **Communication:** Students will use a variety of formats and purposes in written communication. Examples include: express and support an opinion, write to learn, predict and reflect, and report. Students will actively listen, respond appropriately, and acknowledge the ideas of others during activities such as cooperative learning, classroom lecture, classroom discussion, classroom presentation, and one-on-one conversations.

3. Thinking and Reasoning: Students will demonstrate problem solving skills as they recognize consequences; change inappropriate behavior; follow process of learning, common assessment, CRT, end of level, project completion; reduce discipline referrals from one term to the next term; reduce the number of problems to the office from term to term.

Date of visit: March 25-26, 2010

MEMBERS OF THE VISITING TEAM

Dr. Nancy L. Jadallah, Eisenhower Junior High School, Granite School District,
Chairperson

Thane Hutchinson, Mount Logan Middle School, Logan School District

Michael Roach, Eisenhower Junior High School, Granite School District

Trudy Sportsman, Rocky Mountain Junior High School, Weber School District

VISITING TEAM REPORT

NORTH DAVIS JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

North Davis Junior High School opened its new building in 2005, after the old building was demolished. The school is located in Clearfield, and is the only junior high to serve only students from the Clearfield community. Clearfield is characterized by primarily low socio-economic families, single-parent households, and the accompanying factors that go along with those characteristics. That said, there is a high mobility rate and a constant influx of students. Clearfield's population is diverse, and growing more diverse each year.

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

The school community continues to become more diverse each year. The students with disabilities, English language learners, and Hispanic subgroups are considerably lower in their academic achievements than the other subgroups.

There are major differences in perception among the teachers, students and parents on issues of parental support, student commitment, accessibility of administration, rewards and recognition, building trusting relationships, and clear expectations. In speaking with the various groups, the Visiting Team discovered more of a perception problem than an actual problem. While the ISQ survey indicated a disconnect between group responses, in speaking one-on-one with the individual groups the Visiting Team found their perceptions to be in sync for the most part.

There was a disproportionate focus on discipline over academic performance in the self-study report. This situation exists as a carry-over from the last administration. With the move into the new building and a rash of behavioral incidents and overall unacceptable school-wide behavior, the faculty decided that in order to improve academically, the school-wide behavior management plan needed to be addressed. So the school created the "Big Five," a set of five school-wide behavioral expectations. This became the key focus of the DRSLs as well. The current administration understands that it is time for a shift in the focus, as the climate of the school is much improved and more positive. The focus now will be on improvement of academic performance.

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

The Visiting Team indicated that the school profile should include additional data on discipline, reading scores, a school rating on the NSSE rubrics from the focus groups, comparative data on before and after the Big Five interventions on academics, and data that reflect the effects of Program CARE on discipline, attendance and academics.

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

To a limited extent, the self-study accurately reflects the school's current strengths and limitations. The self-study report does not adequately address the academic achievement and progress of the students, nor the improvements made in the school. Reading the self-study, one might infer that the students were very unruly and out of control. This was not what the Visiting Team observed. Rather, we observed a very friendly, well-behaved group of students who were interested in learning, felt positive about their education and their teachers, and had very few suggestions for improvement. Additional data might have given more insight into the positive outcomes occurring in the school.

Suggested Areas for Further Inquiry:

- Collect additional data (or report the data already gathered) on students' improvements in reading, math, and behavior, as well as attendance data.
- Complete the adoption of common assessments, and include the benchmark data on these assessments for comparative purposes.

**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?*

To a large extent, the school's mission statement, beliefs, and DRSLs were developed collaboratively by the school community to define a compelling purpose and vision for the school. The administration believes that the vision of the school should be more academically focused, and will work with the faculty to move more in this direction in the years to come. The vision of the school has been to build character and student responsibility. The staff met several times, and attended a two-day retreat to rewrite the mission statement. The new mission statement is quite succinct, and reflects the school's beliefs. The DRSLs were created during the retreat, which had a "Disneyland" theme; the staff actually rewrote the lyrics to Disney songs to include themes from the DRSLs. Almost every teacher we asked could sing the lyrics, indicating that the event was memorable.

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

The Visiting Team felt that, to a limited extent, the mission and beliefs align to support the DRSLs. There is a disconnect between the mission, the DRSLs, and the SSAP that was not indicated in the school's self-study report. The mission statement is about teaching and learning, while the main focus of the self-study document and the DRSLs is character building and student discipline. The mission statement and the belief statements, however, are aligned. With a more academic focus, the DRSLs, SSAP, and belief statements will also be more in alignment.

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

To a limited extent, the Visiting Team noted that the measures were not clearly defined in terms of how to assess the school's performance on the DRSLs, let alone individual students' progress toward meeting the DRSLs.

The Visiting Team noted that the school has made a good effort to delineate the indicators for the DRSLs, but needs to revisit the DRSLs and list specifically what the students need to know and be able to do by the time they leave the school. In doing so, the assessment pieces will become more obvious and will need to be stated.

- 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?*

To a large extent, the mission, beliefs and DRSLs guide the procedures and decisions of the school and appear evident in the culture of the school. It is evident, when speaking with teachers and students, that the school is all about learning and improving on its performance in academics, behavior, and/or extracurricular activities. Students overwhelmingly stated that they knew teachers cared about them personally; wanted them to succeed, academically and otherwise; and were genuinely interested in them.

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?*

To a moderate degree, the Visiting Team observed that the staff has worked diligently and collaboratively to ensure the curriculum is based on the Utah Core Curriculum and is reflective of the Utah Life Skills, especially in the CTE Department. The staff has begun the process of vertical articulation and alignment of curriculum, as well as continuing the horizontal articulation and alignment among teachers at the school.

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

To a moderate extent, the Visiting Team noted that teachers engaged students in problem solving and higher-order thinking skills. The question still remains as to what degree all students become engaged, as the statistics and data would indicate there are subgroups that are not engaged in the learning (although there are multiple programs to address their “non-learning” and “non-engagement”). Opportunities exist, if the students chose to take the opportunities.

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

To a limited extent, the Visiting Team noted that the staff works collaboratively to support the development of a curriculum that focus on the school’s DRSLs. The problem is not that the staff doesn’t collaborate, but the DRSLs that they have created primarily focus on mild behavioral expectations of the students instead of focusing primarily on academic concerns. This is addressed in the recommendations.

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

To a very limited extent, the Visiting Team noted and observed that the staff is using assessments to drive the curriculum to ensure that all students can reach the intended learning outcomes. First of all, the school has developed common assessments in a couple of departments only. The school uses end-of-year CRT scores and grades for evaluation of student progress. Teachers did indicate that they are beginning conversations around the development of common assessments in all departments, but this process is in the initial stages.

Instruction:

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

The Visiting Team observed that, to a significant extent, the North Davis Junior High teachers use a variety of instructional strategies to enhance student learning.

While observing classes at North Davis Junior High, the Visiting Team noted that a variety of effective instructional strategies were being implemented in the classroom. Teachers gave clear instructions to students, often using their whiteboards or projection systems to clarify their objectives. Other strategies included collaborative work, audio activities, direct instruction, modeling, whole-classroom discussion, manipulatives, and one-on-one instruction during independent activities.

Other instructional strategies that were not directly observed but were recognized through discussion with teachers and students include multimedia presentations, hands-on computer research instruction, learning and review games, and student presentations.

Perhaps the most notable instructional strategy used by North Davis teachers is their ability to make classroom education relevant, as well as “fun and engaging,” to students in their personal lives. Because of the connections teachers make between students’ education and their world, students are engaged and feel that their learning is pertinent.

- 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 noted that the identified DRSL on which North Davis Junior High has chosen to focus is personal growth and character. The Visiting Team finds that classroom strategies for student character instruction are demonstrated to a moderate extent.

Though the Big Five are posted in classrooms and throughout the school, and students seem to know them, they are not explicitly taught as part of daily classroom instruction. The personal growth and character DRSL, however, is embedded in the everyday activities of the classroom as teachers demonstrate and expect responsible behavior of their students by requiring them to submit their work in a timely manner, arrive on time to class, and to get along with other students through collaborative work. The faculty at North Davis Junior High is available for students, and encourages them to improve their grades and to seek help when necessary, but it is ultimately the students’ responsibility to make it happen.

- 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 noted that the school’s professional development program is guided by identified instructional need to a limited extent. Though the school schedule is organized so that the faculty has time to develop and improve instructional strategies to support student learning, it is not evident at this point that time has been devoted to collaborative decision-making, planning, and instructions based on specific data with regard to student needs and performance.

- 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?*

To a moderate extent, the teachers of North Davis Junior High are proficient in their knowledge of content-area material, and they are moderately knowledgeable about current research on effective instructional approaches as they apply to their own practices. As faculty members receive increased professional development time and instruction, current practices based on research will have a greater influence on classroom instruction and teachers’ reflection on their own 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?*

To a moderate extent, the Visiting Team noted that North Davis Junior High continually increases the integration of state-of-the-art technology, but a well-defined plan for the integration of this technology into curriculum, instruction, and assessments is only moderately evident.

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?*

To a moderate extent, the North Davis Junior High School staff has developed classroom or school-wide assessments with performance standards that have clearly articulated expectations for student achievement. Departments throughout the school are collaborating and making good progress toward communicating and assessing students on academic content. Progress toward communicating and assessing students on the DRSLs is emerging and variable. It is extremely evident that the staff has been actively involved in the collaborative development of the DRSLs. The staff has sought the input of parents on the life skills contained within the DRSLs. The staff has developed indicators, benchmarks and rubrics that accompany each DRSL. The Visiting Team commends the staff for being so collaborative in the process of developing the DRSLs. The Visiting Team recommends that the staff continue to seek out methods of integrating these expectations into instruction and assessing students regularly on these expectations. The rubrics can be tremendous tools in helping students understand individual progress on each DRSL.

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

To a moderate extent, the Visiting Team noted that the staff members of most departments/subjects have engaged in the processes of operating under the principles of a professional learning community (PLC) in order to be fair, objective, and equitable in assessing student progress towards achieving academic expectations. They have developed curriculum maps together. Some have begun developing common assessments. It is evident that each department at North Davis assesses students in a variety of ways. The staff members seem to be conscious of the need to provide students with multiple lines of assessment and to help each student succeed. Students feel that they have multiple opportunities to demonstrate learning. For example, there is evidence of students being assessed through writing, performance tasks, projects, group assignments, oral presentations, informal checks for understanding, and other means. The Visiting Team commends the staff for utilizing a variety of assessments. The Visiting

Team recommends that the staff continue to develop the curriculum maps and common assessments so that they may begin to use the data yielded from the common assessments in a collaborative manner to direct or redirect instructional efforts. The Visiting Team also recommends that the staff be given ongoing contract time on a regular basis to do this work.

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

To a moderate extent, the Visiting Team observed that the professional staff uses data to assess the success of the school in achieving its academic expectations. It is apparent that the school studies the CRT data and the grade reports, in departments and as a whole school, to determine what the students need to succeed. It appears as if other forms of data are used and available as well. The Visiting Team recognized the variety of achievement data available on the school data wall. The Visiting Team commends the staff for recognizing the value and providing time to look at the data. The Visiting Team recommends that the school utilize the variety of achievement data available to help develop, drive and evaluate progress toward meeting school improvement goals set forth in the school improvement plan and self-study.

- 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?*

To a moderate extent, the Visiting Team found that the school's professional development program allowed opportunities for teachers to collaborate in developing a broad range of student assessment strategies. The school has early-out time on Fridays. Members of the staff utilize this time in variety of ways. They currently meet once a month to work on the DRSL implementation, once a month in departments, once a month as a whole faculty for meetings, and once a month in the school accreditation focus groups. The Visiting Team commends the staff for being so willing to collaborate with each other. The Visiting Team recommends that the staff be given more time to collaboratively work on assessment strategies and action plans set forth in the school improvement plan and accreditation self-study.

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

To a great extent, the Visiting Team noted that the staff at North Davis Junior High initially came to an organizational agreement on what all three DRSLs at North Davis Junior High should be. They also developed rubrics to be used to assess student progress towards the three school-wide DRSLs. The identified DRSL is "Personal Growth and Character." This particular DRSL has two action plans. The first focuses heavily upon student management items, the Big Five. The action plan includes action steps, a timeline for each step, estimated resources, person(s) responsible, and a DRSL indicator. The Visiting Team does not see evidence of how the school plans to measure progress on this

action in the self-study report. The Visiting Team recommends that the school begin to identify methods of measuring progress toward this action and those connected with the other DRSLs. The Visiting Team also recommends that the school continue keep tabs on the pulse of the school through available achievement and needs assessment data in order to ensure that the identified DRSL is indeed what the school needs to continue to focus upon.

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 Visiting Team noted that, to a large extent, the school leadership promotes quality instruction by fostering an academic learning climate that actively supports teaching and learning. It is obvious to the Visiting Team that each member of the leadership team is focused on quality instruction and works hard to create a climate that is positive and rewards success for teachers and students. The leadership promotes an academic learning climate by promoting high-quality professional development for its staff, and by creating opportunities for teachers to collaborate, work on common assessments, and refine the school's DRSLs.

- 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?*

To a large extent, the Visiting Team observed that the school leadership employs effective decision making that is data-driven, research-based and collaborative to monitor progress in student achievement and instructional effectiveness. The leadership team utilizes a "data-wall" as a focal point when entertaining crucial conversations with departments and the School Community Council on student achievement. The focus has been on student behavior, but the current administration is working hard on shifting the focus to student achievement, encouraging them to use common assessments, frequent progress monitoring, and benchmarks to define student achievement and drive instruction.

- 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?*

To a large extent, the Visiting Team observed that the leadership provides 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. In terms of allocation of resources, the school is well equipped with the latest in technology, has adequate supplies, adequate resources for the teachers and staff, and provides for students who do not have adequate resources. The after-school PROGRAM CARE also allows students to attend classes regarding of ability to pay.

The teachers indicated that there was support from the school and district leadership for teachers who wish to attend professional development opportunities, both locally and at state and national conventions.

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

The Visiting Team found that, to a large extent, the school leadership empowers the entire school community and encourages commitment, participation, collaboration, and shared responsibility for student learning through offering meaningful roles in the decision-making process.

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

The Visiting Team found that, to a moderate extent, the school has 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 students are assigned to an advisory period. Teachers in the advisory period check students' academic progress once a week. The office staff prints off status reports weekly and places them into the advisory teachers' mailboxes. They are supposed to track students' progress and monitor those students who struggle. One of the expectations is for teachers to build positive relationships with these students.

Counselors also meet with every student personally for SEOPs yearly as well as when needs arise with personal issues and/or scheduling issues. The ZAP teacher also works personally with the struggling students, building positive relationships, and assisting students with their missing assignments and homework.

The Mother Goose program was created by the administration to assist struggling incoming 7th grade students. Identified students from the 6th grade are assigned to one of the principals. Each principal calls students down and checks on their attendance, tardies, and grades on a weekly basis. They also reward them for improvement and for stellar performance. The Hispanic students are also monitored by the administration. Each morning the boys are asked to stop by the office and the administration checks for tardies, attendance, and grades. They are rewarded with candy bars for positive behaviors and or academic performance.

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 Visiting Teams feels that North Davis Junior High has adequately developed and implemented a comprehensive school improvement plan. The school has identified areas of concern, developed and implemented an appropriate action plan to address those concerns, and collected some data to analyze the effectiveness of the plan. The plan is scheduled to be revised and reviewed by the school and all stakeholders on a regular basis.

The Visiting Team commends the school for putting its time and effort into looking at the school critically, as well as developing and implementing the plan.

The Visiting Team encourages the faculty and staff to look critically at adopting and implementing goals that are measurable and data driven.

- 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?*

To a limited extent, the Visiting Team noted that the school has addressed and aligned an ongoing professional development plan focused on the school's goals for improvement. The team noted that the staff believes in the benefits of professional development and assesses the school's needs on an ongoing basis, but it wasn't evident that there was a professional development plan in place that addressed those needs.

- 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?*

To a moderate extent, the new/revised school-wide action plans are adequate in addressing the critical areas for follow-up. The Visiting Team recognized two separate improvement plans. The Visiting Team recommends that the North Davis Junior High staff bring the goals and action plans set forth in the school accreditation self-study into alignment with the school improvement plan goals. The goals set forth in the plans allow for follow up. However, the Visiting Team recommends that the timelines contained within the action plans of the school self-study be looked at closely and adjusted, if necessary, to give specific deadlines for the completion of goals. The Visiting Team

recommends that staff members be given adequate time to implement these goals and actions.

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

To a moderate extent, the Visiting Team noted that the school does create conditions that support productive change and continuous improvement. It was evident that the new leadership has made in-roads with the staff and made a commitment to the improvement of the school, and is now focusing on student achievement as its primary concern, as well as continuing to improve the school climate.

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

The Visiting Team noted that significant progress has been made regarding student behavior, which was the main focus of their action plan. Most teachers felt and expressed that the improvement of the school climate has progressed to a point where the staff can now look at student achievement rather than discipline.

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

To a limited degree, the school has addressed the major recommendations. There were three major recommendations and several other suggestions. The former Visiting Team recommended that the school create a data management system and collect data to drive instruction and address student achievement. While the Visiting Team observed that data was in fact used, it still was not evident in the report. The report addressed only CRTs and grade reporting. Progress monitoring of students should have been included in the data.

The other recommendation is that all stakeholders be involved in the process of the self-study. There was considerable improvement in the area of parental involvement, but the students were not included in the process.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team feels that North Davis Junior High has succeeded to a great extent in developing a successful relationship with the community. Notable successes include a

city partnership for an adjoining recreation and aquatic center, a strong and beneficial relationship with the mayor, and a functioning and active Community Council.

The after-school CARE program is particularly to be commended for providing numerous opportunities for the students and community to be involved in extracurricular activities such as the monthly family night, dinner theatre, adult education classes, and Culture Fair.

North Davis Junior High has also invested considerable resources into training the faculty in English as a Second Language practices as well as in Ruby Payne's Professional Development on teaching students in poverty. The Visiting Team recommends that the school continue to look for ways to involve all communities, but particularly those communities that have historically shown less willingness to be engaged in the school community.

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

The Visiting Team observed that, to a moderate extent, North Davis Junior High is adequately extending its current collaborative networks with the local government and local stakeholders, as well as parents. The school is to be commended for its close partnership with its local PTSA organization. Furthermore, both the school and PTSA are to be commended for revitalizing the PTSA as an active participant in the school. The Visiting Team recommends that the school continue to cultivate relationships with local stakeholders to secure a broader base of support for the school learning community. Also the Visiting Team encourages the fostering of cross-curricular collaboration by setting aside the time needed for the planning of curriculum units across school departments.

- 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, to a great extent, North Davis Junior High has done an adequate job of involving the school community in the self-study process through its Community Council and PTA. The Community Council and local government leaders have credited the administration for the energy with which they have sought input and help from the surrounding community.

However, the Visiting Team noticed a disconnect regarding perceptions of parental involvement between the faculty and staff of North Davis Junior High and the parents and students. Surveys of the staff and faculty indicate a concern with the perceived lack of parental involvement and engagement in their children's education. In contrast, surveys and interviews with parents and students show their perception to be that they are both engaged and caring. The Visiting Team encourages a collaborative effort between the school and community to articulate what an engaged parent is, and then to communicate that expectation to the faculty, staff, and community.

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

To a limited extent, the Visiting Team felt that North Davis Junior High communicates school improvement data and information through mailings home, the school website, Community Council meetings, and postings at the school. The Visiting Team recommends that a faculty or staff member be assigned to ensure that the school website is updated with correct and timely information on a regular basis.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the staff and leadership for promoting a very positive, friendly, and safe school climate.
- The Visiting Team commends the leadership for its increased focus on student achievement, and for being a positive behavioral support for students.
- The Visiting Team commends the staff and leadership for empowering the students of North Davis Junior High to succeed in a multitude of venues.
- The Visiting Team commends the staff and leadership for involving the Community Council, parents, PTSA, and key community members in the school improvement process.
- The Visiting Team commends the staff and leadership for providing a caring and supportive environment for all students.
- The Visiting Team commends the staff and leadership for providing multiple opportunities and activities, both academic and extracurricular, for all students.
- The Visiting Team commends the leadership for providing state-of-the-art technology in the classrooms.
- The Visiting Team commends the staff for its use of varied effective instructional strategies that keep the students interested and engaged.
- The Visiting Team commends the staff for creating an appealing, visually attractive, and entertaining school and classroom environment.

- The Visiting Team commends the staff for addressing the needs of all readers in the school, and creating a reading program that is effectively increasing student reading scores.
- The Visiting Team commends the staff for its implementation across all content areas of the Writing to Learn program, and for its subsequent success.

Recommendations:

- The Visiting Team recommends that the staff revisit the action plan and align it with the school achievement plan.
- The Visiting Team recommends that the staff include all relevant data regarding student performance and discipline in the self-study report.
- The Visiting Team recommends that the staff continue its work in developing curriculum maps and subsequent common assessments in all content areas.
- The Visiting Team recommends that the staff be given adequate professional development time in which to continue to refine the school's DRSLs, the indicators, and especially the assessments by which the DRSLs can be measured.
- The Visiting Team recommends that the leadership consider the number of preparations teachers are assigned, and limit these so that teaming and collaboration can occur.
- The Visiting Team recommends that common consultations be considered, or that additional time be set aside in which collaboration and cross-curricular activities can be planned.
- The Visiting Team recommends that all staff members create web pages that are user friendly, up to date, and comprehensive in order to inform parents and to assist students in their academic successes.
- The Visiting Team recommends that effective reading strategies be taught across the curriculum and targeted to teach functional and informational text.
- The Visiting Team recommends that all teachers post daily content and language objectives so that students understand explicitly what is being taught and what is expected.
- The Visiting Team recommends that all stakeholders be given the opportunity to become involved in the self-study process.
- The Visiting Team recommends that the staff revisit the DRSLs and focus them more on academic achievement.