

**The Report of the
Accreditation Visiting Team**

**Oak Canyon Junior High School
111 South 725 East
Lindon, Utah 84042**

October 5-6, 2010



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

**Oak Canyon Junior High School
111 South 725 East
Lindon, UT 84042**

October 5-6, 2010

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

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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, October 5-6, 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 Oak Canyon 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 Scott Sumner is also commended.

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

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State Superintendent
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OAK CANYON JUNIOR HIGH SCHOOL

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Colleen Green Assistant Principal
Keith Grover Assistant Principal

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Tami Platte Counselor
Dr. Kathy Bitner..... Counselor

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Karl Gadd	Jody Lindsay	Jon Winget
Penney Gauchay	Lisa Lister	

VISITING TEAM REPORT
OAK CANYON JUNIOR HIGH SCHOOL

MISSION STATEMENT

Together We Learn for Life

BELIEF STATEMENTS

- Education becomes a lifelong process when students enjoy learning.
- Students learn responsible behavior when respect for others is encouraged, expected, and modeled.
- Quality education results when all students' needs are met through the cooperative efforts of diligent students, effective educators, involved and concerned families, and the community.
- The ethical use of technology combined with effective teaching promotes student learning.
- Skills, knowledge, and values are best acquired in a safe environment.
- Students learn to become well-rounded, contributing citizens in a world community.
- Students learn best when academic learning time is valued, and protected from distractions.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Lifelong Learner
 - Refines skills and knowledge by acquiring a variety of higher level thinking.
 - Sets high standards for self improvement and learning.
 - Organizes resources of information technology and time to achieve success.
2. Effective Communicator
 - Effectively and respectfully communicates through verbal and nonverbal forms.
 - Collaborates respecting individual differences and resolving conflicts as they arise.
3. Responsible Citizen
 - Respects differences in culture, beliefs, values and social structures.
 - Interacts positively with teachers and peers.
 - Maintains personal accountability for individual decisions and actions.

Date of visit: October 5-6, 2010

MEMBERS OF THE VISITING TEAM

Ben Lems, Canyons School District, Visiting Team Chairperson

Brent Blackburn, Farmington Junior High School, Davis School District

Cathryn Davies, Mount Logan Middle School, Logan School District

Paula Evans, Tintic High School, Tintic School District

Eric Ferin, Spanish Fork Junior High School, Nebo School District

Tim Lowe, Dixie Middle School, Washington School District

VISITING TEAM REPORT

OAK CANYON JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Oak Canyon Junior High School opened in 1993. The school is located in Lindon, Utah in an upper middle class neighborhood. Oak Canyon Junior High School is one of eleven junior high schools in the Alpine School District. Current enrollment is 1180 students which is down from a high of 1454 in 2004. Enrollment has steadily declined in the past 5 years. Although the student population has dropped in the last several years, the number of special education students has remained constant. This is partly due to the addition of the ED unit that serves the southern half of the Alpine School District. The number of ELL students has declined over the past few years as well while the number of students receiving free or reduced lunch has increased.

Of the 1180 students currently at Oak Canyon Junior High School, 125 (10.5%) are minority students, 129 (10.9%) receive special education services, 241 (20.4%) receive free or reduced lunch, and 39 (3.3%) are classified as ELL students. Oak Canyon Junior High School is a productivity school. This, along with current economic conditions, has caused class sizes to increase from an average of 27.5 students per class before productivity to 36.5 today.

In 2006 two significant changes were made to the school's schedule. Oak Canyon Junior High School incorporated the block schedule and integrated an "early out" day every Monday for department planning and collaboration. These changes provided more time for teachers to meet as departments or in other collaborative learning groups to discuss student's needs and receive needed professional development.

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

Achievement levels among students at Oak Canyon Junior High School are generally above national, state and district levels in all areas. Staff members attribute this to their concern for the success of each individual student and programs such as PUSH and eTime.

Oak Canyon Junior High School has a number of programs for high achieving students including Spanish 4, AP Geography, PUSH and several other advanced level classes.

There is a conscientious effort to help struggling students succeed through remedial programs and time set aside each day for tutoring through the eTime program.

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

The Visiting Team recommends the school revisit their action steps to state their school goals in terms of actual outcomes instead of processes.

The inclusion of rubrics used to measure the acquisition of skills related to the DRSLs would be useful to include in the school profile.

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

The Visiting Team found that the school did an exceptional job in accurately portraying the school's strengths and limitations. The school addressed most of their limitations in their self-study and has taken a pro-active approach to make improvements in those areas.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that school expand their reach to identify at-risk students other than those who qualify for special education services and find ways to individually address their needs.
- The school should develop a tool to assess the impact that the PUSH and eTime programs have on student achievement.

**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?*

There is evidence that the school has taken time over the past several years to collaboratively revise the school's mission, beliefs, and DRSLs using members from the school community; including teachers, administration, and students, as well as community members to provide a shared vision to support student achievement.

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

There is a high degree of alignment between the school's mission and beliefs to support the school's Desired Results for Student Learning (DRSLs). The faculty and staff have reviewed and revised these documents to ensure that they support each other.

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

There are a number of measures that have been developed to assess the school's progress in assessing implementation of the DRSLs in the school. The school has a focus on Lifelong Learning and each department has created measures to assist students in obtaining the skills necessary to be Lifelong Learners. A rubric has also been created to evaluate the extent to which students have become Lifelong Learners by the time they leave Oak Canyon Junior High School. This rubric has been shared with the students.

- 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?*

Students are aware of the Desired Results for Student Learning, which include Lifelong Learning, Responsible Citizen and Effective Communication. The Desired Results for Student Learning are posted throughout the school, in common areas, and the classrooms.

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 saw an exemplary level of curriculum development during our visit. Most curriculum development work done by teachers occurs on "early out" Mondays where emphasis is placed on collaborating with other teachers to develop and coordinate curriculum and class activities. In situations where there is only one teacher, the district provides opportunities for collaboration between schools. An interesting concept this school has implemented is called the "core of the core." Teachers spend time reviewing the state core and identifying and prioritizing core standards to determine what the goals for each term will be. These objectives are then posted in each room and on the school's website to insure that students and parents are aware of these objectives.

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

The Visiting Team saw evidence that students were engaged in high level problem solving and thinking skills. Many rigorous and relevant classes are taught that exceed the standards set forth by the state. For example, the foreign language department and the science department have classes above and beyond what is typically taught at a junior high school. The Spanish foreign language program offers courses through fourth year Spanish. The science department has a biology class option for ninth grade students.

Essential knowledge and skills are taught in each department based on current research and standards. The curriculum also reflects a commitment and belief that all students can be successful regardless of the background and prior preparation of the student.

The Visiting Team saw a variety of learning strategies being used, including the use of technology, in an effort to reach and engage every student. The staff understands the need to accommodate for each student's different learning style and academic ability.

- 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 discovered that the DRSLs were well known by students and posted throughout the school and on the website. The entire school community was involved in the development of these goals and curriculum standards.

The former accreditation team recommended more collaboration between subjects and grade levels. We saw evidence that progress has been made in this area. For example, the PUSH program for seventh grade students is a collaborative effort between the science, language arts and Utah history classes. Another form of evidence is the early out schedule that teachers use to implement DRSLs and correlate curriculum.

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

In our visit to each department we saw how common assessments of students' scores modified the curriculum to keep pace with learning outcomes. One way the school does this is with the "eTime" schedule to help remediate students that struggle and to help them catch up to the rest of the class. This approach seems to be well accepted by both students and parents. Teachers like it because it gives them time to spend in a smaller group to teach concepts missed in the regular classroom setting. This new program was started in 2006 and appears to be very successful and well-liked by all stakeholders. The data from test scores verify that this effort to reach every student is having a great effect on the entire school.

Instruction:

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

Instructional strategies and learning activities varied throughout the school. The Visiting Team observed many examples of group work such as inventing games, computer and science labs, orchestra, designing a dance routine, creating fictional stories to act out, and illustrating the food pyramid. While direct instruction was

observed, it was only one part of each block period. Students were provided with individual practice time to insure the concepts were learned. Many classes were seen to have a variety of activities going on at the same time, thus accommodating the various levels of student mastery. Classrooms had multiple examples of student work displayed to illustrate individuality and the variety of teaching strategies being implemented. Teachers used the block schedule to teach in depth the “core of the core” while insuring mastery of the concepts through engaging and motivating methods.

- 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?*

Oak Canyon Junior High has created and posted signs throughout the school and in every classroom to remind students what the DRSLs are. Students recognize and know what they are and why the school feels they are important.

As the school year began, the rubric for the DRSL Lifelong Learning was introduced during eTime. Each student received instruction from an administrator or counselor on what it meant to be a lifelong learner. The Visiting Team did not observe the DRSL being taught by itself, although it did observe the key components included in daily expectations for class preparation along with participation in the days class activities.

- 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?*

Oak Canyon Junior High School has identified the four essential questions as key to developing the instructional needs of its students. Teachers focus on these questions both individually and collaboratively while planning curriculum. Additionally PLC’s have been put in place to coordinate and refine instruction to support student learning. Collaboration time is used to develop and support common assessments both within the departments and school as well as within the district.

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

All teachers at Oak Canyon Junior High School are teaching within their trained disciplines. Many have masters and additional endorsements. Teachers are supported in attending conferences and meetings to better their own teaching practices. Visits to other schools, conferences, and professional opportunities to identify best practices are encouraged.

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

Each classroom is equipped with a teacher computer, audio enhancement and projection system. Many classrooms also have document cameras available to better facilitate teaching. Several rooms have Smart Boards installed. The three Neo2 labs with 40 tablets each also provide additional technological support for classes. The addition of a Scantron is planned to better assist with evaluation of common assessments. Teachers expressed appreciation for administrative support in obtaining needed equipment to better meet the needs of their students.

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 discovered that many of the departments at Oak Canyon Junior High School have developed and utilized regular common assessments. The teachers have a shared vision in what needs to be taught and collaborate to create common assessments based on clearly articulated expectations. All stakeholders are aware of the expectations through email, the school website, and handouts. The math department has taken it a step further by collaborating in their instructional practice as well. Some departments, where there is a wide variety of different classes being taught, are still working on common assessments for their departments. In departments where there is only one teacher, that teacher meet with teachers from other schools that teach similar subjects to collaborate and create common assessments. It should be noted, however, that even in these departments, the assessments given are based on clearly articulated expectations.

- 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 discovered that Oak Canyon Junior High School is getting used to a new grading system, Skyward, which allows all stakeholders an opportunity to examine individual progress in all classes. The staff of Oak Canyon Junior High School uses reports from Skyward to determine students who are at risk. An administrator and counselor works with those individual students to establish a plan for achievement which could include, but is not limited to, eTime, a Guided Studies class, or peer mentoring.

During collaboration time, departments look at common assessment scores by class and individual student to determine needs, change the assessment if it is determined that the assessment is inadequate, and work with the individual students if remediation is needed. CRT scores are also examined and teaching practices are adjusted as determined by the data returned from the state.

- 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 discovered that Oak Canyon Junior High School uses data to help determine student needs and changes. A data mentor is retained to assist the school in gathering information in areas that have been determined to be a concern. The data is disaggregated by gender, ELL and special education to examine proficiency in the various subject areas by subgroups. The data mentor evaluates the CRT scores, trends, attendance data, and school perception and shares her findings with the administration. While no mechanism is in place to gather data to determine effectiveness of implementing the Desired Results of Student Learning, one of the school's plans is to create and implement such a mechanism.

- 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 discovered that Oak Canyon Junior High School has in place a time set aside on Monday afternoons for departments in the school to collaborate on a wide variety of topics. Some of the topics discussed include, but are not limited to, individual student achievement, creating and evaluating common assessments, creating and evaluating common curriculum, creating and evaluating other assessment strategies, etc. The staff also evaluates student progress based on the four essential questions that govern student achievement during this collaboration period.

- 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 discovered that Oak Canyon Junior High School has developed a rubric to determine a student's progress toward becoming a lifelong learner. All the school's stakeholders were involved in the creation of, and adoption of this rubric. While the rubric has been created, there is not as yet a mechanism in place to gather data and assess the identified DRSL. Oak Canyon Junior High School is planning on creating such a mechanism, and in developing a similar rubric for the other Desired Results for Student Learning.

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?*

There is considerable evidence that the school has established a strong and positive academic learning climate in which teaching and learning are actively supported. There is a culture of high expectations for students and staff. Students feel valued and important at this school. Accomplishments of the students and staff are regularly recognized and celebrated.

- 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?*

There is evidence that the school leadership, including administration, department leaders and teacher teams, is using data to make educational decisions. Data from a number of valid sources is used by teams to collaborate and to monitor the progress of students and to review instructional effectiveness. The educational decisions at this school are aligned with the schools mission statement “Together we learn for life” as well as the schools beliefs and vision statements. The faculty meets together each Monday afternoon to collaborate and review data.

- 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?*

There is strong evidence that the school’s leadership provides appropriate stewardship that is systematically aligned to the school’s goals. The school has been organized for students and staff success in achieving school goals, DRSLs, and other school improvement activities.

- 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 administration at Oak Canyon Junior High School has provided opportunities to empower and encourage commitment, collaboration and shared responsibility for student learning. A variety of leadership opportunities have been provided to the staff, including department heads, and other positions.

- 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?*

There is an effective formal system through which students are monitored and their achievement is reviewed on a daily basis. Students with deficiencies are provided daily mentoring in the areas proving deficient based on failing or incomplete grades.

Students do not have 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 recommends that Oak Canyon Junior High School explore some form of mentoring program to meet regularly with students so the student is known by an adult who can assist the student in achieving the school-wide expectations for student learning.

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 Team believes that that Oak Canyon Junior High School has implemented a comprehensive school improvement plan. The teachers at Oak Canyon Junior High School participate in an effective collaboration program on their early out Mondays where they meet in Professional Learning Communities and also within departments. The staff works on the Four Essential Questions during their collaboration time: What do we expect students to learn? How will we know when students have learned? How will we respond when students don't learn? And what will we do when students already know? Many staff members meet with other teachers in the district that teach the same curriculum to collaborate within the district. Staff members also meet within their departments to revise and plan professional development based on their needs. For example, the English Department is focusing on literacy and so they have been collaborating in their teams on literacy within the different grade levels that they teach.

- 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?*

It is evident to the Visiting Team that the school successfully builds skills and the capacity for improvement through their professional development plan. Teachers are excited and eager for the opportunity to collaborate and meet together to plan and discuss the Four Essential Questions. They are making every effort to meet the goals of the professional development plan. Adding the collaboration time into their schedule allowed them time to develop and align curriculum within their departments. Students and faculty both suggested to the Visiting Team that there be more correlation between teachers and staff on the due dates of major projects so that so many big projects are not due on the same day or within the same week.

- c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

The Visiting Team believes that Oak Canyon Junior High School is committed to the action-plan and the school improvement plan. The staff is very supportive and appreciative of the collaboration time that has been built into the schedule for them to evaluate the Four Essential Questions and to work together within their departments and teams. The administration is supportive of the professional development and collaboration time that teachers have during the day and throughout the school year

and recognizes the growth that teachers make because of that allotted time for collaboration and professional development. Students and parents both commented to the Visiting Team that they believe that the teachers are striving to become better and are willing to try new and innovative instructional methods and ideas.

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

Oak Canyon Junior High School creates conditions that support productive change and improvement through the use of their collaboration and professional development days that have been added into the schedule. The Visiting Team found evidence that teachers share new ideas and methods amongst themselves and are willing to share material that they create for their classes with others within their departments. The staff seems eager to do what they need to do in order to better educate the students at Oak Canyon Junior High School.

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

The Visiting Team believes that significant progress has been made in implementing the original action plan from the last visit. Oak Canyon Junior High School has implemented a very effective collaboration environment that allows them time to work together on the Four Essential Questions, identify their At-Risk students and create a new action plan for this accreditation process. The Visiting Team found sufficient evidence that the school has made a concerted effort to put into action their previous plan.

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

Oak Canyon Junior High School has made significant progress in addressing the major recommendations of the previous Visiting Team. One recommendation was that the school utilize students in their self-study process. They took this advice seriously and included them in their focus groups during this process. They also included parents in the process. The administration has met with each class at the beginning of the year to review the mission statement and beliefs in order to help students be more aware of them.

Another recommendation by the previous Visiting Team was to create a rubric to measure the DRSLs which the school did through its Lifelong Learner rubric.

The third recommendation was to set time aside for collaboration. The school has achieved this with the creation of the collaboration time that was added into each Monday's schedule.

The last recommendation was to reduce the number of student teachers in the building. The district changed the policy and the number of student teachers has been

greatly reduced in Oak Canyon School District. Currently there are only three student teachers at the school.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team believes Oak Canyon Junior High School promotes positive and productive working relationships among students, teachers, support staff, and administrators through advisory committees, steering committees, faculty meetings, PTSA, professional development teams, department meetings and school improvement committees. Oak Canyon Junior High School teachers take full advantage of their collaboration time on early out Mondays to build working relationship with each other, within departments and throughout the school and district. The Visiting Team found evidence that there are effective and productive working relationships within the staff, support staff, and administrators. The school creates a nurturing, caring environment for students. Students reported to the Visiting Team that they can sense that the teachers and administration care about them and about each other.

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

The Visiting Team found evidence that the school actively engages parents and families in the learning process through a variety of programs, resources, and instructional materials. The teachers utilize their collaborative time together to create common assessments and also develop curriculum. They have aligned curriculum within departments to support the needs of all students. Oak Canyon Junior High School provides many opportunities to extend the school community in programs such as PUSH, Science Demo, 6th and 10th grade orientation, Fine Arts Nights, bulletin board announcements for community events, and many more programs. Students at Oak Canyon Junior High School benefit from the many opportunities that are provided by the school to extend their learning beyond the classroom curriculum.

- 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 evidence that Oak Canyon Junior High School has involved parents and students in their self-study. Parents and students were involved on the focus groups and participated on the committees although on a limited scale. The Visiting Team believes that more parents and students can and should be included for a more lengthy time studying and understanding the principles and indicators of the focus groups areas.

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

Oak Canyon Junior High School created a very thorough and complete self-study document that has been shared with most teachers in the building. Much of their data is communicated to the public through their school report card. The mission statement and beliefs are displayed throughout the school and within the classrooms. The school uses a monthly newsletter, their school website, and a variety of other methods to share information with their stakeholders.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the administration and staff for creating a clean, positive, and comfortable school environment where students are supported and encouraged to learn and teachers feel empowered to make educational decisions. The school environment is friendly, warm and inviting. Students feel safe and are comfortable in approaching any staff member for help with a school or personal problem or concern. Teachers are supportive of their students and students respect and appreciate the care given them by their teachers.
- The Visiting Team commends the school staff for consistently high academic expectations and for providing the resources and support necessary for students to achieve at those high levels.
- The Visiting Team commends the District and School administration for providing staff members opportunities to collaborate, share ideas, plan activities and receive needed training and instruction.
- The Visiting Team commends the school for the use of technology in the classroom. The Visiting Team observed technology used in a variety of ways to enhance the effectiveness of instruction.
- The Visiting Team commends the school on its implementation of the eTime program giving students opportunities for remediation as well as enrichment.
- The Visiting Team commends the staff for their use of common assessments to drive instruction.
- The Visiting Team commends the school for fostering positive relationships with patrons and the community at large. The Visiting Team also commends the PTA and

School Community Council for the positive role they play in support of school programs.

- The Visiting Team commends the school for the wide variety of programs, activities, and resources available to all the students.
- The Visiting Team commends the staff for their use of the four essential questions to drive Professional Development and departmental collaboration.

Recommendations:

- The Visiting Team recommends the staff continue to focus on high academic expectations and to provide the support necessary for all students to succeed.
- The Visiting Team recommends the school develop rubrics to monitor achievement especially with regard to the acquisition of skills related to the school's Desired Results for Student Learning.
- The Visiting Team recommends the school focus on seeking out students who are at-risk and ways to provide resources to help these students be successful in all areas of the curriculum.
- The Visiting Team recommends the school develop an assessment tool to assess the success of remedial programs and such programs as eTime and PUSH.