

**The Report of the
Accreditation Visiting Team**

**Roosevelt Junior High School
350 West 200 South
Roosevelt, Utah 84066**

March 30-31, 2009



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

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Roosevelt Junior High School
350 West 200 South
Roosevelt, Utah 84066**

March 30-31, 2009

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase 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. It is a three-phased 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 30-31, 2009, 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 Roosevelt 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 David Brotherson is also commended.

The staff and administration are congratulated for their desire for excellence at Roosevelt Junior High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about 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 even more 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 Roosevelt Junior High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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Ryan Abplanalp Repair

ROOSEVELT JUNIOR HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

J. David Brotherson Principal
Rick F. Nielsen..... Assistant Principal

Counseling

Lena Puro Counselor

Support Staff

Jackie Thacker Finance Secretary
LaRae Taylor Secretary
Lorna Clegg Resource
Barbara Paulsen Resource
Kathy Schurz..... ALS Services

Faculty

Certified Staff

Attryde, Ed
Burgess, Paul
Busenbark, Wendy
Butterfield, Debbie
Cramer, Brett
Dye, Chris
Felkins, Tom
Fieldsted, Jesse
Forsythe, Scott
Giles, Diane
Gubler, Eric

Horobin, Sarah
Loertscher, Kurt
Mathews, Jeff
Mitchell, Kerry
Murray, Kimberlee
Orton, Joyce
Sasser, James
Sleight, Tamara
Smyly, Joe
Stucki, Brian
Taylor, Lisa
Wheeler, Rachel

Yack, Lane

Classified Staff

Evans, Ron
Hague, Betty
Martinez, Lindsey
Mitchell, Debbie
Potter, Ethelyn
Rasmussen, Kendall
Wilkerson, Debra

VISITING TEAM REPORT
ROOSEVELT JUNIOR HIGH SCHOOL

MISSION STATEMENT

Roosevelt Junior High,
In partnership with families and community,
Is committed to provide all students a safe and positive educational environment,
stressing academic excellence, social accountability, and emotional growth,
with the goal of developing responsible adults
who share our lifelong love of learning

BELIEF STATEMENTS

ACCOUNTABILITY

We believe that teachers, students and parents should be accountable for academic performance; we commit to open communication that will facilitate mutual accountability.

ASSESSMENT

We believe that there are many measures of a successful school including ongoing student evaluation through standardized tests, traditional and nontraditional assessment; we commit to use the information derived to enhance teaching quality and student achievement.

BEHAVIOR MANAGEMENT

We believe that emotional growth will occur when personal integrity is expected; we commit to deal with negative behavior using management tools that are fair, relevant, consistent and timely.

CHARACTER DEVELOPMENT

We believe that mutual respect and social responsibility among all members of the school community will promote positive character development; we commit to be positive role models for our students as we share our time and talents.

COMMUNITY PARTNERSHIP

We believe that effective education is the shared responsibility of administration, faculty and staff as well as community, family and individual students; we commit to fostering healthy interaction among these partners.

ENVIRONMENT

We recognize that physical surroundings affect learning; we commit to continued improvement of our classrooms, buildings and grounds to create a stimulating educational climate.

MOTIVATION

We believe that people are motivated differently; we commit to provide experiences and an atmosphere that will inspire everyone in the school community towards success.

PROFESSIONAL DEVELOPMENT

We believe that professional development and teacher evaluations are vital for an educator's continued success in the classroom; we commit to being examples of lifelong learning.

RECOGNITION

We believe that positive recognition of both students and educators is essential; we commit to provide frequent opportunities for acknowledgement.

SCHOOL SAFETY

We believe that our school must be safe; we commit to provide a safe environment for our students.

TEACHING METHODS

We believe that a variety of teaching methods is necessary to accommodate multiple learning styles, allowing all students to master the basic knowledge and skills outlined in the Utah core curriculum; we commit to provide enrichment opportunities which further enhance independent thinking, an appreciation of real-life applications, and respect for academic excellence.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Because our primary goal as students at Roosevelt Junior High School is to develop character traits so that we will become responsible adults who have a lifelong love of learning, the **Desired Results for Student Learning** at Roosevelt Junior High are as follows:

1. I will be responsible for my education by coming to school when I should and working hard so that I pass all my classes, which, in turn, relieves the need for remediation.
2. I will be responsible for myself by controlling my actions so that I am not sent to the office, by being prepared with all of my materials for each class, by being respectful to the school building and all the people in it and by accepting consequences, both positive and negative, for my actions.
3. I will be responsible for my future by understanding that character comes from within and not from those around me and by using the tools given to me by the staff of the school to be academically successful.

Date of Visit: March 30-31, 2009

MEMBERS OF THE VISITING TEAM

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

Toby Bullock, Lone Peak High School, Alpine School District

VISITING TEAM REPORT
ROOSEVELT JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Roosevelt Junior High School is located in eastern Utah's Uintah Basin, in Duchesne County. Roosevelt Junior High serves 405 seventh and eighth grade student in a new facility located in Roosevelt, Utah that was completed in 2007. The school is located near the Ute Tribe Indian Reservation. Students from Neola, Myton, Roosevelt and other small communities, as well as the reservation attend Roosevelt Junior High School. The population is primarily Caucasian, with 15 percent of the students coming from various ethnic groups.

The school hosts a state-of-the-art auditorium, technologically advanced classrooms with enhanced audio systems, and a commons area for students.

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

There have been significant improvements in reading with the Native American students. The data indicates that the school's student population scored above district averages and showed a considerable improvement over its last visit six years ago.

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

The school could include more detailed information regarding the community and its demographics 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 felt that the school's analysis of its limitations was accurate, but that the school had several strengths upon which the report could have elaborated.

Suggested Areas for Further Inquiry:

None noted.

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 mission statement, beliefs and DRSLs were developed collaboratively by the school community. The school's mission statement and beliefs were developed for the last on-site visit in 2002. The faculty and staff revisited these items but felt that the mission of the school had not changed significantly and that the belief statements were valid.

The DRSLs were revisited by the faculty and staff and were modified collaboratively. The school leadership team felt that the staff and faculty had misunderstood the concept of the DRSLs and needed to redefine them. As a staff, they used the needs assessment survey and the faculty and parent survey as a guide for the newly defined DRSLs. Answering the question, "What do we want our students to leave Roosevelt with?" became the format for writing the DRSLs.

The Visiting Team recommends that the school revisit the DRSLs that were rewritten. The DRSLs should definitively outline what students should know and be able to do when they leave Roosevelt Junior High School. Upon reading the DRSLs, it is evident that some are really more like descriptors or indicators of a DRSL rather than the DRSL itself.

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

The Visiting Team found that, to a large extent, the school's mission and belief statements were highly aligned with the school's identified DRSLs.

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

The school has identified indicators for the DRSLs, though these are not spelled out definitively for every DRSL. The first DRSL, increasing student responsibility, indicates that the school will use teacher assessment and evaluation

to assess this DRSL, but the document does not specifically delineate the indicators or the assessment tool.

The second DRSL, improving school communication, does list the indicators, but not the specific measures by which they will assess the DRSL.

The third DRSL was not addressed in the action plan.

- 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, to a large extent, the mission of the school and its belief statements are embedded in the curriculum as well as specifically addressed by the staff. Posters are found in every classroom addressing the six pillars of character and the five character traits of the Community of Caring. Additionally, every seventh grade student is enrolled in a Character Education class for a semester. In this class, students are taught the Community of Caring values and the six pillars of character.

The administrative staff has revised the school's behavioral expectations to be in line with the belief statements. School climate has improved since the implementation of a new discipline policy. All staff members wear identification badges, and students are taught to report any adult in the building without proper identification to the office. Doors are routinely locked during the day for safety reasons. Students who break school rules are fairly and consistently disciplined in accordance with the school's policies.

The school has instituted an incentive program for students, rewarding them for reading, carrying and utilizing their student planners, improving in their academic performance, following the behavioral standards, demonstrating positive behaviors, contributing to the school through the label program, and other behaviors.

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 that, to a great extent, the staff members work collaboratively to ensure the curriculum is based on clearly defined standards, specifically the Utah Core Curriculum and the Utah Life Skills, as well as the NCTM standards for math. Working collaboratively is a necessity in this small community and school. The Visiting Team found that the faculty meets weekly in

various collaborative settings. For example, faculty members meet interdepartmentally, departmentally, school-to-school, and with the principal on a monthly basis.

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

The Visiting Team found that, to a moderate extent, the curriculum engages most students in inquiry, problem-solving, and high-order thinking skills. The staff noted that there are attendance issues with children from the reservation, and therefore they often fall behind academically. Additionally, these students have very unique cultural behaviors that often interfere with their learning.

Since the Uintah Basin is a uniquely diverse community, the school staff and faculty have created a diverse teaching environment that includes opportunities for varied learning styles and abilities. For example, special education students are completely mainstreamed, but the curriculum is tailored to fit their needs.

This unique approach is enhanced by the relatively large amount of technology available in the school. Students are almost universally aware of learning types (visual, hands-on, auditory), indicating that teachers use and explain different teaching styles and levels of instruction.

- 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, to a large extent, the teaching staff works collaboratively, supporting the development of a curriculum that focuses on the school's DRSLs. The DRSLs were facilitated by all members of the faculty and staff and based on the Utah Core Curriculum. As indicated above, the faculty meets regularly in various collaborative groups so the school goals are regularly discussed and reevaluated. As the school revisits and rewrites the DRSLs to be more academically oriented, it will be necessary to align the individual curricula from the content areas to the school's reestablished DRSLs.

Instruction:

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

To an extraordinary extent, the teachers use a variety of instructional strategies to enhance student learning. As noted above, students are generally cognizant of the different learning strategies and styles and actually referred to them by name. For example, the Visiting Team observed three different students in three different settings mention, unprompted, a comment about learning styles and different

teaching approaches. Students were even aware of these approaches relative to individual teachers. This, along with the various approaches actually observed, evidences that teachers are using varied instructional strategies to an extraordinary extent.

- 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, to a great extent, the staff had developed strategies for instruction that built capacity and allowed for explicitly teaching the identified DRSLs in the classrooms. However, as mentioned above, the DRSLs are not academic-based goals relative to instruction, but individual behavioral goals.

- 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, to a large extent, the school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies that support student learning. The leadership as well as the district office provided resources for staff to attend conferences, training, and other professional development opportunities at the school, district, and state levels, and occasionally the national level.

- 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, to a great extent, the teachers are proficient in their content area, knowledgeable about current research on effective and developmentally appropriate instructional practices, and reflective of their own practices. This was noted after perusing the profiles listing educational backgrounds and experience in the handbook and from observations in the classrooms.

- 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 noted that, partially as a result of being housed in a state-of-the-art facility completed in 2007 (and also as a result of the leadership's background in technology), the school has state-of-the-art computer systems, SMART boards in all rooms, and an enhanced audio system for every teacher. It was observed that most of the teachers take advantage of these technologies in the

instruction and assessment of the students. A few teachers were still being equipped, but stated their intentions to use the technology once installed.

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 staff uses school-wide assessments with performance standards based on clearly articulated expectations for student achievement. The school administers tests to students yearly using the state CRTs in Language Arts, Math, and Science. Additionally, the school uses the Iowa Test of Basic Skills for eighth grade students. Roosevelt Junior High scores at or above the norm on state and national standardized tests.

The faculty has significantly developed individual assessments in every department based on clearly defined performance standards. Teachers use a variety of formative and summative assessments, some teacher created and others commercially created by the publishers of the textbooks. The science teachers use the UTIPS database to create common assessments. Some teachers are beginning to create rubrics for assessment tools. One teacher wrote a rubric for student movie creation that is specific to his classroom.

- 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 noted that, to a moderate extent, the professional staff uses data to assess the success of the school in achieving its academic expectations. The staff uses the CRTs and the Iowa Test of Basic Skills as well as reading tests to determine the deficiencies of the students. These students are discussed in team meetings, and a plan for student improvement is created. Students at Roosevelt Junior High School are, on average, proficient in language arts, and most students read on grade level. There was a huge jump in the percentage of Native American students scoring proficient in language arts last year. The school attributes this to a school-wide focus on reading and using data to drive instruction.

- 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 professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies. The district and the school leadership provide many opportunities for staff members to participate in collaborative

situations. The topics for professional development are driven by the needs assessment at the school site. The Visiting Team noted that teachers indicated that they were working on assessments in their professional learning communities (PLCs).

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

To a lesser degree, the Visiting Team noted that there was organizational agreement on the use of a school-wide scoring tool to assess the identified DRSLs. The school staff will revisit the DRSLs and then discuss the adoption of school-wide tools to assess them once revised.

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 found that, to a large extent, the school leadership promotes quality instruction by fostering an academic learning climate that supports teaching and learning. Teachers indicated that the principal supports their professional growth by providing in-house professional development as well as providing the cost of attending in-state and occasionally out-of-state conferences and training. The staff indicated that the principal evaluates the professional development needs of the individual as well as collective members of the staff, and then provides for the necessary training.

Additionally, the principal has dedicated five meeting times per month. These meetings are held after school. Two days are spent on department meetings collaborating on a variety of topics ranging from curricular issues to school climate issues. Two additional days are spent with the staff. The fifth meeting day is for the department heads, a time often spent analyzing student achievement data and other curricular concerns.

- 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 found that the leadership, to a large extent, is data-driven and collaborative in its efforts to monitor the student achievement data and the instructional effectiveness of the staff. Once a month, the administration meets with the department heads and discusses/analyzes data from Digital Sams, a database purchased by the district. This program disaggregates data so that the staff can analyze who is and is not learning, what they are learning well, and what they are not, and grade distribution by teacher and class. This will also drill down to the level of the student so that each student will know what concepts need to be re-taught or re-learned. This information reflects not only the effectiveness of the faculty, but also the achievement of the individual students.

- 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 found that, to a large extent, the leadership manages the organization, day-to-day operations, and fiscal and human resources at the school. The staff was very complementary of the leadership and its efforts to implement new policies that were created to make the school a safer, more efficient and effective learning environment. The leadership ensures that the learning environment is a positive one in which students and staff are afforded the needed supplies, books, and resources.

- 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?*

To a large extent, all stakeholders are given ample opportunity to share in the decision-making process at this school. Students, parents, and staff all indicated their willingness to be a part of the collaboration required for the accreditation process as well as for the day-to-day operation of the school. All stakeholders have a voice in the operation of the school, either by participation on a focus group or as a member of the School Community Council.

- 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?*

To a great extent, the Visiting Team found that there is a formal system in place through which adult staff members are given the opportunity to work with students, assisting them with their progress in school and in achieving the school-wide expectations for student learning. There is an advisory class every day for 13 minutes. This is primarily

used for reading, but the teachers also track student progress and reward students for particular behaviors, including improvement, reading, scholarship, etc.

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?*

To a moderate extent, an action plan has been developed and implemented based on the desired results for student learning. (It has been noted by the team that the DRSLs adopted by the school are written more as indicators for success, and may need to be re-formatted to provide a better understanding of intended outcomes of student learning.) The action plan is comprehensive, addressing all DRSL areas, and was reviewed by all stakeholders. The Visiting Team recommends that the DRSLs be revisited and possibly rewritten in such a way that the DRSLs are more like learning outcomes and less like indicators of the DRSLs. The Visiting Team also recommends that the school meet and review the DRSLs, their implementation, and the progress made toward completing the action plan, modifying the plan if needed.

- 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 great extent, professional development is addressed at Roosevelt Junior High School in a variety of ways. The principal arranges for ongoing professional development at the school as well as providing the funds for teachers to attend local, district, state and, in some instances, out-of-state conferences as needed. The staff indicated the willingness of the leadership to find the funds and/or opportunities as needed.

- 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 great extent, the current action plan is being systematically and adequately addressed school-wide. All areas related to the school's DRSLs are included in the action plan. As the DRSLs are revisited, the action plan will need to be revised accordingly.

Staff and administration exhibit a strong commitment to the action plan as evidenced by ongoing collaboration, articulation and a willingness to implement and support new programs.

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

To a considerable extent, stakeholders in the school community exhibit a desire to support the changes necessary for continuous improvement. The district administration has allocated resources to enable all teachers to spend two school days a year observing colleagues in other classrooms. A daily teacher advisory class has been implemented to assist each student with opportunities for reading and some mentoring in a supervised environment.

The school environment reflects a high level of respect and collegiality among staff members, a genuine commitment to the improvement of student learning, and an ongoing dialogue regarding best practices. The physical facility is well-maintained, clean, attractive and inviting.

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

Significant progress has been noted in the implementation of the original action plan. The original action plan addressed the need for students to increase reading skills to grade level or above. The initial action plan was developed by each department. The recommendation was to incorporate the recommendations of the departments into one school-wide plan. This was completed prior to the interim visit.

The administration has implemented new behavioral expectations for students and a tightly monitored discipline system to ensure safety for students. According to the stakeholders, this new discipline system has improved the school climate remarkably.

With the introduction of new technology, the instructional process has been improved. All classrooms have SMART boards, computers, and voice-enhanced audio systems for teachers. LCD projectors are also located in the classrooms. Ongoing professional development and training offers opportunities to improve instruction.

Communication, while still a goal of the school, has improved remarkably according to parents and staff members. There is a web site that parents can access, and e-mail accounts are available for teachers. PowerSchool is available for parents to check grades, and attendance, and to correspond with the school.

The school staff sends news articles to the local newspaper. Teachers are also asked to phone home when there are issues with students.

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

The original Visiting Team listed three recommendations. The interim review team noted that significant progress had been achieved in all three areas.

The first recommendation was to merge the departmental and/or focus group findings into one comprehensive document, which the staff has done.

The second recommendation was to address the needs of the high-achieving students. The school has added a couple of honors courses, plus a Spanish II class for higher-performing students.

The last recommendation was to condense the profile and make it more “user friendly.” The new accreditation book is more user friendly.

CHAPTER 5: COMMUNITY BUILDING

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

To a great extent, staff members enjoy a positive working relationship with each other and with the administration. All stakeholders commented on the cohesiveness of the faculty and the staff. The students are also very complimentary of the staff and feel very comfortable in this learning environment. The students expressed that the teachers, for the most part, are very friendly and like kids, and the students feel supported in their academic pursuits as well as their personal lives.

There was evidence of increased collaboration, ongoing articulation, limited cross-curricular instruction, and a shared vision for student success that fosters a spirit of community within the work environment.

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

To a large extent, there is evidence that the staff is working together and making specific efforts to collaborate through departmental meetings on a regular basis. The school networks with school-level colleagues and staff members from feeder schools, and engages in productive professional development activities. The

administration provides opportunities for outside training—for the purposes of both instruction and relationship building—time for teachers to observe other teaching/management styles, and open dialogue that encourages the investigation of new ideas, processes, and programs.

The Community Council meets regularly and provides input for the purpose of school improvement. Parent-teacher conferences are held each year. The school recognizes and respects the diversity of the community and works cooperatively with the Native American culture to ensure productive relationships and learning opportunities within the school. Recently, the school received a grant for the establishment of a community literacy center for the parents of minority children.

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

To a large extent, the school community was involved in the collaborative self-study. Representatives of all stakeholders were invited to engage in the self-study process at Roosevelt Junior High School. Community Council members, parents, staff and students had the opportunity to be directly involved in focus groups and surveys. Students and parents were involved in the self-study process. Many of them served on focus groups, and all completed surveys. One hundred percent of the students and 65 percent of parents completed the surveys.

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

Staff members have made a concerted effort to improve communication between the school and community. Newspaper articles, pictures and other school information is being published in the local newspaper on a regular basis. A student progress report is available through PowerSchool. A school website provides school information, and school personnel communicate informally with parents through e-mail.

Data is documented by teachers, counselors and the administration. The Community Council reviews school data, including test scores, behavioral/attendance statistics, school policies and school-wide goals, on a regular basis. This data is also reviewed by the faculty and updated through the school improvement plan and the printed school profile. There is evidence of documentation of student improvement based on local data gathered by departments (i.e., grades, classroom assessments, remediation activity, etc.), which is used to drive decisions relevant to planning for instruction, programming and placement.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS

OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the staff for its cohesiveness.
- The Visiting Team commends the administration and staff for the development and implementation of positive behavioral supports and a tightly administered discipline system that has improved the school climate.
- The Visiting Team commends the staff for its focus on reading and the subsequent improved reading scores.
- The Visiting Team commends the staff on its use of developmentally appropriate, effective instructional practices that emphasize different learning styles. This practice was evident not only in the teaching, but also in the knowledge and language of the students.

Recommendations:

- The Visiting Team recommends that the staff revisit the DRSLs, revising them to reflect actual student outcomes and be less like indicators of student outcomes.
- The Visiting Team recommends that the staff write indicators for the revised DRSLs and the accompanying assessment measures for those DRSLs.
- The Visiting Team recommends that the staff continue to meet in focus groups to evaluate yearly progress and adjust the action plan as needed.
- The Visiting Team recommends that the faculty and staff members continue to improve communication among themselves as well as with the parents/community.
- The Visiting Team recommends that the departments consider the use of common assessments and continue the use of both formative and summative assessments.