The Report of the
Accreditation Visiting Team

Wahlquist Junior High School

1033 North 1200 West
Ogden, Utah 84404

April 26-27, 2011

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

Wahlquist Junior High School

1033 North 1200 West
Ogden, Utah 84404

April 26-27, 2011

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

Sydnee Dickson, Director
Teaching and Learning

Linda Alder, Coordinator
Teaching and Learning

Georgia Loutensock, Accreditation Specialist
Teaching and Learning

Salt Lake City, Utah

TABLE OF CONTENTS

Foreword ii
Utah State Board of Education iii
Weber School District Board of Education and District Administration 1
Wahlquist Junior High School Administration and Staff 2
School Mission Statement and Beliefs 4
Members of the Visiting Team 6
Visiting Team Report 7
Chapter 1: School Profile 7
    Suggested Areas for Further Inquiry 8
Chapter 2: Northwest Accreditation Commission (Northwest)
    Teaching and Learning Standards 8
    Mission, Beliefs and Desired Results for Student Learning (DRSLs) 8
    Curriculum 9
    Instruction 10
    Assessment 11
Chapter 3: Northwest Support Standards 12
    Leadership and Organization 12
Chapter 4: Northwest School Improvement Standard 14
Chapter 5: Community Building 15
Chapter 6: Major Commendations and Recommendations of the Visiting Team 16

FOREWORD

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and student achievement. In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes in a three-step evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 26-27, 2011, 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 Wahlquist 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 Susan Sweet is also commended.

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

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

UTAH STATE BOARD OF EDUCATION
250 East 500 South
P. O. Box 144200
Salt Lake City, UT 84114-4200

District 1
Tami W. Pyfer
52 Ballard Way
Logan, UT 84321
Phone: (435) 753-7529

District 2
Keith M. Buswell
1027 West 3800 North
Pleasant View, UT 84414
Phone: (801) 737-0702

District 3
Craig E Coleman
621 South Main St.
Genola, UT 84655
Phone: (801) 754-3655

District 4
David L. Thomas
7875 South 2250 East
South Weber, UT 84405
Phone: (801) 479-7479

District 5
Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

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

James V. (Jim) Olsen**
5657 West 10770 North
Highland, UT 84003
Phone: (801) 599-1095

Larry K. Shumway
Chief Executive Officer

District 6
Michael G. Jensen
4139 S Aubrey Ln
West Valley City, UT 84128
Phone: (801) 955-5550

District 7
Leslie B. Castle
2465 St. Mary's Drive
Salt Lake City, UT 84108
Phone: (801) 581-9752

District 8
Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 9
Joel Coleman
3740 Bawden Avenue
West Valley City, UT 84120
Phone: (801) 634-6251

District 10
Laurel O. Brown
5311 South Lucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221

***Daniel W. Campbell**
4304 Stone Creek Ln
Provo, UT 84604
Phone: (801) 434-3000

Tamara Lowe**
2466 West 650 North
West Point, UT 84015
Phone: (801) 776-0870

Lorraine Austin
Secretary

District 11
David L. Crandall
13464 Saddle Ridge Drive
Draper, UT 84020
Phone: (801) 232-0795

District 12
Carol A. Murphy
463 West 140 North
Midway, UT 84049
Phone: (435) 729-0941

District 13
C. Mark Openshaw
3329 Piute Drive
Provo, UT 84604
Phone: (801) 377-0790

District 14
Dixie Allen
218 West 5250 North
Vernal, UT 84078
Phone: (435) 789-0534

District 15
Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Isaiah "Ike" Spencer***
1029 East 11780 South
Sandy, UT 84094
Phone: (385) 646-5360

Tim Beagley****
3974 South 3550 West
West Valley City, UT 84119
Phone: (801) 969-6454

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

12/28/2010

WEBER SCHOOL DISTRICT

BOARD OF EDUCATION

Brent Richardson .....President
Jon Ritchie ..... Vice President
Allen Berrett.....Member
Cheryl C. Ferrin .....Member
Sharilyn Gerber.....Member
Douglas R. Hurst.....Member
Dean L Oborn……...Member

DISTRICT ADMINISTRATION

Dr. Michael Jacobsen..... Superintendent
Linda Carver .....Assistant Superintendent
Dr. Jeff M. Stephens .....Assistant Superintendent

WAHLQUIST JUNIOR HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Susan W. Sweet ..... Principal
Scott F. Elliott ..... Assistant Principal

Counseling

Krista Stettler ..... Counselor
Michael S. Brown ..... Counselor
Carol J. Herold ..... Counselor

Support Staff

Secretaries & Aides
- Nate Barker
- Jeanenne Chadwick
- Joetta Chapman
- Michelle Deaton
- Cindy Hoehn
- Kristy Jones
- Vicky Lamb
- Lori Pobanz
- Pam Soelberg
- Rachelle VanBuren
- Sandy Wandling

Custodians
- Dave Tuveson, Head
- Mike Christiansen

Cooks
- Heidi Tilley, Head
- Linda Anderson
- Debbie Helquist
- Terri Horsley
- Jennifer Keyes
- Brenda Lamb
- Leslie Little
- Marquita Martinez
- Vicki Parkinson
- Carrie Wadman
- Shirley Yates

School Tech
- Jason Lewis

School Nurse
- Karen Thorsted

School Officer
- Kelly Taylor

Faculty

Sherry Bernard
Larry Booker
Brent Bourgeous
Chelsi Burlison
Jocelyn Cook
Kelly Cragun
Cristie Creamer
Brandi DeHaan
Rebecca DeWit
Joan Froerer
Stan Fuller
Betsy Halverson
Tammy Hansen
Jeremiah Jackson
Jerry King
Karma Lattin
Amy Lloyd
Bonnie Meaders
Barbara Mills
Don Morse
April Murray
Lisa Murray
Michelle Parslow
Trent Porter
Debbie Provost
Collette Remy
Jeff Rhees
Rex Romander
Paula Simonson
Liz Smith

Richard Sobers
Tiffany Sowder
Quinn Talbot
Ann Tippets
Gary Turner
Norm Unck
Carol Vaughn
Janet Weaver
Warren White
Amber Whitworth
Grover Wilhelmsen
Michael Wooden

WAHLQUIST JUNIOR HIGH SCHOOL

MISSION STATEMENT

To prepare students with the knowledge, skills, values, and vision necessary for success in a changing world

BELIEF STATEMENTS

- Learning is a shared responsibility involving teachers, parents, students, and community.
- Students will be provided with a variety of instructional approaches to support learning styles and abilities.
- Schools share in the responsibility to teach productive behavior.
- Every individual is responsible for his/her actions.
- Each individual has value and should be treated with dignity and respect.
- Learning is enhanced by positive relationships, mutual respect, and trust.
- A safe and comfortable environment enhances student learning.
- The use of technology in the classroom enhances student learning.
- Education requires an integrated curriculum designed to teach real life skills.
- Students need a variety of opportunities to apply learning in meaningful contexts.
- Educational programs should reflect high standards and expectations.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLS)

Communication

Students will communicate with clarity, purpose and audience awareness.
Students will develop effective communication skills through exposure to various forms of communication.

Reading

Students will develop reading skills in literacy functional and expository text.
Students will utilize opportunities to develop appreciation to read for enjoyment.

Thinking and Reasoning

Students will utilize multiple strategies needed to solve a variety of problems.
Students will learn to access and use information effectively.

Citizenship

Students will develop and demonstrate respect for self, others, property and diversity of ideas.

Date of visit: April 26-27, 2011

MEMBERS OF THE VISITING TEAM

T.J. Barker, Fairfield Junior High, Davis School District, Visiting Team Chairperson

Christopher Keime, Fairfield Junior High, Davis School District

Kenneth Van Ausdal, Springville Junior High, Nebo School District

VISITING TEAM REPORT

WAHLQUIST JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Wahlquist Junior High School is a rural/suburban junior high on the outskirts of Ogden City. It is one of nine junior high schools in Weber School District and feeds into Fremont High School. The school has been in operation for 60 years but due to infrastructure challenges a new building is planned to replace the existing building.

Currently, Wahlquist Junior High has an enrollment of 970 students. Of those students, 846 are Caucasian, 86 Hispanic, 12 Asian, nine African American, nine Pacific Islander and eight of other ethnic backgrounds. There are 110 students served in special education, and 17 students are English language learners (ELL). The faculty and staff consist of a principal, assistant principal, two and one-half counselors, 39 teachers, five paraeducators, four office staff members, two custodians, and one police officer.

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

As was noted in the previous Visiting Team report, Wahlquist Junior continues to serve a demographically stable population of students, but the minority population has tripled in seven years. The total minority population in 2003 was just five percent, and now the Hispanic population alone is almost 10 percent.

Again the Visiting Team expressed concern over the percentage of students scoring proficient on the end-of-level exams, and how the school’s scores compare to state and district averages. In each core area, there are grade level categories performing lower than the state and/or district average on the CRTs.

The Visiting Team found that the total number of discipline incidents has significantly dropped over the past four years. Much of the credit for this decline has been attributed to a supportive administration and the emphasis the school has placed on its citizenship DRSL.

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

Data for much of the profile only extends back to 2007 or 2008, so we do not have a seamless transition between the two accreditation visits. The Visiting Team recommends that the school include data from all six years between visits, and that the school provide more evaluation or analysis of the disaggregated data.

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 self-study provided a fairly accurate reflection of the school's strengths and weakness. The Visiting Team suggests that the school narrow its focus on what data and evidence to provide during the next cycle; the current document is 150 pages. Too much good information detracts from that which is critical (although some departments and focus groups were too sparse in their answers, so we recommend finding a middle ground to establish continuity and clarity on the focus of the school improvement plan).

Suggested Areas for Further Inquiry:

- The Visiting Team recommends continued inquiry into determining performance standards and assessments that reflect the school's goals and focus.

- The Visiting Team also recommends that the school continue to inquire concerning how this can be done collaboratively to establish common assessments to aid and direct student learning.

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?*

Since the last accreditation visit, Wahlquist Junior High School has revised and aligned its beliefs and mission statement. The school community has worked collaboratively to devise a mission statement that is streamlined and simplified to give the school its purpose and direction. This has been accomplished by discussing and analyzing the previous mission statement and focusing on measurable DRSLs. The shared vision, beliefs, and goals were achieved through meetings and discussions with stakeholders.

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

The Visiting Team found there was a strong alignment of the school's mission and beliefs with the school's DRSLs. The mission has been simplified and clearly supports the institutionalization of each DRSL.

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

Wahlquist Junior high has developed indicators to measure student progress toward achieving each DRSL. The Citizenship DRSL has been fully institutionalized and its' indicators are that students demonstrate:

- Responsibility—by consistently accepting responsibility for actions, showing positive behavior, and being trustworthy and respectful.
- Respect for property—by consistently providing leadership, serving as a model of responsible care of property, taking precautions to care for property, and taking full responsibility for its use, as well as showing respect for ownership.
- Appreciation for diversity of ideas—by understanding the value of different ideas, opinions, lifestyles, and culture.

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 observed considerable evidence that the Citizenship DRSL has been institutionalized. The school had developed an acronym for this DRSL (SOAR—safe, on-time, respect, responsibility). This information is displayed in every classroom and hallway in the school. Regularly this acronym is presented in lessons across the curriculum, and students who have achieved recognition in this area are announced over the intercom. Each student and faculty member was well versed in its definition and used it in multiple situations and scenarios.

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 recognizes that the administration and faculty have made a sustained effort to collaborate. Much of the collaboration is currently at the departmental level. Each department ensures its curriculum is aligned with the Utah Core Curriculum. Cross curricular collaboration is mostly informal. Wahlquist has begun discussions of PLCs, and the Visiting Team encourages the school to pursue the Professional Learning Community model.

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

The Visiting Team observed the incorporation of a variety of teaching styles into curriculum delivery to meet the needs of all students. Students were actively engaged in a wide range of activities that encouraged the development of inquiry, problem-solving, and higher-order thinking skills including, but not limited to, open-ended questions, role

plays, demonstrations, and class discussions. Interviews with students and parents indicated that classes are sufficiently challenging and help is available.

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 faculty at Wahlquist Junior High has worked collaboratively to support the development of a curriculum that focuses on the school's DRSLs. The Responsible Citizenship DRSL has successfully been institutionalized and is connected to and woven through the various content areas.

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

Classroom observations, as well as conversations with faculty, staff, students, and parents, provided abundant evidence to the Visiting Team that teachers use multiple forms of assessment to ensure all students can reach intended learning outcomes. Wahlquist Junior High also offers Math Lab, Options, Study Hall, and Edvisory classes to help students.

The Visiting Team recommends that Wahlquist Junior High implement programs that meet the needs of advanced students.

Instruction:

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

The Visiting Team observed the use of a variety of teaching styles in curriculum delivery to meet the needs of all students. Students were actively engaged in a wide range of activities that encouraged the development of inquiry, problem-solving, and higher-order thinking skills including, but not limited to, open-ended questions, role plays, demonstrations, and class discussions. Levels of student engagement are high, and teachers effectively use technology to enhance the content.

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 Citizenship DRSL has been institutionalized, and is used in class lessons across content areas. Extensive school-wide efforts are made to ensure that all students understand the definitions of harassment and bullying and how to respond when these occur. This includes a common vocabulary. All students view a bullying and harassment video provided by Weber School District. Students take a bullying and harassment quiz at the beginning of school. New students complete these activities upon enrollment and registration.

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 was impressed by the teacher-driven nature of Wahlquist Junior High's professional development program. Groups of teachers attend conferences and share what was learned with the rest of the faculty. Recently the faculty has used the book *The Speed of Trust* to guide faculty conversation and training. In discussions with parents it was noted how much parents appreciated the way their students are treated by teachers and administrators.

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 found during classroom observations that teachers were knowledgeable in their content areas and proficient in their instructional approach. In the departmental analyses, areas of improvement were noted along with plans to address these areas. Teachers have had many opportunities to access current research and receive training needed to stay current in their content areas.

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 administration and staff have done an excellent job of integrating technology into curriculum, instruction, and assessment. All classrooms have ceiling-mounted projectors and document cameras. Many classes have Smart Board devices. The Visiting Team observed a large percentage of teachers using these technological resources effectively.

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 determined that individual teachers had developed or used their own individual classroom assessments performance standards. Common assessments are a focus going forward. Wahlquist has effectively implemented a school-wide rubric to measure the Citizenship 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?*

The Visiting Team noted there were many examples of assessments within classrooms, including projects, portfolios, written tests, oral testing, and performance tasks.

Wahlquist Junior High has effectively implemented a school-wide rubric to measure the Citizenship DRSL.

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 determined that, to a large extent, the school uses summative data to measure progress toward academic goals and expectations. Developing and implementing common formative assessments will allow teachers to be more responsive in supporting struggling students.

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 was able to see evidence of structured time designed to meet teacher professional development needs. The monthly early-out time is helpful in the development, implementation, and review of assessment strategies.

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 found there is general agreement among stakeholders that the bullying/harassment prevention program, which is a part of the Citizenship DRSL, is working very well to provide a climate conducive to learning.

CHAPTER 3: NORTHWEST SUPPORT STANDARDS

Leadership and Organization:

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

The Visiting Team commends the leadership team and the entire faculty on creating a safe and positive learning environment where students know they are cared for. The faculty speaks highly of the administrators and how supportive they are. The administration is encouraged to continue to find ways to recognize and celebrate faculty and staff achievement, as well as provide faculty the time and resources to pursue the PLC model.

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 Wahlquist Junior High's DRSLs and action plan were created collaboratively through department and faculty meetings using CRT scores and discipline data. The Visiting Team encourages the school leadership to continue to collect regular data to monitor progress toward school goals. We also encourage the leadership to disaggregate data to ensure the needs of all stakeholders are being met.

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 observed a safe, efficient, and effective learning environment that aligns with school goals, DRSLs and the school improvement plan. The administration and faculty make a safe learning environment a high priority. All stakeholders agree that Wahlquist Junior High is a safe and positive climate for learning. Policies and operations within the school are consistent with the school's beliefs and mission, and the programs that have been implemented promote high standards of student achievement.

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?*

Through interviews and discussion, the Visiting Team found that teachers and staff members are committed to the school and the students. Students feel their voices are heard and their concerns are addressed. Parents seem to be as involved as much as they choose to be.

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 recognized that teachers have a genuine interest in their students' lives. The students know their teachers care, and feel comfortable speaking in confidence with their teachers. The weekly Edvisory program allows students and teachers to communicate about grades, character education subjects, and individual matters. Students mentioned that they feel teachers and the administration listen to their needs and are advocates for their educational success.

CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

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

The Visiting Team found that Wahlquist Junior High had created a viable improvement plan that meets the academic needs of the school and addresses the DRSLs. Committees have been formed to oversee the implementation of each DRSL.

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?*

Professional development is valued at Wahlquist Junior High. The school leadership provides opportunities for all interested faculty members to regularly participate in conferences and workshops. The faculty has developed the practice of returning and reporting the professional development experience. This exchange of ideas usually occurs during the faculty's monthly collaboration meeting.

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

The Visiting Team found that Wahlquist Junior High has developed a new action plan that is adequate in addressing the key components of the school improvement plan. For example, the school's math scores are lower than the state and LEA averages. The school has provided funding to hire a certified math teacher to staff a remedial math lab, and also encumbered Land Trust funds to reduce class size in the core subjects by purchasing preparation periods.

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

Wahlquist Junior High has implemented a monthly early-out day dedicated to professional development and departmental collaboration. During this time the faculty members work on school improvement goals, participate in professional development, and evaluate departmental needs.

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

The Visiting Team found that Wahlquist Junior High has fully implemented the action plans from its last full visit. The plan included goals in data tracking and analysis, DRSL creation and professional development. The action plans of the last full visit are part of the school's current culture.

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

Three of the four recommendations made by the previous Visiting Team dealt with the maintenance and operations of the school facility. These recommendations are outside the scope of the building-level administration; however, they were fully satisfied. The fourth recommendation asks for the identification and celebration of academic milestones. Celebrating success is part of the school's current culture.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team found a high degree of job satisfaction among the teachers. The teachers are actively engaged in the classroom, and report an extra a sense of loyalty, belonging and school spirit through their participation in extracurricular activities. Universally, the teachers feel valued and supported by the school administration.

The faculty and administration enjoy strong community support. The Community Council is an active entity in the school decision-making process.

The student body feels supported by the faculty, staff and school administration. A direct line of contact exists between the students and the building administration through an active student council.

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

Wahlquist Junior High has actively sought relationships within the broader community. The school's outreach efforts include tutoring ELL students from a local elementary school, fundraisers, food drives, Christmas charity drives and a partnership with the George Whalen Veterans Home.

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 that all stakeholders were involved in the recent self-study. All expressed knowledge of the accreditation process and were represented in focus groups.

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

The Visiting Team found that the results of the school improvement plan were posted on the school's web site. The results were shared with the Community Council, the PTSA and faculty.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the members of the custodial staff for their diligent efforts in maintaining the building.
- The Visiting Team commends the faculty of Wahlquist Junior High for creating engaging and meaningful learning experiences for students.
- The Visiting Team commends the school administration for creating a climate of trust and collegiality among the faculty, staff and students.
- The Visiting Team commends the faculty, staff, parents and administrators for a thoughtful and honest evaluation of current practices and results.
- The Visiting Team commends the faculty, staff and school administration for the development of positive relationships with parents and the broader community.
- The Visiting Team commends the faculty, staff and school administration for their implementation of a Citizenship DRSL that has created a safe, caring and respectful environment for students.

Recommendations:

- The Visiting Team recommends that Wahlquist Junior High School continue to study and implement the principles that govern a Professional Learning Community (specifically, the development of common curriculum maps, assessments and practices).
- The Visiting Team recommends that Wahlquist more fully develop practices of evaluating formative data (in addition to summative data) to increase student learning.

- The Visiting Team recommends that Wahlquist Junior High focus on and fully implement another of its DRSLs for the next accreditation cycle and begin this process this school year.