The Report of the
Accreditation Visiting Team

West Point Junior High School

2775 West 550 North
West Point, Utah 84015

October 25-26, 2007

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

West Point Junior High School

2775 West 550 North
West Point, Utah 84015

October 25-26, 2007

UTAH STATE OFFICE OF EDUCATION

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

DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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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, October 25-26, 2007, 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 West Point 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 Jane Muna is also commended.

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

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7/25/2007

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Craig Poll .....School Director/Elementary
Rick Call .....School Director/Junior High
Wally Hawkins.....School Director/High

WEST POINT JUNIOR HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Dr. Jane Muna ..... Principal
Martin Hardy ..... Assistant Principal
Anne Sanders ..... Assistant Principal
Lauren Goodsell ..... Administrative Intern

Counseling

RobinBuckwalter ..... Counselor
Melissa McAllister ..... Counselor
Lowell Murdock ..... Counselor
Charlotte Thurgood ..... Counselor
Kathy Carter ..... Secretary
Dee Ann Smith ..... Secretary

Office Staff

Linda Johnson ..... Head Secretary
Jennifer Anderson ..... Attendance Secretary
Heidi Marion ..... ISS
Suzanne Newey ..... Office Assistant

Support Staff

Deputy Shane Archibald ..... SRO
Carol Goode ..... STS

Assistants

Michelle Evans ..... Science Teacher Assistant
Tracy Gorder ..... Lunch and Learn
Lisa Hale ..... Learning Center Teacher Assistant
Kina Kendall ..... 504 Student Assistant
Sherrie Kline ..... Functional Skills Teacher Assistant
Corrine Larson ..... Lunch and Learn
Renae Larson ..... Special Education Secretary

Stacy Lightfoot.....Functional Skills Teacher Assistant
Janette Reed .....Functional Skills Teacher Assistant
Rebecca Reed.....Science Teacher Assistant
Debbie Stevenson.....504 Student Assistant
Jill Yeates..... Lunch and Learn

Custodial Staff

Ken Nelson.....Head Custodian
Kurtis Andre.....Assistant Custodian
Nick Perucca .....Part Time
Kevin Peterson.....Part Time
Adrian Smith.....Part Time
Allen Stephens .....Part Time
Randall Woodward .....Part Time

Cafeteria Staff

Susan Orgill ..... Manager
Francisca Arellano .....Cook
Herberta Barber.....Cook
Shelly Bybee .....Cook
Paula Everett .....Cook
Vickie Francis .....Cook
Donnell Hansen.....Cook
Leigh Ann Knell .....Cook
Myra Loock.....Cook
Carla Luby .....Cook
Stacy Winter.....Cook
Soncha Wood.....Cook

Itinerants

Lorene Newbold..... Psychologist
Mark Plumley.....Speech
Sherese Seeds.....PE
Pamela Webster .....Hearing

Faculty

Jeremiah Allen
Chadley Anderson
Joyce Anderson
Jana Barrow
Lindsay Beighn
Peggy Bolos
Chris Bradshaw
Yvonne Buhler
Julia Carper
Michelle Denson
Gregory Duffin
Debra Eaton
Becky Ethington
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Bradley Moon
Greg Mudrow
Tomee Pace
Sally Pando
Becky Perkins
Aaron Powner
Wes Roach
Shawn Satterthwaite
Dan Sayers
Linda Shriber
Sara Silva
David Sisneros
Jordan Smith
Bert Stanger
Melanie Stokes
Andrea Swanson
Megan Swenson
Mark Thornton
Cary Wilson

VISITING TEAM REPORT

WEST POINT JUNIOR HIGH SCHOOL

MISSION STATEMENT

Our mission at West Point Junior High School is to provide meaningful, academic experiences that encourage excellence and love of learning in a community of collaboration.

BELIEF STATEMENTS

We believe that all students have the potential to learn responsibility and ownership of their education by regularly attending school and completing assigned work.

We believe that all students learn core curriculum concepts better when teachers use improved instructional methods learned through continuing education.

We believe that all students have the right to a quality education that is engaging, interactive, and meaningful.

We believe that all students have the right to feel safe in their learning environments.

We believe that all students will have enhanced academic achievement when students, teachers and community members collaborate.

We believe that all students' academic skills, as well as understanding of real-world applications, can be enhanced and reinforced through the integrated use of technology.

We believe that all students are capable of learning when their individual needs and learning styles are respected and accommodated.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. SCHOLAR: Students at West Point Junior High School will be critical thinkers, have a solid knowledge base, and will be collaborators.

2. HONORABLE CITIZEN: Students at West Point Junior High School will be respectful, and responsible.

3. LITERATE STUDENT: Students at West Point Junior High School will be literate in technology, reading and writing.

Date of visit: October 25-26, 2007

MEMBERS OF THE VISITING TEAM

Dr. Christine Huley, Granite School District, Visiting Team Chairperson

Shane Farnsworth, Timberline Middle School, Alpine School District

Sheri Kennedy, Eisenhower Junior High School, Granite School District

Joel Miller, Orem High School, Alpine School District

David Chavez, Horizonte Training and Instruction Center, Salt Lake City School District

VISITING TEAM REPORT

WEST POINT JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

West Point Junior High School is three-and-one-half years old, and has a unique design in that a sense of community exists inherently in each grade level in a structure of "houses" for each grade level; in this way, West Point Junior High School is the first of its kind in the state of Utah and joins a small percentage nationally. This junior high school has been created for communities of learners to work cooperatively in a variety of settings. To meet the unique needs of young adolescents, the design of the school offers an environment where students feel a sense of belonging and where teachers can meet to discuss student concerns and plan integrated units. The school's staff members have embraced the middle school concept, and were finalists in the National Forum to Accelerate Middle Grades Reform "Schools to Watch" initiative. The school consists of 1,384 students in grades seven, eight and nine. The school was built in response to the enormous growth of the northwest area of the Davis School District; this is evidenced by the eleven portable units on the campus known as the "Warrior Village."

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

West Point Junior High School is experiencing a yearly growth of approximately 100 students. Although the majority of the students are Caucasian, there is a small but consistent growth in the Hispanic population. Sixty-five students have limited English but do not require services; six students are enrolled in the one English as a Second Language class. As the number of students who require these services increases, so will the number of ESL classes.

Thirty-two percent of students receive free or reduced-price lunch, and West Point has an approximately fifteen percent mobility rate. A first glance at the campus and surrounding neighborhood would indicate a moderate to high socioeconomic status; however, the reality is that one-third of the students do qualify for free or reduced-price lunch.

Seventy-seven students are identified as gifted and talented, and 105 students are served by the Special Education Department, which includes one functional and one behavioral unit.

Since the school's first year of operation, student achievement has increased in the core academic areas. In addition to literacy and math, the school community is focusing on improving student achievement in science. As a result, a science aide has been added to provide additional help to students who need extra support. This is evidenced by the results of the Criterion-Referenced Tests and the Iowa

tests. The Annual Yearly Progress report from the Utah State Office of Education is used to study how specific subgroups are performing academically.

Data from the student, staff and parent surveys indicated that students need more information and support on study skills, developing a healthy respect for one another, peer relationships, family challenges, and motivation. These areas are addressed during Primetime, which is a 30-minute class designed to support students in their social and emotional growth.

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

Further disaggregation of student data by ethnicity, gender, and special populations is needed to identify specifically who is learning and who is not learning.

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

The self-study portrayed a solid picture of the school community, students, staff and parents. The myriad support programs for students were listed and described in detail. This information showed the high degree of caring and concern for students at West Point Junior High School. In addition, the self-study reflected enormous support from community partnerships.

Suggested Areas for Further Inquiry:

- The staff and community need to continue to study and analyze student data in order to identify the learning needs of all students.

- The staff and community need to continue to design intervention programs that are data driven and build in an evaluation process to determine the effectiveness of the programs.

- Professional development should continue to be determined by the learning needs of students and, as a result, the learning needs of the staff.

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?

West Point Junior High has made great strides toward including all stakeholders in the development of the school's vision. Administrators, teachers, counselors, students, and parents have met often in study teams as well as large groups over the past two years. Both the PTSA and the School Community Council have given input on the development of the mission, beliefs, and DRSLs. School-wide consensus on the beliefs, mission, goals, and DRSLs is evident. In preparation for accreditation, the entire faculty and staff have participated in Envoy, Love and Logic, and Human Dynamics training. This training has helped the staff to improve current educational philosophies, practices, and beliefs.

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

The mission of West Point Junior High is to provide meaningful academic experiences that encourage excellence and a love of learning in a community of collaboration. The beliefs of West Point are summarized as follows: all students have the potential to learn responsibility and ownership of their education by regularly attending school and completing assigned work; all students learn core curriculum concepts better when teachers use improved instructional methods learned through continuing education; all students have the right to a quality education that is engaging, interactive, and meaningful; all students have the right to feel safe in their learning environments; all students will have enhanced academic achievement when students, teachers and community members collaborate; all students' academic skills, as well as understanding of real-world applications, can be enhanced and reinforced through the integrated use of technology; and all students are capable of learning when their individual needs and learning styles are respected and accommodated. Finally, West Point has determined the following DRSLs: Scholar, Honorable Citizen, and Literate Student.

The mission and belief statements articulated by West Point address learning and achievement generally. The DRSLs are specific dispositions, skills, and traits West Point students should acquire. The mission and beliefs statements could be revised to more specifically align, address, and support the DRSLs.

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

The indicators for measuring progress in assessing the DRSLs, as currently stated, are tasks to be accomplished rather than measures or assessments of student achievement or progress in accomplishing the DRSLs. Indicators need to be developed that would measure progress and indicate whether or not West Point is achieving its DRSLs.

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?*

West Point's mission and beliefs appear to guide the procedures, policies, and decisions of the school well, and are evident in the culture of the school. They are posted in every classroom and referenced in activities such as Prime Time. The DRSLs, now that they have been determined, should be embedded in the culture of the school in order to guide procedures, policies, decisions, and practices at West Point.

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*?*

Teachers collaborate regularly to discuss and define learning standards. They meet on Fridays and at other professional development times throughout the year.

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

West Point should develop evidence showing the engagement of all students in inquiry, problem-solving, and higher-order thinking skills. Limited evidence other than the anecdotal exists.

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 DRSLs have been recently developed, and further refining and collaborative work will be needed to develop a curriculum that focuses on the school's DRSLs.

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

The Visiting Team recommended that West Point develop common assessments to drive the curriculum and determine what students are learning.

Instruction:

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

A variety of instructional and support strategies were observed. These included, but were not limited to, project-based and cooperative learning, PowerPoint presentations, whole-group instruction, worksheets, and the use of rubrics. Student planners are used by all students and teachers to encourage and reinforce the development of organizational skills. Students are provided with additional time to complete work and to receive the support needed to learn core concepts. The Utah Life Skills are taught through programs such as Prime Time, and are also integrated into classes. Teacher websites are available for all students and parents to check on assignments and grades, and to communicate with the teacher.

The lecture format was also observed. The lectures focused on dispensing information; although they were interesting, there was not enough attention given to teacher-student interaction or ongoing monitoring of student engagement with what was being presented.

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 staff has studied assessment data to review and evaluate the success of instructional practices. This includes class pre- and post-testing. This evaluation has led to adjustments in the instructional delivery. Friday collaborative time alternates weekly among house meetings, department meetings, district in-service, and accreditation preparation that addressed the entire continual school improvement process. This time is also devoted to developing instructional strategies that address the DRSLs school-wide.

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?*

Professional development is guided by teacher input and student learning data.

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?*

Knowledge of content area and competency was evidenced by teacher observation. Opportunity for reflection on these practices is provided on a regular basis. There is a developed system of formal mentoring of new teachers that supports these teachers in their instructional strategies. There is also a strong supportive presence from administrators for all teachers to improve instructional effectiveness by providing substitutes to allow teachers to observe other teachers. Frequent, informal classroom visits, accompanied by specific commendations and recommendations, are provided.

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

Technology is an integral part of the school and its implementation of the educational plan. It is a vital part of the mission of the school. It is used in the processes of learning, teaching, assessment, and parental and home collaboration. With regard to technology, West Point has a state-of-the-art facility. With the constant and rapid redefinition of what constitutes "state-of-the-art," there was some concern expressed about the challenge of maintaining that status in terms of hardware and software. This concern is expressed by West Point's choosing this area to be one of the four major goals of the school.

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 staff uses the standards as outlined in the Core Curriculum to design classroom assessments that measure the learning of students. Currently, the staff relies on formalized state testing to identify the learning needs of students. Individually and in departments, the staff has begun to develop class and school-wide assessments. This is one of the school's goals. The administration and staff are aware of the need to study the state and district curriculum guidelines and determine essential and enduring understandings. Once this is accomplished, grade-level departments can begin to develop common formative and summative assessments that will enable the staff to be clearer on who is learning and who is not.

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 school staff does have a fair process to assess the unique needs of all students. Accommodations are made for students who have individualized learning needs. Assessment choices that meet the learning styles of the students

are made available them. Students can demonstrate proficiency through presentations, projects, and other assessments. Traditional assessments are also utilized.

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

The culture of the West Point Junior High School is one in which the staff, administration, and Community Council all use data to assess the learning needs of students. The school is in process of looking at data to assess the effectiveness of interventions and professional development. Accessing data that is easy to analyze continues to be an area of need. The staff and administration rely on the data from the Criterion-Referenced Tests and Adequate Yearly Progress reports to grasp the learning needs of the students. Teacher-made assessments are implemented to assess student learning on a class-by-class basis.

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?*

Every Friday teachers engage in collaboration. Time is built into the schedule specifically for this purpose. During this time, teachers meet in grade-level houses to discuss student learning needs, develop integrated units, and develop skills they need to meet the instructional needs of students. For example, the staff and administration recently participated in REACH professional development. As a result, the staff and administration meet the needs of all students at West Point Junior High School.

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

The West Point Junior High staff and administration agree upon the DRSLs and their alignment with the needs of the students. The staff and administration are in the process of defining a school-wide scoring tool to assess the DRSLs. They are committed to designing DRSL assessments that are specific, measurable, and achievable school-wide.

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?*

West Point Junior High School has established a climate where teaching and learning are highly supported and valued by all members of the faculty and staff. The school values academic time within the school community and minimizes the number of interruptions during instructional time during the day. West Point Junior High is dedicated to fostering a nurturing and safe school environment where the students feel they belong. The staff does collaborate within the building; however, teaming is rarely established.

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?*

West Point Junior High School actively monitors student progress and achievement through a variety of assessments. The school engages in ongoing professional development on research-based strategies to make the necessary adjustments and modifications to instructional strategies used at the school. Decision making is a collaborative process and involves members of all stakeholder groups. The staff and administration need to continue to collect data and assess and evaluate their practices to improve student learning.

c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

West Point Junior High School continues to make a concerted effort to become data driven. The school uses research-based instructional strategies to guide teaching and student learning. The school leadership provides data to teachers so they are able to make informed decisions about students in their classrooms. Polices and operational procedures are consistent with the school's belief and mission statements, and allow opportunities for student learning. Throughout the school year, the teachers continue, with ongoing assessments and professional learning opportunities, to promote student learning.

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?*

West Point Junior High School has a positive working relationship among all stakeholders. The School Community Council is instrumental in decision-making involving student learning and the allocation of funds. In addition, the council has been an active participant in developing and revising the school improvement plan. Students report feeling safe, and report that they feel they belong to the

school community. The students feel that their voices are heard and their concerns are addressed.

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?*

West Point Junior High students report in SEOP meetings with their counselor that they have at least one adult at the school they can trust. The Counseling Department offers after-school tutoring using high school seniors who are planning on becoming teachers to assist in the Warrior Academy to remediate failed courses. In addition, as a part of the middle-level philosophy, West Point students are encouraged to become involved outside of the classroom and participate in any of the 30 extracurricular opportunities to become more connected to the school.

West Point Junior High students are able to receive support to meet academic standards through a variety of programs offered at the school. The school has developed a "Lunch and Learn" program to assist students with their academic needs. The program is set up to support students who have failed two or more core classes, or those students who desire help with homework or assignments.

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?*

West Point Junior High has fully implemented support for school improvement through professional development. The faculty is committed to continual school improvement by attending professional learning that encourages best practices. Assessments have been utilized to determine areas of need. The administration has provided professional learning opportunities and time to focus on both student and teacher success.

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?*

West Point Junior High, in conjunction with the Davis School District, has provided high-quality professional learning and support systems for faculty development. The evidence of this is a staff that is actively working to be highly skilled by pursuing professional development, advanced degrees, and extended endorsements. The administration invests in ongoing professional learning through scheduled time, space, materials, and funding.

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 action plan addresses the areas identified from data, and as a result the goals of the action plan focus on these key areas and the DRSL's, and are indicative of a culture of continuous improvement. Forward thinking and a passion for creating a culture of belonging are hallmarks of West Point Junior High School.

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

West Point has established various initiatives that focus on school improvement. Proactively the faculty, staff and administration have created academic and behavioral programs that encourage success and achievement. These programs include, but are not limited to, honor rolls, perfect attendance recognition, citizenship honor rolls, Sustained Silent Reading (SSR), reading and writing strategies, Lunch and Learn, Read 180, SOAR, Enrichment Reading, the 7Up Club, the Cardinal and Silver Club, the Merit Team, the National Junior Honor Society, honors courses, and the Evening of Excellence.

With support from the committee and local outside groups such as the Community Council, the PTSA, focus groups, and district curricular departments, West Point has created house interdisciplinary teams for greater collaboration not only within the faculty, but within the student body grade levels. The student government has been effective in creating an environment that involves all the stakeholders in a positive community of lifelong learners.

CHAPTER 5: COMMUNITY BUILDING

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

West Point Junior High has done an exceptional job of positively and effectively establishing an efficient working relationship among the students, faculty and administrators, as well as the support staff. The school has successfully created

many programs to enhance its climate and create a positive learning culture. The Visiting Team saw evidence of a well cultivated relationship among all stakeholders at the school. There is a positive climate of community, safety, and school pride at West Point Junior High. The clubs and organizations created to enhance student learning and involvement have created a great opportunity for all students to feel like they belong and have a voice in their school. The school's DRSLs genuinely reflect its commitment to community building.

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

West Point Junior High obviously strives to enhance outside community involvement within the schools community. Patrons and other stakeholders serve on committees to establish programs, resources, and instructional materials that support student learning. The faculty works with the PTSA and the Community Council to establish guidelines and policies regarding activities within the school itself and throughout the extended community. The school does well in communicating with its patrons through monthly newsletters, Back to School Night, parent-teacher conferences, and SEOP conferences. It has created academic remediation programs that are fully supported and have good parental involvement.

West Point Junior High has successfully established positive business partnerships to further encourage achievement through a reward system. West Point's collegial working relationships with the faculty and staff, with outside agencies like the sheriff's office, with local businesses, and with the Davis School District have created a school that the students, patrons, and local community can be proud of.

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

Based on a critical analysis of school needs and focus, West Point Junior High has taken its self-study and developed programs, initiatives, and partnerships to enhance student success and improve the school's climate. The Community Council and parent association, in conjunction with the staff, administration, and students, were involved in the self-study process. They view the process as ongoing and "the way we do things at West Point Junior High School."

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

The results of interventions and professional development created to support student learning are reported in a variety of ways. Through newsletters, Community Council meetings, Friday collaboration time, and professional

development scheduled at the school site, the results of school improvement efforts and revised interventions are shared.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the faculty, administration and staff for creating a sense of belonging for the students and staff: Students like to come to West Point Junior High School. They feel safe, and express that they are cared for and that the faculty and administration are committed to helping them succeed.

- The Visiting Team commends the staff on creating a school culture that supports high expectations for student learning, and supports students when they meet challenges in their learning.

- The Visiting Team commends the faculty, administration, staff, and community for caring for the students outside the classroom. This is demonstrated by the abundance of academic and non-academic clubs and extracurricular opportunities.

- The Visiting Team commends the faculty, administration, and staff for a shared vision and shared responsibility for student learning.

- The Visiting Team commends the faculty, administration, and staff for their commitment to reflect on the needs of the students and embrace a culture of continual school improvement.

- The Visiting Team commends the faculty, administration, and staff for their vision and commitment to the use of technology to improve instructional practices and student learning.

- The Visiting Team commends the faculty and administration for fully utilizing the facility to establish smaller learning communities for young adolescents, and the implementation of middle-level philosophy.

Recommendations:

- The Visiting Team recommends that the staff develop formative and common department assessments in order to determine who is and is not learning. Professional development in this area will assist with this endeavor.

- The Visiting Team recommends the staff define the DRSLs as specific and measurable outcomes, and embed these in the school culture.

- The Visiting Team recommends that the staff revisit the goals and objectives of the action plan and align these more specifically with the needs that emerged from the recommendations of the departmental and focus group analyses.

- The Visiting Team recommends that the staff assess the effectiveness of the intervention and remediation programs and revise accordingly.