The Report of the
Accreditation Visiting Team

Central Davis Junior High School

663 Church Street
Layton, Utah 84041

November 15-16, 2011

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

Central Davis Junior High School

663 Church Street
Layton, Utah 84041

November 15-16, 2011

UTAH STATE OFFICE OF EDUCATION

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FOREWORD

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

The evaluation, November 15-16, 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 Central Davis Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal David Tanner is also commended.

The staff and administration are congratulated for their desire for excellence at Central Davis Junior High School and for their professional attitude which made it possible for them to see weaknesses and strengths and to suggest procedures for improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is most important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Central Davis Junior High School.

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State Superintendent
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*** CMAC Representative Appointment
**** USBA Advisory Representative Appointment
***** Charter School Representative Appointment

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Craig Poll ..... Asst. Superintendent
Rick Call .....School Director—Junior High

CENTRAL DAVIS JUNIOR HIGH

ADMINISTRATION AND STAFF

School Administration

David Tanner ..... Principal
Martin Hardy ..... Assistant Principal
Stacy Miller ..... Assistant Principal

Counseling

Sally Cannon ..... Counselor
Karolyn Lehn ..... Counselor
Nancy Seely ..... Counselor
Christopher Ashton ..... Counselor
Lynda Applegate ..... Registrar
Jeni Vasquez ..... Registrar

Support Staff

Gaylene Byers ..... Administrative Assistant
Mary Madson ..... Attendance Secretary
Kathy Airmet ..... Assistant Secretary
Marsha Turner ..... ISS
Katie Pedersen ..... ESL
David Brimhall ..... STS
Wal Trujillo ..... Head Custodian
Bruhan Cinbilgel ..... Assistant Custodian
Kevin Fuller ..... Custodian
Jeanette Singleton ..... Cafeteria Manager

Faculty

Rachel Banks
Elinda Bean
Kristie Bennington
Stan Bird
Stacie Buchmiller
Jason Campbell
Kathy Craynor
Reuben Cunningham
Logan Donaldson
Michelle Downard
Daren Ferrell
Joe Folkman
Shawn Gardner
Sharyn Hampton
Kimberly Harmon
Wendy Haws
Richard Heath
Patti Hortin
Bryan Hunt
Merrill Johnson
Stephanie Kay
Susanne Kershaw
Kristy Knight
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Mary McArthur
Regina Oechsle
Kareen Patterson
Brooke Pendleton
Jeff Perkins
Doug Polson
Kevin Puzey
Kim Rathke
Julie Rohlfing
Bruce Savage
Anna Smith
Kristine Starkey
Jennifer Thornell
Alan Turpin
Jesse Yoshimura

VISITING TEAM REPORT

CENTRAL DAVIS JUNIOR HIGH SCHOOL

MISSION STATEMENT

Learning is CENTRAL to Success

BELIEF STATEMENTS

- Creating a safe and supportive environment which promotes student learning and success.
- Upholding traditions of respect, acceptance, high expectations, hard work, and accountability.
- Becoming individuals with unique physical, social, emotional, and intellectual needs.
- Students learning through a variety of instructional approaches.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Responsible Citizens who will
   - Accept accountability
   - Model ethical behavior
   - Work cooperatively
   - Respect themselves and others

2. Resourceful Thinkers who will
   - Access, analyze, and evaluate information and credibility of sources
   - Understand other perspectives and cultures
   - Use critical and creative thinking strategies
   - Solve complex problems
   - Connect instruction to everyday life

3. Effective Communicators who will
   - Express ideas with clarity, purpose, and audience awareness
   - Evaluate and use various forms of communication

Date of visit: November 15-16, 2011

MEMBERS OF THE VISITING TEAM

Doug Finch, Alpine School District, Visiting Team Chairperson

Rick Anthony, Granite School District

Jeanne Andersen, Box Elder Middle School, Box Elder School District

Robert McDaniel, Murray School District

Mary Rhodes, Bennion Junior High School, Granite School District

VISITING TEAM REPORT

CENTRAL DAVIS JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Central Davis Junior High is located in Layton, a city with a population just over 70,000. The school opened in 1954 and has undergone several structural additions to meet the needs of a growing student body, as well as safety and technology adaptations. Recently, the administrative offices and Media Center were expanded and renovated. Other significant additions to the physical plant include a music lab and an attractive courtyard.

The school boundaries run east to west, creating a diverse socioeconomic and cultural student population. Twenty percent of students are non-Caucasian, and 30 percent qualify for free and reduced-price lunch. Thirty-three percent of families have a single parent, and student mobility is 22 percent.

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

Central Davis Junior High students generally perform at or above Davis School District averages, and well above state averages in end-of-level tests. Approximately 40 percent of students are on the Honor Roll.

English language learners score significantly lower than English-speaking students. Students with disabilities also experience a performance gap and did not achieve AYP proficiency.

Surveys revealed that one in six students felt they had been bullied. While there is concern and a desire to improve, Central Davis Junior High noted that this is half the national average for bullying.

Average daily attendance has been above 95 percent for the past six years.

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

In the future, specific data collected from assessing student performance on the school’s desired results should be clearly outlined and analyzed.

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

The self-study appears to be a very authentic representation of the school’s strengths and limitations and represents a thorough reflection by the school’s stakeholders.

Suggested Areas for Further Inquiry:

- Conduct ongoing evaluation of the results of the data collected on Responsible Citizens.

- Gather baseline data on the next priorities for implementing an instruction and assessment system for anther DRSL.

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?

Central Davis Junior High School has made an authentic effort in a collaborative process to develop, revise, and define a mission statement and DRSLs that support student achievement. The mission statement and belief statements were originally written over seven years ago, and were revisited by the entire faculty, numerous students, PTA board, and the Community Council as recently as last year. The mission statement and belief statements are closely aligned and emphasize student learning and progress.

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

The Visiting Team found that there is alignment among the mission, beliefs, and DRSLs. The Central Davis Junior High teachers, staff, community, and administration are using and refining the mission and beliefs supporting student learning. Staff members are committed to improving student learning in a safe and supportive environment, as seen in the use of the common citizenship rubric, school-wide classroom rules, CUB Pride initiative, and Local Case Management Team.

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

Central Davis Junior High has developed indicators to measure responsible citizenship, including the citizenship rubric, CUB Pride 200, office referral tracking, tardy tracking, and "Battle of the Grades" tracking. It is recommended that data pertaining to student competence relating to the DRSLs be made a priority in the coming school years. Indicators for the other DRSLs should be added to provide a

framework in which all three can be assessed. This data will help the school determine where it is, where it is going, and how it will get there.

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 the mission, beliefs, and DRSLs are evident in school policies and decisions as well as the culture of the school. The belief statements and DRSLs are evident in academic and curricular decisions that foster improved student learning. They are displayed on teacher classroom posters, and students, parents and community members are aware of them and are trying to implement their use in curricular areas.

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 staff is working collaboratively on curriculum in many respects. Departments are united in expectations for students. English teachers all require three drafts each on seven topics, and all use Utah Writes; additionally, all use literature circles and weekly articles. Science teachers are pacing themselves with each other and sharing lesson plans. Math teachers are aligned precisely using math notebooks developed at the school. Objectives are posted in all classes and are frequently based on the Core Curriculum.

There is also evidence of some cross-curricular development. The Physical Education Department, for example, used math to determine heart rates and other pertinent calculations. A school-wide writing rubric has been developed; although the extent of implementation is not clear, the presence of the rubric and rising awareness is encouraging and a possible foundation as new Core Curriculum is extended beyond the English Department.

Besides close alignment with each other and with the Utah Core, teachers and departments are current with impending changes. The Science Department will be piloting a new State Core for Earth Science next semester, and as noted, the English Department is immersed in the new core standards with the intent of extending that immersion next year. Specific implementation strategies for school-wide movement to increased writing are not clear, and commitment from the entire staff may be mixed at this point, but the importance of collaboration on next steps is evident to the staff and administration. The Math Department is planning revisions of its notebook to accommodate impending math Core Standards implementation.

Overall, collaboration on curriculum is demonstrated, and the staff appears interested and willing to pursuing in taking next steps. As focus group commitments diminish and needs are clarified, professional development can be fashioned to provide the

direction necessary. Developing and sharing additional instructional strategies could be a next step. The action plan identifies training on technology and instructional strategies as a step, and these could be important points of collaboration.

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

The English Department reviewed CRT data last fall and determined that inquiry is a topic for further development. Changes in curriculum to address this are being integrated as the new Core Standards are implemented. Problem solving is clearly evident in science labs. Students were engaged in determining density and arguing for or against draining Lake Powell. Writing topics focusing on argument are further evidence of higher-order thinking. Awareness of need for inquiry is emerging from English Department and embedded in some classes. Extending the practices in place and developing new strategies as the Common Core is implemented school-wide will be natural opportunities to engage students in higher-order thinking.

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 distillation of DRSLs into Responsible Citizens, Resourceful Thinkers, and Effective Communicators promotes pervasive support. Desired results are frequently posted near objectives and often are integral part of lessons. Teachers feel that cognitive experiences such as peer editing also promote responsible citizenry, and a list of strategies to “Read with a Pen” encourages resourceful thinking. Emphasis on the Six Traits of Writing, the journalism class’s “Open Mic” day on Friday, and school plays are opportunities for communication. A school-wide citizenship rubric demonstrates the staff’s willingness to collaborate on desired results, and institutionalization is evident. Continuation of attention to citizenship and movement toward an additional DRSL are recommended.

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

Several mechanisms are in place to ensure that students are reaching goals. Most predominantly, a FLEX program has been implemented. The intent to provide immediate remediation or enrichment during the school day is commendable and, in this case, because of recent modifications, effective in many respects. The process has been refined this year to ensure an orderly assignment of students to appropriate classes. Although student ambivalence is reported in some instances, generally teachers appreciate the recent changes that provide some structure.

Beyond the school-wide measures, clickers are used in science for quizzes and re-teaching; students reported loving the technology and the display of class and individual (masked) results. Extending this practice could be one way to use assessments to drive curriculum. Another successful intervention is an after-school session for students who have not made sufficient progress on essay drafts in the writing lab. Of significance is the inclusion of math labs, which are additional math

classes for students needing support. Continued attention to polishing FLEX and developing classroom mechanisms for Tier II interventions is suggested.

Instruction:

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

When examined as a collective whole, the staff at Central Davis Junior High demonstrated a variety of instructional strategies. As part of the school's action plan, they have also identified the need to work collaboratively on cross-curricular integration. Collaborative efforts to discuss and observe each other have been identified. Observation showed direct instruction, guided practice, and independent work in every classroom. Student collaboration such as group work and pair sharing were also observed, albeit less frequently. Project-based and authentic task learning activities were used in CTE, art, music, and science classrooms. Engaging instructional strategies through the use of technology was demonstrated through the use of computer labs for Utah Writes, overhead projection tablets, and student response systems. The action plan reflects the staff's desire to build upon this foundation.

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?*

Instruction that supports the identified DRSL of "Responsible Citizens" is observable in each classroom. In addition to the teaching opportunities for this instruction, staff members at Central Davis Junior High have come to a consensus upon the use of school-wide classroom rules. These common rules create opportunities for instruction when a teacher is correcting behavior, and rules are also reinforced in each class. A rubric for what makes a responsible citizen has been collaboratively developed and is used by all teachers at mid-term and end of term. Students have the opportunity to evaluate their own progress and grade themselves based on the rubric. Teachers then have the opportunity for dialogue and additional input into what progress the student has made.

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 focus groups identified the need for collaboration and time dedicated to professional learning in the accreditation document. The development of the staff-wide reading and sharing of the book *Teach Like a Champion* (Lemov) demonstrates initial stages of professional development centered on instructional strategies. In addition, the staff has participated in initial training in the use of technology to manage digital content. The action plan identifies professional development on new technologies and instructional practices to engage students and improve performance as a priority.

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 staff members at Central Davis Junior High are highly qualified and highly knowledgeable in their content areas. A large percentage of teachers have advanced degrees, and have an average of 13 years of experience in the profession. Interviews, observation, and the accreditation document include authentic reflection on current practices and desire to improve student achievement.

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

Central Davis Junior High has a robust web presence consisting of school and teacher websites. These websites include calendar, assignment, and instruction information. The principal provides a weekly e-mail communication to students and parents. The action plan goal of using technology, with each of its articulated elements, clearly provides a well-defined plan going into the future. This plan is supported by key staff members and, along with a clear plan for ongoing professional learning, will improve student engagement and achievement.

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?*

Central Davis Junior High has articulated school-wide expectations for student achievement. All teachers share common grading scales and have expectations for both formative and summative assessments within their departments and classes. The assessments are aligned with CRTs. The central/flex period ensures that all teachers use grades as an assessment to determine weekly interventions for students. The Visiting Team frequently observed lesson objectives with clear performance standards that could easily be assessed and analyzed, creating opportunities to evaluate instructional strategies and a variety of assessment tools.

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

Central Davis Junior High has a fair and equitable process to ensure academic achievement for all students. The flex period is centered on focused on interventions or enrichment for all students. As an example of the concerted efforts to enable all students to participate, a bus is provided for students who attend after-school tutoring. In addition, Central Davis Junior High has implemented honors courses to meet the needs of advanced learners. Parents, staff, and students all articulated that assessments and assignments at Central Davis Junior High are adapted for the

individual needs of at-risk population, including ESL, 504, and special education students.

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

Central Davis Junior High uses data in various ways to assess school achievement. At the beginning of the year, specific departments engage in an in-depth analysis of CRT results to determine needed instructional or curricular changes. School CRT results are also discussed as a whole staff. Beyond state test scores, teachers review grades weekly with their students in CENTRAL time (part of the flex period). That data is used to determine the appropriate interventions for struggling students. Grades are also used in data as a positive motivator, implementing programs such as grade-level competitions, 4.0 G.P.A. bulletin, and Cub Pride 200.

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?*

According to the staff, increased collaboration at Central Davis Junior High is an identified area of need. Currently collaborative efforts are mostly made at a department level. The Visiting Team did observe some exceptional products that have resulted from collaborative efforts. An example of this is the math notebook that was created over a four-year period by the Math Department. Other departments have also collaborated to create common assessments and expectations.

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

There is evidence of consensus on school-wide tools to address the school's DRSL of emphasis, community responsibility. The Citizenship Evaluation Form is highly regarded by both students and staff. The form requires students to reflect upon many aspects of good citizenship within a school. It also enables teachers to hold students accountable for their classroom choices. In addition to this form, Central Davis Junior High uses CENTRAL to teach and reinforce critical components of good citizenship, such as anti-bullying and appropriate behaviors. Students, parents, and staff all indicated substantial improvement in behaviors associated with community responsibility. Specifically, they noted a decrease in both inappropriate language and bullying. They also emphasized increased peer acceptance, communication, and student expectations.

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 Central Davis Junior High leadership has increasingly engaged staff members in professional learning and collaborative opportunities. Faculty meetings have become more engaging for staff members as they read professional materials and as departments present new instructional ideas they are exploring as part of their teaching. Teachers note that additional opportunities to collaborate about student learning will further enhance this academic learning climate.

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?*

Teachers at Central Davis Junior High identified that data-driven decision making is an area for growth for the majority of the school. The Math and English Departments are most able to work from common assessments and are emerging in their effective analysis of the results. As part of the school-wide action plan, the school plans to develop a data team that will lead in developing a greater capacity for teachers to collect and utilize student performance data to monitor achievement and instructional effectiveness.

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?*

The Central Davis Junior High leadership has skillfully managed school operations such as student recognition, flex scheduling, hallway expectations, etc., and are all in alignment with the school goals, especially those related to Responsible Citizenship. Students comment that the school environment has been noticeably enhanced through the emphasis on safety, school spirit, and limited distractions.

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

The school recognizes from surveys that the community is not well informed regarding academic successes and learning opportunities available to students. The school is actively working to change perceptions regarding the academic rigor available at the school. Community members expressed appreciation for increased promotion of honors and extracurricular programs.

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?*

Monday Central Flex has been established for students to review their academic status each week and plan their use of the flex opportunities for the week. Especially noteworthy is the decision the school has made to loop these students each year, when possible, to have the same Monday Central Flex teacher to build relationships.

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 school has done a very responsible job of following the *Collaborating for Student Achievement* model and the comprehensive school improvement model. Both the process and the intent have been closely followed. The school has emphasized transparency and full disclosure in the school profile, focus group and department analyses, and school-wide action plans.

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?*

As part of the school-wide action plans, the school has outlined steps from implementation that include professional development. In many cases, leadership or steering committees are formed to analyze issues and give recommendations for change. These efforts are cohesive and in alignment with the school's goals for improvement because the school's professional development plan is embedded in the school's goals for improvement.

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?*

Careful realignment was considered in developing a school-wide action plan that represented the recommended areas for growth identified by the departmental and focus group analyses. Because of this reflective leadership, the current school-wide action plans address the critical areas. The collaborative process has instilled a high level of commitment in stakeholders.

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

Teachers have increased their participation in the change and continuous improvement process by committing the weekly planning and collaboration time. In trying innovations, the school leadership has allowed teachers to make adjustment to fine-tune programs. Central Davis Junior High has developed an atmosphere in which it is permissible to take risks.

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

Through the school's continued emphasis on reading and writing, Central Davis Junior High has experienced strong performance on end-of-level tests in language arts. Students consistently score above state and district averages and attribute this to the emphasis the school has placed on language arts.

The goal for increased collaboration between school and community has led to reported improvements the past few years as proactive communication, availability, frequent progress reports, and community engagement have been emphasized. Improved collaboration for student learning continues to be a focus of the new action plans.

The school particularly realized significant growth on developing school-wide standards. This is primarily apparent in the Cub Code of Conduct, as Responsible Citizenship was the DRSL the school chose to institutionalize. The school has also realized academic growth in unifying grading and classroom behaviors through this collaborative effort to develop common standards.

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

While the recommended student anti-bullying program was discontinued, the school aggressively worked to address the perceived problems of bullying and harassment identified during the previous self-study. This work included developing a code of conduct, classroom presentations, methods for reporting, and consistent steps for enforcement. While incidents continue to be reported, the frequency has greatly decreased, and consistent enforcement has improved reporting and follow-through.

The school immediately responded to recommendations to revise the action plans to be more explicit regarding assignments and timelines. This adjustment improved the clarity and implementation of the school-wide action plans.

The Visiting Teams recommended an analysis of assessments and their validity. This invitation has led to participation by the staff in professional development opportunities related to writing, and common rubrics and assessments developed for some core areas. Understanding and development of the assessments is still identified as an area for improvement by the school's action plans.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team noted that Central Davis Junior High is continually making progress in establishing, building, and maintaining positive working relationships among the faculty and staff of the school. The PTSA and Community Council are active within the school community, especially with the accreditation process. It is noted that parents and community members alike were involved and continue to be active participants in the learning community.

It is recommended that Central Davis Junior High continue to emphasize working both intra- and interdepartmentally, as well as holding conversations about cross-curricular lesson plans, timely interventions, and DRSLs.

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

It is evident to the Visiting Team that a climate of collaboration exists in the school community. There is community support for school activities both extracurricular and intra-curricular (e.g., Reality Town, Career Fair, Latinos in Action, sound outs, Cub Pride, and sports events).

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 departmental analyses and the work of the focus groups is ongoing process of self-study. Both departments and focus groups have identified and addressed their areas of strength and weakness to further promote student learning. The team observed the involvement of school community, including parents and students, in all aspects of this analysis.

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

The Visiting Team found that the school has analyzed its data and identified areas of concern that need to be addressed. Parents are encouraged to look at individual students' progress using the Encore Program. In addition, the Community Council, PTSA, staff members, and parents are provided with school-wide data, which is available on the district web site. The stakeholders review the school's progress annually, and school improvement needs are identified and addressed.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team highly commends the efforts and commitment of Central Davis Junior High to sincerely utilize *Collaborating for Student Success* as not only an intermittent school process, but as an ongoing model for school improvement. The work of institutionalizing the Responsible Citizenship DRSL has enhanced the safe school environment and promoted a culture in which teachers, students, and parents love to be at school.

- The Visiting Team commends the professional development and investment in curriculum development that have provided alignment and organization. This work is essential to establishing a platform for student learning and success.

Recommendations:

- The Visiting Team recommends that Central Davis Junior High identify a second DRSL to institutionalize, while continuing to develop explicit teaching and assessment strategies for Responsible Citizenship.

- The Visiting Team recommends that, as outlined in the school-wide action plans, the school explore professional growth in various engaging instructional strategies. The school should follow through on action plans steps regarding the enhancement of instructional approaches that can promote engagement, student learning, and higher-order thinking. This could include:
    - Collaboration on instructional strategies and instructional outcomes.
    - Instructional technology to enhance student engagement.
    - Formative and summative assessments to measure student achievement and inform “best practices” instruction.