

**The Report of the
Accreditation Visiting Team**

**Churchill Junior High School
3450 Oakview Drive
Salt Lake City, Utah 84124-3299**

February 10-11, 2010



**Utah State Office of Education
250 East 500 South
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Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Churchill Junior High School
3450 Oakview Drive
Salt Lake City, Utah 84124-3299**

February 10-11, 2010

UTAH STATE OFFICE OF EDUCATION

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Salt Lake City, Utah

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FOREWORD

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

The evaluation, February 10-11, 2010, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Churchill 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 Steve Hogan is also commended.

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

Larry K. Shumway, Ed.D.
State Superintendent
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CHURCHILL JUNIOR HIGH SCHOOL

ADMINISTRATION AND STAFF

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Steve Hogan Principal
Jim Rice Assistant Principal

Counseling

Lisa Ballash Counselor
Beckie Bradshaw Counselor

Support Staff

Cristine Brimley Principal's Secretary
Shawna Wangsgard Financial Secretary
Deborah Despain Counseling Center Secretary
Shirlee Carroll Behavioral Health Aide
Traci Pritchett Comprehensive Guidance Clerk
Lee Leafy Head Custodian
Marcos Figueroa Assistant Custodian
Vance Hilton Custodian
Troy Parry Associate Custodian
Sean Page Assistant Custodian

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CHURCHILL JUNIOR HIGH SCHOOL

MISSION STATEMENT

Churchill Junior High School, in partnership with our families and our community, will provide an engaging environment in which students acquire knowledge while developing the skills and confidence needed for success.

BELIEF STATEMENTS

1. Education is a partnership involving the home, school, and community.
2. Lifelong achievement is a result of acquiring the knowledge, skills, and confidence needed for success.
3. Effective communication skills are essential in order to work, play, and live successfully and to build positive relationships with those around us.
4. The future of each individual, our democracy, and our world depends upon building and practicing responsible citizenship, including civility, respect, integrity, and social conscience.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. **Effective Communicators**
 - a. Students use age appropriate reading and comprehension skills.
 - b. Students express ideas in writing with clarity and purpose.
 - c. Students select, plan, and organize ideas to communicate.
2. **Responsible Citizens**
 - a. Students acquire, organize, and evaluate information to make informed decisions.
 - b. Students demonstrate respect for others.
 - c. Students understand the need for rules and expectations in school and in society.

Date of visit: February 10-11, 2010

MEMBERS OF THE VISITING TEAM

Ben Lems, Canyons School District, Visiting Team Chairperson

Brent Coffman, Nebo School District

Jennifer Covington, Hillcrest Junior High School, Murray School District

Robert Fleming, Spanish Fork Junior High School, Nebo School District

Janet Loureiro, Fairfield Junior High School, Davis School District

Neesha Rutledge, Fairfield Junior High School, Davis School District

VISITING TEAM REPORT
CHURCHILL JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Churchill Junior High School is located on the east bench of the Salt Lake Valley in Granite School District. Currently, approximately 660 students attend Churchill Junior High School in grades 7 through 9. The staff of Churchill Junior High School consists of a principal, one assistant principal, two counselors, 29 teachers and 23 support staff.

Since 1996, Churchill Junior High School has been in the forefront of implementing middle-level philosophy and practices, with the adoption of a block schedule, grade level and department teams, common consultation times, and an exploratory program. These innovative programs faced some challenges when, in the summer of 2005, a neighboring school, Wasatch Junior High School, burned down. For two years Churchill Junior High School shared its building and facilities with Wasatch Junior High School, until the other school's building was rebuilt. Although this time was difficult for the staff of Churchill Junior High School, their resolve to maintain an above-average education for their students never diminished.

Churchill Junior High School continues to face challenges in effectively implementing middle school programs. The most significant of these is a decrease in enrollment, making it difficult to maintain common consultation times and exploratory programs. This decrease in enrollment will be exacerbated by next year's loss of two busses bringing students from the Kearns area to Churchill Junior High School.

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

Churchill Junior High School has a small minority population; 87.8 percent of the student population is Caucasian. The largest minority groups are Asian and Hispanic, which total 33 students each, or five percent of the total population.

Churchill Junior High School has a very experienced and knowledgeable teaching staff. They average 17 years of teaching. Sixty-four percent of the staff members have post-graduate degrees. Three teachers have Ph.D. degrees. Six teachers have a Gifted and Talented endorsement.

Churchill Junior High School has strong community and parent involvement. Volunteerism is part of the school's culture. They have an active School Community Council and PTA. These organizations are very involved in the school and participate in the decision-making process.

There is great diversity of course offerings for students, especially in advanced courses.

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

The Visiting Team recommends that the school use the 11 essential questions to evaluate departmental and instructional effectiveness, and the NSSE rubrics to further evaluate institutional effectiveness through focus group meetings.

More data should be included in the school's profile. The Visiting Team recommends that this data include baseline, norm-referenced, criterion-referenced, benchmark, departmental, and classroom assessment data. Anecdotal data could also be included. The Visiting Team further recommends that this data be disaggregated by gender, ethnicity, socioeconomic status, free and reduced lunch, disability, etc., to determine who is and is not learning.

There are many great and successful programs and practices being employed by the staff of Churchill Junior High School that should be highlighted in the school profile. These include programs to assist struggling students, a homework lab, flex classes, remedial and advanced courses, MY Access, SMART, and more.

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

The self-study does not do justice to the exceptional work that is being done by the staff of the school. More information could be included touting the many excellent programs and activities the school provides to students.

Suggested Areas for Further Inquiry:

- The staff of Churchill Junior High School has done a great job in institutionalizing one of the indicators for the Learning Target (or DRSL) Effective Communicators, "writing with clarity and purpose." The Visiting Team recommends that the staff now expand its implementation of the Learning Targets in an effort to institutionalize one or more additional indicators. As this work moves forward, the Visiting Team recommends that the school develop rubrics to measure acquisition by the students of the Learning Targets.
- The Visiting Team recommends that the various departments of the school revisit the departmental analysis using the 11 essential questions as outlined in the accreditation process.

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?*

The entire faculty and many parents spent numerous hours visiting and re-visiting the mission statement and Learning Targets (DRSLs) of Churchill Junior High School. As a result of these meetings, the mission statement of the school has been simplified. The school developed its mission statement and Learning Targets (DRSLs) through a series of surveys and discussion-style meetings. The mission statement is posted on the web page and in the student planners. The Learning Targets are posted in each of the classrooms. The mission statement, belief statements and Learning Targets (DRSLs) are presently aligned.

The school is to be commended for including faculty and parents in the development of the educational agenda. The Visiting Team recommends including students and community leaders in the process as these areas are refined and adjusted to address student progress.

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

The Visiting Team found that the school's mission and belief statements support the school's DRSLs/Learning Targets.

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

The development of clear measures for the Learning Targets (DRSLs) is in the beginning stages. Data on the frequency of writing in the classroom and through the use of MY Access is evident. Data on the decrease of tardies and behavior referrals is also evident. The Visiting Team recommends that the school look at expanding the data collection process to include disaggregated data as to who is and who is not achieving the Learning Targets. The Visiting Team recommends that the school use the collaborative model that is in place to determine effective data-collection methods and assessment measures to assess the school's progress toward the Learning Targets.

- 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 evidence of the mission statement, belief statements and Learning Targets (DRSLs) in the culture of the school. The staff is commended for the

visual placement of the Learning Targets (DRSLs) in classrooms. The collaborative efforts to implement a school-wide writing culture are impressive. The Visiting Team confirmed that writing is taking place through interviews with students, faculty and staff. The Visiting Team recommends that the school collect, disaggregate, and convey data to all stakeholders so that decisions regarding student achievement can be made based on data.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

The Visiting Team found that the members of the Churchill Junior High School staff work well together. Although they have experienced some setbacks in being able to meet together as often as they have in the past, they continue to look for ways to collaborate and coordinate their curriculum and activities. Friday afternoon collaboration time is used for departmental and group meetings, to analyze data and programs, and to coordinate their activities.

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

Churchill Junior High School effectively engages all students in the learning process. Ongoing support is provided by the school's leadership team for the effective use of research-based instructional practices. The Visiting Team saw evidence that teachers use a variety of instructional strategies, including inquiry, problem-solving, and higher-order thinking skills. Teachers have also incorporated technology into their teaching to provide students with the latest ideas and concepts needed to be successful in today's world.

- c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

The Visiting Team found that Churchill Junior High School teachers strive to work collaboratively to support their DRSLs, which they have renamed Learning Targets. Weekly collaboration meetings provide a forum for staff members to review curriculum and instructional practices, and teaching strategies that ensure the concepts outlined in their Learning Targets are being considered.

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

Churchill Junior High School teachers use a variety of assessment methods in an ongoing process for evaluating curricula. The Visiting Team recommends that the school

disaggregate and analyze assessment data to make data-driven decisions and drive the development and implementation of curricular and instructional practices.

Instruction:

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

It was evident to the Visiting Team that a variety of instructional strategies are being used to enhance learning. Collaboration, Six Traits Writing, hands-on projects, rubrics, starters, MY Access, performance assessment, and manipulatives are just a few of the strategies that were evident to the Visiting Team. Accommodations and modifications for students are also being made as necessary.

- 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 DRSLs, referred to as Learning Targets, are posted in most classrooms, and students are well versed in them. The Visiting Team recommends that more attention be paid to the reading portion of the Effective Communicators Learning Target.

- 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?*

Teachers are regularly engaged in professional development activities. Training is provided to staff members on one early-out Friday each month. Surveys were taken to determine weaknesses and issues needing to be addressed. Based on those surveys, trainings included the use of iTunes and iPods in the classroom, an energy workshop, and instruction on voice enhancement devices and projectors.

- 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?*

Teachers at Churchill Junior High School are proficient in their content areas. Many of the teachers have master's degrees. The Visiting Team was very impressed by the variety of instructional approaches. Staff members are well versed in current effective teaching practices.

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

Churchill Junior High School does an excellent job of integrating technology into the classrooms. Students have access to computers in labs, the Media Center as well as from home through the school website and MY Access.

Teachers have projection systems in their rooms. They have also been instructed in the use of various new technologies such as iPods and Podcasts through their staff development days.

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 observed a variety of informal assessments used within the classroom to help determine student learning in the classroom. These included paper-and-pencil tests, projects, PowerPoint presentations, skits, grade books, teacher documentation and verbal responses. Mandated tests/reports such as CRTs, AYP and Iowa testing are other tools Churchill Junior High School is using to assess student data. School-wide assessments include a district-run benchmark testing program, a Six Traits of Writing rubric, MY Access, and Year Progress Pro.

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

Churchill Junior High School's school-wide achievement is measured using MY Access, the Six Traits of Writing, and end-of-level testing to help determine student achievement. All of these align with two of the three indicators on the first DRSL of Effective Communication. There is no school-wide assessment to address the third indicator, which deals with reading. Individual analysis on student achievement is conducted by the classroom teacher.

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

Data collected by mandated assessments such as CRTs and the Iowa tests are used to help determine course offerings and placement of students. Individual student achievement is monitored and recorded by the classroom teacher. Teachers report that little is done with the data collected, and it isn't used to help drive curriculum. The Visiting Team recommends that the teachers collaborate more and use data to drive the curriculum.

- 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 Churchill Junior High School faculty participated in professional development addressing the Six Traits Writing assessment and MY Access during early-out Fridays.

However, teachers report that the school lacks structured time to collaborate with teachers as departments and across other curricular areas.

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

Churchill Junior High School has really focused on the Effective Communication DRSL. Teachers in all subjects are giving writing assignments in their classes. They have adopted a school-wide rubric addressing three of the Six Traits of Writing; they have also been using a computer-based program called MY Access that provides immediate feedback to the students on their writing. This has provided valuable data for students and teachers. Reading, which has been listed as an indicator of effective communication, has not been addressed. The Visiting Team recommends the faculty and staff focus on reading tools that can be measured across all subjects.

The second DRSL of being responsible citizens is being implemented by using Frank the Frog and Sophie the Salamander as mascots of responsible citizens. There has been no data collected on this DRSL, though it is reported in the action plan that a rubric has been developed. The Visiting Team recommends implementing the “responsible citizens” rubric and start collecting baseline data to drive responsible citizen curriculum.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

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

The Visiting Team observed quality instruction taking place at Churchill Junior High School. Students report experiencing engaging curriculum and a variety of courses such that, as one student said, “There is something here for everyone.” The administration is supportive of the variety of classes and extracurricular opportunities afforded to students at Churchill Junior High School. Flex courses allow students to explore interests and discover talents. Teachers encourage student learning through a variety of activities that require time and commitment on the teacher’s part. Students, administrators, and counselors recognize the hours teachers spend outside of their contract time to encourage student learning.

- 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 recognizes that effort on collaboration and data-driven decision making was overshadowed by the combination of two school populations at Churchill Junior High School for a couple of years. Collaboration and data-driven decision making are two essential tools for moving forward with goals and monitoring student achievement. The lack of disaggregated data limits the school's ability to make informed, data-driven decisions. The administration is cognizant of the need to collect pertinent information to improve the decision-making process and monitor school improvement efforts. The Visiting Team suggests that the school use the collaborative model that is in place to determine effective data collection methods, disaggregate data, determine program effectiveness, and monitor student progress.

- 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 Visiting Team noticed the efforts by the administration to commit resources to providing collaboration time, printing posters for the DRSLs, the Fred and Sophie campaign, and in-service teachers on the My Access and Six Traits of Writing assessments. Posters were evident in many of the classrooms and throughout the school building during the visit. Students participate in this stewardship by creating videos related to responsible citizenship. Counselors reward students who have a copy of Frank the Frog in their lockers.

- 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?*

Teachers report that they have positive interactions with the administration and counseling personnel in the school. This support leads to greater commitment and participation on the part of the staff. The administration provides time for collaboration on Friday afternoons each week and shares responsibility with the staff for making curricular decisions.

- 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?*

Churchill Junior High School takes seriously the need for students to perform their best. Opportunities available for students to receive individualized and supported help from their teachers include Homework Club, study skills in the Flex class, tracking from the counseling office, lunch passes for teacher help, and a web-based program that allows for checking current grades and assignments in the class. Students are provided with regular progress notes, and are given opportunities during class to check their grades. Students responded positively when asked about the resources that they have for helping them achieve their fullest potential.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

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

The Visiting Team believes that Churchill Junior High School is in the beginning stages of developing a continual plan for improvement. Churchill Junior High School is committed to continuing to offer professional development in the areas of the Six Traits of Writing assessment and MY Access to encourage writing across the curriculum. Teachers seem frustrated that they have not been able to participate in additional professional development opportunities because of budget cuts and lack of administrative support. They would also like to have more time to collaborate both in departmental teams and in cross-curricular teams. The Visiting Team recommends that the school fully embrace the professional learning community model of collaboration that promotes common goals and assessments, the analyzing of data based on those goals, and the sharing of best practice for student learning. As this practice is implemented, continual improvement will occur.

- 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?*

Some departments are using collaboration to build skills and the capacity for improvement. However, some teachers report that collaboration has not been effective for them, or that it is simply not happening. Through effective professional development programs, skills leading to continual improvement will be developed.

- 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 faculty has expressed a sincere desire to improve professional development through collaboration. The Visiting Team believes that this commitment will lead to a culture of continual improvement. The Visiting Team recommends that follow-up support and coaching be provided by the local and district administration.

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

The administration is very supportive of the desire to improve professional development and collaboration. Continued budget cuts may be a barrier, but there is much expertise in the faculty that can be utilized if collaboration opportunities are used effectively at the school level.

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

The original action plan was not provided, so the Visiting Team is not able to comment on this part of the report. It is suspected that the original self-study was lost in the shuffle of Wasatch Junior High School students and staff leaving the building.

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

It has been reported that the school did involve parents, community members, and students in the self-study process. The Visiting Team would encourage the school to continue to involve parents in the self-study process. Another major recommendation of the Visiting Team involves the collection, disaggregation, and analyzing of data, which remains an area of focus that must be addressed by Churchill Junior High School.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team observed a feeling of community among the faculty, staff and students. The departments are supportive of their members. The students are supportive of the teachers and each other. Parental support is evident from both the PTSA and the School Community Council. The students and staff of the Utah School for the Deaf and Blind are a welcome entity within the building, in classrooms, and in school activities.

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

The school has a web page to provide up-to-date school information to parents and students. A teacher directory is provided on the web page, with links to each teacher's e-mail and individual web page. Course disclosures are sent home and required to be returned with a parent's signature. The PTSA provides a monthly newsletter through the web page (with hard copies available in the office). The business partners are used to reinforce curriculum and to support Reality Town. The Visiting Team commends the school for implementing a Jumpstart day for seventh graders to become acclimated to Churchill Junior High School before the school year begins. The Visiting Team

recommends that the school continue to find ways to solicit parent and community involvement in the school, as well as looking at other avenues for accessing information for parents who do not have access to the Internet.

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

The focus groups were made up of staff, students and parents. The Visiting Team met with staff members who were part of the focus groups. The Visiting Team recommends that the school include business partners in the collaborative self-study process as well.

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

Parents and students are encouraged to view student progress on the school's Power School grading system. Teachers are encouraged to keep their grades and web sites up to date. The Visiting Team recommends that the school look at additional ways to collect data on school improvement and share this data with all stakeholders.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Churchill Junior High School has undergone a number of major challenges in the past several years. The Visiting Team commends the current administration and school leadership team for providing a stabilizing influence for the staff, students and community. The administration is approachable and supportive of all stakeholders.
- The Visiting Team commends Churchill Junior High School for creating a clean, safe, and comfortable learning environment where students feel secure and supported. It is evident to the Visiting Team that the administrators, counselors, teachers, and support staff care about students and their well being and academic success.
- The Visiting Team commends the staff for its use of a variety of teaching strategies, including direct instruction, individualization, small group and collaborative learning, hands-on experiences, projects, presentations, experimentation, and demonstration. The Visiting Team also commends the staff for its effective use of technology in the teaching process.
- The Visiting Team commends the school and staff for their varied curriculum offerings and the number of extracurricular programs and activities available for student involvement. The Visiting Team further commends the school for providing students

with opportunities to excel in areas of interest or personal strength through the Flex program, GT courses, and other elective and advanced classes.

Recommendations:

- The Visiting Team recommends that the school and its stakeholders revisit the departmental section of the self-study and use the 11 essential questions to evaluate the school's instructional effectiveness, including identifying strengths and areas for improvement. The results of this evaluation should be supported by data and included in the self-study. The Visiting Team recommends the continued use of the NSSE rubrics to evaluate the seven indicators of institutional effectiveness. This point-by-point analysis should also be supported by data and included in the self-study.
- The Visiting Team recommends that the school work collaboratively within and across departments to establish baseline data, and then use this baseline data to analyze improvement in student achievement over time. Anecdotal as well as norm-referenced, criterion-referenced, benchmark, department, and classroom assessment data should be included. Data should also be disaggregated by gender, grade, ethnicity, socioeconomic status, disability, etc. The Visiting Team further recommends that this data be reviewed annually and used to drive curricular and instructional decisions. The implementation of the school's third action plan, adopting the professional learning community model, could greatly facilitate the implementation of this recommendation.
- The Visiting Team recommends that the school revisit the action plan and define the action plan in terms of specific action steps to be taken, a timeline, resources needed to accomplish the action steps, and individual or individuals responsible to follow through to ensure its implementation.