Report of the Accreditation Visiting Team

Crescent View Middle School 11150 South 300 East Sandy, Utah 84070

October 21-22, 2004



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

Crescent View Middle School 11150 South 300 East Sandy, Utah 84070

October 21-22, 2004

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 21-22, 2004, 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 Crescent View Middle 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 Sherry Devenberg is also commended.

The staff and administration are congratulated for their desire for excellence at Crescent View Middle 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 Crescent View Middle School.

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

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CRESCENT VIEW MIDDLE SCHOOL

ADMINISTRATION AND STAFF

School Administration

| Rodney Shaw | | Assistant Principal | | |
|---|---------------------------------|----------------------------------|--|--|
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| | | | | |
| | Support Staff | | | |
| Les Brown | | Head Custodian | | |
| | | | | |
| Gaylene Halvorsen | | Registrar | | |
| | | | | |
| | | | | |
| Bonnie McIntyre Head Secreta | | | | |
| Sharon Noble | | | | |
| Tim Rausch Media C | | | | |
| Renee Warner | | | | |
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| | Faculty | | | |
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Kaylene Kelsey

Robert Comeford

| Lee Powell |
|-----------------|
| Allison Powers |
| Barbara Reese |
| Kristie Riesen |
| Royce Shelley |
| Michelle Snyder |
| Lanny Sorenson |

| Rick Steadman |
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| Janis Taylor |
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| Corrine Titus |
| Sharlene Wardrop |

| Esther Washburn |
|-----------------|
| Julie Welch |
| Marsha Wilcock |
| Marianne Wilde |
| Craig Wilson |
| Candace Winter |
| Jared Wright |

CRESCENT VIEW MIDDLE SCHOOL

MISSION STATEMENT

Empowering all to create a better future

As the world shrinks, diversity among groups and individuals becomes more apparent. Individual dreams and aspirations vary widely. Societies become increasingly more interdependent and the world realizes the need for contributors in all walks of life. Our desired outcome for CVMS students is to provide them with the skills and resources to be able to achieve their dreams and aspirations as they continually pursue their potential.

BELIEF STATEMENTS

- 1. Student learning is the chief priority for the school.
- 2. All students can learn.
- 3. Students' learning needs should be the primary focus of all decisions impacting the work of the school.
- 4. Students need to not only demonstrate their understanding of essential knowledge and skills but also need to be actively involved in solving problems and producing quality work.
- 5. Each student is a valued individual with unique physical, social, emotional, aesthetic and intellectual needs.
- 6. A safe and physically comfortable environment promotes student learning.
- 7. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- 8. Students need to apply their learning in meaningful contexts.
- 9. Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- 10. Challenging expectations increase individual student performance.

MEMBERS OF THE VISITING TEAM

Verneita R. Hunt, Cottonwood Elementary School, Granite School District, Visiting Team Chairperson

Susan B. Burns, Weber High School, Weber School District

Mary Lane, Bonneville Junior High School, Granite School District

Ben Lems, Olympus Junior High School, Granite School District

Pam Mitchell, Syracuse Junior High School, Davis School District

Lisa Tonge, Bonneville Junior High School, Granite School District

VISITING TEAM REPORT

CRESCENT VIEW MIDDLE SCHOOL

CHAPTER 1: SCHOOL PROFILE

Crescent View Middle School was constructed in 1987 to house 1,230 students. It is located in Sandy City, in an area formerly known as Crescent. Crescent View Middle School serves students from the Sandy and Draper areas. The majority of Crescent View's students live in rapidly growing areas of Draper. In 1992 Crescent View exceeded its construction capacity, and the student population has continued to grow annually. There are currently 1,420 students enrolled at Crescent View, with enrollment projections continuing to rise.

Because of overcrowding at the high schools, in 1987 Jordan School District moved all 9th graders to the middle schools and 6th graders to the elementary schools. Because of this structure, Crescent View Middle has a highly successful and recognized study skills program that has dramatically reduced the failure rate among 9th grade students. The study skills program at Crescent View has been recognized by the *Deseret News*; was presented at a national conference in Washington, D.C. as an effective program for increasing student achievement; was a finalist for a Leadership for Learning Award; and was recognized by the State Trust Land office for effective use of Trust Land funds.

Middle school programs and philosophy exist only in parts at Crescent View Middle School. Organizational change efforts are moving forward to better implement a middle school setting. Some current steps that are being taken include aligning instruction to the Core Curriculum in the English and reading areas, common planning time for some teachers by subject, school-within-a-school programs for 7th graders, and increased teaming and collaboration on cognitive issues such as reading and writing that affect academic achievement across all curricula. The school's faculty and community are currently discussing ways to more fully implement middle school philosophy to ensure that the desired results for student learning (DRSLs) of Crescent View Middle School are being achieved.

Crescent View Middle School offers a full range of academic programs including special education, honors, and advanced math classes. Many of the special education students are mainstreamed into regular education classes. Individual accommodations are made for each special education student through a collaborative process between special education teachers and regular education teachers. For the 2004-2005 school year two academic classes, reading and pre-algebra, are team-taught by a special education teacher and a regular education teacher. Students in Crescent View's ID Cluster program are also mainstreamed into the regular classroom setting as a way to improve their social skills and also gain some academic skills. Crescent View Middle School has six ESL-

endorsed teachers. ESL students receive services according to their needs. Students at Crescent View also offer tutoring services to the bordering elementary school in the areas of math and reading. Crescent View runs on a regular seven-period class schedule. Passing times between classes are such that 7th graders change classes first, then 8th and 9th graders share a common passing time.

Crescent View Middle School prides itself on its high academic standards. Crescent View Middle consistently scores in the top third of all Jordan School District middle schools on standardized tests. Even with increased student enrollment, the rigors of a quality education are continuing to be administered. With current data, each department has done a close analysis of areas that are in need of improvement, and departments have collaborated as teams to discuss how they can better serve students in these areas. They have also offered suggestions for all teachers to provide support to students in these identified areas.

Crescent View Middle School is in the third year of its Comprehensive School Improvement Plan (CSIP). The CSIP plan has focused on areas of most critical need based upon data the school has analyzed. As part of the CSIP process, Crescent View has identified the following areas of focus over the past three years:

- Reducing the failure rate among ninth grade students
- Improvement in areas of written expression—Six Traits Writing
- Improvement in areas of reading achievement
- Increased collaboration among teachers
- Increased student achievement in math foundational areas
- Increased student and teacher use/application of technology

One of the greatest assets Crescent View Middle School has is a supportive and involved school community. A very active School Community Council (SCC) and PTSA support the school. The SCC and PTSA hold regular meetings to address issues. The Community Council is involved in fiscal, curricular, and organizational issues that are important to increased student achievement, overall school safety, and climate. The PTSA plays a role in student recognition programs and acts as a continuing support system for the teachers and staff at Crescent View Middle School. PTSA volunteers log numerous volunteer hours each month at Crescent View Middle School.

Crescent View Middle School has a dedicated faculty that is the backbone of all the school does. The staff of Crescent View Middle School firmly believes that student learning is the chief priority of everything the school does. Crescent View Middle School is dedicated to ensuring that all students succeed and develop essential skills that will empower them to become contributing members of the school community, more effective learners, and responsible citizens through character development.

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

The Visiting Team found the school's profile and analysis to be a comprehensive and in-depth assessment of the school's present reality and its student and academic needs; the school has created an action plan to address these issues.

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

The Visiting Team suggests the school include attendance information disaggregated for the various groups already included in the school's other data. It is also recommended that Crescent View Middle School reduce the number of action plan goals in order to create an adequate amount of time and energy to spend fully implementing those goals.

Suggested Areas for Further Inquiry:

- Expand professional development in the area of research-based instructional methods.
- Support the administration and students through continuance of the self-study process.
- Continue to involve parents and students in the self-study process.

CHAPTER 2: THE SELF-STUDY PROCESS

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

Crescent View Middle School's accreditation process began in the 2002-2003 school year. At that time there was both a CSIP Committee and Accreditation Committee. These committees were combined, and have worked as one for the majority of the accreditation process.

A representative from the USOE trained a team of five teachers and three administrators on the process. Subsequently, two administrators were trained to be Visiting Team members. They served on Visiting Teams at other schools during the 2003-04 school year.

The faculty and staff met on several occasions to discuss the process and purpose of school accreditation. The mission, beliefs, and DRSLs were formulated involving the entire faculty, members of the School Community Council, and the PTSA and other parents.

All of the teachers were assigned to focus groups including parents and students. All teachers met in their respective departments to answer the essential questions. The focus groups and department committees met numerous times for the self-study process.

The action plan is a compilation of the recommendations and commendations that came from the work done in the departments and focus groups. All action steps are centered on improved student achievement.

The final drafts of the school profile and action plan were reviewed and approved by the school leadership committee, School Community Council, PTSA, and faculty.

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

The data collected and complied shows many strengths and limitations. Each focus group directly addressed these issues in its analysis and through the action plan goals and steps.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Crescent View Middle School's Desired Results for Student Learning (DRSLs) are that students acquire skills and will grow and develop in the following areas:

- 1. **Learning to Learn Skills** These skills are evident when students reflect on their own learning and set goals for improvement. Students plan goals and timelines, identify processes and determine materials and/or resources needed for a particular learning task.
- 2. **Expanding and Integrating Knowledge** These skills can be seen when students apply background knowledge to new situations. Students gather and organize information in order to form hypotheses and test conclusions.
- 3. **Communication Skills** These skills include the following areas. Students *read* effectively for a variety of purposes using appropriate reading strategies. Students *write* with clarity and purpose using the Six Traits Writing Process. Students communicate through *oral presentation* using a variety of support strategies. Students are able to *listen* effectively by actively gathering information. Students with good communication skills are able to use, analyze, and evaluate various forms of communication.

4. **Character Development** This skill is a process whereby students gain the insight and ability to demonstrate key positive character traits, such as respect for fellow citizens, respect for themselves by demonstrating personal accountability, and involvement in their community. Students show good character by demonstrating integrity in difficult situations. Through character development, they begin to recognize application of character in learning through literature, history, athletics, etc.

Shared Vision, Beliefs, Mission, and Goals:

a) To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?

The faculty and staff met on several occasions to discuss the process and purpose of school mission, beliefs, and desired results for student learning. These statements were formulated, and much discussion was held which involved the entire faculty, as well as members of the School Community Council and the PTSA. The Accreditation Committee then processed the input, discussions, and philosophy of the faculty in reaching the final agreement on the mission, beliefs, and DRSLs that the whole school concurrently holds. The faculty was pleased with the final outcome of these statements.

b) To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?

The Visiting Team found the statements of the school's beliefs to be comprehensive and clearly definitive of the core values of the school. The beliefs address the major issues pertinent to effective decision-making and policy development. Because the beliefs are clearly defined, they are used to help drive student achievement and success. Teachers had the mission, beliefs, and DRSLs posted in their classrooms as well as other positive and effective evidence of student achievement. The Visiting Team found numerous teachers modeling these principles during regular classroom instruction and activities.

c) To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?

The mission statement describes a compelling purpose and direction for the school and serves as a call to action for the school's stakeholders using the desired results for student learning. It clearly reflects the strong focus on student learning addressed in the desired results for student learning. The Visiting Team found the DRSLs posted in the classrooms, where students are reminded daily of these skills, and observed numerous examples of teachers modeling these skills.

Curriculum Development:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?

The Visiting Team found strong evidence that the curriculum is clearly defined and aligned with the State Core. Several classrooms displayed the Core objective for a particular lesson written on the board to make students more familiar with the State Core. The Utah Life Skills are an integral part of the school's DRSLs and are incorporated in the instruction within most departments. The staff of Crescent View Middle School is heavily involved in the process of improving students' writing skills. The implementation of the Six Traits of Writing in the curriculum of each content area is impressive. By the end of 2005, the staff will be involved in the process of adding reading strategies, as well.

Several programs are in place to address the diversity among the learners at Crescent View Middle School. These include a one-on-one student/teacher mentoring program, math lab elective classes, ESL tutorial class, honors classes, and applied and basic classes. Many teachers have incorporated work-based learning programs into their classrooms, and the Math and Music Departments will soon be coming on board with this strategy.

b) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?

The staff of Crescent View Middle School has done an outstanding job working together to make the DRSLs an integral part of the instruction and climate. Students and staff members know what the DRSLs are and make reference to them often. Ownership of the DRSLs among the school's stakeholders is very evident.

Although the staff is working on breaking down the isolation of teaching in a classroom, time is needed to push this to the forefront and allow the staff to focus on weak areas of student learning, cross-curricular projects, and vertical alignment.

Quality Instructional Design:

a) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?

During classroom visits the Visiting Team observed a variety of learning experiences that actively engaged students, such as independent exploration of topics, cooperative group work, Socratic questioning, lab activities, use of manipulatives, project-based assignments, PowerPoint presentations, and reading and writing to learn. Many teachers were observed engaging students in activating prior knowledge on a topic or concept in order to prepare them for a story or unit of instruction.

The Visiting Team commends the faculty members for their efforts in making students aware of the lesson objectives of the day or week. It was observed in most classrooms that the day's objective was listed on the board, and often the week's lesson plans are listed as well, to keep students updated on assignments and cognizant of the lesson plan.

The Visiting Team commends the degree to which the faculty and administration of Crescent View Middle School are dedicated to the education of all students. Students are physically and mentally engaged, and find purpose in the materials being taught.

The Visiting Team encourages teachers within and across departments to continue their efforts in cross-curricular collaboration. It was observed that some teachers are planning inter-curricular units and finding time to meet and plan instructional activities. The Visiting Team recommends that the administration and staff investigate ways to facilitate more cross-curricular collaboration among all departments.

b) To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?

The Visiting Team observed many instructional strategies that meet the needs of different learners, such as differentiated curricula, re-teaching concepts, coteaching in reading and pre-algebra classes, use of visuals and hands-on activities, and alternative assignments and forms of testing for ELL and Special Education students.

There are also specific classes designed for particular at-risk populations and students with disabilities. Peer tutors are widely used to assist students with special learning needs.

Advanced classes (such as honors), through which students can develop skills and talents, are offered in many subject areas.

c) To what extent do the professional staff and leadership provide additional opportunities which support student learning?

The self-study document and teaching staff described programs in place that serve as support systems for student learning. These include after-school programs

such as Math Counts, Constitution Bowl, Jazz Band, Percussion Ensemble, Chamber Orchestra, Centennial Singers, and a Homework Club. Crescent View Middle School also offers a mentoring program for ninth grade students and a study skills class that supports the at-risk students.

The Visiting Team commends the efforts by many teachers who make themselves available to students before and after school for tutoring or other assistance.

Quality Assessment Systems:

a) To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?

Crescent View Middle School has a definitive system for assessing student success. All staff members in every content area use the Six Traits of Writing program. Assessment is obvious in the school, and student work is displayed throughout the building. Rubrics for assignments make students aware of the high standards for work, and students utilize them to succeed on projects and assignments.

b) To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?

The staff uses traditional formal assessments in the form of tests and quizzes to assess students. Other types of informal assessments are also evident, including PowerPoint presentations, group presentations, and video productions. The Visiting Team also observed many other examples of assessments including student oral responses, teacher feedback on student work, and peer assessments. The assessment focus group asked for and received examples of tests from each teacher. These tests were found to correlate to the State Core. CRTs, as well as departmental pre- and post-tests, are given to assess student learning as well as program placement. There is a direct correlation between what is being taught at Crescent View Middle School and what is being assessed.

c) To what extent are assessments designed, developed, and used in a fair and equitable manner?

Teachers at Crescent View Middle School consider learning styles when developing and assessing lessons and their overall curriculum. The faculty is also aware of the need to assess different levels of specific performance standards (ESL, cluster, and resource students) as well as different learning styles. The Visiting Team feels the disaggregated data needs to be reviewed and utilized to allow the faculty to supplement the noted at-risk groups.

Leadership for School Improvement:

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

The administration, counselors, and teachers have shown great leadership in promoting quality instruction at Crescent View Middle School. The RESULTS process, study skills class, one-on-one tutoring, several before- and after-school programs, and attention to CRT, DWA and other data and how it affects instruction are all examples of how quality instruction is promoted at Crescent View Middle School. The efforts to implement Six Traits Writing and reading across the curriculum in commended

The administration sets the standard by being quality instructional leaders, modeling professional behavior, and fostering a positive learning environment. The staff members feel that the administration is approachable and willing to listen to their concerns as well as new ideas. Generally, teachers feel supported as they work to improve instruction in their classrooms. The administration also sponsors programs that support and reward learning and student improvement.

Although some time has been provided for staff collaboration, the Visiting Team recommends that additional options be explored to increase teachers' time to collaborate.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?

The leadership team at Crescent View Middle School promotes collaborative decision making. The principal includes staff members in the process of decision making, and attempts to get input from all constituent groups when making decisions. Input is sought from the school advisory committee and the School Community Council, as well as during faculty and RESULTS meetings. Decisions are generally supported by data and based on good practices that have been shown to be successful.

The staff is encouraged to monitor student achievement and to modify instruction as needed to meet the needs of students. The RESULTS process can be a valuable tool in helping to address those needs. The effectiveness of the RESULTS meetings have improved over time, and the Visiting Team encourages the staff to continue to make refinements in the process so that it will continue to be an effective tool to help meet students' needs.

c) To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?

The leadership team uses a variety of assessment tools to monitor student achievement. ITBS, CRT, and DWA testing, as well as authentic assessment, teacher-made tests, quizzes, projects, PowerPoint presentations, portfolios, writing assignments, and observations are used to evaluate student progress. The Visiting Team recommends that data reflecting reading and writing skills be shared with the entire staff in support of the cross-curricular efforts being made in those areas.

d) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?

Parents, students, and staff all feel that the leadership team provides a safe and non-threatening environment at Crescent View Middle School. Staff members feel supported by the leadership team on discipline and management issues. Students, when asked, declared that they liked the school, their teachers, and the administration. Teachers expressed that they appreciated the support of the leadership team, that their classrooms where generally well-equipped, and that they were given the resources needed for effective instruction. The custodial staff also feels supported by the administration as they work to maintain a clean and inviting school.

Teachers, students, administrators, and parents expressed concerns about the open classrooms and temperature control. The Visiting Team noted that the open-classroom design created distractions and disruptions that made effective instruction difficult. Despite this challenge, the staff is to be commended for the excellent job they do in maintaining a positive learning environment. The Visiting Team recommends that the classrooms be closed and that a means of temperature control be installed.

e) To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?

The allocation and use of resources are aligned with the school's goals. The administration has involved the School Community Council, the PTSA, and the faculty in an effort to make allocations that further the school improvement goals. The administration is continually looking for new resources that will support the school's goals.

f) To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

The leadership team has made a concerted effort to involve all stakeholders in the decision-making process affecting student learning. Positive and productive

working relationships have been established among the teachers, students, support staff, School Community Council, PTSA, and administration. Regular meetings are being held and monthly newsletters are being sent home to keep the community informed about what is occurring at the school, and to nurture a sense of belonging within the community. The Visiting Team commends the school for this collaborative approach to student learning, and encourages the administration to continue to look for ways to involve students and parents in the review and decision-making processes.

Community Building:

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

It was evident to the Visiting Team that the NSSE standards were not only reviewed and well known, but closely and realistically evaluated in the process of determining where Crescent View Middle School actually fits according to the rubrics. Students, teachers, support staff, and administrators gave positive feedback when asked about the school in connection to working relationships.

A schoolwide learning environment has been created to encourage a significant feeling of care and concern for students. Such programs as "Student of the Day" and the PTSA "Valuable Viking" program, recognizing good things done for others in the school, are to be commended for the opportunity presented for every student to be recognized for positive things he or she does.

The purposes of collaborative and interdependent teams are now better understood, due to professional development and time given to allow the teams to explore and discover their purpose and focus as it relates to the mission statement and beliefs that are reflected in the development of the DRSLs. It is well understood that this is and not a single event that is arrived at, but a process that is ever evaluated, revised, and updated based on needs assessments and data.

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

With the addition of PowerSchool, parents are able to see where their students stand as far as progress in individual classes, status on assignments; this valuable and much-needed communication helps parents increase their personal involvement in the success of their students. Crescent View Middle School is to be commended for the multitude of programs offered to provide opportunities for student involvement, and to encourage a sense of belonging as well as support student learning. Use of e-mail has reduced the number of frustrated parents and teachers who previously had spent countless hours trying to contact each other by phone. Individual SEOPs in the 8th grade are commendable. Counselors have the

ability to print out hard copies of student progress reports for individual classes, should a parent not have computer access. Newsletters increase awareness and communication.

Although vertical teaming has begun to be established throughout the school and connects with the feeder high schools, the Visiting Team concurs with the observations made in the self-study, suggesting that the strengthening of vertical teaming should continue. It was recognized that the elementary schools should be considered in the vertical working relationship, thus fostering the K-16 vision.

Crescent View Middle School determined that business partnerships needed to be developed. Consequently, it was evidenced that the Special Education Department has established working partnerships for students at the South Towne Mall. Real-life learning opportunities and experiences, along with student accountability, are provided for these students. The focus team recognized a need for collaborative networks in the community to be established with other departments in order to support more students with a schoolwide effort.

Culture of Continuous Improvement and Learning:

a) To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?

The Visiting Team found the Crescent View Junior High School faculty, counselors, and administration committed to a system of professional development programs and workshops tied to the school goals. The specific goals that have been addressed are learning to learn, expanding and integrating knowledge, communication skills, and character development. In the past year a broad spectrum of in-service opportunities was offered to the staff, along with a whole-school focus on the Six Traits of Writing program. The challenge was given to each classroom teacher to teach and apply the Six Traits of Writing strategies in each class, at least one time per term. Even in classes with that focus on hands-on experiences, these expectations were met.

With regard to survey results, the decision was made this year to narrow the focus of the in-service offerings. The main focus for this year is reading strategies. This training is being accomplished with monthly instruction, followed by a cross-curricular RESULTS groups meeting held on another day to share models for implementation and to create goals for classroom application of the reading strategies. Additionally, there are classes or in-service opportunities offered in web site development, PowerPoint presentations, and other specialized or departmental needs. Many teachers mentioned that the reading strategies and cross-curricular sharing sessions through the RESULTS model have been a helpful addition to their classroom curricula.

The Visiting Team would recommend that the school administration and faculty maintain their focus and continue their maintenance of these professional development opportunities.

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

The Visiting Team observed a commitment among Crescent View Middle School's faculty to supporting continuous change and improvement. There is evidence that this school and its community members are supportive and aware of the benefits of change. Through interviews, the Visiting Team found evidence of a high level of support from the school's administration for all facets of the process of productive change and continuous improvement.

Crescent View Middle School's administrators and staff are consistently developing yearly Comprehensive School Improvement Plans (CSIP), and follow-through by all staff members is encouraged. The teachers have attended workshops in their content areas, as well as workshops that have a schoolwide focus. The emphasis on the Six Traits of Writing and on reading strategies is evident in classroom presentations and verbally expressed by students interviewed by the Visiting Team.

The School Focus Group felt that opportunities are provided for continuous improvement, but in some cases the presentations are not fully effective due to either modest attendance, or limited implementation of the skills. The Visiting Team observed that some of these issues may have been resolved by the continued re-appraisal of offerings and the narrowing of school focus that has been accomplished this school year. The Visiting Team would also encourage this group to continue its commitment to the change and improvement process.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Most of Utah's public junior/middle schools are not accredited through the NAAS, but only by the USOE-it is their choice to join the NAAS or not.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS-ACTION PLAN

a) To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?

The Visiting Team found that the action plan directly addresses the various recommendations of the focus groups and the department committees. Consequently, Crescent View Middle School has eight goals with responsible person(s), time lines, resources, and assessment listed for each action step. Understanding the need to be systematic and considerate of time constraints, the Visiting Team recommends that Crescent View Middle School prioritize the action plan goals to allow for full implementation.

b) To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?

The Visiting Team found the teachers, staff, administration, parents, and students to be very supportive of continuing the self-study process—thus, continuing to implement action steps, gather data, ask and answer essential questions, and recommend new action plan steps. The Visiting Team found the administration, teachers, and staff to be very committed to student achievement. There was repeated emphasis on student achievement progress as expressed through the RESULTS program, the use of the Six Traits of Writing program, the tutoring classes after school, the commitment of the teachers to help students before and after school, and so on.

c) How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?

The Visiting Team observed classrooms, teachers, and students, and is satisfied that the action plan will continue to be implemented. Data and assessment are constantly being used to evaluate student achievement according to Utah State Core Standards. Crescent View Middle School has a plan involving teamwork and collaboration that will continue to be the focus for classroom instruction.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

• The administration, teachers, counselors, staff, students, and parents of Crescent View Middle School are commended for the extensive, collaborative work on the self-evaluation process through the Utah State Office of Education and the Northwest Association of Accredited Schools. It is apparent that many hours of dedicated work were spent on the various components of the self-study process. The school profile book with action plan was well written and very informative.

- The Visiting Team commends the school administrators, teachers, counselors, and staff for creating a safe, caring, and respectful learning environment for the students and community of Crescent View Middle School.
- The Visiting Team commends the teachers and counselors for creating a positive, supportive collegial relationship with each other and an atmosphere in which continuous student improvement is the priority goal.
- The Visiting Team commends the administration, teachers, and counselors for their dedication to student achievement, noting especially the RESULTS program; the Six of Traits Writing program; the ninth grade academic program, including the Study Skills Classes and one-on-one mentoring; the wide variety of research-based instructional methods used daily in classrooms; the math elective classes and labs; the many teachers who come before and stay after school to tutor students on their own time; the teachers who give of their time for after school music, dance, drama and other programs; and the various grants received in behalf of work-based curricula.
- The Visiting Team commends the administration, teachers, and counselors for the many student-focused recognition programs that play an integral part in creating a positive culture for Crescent View Middle School students.
- The Visiting Team commends the students for their dedication to school and learning, their trust in the teachers, staff, and administration, and for their commitment to Crescent View Middle School, as demonstrated through respectful, caring, and responsible citizenship in the school and community.

Recommendations:

- The Visiting Team recommends that Crescent View Middle School explore school models that allow for more inter- and intra-curricular collaboration time. Research shows that real-life educational experiences should be a part of student learning. Collaboration to integrate curricula is paramount to these types of learning skills.
- Continuous improvement for student achievement takes much time to implement. Acknowledging that Crescent View's action plan goals are all important, yet understanding the need to be systematic and considerate of time constraints, the Visiting Team recommends that Crescent View prioritize the action plan goals to allow for full implementation.
- The Visiting Team recommends that Crescent View continue and expand the Six Traits of Writing program. Writing is a critical part of student education and should permeate all areas, even though some classes present a greater challenge for incorporation.

| • | The Visiting Team concurs with the administration's efforts toward parent involvement in the self-study process and recommends continued efforts in this area. |
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