

**The Report of the
Accreditation Visiting Team**

**Monticello Academy
2782 South Corporate Park Drive
West Valley City, Utah 84120**

April 6-7, 2011



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

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Monticello Academy
2782 South Corporate Park Drive
West Valley City, UT 84120**

April 6-7, 2011

UTAH STATE OFFICE OF EDUCATION

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

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

Brenda Hales, Associate Superintendent

**Sydnee Dickson, Director
Teaching and Learning**

**Linda Alder, Coordinator
Teaching and Learning**

**Georgia Loutensock, Accreditation Specialist
Teaching and Learning**

Salt Lake City, Utah

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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, April 6-7, 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 Monticello Academy 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 Michael Westover is also commended.

The staff and administration are congratulated for their desire for excellence at Monticello Academy 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 Monticello Academy.

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

UTAH STATE BOARD OF EDUCATION

250 East 500 South
P. O. Box 144200
Salt Lake City, UT 84114-4200

District 1

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

District 2

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

District 3

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

District 4

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

District 5

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

Meghan Holbrook*

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

James V. (Jim) Olsen**

5657 West 10770 North
Highland, UT 84003
Phone: (801) 599-1095

Larry K. Shumway

Chief Executive Officer

District 6

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

District 7

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

District 8

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

District 9

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

District 10

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

***Daniel W. Campbell**

4304 Stone Creek Ln
Provo, UT 84604
Phone: (801) 434-3000

Tamara Lowe****

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

Lorraine Austin

Secretary

District 11

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

District 12

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

District 13

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

District 14

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

District 15

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

Isaiah "Ike" Spencer****

1029 East 11780 South
Sandy, UT 84094
Phone: (385) 646-5360

Tim Beagley*****

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

*Board of Regents Appointments

*** CMAC Representative Appointment

*****Charter School Representative Appointment

**UCAT Representative

****USBA Advisory Representative Appointment

12/28/2010

MONTICELLO ACADEMY

GOVERNING BOARD

Michael Smith.....Chair
Joel Coleman..... Co-founder and Secretary
Martell Winters Member

MONTICELLO ACADEMY
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School Administration

Michael Westover Director
Alan Shino Assessment Director
Keven Proud..... Curriculum Director
Kelli Sellers..... Business Director

Counseling

Alan Seim..... Counselor

Support Staff

Blenda Darton Administrative Assistant
Jen McPhie..... Administrative Assistant
Sylvia Gines Administrative Assistant
Heidi Obrey..... Administrative Assistant
Kathy Ballard..... Librarian/Media Director
Mark Williams Facility Director

Faculty

Don Abernathy	Vicky Hansen	Christine Pimlott
Elisa Betzer	Wei-Chih Hsing	Jordan Reasor
Deb Bilbao	Katherine Krein	Alan Seim
Marilyn Buckholts	Karen Kuhn	Carolyn Shackelford
Sterling Burris	Nick Lennox	Brandt Shaw
Jeremy Clark	Katie Madsen	Melody Shock
Tom Curtis	Robert Morris	Stefanie Simmons
Grace Davis	Karen Nance	Sheena Tuft
Kathryn Dunn	Lindsay Niedrich	Greg Wilder
Rachel Eames	Wendie Nielson	Lindsey Winn
Terry Lynn Figueroa	Amy Ollerton	Joy Wymore
Cassie Hale	Cindy Peterson	Rachel Yeager

MONTICELLO ACADEMY

MISSION STATEMENT

The mission of Monticello Academy is to provide a superior education for K-9 students by:

- Placing a high priority on academic achievement and college preparation.
- Fostering traditional American values of hard work and strong moral character.
- Encouraging parents to resume their rights and responsibilities to influence the education of their children.
- Restoring strong art, music, and physical education components to the school curriculum.
- Utilizing state-of-the-art technology to enhance instruction and learning.
- Assisting students to gain knowledge, motivation, confidence, skills, and a lifelong love of learning.

BELIEF STATEMENTS

We believe that the traditional public education system is decreasing in effectiveness, accountability and parent involvement. Therefore, the three main objectives to fulfill the mission of Monticello Academy are that:

1. Students must master and move beyond academic fundamentals,
2. The school must clearly demonstrate its ability to accomplish this, and
3. Parents must have a meaningful role in decision making regarding their children and school programs acknowledging that they are the primary stakeholders of the school.

We believe that students will rise to clear and reasonable expectations. A learning environment which cultivates the value of learning and the need to pursue knowledge through a rigorous curriculum and proven methodologies is the key to success at Monticello. Monticello will use the Core Knowledge model, an educational reform based on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education. Accordingly, Monticello will meet and exceed state curriculum requirements in a well defined, measurable and sequential manner. We believe that music, art and physical education not only improve cognition and performance, they are also key elements that help make school enjoyable.

We believe that performance must be measured in a clear and relevant way. In traditional public schools, standardized test scores are often “norm-referenced”, meaning scores are adjusted to produce an expected range as compared to other students of similar income, ethnicity or gender within the district or the state. Since Monticello is an independent school district drawing students from a large geographical area, norm-referencing is eliminated, thus giving a more accurate assessment of the school’s performance. We believe that all students can excel regardless of income, race or gender, and that such factors should not create limitations for the student through lowered expectations or stereotypes.

We believe that real parent influence in education is not only a basic right, but also the key to effective education reform. While we acknowledge that teachers are the pedagogical professionals, we recognize that parents know their children and the community best. A symbiotic and synergistic relationship should exist between teacher and parent to best meet the needs of the student. Parents must have a meaningful role in the education of their children.

We believe that the appropriate use of technology can assist in achieving all three objectives including enriched learning, teacher training and support, performance measurement, and school-parent and parent-parent communications. To that end Monticello has partnered with the Utah Telecommunications Open Infrastructure Agency (UTOPIA) to help provide some of the most advanced technological applications in the world.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Placing a high priority on academic achievement and college preparation:
 - A greater percentage of students will attain proficiency each year in Language Arts, Mathematics, and Science.
 - Student performance indicators for student academic achievement and college preparation will be developed by each department (See Departmental Analyses).
2. Fostering traditional American Values of hard work and strong moral character;
 - Student citizenship will improve from year to year.
 - Student participation in after-school activities, service learning opportunities, and school leadership groups will increase/improve.
3. Encouraging parents to resume their rights and responsibilities to influence the education of their children.
 - Participation at conferences (i.e., student-led conferences and SEPs) will improve.

- Communication with the parents of students struggling with academic and behavioral concerns (as determined by teachers) will improve.
4. Restoring strong art, music, foreign language, and physical education components to the school curriculum;
 - Student performance indicators to help restore art, foreign language, music, and physical education as core subjects will be developed by each department.
 - Student participation in extra-curricular opportunities in art, foreign language, music, and physical education activities will increase.
 5. Utilizing state-of-the-art technology to enhance instruction and learning; and
 - Students will be able to use a variety of age-appropriate technologies.
 - Students will be able to produce quality work by utilizing technology.
 6. Assisting students to gain knowledge, motivation, confidence, skills, and a lifelong love of learning.
 - Student's punctuality and attendance will improve.
 - Students will turn in more of their assignments

Date of visit: April 6-7, 2011

MEMBERS OF THE VISITING TEAM

Janice Combe, USOE, Visiting Team Chairperson

Nicole Broberg, East Hollywood High School

Jerry Carpenter, Lincoln Academy

Angie Poulton, George Washington Academy

Penny Ralphs, Lakeview Academy

VISITING TEAM REPORT

MONTICELLO ACADEMY

CHAPTER 1: SCHOOL PROFILE

Monticello Academy is a public charter school located in a business park in West Valley City, Utah. Monticello Academy was founded by a committee of parents and community members and opened in the fall of 2006. Monticello Academy serves 750 students, from kindergarten through ninth grade. Students are enrolled based on a lottery system of selection that is open to all who apply. The students are required to wear a school uniform.

Monticello Academy was founded to clearly demonstrate that students can master and move beyond academic fundamentals. Named after Thomas Jefferson's Virginia estate, the school is also rooted in the Jeffersonian principles of learning. Thomas Jefferson loved to learn, and his objective was never simply to consume learning for himself, but also to encourage a better education for the masses.

The physical facility is attractive and functional in many ways. Academic instruction is based on the Core Knowledge Sequence and Singapore Math programs. Students have the opportunity to be involved in a variety of programs, including world languages, fine arts, music, and physical education. In addition, the school uses a fiber optic network for enhanced learning through state-of-the-art technology.

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

Monticello Academy has done a good job with its profile of helping the Visiting Team understand the school's demographics and student population. The school profile provided a general outline of the mission and beliefs. The school has outlined its curriculum and instructional strategies to help connect the mission and beliefs. It was discovered that the school has quite a large percentage (35 percent) of disadvantaged students; however, the board has decided not to seek Title I funding due to a concern with being known as a Title I school.

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

It would be helpful to include a narrative about the school's findings as they relate to stakeholder surveys, where discrepancies lie, and plans for addressing those discrepancies. Sometimes there are less obvious reasons for negative outcomes, and it would be good to see those reasons. The graphs were excellent, but some of the results may not reflect the true picture. For example, 39 percent of students said they felt welcome at school, 24 percent replied that they did not feel welcome, and 35 percent replied neither. The Visiting Team was not sure this was an accurate picture; this question might have been misunderstood by the students. Some narrative might have helped.

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

The Visiting Team feels that Monticello did an excellent job of showing data that accurately reflects the school's current strengths and limitations. Even though Monticello is in its initial stages of developing an RTI program, the data is very robust.

The school's stakeholder surveys reflect both positive strengths and areas for improvement. The departmental analysis also showcased strengths, as well as looking at needs for further development and improvement.

Suggested Areas for Further Inquiry:

- The Visiting Team would suggest adding a section from the administrators outlining their roles, successes, and areas of improvement as an administrative team

**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?*

The school's mission, beliefs and DRSLs are very clearly aligned. There is not much evidence of collaboration due to the DRSLs coming straight from the school's mission. There is, however, evidence that the faculty members collaborated as departments to look at strengths and areas of improvement. The DRSLs have the same wording as the mission statement. The school director explained that this was the desire of the school community.

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

The mission and the DRSLs are in direct alignment (word for word); the DRSLs are the mission statement. Measurable goals are placed under each DRSL. The importance of student learning and achievement are reflected in the mission statement and DRSLs.

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

Monticello Academy looks at overall student performance indicators, grades, CRT scores, Core Knowledge assessments, citizenship scores, etc. The school will be collecting data on after-school sponsored activities, attendance rates, and other school measurements.

A few of the indicators are fairly vague, such as “students will be able to use a variety of age-appropriate technologies.” The performance indicators were very clear, but the assessment tools were not as clearly defined.

- 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 believes it was quite evident, as they walked through the halls, talking to teachers, students, and staff members, that Monticello Academy is providing a good educational experience for its students. The faculty and staff have a vision of what they expect of themselves and their students. Students have a clear understanding of their learning expectations. Students appear to be enjoying their experience at Monticello.

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?*

Monticello Academy utilizes the Core Knowledge Curriculum, which they have aligned to the Utah State Core Standards. Core Knowledge is centered in sound educational practices that are incorporated concept by concept. The staff works collaboratively to ensure that, from grade to grade, students are prepared to continue pursuing their desired results for student learning. Core Knowledge has well defined and clear standards for learning. The school also uses Singapore Math and has aligned that curriculum to the State Core Curriculum.

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

The Visiting Team believes that the Core Knowledge curriculum, Singapore Math, and the use of the State Core Curriculum help the faculty of Monticello to engage all students in inquiry, problem-solving and higher-order thinking skills. The Visiting Team members witnessed faculty members using these skills in their classrooms to engage students. Monticello Academy places a high value on academic achievement and encourages its students to strive to meet that goal.

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

It appeared to the Visiting Team that the faculty and staff of Monticello Academy work collaboratively in accomplishing the goals and DRSLs. They meet regularly in team meetings, monthly departmental meetings, and other professional development activities. Each department outlined its vision and actions for meeting the DRSLs in its departmental analysis. The school's curriculum of Core Knowledge also engages them in collaboration and focuses them on the DRSLs.

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

The Core Knowledge curriculum has a variety of assessment tools embedded in its delivery. Teachers will check the learning process on a regular basis to learn who needs additional tutoring or referral to RTI program. The assessments in the curriculum help teachers to ensure that all students have an opportunity for re-teaching if necessary. There are other assessments within the school. Singapore Math has an excellent set of assessments. Math is an area of concern for Monticello Academy.

Instruction:

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

The Visiting Team observed numerous instructional techniques in the classrooms visited. Group and individual instruction, direct instruction, group work with and without technology aids, teacher and student board work, and student presentations were all observed.

- 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?*

Monticello Academy, as a faculty, has developed school-wide DRSLs. The departments then took the DRSLs and identified ways their grade level or subject area could implement them. They generated subject-specific DRSLs and accompanying action plans that specifically targeted the needs of each department.

- 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?*

Monticello Academy is part of the Core Knowledge program, which provides several opportunities for professional development in order to properly provide instruction using Core Knowledge curriculum. Monticello also uses Singapore Math, which has an extensive professional development program. Faculty and staff members are required to attend numerous training and professional development activities. Monticello Academy has also provided individuals with opportunities for outside professional development activities.

- 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?*

Faculty members at Monticello Academy appear to understand their content areas based on the limited observations made during the accreditation visit. The school has a relatively young staff, with only a few teachers having more than 10 years' teaching experience. The Visiting Team found that the faculty is very dedicated to providing the best educational experience for the school's students.

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

Extensive use of technology was observed in numerous classroom settings, and was integrated into the curriculum activities. There appear to be opportunities for both staff members and students to use technology to increase student learning.

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?*

Monticello Academy has a well developed assessment program. As a Core Knowledge school, Monticello monitors its students' understanding of the curriculum through regular assessments. Student performance indicators for academic achievement specifically posited for college preparation were developed and implemented through departmental action plans.

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

The school appears to equitably assess school-wide progress through the use of CRTs, Core Knowledge, Singapore, and UTIPS computer-based testing modules. Several departments regularly use the UTIPS tests to assess student progress. In those departments that use the state-provided UTIPS, the students' scores are available to parents; however, other computer-based test scores may not be available to parents. Monticello Academy needs to continue to collect, analyze, and evaluate its performance data to ensure that all students have the opportunity to be successful.

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

The Visiting Team believes that Monticello Academy is in the process of developing methods to evaluate its data in order to ensure that all students are successful. The school has now developed an RTI (Response to Intervention) program that will help

to assess data. This will further develop the school's ability to engage all students in academic success.

- 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?*

It appears to the Visiting Team that Monticello Academy's administration is dedicated to providing opportunities and time for professional development. Faculty and staff members have had several opportunities for collaboration and curriculum coordination. The nature of the curriculum programs the school has chosen requires a significant amount of training and professional development. Curriculum Director Keven Proud talked of the many opportunities that Monticello has provided and hopes to provide for the faculty and staff.

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

The Visiting Team believes there is agreement on the assessment tools because they are embedded in the curriculum. It would be difficult to deliver the Core Knowledge curriculum, as well as Singapore Math, without using their assessments. The Visiting Team believes that the faculty is using those assessments as well as other formative and summative assessments.

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 Monticello Academy mission statements clearly place emphasis on student academic achievement. The school leadership, even with its high turnover in staff and administration over the past five years, has prioritized its teaching and learning climate. The Visiting Team found the school leadership to be very encouraged by their findings going through the accreditation process over the past couple of months. Each academic department was assigned a focus group, and after a great number of meetings, teachers developed department and focus group goals. Teachers offer extra assistance to students before and after school.

At this juncture, the Visiting Team recommends alignment of the Monticello Charter mission with the DRSLs, State Core standards, and the proposed school improvement plan.

- 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 school leadership team has established scheduled collaboration times between departments and grade level teams. These two groups each meet monthly to discuss student needs based on data. Schedules for RTI pull-out are coordinated. Teachers are using the program EDUSS to track students academically. The school leadership is very excited about the detailed information they will be able to utilize to improve instruction and individual student achievement through this program.

The school leadership has also implemented frequent professional development opportunities to address areas of instructional effectiveness. These are primarily taught by Mr. Shino and Mr. Proud, but other staff members are encouraged to share their expertise as well.

- 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?*

Monticello's leadership team allocates a large amount of funding for the implementation of the charter's mission goals. Students feel safe and cared about by the staff, and perceive that the school has a high level of academic expectation. Repeatedly, students shared that the focus of Monticello Academy is on preparing them for college and their future success.

The Visiting Team recommends alignment of the school's goals, DRSLs, and improvement plan to drive the resources, operations, and management of the organization.

- 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 leadership recently implemented staff collaboration by both grade level and academic department on a monthly basis. Each teacher is assigned to both. Elementary and secondary staff members work together to communicate and achieve data-driven results in student achievement. Parents are invited to participate in volunteer opportunities and school-sponsored events.

The Visiting Team recommends that the elementary staff members assigned to departments have an active decision-making role. It was reported that meetings were held without the elementary staff being able to attend, yet they were listed on the focus groups' committees.

- 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?*

No formal system was observed by the Visiting Team of specific students being assigned to a specific adult. Teachers voluntarily give their time before and after school to assist students with their academic needs. Both students and parents expressed appreciation for teachers extending themselves, and for their care and concern for students. There is a part-time counselor, Mr. Seim, on staff as well. Mr. Seim has communicated on the website about multiple meetings with students, both collectively and individually. He also invites parental attendance at SEOPs, and teaches career lessons.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to Northwest, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

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

The Visiting Team found partial evidence of a developed and implemented school improvement plan. Performance indicators have been established school-wide through a collaborative effort involving teachers and administration. Subsidiary goals were also set in place within each individual performance indicator. However, the Northwest rubric was not followed, nor was there explanation of how goals would be achieved and outcome analyzed on an ongoing basis using Collaboration for Student Achievement.

- 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?*

The Visiting Team found a high level of ongoing professional development focused on the school's goals for improvement. Team meetings and departmental collaboration exhibited a commitment to working together, thus ensuring higher student achievement. The school's Assessment and Curriculum Directors have established ongoing technology training for teachers in order to better analyze student driven data, enhance curriculum, and increase CRT scores.

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

The Visiting Team found initial plans set forth for establishing a school-wide action plan adequate at addressing critical areas for follow up. The majority of the staff members embraced the belief that they were responsible for student learning. Despite demographic obstacles, teachers were emerging toward a more data-driven and collaborative teaching community. However, listed action steps within the school-wide improvement plan were generalized and did not reflect critical areas of need. The action plan also lacked specific measurable timelines, evaluations, barriers associated, and resources needed to affect critical areas of need.

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

The Visiting Team found beginning strides in the areas of productive change and conditions for continuous improvement. This was most strongly evident in newly placed Tier II student interventions, UTIPS pre/post-testing, and environments concerning departmental teaming. The Visiting Team also found faculty members expressing a desire for conditions where they felt positive administrative support, with more opportunities for participation, leadership, and decision-making.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team observed community building within the administrative team and the student government, and between teachers, students and their parents. Monticello's school culture is one of interdependence. The parents appreciate the teachers' level of communication and willingness to work with students outside of class. They also commended the caring and timely manner in which the administration has handled a variety of situations. A Parent Council assists in a variety of ways at the school. Student government plans a wide assortment of school-

wide events based on the charter vision, tradition, and feedback provided by the student body. Monticello's website and compass system communicate current school information.

A rigorous professional development program fosters community building by having teachers share their expertise and the administrative team address needs based on classroom observations and suggestions offered to them by staff. These programs are scheduled every Monday and Friday after school.

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

Monticello Academy has an extremely dedicated staff. Staff members plan events to involve parents in their students' educational experience. Because of the demographic makeup the school's population, getting parent volunteers during the day is a struggle. School culture and spirit is magnified through programs including Singapore Math, service projects, reading, foreign language, safety, concerts and exhibits, all of which are being offered to families by staff members after hours. A Parent Council functions at Monticello to assist with events and other school needs, but concerns have been expressed regarding burnout and the fact that "the same handful of people do everything." Other student learning extensions include tutoring opportunities, student government, Junior Honor Society, clubs, sports, grade level programs, and a Music Honor Society.

The Visiting Team encourages Monticello to create ways for a broader volunteer base to be established. Another recommendation is to communicate these events clearly and accurately through the calendar link on the website.

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

The self-study conducted by Monticello Academy included surveys completed by students, parents, and teachers two months prior to the accreditation team visit. Collaborative meetings between teachers in grade levels and departments took place to discuss DRSLs, focus group areas, and department goals, and to create the school improvement plan. A combination of administrators and teachers from the elementary and secondary levels served on these committees. The school accreditation leadership team met to correlate and assemble the final report, including the school profile, CRT data, survey results, staff profiles, accreditation goal indicators and improvement plan.

The Visiting Team commends all the efforts of stakeholders to effectively research and gain critical insight on the status of Monticello's vision for student achievement. The data accumulated through the accreditation process has revealed the present reality of student achievement. The Visiting Team recommends the continued efforts and commitment of all stakeholders. Student achievement will rise when alignment of the charter improvement plan, DRSLs, State Core objectives and focus group indicators takes place, followed by implementation.

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

The Monticello Academy website initially invited parents' access to the accreditation report by coming into the school to read a hard copy. Now the only item on the site regarding the accreditation and school improvement plan is a set of course descriptions. A 2007-2008 Standards and Accountability Report and Monticello's philosophy, vision and mission are available on the website. The compass program link may have additional information, but it can only be accessed by a login and password. E-mail to parents and staff members is another readily used form of communication. The school calendar link lists 12:00 a.m. as the time for most school events.

The Visiting Team recommends that current, accurate information be communicated frequently to all stakeholders.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Monticello Academy on its collaborative efforts in departments, grade levels, and the overall school community.
- The Visiting Team commends Monticello Academy's faculty, staff, and administration for creating a caring and nurturing climate for students and their families. Students and parents freely express their appreciation for the teachers' willingness to help, to communicate, and to make themselves accessible.
- The Visiting Team commends Monticello Academy on its progressive attitude regarding the availability of technology to both teachers and students.
- The Visiting Team commends Monticello Academy students on their orderly behavior, good attitude, compliance with the school dress code, and academic engagement. These things reflect a positive light on the school's character education program.
- The Visiting Team commends Monticello Academy's faculty for its high expectations and academic rigor, supported by a variety of instructional strategies and techniques. This evident from the high quality of student work observed.
- The Visiting Team commends Monticello Academy on the development of the RTI program, and the school's use of student data to remediate student performance.

Recommendations:

- The Visiting Team recommends that Monticello Academy work to streamline and refine its DRSLs to comply with the guidelines and rubrics recommended in Collaborating for Student Achievement, Utah's accreditation model. Specifically, measurable indicators need to be associated with no more than two or three DRSLs that cross all content areas and grade levels and are adopted by all stakeholders.
- The Visiting Team recommends that Monticello Academy acknowledge student compliance and excellence in academics and character with more consistent and frequent school-wide positive reinforcement strategies.
- The Visiting Team recommends that Monticello Academy address student CRT performance and discrepancies in achievement to meet/exceed state standards by differentiating instruction, using data to identify areas of improvement, and implementing curricular alignment.
- The Visiting Team recommends that the Monticello Academy Board make every effort to retain and maintain consistency with the administration, faculty, and staff to create a more stable, nurturing, and supportive learning and work environment.