

**The Report of the
Accreditation Visiting Team**

**Navigator Pointe Academy
6844 South Navigator Drive
West Jordan, Utah 84084**

November 18-19, 2008



**Utah State Office of Education
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**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Navigator Pointe Academy
6844 South Navigator Drive
West Jordan, UT 84084**

November 18-19, 2008

UTAH STATE OFFICE OF EDUCATION

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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, November 18-19, 2008, 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 Navigator Pointe 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 Director Judy Farris is also commended.

The staff and administration are congratulated for their desire for excellence at Navigator Pointe Academy, 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 Navigator Pointe Academy.

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

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** CMAC Representative Appointment

7/25/2007

NAVIGATOR POINTE ACADEMY

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NAVIGATOR POINTE ACADEMY

ADMINISTRATION AND STAFF

School Administration

Judy Farris..... Director
Jill Neff Administrative Assistant

Counseling

Katie Celya..... Counselor
Dr. Brian M. Jensen Counselor & School Psychologist

Support Staff

Patricia Arreola Office Aide
Connie Beynon..... Special Ed. Administrative Assistant
Diana Crenshaw Speech & Language Pathologist (Contracted)
Treasure Hatch Procurement & Administrative Assistant
Adriane Juarez ADK Information Library Services (Contracted)
Ronald Martinez..... Custodian
Kristina Moore Para-professional, Elementary
Gregory Petres Facilities Maintenance Technician
Shawna Pierce..... Para-professional, Elementary
Paula Rokich Business Manager
Kimberley Scott Kindergarten Aide
Ramona Smith..... Data Manager & Enrollment Registrar

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Justin Anderson	Kathryn Daut	Steven Jarvis
Julie Andrews	Jody DeLand	Emily Johnson
Wendy Atwan	Lisa Dunn	Lara Leon
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Helen Baize	Phillip Evans	JoLynn Lucero
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Lindsay Peterson
Marjorie Riches

Zachary Riches
Brent Rigby
Otilia Sinca
Sarah Smith
Jane Stoll
Jessica Valentine

Kathryn Wamsley
Linda White
Rachel Youngblood
Jeff Zawalski

NAVIGATOR POINTE ACADEMY

MISSION STATEMENT

Navigator Pointe Academy:

- Provides a challenging, engaging, classical curriculum in a safe, orderly environment.
- Focuses on the academic achievement of each student.
- Instills in students the ideals and habits of virtuous living.
- Inspires children to use their minds well.

BELIEF STATEMENTS

- All students can learn.
- Each student is a valued individual.
- All students benefit by developing positive character traits.
- All students are capable of demonstrating responsibility and accountability for their behavior and their learning.
- A safe, disciplined, engaging learning environment allows each student to excel.
- Research-based and field-tested educational programs and methodologies form the foundation of effective academics.
- The use of classical education principles, including the trivium, is utilized.
- A sequential, organized, defined curriculum is necessary.
- The use of achievement grouping for skills acquisition in reading and math is a vital instructional and motivational method.
- A comprehensive and on-going assessment process is essential for teachers and students.
- The preparedness and professionalism of the instructional staff is key to instructional effectiveness.
- Education is a partnership between home and school.
- Collaborative, data-driven decisions contribute to improving student, teacher and school performance.
- Skillful stewardship is utilized to ensure all stakeholders that the school efficiently and effectively aligns with its charter objectives and the requirements of its legal entities, both educationally and fiscally.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. THE ACADEMIC ACHIEVEMENT OF EACH STUDENT

Goals:

- a. Each student's performance is continually evaluated.
- b. Data-driven improvement strategies are used to meet student needs.

Performance Indicators:

- a. Students will demonstrate mastery of concepts in each subject area (80% proficiency) using formative and summative assessments.
- b. Standardized tests results including ITBS for K-9th grade students, CRTs, DWA, 3rd Grade ITBS Reading Test indicate level of progress.
- c. Daily observations of student work (in class participation, assignments, projects, presentations, performances, portfolios, course grades, etc.) are assessed.

2. THE DEVELOPMENT OF ETHICAL CHARACTER TRAITS

Goals:

- a. Each student will assume responsibility for acquiring, internalizing, and applying time-honored virtues (honesty, respect, self-discipline, excellence) to promote optimal personal growth and a disposition for success.

Performance Indicators:

- a. Students manage and evaluate their own behavior and learning utilizing Student Education Plan (SEP) and Student Education and Occupation Plan (SEOP), CHAMPS Report, Safe School Report, and classroom and individual student observations.
- b. Students demonstrate virtuous living in dally actions (see above).
- c. Students create strong, accurate, and beautiful work and strive for improvement in their observable work performance.

Date of Visit:
November 18-19, 2008

MEMBERS OF THE VISITING TEAM

Ted P. Lovato, Consultant, Utah State Office of Education, Northwest
Association of Accredited Schools - Visiting Team Chairperson

Dr. Susan Brady, Principal, Saint Sophia Hellenic Orthodox School

Marlies Burns, Director, Charter Schools, Utah State Office of Education

Gary Jensen, Assistant. Principal/Teacher, American Leadership Academy

VISITING TEAM REPORT
NAVIGATOR POINTE ACADEMY

CHAPTER 1: SCHOOL PROFILE

Navigator Pointe Academy is a public charter school established by parents and educators to create a positive learning environment for children where knowledge and character intersect. The school opened its doors to 500 students (K-9) in the fall of 2005, with a commitment to provide a rigorous academic program and to help students develop ethical character traits. Navigator Pointe Academy has remained dedicated to this pledge, emphasizing the merits of respect, self-discipline, honesty and scholastic achievement. The school believes that collaborative efforts between students, parents and teachers help students succeed in their education program.

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

The Visiting Team found a welcoming atmosphere throughout the entire institution—from the Board of Governors, administration, teaching and instructional staff, patrons, and students. There is a strong sense of community, which survey results validate and support.

Curriculum development is enhanced by frequent in-service trainings and the thoughtful, research-based selection of academic and cultural offerings. It is evident that care has been taken to dovetail instructional design with the curriculum. Test results have been compared and studied to find areas that need more focus.

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

Because Navigator Pointe Academy is still young, future profiles should include longitudinal data on student performance, although efforts have been made to track students after they leave the school.

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

The self-study provided an accurate picture of the school, its philosophy, and its numerous programs. The Visiting Team was impressed everyone's openness with their opinions about the school. The majority of the stakeholders gave very positive comments and had an impressive vision for the future of Navigator Pointe Academy.

Suggested Areas for Further Inquiry:

- Include longitudinal data from norm-referenced assessments and cohort data to illustrate progress of students over time. Continue to refine student transitions between grade levels, especially from elementary to secondary.
- A study of facility shortfalls should be conducted, focusing on the needs of the media center, playground, restrooms, and science lab.
- Address storage needs for data that needs to be retained.
- Continue to work on community building.
- Formulate manageable steps (such as formalized time lines and specific responsibilities) in the action plan.

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 Navigator Pointe Academy leadership team made a collaborative effort to involve parents, teachers, and administration throughout the process of self-analysis. The school's small size, combined with teachers and administrators who consider themselves to be innovative, allowed the school community to examine processes, policies, and programs.

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

Navigator Pointe Academy's DRSLs align directly with the beliefs and mission statement. These beliefs reflect the community's desire for students to exhibit mastery of key concepts through continuous performance evaluation and assume responsibility for acquiring, internalizing, and applying time-honored virtues. The Visiting Team recommends that a more measurable means be developed in order to better assess student achievement of the DRSLs.

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

The school uses ITBS, DWA, CRT, and other assessment methods in determining demonstrated mastery, as well as SEP/SEOP, CHAMPS reports, safe school reports, and direct observations to measure student progress toward the DRSLs.

- d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

Each teacher and administrator at Navigator Pointe Academy appears to be driven by the school beliefs in his/her conduct and curriculum and teaching strategies. It was apparent to the Visiting Team that much collaboration took place in the formation of the mission, beliefs, and DRSLs.

Curriculum:

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

Teachers and staff members work very closely together to develop and implement a curriculum that emphasizes Core Knowledge and the Core Curriculum. There is excellent collaboration within elementary grade groups and secondary-level departments to integrate and expand a challenging and innovative course structure that motivates and enlivens student involvement and interest. This team approach consistently leads to high student achievement and success. Overall student buy-in is evident and exemplary. Expectations and requirements are clearly articulated to both parents and students in course syllabi, SIS information, unit introductory lessons, and parent contacts.

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

Students are consistently engaged in meaningful class discussions, introspective questioning and inquiry, examining cause-and-effect relationships, realistic problem-solving, and various higher-order thinking skills. The highly effective classical education/trivium concept utilized by Navigator Pointe Academy further enhances student learning and achievement. The Visiting Team observed each grade level of students being empowered by their teachers to learn and expand their knowledge base. Innovative teaching strategies and techniques were observed throughout the school. Teachers were highly knowledgeable in their subject areas and disciplines. A very progressive, supportive learning

environment that allows for maximum student immersion was evident in each classroom.

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

Teachers and staff members have worked tirelessly to carefully integrate the two stated DRSLs into the curriculum across the board. This total integration is among the very best observed to date. Students truly emulate and live the desired behavior and conduct reflected in the DRSLs. Student interaction and achievement proves that the DRSLs have truly become an integral part of the school curriculum and environment. Students consistently recognize the meaningful relationship between the things they are learning at Navigator Pointe Academy and the real world in which they live. Students uniformly expressed their deep appreciation for their dedicated teachers and the high-quality curriculum they are immersed in. They felt that teachers and staff members consistently inspired them to even greater levels of performance and achievement.

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

Navigator Pointe Academy uses both in-house and more formal, standardized assessment tools to measure how effectively students achieve desired learning outcomes. The results are carefully studied and analyzed, and help drive any necessary changes and desired improvements in the curriculum. The established 80 percent mastery level of course material by all students is a lofty yet achievable goal, given the comprehensive and positive instructional environment that exists throughout the school. As a next logical step, the Visiting Team recommends that Navigator Pointe Academy conduct further research and then develop additional instructional strategies to help improve the academic achievement of students who are at lower socioeconomic levels or who have learning disabilities.

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 the Navigator Pointe Academy faculty and school leaders take great pride in the instructional delivery of quality education to students. The use of innovative teaching strategies and techniques by the teachers empowers students to grow through challenge. As stated in the self-study, Navigator Pointe Academy uses various instructional strategies to reach all students, regardless of learning type or level of ability. From kindergarten through ninth grade, ability grouping, direct instruction, classical education, a broad-based

student support system, integration of the Utah State Core Curriculum and Core Knowledge, and a school-wide discipline plan (CHAMPS) are used to reach instructional goals.

- 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?*

Navigator Pointe Academy leaders and teachers strongly believe that the academic achievement of every student is paramount within the overall program. Each student's performance is evaluated using formative and summative assessments that comprehensively cover the range of essential knowledge and mastery of skills as defined in the Utah State Core curriculum and the Core Knowledge philosophy. Evaluation of improvement strategies are monitored using valid and reliable data. Test results from the ITBS, CRTs, DWA, third grade ITBS Reading Test, etc. indicate levels of progress. Students are expected to demonstrate mastery (i.e., a score of at least 80 percent) of concepts in each subject area. Observations of student work are assessed daily.

The development of ethical character traits in each student is a desired result for student learning. Teaching students to exhibit personal responsibility and apply time-honored virtues is a philosophy that is quite evident at the school. Strong support and guidance are provided to every student in developing personal character traits.

- 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?*

It appears that there is much collaboration among the teachers and staff at Navigator Pointe Academy that supports teacher proficiency in the various areas of instruction. This allows teachers to be reflective about their own practices. The Visiting Team feels that bringing in more outside resources and adding to the school's current professional development base would be beneficial to all stakeholders.

- 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 Navigator Pointe Academy are proficient in their content areas. There seems to be a strong support system that fosters collaboration among all teaching levels, from kindergarten through ninth grade. When a need is identified for an individual student, many members of the staff go to work to fill that need—whatever it might be—to facilitate learning for that student. Instructional methods

are varied in order to reach all students, regardless of ability, and assessed to help teachers make decisions regarding teaching strategies.

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

It appears that technology is an important component of the assessment strategies used for students. Academic progress data is easily accessed electronically. A school-wide database tracks the daily progress of all students in reading and math. In addition, budgeting decisions are data-driven. There is a need for more technology for direct student and faculty use.

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?*

It was evident to the Visiting Team that student success is very important at Navigator Pointe Academy. Assessment is an integral process of teaching and learning at the school. Not only are students informed on a regular basis regarding their learning progress, but teachers are keenly aware that the data is important in assessing their own instructional strategies and planning for the future. The curriculum is also adjusted based on assessment data.

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

As indicated in the self-study, each member of the staff is trained to deliver the school curriculum to mastery level, defined as the level at which students demonstrate mastery of concepts in each subject area with 80 percent proficiency. This is accomplished by using a variety of formative and summative assessments in all subject areas.

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

The Navigator Pointe Academy staff collects and collates daily assessment data from each student in reading, math and spelling. This information is tracked on a weekly spreadsheet called the Group Mastery Report. These weekly assessments monitor skill acquisition and concept mastery. Teachers and paraprofessionals meet collaboratively each Friday to discuss individual student progress. Adjustments are made in instruction to ensure that each student achieves mastery level.

- 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 is evident that teacher collaboration is instrumental to student success at Navigator Pointe Academy. Grade-level teachers meet weekly to discuss and assess individual student progress. Subject-level teams meet monthly with the director to assess the effectiveness of all academic programs, as well as teacher instruction and student performance. Strategies are established to meet each student's needs for improvement. In addition, teachers who are prepared to deliver research-based and field-tested educational programs provide routine support.

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

The academic achievement of each student is a worthy DRSL, and is validated by data-driven improvement strategies that continually assess student achievement. The staff and director continue to emphasize the importance of using rubrics to communicate expectations to students and evaluate the quality of student work. Instructional teams develop rubrics for specific areas of instruction.

The development of ethical character traits assists students to assume responsibility for acquiring, internalizing, and applying time-honored virtues to promote optimal personal growth and a disposition for success. The school leadership emphasizes the importance of using behavioral rubrics to communicate expectations to students and evaluate student behavior and interactions with one another and with adult authority figures.

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 school clearly has a high level of commitment to improving student learning, and has established a strong, positive environment in which learning and teaching are priorities. The director has a strong presence at the school, as well as the vision, foresight, and desire to help students succeed.

- 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?*

Most decisions are aligned with the school's mission, beliefs, and goals. Teachers and parents feel they have had a meaningful opportunity to contribute to the direction of the school. The initiatives within Navigator Pointe Academy are driven by test scores and school community surveys. The school leader is vigilant in tracking students' progress and in making changes to enhance student potential.

- 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 leadership at Navigator Pointe Academy provides skillful stewardship of the school. Most of the school-wide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning. School funds are used to further student learning and provide resources for student learning. The Visiting Team recommends that the school library be expanded to include additional resource materials and a larger number of books per student.

- 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 director has led her staff and the community on a quest to improve instruction through collaboration, participation in decision making, and accountability. The staff and community have caught the vision, and are self-motivated in perpetuating the success they have experienced.

- 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?*

It was apparent to the Visiting Team that every Navigator Pointe Academy student is valued and cared for. The school is safe, not only in a physical sense, but in an emotional sense as well. The use of CHAMPS, Navigator Pointe Academy's behavior management program, assures a positive environment where instruction can take place in an atmosphere of mutual respect between teacher and student.

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 NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

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?*

Navigator Pointe Academy has developed and implemented a comprehensive school improvement plan based on standard USOE accreditation guidelines. The plan is written in two parts, each of which addresses one of the two DRSLs. The plan is very detailed, with timelines for each action item. However, the Visiting Team recommends that Navigator Pointe Academy continue to examine and refine key components of its action plan to include a more detailed description of the actual analysis and implementation steps for both mid-range and long-range goals. For example, in the "Persons Responsible" sections, the Visiting Team recommends more detailed specificity as to who (i.e., which of the specially organized "instructional teams") will actually perform the required action steps.

- 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?*

A strong professional development program aligned with the school's goals and DRSLs has been implemented and is ongoing. This includes before- and after-regular school hours sessions, plus summer enrichment training, as well as orientation training for new teachers during the summer before the school year actually begins. This training is largely drawn from available in-house assets. The Visiting Team recommends that Navigator Pointe Academy seek to further

enhance its professional development program by bringing in additional outside resources and presenters to strengthen its current, highly viable program. Moving further, resources should be allocated for additional off-site training and development opportunities.

- 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 current Navigator Pointe Academy Action Plan adequately addresses several areas of concern and institutionalizes necessary follow-up actions. The Visiting Team feels confident that there is definitely a strong commitment on the part of both the administration and the faculty to implement and follow through with this plan. The Visiting Team recommends that Navigator Pointe Academy continue its efforts to expand its technology base for both students and faculty. Another logical step would be to expand focus group composition to parents and students and adopt the NSSE approved standards for focus group functions. Navigator Pointe Academy should also develop a systematic plan to further enhance its physical facilities (i.e., the media center, playground area, science lab, etc.).

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

The Navigator Pointe Academy Board of Directors is highly proactive in working to create conditions that support constructive change and improvement. Both the teachers and the administration actively foster and promote a safe school environment that enhances student learning and achievement. Students feel they are being well prepared for high school work. An outstanding parent volunteer program (FASSTeam) reinforces an already strong curriculum that offers challenging core and elective courses. Learning, modeling, and integrating proven traits of ethical behavior are a daily part of student life and interaction. The extensive school self-study and the current action plan go a long way toward ensuring an academic and cultural environment that will promote meaningful improvements as well as steady growth and development.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team found that the Navigator Pointe Academy fosters exemplary community building and working relationships within the school. The Board of Governors and administration are to be commended on both the division of duties

and the communal active involvement in the total operation of the school. The parent support group, volunteerism, and newsletter are exceptional vehicles for community building.

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

Navigator Pointe Academy provides an excellent educational environment for its students. It is evident that outreach programs in the areas of student services, special education, student volunteerism, and cultural awareness, to name a few, are fostering a culture of mutual respect and character building for the students and their families.

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

The school community is involved in a large number of facets in the Navigator Pointe Academy program and has been actively engaged with the self-study process on behalf of the student population. Data is not only collected but also studied and used to further enhance the school programs.

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

The school newsletter, *The Navigator News*, is published and distributed monthly, and includes results for school improvement and items of interest for the community at large. A school-wide “Navigation Plan” is sent home weekly to keep families apprised of assignments, tests and upcoming activities in each class. This plan is also posted on a communal board for everyone to see. It is evident that communicative measures are in place and that patrons, faculty members, and students feel comfortable that their questions are addressed in a timely fashion.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Navigator Pointe Academy for the highly qualified, caring, enthusiastic, cohesive faculty and staff that focus on students in all aspects of their human development.
- The Visiting Team commends Navigator Pointe Academy for its strong, visionary, exemplary school director.

- The Visiting Team commends Navigator Pointe Academy’s governing board for its clear-sighted awareness and understanding of its role as policymakers, not policy administrators, that strengthens all of the school’s programs.
- The Visiting Teams commends Navigator Pointe Academy for its wide spectrum of curriculum offerings, including Core Knowledge, fine arts, performing arts, service projects, etc. and its dedication to hiring qualified and motivated personnel.
- The Visiting Team commends Navigator Pointe Academy for its clearly articulated and integrated desired results for student learning (DRSLs).
- The Visiting Team commends Navigator Pointe Academy for its multiple measures of assessment, including local on-site formative assessment, as well as state-mandated standardized tests (summative), that truly drive the curriculum design and instructional strategies.
- The Visiting Team commends Navigator Pointe Academy for its outstanding parent volunteer program (FASSTeam).
- The Visiting Team commends Navigator Pointe Academy for its exceptional self-study document, which can be used as the school’s future guide for school improvement and student achievement.
- The Visiting Team commends Navigator Pointe Academy for its selection of the CHAMPS program and its uniform delivery across all grade levels, which assures a positive environment where instruction can take place in an atmosphere of mutual respect between teacher and student.
- The Visiting Team commends Navigator Pointe Academy's faculty and staff for their team approach in leadership and oversight of student success.

Recommendations:

- The Visiting Team recommends that Navigator Pointe Academy explore and expand technology capabilities for the students and faculty.
- The Visiting Team recommends that Navigator Pointe Academy expand its focus groups to include parents, students, and community partners, and follow National Study of School Evaluation (NSSE) standards and guidelines.
- The Visiting Team recommends that Navigator Pointe Academy look at its facility synergistically in order to incorporate necessary and practicable changes

(e.g., expansion of the playground, a science lab, additional restrooms for adults, additional storage spaces, and a larger more comfortable media/library center).

- The Visiting Team recommends that Navigator Pointe Academy continue to research and develop strategies to improve the academic achievement of students identified as lower socio-economic or having disabilities.
- The Visiting Team recommends that Navigator Pointe Academy seek to bring in outside resources to add to its existing strong professional development base.
- The Visiting Team recommends that Navigator Pointe Academy continue to refine key components of its action plan to include more detailed descriptions of the analysis and implementation of mid-range and long-range goals.
- The Visiting Team recommends that Navigator Pointe Academy expand its secondary collection of nonfiction and reference materials in its media center.
- The Visiting Team recommends that Navigator Pointe Academy continue to improve its outreach efforts to recruit and retain a body of students that mirrors the community demographics.
- The Visiting Team recommends that Navigator Pointe Academy continue to refine transition efforts between the elementary and junior high school levels.