

**The Report of the
Accreditation Visiting Team**

**North Davis Preparatory Academy
1765 West Hill Field Road
Layton, Utah 84041**

February 8-9, 2012



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

North Davis Preparatory Academy
1765 West Hill Field Road
Layton, Utah 84041

February 8-9, 2012

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction

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FOREWORD

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

The evaluation, February 8-9, 2012, 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 North Davis Preparatory 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 Deborah Gomberg is also commended.

The staff and administration are congratulated for their desire for excellence at North Davis Preparatory 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 North Davis Preparatory Academy.

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State Superintendent
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*Board of Regents Appointments

*** CMAC Representative Appointment

*****Charter School Representative Appointment

**UCAT Representative

****USBA Advisory Representative Appointment

NORTH DAVIS PREPARATORY ACADEMY

GOVERNING BOARD

Kristen Elinkowski.....President
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Kathy Thornburg..... Secretary
Jennifer Bazzano..... Financial Coordinator
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ADMINISTRATION AND STAFF

School Administration

Deborrah Gomberg Principal
Mariam Herrmann..... Assistant Principal, Director of Resource
Kim Lovell Assistant Principal, Secondary Grades
Yaeko Bryner Academic Expert, Spanish
Nicole Robinson..... Academic Expert, Language Arts
Desirae Smoot..... Academic Expert, Math

Counseling

Kim Dohrer Counselor
Kim Johnson Counseling Assistant
Shaunna Reynolds..... Behavior Specialist, K-6

Office Support Staff

Karyn BakerAdministrative Assistant, K-4
Robin Fluckiger Secretary, K-4
Lorie CheroneAdministrative Assistant, 5-9
Sherri Rhees Secretary, 5-9
Wendy Smart Registrar

Faculty

Taylor Abbott.....	Science
Rhonda Adams.....	Science
Veronica Alonso.....	1 st Grade
Katie Anderson.....	Language Arts
Christina Bingham.....	2 nd Grade
Tiffany Coleman.....	2 nd Grade
Jacqueline Coleman.....	4 th Grade
Jose Alberto Del Valle.....	5 th Grade
Rachel Emmertson.....	Special Education
Chantal Esquivias.....	Spanish
Gema Fernandez.....	4 th Grade
Juan Carlos Fernandez.....	5 th Grade
Begona Fortun.....	3 rd Grade
Dana Francis.....	5 th Grade
Mikel Garcia.....	6 th Grade
Daniel Garcia.....	Physical Education/Health
Megan Gerrard.....	2 nd Grade
Sonja Hammond.....	Special Education
Cynthia Hansen.....	Kindergarten
Emily Hansen.....	4 th Grade
David Henestrosa.....	5 th Grade
Karen Kelley.....	3 rd Grade
Shane Larsen.....	CTE
Jennifer Larson.....	3 rd Grade
Fernando Mateo.....	2 nd Grade
Michelle Meikle.....	Math
Edna Moss.....	1 ST Grade
Lucia Pascual-Molina.....	Spanish
Tracy Powell.....	1 st Grade
Esther Pueyo.....	1 st Grade
Maria Ramirez.....	3 rd Grade
Antonio Ramos-Ramirez.....	Math
Ryan Robinson.....	4 th Grade
Nicole Robinson.....	Language Arts
Erinne Roundy.....	Art
Matthew Seppi.....	Language Arts
Carolyn Staley.....	6 th Grade
Scott Tanner.....	Music, Band, Orchestra
Kendra Thompson.....	History
Mary Webber.....	5 th Grade
Kristina Wilbert.....	6 th Grade
Kim Wood.....	1 st Grade
Denise Zost.....	Librarian

Student Support Staff

Stephanie Antes	Cafeteria
Lesa Best.....	Cafeteria
Laurie Brown	Title I Interventionist
Shannan Bruun.....	Reading Interventionist
Susan Burnett.....	Special Ed. Assistant
Jodi Crosgrove	Teaching Assistant
James Dooley	Athletic Director
Laretta Foxley	Cafeteria Manager
Tambi Gove	Teaching Assistant
Sandra Gutierrez	Special Ed. Assistant
Traci Hampshire.....	Cafeteria
Sheri Hart.....	Elementary Playground
Tiffany Howe	Reading Internventionist
Brittany Jones.....	Special Ed. Assistant
Norka Jorges	Teaching Intern
Barbara Keys.....	Cafeteria
Pearl Kjar	Secondary Playground/TA
Penny Ladd	Cafeteria
Chanelle Love	Elementary Library Aid
Casie Maughn	Special Ed. Assistant
Loretta Pettigrew.....	Cafeteria
Natalie Pierce	Cafeteria
Ashley Pobieglo	Special Ed. Assistant
Mary Ray	Reading Internventionist
Kayleen Rodemack.....	Speech Therapist
Cami Sandberg.....	Computer Technician
Brandi Smith.....	Elementary Playground
Linda Stage	Cafeteria
Paul Stetler	Cafeteria
Michael Stettler.....	Secondary Playground/TA
Jamie Stoddard.....	Teaching Assistant
Jackeline Velasquez	Cafeteria
Shelly Vidmar	Teaching Assistant

NORTH DAVIS PREPARATORY ACADEMY

MISSION STATEMENT

North Davis Preparatory Academy students develop a love of learning, experience high academic achievement, and enjoy bi-literate proficiency.

CORE VALUES/BELIEF STATEMENTS

We prepare the child for the path, not the path for the child.

We nurture curiosity, self discipline, and the courage to act on our own thoughts and dreams.

All interactions between students, teachers, staff, and parents are based on honesty, trust, and respect.

We are a community that embraces differences in our languages, cultures, religions, and abilities.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. All students will produce exceptional work.
2. All students will utilize autonomous learning skills taking responsibility for their own learning.
3. All students will demonstrate personal and social responsibility
4. All students will fluently communicate in the Spanish language with a native speaker.

Date of Visit: February 8-9, 2012

MEMBERS OF THE VISITING TEAM

Janice Combe, USOE, Northwest Accreditation, Visiting Team Chairperson

Marci Abboud, George Washington Academy

Brent Coffman, Nebo School District

Nathan Cureton, Thomas Edison Charter School

Tammy Harter, Summit Academy School

Michele Swenson, Syracuse Junior High School, Davis School District

VISITING TEAM REPORT

NORTH DAVIS PREPARATORY ACADEMY

CHAPTER 1: SCHOOL PROFILE

North Davis Preparatory Academy is a public charter school in Layton, Utah that opened in August of 2004. Enrollment for the first year was under 500 students in grades K-6, and now, over seven years later, has climbed to 1,000 in grades K-9. With the expansion to ninth grade during the 2008-2009 school year and the construction of another building, North Davis Preparatory Academy has gone through the start-up and stabilization process twice.

With a strong vision and philosophy for student learning outlined by the Board of Directors and carried through by administration and staff, North Davis Preparatory Academy exemplifies unity in achievement of student success. North Davis Preparatory Academy families enjoy the school's commitment to and consistent use of Spanish instruction at every grade level. As Utah's first International Spanish Academy, North Davis Preparatory Academy currently employs seventeen native Spanish speakers, with over half of elementary students receiving their instruction in full Spanish immersion.

North Davis Preparatory Academy exhibits a strong commitment to parental involvement and high academic expectations of its students. The school's "Core Values" and "End Statements" drive students' instruction. Their attractive and functional physical facilities and abundance of useful technology also enhance student learning. The dress code to which students adhere creates pride in self and dissipates distractions. The success of the school is evidenced by strong student performance data and high customer satisfaction rates.

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

The Visiting Team believes that North Davis Preparatory Academy's development and analysis of its profile extends both deep and wide. The school analyzed trends in student demographics and teacher retention, as well as student performance data as it relates to the UPASS, DWA, and Iowa Basic Skills assessment. Among a number of findings, it was found through the analysis of this data that the Hispanic population and economically disadvantaged students score lower. The data also indicates that the Spanish immersion program in the elementary grades has yielded high math scores overall.

North Davis Preparatory Academy also made considerable efforts to analyze feedback from surveys administered to parents, the community council, and faculty members. These findings reveal a number of strengths and weaknesses, as detailed in the school's profile. Furthermore, the school's impressive enrollment numbers and long waiting lists indicate high customer satisfaction.

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

Though both satisfied and impressed with North Davis Preparatory Academy's school profile, the Visiting Team suggests a few minor considerations for future drafts. First, it is recommended that North Davis Preparatory Academy include teacher certification information, particularly as it relates to the foreign teachers. The Visiting Team also recommends a clearer legend of terms to help readers navigate and understand the various tables and charts included in the report.

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

The Visiting Team was especially impressed with North Davis Preparatory Academy's willingness to honestly self-evaluate, identifying both strengths and weaknesses. The self-study indicates several areas of needed growth and outlines the beginnings of an improvement plan to further strengthen the school. The Visiting Team feels that the self-study is accurate.

Suggested Areas for Further Inquiry:

See report for suggestions.

**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 Visiting Team found that North Davis Prep has done an excellent job of developing and collaborating on its mission and purpose. The team found that the school had been diligent in reflecting and refining its vision in order to support student achievement, collaborating with numerous groups within its stakeholder population. It was evident to the team that North Davis Preparatory Academy has continuously revised and improved its mission, beliefs, and DRSLs. The school has worked at evolving as a faculty and a school.

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

The school's mission and beliefs are very well aligned to its DRSLs. The DRSLs or End Statements lead directly back to the mission and beliefs. It was apparent to the

team that North Davis Preparatory Academy has spent some quality time working to align its mission, beliefs, and DRSLs to support continuous student learning.

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

Each DRSL has approximately two to five indicators that measure students' progress toward achieving the DRSLs or End Statements. They are very clear, concise, and measurable indicators. The school's action plan explains in detail continuing steps to attaining the End Statements. The action plan also includes measures of success that can and will guide future results and indicators.

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

The Visiting Team found that North Davis Prep's school climate and culture reflects the mission, beliefs, and values of the school community and stakeholders. The teachers, students, administration, parents, and board members are dedicated to the purpose and direction of the school. The Visiting Team observed through classroom visits and talking with students, parents, and other stakeholders that what was written in the self-study is what North Davis Prep believes and practices.

Curriculum:

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

The Visiting Team found that teachers at the elementary level are collaborating within grade levels. Teachers have established "non-negotiables" for each grade level. These "non-negotiables" are based on clearly defined standards. Teachers are beginning to work at implementing the new State Common Core Curriculum in the elementary grades.

At the junior high level, teachers are implementing the State Core in their classes. The Visiting Team also found collaboration between and among the teachers and staff in the junior high. This collaboration also existed across the various curricular areas. Many teachers in the Math Department are beginning to implement elements of the new Common Core.

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

The Visiting Team found that teachers at the elementary level are engaging at least 90 percent of the students in problem solving and higher-order thinking skills. Use of group work and problem-solving math programs are evident in three levels. All students appear to be engaged in curriculum appropriate for their needs and abilities.

Teachers at the junior high level are engaging about 70-75 percent of the students in higher-order thinking skills. Some departments are stronger at this than others. Spanish and math are achieving broader rates of higher-order thinking skills than social studies and the arts. This appears to be an ongoing process of improvement within each department.

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

The Visiting Team found, as a whole, teachers are proficient in curriculum implementation. It was apparent to the Visiting Team that the staff and administration are collaborative in their vision of supporting the DRSLs. The faculty, staff, and stakeholders appear committed and dedicated to the DRSLs or End Statements.

At the junior high level, it appears to be a little more difficult to collaborate on a regular basis. Some departments only have one member (history). Math and Spanish seem to be the strongest at collaboration. In those departments, there appears to be proficient use of collaboration models. However, it is difficult to collaborate when the department is limited by the number of staff members.

The Visiting Team found that the school, in general, does a good job of collaboration across curriculum, instruction, and assessment.

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

The Visiting Team found many programs and student evaluations within the school to support all students in achieving appropriate student learning outcomes. The assessments embedded into the curriculum help teachers to ensure each student's continued progress. North Davis Preparatory Academy has a good system for reviewing data to ensure that students are learning. Over the past several years, the school has changed some of its approaches to student learning due to the evaluation of data. North Davis Preparatory Academy has many formal and informal assessments that drive its curriculum and instructional strategies.

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. Teachers are using a vast number of instructional strategies to enhance student learning. Various math programs, individualized assignments, research and writing assignments, Six Traits of Writing, and Spanish immersion/exposure are a few of the various techniques observed in classes.

Group and individual instruction, direct instruction, teacher and student board work, and instruction with the use of technology were all observed at different times and levels. Again, some departments are stronger than others at using a variety of instructional strategies.

- b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

The Visiting Team found North Davis Preparatory Academy to have a firm commitment to the DRSLs or End Statements. The school has developed and is using strategies to help students master these skills, and its commitment to the DRSLs was evident in its academic curriculum as well as its character education program. It appeared in some situations that the DRSLs were already embedded in North Davis Prep's culture. The school is certainly committed to continuing to work on these DRSLs, but they are already established in some cases.

- 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?*

Professional development is done in several ways at North Davis Preparatory Academy. The school has professional development activities and meetings before school begins to enhance the faculty members' understanding of their mission, beliefs, and DRSLs. They also have regular Friday meetings to discuss data, curriculum and instruction. Monthly professional development is scheduled to cover significant areas of school-wide improvement.

It is important for North Davis Preparatory Academy to establish good professional development practices for incoming teachers from Spain. This has been a learning process, but the school continues to make improvement in this area.

- 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 are very proficient at the reflective process. This attitude of reflection and self-awareness comes from the school's entire community. The Visiting Team found the administrators of both campuses willing to learn and grow from their experiences. The teachers appear to be highly knowledgeable in effective instructional approaches. The school is aware of struggling teachers and has a mentoring program to assist these teachers.

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

Evidence of available technology was observed in the classrooms at North Davis Preparatory Academy. There are ongoing plans for the improvement and updating of technology. During its visit, the team did observe the use of technology at North

Davis Preparatory Academy. During a two-day visit, it is difficult to see all aspects of technology. Teachers did express some concern about training opportunities for implementation.

Assessment:

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

The Visiting Team found that North Davis Preparatory Academy meets this standard. The school has developed “non-negotiables” with rubrics for assessment. North Davis Preparatory Academy has stated that there are a minimum of four concepts that each student must master from one grade to the next. The school utilizes PROBE data to track success and a rubric to assess success.

- 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 Visiting Team found that North Davis Preparatory Academy meets this standard. PROBE data includes DIBELS three times per year to monitor progress, AIMSWEBB and Exemplars to monitor critical thinking in math, and AIMSMAZE (both timed and untimed) to assess reading comprehension.

- 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 found that North Davis Preparatory Academy meets this standard. North Davis Preparatory Academy collects PROBE data three times per year and utilizes this data to drive instruction and create intervention plans for both struggling students and extensions for higher-level students. North Davis Preparatory Academy provides two professional development days per year, and the professional staff members meet with collaborative teams every Friday afternoon to discuss data and students. All PROBE data is available online for teachers to access as needed.

- d) *To what extent does the school’s professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

The Visiting Team found that North Davis Preparatory Academy partially meets this standard. Currently, North Davis Preparatory Academy has collaborative meetings on Friday afternoons, and the faculty is constantly communicating internally to plan and coordinate student assessment strategies. North Davis Preparatory Academy is aware that this standard isn’t fully institutionalized, and is working actively on this by modeling collaboration and creating teacher agreements.

- 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 found that North Davis Preparatory Academy meets this standard. North Davis Preparatory Academy has End Statements (DRSLs) with indicators; however, the school will have to continue working on how to measure these End Statements in the future. Currently, there are no rubrics for other indicators, including citizenship grades. North Davis Preparatory Academy is committed to ensuring this happens by its next visit.

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 Visiting Team found North Davis Preparatory Academy promotes quality instruction by having a team of academic experts available to all teachers and staff members. These mentor/experts provide staff development, modeling, and lesson-planning for all personnel. They assist in a problem-solving model and help with maintaining a high level of expectation in teaching. North Davis Preparatory Academy has a unique situation in which most of the bilingual teachers are only able to stay employed for a period of three years. These academic experts provide the stability for the teaching model and instructional climate in the school. Additionally, the principal employs a specialized mentor during the first term of the bilingual teacher employment to help that teacher navigate in the community and in the classroom. Opportunities for learning are evident throughout the building. The administration has full functioning libraries, computer labs, extracurricular activities, fairs, and other facilities that are essential to providing a climate of learning for students through administrative support. The Visiting Team found that the administration is viewed positively by students, faculty, parents, and the Board.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

The Visiting Team found North Davis Preparatory Academy provides effective decision making that is data-driven, research-based, and collaborative. The school has early release Fridays each week for two hours. College-based meetings and collaboration take place during this time. The teams use a “Golden Rod” paper that provides information on students and assessment that is used to adjust teaching and curriculum based on results. Additionally, students are assessed using progress-monitoring on an ongoing basis throughout the year. Resource students and students receiving Title I services have more frequent progress monitoring. Team experts

provide additional training on techniques that can be used to increase student achievement. Additionally, each week teachers report to the Principal their “Joy” score for the week with an e-mail sharing what went well or why it was a difficult week. Teachers have rubrics with which to work to help determine what is determined to be quality and to help with consistency.

- c) *What extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

The Visiting Team found that resources are well allocated to support a safe, efficient, and effective learning environment. There are two counselors and a behavior specialist at North Davis Preparatory Academy. Additionally, the teachers are receiving training in a school-wide positive intervention program with Love and Logic principles. Administration is well-established at both the elementary and junior high school campuses. Teachers take time to discuss how to use best practices and provide interventions to involve the students who are struggling. Bullying was reported by only a few students in dozens of student interviews. There are paid individuals to help support safety during free time and recess, which helps reduce safety concerns. Additional training to these paraprofessionals is ongoing. If a student is disciplined, the school works to teach alternate behaviors and keep that student involved at school to avoid having him/her fall further behind.

- 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 Visiting Team found that many charter schools are in a unique situation with regard to leadership organization, in that many decisions are made using a top-down implementation process. Under this system, the principal must implement what the Board decides. In Utah, the average principal time turnover is eighteen months. However, North Davis Preparatory Academy has had consistent leadership since the year after it opened its doors. This principal has gained the trust of the Board and the community. As a result, collaboration is emerging and the responsibility for student success is beginning to involve the teachers through collaboration and student intervention meetings. The principal is working on additional strategies to have key stakeholders increase participation in the decision-making process.

- 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?*

The Visiting Team found that a formalized process has been established to identify the needs of each student. An adult takes data on reading and math skills and communicates the students’ levels to their teachers. Additionally, the teachers participate in student intervention meetings to help ensure that each student’s needs are being met. The counseling staff meets regularly through SEPs and SEOPs to

develop plans for individual accomplishment. Parent-teacher conferences have been focused on individual goals that guide the teacher and the parents as a support to their learning. Each week the teachers have a two-hour early release time that allows teachers to consider which curriculum and interventions can best help their students. Students are also identified by their performance on state-wide evaluations and additional support provided. The school has special education and Title I services located in their school, and the administration is committed to working with all students and providing a way for progress.

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 that North Davis Prep Academy has been developing and is committed to continuously improving its school action plan. This is demonstrated by the work that has been done to examine the school's past, its present and, more importantly, its future. North Davis Preparatory Academy has sent out surveys to find out how parents, students and other stakeholders felt about various subjects to help them improve. The school then uses this information to correct anything that is found to need correcting.

- 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 that the administration and staff are working together to improve staff development and are willing to do what is required to focus on the goals for improvement. They have had staff development training and are working on making more development available. North Davis Preparatory Academy has programs such as Conversation with an Expert and Team Collaboration that contribute to a positive professional development atmosphere. However, the school would like to provide more opportunities.

- c) *To what extent is the new/revise 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 that North Davis Preparatory Academy is very committed to addressing critical areas for follow-up, and that the staff is very eager to do whatever needs to be done to make North Davis Preparatory Academy the best possible school. Not only the faculty, but the administration and the support staff are all committed to making necessary changes to make the school-wide action plan work for everyone.

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

The Visiting Team found that everyone at North Davis Preparatory Academy was eager to know not only the good points of the school, but also what needed to be changed or done differently in order to create the conditions that support productive change and continuous improvement. The staff was very willing to listen to the Visiting Team to gain an insight into what was needed to improve the school.

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 North Davis Preparatory Academy uses Team Collaboration to foster community building within the school. The school has teams that use at least two English-speaking and two Spanish-speaking teachers for each grade. This creates an atmosphere where the working relationships are highly necessary in order for teachers and students alike to succeed.

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

The Visiting Team found that North Davis Preparatory Academy uses a Life Skills Curriculum with seven life skills domains that are expected from each student to improve his/her school experience. The students are expected to follow these, and

the teachers are expected to be facilitators in the students' efforts using these domains. This creates a collaborative community between students and teachers. North Davis Preparatory Academy is using the Love and Logic method as a discipline process.

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

The Visiting Team found that North Davis Preparatory Academy gave out several surveys to various stakeholders in order to enable them to do their part to make North Davis Preparatory Academy better for everyone.

Some of these surveys included the parent survey, school communication survey, parent needs assessment, safe school survey, student satisfaction survey, and several teachers' needs surveys.

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

The Visiting Team found that the results were collected, collated and broadcast by various means—computer, paper, individual communication, and school-wide communication.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends North Davis Preparatory Academy for its commitment to and the consistent application of the Spanish exposure and immersion programs. The team also commends the school for its accomplishment in becoming an International Spanish Academy.
- This Visiting Team commends North Davis Preparatory Academy for its commitment to maintaining a safe, positive, familial school climate among all stakeholders.
- The Visiting Team commends North Davis Preparatory Academy for its utilization of resources to support student learning, academic interventions, professional development, and behavioral support.
- The Visiting Team commends North Davis Preparatory Academy for its administrative leadership, vision, and daily commitment to student learning.

- The Visiting Team commends North Davis Preparatory Academy for being reflective, analyzing data, and implementing necessary changes for positive student learning.
- The Visiting Team commends North Davis Preparatory Academy's teachers and staff on their accessibility and support for student success.

Recommendations:

- The Visiting Team recommends that North Davis Preparatory Academy consistently implement the Love and Logic program as a school-wide positive behavior system to address classroom management, playground interventions, and positive peer interaction.
- The Visiting Team recommends that North Davis Preparatory Academy develop a plan to address and support adequate preparation time for teachers.
- The Visiting Team recommends that North Davis Preparatory Academy involve a wide variety of stakeholders in the school improvement process.