The Report of the Accreditation Visiting Team

San Rafael Junior High School 420 West 500 South P.O. Box 790 Ferron, Utah 84523

February 29-March 1, 2012



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

San Rafael Junior High School

420 West 500 South P.O. Box 790 Ferron, Utah 84523

February 29-March 1, 2012

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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 29-March 1, 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 San Rafael Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Garth Johnson is also commended.

The staff and administration are congratulated for their desire for excellence at San Rafael Junior High School and for their professional attitude, which made it possible for them to see weaknesses and strengths and to suggest procedures for improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is most important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at San Rafael Junior High School.

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

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SAN RAFAEL JUNIOR HIGH SCHOOL

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Counseling

Lucile Robinson.......Counselor

Support Staff

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Faculty

Yory Allred Creig Cox Liza Roberts
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Lara Barnett Justin Gudmunsen Jodi Willson
Collette Clement Ky Horrocks

SAN RAFAEL JUNIOR HIGH SCHOOL

MISSION STATEMENT

To prepare every student with the knowledge, skills, values, and vision for lifelong success in a changing world.

BELIEF STATEMENTS

- We believe that students have the right to learn in a positive, affirmative safe environment with established rules, guidelines and reasonable, consistent consequences.
- We believe that students will be ;most successful in an environment which provides opportunity for individual growth and accommodates various learning styles.
- We believe that education is a cooperative effort among students, home, school and community.
- We believe that teachers should positive role models for students.
- We believe that technology is a vital tool in student success.
- We believe that improving reading skills will enhance student achievement.
- We believe that extracurricular activities are important to develop and create well rounded, healthy individuals.
- We believe that a variety of tools should be used to assess student knowledge, skills, and achievement.
- We believe teachers should continually improve their professional knowledge and skills.
- We believe that learning occurs when students assume their full share of responsibility in the learning process.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- 1. Lifelong Learning: Basic knowledge and skills necessary to support continuing education.
- 2. Complex Thinking: Capability of utilizing and adapting to a variety of critical and creative thinking strategies to solve complex problems both independently and collaboratively.
- 3. Effective Communication: Ability to successfully interact with others using a variety of media and appropriate technology.
- 4. Collaboration: Ability to successfully collaborate in team situations in subject areas and extracurricular activities.
- 5. Responsible Citizenship: Personal responsibility for improving the quality of citizenship by developing life skills, including hard work, service, integrity, and dependability for the promotion of personal and pubic good.
- 6. Employability: Understanding that skills and attributes which promote success in school will also help them be successful at a future work place.

Date of visit: February 29-March 1, 2012

MEMBERS OF THE VISITING TEAM

Craig Jessop, Fremont High School, Weber School District, Visiting Team Chairperson

Tim Lowe, Dixie Middle School, Washington School District

Michele Kersey, Roy high School, Weber School District

VISITING TEAM REPORT

SAN RAFAEL JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

San Rafael Junior High School is located in Ferron, Utah. It serves the students in southern Emery County. Over the past ten years, the population of the community and the school has declined. Currently the school population stands at 263.

The school contains 20 classrooms, two of which are science labs. The media center has 20 computers, and most of the classrooms have four to seven computers for student use. There are four computer labs and one computer classroom. Most classrooms have an LCD projector or Smart Board.

Although the student population is not diverse, students are respectful of the differences that exist within the school. Students have a variety of activities available to them, and are encouraged to become involved in the belief that this will heighten their educational experience and increase their overall academic performance.

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

There are several significant findings revealed by the analysis of the school profile:

- There is very little diversity among the student population based on ethnicity or cultural background.
- A significant number of students are academically challenged (30 percent), are economically challenged (38 percent), or have disabilities (17 percent).
- The school has made an effort to provide extracurricular activities for students, so that any who want to be involved have an opportunity.
- Stakeholders listed five areas that need improvement in the school:
 - 1. Not enough parents get involved in parent/teacher conferences.
 - 2. Student behavior needs improvement, particularly in the areas of bullying and harassment.
 - 3. Stakeholders would like to see even more participation in extracurricular activities.
 - 4. Students need to demonstrate more pride in their school.
 - 5. School grounds and hallways need to be more adequately supervised.
- Students at San Rafael Junior High are performing well on standardized tests. They often score at or above the state average. Two areas—Geometry and Earth Science—are especially strong.
- Students who are economically disadvantaged tend to score lower on the tests than other groups, aside from the students with disabilities.
- *b)* What modifications to the school profile should the school consider for the future?

The five areas listed by the stakeholders as areas of greatest need should be studied in terms of data to see whether they are indeed the areas of weakness. Use the data to show those areas of weakness and what the school's actions have done to improve each area.

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

The Visiting Team finds the school's self-study to be accurate and informative with regard to the school's current strengths and limitations. The school profile is forthright and honest in addressing both strengths and limitations. The school recognizes the value of looking at their weaknesses as an opportunity to improve. One area that is difficult to measure but is clearly evident is the connection the students feel to their teachers. Having many of the school's teachers living within the school community means that San Rafael has the opportunity to connect with the teachers on more than one level.

Suggested Areas for Further Inquiry:

- How can the school achieve and maintain consistency in terms of standardized test scores? The students often score very well, but when they do fall short, it seems they fall well below state average.
- How can students who come from homes that are economically challenged get extra assistance to enable them to score with their peers on standardized tests?
- Since attendance at parent/teacher conferences is a priority, it may be interesting to
 collect data that shows how students whose parents attend compare with students
 whose parents do not attend.
- How can the areas of needed improvement listed by the stakeholders be specifically addressed in terms of the school's DRSLs? Does the data also show that these are the areas of greatest weakness?

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?

There is little evidence that the school has taken time over the past several years to

collaboratively revise its mission, beliefs, and DRSLs, including input from members of the school community as well as teachers, administrators and students to provide a shared vision to support student achievement. There is evidence that the current mission, beliefs, and DRSLs do provide a basis for guiding the school.

Much of the process of creating the current mission, beliefs and DRSLs was completed by a small leadership team many years ago. The created work has been presented to the community counsel and faculty recently for their review. The DRSLs are posted in some classrooms and in the commons area of the school. San Rafael chose to continue to use the same vague and global life skills as its DRSLs even though the previous Visiting Team recommended that the school revise them to create DRSLs that are measurable, timely, and specific.

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

The mission is set in general terms and is appropriate. The belief statements reflect what stakeholders actually believes about their school, and are also appropriate. The DRSLs do provide a basis for guiding the school, but they are so general and vague, and the action plan and timeline for school improvement are so general, that it would be hard to identify when any student had actually completed the desired results of student learning.

The Visiting Team recommends that the school revisit the DRSLs and state them in a way that reflects what the school is specifically working on at this time. Members of the faculty have indicated that they are working specifically on literacy, numeracy, and citizenship. The Visiting Team suggests that these would be good areas in which to establish DRSLs that are specific and measurable.

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

There are limited indicators that San Rafael as a school has developed measures to assess the school's progress toward implementation of the DRSLs. There is a general focus on life skills in the current DRSLs: Lifelong Learning, Complex Thinking, Effective Communication, Collaboration, Responsible Citizenship, and Employability.

The Visiting Team recommends that San Rafael Junior High School develop DRSLs that are specific, timely, and measurable, and then develop indicators to assess progress that can be measured, timely, and achievable. By doing this, San Rafael can create an action plan that will guide the school in achieving its 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?

Students are aware of the desired results for student learning that are posted in the school. Teachers are also aware of the DRSLs, and they have generally developed

standards based on several of them.

There is some evidence to show that the DRSLs guide the policies and decisions of the school. However, the DRSLs are so general that it is very difficult to specifically measure progress in this area. There is evidence that teachers reflect on these DRSLs and follow them to guide the culture in this school.

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 at San Rafael Junior High work hard to implement the Utah Life Skills. They have made this a major thrust of their school. While most of the collaboration is done informally, it is also done on a regular basis and is a natural outgrowth of the small teaching staff at the school. Several teachers teach in more than one curricular area. There is evidence that interdepartmental collaboration is ongoing, and that teachers are giving serious thought to how students can benefit from similar topics being taught in two or more departments.

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

The teachers at San Rafael take great pride in giving students a quality education, despite some challenges that may be inherent in a small school in a rural setting. The use of curriculum to engage students in inquiry, problem-solving, or higher-order thinking skills was apparent in social studies, English, math, science, and art. Students are engaged and expectations are high for the students and their teachers.

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 saw little evidence of a collaborative effort to develop a DRSL-based curriculum. That the DRSLs are being used in the day-to-day planning and presentation of material is not in question. However, the lack of collaboration may be twofold. First, the collaboration is mainly done informally. This does not allow for school-wide collaboration focusing on the implementation of DRSLs in the curriculum. Second, The DRSLs are not articulated in a way that gives them focus, allows teachers to know how next to proceed, and enables them to measure the progress that students are making. While each teacher is implementing the DRSLs into his or her lessons, the school lacks the collaborative focus needed in order to move forward together.

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

From the observations of the Visiting Team, it appears that most of the assessments that drive or change the curriculum are formative assessments such as question/answer sessions, group assignments, presentations, open-ended questioning, and similar class activities. However, the school report indicates teachers are also using yearly testing such as Core Tests, the Direct Writing Assessment, Accelerated Math, Accelerated Reader, Star Reading and Star Math as indicators of needed curriculum changes.

Instruction:

- a) To what extent do teachers use a variety of instructional strategies to enhance student learning?
 - The Visiting Team observed a wide-variety of instructional activities in teachers' classrooms, including group activities, silent reading, writing to a given prompt, teacher instruction, various uses of technology, think-pair-share, and presentation.
- 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 teachers at San Rafael have put great effort into incorporating their DRSLs into individual lesson plans. They take great interest in their students' lives and successes. The Visiting Team observed students who exemplify the ideals of the DRSLs.
- 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?
 - The school goal this year is to help students become more aware of their grades and monitor their assignments and achievements. Teachers are asked to let students know when they are not doing well and to help the students recognize that they need help. Teachers are to receive some instruction in how to help students with study skills, how to help students get organized, and in how to communicate with teachers.

Professional development at San Rafael is, to some extent, a self-guided tutelage using a program called PD360. This series of videos is designed to help teachers learn "how to win students over." Some of the viewing is assigned; other videos can be chosen by the teacher based on need. In addition to this training, topics related to the DRSLs are discussed periodically during faculty meetings.

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?

The Visiting Team noted that the teachers are knowledgeable about their content areas and successful in their instruction to the students. Some of the teachers tend to use methods that were more prevalent in former years, but others are very up-to-date

in their instructional practices. As a staff they are reflective in their teaching, with some tending to be more reflective and responsive to their reflections than others. As a whole, the staff is competent, caring, and seeks to give the students a quality education. They use the technology available to them, and each teacher goes beyond his/her normal responsibilities, as is typical in a small school where everyone has to do something extra.

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

The Visiting Team did not encounter a plan, as such, for the use of technology in the classroom activities; however, the value of technology to the administration and staff is clearly evident. The school has gone to a great deal of effort to provide the latest in technology for the students' benefit. One teacher stated there are enough computers in the school so that up to one-half of the students can be using a computer at any given time. This includes the three computer labs, a computer classroom, and computers in the teachers' rooms that are designed to be used by the students during class time. The classrooms also have either an LCD projector or a Smart Board available for instructional 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?

There is evidence that most departments have developed performance standards based on State Core expectations. School-wide assessments include the state CRT tests and the use of Star Reading/Math Assessments. Some teachers have made a noticeable effort to create quality assessments of student learning, while others are still in the process of creating assessments for their classes. Performance standards are not fully articulated on a school-wide basis.

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

There is evidence that teachers have developed a variety of assessment tools using a variety of types of assessment for individual progress. Some of the observed assessment strategies observed include open-ended questioning, presentations, demonstrations, projects, oral presentations, and group assignments. There is evidence that teachers use formative assessment to evaluate student progress.

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

There is evidence that some of the faculty members of San Rafael Junior High School use end-of-level data to reflect on past performance to drive instruction and to set

goals for student achievement at their school. This is especially seen in the Math, Science, and English Departments. Benchmarks are also used in other departments, such as History and Special Education. In addition, there is evidence of the use of Star Reading/Math assessments to assess the success of achieving academic expectations.

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?

There is limited evidence that the school collaborates regularly in a formal setting to develop a broad range of student assessment strategies. There is evidence of an informal network of teachers who meet often to review strategies and discuss ways to assess student learning. Professional development is limited to individualized training using an online staff development tool (PD360), and to some peer sharing at faculty meetings. The Visiting Team recommends that collaboration time be built into the school's schedule for collaboration and review of data from student assessment. Perhaps it would be a good idea to replace some of the faculty meeting times each month with collaboration time.

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

There is little agreement on the use of school-wide scoring tools to assess DRSLs in this school. Any goals regarding the established DRSLs have been created and reviewed by each individual teacher. There is evidence that the school has established some goals concerning literacy, numeracy, and citizenship but these have not been articulated as specific DRSLs, and as such a school-wide scoring tool to assess the DRSLs has not been created to assess the success of the established DRSLs at this school.

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?

There is evidence that the school has a positive academic learning climate in which teaching and learning are actively supported. There is little time provided for collaboration by the staff, but there is evidence of informal collaboration by some teams and departments. Accomplishments of the students and staff are regularly recognized and celebrated. Data is reviewed by some learning teams and departments. The administration and leadership team has reviewed end-of-level data and uses it to review progress to a limited degree. As employees of a small rural school, teachers

are expected to fulfill multiple teaching and extracurricular assignments, which limits their time for extensive collaboration; however, time could be provided in the mornings to allow teachers to more formally collaborate on student learning.

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

There is little evidence that the school leadership, including the administration, department leaders and teacher teams, is using school data to make educational decisions. Some departments are using data that is research based to monitor the progress of students and to review instructional effectiveness. Regular benchmark assessments are conducted in some of the core departments to provide data concerning student progress, yet many departments administer the test without reviewing the data or modifying instruction based on the results of the data.

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?

There is evidence that the school's leadership provides appropriate stewardship that is aligned to the school's goals. The school has been organized for student and staff success in achieving school goals, DRSLs, and other school improvement activities. Unfortunately, the DRSLs are so vague and global that it is difficult to determine whether the school has made any progress as a staff toward reaching these goals. There is evidence that the school is safe and efficient, and the learning environment is effective.

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 staff at San Rafael Junior High seems to be empowered and committed to sharing responsibility for student learning. Because the school is small, many teachers are their own department, and some share responsibilities in multiple departments. This creates an environment where individual teachers are responsible for student learning and are involved in the decision-making process for their area of expertise. The faculty and staff are committed to student learning.

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?

There is a formal system through which students are monitored and their achievement is reviewed during their mentor class each day. Students with deficiencies are provided with mentoring. Each student has an adult staff member who knows him/her

well and assists him/her in achieving school-wide learning expectations.

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?
 - San Rafael has developed a comprehensive school improvement plan, which has been reviewed and revised. The Visiting Team observed that the DRSLs and indicators are not measurable as a foundation for formal assessment. The Visiting Team recommends that staff members and stakeholders revisit and refine the DRSLs to be specific, measurable, attainable, realistic and timely. The school needs to continue to foster an understanding of the change process among all those who have a stake in the work of the school. The focus needs to be on collecting evidence that the school is making continual progress toward achieving its goals for school improvement.
- 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?
 - San Rafael's Junior High School's organizational system is supportive of school improvement. Faculty meetings are occasionally used to present programs to guide and engage professional development. The Visiting Team recommends that time be allotted for professional development as it related to the school's improvement goal and DRSLs. The school administrator should clarify the school's vision of continued improvement to the staff and suggest clear goals for implementation.
- 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?
 - To a small degree, the school has written an action plan, but the plan lacks the specific action steps that are necessary to address the school's identified goals. Recommendations were made to revisit the action plan and fully design the action for steps needed to meet school goals.
- *d)* To what extent does the school create conditions that support productive change and continuous improvement?
 - The Visiting Team commends the administration and faculty for implementing programs supporting student improvement and achievement. Students are being

recognized for individual as well as collective achievements. The staff members work well with each other in promoting the common good for all students. The administration and staff continue to explore different avenues among stakeholders to assist students in their academic progress. Programs such as Dawg Pound, Readers Club, Student of the Week, and Homework Helper promote productive change and improvements for students at San Rafael Junior High School. The administration is open to and proactive about ideas celebrating academic improvement and student achievement.

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

The action plan as written for the last visit was not explicit in terms of what would be accomplished or begun by any certain date, who would be responsible for seeing that it was accomplished, or how it would be measured. It would have been very difficult to move forward except in very general terms. In that regard, the school has incorporated three of its six DRSLs in classroom instruction, but it appears that the steps taken were mainly left up to the individual teachers, and indicators of progress were not established.

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

Recommendation 1: Increased time for professional development. Much of the professional development is based on training provided by the district or state. Teachers who attend these trainings are expected to present the information to the rest of the staff. In addition, each teacher is expected to view a series of videos that concentrates on building relationships with students. There does not seem to be a focus on other topics that the school can emphasize.

Recommendation 2: Identify measurable indicators. The Visiting Team saw no evidence that specific, measurable indicators had been established.

Recommendation 3: Develop a system to disaggregate test data. The school is using CRT data from the state that is available in disaggregated form. Much of the data in disaggregated form was presented in the current school analysis.

Recommendation 4: Explicit connections between DRSLs and curriculum. This is left up to each individual teacher. Different departments are placing emphasis on individual DRSLs, such as the Math Department working with complex thinking—an area that is now being emphasized more in history and English for use with the Common Core. It is possible that the DRSLs are being emphasized more than the Visiting Team observed, but much of the responsibility for making connections appears to be left up to some departments rather than spread throughout the curriculum.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team observed that the school was focused on community building, and that it valued a positive working relationship and environment, not only with the staff members but with members of the community. The Community Council participates in the decision-making process of the school. The administration, staff, and parents have commented about the positive working relationship among stakeholders. The staff members collaborate with one another to improve teaching strategies, classroom management, and ways to assists students in their learning. The Visiting Team commends San Rafael for creating an environment where stakeholders are provided with educational opportunities and a safe environment, and are welcomed to participate in school activities. The Visiting Team suggests that dedicated time be provided for the staff to collaborate in professional learning communities.

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

The Visiting Team commends San Rafael for its commitment to providing a collaborative network with the school community. Staff members continue to try different means of improve attendance of parents at parent-teacher conferences. Stakeholders receive information through mid-terms, personal contact with staff members, the school website, Parent-Link messages, and e-mails.

c) To what extent has the school engaged the school community in a collaborative selfstudy process on behalf of students?

The Visiting Team did not find evidence of the school engaging the school community in the self-study process. School community members are an integral component of school improvement process. The Visiting Team recommends involvement of all stakeholders in the self-study process. The administration is encouraged to continue building positive relationships and involving all stakeholders who are part of the school community.

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

Student performance data is reviewed by the principal, counselor, and faculty. Parents and students receive a copy of the CRTs at their SEOP, where the information is explained and questions are addressed. Accelerated Reader and Star Testing provide data on student mastery of standards relating to Reading, English and Mathematics. Staff members are also using individual means to identify student mastery of core concepts within content areas of study. Results are shared with stakeholders through SIS, e-mails, phone calls and personal contact. The Visiting Team commends the

administration and staff on their efforts to increase access to and use of data and communicate the results to all stakeholders.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team, along with the students of San Rafael Junior High, wish to commend the leadership team for a safe and nurturing learning environment.
- The Visiting Team commends San Rafael Junior High for creating an active learning environment in which students are provided with multiple modalities of teaching styles leading to student engagement, achievement, and academic success.
- The Visiting Team commends the teachers, who care about students, are passionate about subject areas, and are true professional educators. Teachers spend many extra hours ensuring student learning.
- The Visiting Team commends the administration for being supportive of the learning environment and providing technology for classroom instruction.

Recommendations:

- The Visiting Team recommends that San Rafael Junior High select two or three main DRSLs that it wants to emphasize (concentrate efforts on) during the next accreditation period. These DRSLs should be broken down into indicators that can be measured, and data should be collected to show progress.
- The Visiting Team recommends that San Rafael Junior High establish an action plan that outlines in sufficient detail each chosen DRSL, its indicators, who has the main responsibility for follow through, what tools will be implemented, when each indicator will be implemented, and how the progress will be measured.
- The Visiting Team recommends that the school plan for times to formally collaborate as a whole staff in order to enhance the implementation of the DRSLs, cross-curricular instructional activities, and professional development through best practices.