

The following represents the progress made from Oak Canyon Junior High's Accreditation visit in 2004.

Visiting Team Suggestions:

Chapter 1:

Continue to disaggregate data by gender, ethnicity, ELL, special education and socioeconomic status.

Oak Canyon has become much more efficient in the use and study of data. With the use of the Cognos system the basic use and disaggregation of data is used by each department. Each August the CRT scores of the various departments are separated into the major subgroups and given to respective departments for study and goal setting. This is a major theme each year as continued collaboration focuses on student success.

Chapter 2:

Collect data from the student assistance center (SAC) to find out whether there are any trends in failing students (e.g. teacher, subgroups, etc.)

The data collection of failing students has become part of the culture at Oak Canyon, upon the implementation of eTime. Also, each term a printed list of failing students and subjects failed is printed. When there is a trend, conversations have ensued to identify means of helping students learn and be successful. Rigor balanced with effective facilitation of student learning is highly valued.

Chapter 3:

Implement more collaboration between subjects and grade levels to make the education process more efficient and help students gain a more holistic view of the curriculum.

This is an ongoing goal at Oak Canyon. This process was implemented as a portion of the school-wide action plan to be addressed in the near future. However, there are some promising areas of success that have begun with inter-department collaboration. In the 7th grade the PUSH program has begun the process of aligning the science, English, and social studies curriculum. These teachers have the same 116 students that rotate between the classrooms and have specific projects tied to each core. For a more detailed description see the description in the table of contents. There is additional collaboration between 8th grade English and US History and 9th grade English and geography.

DRSL implementation:

Great strides have been made in establishing the DRSLs in the culture of Oak Canyon. It is important to note that for the first few years after the Accreditation process it appears that not much effort went into the DRSL implementation. As time has progressed, the importance was noted, and Lifelong Learning was defined as the greatest focus. A school rubric has been created to assist students in the recognition of the DRSL and completion thereof. DRSL implementation is also listed as a major focus in the school's Action Plan.

Visiting Team Recommendations from 2004:

The Visiting Team recommends that Oak Canyon Junior High School utilize students in the self-study process and the implementation of the school goals. While students were indirectly involved in this process, they needed to be fully involved stakeholders. The more students are involved, the more buy-in and commitment they will have.

Oak Canyon took this advice seriously as the Accreditation process began anew. Each step of the way, students were included in the process. In each of the major meetings, students were present in the process and input was taken. In some cases, such as the Focus Group section, an additional meeting was called to gain more insight from the student population.

In addition to students being involved in the process at the beginning of school, an administrator or counselor went into each classroom to share the Mission, Vision, Values, and school goals for Oak Canyon. It is important to give all students the information that teachers are using as a focus during the school year. The same information was also listed in the student handbook and posted in a main window, visible and consistently viewed, in the foyer of the school.

The school needs to develop an assessment system for the desired results for student learning so that there is evidence of implementation. In addition, it is important for the school to make the DRSLs explicitly and visually evident throughout the school; during the analysis of content-area standards; in curriculum design, instruction, and assessment; and in professional development.

A major focus has been to identify the DRSL that is most sound throughout the culture of Oak Canyon. The Lifelong Learning DRSL has been the focus with the implementation of eTime, collection of data for failing students, at-risk and other programs. It is felt that this goal has been met. In addition to the programs in the school, a rubric has been created and implemented for students to use to self-assess their progress in this DRSL. A quick assessment can be used to determine student progress. A major focus was addressed at the school level, where in the administration went into each class to share the Lifelong Learning rubric with all the students.

With the productivity model, there is little or no time set aside for teacher collaboration. The Visiting Team recommends that time be established for the sole purpose of teacher collaboration. This collaboration time should focus upon content standards, instruction, assessment, grade levels, development needs of young adolescents, the integration of DRSLs, and school wide improvement goals.

Since 2006 Oak Canyon Junior High has established an early out Monday for the sole purpose of teacher collaboration. During the Monday collaboration time, teachers focus on the four essential questions.

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do when students have not learned?
4. What will we do when students already know the information?

The use of school data is also a major discussion as teachers prepare for the instruction of their students. In addition, since the previous accreditation process, the school has had a major focus on the implementation of the DRSLs.

The Visiting Team was concerned about the large number of student teachers (11) in the building.

This concern has been addressed by the school with the district office. Many times Universities have directly contacted teachers directly who do an amazing job mentoring student teachers. The process now with Alpine School District is to have all University supervisors contact the District first. This way the school and the district can coordinate to ensure that one school is not overly affected by the training of new teachers.

2004 Action Plan Progress:

Action Plan #1: Collaboration for Student Success:

Action Plan #2: Remediation, Assessment, and Continuous Improvement for Student Success.

In 2006 Oak Canyon moved to a collaborative environment where students are released one hour early every Monday to provide for departmental and district collaboration on the 4 Essential Questions defined by Alpine School District. We have continued to get better to identify students who need additional support at Oak Canyon. We have identified this in a refined and specific way in our 2010 Action Plan. Our hope is we can continue to improve in this area.

Each Monday, teachers at Oak Canyon gather to discuss fundamental issues that will enhance the educational process and academic achievement of students. The philosophy that drives these conversations are the four essential questions:

- What do we expect students to learn?
- How will we know when students have learned?
- How will we respond when students don't learn?
- What will we do when students already know?

The first fundamental question that teachers define is what they want their students to learn. Based on Utah's core curriculum, teachers meet in cohorts to determine the essential areas that will focus their instruction. This focus drives their teaching in a clear, concise way. Additionally, eTime is to provide an intervention for students who are failing a class to work with their teachers during the day to get caught up on assignments, take tests, or ask clarifying questions on new instruction that they have not mastered.

The second fundamental question that teachers define is how they will know when students have learned the information presented. After a thorough discussion and presentation of material, teachers form assessments based on their core curriculum to measure the progress of their students. It is from these assessments that teachers determine what knowledge has been gained or what deficiencies are present in their students learning.

The third fundamental question concerns what teachers will do when they have determined that students have not learned. Two years ago, Oak Canyon began an in-school intervention

program known as eTime. This new model is intended to provide an opportunity for students that need time during the school day to meet with teachers to make up work or have essential learning outcomes explained to them further. All students who have a D, F or an I (Failing or an Incomplete grade) will meet with those teachers during eTime to assist them in catching up on work that has been missed.

The fourth fundamental question concerns the progress of students who master subject material. Departments and teachers address this question within their goals.

Action Plan #3: Communication for Student Success

Over the past few years Oak Canyon has taken great strides in completing this Action Plan.
eTime

At Oak Canyon Junior High it is believed that all students can learn. What was learned as research on eTime began was that often students did not have the ability to come before school or stay after school to meet with a teacher if they needed extra help. Activities, family, engagements, bussing and many other issues often prevented students from finding the extra time and attention they needed to be successful.

The goal with eTime is to give students the opportunity to meet with one of the outstanding teachers for additional instruction time. When students have a systematic opportunity while at school to meet with a teacher when extra help is needed, it will provide students with the support needed for success.

It is also a goal through eTime to reward students when they have all of their work caught up. Many students see this opportunity during the day to participate in activities that they find enjoyable.

eTime is held Tuesday–Friday for 25 minutes each day. Each day students receive a grade printout to look over their grades.

Any student that has a D, F or Incomplete grade must meet with that particular teacher for intervention. This extra time and assistance is key for success, as they get the extra attention needed to make up the missing work from their classes.

Students that have C or higher grades are invited to choose activities throughout the building to attend during eTime. The amazing part of this is that many students take advantage of the extra time during the day to work on assignments to get caught up or stay caught up. Even students with straight A's are invited to meet with their teachers if they desire extra instruction.

In order to make eTime run efficiently, an aide is the eTime coordinator. Her critical job is to put a report card on each student's desk on a daily basis. A web based grading system known as Skyward is used to run reports.

When the option of eTime was first being explored, teachers were instrumental in investigating it would be a possible success at Oak Canyon. One of the reasons this model of intervention was adopted was the increasing pressure on teachers to help students that did not learn, before and after school. As teachers collaborated about eTime and the possibilities it presented, it was quickly realized that a systematic response to students who were not being successful could be created. This helped to answer the third essential question: What do we do when students have not learned the information? With time during the school day, teachers can now work with those students who need the extra time and support to help them find success.

Throughout each of the past two school years school goals were set to reduce the number of students with F's.

With eTime, students are enabled to see immediate results by having a daily printout of grades and having access to their teachers during the school day. eTime has also assisted students who may need a little extra time to make up work, take tests, or need additional explanation for assignments that will in turn help achieve mastery of the subject matter.

The following is the data that collected showing the historical trends of students and percentages of those students who have failed. It is important to note that eTime began in 2008-2009.

Whole school Data for Reducing the Number of Students with a Failing Grade:

<i>% of students with an F</i>	<i>% of grades that are Fs</i>
2009: 11.3%	2009: 2.8%
2010: 8.62%	2010: 2.28%
Decrease of 23.7%	Decrease of 18.6%

***Also see the historical trend data found in the DRSL section to see the number of failing student data.

We have continued this goal as a 2010 Action Plan with regards to teachers using email, web pages, updating grades, improving student announcements school callers, newsletters, and stake holder reports to better communicate what is happening at Oak Canyon.

***Please see our Action Plan section for our new Action Plan with regards to these goals.