

2010

Accreditation Review Report



American Fork High
School

4/29/2010

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OVERVIEW

Since our initial 2006 accreditation visit, we have been reviewing the visiting team's recommendations to improve student achievement at AFHS. There has been substantial effort to not just leave the visiting team's recommendations on the shelf but to try and implement them throughout the 2006-2010 school years. During this time, departments have been meeting and collaborating together vertically and horizontally using the PLC (Professional Learning Communities) model. Focus Groups have assembled and interdepartmentally collaborated throughout the years. Since the major purpose of the accreditation process is to promote school growth and improvement, and ultimately affect student achievement, we feel that this self-assessment has helped the students at AFHS. In this effort, the following improvements and processes have been implemented:

Although departments and focus groups were trying to act upon the recommendations of the visiting team after the 2006 visit, clarity came to this process after Principal Carolyn Merrill read the book Epic Change, by Tim Clark. Principal Merrill felt the process of school growth and improvement needed to be better defined and refined at AFHS. Epic Change details that if you want the organization to change, then it needs to begin with the most fundamental unit and with the most fundamental principles. Principal Merrill felt the most "fundamental unit" outside the individual was the department. As a result, Principal directed each department of teachers at AFHS to define their mission, vision, values, beliefs, and goals (MVVB and G) and to fundamentally begin to understand that collaboration was the tool to define and accomplish these items.

Accordingly, in the summer of 2008, Principal Merrill met with Department Deans to begin the work of building a foundation where each department would develop and define their MVVB and G. Training was conducted for Department Deans by Janice Comer-Miller to help Deans understand the need for defining department norms, developing methods to make collaboration successful, and to look at what we value at AFHS. Following this summer training, Deans met with their teachers in individual departments for two days in August 2008. Each department developed the framework for their MVVB and G's. Each department has used their MVVB and G document to guide their collaboration and ultimately student achievement goals and accreditation reports.

To streamline processes, Principal Merrill's goal is to bring clarity to the ideas that are required and brought to the table by many different education groups. Although the ideas are many, Principal Merrill believes they can be woven into a single framework so that teachers and staff are able to see and understand that accreditation, district, State Office of Education, and school MVVB and G and processes share common goals. Ms. Comer-Miller and Principal Merrill have worked since 2008 to help faculty and staff see clarity in the developing processes and outcomes.

For this reason, the MVVB and G's for each department were refined and the collaboration process improved. The goal of synthesizing the many facets of educational stakeholders into a single framework is nearly complete. Accordingly, teachers met for two days in August 2009 and implemented "the four questions" into their MVVB and G's for their department. The "four questions" are part of the PLC (Professional Learning Communities) model that was adopted in approximately 2005 by Alpine School District. Although the original PLC model had three questions, a fourth question was added in approximately 2008.

The four questions are:

1. **What do we expect students to learn?**
2. **How will we know what our students have learned?**
3. **How will we respond to students who aren't learning?**
4. **How do we respond to students who have already learned the material?**

These four guiding questions have become the framework for departmental collaboration and improving student achievement.

Since our belief statements were left out of the original 2006 accreditation report, work was done in the fall of 2009 to develop our belief statements from each department's MVVB. Since the department's MVVB and G reflect what their pedagogical beliefs are, we used these documents as a basis to determine our school-wide belief statements. This allowed us to use the most "fundamental unit" at our school as the basis for determining school-wide beliefs. During August 2009, teachers and staff met and reviewed each department's MVVB and G and determined shared beliefs that each department had in common. These shared beliefs became our school-wide belief statements. ARC and stakeholders approved the belief statements.

In addition, departments and focus groups are continuing to implement the visiting team recommendations. Departments and focus groups reviewed accreditation processes and rewrote a department or focus group report during the 2009-2010 school year. Departments and groups have been challenged to reflect and evaluate their practices and how those practices affect student achievement. They have begun to understand to a deeper degree the purpose of the accreditation process. With this new deeper understanding, the department and group reports have become a better tool to help achieve school improvements. Department and focus group reports have become more data driven, and collaborative groups have been challenged to think deeply on what data is needed to drive their MVVB and G's, how to research, disaggregate and obtain the data, and how to use the data to drive student achievement.

In the fall of 2009, Principal Merrill and Assistant Principal Janice Comer-Miller created an Accreditation Review Committee (ARC) to "steer" the accreditation process for AFHS. Department Deans, Focus Group Leaders and classified staff meet approximately monthly to look at accreditation processes and guide the school forward toward student achievement. ARC will be an on-going committee at AFHS. Growing multiple layers of leadership to guide student achievement at AFHS is one of Principal Merrill's primary goals. To accomplish this, Principal Merrill felt it was important that we all speak a common language and that we have common ideas to drive discussion of school improvement. In the fall of 2009, Principal Merrill gave all Department Deans and Focus Group Leaders the book Good to Great in the Social Sectors by Jim Collins. ARC committee members were challenged to read the book and pass it on to Asst. Deans and Focus Group members. Classified staff began the process of reading this as well. Principal Merrill also gave the book to the School Community Council to have this important stakeholder help in this process.

Good to Great is being used to guide discussion on school improvement and processes. Stakeholders are starting to use common language to guide school improvement such as "right people on the bus" or "branding." We have had and are currently having deeper discussions on where we need to improve because of this book.

ARC, under the leadership of Principal Merrill and Janice Comer-Miller, is in the process of revisiting our mission statement to see if it meets our current reality and the all department's MVVB and G as well as the MVVB and G of Alpine School district, the state, and the accreditation process. ARC members are increasing their understanding that MVVB and G is an evolving tool that will help us achieve school improvement. ARC has helped substantially with the buy-in that is needed by our school stakeholders to improve our processes. ARC will be an essential tool as we move forward in determining, analyzing, and implementing school improvement strategies based on disaggregated data.

During the 2006-2010 school years, teachers and staff have been challenged to look at their collaborative processes and where they can improve. Principal Merrill has stressed to all stakeholders that the collaborative process is an active process and that there are "no lounge chair" positions in the collaborative process. Alpine School District has also continued to stress the collaborative process as an essential tool in the school improvement goals. During the 2008-2010 school years, Alpine School District has strived to reward teachers for working on the four questions through the collaborative process. A rubric has been developed for all schools within the Alpine School District. Teachers were evaluated on the rubric by:

1. Themselves
2. Administrators
3. Stakeholders

Teachers were given compensation for how well they performed on the rubric. The use of the rubric as a common assessment to determine the effectiveness of teachers addressing the four questions to guide student achievement has been an on-going part of Alpine School District's goals for collaboration. A copy of the collaboration rubric for both teachers and counselors is included in the appendixes to this report.

To help our new and provisional teachers improve their methods of teaching and ultimately impact student learning, Principal Merrell created a Global Mentoring Committee (GMC) in 2006 to provide a better mentoring system at AFHS. Principal Merrill appointed Janice Comer-Miller the stewardship of the GMC to develop a team trained in EYE to improve the instructional delivery and classroom management of new and provisional teachers. The GMC employs four veteran teachers that provide intense mentoring for provisional teachers. The GMC works with a departmental mentor in the provisional teacher's curriculum area to ultimately improve teaching methods in classrooms.

The report that follows will look specifically at:

1. Recommendations by the 2006 visiting team and their implementation at AFHS during the past three years. Copies of department and focus group reports, stakeholder reports, department MVVB and G as well as disaggregated data are included in this report to show how implementation of recommendations are being put into place.
2. On-going processes at AFHS and the effect on school improvement.

We appreciate the opportunities that the accreditation process has given to all of our stakeholders in the AFHS community. As we work towards our 2012 review, we know that the work we have done for the past three years will continue to be refined and guide us toward school improvement.

IMPLEMENTATION OF RECOMMENDATIONS FROM THE VISITING TEAM

PART 1: SCHOOL PROFILE

What was noted:

The visiting team noted a significant absence of school data on demographics and performance. The visiting team felt that this affected our ability to determine who was learning and who was not learning and why. Specific suggestions were:

1. Include more student demographic information
2. Disaggregate the information by proficiency level, ethnicity, and special education status.
3. Include student achievement data that compares the school with the district and state

What we have done:

More meaningful data has been collected and disaggregated. Stakeholders have been surveyed to help us guide decisions being made. Deans, Assistant Deans, and Focus Group Leaders have been trained on methods to collect, interpret, and use data to drive their department MVVB and G. They in turn have trained the teachers in their departments to use Cognos to access data for decisions to increase student achievement. Teachers have become more empowered to examine data and make pedagogical decisions that are appropriate for their students.

Although not all the data has been sent to the visiting team with this report, it is available to the visiting team in the appendix for review when they visit the school. In addition, the faculty groups and departments have collected their own relevant data and have analyzed it in making their reports for this interim visit. The following data has been collected and is in the process of being analyzed to guide us in making decisions about student achievement:

Grades/Attendance

- Pie charts of AFHS grades with numerical percentage for 2008-2010.
- Number of F's, NG, and I's given for 2008-2010 for AFHS and compared to each school in the district.
- Students who failed in each individual department by subject area for each quarter for the past two years.
- Comparison of all Science classes (Biology, Chemistry, Principles with Technology, and Physics) students with F and D's compared to their 9th grade math class and grade for the past two years.
- Algebra I and Geometry students who have F and D's and correlate with their 8th and 9th grade math class and grade as well as their CRT scores for the past two years.
- Attendance data for AFHS (tardies, absences, GPA) broken down by subpopulations (average days absent by ethnicity, low income, special education, ELL) for 2005-2010.
- Average days absent, tardy, and GPA to attendance data compared to Lehi and PG.

CRT /BSCT Tests

- Number of students and graph with 1 or 2 on CRT for all core tests. Data has been disaggregated by subpopulations (ELL, low income, special education, and gender.)
- Number of students and graph with 3 and 4 on CRT for all core tests. (2006-2009).
- CRT scores for Special Education students.
- Graph of CRT for areas broken down by subpopulations (passing and non-passing from 2006-2009)
- Graph of BSCT for areas broken down by sub populations (passing and non-passing from 2006-2009)
- BSCT pass rate by district school s for the past three years compared to AFHS pass rate.

Specific Subpopulation Data

- List of ELL students for this year and 10th and 11th graders from last year
 - GPA
 - Credits
 - CRT Scores
- Demographic breakdown for AFHS compared to PG and Lehi. Breakdown by ethnicity, race, ELL, and special education (2006-2009)

ACT Data

- By subject area by school for past 5 years.
- By subject area comparing school to district trends for past 5 years
- By subject area compared to state by grade (11 and 12 grade) for past 5 years

AP Scores

For school and compared to district and by subject area for the past 5 years

- a. Tests administered
- b. Number passed
- c. Percent past

CTE Data

- Number of students passing competency tests in each CTE area compared to district schools

Vertical Alignment for Science

- Data on placement of incoming sophomores showing the necessity of teaching more sections of Earth Systems at the 9th grade at AF Junior High.

PART 2: THE SELF-STUDY PROCESS

What was noted:

The visiting team recommended that we use the NSSE survey for students, teachers, and parent views of the schools effectiveness. The visiting team found that the self-study used old and out-of-date information. It was recommended that we continue to collect and study data to identify who is learning and not learning and why.

What we have done:

Stakeholder surveys have been developed and given. Disaggregated data has been collected to determine who is and who is not learning.

Although the visiting team recommended using NSSE surveys, in attending Utah State Office of Education training, trainers indicated to us that NSSE rubrics were not the only type of surveys that could be used. Accordingly, AFHS felt that we needed to ask our stakeholders specific questions related to our DRSL's and the PLC four questions. AFHS created meaningful questions to survey stakeholders (faculty and staff, students, and parents). Surveys were created and approved by Alpine School District Personnel. Surveys were given to our stakeholders during 2008-09 and 2009-10 school years. Survey results are in the process of being disseminated to departments and focus groups through ARC. Parents are in the process of taking a new survey, and we hope to have results sometime in May. We hope that these surveys allow our stakeholders to feel like their voices are being heard, and that the results can be used to affect change at AFHS.

The overall survey results are positive. The results of these surveys are found in the appendix.

One of the challenges that ARC and all stakeholders will have in the upcoming year(s) is analyzing surveys and our data and using it to make decisions regarding our school improvement plan.

PART 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Shared Vision, Beliefs, Mission, and Goals

What was found:

School wide belief statements were not developed.

What we have done:

School-wide belief statements have been developed. In August 2008, departments met together for two days before school began and developed their departmental mission, vision, values, beliefs, and goals (MVVB and G). Principal Merrill has used these documents extensively throughout the past two years to drive our mission as a school.

Since each department's MVVB and G reflect their pedagogical beliefs, we used these documents as a basis to determine our school-wide belief statements. This allowed us to use the most fundamental unit at our school as the basis for determining school-wide beliefs. In August 2009, teachers and staff met and reviewed each department's MVVB and G and determined shared beliefs that each department had in common. These shared beliefs became our school-wide belief statements. ARC and stakeholders approved the belief statements.

Our school-wide belief statements are:

We believe our students should have a balanced education reflecting ethical and academic standards.

We believe that students should value ethical standards including making correct decisions, respecting others, and performing with excellence.

We believe in fostering collaborative relationships surrounded by trust between our faculty and staff, parents, students, and community.

We believe that all curriculums contribute to life-long, independent learners.

We believe in providing opportunities for all students to be successful.

Each department's MVVB and Gs are given below.

MISSION, VISION, VALUES, GOALS AND BELIEFS CTE DEPARTMENT

Mission Statement

(Why does our department exist? What is the fundamental purpose of our department?)

The AFHS Career and Technical Education (CTE) Department is committed to making a positive difference in our students by providing opportunities to develop practical and employable skills.

Vision

(What must we do to accomplish our fundamental purpose? How do we achieve our desired end results?)

Employable and Practical Skills (IRE)

1. **I**ndustry specific skills
2. **R**easoning skills
3. **E**thical behavior
 - a. Do what's right
 - b. Respect others
 - c. Perform with excellence

Values

(How must we behave to support our mission and vision?)

1. **I**ndustry Specific Skills
 - a. Hands-on training
 - b. Increasing knowledge
 - c. Sharpening skills
 - d. Teaming
 - e. Teaching Interpersonal communication skills
2. **R**easoning Skills
 - a. Critical thinking
 - b. Application and implementation
 - c. Integration of cross-curricular skills
3. **E**thical Behavior

<ol style="list-style-type: none"> a. Integrity b. Honesty c. Respect d. Initiative e. Confidentiality f. Punctuality g. Responsibility 	<ol style="list-style-type: none"> h. Trust i. Citizenship
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Belief Statements

(Conviction of the truth of our beliefs)

- We believe every student should be enrolled in CTE curriculum.
- We believe CTE curriculum is equally important as CORE curriculum for students to take during their high school experience.
- We believe students should leave high school with entry-level skills so they can be employable in today's global marketplace.
- We believe CTE builds alliances between the community and school.
- We believe CTE teaches marketable and practical skills students will use throughout their lives.

Goals

(This establishes measurable targets that make a difference in student achievement.)

1. Meet periodically with teachers of cross-curricular subjects to collaborate on how our classes can mutually benefit all students.
2. Visibility
 - a. Press releases
 - b. Display cases
 - c. CTSO promotion
 - d. PR promotion
 - e. Involve administration in activities
 - f. Involve counselors
 - g. Advertise our successes
3. Recruitment
4. Student Achievement
 - a. Increase the number of students passing competency tests
 - i. Analyze competencies
 - ii. Find weak areas
 - iii. Remediate
 - b. BSCT testing
 - i. Help students with reading comprehension
 - ii. Help students achieve better writing skills
 - c. Remediation
 - d. Decrease the number of D and F's earned
 - e. Share teaching strategies

Focusing our MVVB on the Four Questions

Question 1 – What do we expect our students to learn?

We expect our students to know the state standards and objectives for our respective CTE classes.

Question 2-How do we know what they have learned?

We will know our students have learned the state standards and objectives through:

- Performance / Project Evaluation
- Formative Assessments
- State Summative Assessment

Question 3-How will we respond to students who aren't learning?

- Vary instructional methods to reach students' diverse learning styles
- Provide additional learning opportunities outside the classroom through Career and Technical Student Organizations (CTSO)

Question 4-How do we respond to students who have already learned the material?

- Provide leadership, teaching and mentoring opportunities within the classroom
- Provide advanced projects
- Recognize student achievement through displays, praise, awards, CTSO leadership and internship recommendations

MISSION, VISION, VALUES, GOALS AND BELIEFS

English Department

Beliefs

We believe in the following:

- Doing what's best for each student according to his/her needs
- Cultivating an excitement for learning and developing a passion for what we teach
- Upholding high academic standards and achievements
- Providing a positive and creative learning environment
- All people have the ability to learn
- Teaching students self-respect and respect for others
- The necessity of effective reading, writing and inquiry

Mission Statement

The mission of the English Department is to enjoy the journey of learning where students and colleagues successfully communicate through critically thinking, reading, and writing toward positively engaging humanity.

Vision

Education is most enriching when approached through the lenses of Humanity, Integrity, and Wisdom.

Values

The English Department values students and teachers through Integrity, Humanity, and Learning.

Goals

- Beginning in August 2010, every English teacher will manage a year-long class website, which includes disclosures, syllabi, and relevant updates.
- 100% of English teachers will provide constructive feedback for each student on his/her writing. More student feedback has been given due to the hiring two hourly English teachers who help with grading student papers.
- We will strive to increase Utah Basic Skills Competency Test (UBSCT) Reading and Writing pass-rates by 1%. All sophomore teachers will familiarize students with material relative to the

UBSCT exam, including, but not limited to, the UBSCT practice exams provided by the USOE website and [://re.alpine.k12.ut.us/coqnos8](http://re.alpine.k12.ut.us/coqnos8), in addition to teaching skills.

- Teachers will teach the skills and concepts needed for standardized testing, through continuing to refine and perfect their teaching skills and not by teaching the test.
- Every sophomore, junior, and senior English teacher will teach the same texts for each class as agreed upon by the department:

English 10: *The Crucible* and *The Great Gatsby*

English 11: *Macbeth*, *Beowulf*, and a selected Jane Austen novel

English 12: *Things Fall Apart*, *Motorcycle Diaries*, and *Rabbit Proof Fence*

- Beginning in 2009, every sophomore and junior English teachers will administer the same grammar pre-test and post-test. We will use the ACT writing section, separating the grammar and rhetoric skills, but score both. We will maintain the expectation that at least 90% of our students will score 15% higher on the post-test.
- We will continue to share best practices during collaboration in order to share and build our teaching skills.

Focusing our MVVB on the Four Questions

Question #1 – What do we expect our students to learn?

- We expect students to write with clarity and depth—demonstrating evidence of understanding.
- We expect students to be active and deliberate readers.
- We expect students to use the process of inquiry to formulate questions and engage in information analysis.

Question #2 – How will we know what they have learned?

We will know students have learned through evaluation of student writing, classroom analysis, and standardized test data.

Question #3 – How will we respond to students who aren't learning?

We will access resources within the classroom, department, the school and the home to strengthen individual student learning.

Question #4 – How do we respond to students who have already learned the material?

We will access resources within the department, school, community, and higher education to strengthen individual and collaborative student learning.

MISSION, VISION, VALUES, GOALS AND BELIEFS Counseling Department

Mission Statement

As professional school counselors at American Fork High School, we are dedicated to empowering every student to achieve academic success, personal and social growth, wellness and career exploration.

Vision

The development of resiliency, tolerance, self-reliance, and self-confidence by implementing the four areas of the comprehensive guidance model, which includes:

- School Guidance Curriculum
- Individual Student Planning
- Responsive Services
- System Support.

Beliefs

- We believe students become responsible citizens by developing skills of resiliency, tolerance, and self-reliance.
- We believe that effective communication skills are essential for career development and success.
- We believe that critical thinking is essential for making positive life decisions.
- We believe that all students should be able to have opportunities for success through high school.
- We believe that all students should be given ample opportunities to explore future schooling and career goals.
- We believe students should leave the high school with the skills needed to be lifelong, independent learners.

Values

- We as a department are committed to the individual planning process since it reinforces necessary skills for critical thinking and decision-making.
- We value the opportunity to present guidance curriculum for the purpose of teaching essential life skills.
- We are committed to being available to students in crisis through responsive services.

- We value collaboration with teachers, administration, and community for the benefit of our students.

Focusing our MVVB on the Four Questions

Question #1 - What do we expect our students to learn?

- We expect our students to select classes that will prepare and challenge our students to be ready for life goals and life decisions.
- We expect our students to learn resiliency skills; the ability to overcome negative experiences and consequences.
- We expect our students to become focused and pro-active in their lives; to take control of their futures.

Question # 2- How will we know what they have learned?

- We will monitor student achievement through a variety of assessments including core testing, term grades, career assessments, and SEOP surveys.
- We will monitor the CRT data to evaluate and make suggestions to administration.

Question #3 - How will we respond to students who aren't learning?

- When students are struggling, we will be available for individual counseling and give suggestions such as the homework center, academic tutoring, tracking, class changes, etc.
- We will monitor failing students and work with administrators & trackers to come up with suggestions for helping individual students.
- We will help facilitate the study skills curriculum and do periodical "Why Try Presentations" in the individual classes.

Question #4- How do we respond to students who have already learned the material?

- We will encourage students who have obtained mastery to assist struggling peers (Study Skills classes)
- We will encourage incentive programs such as early lunch and early out for students who are succeeding.
- We will nominate and recognize students for awards such as students of the month, scholarships, Boys State, Girls State, and other honors to help give recognition where deserved.

Goals

- We will support student centered programs such as Hope Squad, resiliency training, Internet safety, career exploration, study skills curriculum and the SEOP process.
- We will stay current in counseling programs and content.

MISSION, VISION, VALUES, GOALS AND BELIEFS Special Education Department

Beliefs

- We believe that all Special Education students should have equal access to the curriculum offered at AFHS.
- We believe that Resource students should graduate from high school
- We believe that Special Education students should leave AFHS with appropriate workplace and transition skills.
- We believe that working with parents, faculty and community resources is an integral part of our students' success.
- We believe that all students should be received with a positive and flexible attitude in our school environment.

Our Mission Statement

The mission of the Special Education Department is to advocate for and assist students in becoming effective communicators, critical thinkers, and productive, responsible citizens. We create a liaison with teachers and parents to achieve this.

Our Vision

We see our department as an instrument for:

- Teaching our students to reach for their highest levels of achievement
- Communicating with teachers and parents about student progress and goals
- Developing awareness of the needs and abilities of students in our program to allow proactive engagement in their education

Focusing our MVVB on the Four Essential Questions

Question #1--What do we expect students to learn?

- Our students are engaged with the State Core in content area courses. With specific accommodations designed at the student's IEP, they are expected to understand the concepts in the Core and be able to apply them.
- We ensure that each student has specific learning targets and monitor and report progress to parents on a quarterly basis.
- We also expect our students to learn about their specific disability and understand how to advocate for themselves.

- We expect our resource students to pass the UBSCT by graduation.

Question #2--How will we know what students have learned?

- Testing
Pre/post
Three-year Evaluations
IEP Goals and Objectives
UAA
- Progress Assessed on Cognos quarterly
UBSCT, DRP, Core

Question #3--How will we respond to students who aren't learning?

- Develop individual goals for each students and report progress quarterly
- Discuss collective assessments (Woodcock-Johnson III, Brigance, DRP, and UBSCT) to inform ourselves and the students of their learning.
- Monitor students individually to determine their class setting
- Incorporate necessary accommodations and modifications

Question #4--How do we respond to students who have already learned the material?

- Our students no longer require the services of the Resource Department when they have shown continued mastery.
- Students become mainstreamed into the regular classes

Our Values

- Respect for all
- Trust and confidentiality
- Cooperation and flexibility
- Professional outcomes
- Positive and caring attitudes

Our Goals

The Special Education Department has measurable goals in three separate areas. These goals drive us toward making a difference in student achievement. Our data shows opportunities for progress in each of these areas.

1. Student Achievement

- A. Increase from 35% to 50% the number of Special Education students passing the UBSCT. (Data from Cognos and district AS 400 program)
- B. Increase from 35% to 45% the number of Special Education students graduating (diploma) with their class. (Data from end of year summaries)

- C. Increase Latino Special Education students' on-time attendance in classes from 26% to 50%. (Data from end of term reports)
 - D. Increase passing grades in Resource classes from 80% to 90%. (Data from Power School)
2. **Professional Development**
- A. 100% Sp Ed Progress Reports completed quarterly
 - B. 100% Individual Educational Program Meetings completed yearly
 - C. 100% 3-year Evaluations completed yearly
 - D. Quarterly reports to Special Education Department regarding progress of students in Content areas (English, reading, math, science)
 - 1. Percentage of students passing with C or higher to be recorded
 - 2. Disaggregation of percentages by gender, ethnicity, grade level will be monitored
3. **Remediation**
- A. Track percentage of students leaving Resource to enter mainstream classes
 - B. After three consecutive missing assignments in Resource class, call to the parent
 - C. Teachers' lessons aligned with State Core
 - D. Percentage of concepts mastered as reported on end-of-year CRT to be reviewed annually.

MISSION, VISION, VALUES, GOALS AND BELIEFS

Fine Arts Department

Mission Statement

The AFHS Fine Arts Department is committed to helping students to develop their artistic abilities and leadership skills by exposing students to the arts through the use of critical thinking and the development of artistic and technical skills.

Vision

- The development of artistic and technical skills, along with the use of critical thinking by using the disciplines of art, which include: aesthetics, criticism, production, and history.
- The development of ethical behavior by respecting others and their work by producing exceptional performances/works of art.

Values

- We value critical thinking through the use of art criticism, aesthetics, history, and student leadership opportunities.
- We value the production of works of art and performances, which helps students to develop artistic and technical skills.
- We value ethical behavior through learning how to respect each other and the works that are produced.
- We value ethical behavior through learning respect for the instruments, tools, and materials used in the fine arts classrooms.

Beliefs

- We believe that the fine arts are an integral part to developing well rounded, highly educated, productive, and creative individuals.
- The fine arts teach students that problems can have more than one solution and that questions can have more than one answer.

- We believe that our students and programs at AFHS unifies and builds relationships between the school community and community at large.
- Encourage each individual to work in a creative, cooperative, and collaborative manner while promoting independent thinking.
- Students learn best in a participative and creative environment placed within a firm framework of high standards in teaching and learning.
- We believe that in giving students leadership opportunities, we are assisting in building the successful community and business leaders of the future.
- The above beliefs are assessed as students are evaluated through the displays, performances, festivals, and competitions at the local, state, and national levels.

Goals

- Improve student leadership within each of the areas of discipline through more student driven activities, projects, and performances. We also plan to offer workshops and training in effective leadership.
- Increase the student's understanding of the technology used within each of the fine arts disciplines. We will do this by working for an increase in funding through grants and donations to purchase both hardware and software for use within our programs.
- Enhance public awareness of the benefits given to our community through the fine arts disciplines.

Focusing our MVVB on the Four Questions

Question #1--What do we expect our students to learn?

We want our students to learn performance and production of the fine arts including criticism, historical context, and contemporary practice. We also encourage leadership opportunities for our student

Question #2--How will know what students have learned?

We will know what they have learned through performances/production, assessments, tests, and evaluations at the regional, state, and national levels.

Question #3--How will we respond to students who are not learning?

If students struggle with the material, we respond by reviewing the material in sequential instruction and also new and varied ways with the class and with individuals as needed.

Question #4--How do we respond to students who have already learned the material?

Students who have already learned the material have the opportunity of participating in advanced performance/project opportunities such as state performance and visual arts festivals.

MISSION, VISION, VALUES, GOALS AND BELIEFS Math Department

Our mission

Our mission is to develop every student's ability and confidence in learning and independent thinking through mathematical inquiry and problem solving.

Our vision is that...

- Every student has and takes advantage of the opportunity to succeed with academic integrity.
- Teachers create and use meaningful assessments not only to evaluate student work, but also to prepare students for future tests such as the ACT, AP Tests, college placement exams, and so on.
- Teachers align the curriculum horizontally so that a student will be taught the same curriculum regardless of teacher.
- Teachers align the curriculum vertically so that students can experience smooth transitions from one year to the next.

As teachers we value...

- Sharing best practices within our department and applying them individually in the classroom.
- Teaching students the skills they need to succeed.
- Using class time in a meaningful and productive way.
- Developing relationships of mutual respect between teacher and student that build a safe and positive learning environment.

We believe...

- Students can become responsible citizens, critical thinkers and effective communicators through the process of learning mathematics.
- Teachers can be more effective by working together than working individually.
- Technology is a critical component of an effective classroom.
- Data from assessments can be used to improve instruction.

Our goals

- Disaggregate data from assessments to focus on subgroups.

- We will look closely at CRT results for any subgroups that are performing below average.
 - We will discuss and make efforts to improve any low performance.
- Continue to develop and more effectively use common assessments in Geometry, Algebra 2, and Pre-Calculus
 - We will maintain and continue to improve a common assessment for every unit throughout the year in each of these classes.
 - We will use data from previous tests to improve test questions, giving us an accurate and meaningful assessment of student learning.
 - We will develop a standard for analyzing the results of our assessment that will include
 - Identifying strengths and weaknesses in every teacher
 - Identifying strengths and weaknesses common to all teachers
 - Developing a strategy for remediating areas of weakness
 - Providing the opportunity to share best practices
 - Continue to improve on the proper placement of students
 - We will meet with counselors and administrators to develop a system to ensure that students are placed in the correct math class.
 - Placement will be based on performance in previous classes, CRT scores, and graduation requirements.
- Make learning more accessible using technology and online resources
 - We will develop an AFHS math website where any math student can access teacher reviews, tutorials, and homework help.
 - We will continue to use technology to improve communication and to provide students with on-line learning opportunities specific to their class.
- Continue to improve vertical teaming with feeder schools
 - Our entire department will meet with feeder schools twice per year
 - We will have smaller meetings more frequently to discuss specific content.

Focusing our MVVB on the Four Questions

Question #1-- What do we expect students to learn?

- We focus on common assessments that force us to discuss and define what we expect students to learn.
- For each class we work as a department to outline which sections from the book are on the core curriculum and which are not.
- We discuss which concepts in addition to the core we feel are important to the future success of our students.

Question #2--How will we know if they have learned it?

- We work on developing common assessments to determine which concepts our students have and have not learned.

- We discuss and develop other assessment strategies such as quizzes, verbal assessments, homework, students teaching other students, etc.

Question #3--What will we do if they don't learn?

- We notify parents when a student struggles.
- We discuss specific study skills that students can develop to improve learning.
- We encourage students to get help after school either with their own teacher or at the school math lab.
- We have three enrichment classes that students can take to give them extra face-to-face time with a teacher to learn what they are missing.

Question #4--What will we do for those who have learned it?

- We have a successful honors and AP program for students who excel in math.
- We participate in national and state math contests for high achieving students.
- Students can tutor other students through the National Honor Society in the Math Lab.

MISSION, VISION, VALUES, GOALS AND BELIEFS PE, Driver's Education, Health Department

Mission Statement

The Physical Education, Health and Driver Education Department at American Fork High School will teach the importance of a healthy and active lifestyle, by providing information, skills, and activities to improve overall lifestyle choices.

Vision

Our vision is to instill in our students the importance of being physically active and fit by living a healthy lifestyle throughout their lives.

Values

We value:

- Leading by example.
- Being sagacious in decisions.
- Sportsmanship and being well-balanced in all aspects of life (physical, mental and social).

Goals

As a department our goals are the following:

- Help our students to have a positive experience in the aspects of wellness.
- Help our students set up plans to achieve physical fitness and other wellness activities such as good nutrition, healthy habits, etc.
- Give our students experiences to know how to choose a balance of wellness components to improve their overall lifestyle choices.
- Provide a variety of physical fitness strategies and activities for our students to help them make the right choices for them.
- Stress the importance to our students that participating in active lifestyles decreases illness and many diseases which are hyperkinetic.

Beliefs

We as a department have a strong belief in all the components of wellness. We want our students to know and understand all the aspects that go into being healthy physically, mentally and socially.

Physical:

Understand the basic components of physical fitness and the importance of being physically fit including exercise, nutrition, and being active in all types of activities.

Social:

Provide through physical activities the opportunity for social interaction and how to get along with others, have respect, and show sportsmanship.

Emotional:

Provide an emotional outlet to relieve stress as well as creative opportunities to express themselves constructively.

Humanity:

Develop a sense of connection to others

Intellectual:

Understand the basic anatomy and physiology of the human body. Understand the importance of planning and carrying out lifelong fitness and health goals. We want our students working toward wellness goals for a lifetime.

Focusing our MVVGB on the Four Questions

Question #1 - What do we expect our students to learn?

- An overview is given to the students as to what we expect them to learn.
- The class disclosure documents inform students and parents of what we expect them to know and how they can obtain a grade in the class.
- The unit/chapter objectives point out what students will learn when they finish the unit/chapter.
- Objectives for the courses are given by all members of the Physical Education Department team.
- Our curriculum is based on the state core and adjustments are based on students' learning needs.
- We want students to know and understand all the aspects of individual wellness.
 - ✓ Physical – Basic components of physical fitness.
 - ✓ Social – Healthy relationships.
 - ✓ Emotional – How to deal with stress.
 - ✓ Humanity – Having a connection with others
 - ✓ Intellectual – Improving cognitive skills.

Question #2 – How do we know what students have learned?

- We as a department use pre/post tests to evaluate improvement in knowledge and skills.

- Besides written and oral quizzes, we use review activities to assess a student's knowledge and understanding of various concepts.
- Our Fitness for Life staff uses common assessments including standardized unit tests, standardized district fitness test, and the Alpine School District final exam.
- The student's demonstration of a particular skill also gives us feedback on retention and understanding of what they have learned.
- Besides written tests, quizzes, fitness tests, and skills tests, we also use self-evaluation and teacher observations that measure what students have learned.

Question # 3 – How will we respond to students who aren't learning?

- Students are allowed to study and retake tests.
- Students are encouraged to practice skills, exercises, and lifestyle activities on their own time.
- Students are encouraged to study the material and do the work or activities over again when they are not successful in passing them. We feel that failure is not an option and so we give them every opportunity to pass the information and requirements of the class.
- We sometimes use peer tutors to help students who are struggling.
- We will sometimes reposition students in the classroom to meet physical and behavioral needs.

Question #4 – How do we respond to students who have already learned the material?

- Extra credit reports and more in-depth study of the subjects are provided.
- Additional assignments are given on various case studies of individuals in a variety of real life cases where the student can answer certain in-depth questions.
- Allow the students to set higher fitness and activity goals, etc.

MISSION, VISION, VALUES, GOALS AND BELIEFS

Social Studies Department

Mission Statement

The mission of the American Fork High School Social Studies Department is to enable students to critically and responsibly respond to the political, social, and economic events that have shaped our past and will shape our future.

Vision

Our vision is to collaborate as a department to better help one another become effective teachers and increase the passion and enthusiasm to accomplish our mission.

Values

We value:

- Student attendance
- Student responsibility and accountability
- Department flexibility and freedom
- Memorization
- Written and oral communication
- Diversity
- A safe environment
- Retention
- Collaboration
- Critical thinking
- Traditions of school and community
- Subject matter

Beliefs

- We believe in student responsibility; students should be accountable for their actions.
- We believe students should know and understand the American political system and processes.
- We believe every student should be enrolled in the Social Studies curriculum beyond the required courses.

Focusing our Mission, Vision, and Values on the Four Questions

Question #1 – What do we expect our students to learn?

We want our student to know, understand, and be able to utilize the major components of the social studies curriculum, which are:

Content – Historical facts and information

Skills – Reading, writing, and oral communication

Concepts – Themes common in human interaction

Question #2 – How will we know what they have learned?

We will know that they have learned the major components of the social studies curriculum through formal and informal student assessments (written and oral).

Question #3 – How will we respond to students who aren't learning?

If students do not learn the material, we will respond by providing the opportunity for individual instruction and encouraging students to take advantage of it.

Question #4 – How do we respond to students who have already learned the material?

If students have clearly learned the material, we will respond with praise and encouraging students to take the additional course offerings within the department, many of which are upper level courses.

Goals

- Continue to collaborate as a department to develop learning objectives in each subject area
- Improve the success rate of our ELL students in the Social Studies Department
- Continue Professional Development – subject area and training in technology
- Increase funding for Social Studies – technology fee, department money for materials, books, videos, etc.
- Acquire a portable computer lab
- Decrease class size

MISSION, VISION, VALUES, GOALS AND BELIEFS World Language Department

Mission

To awaken an understanding and appreciation of the world, the World Language Department empowers each student to communicate in new languages, inspires lifetime language learners, and prepares students to be active contributors in the global community.

Vision

We provide a positive learning environment and engaging instruction based on district, state, and national curriculum guidelines. In order to make this vision a reality, we stay professionally involved, globally informed, and linguistically up to date.

Values

As world language teachers, we value:

- A respect for and awareness of school, community and world cultures.
- Creativity in teaching and learning.
- Student and teacher responsibility.

Beliefs

We believe:

- Language connects the world.
- World language study is equally as important as core subjects.
- Language course options should be broad and deep.
- Language learning enhances academic performance.
- World language students are more qualified for college and the workplace.

Goals

The World Language Department would like to focus its time and energy on the following goals:

- Cultural Enrichment: use film, Internet, music, guests, language clubs and other resources to share culture
- Common Assessments: work towards the creation of a mini AFHS OPI rubric as well as tiered end-of-unit functions
- World Language Festival: continue to organize and run successful junior high and high school language festivals

- Integrating Student Skills: work to better integrate the four language skills including vocabulary, grammar, pronunciation, and writing in our instruction
- Technology Implementation: have access to and use technology that supports language learning
- L2 Use: work to use more of the target language in the classroom
- Conferences: attend at least one language conference per year and share new ideas with the department
- Feeder Schools/Enrollment: work together with feeder school teachers to increase enrollment in upper level high school courses and transition students better between junior high and high school programs

Focusing our MVVB on the 4 Questions

Question #1--What do we expect students to learn?

In world language classes students learn to understand world cultures, practice the four skills (reading, listening, speaking and writing) in their target language and develop linguistic proficiency and the ability to communicate.

Question #2--How will we know what students have learned?

We know what students have learned through formal assessments such as quizzes, tests, oral interviews and projects as well as informal assessments such as the ability to show respect for new cultures, class participation, and good attendance.

Question #3--How will we respond to students who aren't learning?

Education is personal and world language teachers respond to students as individuals. We provide tutors, before/after school reviews, online resources and in-class reteaching opportunities.

Question #4 --How do we respond to students who have already learned the material?

We provide all students acceleration options such as additional reading materials, movies suggestions, online resources and access to native speakers. Exceptional students are encouraged to advance a level.

MISSION, VISION, VALUES, GOALS AND BELIEFS Science Department

Mission Statement

The mission of the AFHS science department is to foster science skills by encouraging curiosity, modeling problem solving techniques, and guiding critical thinking for real world application, resulting in content comprehension that aligns with the state core. We will partner with students, regardless of ability, in order to develop these skills.

Vision

The AFHS science department will continue to have a premier and respected place in the academic programs at AFHS. Teachers will work to stay current in their content areas and will create hands-on, engaging classes, utilizing technology in the learning process. Students will be enthusiastic about science and will leave our classes with useful science skills.

Values

- We value critical thinking through inquiry based instruction and encourage independent lifelong learning.
- We value students, their perspectives, time, and education.
- We encourage students to make a commitment to their education and develop a strong work ethic.
- We value the development of a scientific outlook, encouraging curiosity, problem solving techniques, and real world applications.
- As professionals, we value a commitment to a high quality education for all students and ourselves.

Focusing our Mission, Vision, and Values on the Four Questions

Question #1—What do we expect our students to learn?

- We expect our students to learn the core-based science content.
- We expect them to obtain academic skills to succeed.
- We expect students to develop curiosity, problem solving techniques, and critical thinking for real world application,
- We expect our students to learn how to communicate scientific concepts through verbal and written means.

Question #2—How will we know what they have learned?

- We will monitor student achievement through a variety of formative and summative assessments including tests, quizzes, lab write-ups, projects, experiments, verbal questioning, etc.
- We will use our CRT Data to evaluate and modify our instruction.

Question #3—How will we respond to students who aren't learning?

- When students are struggling we will be available for individual remediation.
- We will monitor class progress and if necessary review important concepts.
- We will provide a variety of teaching and assessment styles to allow all learning styles a chance to succeed.

Question #4—How do we respond to students who have already learned the material?

- We encourage students that have obtained mastery to assist struggling peers.
- We provide positive reinforcement and recognition.
- We provide higher level learning opportunities.

Beliefs

- We believe that all humans should be scientifically literate and capable of making informed decisions in their own lives and communities.
- We believe students should leave the classroom with the skills needed to be lifelong, independent learners.

Goals

- Decrease the number of Ds and Fs in our classes.
 - We will look at reports at the end of the term to see the distribution of grades (how many As, Bs, etc.).
 - We will then make interventions to try and decrease the number of Ds and Fs.
 - We will document and record our efforts and interventions.

MISSION, VISION, VALUES, GOALS AND BELIEFS Media Center

Mission Statement

The mission of the American Fork High School Library Media Center is to ensure students and staff members are effective users of ideas and information and to promote activities that encourage life-long reading and learning skills.

Vision

To accomplish our mission statement, the AFHS Library Media Center continuously strives:

- To provide intellectual and physical access to materials in a variety of formats for educational purposes.
- To work with educators in the selection, organization, and distribution of materials to meet the needs of the curriculum and the individual learner.
- To provide instruction in library procedures and information literacy skills (“The Big 6”).
- To provide reference and bibliographic services.
- To provide guidance in reading, reference, listening, and viewing for all students.
- To stimulate interest in reading, viewing, and using information and ideas.

Values

In order to support our mission and vision we value:

- Integrity
- Honesty
- Ideas
- Responsibility
- Respect
- Confidentiality
- Increasing knowledge
- Students right read
- Selection of materials but not censorship
- Literacy skills
- Appropriate behavior

Goals

- Increase collaboration and build the collection around this collaboration.
- Advertise library materials and services to AFHS staff and students.
- Remodel the work area to accommodate more computers and increase staff functionality.
- Update and advertise the library blog and wiki.
- Increase number of LCD projectors available to teachers.
- Move away from overhead projectors to document cameras.
- Purchase a large laminator for teacher use.
- Have all sophomores come into the Library for an introduction sometime during the first semester.

Beliefs

- We believe every student should have equal access to the library and its materials.
- We believe that every student should leave high school possessing life-long reading and learning skills.
- We believe every student should be taught information literacy (“The Big 6”).
- We believe that the library is the heart of the school and helps to stimulate interest in reading, viewing, and using information and ideas.

Focusing our MVVGB on the Four Questions

Question 1 – What do we expect our students to learn?

We expect our students to know the state standards and objectives found in the Media Core (The Big 6).

Question 2-How do we know what they have learned?

- Observations of students accessing information throughout the library to evaluate literacy
- Informal queries to judge the level of literacy
- Information Literacy Rubric
- Information Literacy Quiz on UTIPS

Question 3-How will we respond to students who aren’t learning?

- Purchase and promote new materials on weak academic areas as indicated by test data.
- Increase student/parent awareness of new book and audio book arrivals.
- Create Library Media Center wiki and blog.
- Communicate with the school community about important issues and upcoming events.

- Focus on buying books and A.V. materials that will help struggling students help themselves before they fail.

Question 4-How do we respond to students who have already learned the material?

- Plan author visits and allow students to pursue authentic writing beyond classroom assignments.
- We are in the process of creating a Book Club to encourage high-achieving students to pursue literacy beyond what is required in the language arts curriculum.

PART 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Focus Group Reports

What was noted:

The visiting team found specific commendations and recommendations for each focus group. The Focus Group reports that follow will address what was found by the visiting team.

What we have done:

As part of our review of the accreditation process, Focus Groups have continued to meet over the past three years. The faculty has appreciated the opportunity to collaborate interdepartmentally and gain new perspectives on how different departments contribute to the overall success of American Fork High School.

As part of our review, Focus Groups have relooked at the NSSE rubrics and reevaluated their overall performance on the rubrics. Their Focus Group reports have been rewritten to reflect our current reality in 2010. Guiding questions have been answered. Each Focus Group has done the following in their report:

- Answered the guiding questions(These were left off of our 2006 report.)
- Created more data driven reports to analyze who is learning, who is not learning and why
- Reevaluated their performance on the NSSE rubric
- Included an analysis of our current reality on each component of the rubric
- Made recommendations for improvement on each component of the rubric. These should guide our process for the next three years.
- Pinpointed specific progress from the 2006 report to the 2010 report
- Analyzed the 2006 visiting team recommendations and our progress towards these goals.

FOCUS GROUP REPORT 2010

Comprehensive Curriculum

1. Do we all fully understand the research and language on which our rubric is based?
Yes

2. Are we in agreement as to what each component of the rubric means?
Yes

3. How does our focus group and analysis connect with the work of the other six focus areas?

Our group is related to:

- **Mission, Vision, Values – The curriculum should incorporate the MVV.**
- **Continuous Improvement – We should always be looking for ways to improve our curriculum.**
- **Leadership – School leadership should support the curriculum taught, professional development opportunities for evaluation of the curriculum, and change when needed.**
- **Instruction/Assessment – The curriculum should go hand in hand with both of these areas as we strive to improve and evaluate curriculum, instruction, and assessment.**
- **Community Building – AFHS should be creating and supporting a collaborative environment that supports all that happens at the school – including curriculum.**

4. What data do we need to collect in order to do a thoughtful analysis of our organization?

We felt as a group that we needed to collect the following:

- **A survey from each department about their specific curriculum**
- **A survey from each teacher about PLC's, professional development, communication (blog, webpage, etc.)**
- **Data on vertical teaming**

5. What data collection tools do we need to create?

- **Surveys – for both the departments and teachers – specific to the curriculum development, implementation, and evaluation**

6. What compelling data or evidence have we collected to validate our analysis?
The data from our survey results has been the biggest factor in the validation of our analysis.
7. What are the existing strengths of our school as a result of our analysis?
following are our greatest strengths as of 2009:
- **Curriculum is based on state/national standards.**
 - **Course offerings are diverse**
 - **There are numerous opportunities for remediation and enrichment in any given curricular area.**
 - **Teachers are aware of diverse needs and use a variety of instructional and assessment strategies.**
 - **We are improving in our vertical alignment and common assessments.**
 - **Our teachers are active in their professional organizations and stay well read on what is happening in their curricular areas.**
8. What are the potential areas for growth based on our analysis?
- **We need to continue to improve our conversation and vertical meeting with our feeder schools.**
 - **We need to continue the use of graded writing assignments in all curricular areas.**
 - **We need to study our disaggregated data to provide direction in our curriculum evaluation.**

Focus Group: Comprehensive Curriculum

Melody Apeziguia	Math (Focus Group Leader)
Steve Brown	CTE
Kathy Coletti	Visual Arts
Lisa Collier	World Language
John Hanks	Mathematics
Bob McKell	CTE
Tamara McMurray	Social Studies
Laurel Shelley	English
Haylee Stewart	Science
Randy Stoddard	Special Education
Larkin Weyand	English
Megan Seawright	English

Principle / Level of Performance Summary

Principle 1: Develops a Quality Curriculum

Level of Performance: 2.5 (2006)

3 (2010)

Principle 2: Ensures Effective Implementation and Articulation of the Curriculum

Level of Performance: 2.5 (2006) 3 (2010)

Principle 3: Evaluates and Renews the Curriculum

Level of Performance: 3 (2006) 3 (2010)

All mentions of a rating scale are based on a rating scale of 1-5, with 5 as the highest.

Principle 1: Develops a Quality Curriculum

Level of Performance: 2.5 (2006) 3 (2010)

Analysis:

All of our departments develop curriculum based on the state core and, if available, national standards. Ninety five percent of the faculty also integrates the school desired results of student learning on a level of three or higher. All departments are vertically aligning their courses on a level of four or higher. Seventy two percent of the departments vertically align with their junior high feeders at a level of three or higher. American Fork's faculty uses twenty three different instructional strategies in the classroom. Twelve of the strategies are used on a consistent basis by at least half of the faculty. All departments (except World Language) are using common assessments at least once a semester and over 80% use them more frequently.

Our high school offers relearning opportunities through:

- Before and after school tutoring
- Spiral reviews throughout the course
- After school labs
- Study skills classes
- Differentiation in assignments (layered curriculum)
- Remediation courses

Our high school offers enrichment opportunities through:

- AP/Honors classes
- Science Fairs
- Differentiation in assignments
- State/National competitions and contests
- Exhibits
- Internship programs
- Concurrent Enrollment classes
- Clubs (Poetry, CTSOs, Interact, etc.)
- Speed Reading class
- Fantasy Writers Guild

Recommendations for Student Achievement:

- Continued improvement on meeting with our feeder schools for vertical alignment purposes
- Continued improvement on vertical teaming within our school.

Progress:

The following items list our areas of improvement since the last visit. With these improvements, we feel our level of performance has moved from a 2.5 to a 3.

- Common assessments are now a norm in most classes. This is assisting in curriculum evaluation as well as student learning.
- Teaming between teachers of the same course was recommended by the visiting team. This is now occurring during collaboration time. However, this continues to be an area of focus.
- As recommended, the sharing of teaching strategies and the continued process of essential knowledge and skills being identified and focused on is occurring during collaboration time. This has strengthened the curriculum in the departments.

Principle 2: Ensures Effective Implementation and Articulation of the Curriculum

Level of Performance: 2.5 (2006) 3 (2010)

Analysis:

All departments use textbooks that are on the state approved lists or that are nationally recognized as quality resources. All teachers have attended professional development over the past three years. Of the teachers that responded with hours attended, the average hours of professional development per year is 20. Our faculty belongs to over 35 professional organizations and subscribes and reads over 60 professional publications. All faculty members use at least three methods of communication with parents including disclosure documents, email, parent teacher conferences, blogs, web pages, phone calls, notes home, etc. We use 23 different instructional strategies and 21 different assessment strategies. Half of the instructional strategies are used on a regular basis and nine of the assessments are used by more than half of the faculty. Collaboration time is used to discuss alignment of instruction and assessment. Over 95 percent of the faculty integrate the DRSL's into their curriculum at a level three or higher (see attachment for a list of comments related to implementation). Over 70 percent of the faculty uses writing assignments weekly or daily and over 80 percent use writing assignments at least once monthly. All of the departments use supplementary supplies in their instruction such as: workbooks, magazines, Internet, DVD/movies, sound bits, multimedia, online tutorials, etc. All departments use technology in their classroom such as: PowerPoint presentations, camcorders, calculators, data collection devices, Mimeo or Smart Boards, projectors, microphones, etc.

Recommendations for Student Achievement:

- The recommendation was for all teachers to have graded writing requirements. This continues to be an area of focus as not all teachers are using writing assignments on a regular basis. We have had many new teachers in the past three years and the emphasis may have not been communicated to the new staff members.

- Teachers list as needs:
Additional textbooks
Additional computers/access to computers
More books (contemporary books, individual novels, etc.)
Additional primary source documents and documentaries

Progress:

The following items list our areas of improvement since the last visit. With these improvements, we feel our level of performance has moved from a 2.5 to a 3.

- The library is open longer hours for student use.
- We have more computers than we did in 2006.
- We have the book depository that forces a better accounting of student textbooks.
- Significant improvement has been made in the availability of equipment and resources.
- American Fork has a three part action plan. One part of this plan is a focus on writing. As recommended, every teacher is expected to give graded writing assignments. We are expected to use the common rubric in grading these assignments. (See 2008-2009 Stakeholder's Report for the increase in our language arts CRT scores).
- As recommended, data was gathered related to writing to create a baseline of comparison. Since, the implementation of the writing plan our CRT scores in language arts have steadily improved over the past three years. Our BSCT scores in writing are at the top of our district.
- It was noted in the report that evidence of integrating the DRSL's was somewhat evident. Now nearly all of our teachers are incorporating the DRSL's into their curriculum. The attachment includes an articulation the ways the DRSL's are incorporated into the classrooms throughout the school.
- 90% of the faculty rates a three or higher on the availability of resources needed to teach their course being improved over the past three years.

Principle 3: Evaluates and Renews the Curriculum

Level of Performance: 3 (2006)

3 (2010)

Analysis:

All departments evaluate their curriculum on a regular basis to determine if change is needed. The criteria used for evaluation is CRT, BSCT, AP exams, common assessments, individual assessments, quarter grades, unit tests, lab work, transition issues, and the four language skills. Four departments rank themselves at three or higher in the use of disaggregated data to assess student learning with special ed. as the primary subgroup. Other subgroups are gender, ethnicity, socioeconomic, and English language learners. It was commented that the

socioeconomic data is difficult to gather using Cognos. Teachers within each department are using some of the collaboration time to discuss effective strategies in meeting student needs. Many means of remediation are being used (see the items listed in principle 1).

Recommendations for Student Achievement:

- Continue to focus on disaggregated data to determine which students are and are not learning.

Progress:

- It was recommended to closely analyze and clarify disaggregated data to determine which students are and are not learning. This is still an area of focus as not all departments use disaggregated data.
- We do have enrichment classes and study skills classes to help those students that struggle.

Overall Progress since 2006 Report (Progress on Visiting Team's 2006 Recommendations)

a. *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standard and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The staff expressed a desire to have teachers of similar classes coordinate curricula so that the same concepts will be covered in all sections of that class. This coordination would also allow and encourage sharing strategies of how to best teach these concepts. Teachers also request time to allow inter and intra collaboration.

Our data shows that 90% of the teachers meet with others that teach the same course for horizontal alignment at a level three or higher. All the departments are aligning vertically when appropriate with the courses here at the high school and with the junior high school. The collaboration time is being used in part to share teaching strategies, create common assessments, and discuss curriculum alignment. The discussion of essential knowledge and skills concepts has been an important part of the creation of common assessments.

b. *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The visiting team strongly suggests that data for a baseline report be gathered this year for comparison with future data on reading and writing skills.

Data was gathered as recommended. The data gathered shows our CRT scores for the language arts have steadily improved over the past five years. Our BSCT scores are at the top of the district.

The Curriculum Focus group suggests, and the visiting team agrees, that teachers in every discipline should have graded writing requirements in all classes.

Each of the departments created a common rubric. It is used to grade writing assignments within each department. As mentioned above, data shows we have improved our writing scores. Eighty percent of the teachers are giving writing assignments at least once a month or more.

In classroom visits, evidence of integrating the DRSL's was somewhat evident. Critical thinking skills were taught in some science, English, and history classes, but the focus in other classes still centered on lower-level thinking skills.

Each department is implementing the DRSL's in a variety of ways. Attached is a list of the various ways each DRSL's is implemented into the core curriculum of each class.

DRSL's Implementation

The following is a list of comments received about how each of the DRSL's are being implemented in the classrooms throughout the school.

CRITICAL THINKERS

Lectures/ open Forum Discussions/ Exams/ Research Projects/ Modeled Drills/ Oral Critiques
Application Activities/ In-Depth Discussions and Situation Analysis

Ask Questions

Journal Entries, Game Strategy

Students critically analyze professional/personal artwork using various theoretical approaches to art. Evaluate their performance and peer's performance on specific projects & project requirements, etc.

Art criticism, Art History, Aesthetics

Reading & Writing, Art Criticism, Art History, & Aesthetics

My courses are based off of an inquiry model, so critical thinking is built in through questioning and discovery.

Analyze material studied.

Essays, Classroom Discussion

Analyze literature, problem solving with themes, various assessment forms.

Higher cognitive, abstract ideas exemplified with concrete examples

Essay writing

Analytical writing, instruction and critical reading strategies

Research, debates, mock trials

Class discussion, oral presentations, group projects

Analyzing, evaluating literature, text-to-self/text-to-world

Critical thinking activities-inquiry, essays (persuasive/analyses), reading/evaluating

Debate, Class & Group discussion, research, analysis of literature

All of my lessons are focused on becoming more critical thinkers.

Writing and discussion

Questions-verbal and written assignments-debates and discussion; projects

Review American problems; Cause & Effect of look at status quo and what changes need to be made

Essay writing; discussion; evaluate documents

Discuss in depth of issues in society

We analyze information, make connections between topics

Analyzation of primary sources-connect info to current day

Essays, discussion, group analysis

Identify needs and propose solutions to social needs

Language students must think in two languages at once to solve problems on a daily basis.

Give them topics about Japanese vs. American culture

Compare the target language with their mother tongue

I combine multiple disciplines along with language learning such as a logic exercise done exclusively in the target language.

World problems, real world applications

Have the students discuss a picture-why will or will not work.

It's math! All is critical thinking.

Story problems

Extending knowledge to practical applications

I assign story problems with every assignment

Use of problem solving skills/ techniques, Open ended questions

Math problems

Labs, tests, projects

"A" level assignments

Open-ended questions

Critical thinking in Bell work problems to start class

Inquiry labs

Design projects

Inquiry discussion of advanced organizer and objectives of the day

Presenting "what if" scenarios

Use daily questions to organize problem solving in real world problems

Discussion of critical thinkers, responsible citizens, and effective communicators correlated with the objectives of the day

Trouble shooting challenges

Scenarios – what would you do's

Planning and designing projects

I try to have the students apply the thing being taught into their own lives, rather than just to do assignments. I like them to think outside of the norm.

Design projects

RESPONSIBLE CITIZENS

Reflective journals/ field trips/ discussion/ role playing

Students are expected to be in proper dress and follow class/school rules

P.E. equipment visage, punctuality, uniforms

Students take ownership of the studio by completing various cleaning assignments throughout the year in addition to cleaning up their personal work space on a daily basis. Students experience deadlines and requirements for projects. Students practice showing respect to their peers, etc.

Care of others work and materials environment and respect

Care of others work and materials. Respect for other's feelings.

Lessons are based on analyzing our society & the needs we have as a community.

Responsibility for actions

Text connections, power of one unit

Connecting ideas/themes to life and the world, real-world application skills in writing

Moral development of principles; conflict of immoral laws

Code of ethics (like a statement in our book report form)

I teach Chivalry as part of Medieval English but emphasizing modern conception of citizenship; literature focused on society structure and social issues.

Socratic seminars, contracts, late work policy

Service projects

Class discussion on real-world issues, responsibility for work/participation

Discussion, forums, debates on: world cultures, applications to U.S.A. world lit and messages

By discussing who we are as world citizens, my classes promote responsible citizenship

Deadlines, discussions, writing prompts

Course contract

Attendance, work turned in on time, US history and governments curriculum

Discuss/learn the importance of voting, jury duty, and being informed

We talk about what citizens are, what is expected of citizens, etc.

I discuss what it means to be a citizen and how they can get involved in their government

Being on time, no late work (a few exceptions)

Contribute to community, connect students to community

By learning about the world around them, language students are better prepared citizens

Important assignments to accomplish so that it'll help them in the future

Open their eyes to another culture

I utilize a strict homework and late policy and hold students to high standards of responsibility

Each student is responsible for their own learning (caught up on assignments, ask questions, etc.)

Do their homework and other projects on time

Classroom rules and procedures enforced

Show them where they will use it (ex. Exponents)

I emphasize integrity, respect, and work ethics

I require every student to be responsible for themselves

Expecting on time attendance, work
 Be on time, courteous, assignments
 Group work, class rules and expectations, due dates
 Follow attendance policy and follow consistently classroom procedures
 Each student is responsible to note due dates and turn things in on time
 Accountability in turning in assignments
 Turn in homework on time, be respectful
 Earn participation points for attendance
 High classroom expectations for all; respect, rules posted
 They are in charge of own actions. Need to make up tardies, grades on own. Don't "make deals"
 Attendance, unit deadlines, group projects
 Each taking on their role in labs
 I feel like the classes I teach are helping to ensure that they will be responsible citizens. If they can learn to make wise financial decisions then they should be responsible citizens.
 Earn participation points for attendance

EFFECTIVE COMMUNICATORS

Open forum discussions/ role playing/ in-class presentations
 Use of cooperative learning activities, reports and expressing opinions
 A whole unit on communication
 Games, activities, teamwork
 Students communicate verbally in writing and visually on a daily basis. They are required to keep a daily journal recording their responses to various writing prompts. They share their written responses verbally in partners, small group, and class discussion. They give at least two oral reports per semester. They express emotions, thought, and personality visually in their projects and explain visual communication in written self-evaluations.
 Critiques, group discussions (communicators)
 Critiques, oral reports, group discussions
 My students read and write in class every day for themselves, peers, and community
 Oral presentations
 Writing, presentations, discussions, group work
 Essay writing, grammar lessons, oral presentations, group work
 Constant writing emphasizing universal literature, substantiated by specifics
 Most assignments are based on reading and writing well
 Lots of writing and reading required
 Papers, oral presentation, peer review
 Research-based writing, literary analysis
 Writing assignments, oral presentations
 Writing essays, letters, oral presentations; discussions
 Debate, discussion, oral presentations, feedback on written report

I teach effective reading, writing, speaking, and listening
Writing, listening, speaking almost every day
Verbal discussion and written communication; group work
Students give oral reports
Presentations, essays, debates
Working with students one v. one as much as possible and teaching them the importance of communicating when absent.
Group and individual presentations, class discussions, debates
Students write in a journal daily to communicate their thoughts. Class discussions and debates
Essays, discussion (written and verbal)
Write (as students) reflective journals
This is the crux of my curriculum. We learn to communicate!
Talk to each other about different topics and matching their target language
Learn language from a new prospective
Effective communicators are rewarded in using a token system in class. I encourage student questions and check for understanding.
Students have to explain their thinking as they are completing problems (learning terminology and procedures)
Students explain work on board
In AP classes, we work on writing complete sentences with proper grammar and succinct explanations.
Proofs, geometry
I try to ask every student a question in every class period
I require all students to come to the board twice a term and explain how to solve problems.
Written, verbal discussions; written prompts on the test
Explain answers
Free response questions, present solutions to class, group discussions
Students are required and encouraged to orally participate.
Essay questions on exams
Oral presentations and opportunities in class to work in groups
Writing lab write-ups, oral presentations
Work with lab partners and lab groups
Small group discussion/writing
Students are more willing to express themselves in a smaller classroom setting
Need to take initiative to get correct information. We talk lots about thins in our resource classes.
Oral skills pass off, short answer questions, group projects
Working in lab groups to accomplish a common goal
I require the students to communicate with groups and other class members to ensure that they are learning to be effective communicators.
Work with lab partners and lab groups

FOCUS GROUP REPORT 2010

Culture of Continuous Improvement and Learning Group

Focus Group Guiding Questions

1. Do we all fully understand the research and language on which our rubric is based? **We understand the research and language of the rubric, however there are a few general terms that we would like a more specific idea about: “the change process” from Level 4, Principle 2; “individuals and groups responsible for implementing school improvement initiatives,” from Level 3, Principle 2; and “those who have a stake in the work of the school” from Levels 3 and 2, Principle 2.**
2. Are we in agreement as to what each component of the rubric means? **We are in agreement as to the components.**
3. How does our focus group and analysis connect with the work of the other six areas? **The Continuous Improvement group connects with many of the other groups because professional development and teacher success focuses on creating master teachers. This benefits the goals of several other focus groups: Curriculum Development, Quality Assessment Systems, Quality Instructional Design, and Leadership for School Improvement.**
4. What data do we need to collect in order to do a thoughtful analysis of our organization? **We need to document the professional development opportunities that teachers have taken advantage of in the past three years.**
5. What data collection tools do we need to create? **We are working with the Curriculum Development Focus Group to create a survey that documents specifics in professional development over the past three years.**
6. What compelling data or evidence have we collected to validate our analysis? **Our school has developed an adjusted, weekly schedule to help teachers, staff, and administration to collaborate every Monday. The school has also developed the Global Mentoring Committee to support new teachers and aid them in creating a portfolio to help develop pedagogy and to support teachers as they pass through the**

provisional teacher phase. This evidence helps our team to believe that the school environment has changed to invite more collaboration.

7. What are the existing strengths of our school as a result of our analysis? **Our school has welcomed and encouraged professional development opportunities by adjusting the school schedule to create time for collaboration, welcoming and creating training opportunities, and creating a support system for new teachers.**
8. What are the potential areas of growth based on our analysis? **We would like to see more self or department-directed time given during Monday collaboration. We feel that allowing more freedoms for Monday collaboration would allow department deans to meet more of the specific needs of their respective departments.**

Focus Group:

Culture of Continuous Improvement and Learning

Group Members:

Kria Ludwig-Shelton (Focus Group Leader)	English
Robert Adamson	Science
Marissa Bellini	World Language
CJ Dzubak	Health/PE
Mike Huestis	Performing Arts
Scott Lind	English
Doug Meacham	Counseling
Kelly Palfreyman	Math
Emily Smith	Science
Jolene Succo	CTE
Roland Woodland	Drivers Education/Study Skills

Principle/Level of Performance Summary

Principle 1: Builds skills and capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement.

2010 Level of Performance: 3

2006 Level of Performance: 2.3

Principle 2: Creates the conditions that support productive change and continuous improvement.

2010 Level of Performance: 3

2006 Level of Performance: 2.2

Principle 1: Builds skills and capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement.

2010 Level of Performance: 3

2006 Level of Performance: 2.3

Analysis (Current Reality):

American Fork High School has several programs and regular trainings developed to encourage professional development and improvement; some of these programs include:

- *Monday Collaboration Meetings:* Monday Collaboration Meetings set aside time after school every week for teachers to meet together to train for one hour in new techniques, discuss best practices, and to align curriculum both vertically and across content areas.
- *Global Mentor Committee (GMC):* The GMC is a network of veteran teachers who observe, support, and encourage provisional teachers as the new teachers complete their required teaching portfolios based on the Utah State teaching standards. The program also pairs each new teacher with a mentor teacher within his/her department. Many new teachers share a preparation period with their mentor teacher to give additional support time between the pair. Over the past 3 years, nearly 52% of 62 teachers polled have been involved in the GMC.
- *Contracted Professional Development Days:* American Fork High School and the Alpine School District have three scheduled professional development days, both district and school directed. These professional development days are non-teaching, contract days where programs and workshops are given by professionals and experts to assist teachers in new programs, technologies, methods, and techniques typically directed to individual content areas.
- *Other Professional Development Opportunities, Trainings, and Programs:* Many teachers are regularly involved in updating their methods, techniques, and understanding of new technology by participating in various professional development programs and in-services throughout the year. Involvement in these programs is often highly supported, though budgets may not always afford every program or multiple participants. Some of these trainings include:
 - *Utah Test Item Pool Services (UTIPS) Training (Fall 2009)*
 - *COGNOS Training (Assistant Deans, Fall 2009)*
 - *PowerSchool/PowerGrade Training (Spring 2009)*
 - *Classroom Performance System (CPS) Training*
 - *Why Try Training (Lynn Anderson and Roland Woodland, fall 2009)*

Recommendations for Teacher Achievement:

- *More money allocated to professional development:* Many teachers are working very hard to keep up with current methods, techniques, and philosophies of teaching. There are many additional opportunities to be taken if school budgets could provide the support for

sending teachers to more training programs, and sending whole departments to trainings together.

- *More technology training:* Our focus group would like to see more teachers stay up to date with technology and see more teachers develop expertise in using that technology.
- *Flexible Collaboration Time:* Teachers would also like to see more flexibility and department-directed time during collaboration. Making collaboration time more flexible by giving the department deans more freedom with how they use collaboration time would allow department deans more opportunities to collaborate with other departments to map the curriculum and to share ideas across content areas. This time would provide practice time for teachers to implement the methods, technologies, and techniques on which they have been trained.

Progress:

The recommendation given to our committee was to continue efforts to align the curriculum vertically. We have improved through the allotment of Monday Collaboration time.

Departments split into content areas to discuss their curriculum and to adjust and manage what is being taught each year to avoid both repetition and gaps in a student's education. Many departments have even used this time to align their curriculum with our feeder junior highs so issues do not arise for students after the adjustment from junior high to high school.

Principle 2:Creates the conditions that support productive change and continuous improvement.

2010 Level of Performance: 3

2006 Level of Performance: 2.2

Analysis (Current Reality):

- American Fork High School is working to create conditions that support change and improvement through:
 - *New technology*
 - *Four student laptop carts*
 - *English Department laptop carts*
 - *Additional LCD projectors*
 - *Promethean Boards*
 - *Two CTE laptop carts*
 - *Faculty-Staff Communication*
 - *Monday Collaboration Meetings:* Department members meet together to discuss the needs of the group, to train, and to share best practices.
 - *Regular Staff Celebration Meetings:* Regular celebrations, where every staff member meets together, help develop staff relationships and encourage staff-wide communications.

- *Weekly Emails*: Staff members are informed, on a weekly basis, of the activities, programs, and schedules every week.
- *Implemented the Staff Advocacy Team*: Staff Advocacy Team members meet regularly to discuss the concerns, needs, and ideas to develop solutions and implement change.
- *School-Parent Communication*:
 - *Parent Participation in Monday Collaboration Meetings*: Parents are invited and encourage to participate regularly in Monday Collaboration meetings.
 - *Teacher WebPages*: Teachers have been encouraged to communicate with teachers and students through classroom webpages via websites, blogs, or wikis. Parents and students can link to these classroom pages through the AFHS website from home.
 - *School Community Council*: Staff, parents, and community members are encouraged to join regular meetings to learn and discuss changes, programs, and developments on AFHS campus.
 - *Good to Great*: Each staff member has been encouraged to read Jim Collins' *Good to Great and the Social Sectors*. The book has then been used as a tool to develop discussions on needs, progress, and changes within our school.

Recommendations for Teacher Achievement:

Overall, our committee feels that the school provides an atmosphere conducive to change and advancement, especially considering the limited financial resources available. In seeking for ways to continue a mindset of improvement, our focus group recommends the following changes:

- *Providing access to new and more technology*: Technology is a major factor in keeping teaching techniques contemporary. The school should provide more technology and making it available to more teachers will contribute to an atmosphere that allows for up-to-date teaching practices.
- *Informing teachers in where and how to acquire classroom funds and/or technology*: Teachers need training in grant writing and alternate sources of funding.
- *Updating School Web Page*: The school webpage should continually be updated to inform staff, students, parents, and the community in needs, and changes.
- *Parent Training*: Parents should be trained in how to use the online, school grade program, PowerSchool, and/or the upcoming program SkyWard.
- *Diversify the Content of Teacher and School Web Pages*: Include a wider variety of recognition and information to help teachers, students, parents and community members.

Progress:

Over the past few years, the environment at American Fork High School has become conducive to change and continuous improvement through:

- *Adding more/new technology:* AFHS has purchased laptop computer carts, both school-wide and English department, Promethean boards, and additional LCD projectors.
- *Continuing Monday Collaboration:* Having consistent collaboration meetings on Monday afternoons provides weekly opportunities for department and school wide change.
- *Increased Freedom in Self/Department Directed Time:* Though teachers request more freedom for self-directed collaboration time, there have been changes to make the collaboration meetings more focused on teacher needs.

Overall Progress since 2006 Report (Progress on Visiting Team’s 2006 Recommendations)

a) To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school’s goals for improvement?

The visiting team indicated in the 2006 report that American Fork High School had recently implemented “early out time for professional learning,” and indicated a staff focus “on aligning the curriculum so that gaps and repetitions in the curriculum” could be identified.

This progress has continued to improve and develop through the current school year, thus we gave ourselves an improved score of a 3, up from the 2006 score of 2.3. Over the past 3 years, especially during the current school year, the school administration has focused on adjusting the allotted early out time to teacher-driven agendas. This teacher-driven time has created an environment that allows teachers to work on developing curriculum vertically within departments. As part of this time allocation, teachers have been asked to visit with neighboring schools, including the feeder junior highs, to establish a system that reflects the positive aspects of nearby schools, as well as aligning the curriculum with the lower grades.

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

The visiting team indicated in the 2006 report that the American Fork High School “administrative team is very supportive of the work and expertise of the teaching staff,” mentioning the school’s time allocation for collaboration, implementing data driven programs, professional learning, and dedication to student needs.

We feel like the positive aspects seen in the 2006 report have only developed into deeper strengths, thus we gave ourselves at a 3, up from the previous 2.2. The creation of faculty collaboration groups like ARC and the Staff Advocacy Team, in addition to early out collaboration time, reflects the school’s dedication to working toward positive change. These groups meet together regularly to discuss programs, issues, and changes in the school.

Most recently, the administration has included the challenge of having each faculty and staff member read Jim Collins’ *Good to Great and the Social Sectors*, a book illustrating strategies in analyzing progress and improvement within our school. This book has then been used to

develop discussion on school progress, as well as to identify needs and to address them with collaborative solutions.

FOCUS GROUP REPORT 2010

Quality Assessment Systems

Focus Group Guiding Questions

1. Do we fully understand the research and language on which our rubric is based?

Yes.

2. Are we in agreement as to what each component of the rubric means?

Yes.

3. How does our focus group and analysis connect with the work of the other six focus areas?

Assessment is the measurement of learning, progress, and understanding. It is the tool to measure the outcomes of the following Focus Groups: Curriculum Development, Quality Instructional Design, and Culture of Continuous Improvement and Learning.

4. What data do we need to collect in order to do a thoughtful analysis of our organization?

We need to find any evidences that the recommendations made by the accreditation visiting team have led to changes, training, or implementations in our departments or faculty.

5. What data collection tools do we need to create?

We prepared a departmental survey based on the visiting team's recommendations.

6. What compelling data or evidence have we collected to validate our analysis?

The departmental survey was completed with 100% retrieval from all departments. The findings of this survey were published in our Assessment Focus Group Follow-up Report.

7. What are the existing strengths of our school as a result of our analysis?

A strength that has emerged, as pointed out in the Assessment Focus Group Follow-up Report, is the sharing of common assessments and rubrics in our departments. Teachers also have improved communication with students about performance standards and expectations, over what concepts the students were to be assessed, and by what methods they were to be assessed. In several departments, rubrics are shared with the students, or used by the students for self-assessment.

8. What are the potential areas for growth based on our analysis?

One thing our survey showed was a desire by many of the departments to have further faculty training on new and varied assessment techniques, especially techniques using emerging technology or computers.

Assessment Focus Group

Timo Mostert - Group Leader
Monte Dodge (Mathematics)
Catelyn Alder (English)
Russ Caldwell (Financial Lit/Computer Science)
Brenda Casper ((Drivers Educ./CTE)
David Collier (Mathematics)
Susan Lee (English)
Mallory Schott (Social Studies)
Doug Wagstaff (Social Studies)
Tracy Warby (Performing Arts)
Emily Young (Special Educ.)

Principle/Level of Performance Summary

Principle 1:Assessments of student learning are based on clearly articulated and appropriate expectations for student achievement.

Level of Performance: 3 (2006) 4 (2010)

Analysis:Nine out of 10 departments currently use rubrics as a way to clarify performance standards to students. These rubrics are created in department collaboration and are based on State Core Standards. The rubrics are explicitly explained to students prior to related assignments and assessments. Due to the unique nature of the Counseling Department, they communicate standards through small group presentations, individual and group SEOPs, and parent communication through letters and phone calls, rather than rubrics.

Recommendations

- Teachers need to better communicate with and emphasize to students curriculum, core, and standardized assessment content continually.
- Teachers should be encouraged to use more visual and verbal reminders of assignments and deadlines.
- Teachers should be encouraged to communicate best models, practices, and rubrics to students for specific assignments/assessments before their due dates.
- Give new teachers copies of exemplary open disclosures to model.

Progress:Using rubrics, as well as sharing rubrics between teachers and with students, has been a major point of emphasis in teacher training and collaboration over the last few years. New teachers are given a packet containing exemplary open disclosures to model.

Principle 2: Assessments of student learning are developed to serve clearly articulated purposes and the information needs of specific users.

Level of Performance:2 (2006) 2.5 (2010)

Analysis:100% of the departments use rubrics to better inform students the achievements that are expected. All teachers use their disclosure statements to clarify what students are expected to know and do within the class. Of the 73 full-time faculty members, 25 have these posted on class websites. The Science Department uses former student examples to show what they expect for one specific assignment. Six out of 10 departments mentioned the core as a great way to tell the students what is expected.

Recommendations:

- Include in teacher training sessions lessons on analyzing both classroom assessment and standardized testing results to improve teaching and assessment tools and practices.
- Include in teacher training sessions lessons on how to teach students study skills and implement these practices into the classroom.
- Include in teacher training sessions lessons on how to teach students the use of feedback to increase learning and improve success on consequent assessments and implement these practices into the classroom.
- Include in teacher training sessions lessons on how to teach students long-term retention strategies to improve assessment outcomes and implement these practices into the classroom.

Progress:There is a desire by many departments for more training in ways to improve teaching based on assessment results. Since only approximately a third of the teaching staff have class webpages in use for the dissemination of classroom procedures, expectations, course outlines, etc., this is an area that needs more training and implementation at AFHS.

Principle 3: Assessments of student learning are developed using a method that can accurately reflect the intended performance standards and serve the intended purpose.

Level of Performance:3 (2006) 3.5 (2010)

Analysis:Departmental collaboration time has allowed teachers to share assessment techniques. All departments stated that they developed and shared new assessment techniques, formal and informal, during their collaboration meetings. New technology has brought about several assessment techniques that are being implemented and shared in several departments including electronic clickers (classroom performance system), computer

testing, electronic submission for assignments, movie projects, and other multi-media presentations.

Recommendations for Student Achievement:

- Include in teacher training sessions lessons on using multiple assessment techniques based on the type of learning to be assessed.
- Have teachers use collaboration time to share assessment techniques and models with their colleagues.

Progress:The sharing of assessments and assessment techniques has been another major emphasis the past few years during departmental collaboration time. Many departments are interested in securing new technology and being trained on it for assessment purposes.

Principle 4:The student learning assessment system provides the collection of a comprehensive and representative sample of student performance that is sufficient in scope to permit confident conclusions about student achievement and yield generalizable results.

Level of Performance: 2.5 (2006) 3 (2010)

Analysis: All departments at American Fork High School reported that they received multiple assessment technique training and/or sharing. Seven of the ten departments specified training at the district professional development days; however, all departments specified that their multiple assessment training took place at one or more of the following settings; District Professional Development Day, Department Collaboration Time, District Content Days, and Content Area Sharing. Content area sharing occurs within our school and throughout the district between individual teachers. All departments at AFHS report that multiple assessment training is desired and that they are encouraged to use and share multiple assessment techniques.

Recommendations:

- Include in teacher training sessions lessons on assessment development practices that cover the full range of knowledge and skills to be assessed.

Progress:Although much training has occurred over the past 3 years in this area, departments still desire more training in this aspect.

Principle 5: Assessments are designed, developed and used in a fair and equitable manner that eliminates bias or distortion which might interfere with the accuracy of results.

Level of Performance:3 (2006) 4 (2010)

Analysis:Based on the recommendations in the Assessment Focus Group's 2006 report, much has been done at AFHS with rubrics. Rubric development training has been done during Professional Development Days, during Department Collaboration Time, and in district content

days. All of the departments have implemented rubrics. The survey showed that 7 of the 10 departments had the same subject taught by multiple teachers and that 100% of those departments presented evidence of sharing common rubrics where common assessments were developed for those classes. Six of the 10 departments have specific, shared rubrics for essay and writing assignments.

Recommendations:

- Include rubric building as a topic in teacher training meetings.
- Use collaboration time for the production of assessments to ensure greater uniformity of assessment of a curriculum taught by multiple teachers.
- Use collaboration time for the production of class and departmental rubrics to promote uniformity in grading practices.
- Standardize desired curricular outcomes and assessment practices for common courses by allowing more departmental meeting time with our feeder junior high school to work on vertical teaming.

Progress: Departmental collaboration has greatly increased assessment sharing and rubric building and sharing. Vertical teaming in-school and with the junior high schools is on-going. Junior high schools are now beginning to vertical team with their feeder elementary schools.

FOCUS GROUP REPORT 2010

Leadership for School Improvement

Focus Group Guiding Questions

1. **Do we all fully understand the research and language on which our rubric is based?**
 - Yes
2. **Are we in agreement as to what each component of the rubric means?**
 - Yes
3. **How does our focus group and analysis connect with the work of the other six focus areas?**
 - Our group connects to the other focus groups because leadership has a “from the top-down” influence on all aspects of our school.
4. **What data do we need to collect in order to do a thoughtful analysis of our organization?**
 - We felt as a group that we needed to collect the following:
 - Common current student data (grades and attendance) because it is immediately relevant, to our goals, to leadership, and to the school as a whole.
 - Common historical student data (historical grades and attendance) because they allow us to assess and measure improvement and to evaluate if our efforts for change are showing positive outcomes.
 - Common standardized assessments (CRT, ACT, AP, UBSCT, DRP, and CTE Competency Tests) to analyze data more specifically by subject areas and to assess our action plans.
5. **What data collection tools do we need to create?**
 - We felt that no new collection tools were needed, However:
 - We felt that Cognos was our most valuable data source.
 - We also felt the departmental self-assessment tools using common rubrics generated useful data.

6. What compelling data or evidence have we collected to validate our analysis?

- The data showing improved attendance, higher GPA's, higher AP pass rates, improved CTE competency test rates, as well as improved UBSCCT pass rates validate our analysis.

7. What are the existing strengths of our school as a result of our analysis?

- The following are our greatest strengths as of 2009:
 - Student recognition has continued to increase, and we feel that students are rewarded for excelling and effort.
 - Creation of the Data Specialist position has greatly improved all stakeholders' access and understanding of available data.
 - The effective use of the schools collaboration time has become one of our greatest strengths because it is valued and utilized by the faculty.

8. What are the potential areas for growth based on our analysis?

- We can always improve communication among all stakeholders.
- We have many leadership entities and opportunities but can do a better job at giving them a voice.
- Train ALL teachers how to use, analyze and manipulate data from Cognos (not only a selected few) and do so every year for individual needs/subject areas.

Group Members

Clark Bayles (Focus Group Leader)
 Jared Ingersol
 Rachel McFarland
 Jake Anderson
 Joseph Atwood
 Summer Carnagey
 Kiersten Holt
 Jenny Nehring
 Michelle Ormond
 Eric Spencer
 Mary Westover

Department

Counseling
 PE
 Foreign Language
 CTE
 Social Studies
 Special Education
 Social Studies
 Math
 Science
 Business
 English

Principle / Level of Performance Summary

Principle 1: Promotes quality instruction by fostering an academic learning climate and actively supporting teaching and learning.

Level of Performance: (2006) 2

(2010) 3

Analysis:

AFHS provides quality instruction and has an academic focus. Teachers are qualified and professional. The teachers and students at AFHS have high expectations and standards of achievement. Enforcing academic and attendance standards on participation in extracurricular activities evidences this standard. The teachers at AFHS participate in horizontal alignment with other teachers through collaboration in an effort to ensure outcome consistency among the same courses. The focus among the faculty and perpetuated to the student body is that school comes first. Student academic recognition is accomplished through many channels such as Academic Letter and Pins, the Sterling Scholar Program, the Renaissance Assemblies, Keys To Success, and the Student-of-the-Month Program.

Recommendations:

- All students' accomplishments, from football to debate to academic achievers need to be given equal recognition.
- Recognition could be equalized through cross activity support. This support needs to come from coaches and advisors and supported by the students themselves.
- Administrators should drop in on classes more frequently.
- To better support teaching and learning, ARC needs to analyze and interpret data to see who is learning, who is not learning, and why.

Progress:

- Through the creation of the GMC, we have been better able to support new and provisional teachers.
- The Keys to Success program (Ken Garff) was implemented in 2005 and has served in motivating all students and teachers.
- Pep assemblies have recognized the importance of our club and academic successes. KAVE TV has also taken a more active role in helping students be aware of our successes as a school.

Principle 2: Develops school-wide plans for improvement focused on student learning.**Level of Performance:(2006) 1****(2010) 3****Analysis:**

American Fork High School's mission statement is *LIVE* (Learn, Inspire, Value, Empower). AFHS's action plans (Writing, Technology, and Attendance) have helped to improve student learning. These initiatives give teachers, parents and students a focus and understanding of what American Fork High School is trying to accomplish. Our attendance policy of three or more absences/tardies, that was created five years ago, has helped to increase student GPA's as well improving overall attendance. Skyward is being implemented for the 2010-11 school year to assist in a clearer visual of student information. This will increase the ease and accuracy of our technical communication. Additionally, our new bell schedule will incorporate flextime for student remediation.

Recommendations:

- Communication between parents and teachers can always be improved. The upgrade to Skyward should help facilitate this, as well as a continued effort for teachers to create websites and use technology to improve communications with our stakeholders.
- Recognition for all student populations can be improved.
- A continued effort toward uniform outcome, i.e. the same class will produce the same results from teacher to teacher, especially with pre-requisite classes.
- Continued effort on the part of all teachers to enter grades and attendance in a timely manner.
- ARC needs to continue to analyze and interpret data.

Progress:

- The school attendance policy has been improved, with stricter requirements but rewards for better attendance. The new policy also provides the opportunity of correcting attendance through attendance school for those with excessive absences and/or tardiness.
- Skyward will provide access for parents to more closely track student's graduation progress.
- Flextime in next year's bell schedule will provide students with additional opportunities for remediation and make-up.
- The school website has been redone for better parent/student/teacher communication.

Principle 3: Employs effective decision making that is data-driven, research based, and collaborative.**Level of Performance: (2006) 2****(2010) 3*****Analysis:***

Teachers are obtaining more disaggregated data and analyzing it to know how well their students have learned. This allows for better discussion on how a low-performing student can improve. Our Data Specialist has made the use of data easier and more available to the faculty. Collaboration time in teacher's schedules has proven effective for discussing student improvement.

Recommendations:

- The Student Assistance Teams (SAT's) need to be more proactive and information about these students disseminated to the teachers of tracked students.
- Teachers need to look at more data and analyze it in order to implement strategies to improve student scores.
- Teachers need to continue to collaborate to accomplish all of the above.
- It would be helpful to schedule same subject prep periods allowing for more collaboration time.

Progress:

- The school data specialist position has been very helpful in training teachers in the interpretation and use of data.
- Use of collaboration time has improved to be more effective in discussing student achievement and establishing intradepartmental goals (horizontal alignment).
- Teachers are analyzing disaggregated data more often to discover who is learning, who is not learning, and why.

Principle 4:Monitors progress in improving student achievement and instructional effectiveness through a comprehensive assortment system and continuous reflection.

Level of Performance:(2006) 1.5 (2010) 3

Analysis:

American Fork High School monitors student progress in achieving the essential knowledge and skills for learning. AFHS also uses student assessment and evaluation information to calculate student learning. Information is collected from grades, attendance, CRT's, and other standardized assessments. This information has been better utilized and disseminated with the addition of the Data Specialist position. The creation of ARC to better analyze data will also help with this process.

Recommendations:

- Cognos trainings for faculty and relevant staff members.
- The SAT (Student Assistant Teams) can still be more proactive and share information with the faculty who may have one of their students in class.

Progress:

- The addition of the GMC (new teacher mentoring) has provided resources for new teachers to improve teaching and connect with experienced teachers.
- The creation of SAT (Student Assistant Teams) has helped to monitor and track those students that may become "at risk" or who need additional support and mentoring.

Principle 5:Provides skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, efficient and effective learning environment.

Level of Performance:(2006) 1 (2010) 5

Analysis:

Management of the organization's operations and resources provide a safe and effective learning environment. The implementation of programs to improve school safety and learning include such things as:

- Staff Advocacy Team
- School Community Council

- Surveillance cameras on school property
- Grief Counseling Group
- Trackers
- BSCT remediation classes
- ACT, PSAT, and AP test preparation classes
- tutoring by the Gear-Up Grant for economically disadvantaged students
- After-school math tutoring labs
- Extended school year, East Shore, and Electronic High School
- Study Skills class
- Remediation in reading and writing skills offered in semester Communication courses

Recommendations:

- Ensure all faculty, staff, and students are aware of emergency procedures.
- Additional leadership opportunities could be added from various student organizations to allow more students to have a voice and input. These could include NHS, INTERACT, HOPE Squad, Latinos In Action Club; and programs such as Band, Drama, and athletics.

Improvements:

- Recent steps have been made by AFHS by implementing an after-school speed reading class to help students who would like to improve reading efficiency and comprehension.
- We have re-keyed our entire school to create a safer school with less keys floating around. Our head custodian, Frank Pulley, has done an incredible job with building maintenance; the school has never been in better shape.
- We have increased our counselor to student ratio.
- We have a great relationship with our local police department through our SRO (student resource officer).
- We conduct periodic drills for fire and lock down emergencies.
- Additional leadership on multiple levels has been implemented into the school structure including: House of Representatives, a specific Leadership class, and other clubs and organizations.

Overall Progress since 2006 Report (Progress on Visiting Team's 2006 Recommendations)

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?

The Visiting Team believes that important steps have been taken toward a more academic focus in all school areas. The English Department has placed an emphasis on the reading and writing process, and it is a major area emphasis of the school goals. Students are required in their sophomore year to spend a great deal of time studying English grammar. However, the

school leadership team should be careful to consider not only the needs of struggling students, but also of those who have already achieved a higher level of proficiency.

AFHS has increased its advanced English offerings with two choices for AP English credit as well as concurrent enrollment (college credit) options for qualifying students. AFHS has also added Math Enrichment classes to help students who are struggling as well as those who plan on continuing with higher math and want the additional support to prepare.

b) To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?

The school leadership team has initiated a process of self-evaluation of the organizational and instructional effectiveness of the school with regard to the desired results for student learning.

The profile needs to better reflect the individual populations of students in the school by further disaggregating available data. Decisions need to be made regarding which data is the most useful for understanding the organizational and instructional needs of American Fork High School.

The collection of data must be done by using both formal and informal observation tools. Many times we overlook the value of teacher observations in the classroom of indicators such as the number of students on task, the number of higher-order questions used in a given lesson, or the use of operational objectives in the classroom to guide the teaching and learning experience.

There is still a need to more frequently and effectively share data among departments and individual teachers. This will improve collegiality among faculty members and facilitate a more informed decision-making process for student achievement.

All the departments at AFHS have developed self-assessment tools, using a common assessment rubric. This self-evaluation process has enabled them to take a closer look at how they are performing according to their established goals, as well as helping new teachers improve and develop their teaching skills. With the data available through Cognos, we are better able to disaggregate data by specific populations. This has helped teachers, counselors, and administration identify student populations that may need additional support. The collaboration time has also aided in the evaluation and dissemination of data among departments and helps all members to be more perspicacious in our planning of curriculum or interventions.

c) To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?

The Visiting Team believes that the administration has taken initial steps to monitor student achievement. However, there is a need to have a set of common rubrics and common assessment tools that would facilitate the self-study process. An effective method to do this is to adopt and implement the NSSE benchmarks, protocols, rubrics, and assessment tools to have a sharper view of the teaching and learning process. The faculty is able to dedicate time

to the continuous reflection of the school improvement process by having an early out day every Monday of the school year. When the faculty and staff can spend time together looking at data, measuring progress, and adapting instructional and organizational practices to the needs of the students, student learning occurs.

Collaboration time used each week has made time for continuous reflection upon the effectiveness of the school DRSL's. In addition, the collaboration time can be used to address the Alpine School District's "Four Questions". When these questions are addressed and answered, it allows us to better identify weaknesses and strengths.

d) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?

The students, parents, faculty, and staff of American Fork High School agree that the new administration has been able to foster a more positive atmosphere conducive to a more safe, efficient, and effective learning environment. The administrative team is working on a balance between the stakeholders who drive the school improvement process and the administration to provide strong leadership, a sense of direction, security, and clear expectations.

AFHS has increased safety in many ways including but not limited to the implementation of the School Tip Line, a resource for all stakeholders to send anonymous tips about problems or potential problems to school authorities and administration. The Counseling Department conducts many classroom presentations concerning resiliency (suicide prevention) and Internet safety. The Health classes address cyber bullying as well as some additional technology safety such as phone use and cyber communications. AFHS additionally conducts periodic fire drills, as well as lock down procedure drills. The administrator over school safety also attends periodic collaborative meetings with local Fire Department officials and law enforcement. There is planned additional analysis of safety procedures and drill results to identify weaknesses in the system or procedure to further improve the safety of our school.

e) To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?

The new administration has made an effort to allocate resources to the most critical areas of need, such as technology, providing mobile computer labs, and LCD projectors for the classrooms. The Visiting Team observed the prompt response of the administration to requests from students, patrons, and faculty members to improve the allocation of resources. Students will have access to a writing lab in the career center that will be open daily until four p.m.

The administration has continued its vigilance to provide resources to the teachers in order to help the faculty/staff be effective. Additional portable computer labs have been added to the school resources, as well as additional LCD projectors. In addition, some teachers are also using

Smart Boards in their classroom instruction. New faculty is immediately supplied with the computers or access to computers that they need. Both the Media Center and the Commons/Cafeteria areas have LCD projectors that allow for large group presentations. Students also have access to ACT prep classes and a new speed-reading class.

f) To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

The school leadership team has become more proactive in encouraging all stakeholders to be part of a unified effort to improve student achievement. Inviting the different stakeholders to be involved in a discussion of instructional and organizational effectiveness at American Fork High School will provide additional opportunities for stakeholders to gain ownership of the student learning process.

The School Community Council has been very involved in the evaluation process as well as being involved with discussions on the effectiveness of AFHS instruction and learning. The SAT (Student Assistant Teams), the ambassadors, and the collaborative groups have all added to the overall “team” decision making and thought processes. Additional leadership opportunities/entities also allow for an increase in stakeholder input. The ARC, House of Representatives, Leadership Class, FFA Leadership, Faculty Assistance Team, and other leadership councils have provided additional input into the management and decision making process.

FOCUS GROUP REPORT 2010

Mission, Vision, and Beliefs

- 1. Do we all fully understand the research and language on which our rubric is based?**
 - Yes. Our group believes that a few phrases are vague, for example: we are unsure of what an “operational level of implementation” means for our Mission, Vision, and Beliefs group.

- 2. Are we in agreement as to what each component of the rubric means?**
 - Yes. Our group has come to an agreement on what each component means for us, and we have come to an agreement on what we will interpret the language to mean. For example, we have decided that an “operational level of implementation” means that all stakeholders are involved in the creating and executing the mission, visions, and goals of our school.

- 3. How does our focus group and analysis connect with the work of the other six focus areas?**
 - Our group connects to the other focus groups because everything is contingent on following our vision and purpose.
 - All teachers have personal and classroom mission statements that they uphold in their classrooms.

- 4. What data do we need to collect in order to do a thoughtful analysis of our organization?**
 - A survey to determine if students are aware of the mission statement.
 - A sample survey from all stakeholders to make sure that our vision is supported.

- 5. What data collection tools do we need to create?**
 - Surveys

- 6. What compelling data or evidence have we collected to validate our analysis?**
 - We polled teachers to determine the number of classrooms that display a LIVE poster. All teachers were given posters the first year of this mission statement, and we now have nearly 100% of the current staff displaying the mission statement posters in their classrooms or offices.

- 7. What are the existing strengths of our school as a result of our analysis?**
 - We are aligning resources to support our mission, vision, and goals.

Principle 1:Facilitates a collaborative process to build a shared vision.

Level of Performance: (2006) 1.5 (2010) 2.5

Analysis:

American Fork High School’s mission and belief statements (the LIVE acronym-Learning provides Inspiration, shapes Values, Empowers individuals) are the direct result of inservice meetings and early-out Mondays held during the 2008-2009 school year where all teachers and faculty had input contributing to the early stages of their development. The role of students and parents in this process was again limited—similar to the 2004-2005 year. We have polled the staff to try to ensure that all classrooms display the LIVE posters in order to include the students as active participants in upholding the mission of our school. Nearly 100% of the current staff are displaying their LIVE posters. Currently, we have an Accreditation Review Committee that meets to discuss the ways that our school can improve and to create a new mission statement. Our group is also planning to include all stakeholders in the implementing of a new mission statement. We will use Kave TV, annual stakeholder reports, quarterly parent newsletters, School Community Council, and the school website to help all stakeholders be involved.

Recommendations:

Mission Statement posters were created and most teachers display them. All teachers must display them. Teachers should include the Mission, Vision, and Values on their disclosure documents and/or Web sites. This focus group recognizes the need to include additional stakeholders in this process as we refine the mission and belief statements.

Progress:

- Formation of the Accreditation Review Committee
- The plan of action for disseminating the new mission statement
- All teachers displaying the LIVE posters

Principle 2:Develops and effectively communicates a shared vision, beliefs, and mission that define a compelling purpose and direction for the school.

Level of Performance: (2006) 2 (2010) 3

Analysis:

Parent newsletters are sent quarterly. A Stakeholder’s Report is sent annually to all stakeholders. AFHS homepage has Mission, Vision, Beliefs statements. Faculty Senate and student House of Representatives were created in 2006-2007 to include more student voice, participation and shared knowledge. The re-development of the mission statement and beliefs has been at the forefront of professional development in 2009-2010. We are in the process of having all staff members read the book “Good to Great” so we can all contribute to the creation of a new mission statement.

Recommendations:

This focus group will continue to disseminate information among all stakeholder groups. Marketing the mission, vision, beliefs, DRSLs to our stakeholders will continue to help us use the same language.

Progress:

- Formation of the Faculty Senate (Faculty Assistance Team)
- Formation of the student House of Representatives
- More professional development time spent on understanding the mission statement

Principle 3: Defines measurable goals focused on student learning.

Level of Performance: (2006) 2.5 (2010) 3

Analysis:

American Fork High School's goals are focused on its priorities for improving student learning. Departments are improving their efforts to create measurable, common assessments that are reasonably attainable. Each department meets at least twice per school year with the corresponding department from our "feeder" junior highs and middle schools.

Recommendations:

While departments are collaborating toward quantifiable ends (based on quality student learning), there is still a need to do two things: (1) work collaboratively amongst departments, (2) work more deliberately with all stakeholders.

Progress:

- More frequent meetings between junior high and high school teachers
- Increased common assessments

Overall progress since 2006 Report (Progress on Visiting Team's 2006 Recommendations)

a. To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?

The visiting team encourages the beliefs about student learning to be developed.

The school mission statement was refined and displayed in classrooms. American Fork High School believes that Learning provides Inspiration, shapes Values, Empowers individuals (LIVE).

b. To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?

The visiting team encourages belief statements to be developed.

American Fork High School's mission statement has been developed and focuses on student learning and the direct results that come from learning. Each department spent time during

2008-2009 defining their mission, vision, values, beliefs, and goals. From individual department MVVB, teachers met during the summer of 2009 and developed school-wide belief statements.

c. To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?

The visiting team notices that American Fork High School's mission statement is closely tied to its DRSLs.

American Fork High School has focused on answering this question: What essential qualities and skills will allow our students to graduate and serve them best beyond graduation? We have kept this as our focus when discussing the possibility of any changes to our mission statement to reflect our current reality.

FOCUS GROUP REPORT 2010

Community Building

Focus Group Guiding Questions

1. **Do we all fully understand the research and language on which our rubric is based?**

Yes

2. **Are we in agreement as to what each component of the rubric means? Yes.**

3. **How does our focus group and analysis connect with the work of the other six focus areas?**

Intrinsically our group connects by virtue of our group, the Community Building Focus Group. Our findings are based on what the community, both internal and external, both within and outside of the other focus groups and departments, has found in their data. We are very connected and vested in the other focus groups and departments at American Fork High School.

4. **What data do we need to collect in order to do a thoughtful analysis of our organization?**

We felt as a group that we needed to collect the following:

- A sample survey from all stakeholders to make sure that our vision is supported. Once efforts have been made in community building we will take an end survey to see how productive the effort to build has been. (Please note: An initial survey was taken in 2006. We'd like to follow that up with the same survey in 2011.)
- A collaborative meeting comprised of school community key players was held to discuss community building progress. (Key players include representation from a variety of AFHS departments.)
- A survey to determine how all the stakeholders are participating in both the internal and external "community" is yet to be completed and will be included in the 2012 final report.

5. **What data collection tools do we need to create?**

We felt the following collection tools needed to be utilized:

- Surveys
- Analysis of departmental and focus group collaboration meetings

6. What compelling data or evidence have we collected to validate our analysis?

The data from our survey results has been the biggest factor in the validation of our analysis. We have also extracted data from departmental and focus group collaboration time.

7. What are the existing strengths of our school as a result of our analysis?

The following are our greatest strengths as of 2010:

- We continue to lead with a strong and loyal community (both inside school and in the community at large).
- We have made strides in the inclusion of various demographics of students to promote individualized student performance.
- We are a proactive and mobile community that is willing to take a hard look at deficits and make necessary changes toward improvement.

8. What are the potential areas for growth based on our analysis?

- We need to inform all stakeholders about the positive strides we make as a school community. In other words, we need forums and formats to get information to other departments in the school and to the community at large.
- We need to be more proactive and efficient about parent participation.
- We need to make sure that collaboration and celebration time is used to stress teacher performance to directly impact student performance.

Focus Group: Community Building 2010 Status Report

<u>Group Members</u>	<u>Department</u>
Wendy Frazier	English/CTE (Focus Group Leader)
Becky Bailey	Science/CTE
Steve Garlick	World Language
Davis Knight	Social Studies
Chandra Luke	CTE
John Miller	Performing Arts
Leilani Sheen	English
Laura Rowley	Visual Arts
Chad Seely	World Language
Shelley Selytina	English
Shaunna Smith	Performing Arts

Principle / Level of Performance Summary

Principle 1: The school establishes positive and productive working relationships among students, teachers, support staff, and administrators. There is strong evidence of the effectiveness of the work of the school's stakeholders as a learning community.

Level of Performance: (2006) 2.6 (2010) 3.3

Analysis: Many faculty members have expressed the desire to slow down and let individuals take some time to follow through with the community building needs previously identified. Students reported in the 2006 survey that communication with teachers, counselors, and fellow students is good or higher than average. However, they report that communication with administration and support staff as less than average. Clearly, the motion of the group was to focus on building strong communities by building morale (such as pep rallies, school spirit). Bingham High School was suggested as a model of building and maintaining school spirit and morale. We have made strides towards improvement, but we still have room for improvement. Balancing involvement/power can be tricky. To feel involved, it was recommended that everyone contribute to the "power structure" and feel like a contributing stakeholder. Administration is certainly working to be more aligned and balanced with faculty/staff.

Recommendations:

- Infrequent collaboration and communication with administration and other departments
 - Monday collaboration meetings have contributed substantially to the betterment and development of collaboration and communication with the administration.
- Negative or neutral working relationships with others
 - Hourly employees may not feel connected to the faculty/staff team because of limited opportunity to meet/greet/interact with full-time faculty and staff.
 - Getting to know faculty and staff across departments can be difficult. Faculty groups tend to work in limited work groups and seldom move out of those groups in an effort to collaborate outside of those comfort zones.
 - It was recommended that we initiate a team building plan that includes "getting to know" faculty members on a more personal basis to create understanding/tolerance of not only personal but professional viewpoints. It's helpful to know and connect with what other teachers are doing so that as a faculty we are informed and knowledgeable about what is happening in our school community.
 - The question was presented, "How do we move to an interested/involved mindset with the whole faculty and staff." Suggestions included:
 - Good news moments via e-mails
 - A unifying activity, help from the alumni

- Team building on collaboration Monday
 - We'd like to strive for the same "togetherness" that the alumni of the old days felt.
- Little understanding/concern from others regarding personal needs/roles and how they connect with others' needs/roles.
 - Recommendation: Initiate a public relations initiative that invites sports groups, clubs, student government, etc. to share calendars so that, for example, sports teams can go to music events and art groups can go to sports events, etc. Pass around an event calendar to promote sharing of information and allow for other groups to "participate" on activities/event outside the norm activity/event.
 - Send e-mails out from teachers or program directors for "moments" of greatness to validate programs or students.
- Inadequate time and discussion devoted to improving team functioning and/or service to students.
 - Community Building can sponsor an activity with a more personal touch to build trust and team.

Progress:

- Monday collaboration time has allowed the means to vertically and horizontally align teams.
- Every third Monday is a district-wide collaboration with like-minded educators, i.e., music teachers with music teachers, etc.
- Weekly and bi-weekly schedule updated from administration and communicated to faculty/staff to assist with broad communication across the faculty and staff.
- Substantial departmental improvement based on Monday collaboration time. More time is needed to work interdepartmentally (between departments). The suggestion was made to encourage the use the third Monday to work interdepartmentally.

Principle 2:The school's dedication to creating and supporting a learning environment for students that nurtures a sense of caring and belonging is evident in every facet of the work of the school.

Level of Performance: (2006) 2.75 (2010) 3

Analysis: Parent and student surveys from the 2006 report reveal a high degree of belonging and caring felt by students of American Fork High School. Parents overwhelmingly report the treatment of their students as "good" or "excellent" by faculty, staff, and other students. Paradoxically, almost all of the parents strongly report wanting "more parental involvement in the high school", but only 22% report active volunteering at the school.

Recommendations:

- Encourage more parental involvement in their students' education and school participation.
 - Student and particularly parent awareness can foster more support for each student's academic pursuits.
 - Create an initiative to involve parents (if just to create more awareness) like teacher/class newsletters, etc.
 - Where is the transfer of student responsibility? We discussed the balance of student responsibility vs. having parents be responsible.
 - Put together parent involvement tips from AFHS and generally allow parents to be involved, specifically in course work.
 - Communicate parental social expectations such as high school involvement, checking the school website for information, following-up on students to make sure they've completed assignments, etc.
 - Allow parents to be involved in student progress and be made aware of required assignments.
 - Foster more support for student-to-student interaction.
 - Gather research of current student-to-student interactions (peer tutors, sports council, SBOs, homework center, parent tutors, sophomore orientation, and National Honor Society, etc.) We decided to produce a student survey to more accurately assess what students think about student-to-student interaction.
- Foster more support for recognition. Find out what teachers and the school are doing to recognize students.
 - Find public donors that can fund more recognition programs and/or student involvement programs.
 - Classroom teachers can assign more personal, more community oriented assignments that tie students to the school-wide community and to the community at large. More assignments about personal experience, about family experience, and about how I connect to the community experiences would be helpful.
 - Create groups within departments (i.e., English, Social Science, etc.) that can recommend students for recognition.
 - Create a parent committee that is empowered to recommend students for recognition.
- Continue to communicate to parents with curricular and extra-curricular opportunities by providing them information at the school and teacher websites.
- Allow parents to be involved in student progress and assignments by increased use of technology.
- Expand our donor base of public donors that help fund and recognize programs.

Progress:

- From the school's perspective, there has been a great desire to make the "academic pin (letter)" as important as an athletic letter.
- The departmental "students of the month", announcements about academics, individual department recognitions, and sports' accomplishments have helped students feel a greater sense of belonging.
- In an effort to unite, we have developed a new school logo as well as departmental logos, which decorate team attire and are worn proudly by students.
- Formally organized booster groups assist, support and advocate for our performing programs.
- Some organizations are using newer, online technologies to regularly inform and update parents about their updates and happenings.

Principle 3: Extensive support is provided to establish collaborative and interdependent teams to achieve the school's goals.

Level of Performance: (2006) 2.4 (2010) 2.9

Analysis: We have fewer professional days this year (2009-10) so we have less time outside of departments to meet and collaborate. We are creatively striving to use the time we have (Monday early out) to work productively to meet our school's goals.

Recommendations:

- We still need to create an opportunity for teachers to see other professionals, i.e., observations, host "experts" in education lectures for faculty, etc.
- Look for more ways to provide meaningful collaboration among teachers, students, and parents.
- Collaboration time should focus on improved student performance.
- Schedule, encourage, promote, and increase the use of collaborative time to explore relationships, methods, practices, ideas, outside of departments, focus groups, and schools.
 - Teachers make miracles happen with the time and amount of money we have to work with. Teachers are always being asked to do more with less. It is in this vein that we discussed investing additional funds for the explicit purpose of team building.
- Build stronger ties with businesses, professionals, colleges, and universities.
 - Yes, we can always use more community-at-large support. We, as teachers, find community opportunities (Sundance Film Festival, Topaz, Body World exhibit, Thanksgiving Point concerts, American Fork Police Department writing class, BYU/UVU science lab use for students, internships, and guest speakers), but we need to forge stronger and inter-discipline community connections particularly in the area of fundraising.

- Create an opportunity for teachers to see other professionals. Host “experts” in education lectures for faculty.

Progress:

- There has been good progress in this area. However, more needs to be done in individual departments, particularly with a globalized rubric. There is little time on early out days for the sharing of teaching strategies in the school community at large.
- We do have a monthly celebration on an early out day that allows us to honor individuals and group accomplishments. It also allows us to take time to get to know each other better as colleagues outside our various departments.
- There are often members of the community who celebrate with us such as the Ken Garff group or the George Durrant group.
- We have continued to build stronger ties with businesses, professionals, colleges, and universities. A good example of the progress of community support was in the recent undertaking of sending the Band to Grand Nationals. Money was raised in a very short period of time, and plans were implemented to have them travel, compete and earn high recognition there.
- Businesses continue to support the Athletic Department by offering money for travel to California. Funds have also been provided for the weight room and for a banquet for 300 football players and parents at the end of the season.
- The community supports the Drama Department in the school productions by assisting with advertising.
- We continue to have a career day and a college fair for seniors in the fall. Guest speakers and professionals come educate the students on career and college options.
- We, as teachers, find community opportunities such as the Sundance Film festival, Topaz, Body World exhibit, Thanksgiving Point concerts, AFD writing class, BYU/UVU science lab use for students, internships, and guest speakers.
- We continue to forge stronger and inter-discipline community connections particularly in the area of fundraising. The community was involved in remodeling the gym as the school sold rights to seating.
- The PTSA, counselors, and school community rallied in recent years to help students deal with such issues as addiction and suicide prevention by implementing the NAMI (National Association for Mental Illness) lectures several times a year.

Principle 4: The school activity engages parents and families as partners in the learning process through a variety of programs, resources, and instructional materials.

Level of Performance: (2006) 2.5 (2010) 3.3

Analysis: Parent involvement in student educational experiences at American Fork High School is high in desire (80%) but lower in actual participation (22%). Furthermore, the school handbook is made available to parents and students, outlining rules and regulations along with

policies and guidelines for the school. Over 54% of parents indicate they would be willing to help or volunteer. Although 82% of parents report communication with teachers as average or good, 58% of parents rarely or never communicated with teachers with a concern.

Recommendations:

- Identify additional ways that parents can be meaningfully involved in the school.
- One means of increasing participation is through communication and awareness. Additionally, parents become more involved as they become more informed. Teachers utilizing websites and blogs to disseminate information to parents and students build a very effective bridge to learning for all involved.
- Create more opportunities and situations where parents can be actively engaged in the educational experiences of their children.
- Find alternatives to the traditional Parent and Teacher Conferences for parents to be engaged in the education of their children.
 - Make the student handbook available in hard copy rather than electronic only.

Progress:

- It is obvious that parental involvement increases with student participation in extracurricular activities.
- In addition, students have been given the opportunity to participate in events such as Sundance Film Festival, Topaz, and Body World, which make real connections and provide the opportunity for discussion with parents as well. 76% of parents feel that these activities are important or very important.
- From student and parent responses, involvement in extracurricular activities increases parental involvement and encourages a positive interaction between parent, student, and teacher. This is evidenced in things such as booster clubs, band parents, and event chaperoning.
- There are many students and parents who report that students have performed better in all of their academic classes to qualify to participate in extracurricular activities.

Principle 5: The school forges productive links with the larger academic community and supports collegial working relationships across K-16 levels of education to create a coherent and seamless instructional program for students.

Level of Performance: (2006) 3.3 (2010) 3.6

Analysis: The school has strong working relationships with a myriad of feeder organizations and overall has staged progressive transitional working relationships with those organizations. Our focus over the last several years has been to strengthen relationships with incoming demographics. Furthermore, the goal for our upcoming years will focus on continuing to strengthen/forgo relationships with our outgoing students.

Recommendations:

- Explore ways in which connections can be made known to students during their entire time at American Fork High School
- Educate all faculty members about the opportunities for post-high school programs
 - While, most members of the faculty have been making progress on their own websites, the school website can be used as a greater tool to communicate and educate so that faculty may share information with our students.

Progress:

- Great strides have been made in an effort to promote a myriad of programs available to students through 9th Grade Orientation; Open Doors to the Future; and monthly counseling seminars.
- The AFHS Counseling Department goes to our feeder schools to assist in the transitional links.
- We offer AP and Distance Learning courses to assist with the transition into higher education.
- Parents can e-mail more readily and communicate with faculty members about future opportunities; an effort can be made to send e-mail “newsletters” to parents to make them aware of future opportunities.
- Overall, we do a great job at transitioning students into our school community but could make the leap to higher education more seamless.

Principle 6: The school builds collaborative networks of support with the community members and groups, youth-serving agencies, clergy and government leaders, and leaders of higher education and business. Meaningful partnerships are established that extend learning opportunities for students and provide resources to support their achievement.

Level of Performance: (2006) 2.8 (2010) 3.5

Analysis: American Fork High School as an institution is one that prides itself in loyalty and undying community ties. Individuals (and program leaders) in our school community forge these ties and meaningful partnerships on occasion using the school as their tie. We have vast association with the community at large like the police department, local governmental officials, and local colleges and universities. As an organization, however, we see the greatest need in developing official (key word official, American Fork High School associations) school-to-school, or school-to-business networks to further promote educational pursuits of American Fork High School.

Recommendations:

- Recognize and coordinate efforts made to support students and programs as branded with American Fork High School
 - We can take more advantage of our school’s website to promote students and programs more fully.

- Analyze and improve the use of PowerSchool and school website
 - Originally, when this report was formulated we were focused on utilizing our resource of PowerSchool more efficiently. A district decision was made to move to a different program, which has created a change in this goal. Our new goal: learn Skyward (the new district grading/attendance program).
- Reach out in gratitude, acknowledgement and service to partnership entities.
 - Set up a “Ra-Ra” fan-club section of seating during home games for alumni and loyal AFHS fans.
 - Generate thank you letters and e-mails for community supporters and partnership entities.
 - Maintain a “community” section as a part of the school’s website.
 - Maintain a “thank you” parent section on the school’s website.

Progress:

- Recognition programs such as Renaissance, student of the month and Sterling Scholar are all being used to promote students within our school community.

FOCUS GROUP REPORT 2010

Instructional Design (Teacher Quality)

1. Do we fully understand the research and language on which our rubric is based?
 - **Yes**
2. Are we in agreement as to what each component of the rubric means?
 - **Yes. However we feel that some of the rubric is not sufficiently specific. If the rubric were more quantifiable, it would be easier to do evaluations.**
3. How does our focus group and analysis connect with the work of the other six focus areas?
 - **Our group connects to the other focus groups because everything is contingent on quality instructional design.**
4. What data do we need to collect in order to do a thoughtful analysis of our organization?
 - **We felt as a group that we needed to collect the following:**
 - **Improved AP pass rate from 2005 to 2008**
 - **Number of students involved in CTE competitions (and awards)**
 - **Number of students participating in the science fair (and awards and scholarship money earned)**
 - **BSCT pass rates**
 - **Growth of AP classes**
 - **World language competition numbers**
5. What data collection tools do we need to create?
 - **Online survey**
6. What compelling data or evidence have we collected to validate our analysis?
 - **The data from our online survey results has been the biggest factor in the validation of our analysis. We have also extracted data from Cognos, specific departments, and focus group collaboration time.**
7. What are the existing strengths of our school as a result of our analysis?
 - **The data from our online survey shows that more teachers are dedicating time to higher-level thinking, more cross-curricular involvement and are aligning daily objectives with the state core and making those objectives visible to the students.**

8. What are the potential areas for growth based on our analysis?
- **More ESL funding and helping promote awareness of opportunities to get Hispanics involved in extracurricular and class oriented activities.**
 - **Availability of technology for classroom use (LCD projectors in each classroom, greater access to computer labs, etc.)**
 - **Professional development in technological areas**

Focus Group: Teacher Quality (Instructional Design)

Group Members

Elaine Hulbert (Focus Group Leader)
 Kristi Belliston
 Kristine Brown
 Christine Hoopes
 Heidi Kimball
 Elsie Mosher
 Rebecca Murdock
 Christine Nehrer
 Abby Olsen
 Dari Rhoades
 Melissa Gibons

Department

Special Education
 CTE
 Counseling
 English
 Social Studies
 Mathematics
 PE
 English
 Media Center
 Science
 English

Principle/Level of Performance Summary

Principle 1: Aligns instruction with the goals and expectations for students

Level of Performance: (2006) 3.2 (2010) 3.4

Analysis:

The American Fork High School faculty functions at the operational level of implementation. We design and select instructional strategies and learning activities based on the essential knowledge and skills for students learning.

Recommendations:

More evidence is needed to show use of higher level thinking skills being used in class:

- Percentage of classes that offer concurrent enrollment
- Improved AP pass rate from 2005 to 2008 (increased higher level thinking skills)
- Natural progression of classes help students progress and improve each year
- Use of inquiry based learning—asking higher order thinking questions (What would happen if? How did?)
- Implement more inquiry based learning (better questions)
- Skills developed throughout high school, passing standardized BSCT tests (especially writing)

Progress:

- CTE competitions
- CTSO's – results
- Use of free response requires students to demonstrate and explain their knowledge
- Participation in the Science Fair—students have demonstrated real world knowledge
- Survey of teachers showing an increase of critical thinking skills used in classroom activities

Principle 2: Employs data-driven instructional decision making

Level of Performance: (2006) 3 (2010) 3.2

Analysis:

The Focus Group found that teachers make a strong effort to analyze student assessment for the purpose of adjusting instructional strategies. According to the survey, teachers employ a variety of assessments and then make necessary adjustments according to the needs of the student(s). Students need to be given timely and appropriate feedback in their classes for both assignments and assessments.

Recommendations:

Commendation that accelerated learners are being challenged.

- More students are enrolling in concurrent enrollment and AP classes.

Progress:

- Specialty classes being offered in various subjects. Ex: Shakespeare
- Progressive classes. Ex: Conceptual Chemistry, Chemistry, AP Chemistry
- Competition within classes. EX: CTE department, ProStart Program, World Languages
- AP classes, CTE outside student achievement
- Greater diversity of classes being offered
- The number of students taking AP classes and concurrent enrollment has increased over that past three years. The overall AP test scores have increased as well.

Principle 3: Actively engages students in their learning

Level of Performance: (2006) 3.2 (2010) 3.6

Analysis:

According to our teacher survey, approximately 69% of teachers across content areas are engaging students in cross-curricular activities.

Recommendations:

- Cross-curricular development should be continued and improved. Collaboration should continue with members from other departments to discuss cross-curricular applications.
- Develop common assessments within departments

- Align assignments/papers across curriculum; i.e. writing a research paper in English on a chemistry topic
- Develop a teacher survey asking how and when we are using cross-curricular activities

Progress:

Our teacher responses from our survey show that a majority of teachers are aware of and are integrating cross-curricular development in their classes. A few examples are:

- Computer Technology has an integrated project
- Horizon project
- Foods 2 has a section on health. The Health and Foods 2 teachers have held a Health Fair for all of their students.
- Writing a resume for internship or business class in English
- Fine arts incorporate history, world language, math, physics and English and others

Principle 4: Expands instructional support for students learning

Level of Performance: (2006) 3

(2010) 3.2

Analysis:

We realize that when there are adequate resources to support student learning, there is a higher success rate. To truly expand instructional support, teachers need more access and instruction within the framework of technology. This should be specific to their given area and curriculum. Once this is accomplished, the next step is to include the process of student learning with a “hands-on approach, which includes technology and instructional support.

Recommendations: Analysis of disaggregated data to improve student learning and achievement.

- Fostering technology (through professional development and projectors in every classroom)
- Look at percentage of increased enrollment in concurrent enrollment and AP classes
- Look at number of students who are taking concurrent enrollment classes
- Look at students who are progressing and moving through leveled curriculum Ex: Pre-calculus, Calculus, AP Calculus

Progress:

- Cognos shows that AP performance has improved
- More smart boards in classroom
- Two additional computer carts-for use by the English department
- Two additional CTE portable labs
- Four additional portable classroom computer labs
- Four new CTE labs
- More LCD projectors in each classroom

Overall Progress since 2006 Report (Progress on Visiting Team's 2006 Recommendations)

a. *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The Visiting Team encourages teachers to develop methods that challenge students in all classes, using a hierarchy of higher level thinking skills and Bloom's Taxonomy to improve the critical thinking skills of students.

The data from our survey shows that a high percentage of teachers are using inquiry-based methods that employ critical thinking by using a variety of assessments that show what students know.

b. *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The Visiting Team recommends further inquiry and analysis of disaggregated data to improve student learning and achievement.

An online survey was created and the data received by a majority of the teachers was broken down into departments showing percentages of time spent in cross-curricular activities, higher-level thinking and group activities. Cognos shows that the AP pass rate at American Fork High School has increased.

c. *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The Visiting Team recommends that the staff continue to provide additional opportunities for all students to succeed.

Technology is an area that we have made some progress. More classrooms have Smartboards and LCD projectors. The English department was able to add two computer carts for English use only. This leaves access to the other carts for other departments. CTE has added portable computer carts and new equipment for labs. Communication between parents, students and teachers has increased through the use of class websites and blogs.

The following is data that the Instructional Design Focus Group collected from our faculty:

DEPARTMENT: n = 12

Estimate what percentage of time in class is dedicated to higher-level thinking. 59 %

Estimate what percentage of class time is spent in group activities. 47 %

Cross-Curricular Involvement:

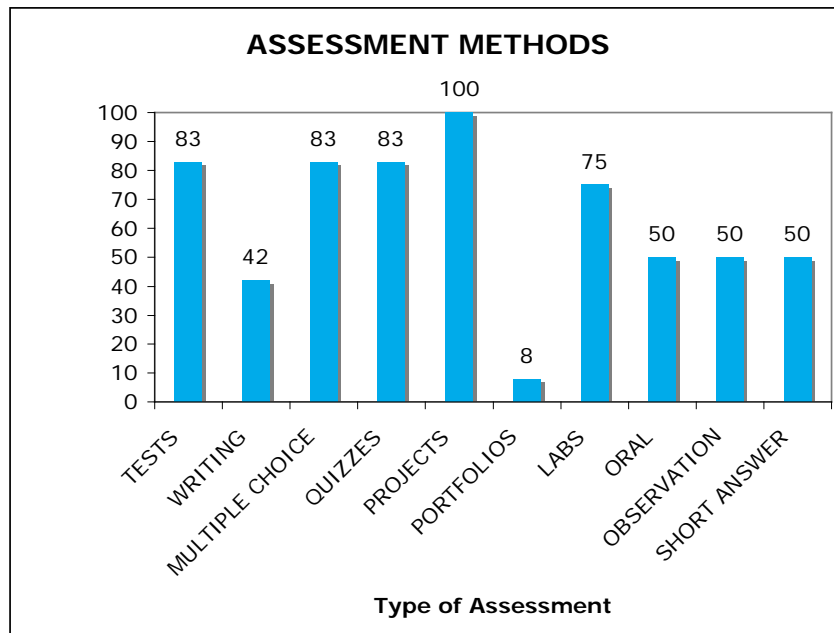
A lot = 17 %
A little = 25 %
None = 58 %

Number of teachers that teach CRT (core) classes = 5

Do you align your daily objectives with the state core? Yes = 80 %
No = 20 %

Are your daily objectives visible? Every Day = 33 %
Sometimes = 67 %
Never = 0 %

Which of the following ways to assess knowledge are used in your classroom?



/HEALTH/Dr Ed DEPARTMENT: n = 5

Estimate what percentage of time in class is dedicated to higher-level thinking. 52 %

Estimate what percentage of class time is spent in group activities. 41 %

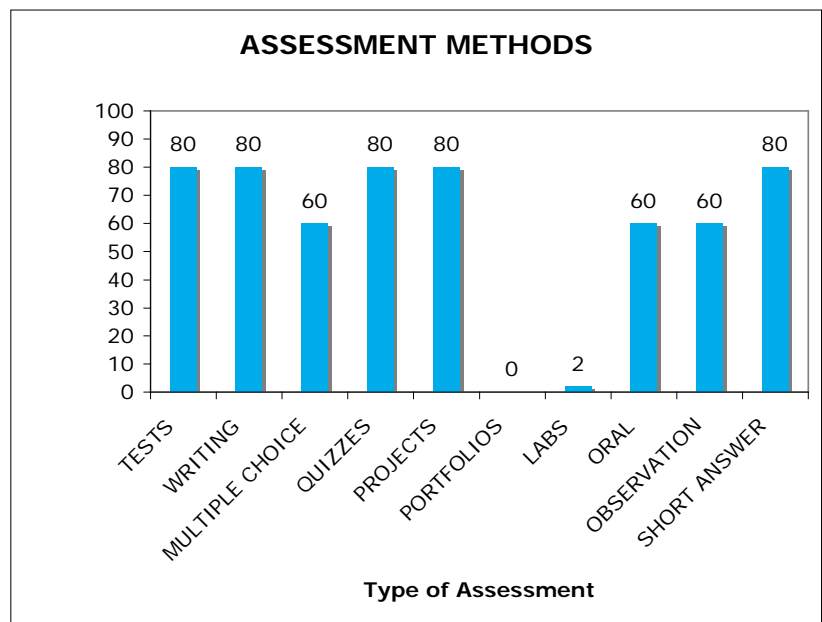
Cross-Curricular Involvement: Yes= 80 %
No = 20 %

Number of teachers that teach CRT (core) classes = 1

Do you align your daily objectives with the state core? Yes = 100 %
No = 0%

Are your daily objectives visible? Every Day = 60 %
Sometimes = 40 %
Never = 0 %

Which of the following ways to assess knowledge are used in your classroom?



DEPARTMENT: n = 17

Estimate what percentage of time in class is dedicated to higher-level thinking. 76 %

Estimate what percentage of class time is spent in group activities. 41 %

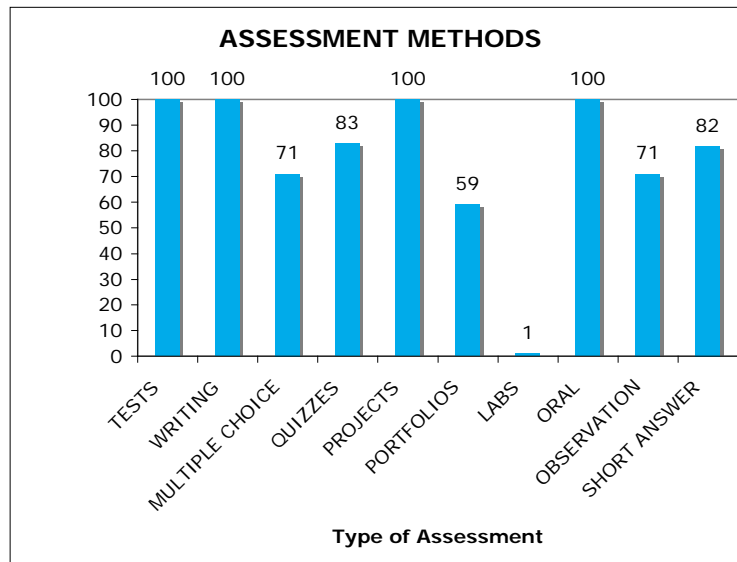
Cross-Curricular Involvement:
 A lot = 89 %
 A little = 11 %
 None = 1 %

Number of teachers that teach CRT (core) classes = 10

Do you align your daily objectives with the state core?
 Yes = 70 %
 No = 30 %

Are your daily objectives visible?
 Every Day = 53 %
 Sometimes = 47 %
 Never = 1 %

Which of the following ways to assess knowledge are used in your classroom?



ARTS DEPARTMENT: n = 8

Estimate what percentage of time in class is dedicated to higher-level thinking. 78 %

Estimate what percentage of class time is spent in group activities. 46 %

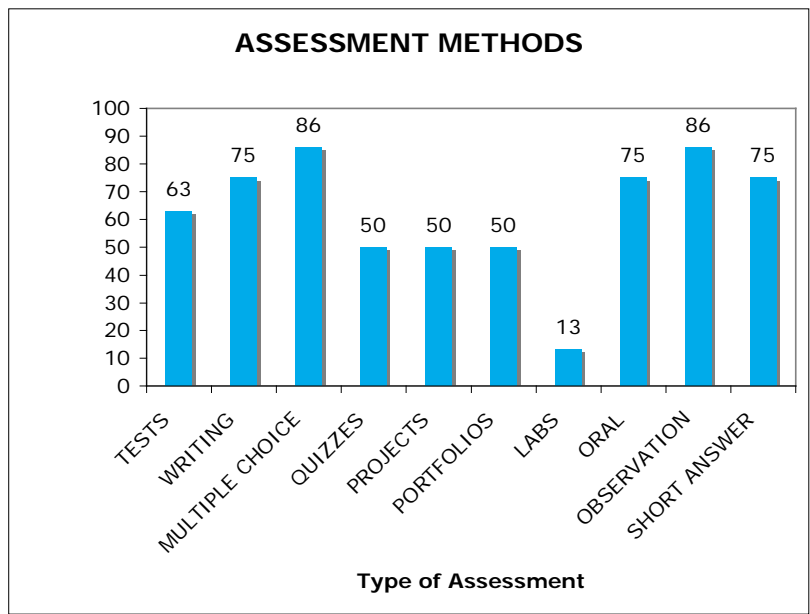
Cross-Curricular Involvement: Yes= 100 %
No = 0 %

Number of teachers that teach CRT (core) classes = 2

Do you align your daily objectives with the state core? Yes = 100 %
No = 0%

Are your daily objectives visible? Every Day = 25 %
Sometimes = 75 %
Never = 0 %

Which of the following ways to assess knowledge are used in your classroom?



LANGUAGE DEPARTMENT: n = 6

Estimate what percentage of time in class is dedicated to higher-level thinking. 70 %

Estimate what percentage of class time is spent in group activities. 62 %

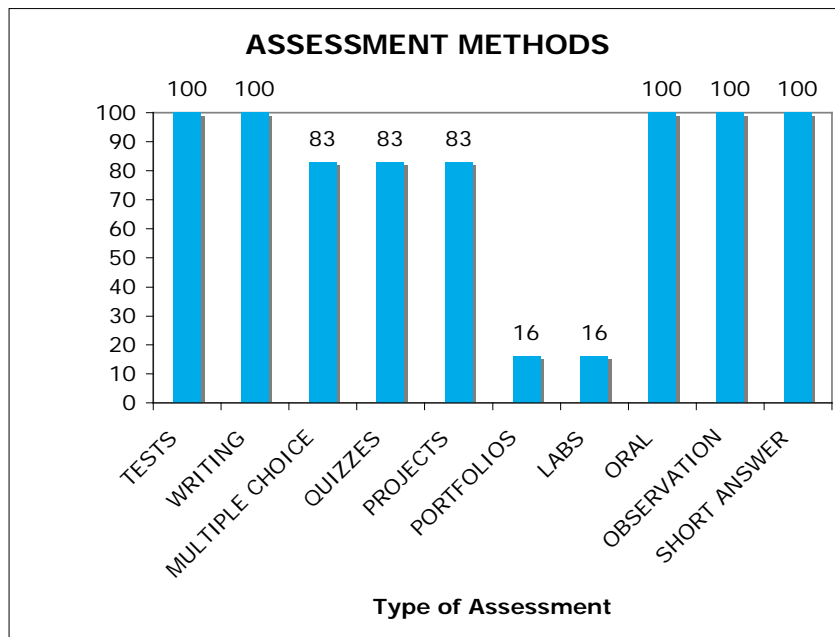
Cross-Curricular Involvement: Yes= 83 %
No = 16 %

Number of teachers that teach CRT (core) classes = 0

Do you align your daily objectives with the state core? Yes = NA %
No = NA %

Are your daily objectives visible? Every Day = 0 %
Sometimes = 83 %
Never = 16 %

Which of the following ways to assess knowledge are used in your classroom?



DEPARTMENT: n = 9

Estimate what percentage of time in class is dedicated to higher-level thinking. 58 %

Estimate what percentage of class time is spent in group activities. 31 %

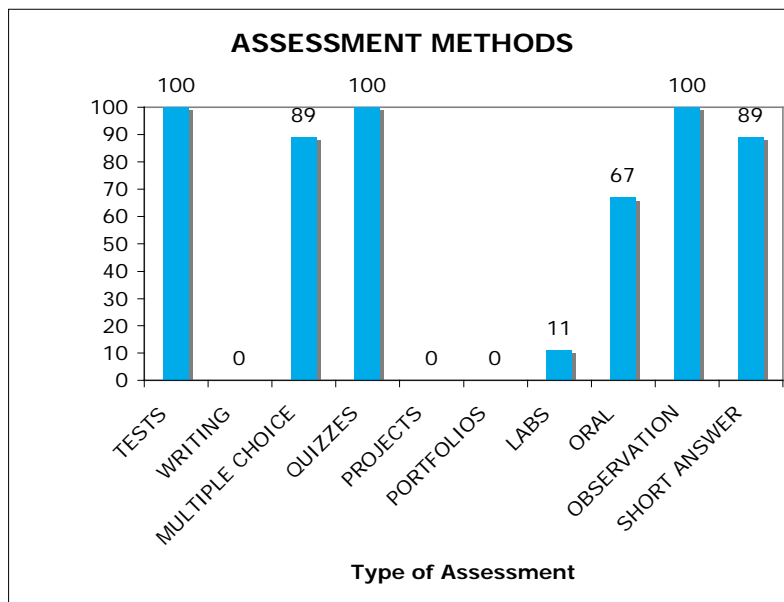
Cross-Curricular Involvement: Yes= 100 %
No = 0 %

Number of teachers that teach CRT (core) classes = 6

Do you align your daily objectives with the state core? Yes = 83 %
No = 16 %

Are your daily objectives visible? Every Day = 78 %
Sometimes = 22 %
Never = 0 %

Which of the following ways to assess knowledge are used in your classroom?



DEPARTMENT: n = 8

Estimate what percentage of time in class is dedicated to higher-level thinking. 57 %

Estimate what percentage of class time is spent in group activities. 50 %

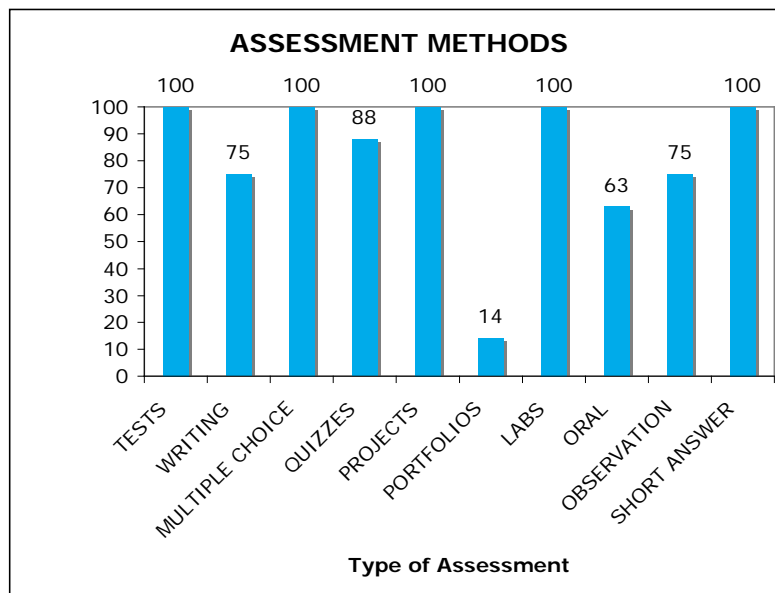
Cross-Curricular Involvement:
 A lot = 13 %
 A little = 38 %
 None = 50 %

Number of teachers that teach CRT (core) classes = 6

Do you align your daily objectives with the state core? Yes = 83 %
 No = 17 %

Are your daily objectives visible?
 Every Day = 38 %
 Sometimes = 63 %
 Never = 0 %

Which of the following ways to assess knowledge are used in your classroom?



SOCIAL SCIENCE DEPARTMENT: n = 7

Estimate what percentage of time in class is dedicated to higher-level thinking. 51 %

Estimate what percentage of class time is spent in group activities. 36 %

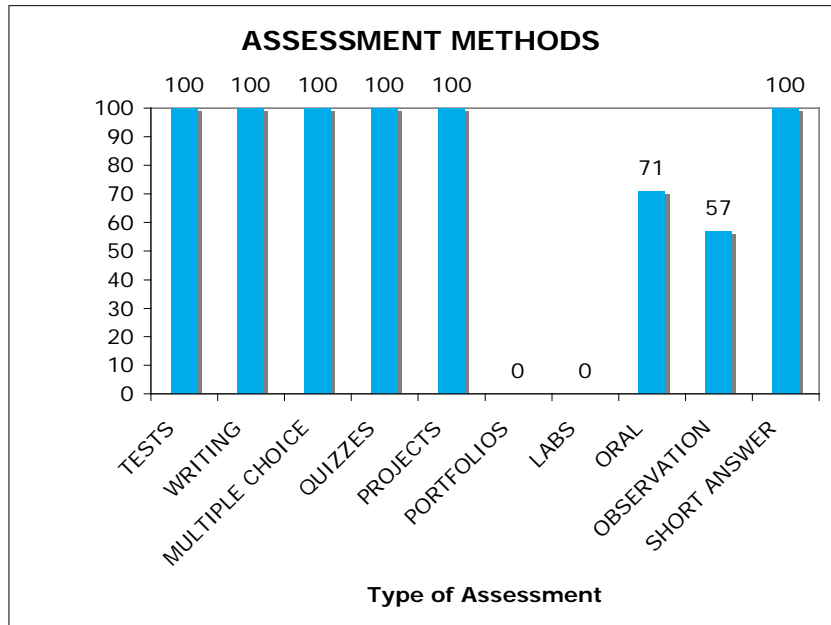
Cross-Curricular Involvement: Yes= 71 %
No = 29 %

Number of teachers that teach CRT (core) classes = 0

Do you align your daily objectives with the state core? Yes = NA %
No = NA %

Are your daily objectives visible? Every Day = 29 %
Sometimes = 43 %
Never = 29 %

Which of the following ways to assess knowledge are used in your classroom?



PART 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS (Continued) Departmental Reports

What was found:

Although a specific chapter wasn't done for the departmental reports from the visiting team in 2006, departmental commendations and recommendations are found throughout the report. It was also found that the Counseling Department needed to complete a departmental report.

What we have done:

As part of our review of the accreditation process, departments have continued to meet over the past three years. The faculty has appreciated the opportunity to collaborate with their departments in working toward student achievement and school improvement towards excellence.

Immediately after the 2006 visit, the Counseling Department completed a departmental report. The department has now completed their second departmental report for this accreditation review in 2010. The Media Center, which also did not complete a report in 2006, has now completed a departmental report.

As part of our review, departmental reports have been rewritten to reflect our current reality in 2010. Guiding questions have been answered. Each department has done the following in their report:

- Answered the guiding questions in light of our 2010 reality.
- Analyzed data
- Created more data driven reports to analyze who is learning, who is not learning, and why
- Made recommendations and action plans for improvement. These should guide our process for the next three years.
- Pinpointed specific progress from the 2006 report to the 2010 report
- Analyzed, if given, the 2006 visiting team recommendations and our progress towards these goals.

DEPARTMENTAL REPORT 2010

Counseling

1. How are the department's curriculum and instructional strategies aligned with the school DRSLs?

- The Counseling Department teaches students to be critical thinkers by:
 1. Training sophomore students on the ten resiliency strategies in health classes.
 2. Reviewing resiliency strategies with the entire student body through promotional posters, announcements, and resiliency activities provided by the HOPE Squad.
 3. Encouraging problem solving techniques through group and individual counseling with students.
 4. Conducting "Why Try" groups and presentations upon request from classroom teachers and through Study Skills classes.
- The Counseling Department teaches students to be responsible citizens by:
 1. Developing Study Skills classes which provide students with opportunities to explore careers with National Guard interest tests and Utah Futures surveys.
 2. Providing Internet safety training and instruction on effective study skills habits through the Study Skill classes.
 3. Conducting individual SEOP meetings and group SEOP presentations.
 4. Organizing events such as Open the Doors to the Future, Annual College Fair, and It's a Jungle Out There to provide both college and career information.
- The Counseling Department teaches students to be effective communicators by:
 1. Requiring students to follow the procedures and deadlines when making class changes.
 2. Encouraging students to communicate with teachers to resolve grade and attendance issues.

2. How does each course offering align with the state's core curriculum and national standards for the subject?

- American Fork High School's Comprehensive Guidance Program is aligned with the state's counseling guidelines. On November 2006 the AFHS Counseling department passed the state mandated Comprehensive Guidance review as being a fully functioning program. A copy of the self-study is available upon request.
- The AFHS counseling department continually adjusts and monitors resources and time management to align with the state's recommendation for the delivery system

component: 15-25% for guidance curriculum instruction, 25-35% for individual student planning, 25-35% for responsive services, and 15-20% for system support.

3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?

Each year the following assessments are given to students at American Fork High School:

- ACT
- PSAT/NMSQT
- ASVAB
- CRT
- PLAN
- UBST
- College Board AP exams (various subjects)
- National Latin Exam
- National Math Exam
- Student surveys
- Parent surveys

4. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities?

- Each counselor works with an assigned administrator and tracker, functioning as a team to assist and support at risk students.
- Counselors meet as a department weekly to assess and discuss student, parent, and teacher needs and concerns.
- Counselors meet annually, and as needed, with each department to discuss student needs, teacher needs, and course offerings for the master schedule.
- The Counseling Department Dean meets with the administration in weekly staff meetings and monthly Community Council meetings to discuss and assess school needs and concerns. The information discussed and gathered is then shared with the department each week.
- English teachers allow counselors to disseminate relevant grade-level information (i.e., testing preparation, testing, career planning, scholarships, college planning, and graduation status) to the students via announcements, fliers, handouts, and presentations.
- Counselors provide guidance curriculum lessons in Health and Study Skills classes each semester. We also provide other presentations to classes as needed or requested.
- Counselors maintain a strong working relationship with feeder schools to assist incoming sophomores with the transition into high school.

- 5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students?**
 - Counselors are participants in IEP and 504 meetings to assist in the proper placement of students.
 - One assigned counselor functions as the diversity specialist for AFHS. She meets periodically with the ESL teacher and monthly with the district coordinator.
 - Counselors collaborate with teachers in designing and implementing intervention strategies to help and support at risk and special needs students.

- 6. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?**
 - The Career Center and its computers are available resources to assist in the implementation of the Study Skills curriculum.
 - Both a full time secretary and registrar are employed to assist counselors with the daily duties of operating a guidance office.
 - Various supplies are purchased and used for conducting group counseling and programs such as Why Try and Hope Squad.
 - A department computer, projector, and various handouts have been purchased and produced for conducting annual SEOP conferences with students and parents.
 - Specific times during the year are devoted to conducting SEOPs with students and parents.

- 7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?**
 - Counselors attend yearly Comprehensive Guidance Counseling conferences.
 - Counselors attend various articulation conferences with state colleges and universities.
 - Counselors work with the Math Department to facilitate the addition of math labs for students struggling in Geometry and Algebra II.

- 8. How do students have access to additional support beyond the classroom?**
 - Sophomore Orientation Night
 - Financial Aid Awareness Night
 - Parent/Teacher Conferences
 - Evening SEOPs
 - Counseling Department Website (offers various information, links, and tutorial videos)
 - SEOP video is available through department website and can be accessed by parents who are not able to attend SEOPs.
 - Counselors are available before school, between classes, during lunch and after school.
 - Homework Center and Gear-Up tutoring

9. How do students have access and utilize technology as a regular part of instructional program?

- Counseling website is available to teachers and students on any computer in the school with Internet.
- Utah Futures is explored and used in Financial Literacy classes and Study Skills classes.

10. How does current staffing and certification meet current program needs?

- All four counselors are certified with masters degrees in counseling.
- Office staff is trained and experienced.
- All counselors participate in yearly Comprehensive Guidance training.

11. How is the department collectively addressing the school's current improvement goals?

1. Attendance:

- We work individually with students who are having attendance issues.
- We contact parents of students who are having attendance issues.
- We make adjustments to a student schedule if incorrect class placement is contributing to attendance issues.

2. Technology:

- We provide a department web page, which communicates information to parents and students about registration, testing, scholarships, and any counseling-related events.
- We provide training on registration software to assist students with on-line registration.
- We use PowerPoint presentations in group SEOPs, Internet safety presentations, resiliency presentations, and parent trainings.
- We train students on using the Internet for finding college exploration, scholarship opportunities and career exploration.
- Frequently uses a school caller to communicate information with student and parents about important events and dates.

3. Writing:

- Analyzes data for correct placement of students in English classes and language arts support services, such as: Communications class, CTE Assisted English, and resource referrals.
- Provides students with instructions on writing admission essays and scholarship application essays.

4. Overall Student Progress:

- Offers ACT preparation classes as well as providing support and encouragement for students to take the ACT.
- Provides lessons on Internet safety, resiliency strategies, and senior college preparation and post-secondary training.
- Provides suicide prevention training to Hope Squad and other clubs such as student council, FFA, and others.

- Review assessments of incoming sophomores in order to refer them for academic support classes such as Study Skills, Reading Skills, CTE Asst. English and CTE Asst. Math.
- Created the Study Skills class for sophomores to assist them on improving study skills, exploring careers, and accessing other information to help them be successful students.
- Participate as integral members of the at risk teams.

Areas of Strength:

- Informative website which contains various information, links, and tutorial videos.
- Hope Squad
- Provide NAMI lessons and Hope for Tomorrow Assembly
- Informative group SEOP presentations
- ACT preparation classes
- Resiliency training
- Senior handbooks
- Scholarships posted on website as well as hard copies displayed in guidance office.

Recommendations for Growth:

- Need to implement more prevention and intervention groups such as: substance abuse, divorce, grief, and self-concept.
- Improve assistance for students planning to attend out of-state colleges and universities.
- Work with administration on implementing student mentoring programs and advisory time for seniors.

Areas of Improvement:

- Hiring of testing coordinator so counselors can focus time and resources on the required areas of comprehensive guidance.
- Student/counselor ratios improved with the addition of another full-time counselor, thus providing more individual help.
- Improved student understanding of college application process through creation and presentations of a Senior Year Handbook.
- Improved communication with parents and students by creating a user friendly, currently updated web page.
- Improved communication with parents and students by frequently using school caller.
- Began implementing intervention groups such as grief group.
- Provide individual SEOPs for both junior and seniors.
- Created a consistent curriculum and objectives for Study Skills classes.
- Effectively using current on-line registration program and training students on new registration program.

- Reduced class changes by offering more time for on-line adjustments and strictly adhering to class change deadlines.
- Collaborating with English and Math Departments for correct student placement and core support classes: math study skills, reading skills, and CTE assisted math and English.

DEPARTMENTAL REPORT 2010

Career and Technical Education/Financial Literacy

1. How are the department's curriculum and instructional strategies aligned with the school's DRSLs?

- *Effective Communicator:*
 - Written/Oral Presentations: 90% of teachers
 - Labs: 100% of teachers
 - Group Activities: 100% of teachers
 - Group Discussions: 100% of teachers
 - Students develop communication skills through participation in Career and Technical Student Organization (CTSO) participation. Examples: Biomedical debate, prepared public speaking, extemporaneous speaking, parliamentary procedure, career development events.

- *Responsible Citizens:*
 - Disclosure document: 100% of teachers
 - Teach employable skills: 100% of teachers
 - All department members enforce the attendance policy
 - Encourage participation in internships, work-based learning and CTSOs (2008-09 CTSO membership – FCCLA: 26, FFA: 110, HOSA: 33)

- *Critical Thinkers:* Since one of the most important aspects of CTE is to have students involved in hands-on learning, the CTE department consistently helps and teaches students to take “book learning” and critically think about how to apply their knowledge to hands-on projects. Specific Methods:
 - Project problem solving and diagnostics
 - Teaching analytical and interpretation skills
 - Using applied math
 - Developing projects from rubrics
 - Using higher order thinking skills
 - CTSO events are capstone activities involving all critical thinking skills

2. How does each course offering align with the state's core curriculum and national standards for the subject?

As a CTE Department, we follow our state's core curriculum. Each class that we teach in our CTE department is aligned with a state core competency. In surveying our

instructors, every instructor indicated that they align their curriculum 100% to the state competencies. This is measured annually through state competency testing.

State standards are set at the Utah State Office of Education. Alignments to national standards if they exist are completed at the state level by a committee of content teachers and the CTE area state specialist.

3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?

Monitor

- Quizzes
- Finished projects
- Labs
- Questions
- Tests
- Portfolios
- CPS system reviews (clickers)
- Student demonstrations
- Written assignments
- Production problems
- Oral presentations
- Worksheets
- One-on-one testing
- Observations
- Physical inspections
- Milestones
- Brain starter activities
- Public displays of work
- CTSO competitions
- Pre/Post tests
- Graphic organizers
- Notes
- Lab monitors
- Interviews
- Small-group oral reviews
- Service learning projects
- Task lists
- Student created reviews and tests
- CCTE and Internships
- UTIPS
- Self-evaluations

Adjust

- Additional practice
- Use of rubrics
- Review activities
- Mentoring
- Re-teaching
- After school additional lab time
- Life experience correlations
- Reworking assignments
- Concept mastery by re-taking tests
- Peer-to-peer feedback
- Use of online tutorials
- Graded work
- Teacher feedback
- Parental involvement and help
- Student evaluations
- Use of CPS system and UTIPS for concept reviews

4. How does the department collaborate with other departments to create integrated, relevant and authentic learning opportunities for students?

Because our curriculum teaches life and employable skills, our curriculum continually integrates the state core with our state competencies. Students use their math, English, science, and social studies skills in many of our hands-on learning assignments and tests. This allows students to see that the learning activities in their core classes are relevant for their career development.

Examples:

- The Video Production class provides video editing for the World Languages
- The Business Department requires an integrated project in Computer Technology (CT) courses. This requires CT students to use computer skills for another cross-curricular course.
- Many CTE teachers also teach in another department facilitating collaboration.
- Health science students teach preschool aides basic first aid and CPR.
- Agricultural Mechanics students occasionally fabricate items for drama productions.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students?

The CTE department believes in inclusion for all students. We try to modify and make adjustments in our curriculum so all students can succeed in our classes.

Examples:

- After school labs for students that need additional time on projects/assignments

- Students can check out equipment in some courses to catch-up on course work.
- Translating tests and materials into Spanish for Spanish speaking ESL students
- Utilize peer tutors to help students
- Encourage partnering and teaming were appropriate
- Provide individual instruction
- Accommodations made for students with 504 and IEP plans

6. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?

We believe in the educational agenda of the school and try to use the DRSL's to guide what we do as far as procedures and the spending of our resources. We teach employable skills in our classroom which directly relate to the DRSL's and the school's agenda. District, state, and federal guidelines and policies for CTE are followed. The performance aspect of our individual classroom means that our students have accountability for their learning. This performance-based aspect of our classes allows us to know immediately if we have allocated our resources correctly. Ultimately, all of our department resources are spent and used for supplies and equipment for the students. It is very common for one content area in our CTE department to give resources not needed or used to another content area in the department that is in need. This helps the department allocate resources to help all students in our department.

7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?

Collectively as a department, our faculty members are involved in the following ongoing professional practices:

- Summer USOE workshops
- Winter UACTE workshops
- Professional Improvement Days Before and During School
- Completed TIB Internships
- CPS Training Workshop
- Tech-Prep Conferences
- Presented at Various CTE Conferences
- Taken many Colleges Courses
- Joined their Professional Organizations
- Attended CTSO's Leadership and Competition Conferences

Our department collaborates together through the following activities:

- Weekly Collaboration Meetings
- Monthly to Semi-Monthly CTE Business Meetings
- Curriculum Coordination and Review

- Cross-Curricular Integration
- Collaboration on Remediation Methods
- Analyzing State Competency Testing Data to determine where we can improve

8. How do students have access to additional support beyond the classroom?

- Before and after school lab time for student to complete projects, assignments or tests
- CTSO leadership conferences and competitions
- Work-based learning programs (internships and Cooperative Career and Technical Education)
- Some courses are involved in activities outside the school (Drafting students making plans for building construction students to use. Interior design students and cabinetmaking students providing plans and cabinets/countertops to the district built homes.)
- Many courses encourage community service (Health science students put on a blood drive, etc.)
- All agriculture students have a supervised agriculture experience (SAE) they complete outside of class. Many students continue their SAE through the summer.

9. How do students have access and utilize technology as a regular part of the instructional program?

Since our job at AFHS is to provide Career and Technical Education, the use of technology is integral to each and every one of our programs. Some of the technological methods that we use as part of our instruction include:

- Computer labs
- CPS system
- Digital sewing machines
- Ovens
- Electronics lab
- Woodworking machines
- SMAW, GMAW and TMAW welding machines
- Audio/video lab
- GPS systems
- LCD projectors
- Current (industry standard) software
- Photography equipment and studio
- Digital cameras
- Color and plotter printers
- iPods
- Computer controlled greenhouse

10. How does current staffing and certification meet current program needs?

Our department has many strengths which help us meet our program needs. Our current CTE staff has over 216 years of combined teaching experience with an average of 10 years in the CTE department for our faculty. Many of our staff have participated in the Training In Business Internship program. Faculty members in the department have work experience prior to or after their education that they can draw on in teaching their students. We attend professional workshops to continually update our skills and keep our teaching methods current.

All of our instructors are currently endorsed in their area with the exception of the following:

- Eric Spencer is completing an alternate route to licensure in marketing and financial literacy. Currently, he has a letter of authorization in place.

11. How is the department collectively addressing the school's current improvement goals?

In looking at our current school's improvement goals from our last accreditation, we believe that we do the following in and out of our classrooms to address these goals:

Technology

- Student transitions – Coordination with the junior high feeder schools.
- Computer rotation – Business labs and the Photography/Drafting lab equipment replaced this year.

Attendance

- School attendance policy is enforced.

Writing

- Reading level (short-term) –Professional development reading strategies incorporated into reading assignments.
- Teacher in-service - Reading/writing workshops during professional development days
- Literacy skills for graduates - Incorporating reading from books, professional articles, and professional journals in classroom assignments
- Oral presentations – In-class presentation assignments
- Standardized community presentations – Integrated projects
- Remediation - Senior projects and student portfolios.
- Professional reports – Including marketing plans, promotional plans, and business plans in our curriculum assignments.
- Writing skills opportunities – Unit reports, letters, essay tests, employment applications, journals, resume/cover letters as part of our assignments/tests.

Areas of Strength

- We have experience & education beyond bachelor's degrees.
- We collaborate well as a department.
- Our competency test pass rate is HIGH. 72% of the skills tests given in the AFHS CTE department are above the state average. AFHS is #1 among traditional high schools in Alpine School District (tied with Lone Peak) in students passing the CTE skills test with an 80% proficiency rate (substantial rating).
- We are willing to share resources, talents and time with our content areas as well as with other departments in the school.
- We are continuous learners. We are continually updating our skills and teaching methods. All of our teachers attended one or more professional conferences last year.
- We stay current with technology trends.
- We monitor and adjust curriculum to meet the needs of changing adolescents.
- We teach our students life-long skills and help them become employable citizens.
- Many of our CTE faculty members have received teaching awards.
- Safety improvements have been made (table saws in shop, etc.).
- Many faculty members have participated in state committees (skills testing revisions, state standards revisions, and curriculum).

Recommendations for Student Achievement

- With increased graduation requirements, recruiting & retaining students in the CTE department becomes more difficult. This will be one of our major challenges in the years ahead.
- Increase the number of Career Pathways offered.
Action Plan: Our recommendation is to have contracted full-time or part-time CTE teachers in each department. This has decreased since 2006. More hourly employees have been hired instead of contracted. Having many hourly employees creates an environment where it is difficult offer the full program necessary for career pathways and to collaborate effectively as a department. They simply aren't around as much or as involved in the programs.
- Increase student achievement in our content knowledge as measured by the CTE state skills tests.
Action Plan: We currently have the highest skills test pass rate in the district. We will maintain and improve the number of substantial (>80% score) and sufficient (65%-79% score) ratings compared to the state average by:
 - Reviewing and adjusting our course objectives to aligned fully with the state standards and objectives;
 - Reviewing test data on questions broken down by standard and adjusting curriculum to bolster underperforming areas;
 - Utilizing a variety of teaching and lab strategies to meet the standards; and

- Seeking to improve technology and labs in our content areas to assist in demonstrating competency in the standards.

Summary of Progress from 2006 Report

Since the 2006 accreditation report, the American Fork CTE Department's testing certification rate (>80%) has steadily improved. The data is as follows:

<u>Fiscal Year</u>	<u>Percent of Students Certified (>80%)</u>
2006	49%
2007	50%
2008	51.7%
2009	54.9%

We expect to maintain this improvement by implementing the action plan above.

DEPARTMENTAL REPORT 2010

Math Department

1. How are the department's curriculum and instructional strategies aligned with the school's DRSLs?

- Critical Thinker:
 - i. We expect students to be critical thinkers based on the problem solving skills demonstrated and taught in the classroom.
 - ii. Students are expected to demonstrate their critical thinking skills on all types of assessments (tests, assignments, quizzes verbal, etc).
- Responsible Citizen:
 - i. Credit is based on knowledge, performance, and effort.
 - ii. We expect students to have academic integrity, be honest, and hard working in order to be successful.
 - iii. We expect students to be in class, on time, prepared, and courteous to teachers and students.
- Effective Communicator:
 - i. We strive to use a uniform and correct mathematical notation fluently on work and tests.
 - ii. We provide clear explanations and, when appropriate, proofs to concepts taught in class.
 - iii. We expect students to justify and defend their solutions both verbally and written.

2. How does each course offering align with the state's core curriculum and national standards for the subject?

- We align all classes with the Utah State Core Curriculum, NCTM standards, and College Board curriculum.
- Each teacher has access to a copy of the state approved core.
- The discussion and interpretation of the state core is a regular topic in our weekly collaboration.
- For each textbook we use, we outline which sections are part of the core and which are not. This allows us to prioritize what we teach according to the core.

- Big ideas are vertically aligned by the department to create fluid transitions from one class to the next.
- We regularly look a data from our own common assessments and CRT results to ensure that our students are learning what they should.

3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?

- Our assessment strategies include:
 - i. Homework
 - ii. Quizzes
 - iii. Tests
 - iv. Putting problems on the board
 - v. Answering open ended questions in class
 - vi. Group work
 - vii. Explaining concepts to each other
 - viii. On-line activities
- We continue to align the content of our teaching based on results from the previous year's CRT results.
- We vertically team by informing each other if students in one class aren't doing well on a topic and all had the same teacher the previous year.
- We give students regular practice opportunities for the big tests (CRT, AP, ACT etc).

4. How does the department collaborate with other departments to created integrated, relevant and authentic learning opportunities for students?

- We try to integrate our content by including word problems that deal with a variety of topics and real-world applications.
- We expect students to extend their knowledge of math and problem solving skills beyond our classrooms and in their daily lives.
- Although we do not have organized collaboration with other departments, we often consider the topics students need to know in other courses when planning our curriculum, and we try to incorporate these topics into our teaching.
- An area of focus with our feeder schools is placement of ninth graders and success in Algebra I. We use data such as CRT results to ensure that students are properly placed and that they are learning what they should in Algebra I to be prepared for success in their future classes.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students?

- We have team-taught math classes for students who require extra help in the classroom.
- Because most requests on IEP's and 504's allow for calculator and extra time on tests as needed, all math classrooms comply.
- We are all available before and after school for student assistance.
- There is a math lab three days a week after school to help answer questions.
- While teaching, we all strive to teach each topic in as many ways possible: graphically, numerically, and algebraically.
- We look at disaggregated data to see what subgroups are struggling and discuss ways to improve our teaching to meet the needs of all students.

6. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?

- We enforce school policies such as attendance, dress code and other standards in our classrooms.
- Our expectations of the students reflect the DRSL's.
- We use calculators, projectors, and other technologies to improve student learning.
- Common assessments clarify for each teacher what we want students to learn and how we know if they've learned it.
- We incorporate several strategies to help us address the students who have not learned, such as:
 - i. Teachers available before and after school.
 - ii. Math homework lab after school.
 - iii. Algebra II and Geometry enrichment classes.
 - iv. BSCT Prep classes.
 - v. Several other individual teacher strategies.

7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?

- We have individual and group discussion of expectations, course curriculum and vertical teaming. This occurs in formal meetings as well as informal discussions between teachers as necessary.
- We share best practices for teaching concepts for students who scored low on previous core exams or on which some teachers feel inadequately trained.

8. How do students have access to additional support beyond the classroom?

- All teachers are available before and after school.
- Math Lab available to all students three days per week after school. Attendance varies from 5-15 students daily.
- Some teachers have recorded lessons and homework examples available on-line.
- Algebra II and Geometry enrichment classes are available in addition to regular class time to help students who previously failed a term of math.
- Many students are given the on-line code and access for the Algebra II book which also provides additional examples and practice.

9. How do students have access and utilize technology as a regular part of the instructional program?

- A graphing calculator is required in all classes beyond geometry except for College Prep. If students cannot purchase their own calculator, the school has about 100 available to rent.
- All teachers in the department use projectors in their rooms for programs like TI-SmartView, Geometer Sketchpad, and on-line activities for teaching and learning.
- Many teachers use Mimeo boards (Smart Boards) in their rooms for teaching with technology.
- Teachers have web pages with assignments and online demonstrations.

10. How does current staffing and certification meet current program needs?

- All teachers are level four and certified to teach their classes.
- AP teachers have attended AP workshops.
- We have enough teachers to allow lower level classes such as Algebra I and BSCT prep to have smaller class sizes (around 20). This allows for more individualized instruction.

11. How is the department collectively addressing the school's current improvement goals?

- The department analyzes data from state and district standardized tests to determine our strengths and weaknesses.
- Collaboration is driven by this data and centered on improving our weaknesses.
- Common assessments in core classes such as Geometry, Algebra 2, and Pre-Calculus allow teachers to monitor and adjust teaching to ensure that students learn the big ideas of each course.

Areas of Strength:

- Diversity in teaching styles.
- Consistent good scores in standardized tests (above district and state averages).
- Use of technology is increasing:
 - All teachers who would use LCD projectors have them.
 - 2 smart boards in the department.
 - 5 Mimeo boards in the department.
 - On-line lessons available.
 - Teacher webpages to communicate with parents and students.
 - Appropriate use of calculators.

Recommendations for Growth:

- Disaggregate data from assessments to focus on subgroups.
- Continue to develop and more effectively use common assessments in Geometry, Algebra 2, and Pre-Calculus
- Make learning more accessible using technology and online resources
- Continue to improve vertical teaming with feeder schools

Action Plan:

- Disaggregate data from assessments to focus on subgroups.
 - We will look closely at CRT results for any subgroups that are performing below average.
 - We will discuss and make efforts to improve any low performance.
- Continue to develop and more effectively use common assessments in Geometry, Algebra 2, and Pre-Calculus
 - We will maintain and continue to improve a common assessment for every unit throughout the year in each of these classes.
 - We will use data from previous tests to improve test questions, giving us an accurate and meaningful assessment of student learning.
 - We will develop a standard for analyzing the results of our assessment that will include
 - Identifying strengths and weaknesses in every teacher
 - Identifying strengths and weaknesses common to all teachers
 - Developing a strategy for remediating areas of weakness
 - Providing the opportunity to share best practices
 - Continue to improve on the proper placement of students
 - We will meet with counselors and administrators to develop a system to ensure that students are placed in the correct math class.
 - Placement will be based on performance in previous classes, CRT scores, and graduation requirements.
- Make learning more accessible using technology and online resources

- We will develop an AFHS math website where any math student can access teacher reviews, tutorials, and homework help.
- We will continue to use technology to improve communication and to provide students with online learning opportunities specific to their class.
- Continue to improve vertical teaming with feeder schools
 - Our entire department will meet with feeder schools twice per year
 - We will have smaller meetings more frequently to discuss specific content.

Department Progress Since 2006

Since our 2006 accreditation report the Math Department has improved in many areas. Most noticeably we have made efforts to use technology to provide increased learning opportunities for students. We have recorded lessons and reviews and posted them online. The technology we use in the classroom is constantly increasing (whiteboard technology in 6 classrooms). We still struggle with high teacher turnover, making it difficult to build on previous work from year to year, and we still need to improve our attendance at external professional development opportunities. We have improved our vertical teaming with our feeder schools, building a stronger collaborative environment for students from 6th -12th grade. Although we still have things to improve, we have experienced much positive growth in the last three years.

DEPARTMENTAL REPORT 2010

English

1. How are the Department's curriculum and instructional strategies aligned with the school's DRSLs?

Effective Communicator

- Writing program based on Six Traits and *Lively Art of Writing* spiraled throughout 10-12 grade English program: 100% of teachers
- Group Activities: 100% of teachers
- Group and Class Discussions: 100% of teachers
- Oral Presentations: 100% of teachers

Responsible Citizen

- Disclosure Document: 100% of teachers
- Department-wide late work policy: 100% of teachers
- Enforcement of school attendance policy: 100% of teachers
- Teaching and enforcement of academic integrity: 100% of teachers
- World Literature classes encourage students to participate in service projects and community-based multicultural events: all teachers who teach World Literature

Critical Thinker

- Focus on annotation and literary analysis: 100% of teachers
- Writing program based on Six Traits and *Lively Art of Writing* spiraled throughout 10-12 grade English program: 100% of teachers
- Classroom discussion and evaluation of others' opinions: 100% of teachers

2. How does each course offering align with the state's core curriculum and national standards for the subject?

The English Department follows the Utah State Core Curriculum for Language Arts. Each course focuses on the curriculum for its grade level. Elective courses provided by the department (Science Fiction/Fantasy, Shakespeare, Mythology, and Creative Writing) focus on the 12th grade core curriculum because they count as the elective Language Arts credit.

State standards are set by the Utah State Office of Education. Alignments to national standards are completed at the state level by a committee of content teachers and the Language Arts representatives from the State Office of Education.

3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?

English teachers use a variety of formal and informal assessments in their classrooms.

All of the following assessments are used to some extent across the department:

Common *Monitor*

- Department rubrics for writing: persuasive and literary analysis
- Essay response
- Open-ended questions
- Performance tasks
- Oral presentations
- Projects/products
- Essays
- Research papers and projects
- Individual or group interviews with teacher
- Group assignments
- Student journals
- Service learning projects
- Quizzes
- Self-evaluations
- Reflection

Adjust

- Additional practice
- Review activities
- Mentoring
- Re-teaching
- Before and after school individual help
- Teacher feedback
- Student evaluation
- Peer review and feedback
- Essay revision and rewrite
- Graded work
- Parental involvement and help

4. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?

As individuals, we are just beginning to collaborate with individual teachers from other departments. As a group, we teach skills which are valuable across the curriculum.

- We teach the writing and research skills which can be used in science, social studies, and many other courses at the school.
- We work with students to complete their integrated projects for their computer technology courses.

- We have English teachers who teach in other departments. This helps to facilitate collaboration between these departments: Foreign Language, Social Studies, Fine Arts, CTE, Physical Education, and Special Education.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students?

We strongly believe in the value of each individual student and the right of each student to succeed. To help each student succeed, we do the following:

- Participate in Special Education meetings (504 and IEP) and implement the individual educational guidelines set forth in these meetings.
- Require all sophomore students to take the DRP (Degrees of Reading Power) test. After examining results, teachers attempt to individualize an instructional plan for struggling students.
- Provide a class for those who are below grade level to help them improve reading and writing skills. [Because of budget cuts, this class has been suspended for the 2010-2011 school year. We will begin it again when the budget allows.]
- Provide before and after school help for students who need it.
- Conference with parents and students.
- Have peer tutors provide help.
- Provide carefully written instructions for assignments.
- Provide Advanced Placement and Concurrent Enrollment courses for students who excel.

6. To what degree are the department's policies, operational procedures, allocations, and use of resources aligned with the educational agenda of the school?

We strongly support the educational agenda of the school and strive to use the DRSLs to guide what we do in our classrooms and how we spend our resources. We work closely with the administration to align our policies, operating procedures, and use of resources with those of the school. For example,

- We, along with the administration, are concerned for those who need remediation or acceleration. Therefore, we have provided a BSCT remediation class for students who have failed the state Basic Skills Competency Test. [Because of budget cuts, this class has been suspended for the 2010-2011 school year. We will begin it again when the budget allows.]
- We provide an after-school speed reading class for those who are prepared to accelerate their skills. Most students in the speed reading class double or triple their speed and improve their comprehension during the three-week course.
- With the help of a grant from Trustlands and a substantial commitment from our department budget, we have recently purchased two portable computer carts with 40 computers. Our school is very committed to technology and the teaching of writing, and we feel this has been an effective way of using our resources. This also frees the school-wide carts for broader use in other subject areas.

- We are currently making a concerted effort to provide each student with a book (textbooks and novels) rather than dealing with classroom sets. Although we have not completed this goal, we are 85% there.
- Our administration has provided two part-time graders to help us give our students more feedback on their writing. This has been a great benefit to students as well as to us as teachers. The graders have been able to provide us with overall information regarding weaknesses in student writing across the department.
- Our administration has worked diligently to lower class sizes in English to make it more possible for teachers to give students more individual attention in their student writing.

7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?

We are committed to the following:

- Working together to help our students improve
- Continually learning as individuals
- Teaching and learning from each other

Our department collaborates through the following activities:

- Weekly collaboration meetings
- Coordination of curriculum through grade-level collaboration
- Collaboration regarding remediation methods
- Analysis of CRT, DRP, and ACT results to determine where we can improve
- Discussion of writing weaknesses across the department which graders have discovered
- Semimonthly presentations from department members to help us improve our teaching
- Monthly department luncheons

Collectively or individually, our faculty members have participated in the following:

- Participated in UCTE and NCTE conferences
- Participated in district-wide collaboration for Language Arts teachers
- Participated in Professional Development Days
- Taken many college courses and workshops
- Become members of professional organizations
- Completed Reading Endorsement (4 teachers endorsed)
- Completed ESL Endorsement (3 teachers endorsed)
- Presented at various conferences
- Participated in district-level training and workshops
- Participated in Fullbright programs in Japan and India (1 teacher)
- Traveled with the American School of Classical Studies (1 teacher)
- Completed the Utah Writing Project (3 teachers)

- Completed the Jeff Wilhelm courses and continue to participate in training (6 teachers)
 - Participated in many other local, regional, and national conferences and workshops

8. How do students have access to additional support beyond the classroom?

We provide support for students beyond the classroom with the following opportunities:

- Before and after school individual help with teachers
- Poetry Club
- Young Writers' Club
- Community service and cultural opportunities
- ACT and PSAT preparation classes
- AP test review sessions before and after school
- Grammar remediation sessions offered before or after school during first term
- Individual teachers provide reading skills remediation after school
- DRP make-up sessions after school
- Department and individual Web pages, Wikis, Blogs
- Speed reading class

9. How do students have access to and utilize technology as a regular part of the instructional program?

We are committed to helping our students be prepared for the world by using technology as a major form of communication. We have recently purchased 40 computers for use within the English Department. Students use these computers to write, research, and prepare presentations. We also regularly use LCD projectors with video, iPods, computers, etc., for presentations. In addition, 90% of our department members maintain current web pages, Wikis, and/or blogs.

10. How does current staffing and certification meet current program needs?

We have a variety of teaching experience ranging from 1 to 34 years. We view this as a great strength because our new teachers are able to benefit from the experience and methods of our experienced teachers, and our experienced teachers are able to benefit from the new ideas and methods of our new teachers.

Eighteen of our 19 teachers are currently endorsed in their areas. Paula Jardine, who is teaching two senior English classes, has an English degree and will begin the process for her alternative licensure in Fall 2010.

Our teachers are constantly engaged in professional development through workshops, college courses, additional endorsements, professional writing and publishing, etc., to keep our skills and teaching methods current.

11. How is the department collectively addressing the school's current improvement goals?

Increase the Effectiveness of Student Writing

- We have a coordinated and spiraled writing program based on *The Lively Art of Writing*, and all teachers are committed to teaching writing.
- We have all committed to giving students a great deal of individual feedback on their writing.
- We have created department-wide rubrics for persuasive writing and literary analysis.
- We have hired graders to help us to give students increased feedback as well as a broader base of feedback on their writing.
- We have purchased 40 computers to give us the opportunity to write and revise more during class time which gives a greater opportunity for teachers to work with students individually as they write.
- We have provided inservice on writing instruction and strategies for the school-wide faculty.
- We have focused much of our collaboration time on our writing program and strategies for teaching writing.

Properly Implement the Use of Technology

- We have purchased 40 computers to give us the opportunity to work with students to effectively use technology in a broad spectrum of communication, research, and presentation.
- We have worked diligently to acquire projectors for use within our department. We currently have at least one projector for every two teachers. We hope to eventually acquire enough projectors for each teacher to have his or her own.
- We are using our computers and projectors in the classroom to teach more effectively and to help students learn to communicate more effectively through the use of technology.
- The majority of department members have web pages, Wiki pages, or blogs which we use for communication with and/or teaching of our students and parents.

Maintain a Program to Increase Student Attendance

- We support and follow the American Fork High School attendance plan and follow it completely.
- We help students to see the connection between being in class and being on time with a focus on being a responsible citizen in the community and in the working world.

Areas of Strength

- We care deeply about students and want them to succeed.
- We have a broad-base of experience and education.

- We collaborate well as a department. We are willing to share with and teach each other. We also willingly share with, teach, and learn from those in other content areas.
- We are committed to department collegiality.
- Our CRT test scores are high, with a 91% proficiency score for this year. We have improved each year for the past six school years.
- 27% of our students are taking honors or Advanced Placement English classes.
- We have students who are publishing, entering contests, winning state competitions (e.g. English Sterling Scholar), and choosing English as a major in their education.
- We are constantly striving to learn more and to update our teaching skills and methods. All of our teachers attend at least one professional development conference every year.
- We teach our students communication skills, critical thinking skills, reading skills, and human interaction skills which will benefit them throughout their lives.
- Many English Department members have received honors, recognitions, and awards for their teaching.

Recommendations for Student Achievement

- Implement a class for students who are slightly behind in their reading, writing, and thinking skills to help them catch up and succeed.
- Collaborate more interdepartmentally.
- Continue to help students improve their writing skills.

Action Plan:

Teachers will continue to give individualized student feedback (beyond rubrics) on student writing.

1. Sophomores and juniors will take a test (English section of the ACT). Teachers will then give students their results and teach usage, mechanics, and rhetorical skills, emphasizing those which students missed most on the exam. At the end of first semester, teachers will again give the exam. Then, teachers will help students to implement their new skills into their own writing. Through this, we hope for a three-fold result:
 - Students will become familiar with the format, style, and complexity of the ACT and grammar/usage in context, and they will improve their writing skills.
 - Teachers will work together toward a uniform grammar curriculum, pedagogy, and assessment.
 - Students and teachers will be able to see a quantifiable result of pre-test, learn, study, practice, and post-test.
2. Seniors will continue to perfect their writing skills through practice, review, and revision. Seniors will also work extensively on timed writing. Through this, we hope for a three-fold result:
 - Students will become independent, capable writers.
 - Students will learn to think, organize, and communicate quickly.
 - Students will have developed real-world writing skills.

Department Progress Since 2006

- The English Department has become a more cohesive, collaborative unit through creating department norms for collaboration, gaining respect for each other, and increasing our individual willingness to adjust to benefit the overall group.
- We are analyzing more data and using it to recognize the needs of our students and to drive our instruction.
- We have created a cohesive, spiraled approach for writing and grammar instruction.
- We have created and use department rubrics for writing and have agreed upon common assessment for grammar and usage.
- We have purchased computers and projectors to give us and our students a greater access to technology as a teaching and learning tool in the classroom.
- We have created individual and department wikis, web pages, and blogs to give us greater ability to communicate requirements, assignments, and expectations with our students and parents.
- We are much closer to having the textbooks and novels which we need to have a book for every student.

DEPARTMENTAL REPORT 2010

Fine Arts Department

1. **How are the department's curriculum and instructional strategies aligned with the school's DRSLs?**

Responsible citizenship is taught through the use of disclosure statements and classroom policies, which strive to encourage student accountability. Students work in varied projects and performances in service to the school and community. As students collaborate on different , they experience service and compassion, as well as tolerance and respect for their peers and those with whom they serve. Participation in extra-curricular performances and activities requires students to set goals and identify priorities needed to balance the many activities in their lives.

Critical thinking is required as students rehearse, create, perform, and make artistic decisions. Sectional rehearsals and student run rehearsals in the performing arts help develop skills in problem solving. Students meet together in the creative process discussing problems and implementing strategies for solving them. Students are also required to analyze the work of others and themselves in evaluation reports.

Effective communication is essential as students work in both small and large groups and must rely on each other. Incorporating classroom discussions, debates, and critiques also allows students to verbally express their opinions. Performing, speaking, presenting, listening, and observing are each addressed as students engage in these activities and provide continual feedback. Lastly, the very nature of the arts requires the students to become effective in communicating ideas and stories through singing, acting, dancing, playing instruments, painting, sculpting, etc.

2. **How does each course offering align with the state's core curriculum and national standards for the subject?**

The Fine Arts Department works both independently as well as collaboratively to align the curriculum with state and national core curriculum standards. To this end, curriculum maps in each area have been developed.

3. **To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?**

Through the use of various assessments including but not limited to student portfolios, peer assessment, compositions, evaluations, rubrics, creative performances, testing,

assessment files, festivals and competitions, and self-assessments, we are able to accurately assess and monitor student achievement. All of our teachers use performances or presentations as a final assessment.

4. How does the department collaborate with other departments to create integrated, relevant and authentic learning opportunities for students?

The Fine Arts Department is looking to further our cross-curriculum collaboration. In the past three years, the performing arts have put on productions of *Les Miserables* and *Peter Pan* working in direct collaboration with teachers of literature and world language. The Drama Department yearly performs works of Shakespeare. The choir students sing music with lyrics by Longfellow, Shakespeare, Nash, and many others. This necessitates collaboration with English teachers as they analyze poetry as well as history teachers as they learn about the time period of the music they are performing. Vocal students also sing literature in French, German, Italian, Spanish, and Latin and must work on translations and correct pronunciation. The marching band is currently performing music from *Band of Brothers* in which students are being required to learn about World War II. This is helping students discover links between what they are performing and their own family histories. The visual arts have incorporated writing assignments as well as assignments that cross over into math and history. We are continually adapting our integration strategies based on student needs.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students?

As a department we are able to include all students regardless of abilities to express their creativity. We invite all ESL, 504, and special education students to participate in our programs. We often adjust curriculum to meet the various needs of our students. This year there are eight Life Skills students taking fine arts classes. In addition, we are working with approximately 60 students with 504 accommodations and/or in the resource program.

6. To what degree are the department's policies, operation procedures, allocation, and use of resources aligned with the education agenda of the school?

The department is aligned with the American Fork High School's policies and procedures. We have incorporated the attendance policy that adheres to the state core expectations. Individually we implement procedures which guide classroom protocol and use what limited funding there is to purchase materials and technology to enhance student learning.

7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?

Each member of the department is involved with professional organizations and regularly attends classes and/or conferences to stay current in their respective fields. These organizations include: Utah Music Educators Association, American Choral Directors Association, International Thespian Society, Actors Repertory Theater

Ensemble, Theater Teachers of America, Utah Dance Educators Organization, and the National Arts Education Association. In spite of the diversity within our department, we strive to have programs and activities that incorporate each of the arts studied at American Fork High School. We also meet once or twice a month as a department in order to facilitate the needs of each fine arts program.

8. How do students have access to additional support beyond the classroom?

The fine arts teachers work many hours outside of class time with students as they put together various performances and projects. This includes after school sectionals, rehearsals, performance, and private tutoring. Outside experts in our field are also brought in to work with our students. A few of these include:

- Dr. Craig Jessop and Dr. Mack Wilberg working on master choral works with choral students.
- Dr. Tim teaching leadership techniques to the students.
- Tim Bird from Liquid Lead, and Derrick Hedgstead have both given art demonstrations.
- Professional choreographers including Caine Keenan, Nannette Bayles, Nathan and Suzie Balser, Geoff Reynolds, and Korianne Orton-Johnson have worked with our students.

There are also many opportunities for students to be included in community, performing organizations, and art shows. Trips and tours are taken for students to participate in festivals and shows both in and outside the state. When outstanding performers are in Utah, we make sure the students are given the opportunity to see them perform and/or have clinics with such performers. Such opportunities include:

- Choir students attending the King Singers concert in October
- Choir students going to Stanford University in the spring to attend a clinic and perform.
- Drama students going to New York to see Broadway plays and musicals
- Marching band students playing in the Macy's Parade and Tournament of Roses Parade
- Art students representing AFHS in the Springville Art Show

Students also have access to computer labs and have four-year institutions nearby which have programs and library access for our students.

9. How do students have access and utilize technology as a regular part of the instructional program?

A midi lab has been put into place for our music students. These students have access to *Finale*, the industry standard notation software, in order to compose and arrange music. Students are able to work with music theory software (*Practica Musica*), and ear training software (*Auralia*), and *Smart Music*, a software program that aids music practice to further their musicianship skills. Drama students are taught the technology

for running shows such as the light and soundboards. Art students use programs such as Photo Shop and iPhoto to aid in their projects. Most teachers in our department have active websites to assist students in keeping up their assignments and communicating with parents. Websites include:

- .afchoir.org
- [://theaterprof.googlepages.com/home](http://theaterprof.googlepages.com/home)
- [://my.uen.org/myuen/222097](http://my.uen.org/myuen/222097)
- .afbands.org
- [://afschoolorchestra.blogspot.com](http://afschoolorchestra.blogspot.com)

Many of the teachers in our department use UTIPS (an on-line assessment tool) for tests, quizzes, and reports. All teachers have students write papers and reports using word processors and make use of the Internet for research purposes. Also the band and choir programs use a web-based program called *Charms* to facilitate better communication between parents, students, and teachers. Teachers use it to e-mail and phone parents. Students use it to record practice logs and to record performances that are electronically sent to the teacher for evaluation.

10. How does current staffing and certification meet current program needs?

Seven of our fine arts full time teachers have earned their master's degree. All of the department's teachers are licensed by the Utah State Board of Education for the courses currently taught. Part time teachers have been added to teach music, dance, choir, and art classes as our programs have grown.

11. How is the department collectively addressing the school's current improvement goals?

As a department we support the improvement goals that our professional learning groups and administration have set. We do this by attending in-service, professional development meetings, and by supporting the school's attendance and dress policies. We have strived to implement the teaching strategies requested such as curriculum mapping, creating websites, the four essential questions, etc. Students keep journals where they are consistently writing.

In addition, the visual arts are committed to the school's action plans. We have students do written assignments. Having students articulate in writing helps them to better understand what they need to improve on in their art. It helps them to develop a voice and to be able to verbally articulate visual language in their artwork. Visual arts students also do written critiques, which helps them to verbally understand their process in art. It is important for students to learn to write as well as talk about their art. Students do written art history reports as part of the visual art's curriculum.

Technology is an important step in the visual art process. We have purchased three student computers with Photoshop software programs. We hope to add a fourth by

next year. We also hope to add a color laser printer by next year. The visual arts have also done the following to help incorporate technology into their programs:

- In order to help students with technology the three visual art's teachers have taken extra classes in Photoshop and technology.
- We have purchased one LCD projector and hope to add another in the future.
- We all have web pages which help communicate with parents and students about classes taught.
- We feel the use of technology in our classes has broadened our ability to teach.
- Technology greatly helps to increase student artistic ability.

The visual and the performing arts help maintain a program to increase student attendance. The department supports and follows the American Fork High School attendance plan. We feel the attendance plan helps students to do better in classes and become responsible citizens.

Areas of Strength

- Seven of our Fine Arts teachers have received their master's degrees.
- John Miller and Neal Johnson have been named the teacher of the year in their field.
- Tracy Warby has directed the State Honor Choir in Abravenel Hall.
- John Miller, Mike Huestis, Shauna Smith, and Tracy teach at multiple conferences and workshops throughout the state of Utah each year.
- The AFHS art students continually have more projects accepted into the Springville Art Show than any other school in the district.
- AP Music students have a 98% pass rate on the AP Music Exam for the past three years.
- AP Art students have a 95% pass rate on the AP Art Exams over the past three years.
- In the past three years, every select choir has received superior ratings at each Region and State Festival. Last year the A Cappella Choir received the highest score in the state. For the first time in AFHS history, the non-auditioned Men's Chorus qualified for state and received a superior rating at the State Festival.
- The choir has received numerous first place awards in regional US choir festivals as well as the Viva Voce Command Performance Award.
- Drama has received three Best in State Awards, the Larry Lott award three times, and they have placed first at Shakespeare five times.
- Marching Band continually places first in state competitions in addition to playing in the Rose Bowl Parade, Presidential Inauguration Parade, and several Bands of America Competitions.
- Orchestra has played in several festivals including the Benjamin Franklin 300th Birthday Celebration in Philadelphia.
- Jazz Band has placed first at the Moscow Jazz Festival.
- We have just under 1500 students this school year enrolled in fine arts programs.
- We offer a wide variety of course offerings.
- Most of our faculty members are quite adept at integrating technology into the curriculum because of professional development days.

- We have tremendous parental involvement in the running and maintaining of our fine arts' programs.
- At the Springville Art Show in 2008-2009, we had more two dimensional artwork in the show than any other school in the district. In 2008, we had three pieces that were published in the Springville High School Art Show publication. In 2009, a student won the Congressional Award of Merit, and we had two pieces in the annual art show publication. We also had a student win the Congressional Award of Merit in 2010.
- We had a Sterling Scholar finalist in 2010.
- We have been working on building strength in three dimensional art. We have hired a new teacher and are working on building a stronger three dimensional curriculum.
- Teachers are working on building strength in the visual arts curriculum by using technology.
- We are working on the four questions to help students have a more successful experience in the arts. We are focusing especially on question number three-responding to students that are not learning. We are doing this by working one-on-one with struggling students each class period and by holding after school labs.

Recommendations for Growth

- Teachers of the performing arts must implement more literacy lessons/activities within their disciplines such as music theory, ear training, etc.
- While some teachers do an exceptional job in this area, not all of our teachers are working well to prepare student leaders. Our students need to be better trained as leaders throughout the performing arts disciplines.
- AP Music Students need to be better prepared by their performing arts teachers to be creative and understand keyboard instruments and clefs before taking the course their senior year. Nothing prepares these students for the rigors of this class more than a keen understanding of the music keyboard.
- Our students need to be better trained in critical listening skills.
- Touring and participating in university clinics, national festivals, and art shows is an invaluable learning experience for students and we hope to continue this on a yearly basis as long as there is a majority of parents are in favor of such optional opportunities.
- Music performance classes need more emphasis on music theory.
- We are working to increase the number of AP Art students so that a second class may be added.
- Fewer general music courses and more music specific courses need to be offered such as introduction to music theory to help students prepare for AP course work.
- Continued emphasis on the four questions including:
 - *Question #2-How will we know what they have learned.* We want to work toward more common assessments and curriculum alignment.
 - *Question #3-How will we respond to students who are not learning?* We want to continue working on giving more one-on-one support to those students who are not learning, as well as after school labs where students can make up work.

- Question #4- How do we respond to students who have already learned the material. We want to continue giving individualized help for more advanced students and after school labs to give them more time to work on more advanced projects.
- We are working on recruiting photography students to take the AP Art portfolio, which gives them an opportunity to get college credit for photography and Photoshop.

Progress since 2006

- The fine arts' teachers work much better as a team. We have become good friends and this helps our department. Many more students are increasing their creative and performing talents and abilities in multiple disciplines. Choir students support the band and drama performances as well as the art shows. Band, orchestra, and choir students are assisting in and improving musical theater productions, etc.
- Tracy Warby has led the way in creating a new district wide music festival. It features Masterworks that cannot be done by most schools alone. It is open to the choirs of all of the Alpine School District. In 2009 Dr. Craig Jessop conducted all of the choirs in *Gloria* by John Rutter as well as other music of the British Isles. This past January we put together a high school orchestra to join the choir in Mozart's *Requiem* conducted by Dr. Mack Wilberg in the Provo Tabernacle. This has been an invaluable experience for the students and has helped solidify a sense of unity throughout all of the music disciplines at American Fork High School.
- There have been better workshops made available for all of the performing arts teachers in the district largely due to the work of our performing arts teachers.
- Band, Choir, Drama, and Orchestra continue to sweep competitions, taking first place in state, and region festivals.
- Students are taking more personal responsibility for the progress of our performing groups through student lead rehearsals, sectionals, and other activities.

DEPARTMENTAL REPORT 2010

World Language Department

1. How are the department's curriculum and instructional strategies aligned with the school's DRSLs?

Effective Communicators

- Communicating effectively is the primary goal in learning a world language.
- We constantly practice four communicative skills: reading, listening, speaking and writing.
- Increased cultural awareness through language study leads to better communication in any language, including your native tongue.

Responsible Citizens

- The World Language Department teaches and encourages students to accept and understand other cultures.
- Learning a world language helps students be prepared for and employable in our changing, global community.
- World language students are citizens of the world.

Critical Thinkers

- World language students analyze a variety of material from grammatical structures to cultural differences.
- World language students develop an eye for accuracy and detail.
- World language classrooms teach students to integrate and apply skills.
- World language students make natural connections with other disciplines such as history, English and music.

2. How does each course offering align with the state's core curriculum and national standards for the subject?

- The Utah World Language Standards align with the ACTFL (American Council on the Teaching of Foreign Language) National Standards.
- Our department centers its curriculum on the ACTFL standards which are communication, cultures, connections, comparisons and communities.
 - Communication corresponds to our first DRSL- Effective Communicators.
 - Culture and communities correspond to our second DRSL- Responsible Citizens.
 - Connections and Comparisons correspond to our third DRSL- Critical Thinkers.

- Alpine School District also provides a list of suggested curriculum topics for levels 1, 2 and 3 of French, German, and Spanish.

3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?

World language study lends itself to a wide variety of assessments. In the World Language Department we use the following:

- written tests
- oral tests
- national tests offered through our national language organizations
- book and in-class exercises
- communicative activities
- group speaking projects
- self-evaluations
- essays
- multi-media projects such as videos
- performance-based projects such as role plays, skits, and portfolios

We adjust our instructional practices as needed, based on student comprehension, through the following strategies:

- constantly reviewing difficult or missed concepts
- adjusting the expectation level as needed
- reteaching and retesting

4. How does the department collaborate with other departments to create integrated, relevant and authentic learning opportunities for students?

Every high school language teacher knows and works with the teachers of their junior high feeder programs in order to

- maintain enrollment
- align our curriculum
- make the junior high to high school transition easier for students

Collaboration occurs to a more limited degree among individual world language teachers who search out teachers of other subjects to help with specific lessons such as art history, literature, and music appreciation.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students?

Learning a language is a challenge. By nature, the world language classroom is filled with students of all interest and ability levels.

- The World Language Department employs a variety of teaching strategies to meet the needs of all students.

- As mentioned in question three, extensive reviews, reteaching, and retesting are daily components of our classrooms.
- We also allow students, when needed, to work at their own pace, skip a level, and take extra time for tests and assignments.
- We are aware of the special needs of our resource students, attend IEP meetings, and work to facilitate these needs on an individual basis.

6. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?

For the past several years, we have charged students a fee for World Language classes.

- We spend this money extremely carefully and purchase items that benefit our students.
- The class fee has allowed all language teachers access to technology, which allows us to teach more effectively.
- The simple addition of LCD projectors has brought world culture via the Internet to each of our classrooms.

7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?

World Language teachers are encouraged to attend yearly conferences at the

- local level (district professional development)
- state level (Utah Foreign Language Association)
- national level (American Council on the Teaching of Foreign Languages)

As a World Language Department team,

- We collaborate at our monthly Monday meetings.
- We work together to organize and produce the annual World Language Week.
- We are members of our state and national language teacher organizations.

8. How do students have access to additional support beyond the classroom?

- Students are often given websites to look at on their own that teach culture or language proficiency, such as online dictionaries and translation sites.
- Suggestions for remediation and acceleration are posted in each language classroom.
- Teachers are available before and after school to tutor individuals.
- Some high school student tutors are also available.
- Opportunities to be exchange students and/or find a pen pal are presented from time to time.
- The German class has an ongoing high school exchange.
- The support of family members who also know the target language is beneficial.

9. How do students have access to and utilize technology as a regular part of the instructional program?

World Language classrooms make use of a variety of technology such as

- videos and DVDs in other languages
- PowerPoint presentations
- music
- news feeds
- foreign Internet sites
- cultural photograph presentations
- video projects that require editing and often subtitles
- resources provided to teachers, and therefore students, by e-mail from the Alpine District Foreign Language Specialist

10. How does current staffing and certification meet current program needs?

- All members of the World Language Department are certified to teach language, except our ASL teacher who is working towards her certification.
- Class sizes are often large but in most cases manageable.
- We are always working to add depth to each language sequence.
 - We recently added Japanese 4.
 - We plan to divide Spanish 4 and 5 into two separate classes next year.
 - We hope to offer ASL 3 next year.
 - We would also like to add a Spanish-for-Spanish-Speakers course.

11. How is the department collectively addressing the school's current improvement goals?

American Fork High School, and therefore the World Language Department, are working on the following three goals:

- Increase the effectiveness of Student Writing
 - World language teachers provide many writing opportunities in all language levels.
 - World Language teachers provide writing critique for individual students.
- Properly Implement the Use of Technology
 - World language classrooms have access to current instructional technology.
 - World language teachers use technology to provide students a rich learning environment.
- Maintain a Program to Increase Student Attendance.
 - World language teachers support the school-wide attendance policy.

Areas of Strength

1. Enrollment

2008 AFHS WL Enrollment

2010 AFHS WL Enrollment

ASL - 86

ASL - 132

French – 117

French - 158

German - 153
 Japanese - 51
 Latin - 78
 Spanish - 220

German - 140
 Japanese - 79
 Latin - 92
 Spanish - 308

Percent of student body enrolled in world languages at AFHS

2008 – 36.8%

2010 – 41.5%

Percent of student body enrolled in world languages in other ASD high schools

2008 – 12.4%

2010 – 14.7%

- Enrollment in world language at AFHS is high.
- World language courses at AFHS are healthy and thriving.
- Less commonly taught languages such as ASL, Japanese, and Latin thrive at AFHS.
- AFHS has a healthy German program when many other schools are cutting German.

2. Courses Offered

The following courses were offered through the World Language Department in:

2006

French 1
 French 2
 French 3
 French 4
 French 5AP
 German 1
 German 2
 German 3
 German 4/5AP
 Japanese 1
 Japanese 2
 Japanese 3
 Latin 1
 Latin 2
 Latin 3
 Spanish 1
 Spanish 2
 Spanish 3
 Spanish 4/5AP

2009

American Sign Language 1
 American Sign Language 2
 French 1
 French 2
 French 3
 French 4
 French 5AP
 German 1/2
 German 3
 German 3H
 German 4
 Japanese 1
 Japanese 2
 Japanese 3
 Japanese 4
 Latin 1
 Latin 2
 Latin 3AP
 Spanish 1
 Spanish 2
 Spanish 3
 Spanish 3H
 Spanish 4/5AP

- Because of strong administrative support, we have been able to add a new language program (ASL).
- Because of strong administrative support, we have been able to expand existing programs such as German, Spanish, and Japanese.

3. AP Scores

2006 AFHS WL AP scores

French - 6 of 17 passed / 35%
 German – 1 of 1 passed / 100%
 Latin – 3 of 4 passed / 75%
 Spanish – 3 of 7 passed / 43%

2009 AFHS WL AP scores

9 of 12 passed / 77%
 2 of 3 passed / 67%
 7 of 12 passed / 62%
 2 of 2 passed / 100%

2006 ASD WL AP scores

French – 14 of 33 passed / 42%
 German – 2 of 7 passed / 29%
 Latin – 3 of 4 passed / 75%
 Spanish – 85 of 145 passed / 59%

2009 ASD WL AP scores

10 of 16 passed / 63%
 7 of 9 passed / 78%
 8 of 13 passed / 62%
 43 of 85 passed / 51%

- We offer AP courses in four languages.
- French, German, and Latin AFHS World Language AP programs carry the ASD numbers.
- Our AP pass rate is competitive.

4. Teachers

<u>Name</u>	<u>Language</u>	<u>Years at AFHS</u>	<u>Language Affiliations</u>
Aubrey Slabbert	ASL	1	ASLTA
Chad Seely	Spanish	14	UFLA, UTSP
Laurel Shelley	Latin	23	ACTFL, UCA
Lisa Collier	Spanish	4 (+6 not at AFHS)	UFLA, ACTFL
Marisa Bellini	Japanese	4 (+6 not at AFHS)	IMATJ
Rachel McFarland	French	17	UFLA, ACTFL
Steven Garlick	German	23	AATG

- We have established programs.
- We have established teachers.
- We are members of our respective language associations.

5. Beyond the Classroom

We offer our students opportunities to use language outside of the classroom.

- When feasible, students attend local language events such as:
 - BYU and UVU language fairs

- theater productions
 - community events
 - film showings
- Since 1992, two schools, the J-M-Sailer Gymnasium in Dillingen and the Realschule Vaterstetten in Munich, have sent students on short study abroad trips to American Fork.
 - Approximately 100 community families have hosted these students providing irreplaceable language and culture experiences for everyone involved.
- The following active clubs are affiliated with the World Language Department:
 - French Club
 - Latin Club
 - German Club
 - Spanish Club
 - ASL Club
 - Japanese Club
 - International Club
 - Latinos in Action Club

6. Budget

Beginning in 2007, all students who take World Language courses pay a \$15 class fee.

- With the addition of World Language class fees, we have been able to make the following improvements to our department:
 - All world language teachers have LCD projectors, DVD players, receivers and speakers.
 - Teachers are able to pay registration fees and attend more conferences, especially UFLA.
 - Headsets have been purchased for online language practice.
 - Money for new books and activities is available to supplement instruction.
 - There is money available for fieldtrips, in-class activities and national language tests.

7. Collaboration Time

Since 2006, world language teachers have spent approximately three Mondays a month collaborating for an hour each time. This amounts to approximately 25 hours of collaboration per year for the past four years. We also spend professional development days collaborating as a language team.

- Monday early out time spent in our department group is effective. We use this time to:
 - plan our annual World Language Week and annual Junior High Language Fair
 - implement new ideas such as our World Language Student of the Month program and acceleration/remediation lists
 - share teaching ideas
 - discuss before and after school opportunities
 - develop strong personal relationships

- meet with our feeder program teachers
- meet with other language teachers in the district

Summary of Progress since 2006

Based on 2006 recommendations, the World Language Department began compiling a variety of data, included in the “areas of strength” section of our report. Our enrollment data is a compelling testament to the strength, breadth and depth of our department. These numbers are also a manifestation of the popularity and importance of language study in the students’ eyes. Our AP scores highlight student achievement. In fact, we are one of the only high schools left in the Alpine School District to maintain strong AP language programs. The addition of student class fees allows for current technology in each classroom, which, in turn, directly influences student access to authentic, meaningful language learning. Finally, increased collaboration time provides an opportunity to reflect upon best teaching practices, which promote student engagement in the world language classroom.

Recommendations for Growth

1. Increase cross-team collaboration
 - More work can still be done to collaborate with other departments at our school.
 - More work can still be done to collaborate with our junior high feeder programs.
2. Increase practical application of language skills by providing real world opportunities such as exchange programs, Internet access, etc.
 - Create virtual exchange programs with class-to-class emails and/or video.
 - Find and use appropriate websites that encourage language use Internet sites.
 - Create new opportunities for language growth such as
 - language culture lunches
 - offer national exams in all languages
 - club activities involving native speakers
 - parent participation with country booths at club night
3. Improve communicative speaking activities for students
 - Provide more opportunities for teachers to share ideas
 - Rework the oral exam concept to best fit both teacher and student needs
 - Evaluate speaking activities in the classroom
4. Teach more in the target language
 - Teachers should continually assess their language performance in the classroom.

Action Plan

The AFHS World Language Department is currently working on recommendation #3. Our increased collaboration time allows us to work together more often. Two Mondays a month are dedicated to sharing best practices as well as fostering communicative learning

environments in each language classroom. We have also agreed on a new oral exam concept and are in the process of adapting it to our department's and students' needs.

DEPARTMENTAL REPORT 2010

Physical Education/Health Department

1. How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Effective Communicator

PE - Teach rules, cooperative learning games. Health - Have students give oral reports, class participation. Driver Ed. - Feedback, write papers, decision making activities.

Responsible Citizens

In PE, we expect the student to be dressed in appropriate attire. In all classes we expect students to be on time and to be there. We expect them to follow the rules and procedures of the class. In Driver Ed., we also expect them to be responsible drivers.

Critical Thinkers

We use application activities, news articles, in-depth discussions, analysis of situations, and road tests.

2. How does each course offering align with the state's core curriculum and national standards for the subject?

All classes in our department are aligned to the state and national standards. We follow core curriculums in Health, Driver Education, PE, Lifetime Activities, Fitness for Life and sports, aerobics and weight training.

3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?

We use pre/post tests to obtain knowledge and skill levels. We also use review games, essay tests, student generated tests, multiple choice tests, and quizzes. To collect information, skill, and learning levels, Driver Education uses parent, teacher, student cooperation that apply to real life responsibilities.

4. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?

We use other teachers as guest speakers. We communicate with other departments on a regular basis. We cooperate with other departments in regards to assignments that can be used in both areas of study. For example in Health and Technology, these classes allow students to produce PowerPoint presentations that benefit each class. Some

classes do student surveys and interviews that relate to subjects taught. We also collaborate with resource teachers for study purposes.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students? (ESL, Special Education, etc.)

We use peer tutors and have some teachers that have been trained in ESL. We also try to accommodate students by giving them extra time on tests, assignments, and dressing in PE. We sometimes will reposition them in the classroom to meet their needs both physically and behaviorally. We allow students to use their own computers, computers that are set up in the media center, or arrange for mobile laptops that are checked out from the school for classroom use so they can obtain information for assignments.

6. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?

We have regular department meetings where we discuss department issues and try to solve them as a department. We set department standards that align with school policies and also standards that directly affect our department such as dressing and participation. In Health, we share educational materials and equipment with others in the department.

7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?

We attend clinics and conferences whenever possible in our fields of study. We attend school professional development meetings. Teachers are allowed to observe other teachers both in and out of the school. We also have an evaluation of our teaching by the administration as required by district and state guidelines.

8. How do students have access to additional support beyond the classroom?

Teachers are available before and after school. Our school has a Homework Center available after school where students may go and get additional help. They can have access to the Internet from the Media Center. The Fitness Center (weight room and cardiovascular stations) are open after school. There are also parent conferences, and parents and students may access grades and homework assignments through Power School. They may also have contact with teachers through the phone and e-mail.

9. How do students have access and utilize technology as a regular part of the instructional program?

They have homework assignments that allow them to use the Internet. The fitness room is open for after school workouts. PowerPoint presentations are given which help to disperse information and make note taking easier. Some teachers have LCD projectors that allow them to use all forms of media presentations for instruction.

10. How does current staffing and certification meet current program needs?

All teachers in our department are certified and licensed by the state. Our coaches also attend clinics, etc.

11. How is the department collectively addressing the schools current improvement goals?

- We are attending in-service and professional development meetings.
- We hold regular department meetings.
- We are trying to encourage more reading and writing in our curriculum and are helping students to better assess their progress by teaching them to establish standards and goals that can be accomplished in the various subject areas.
- We are using the district Fitness Gram as a guide to establish standards in achieving our goals of obtaining physical fitness and a healthy lifestyle.

Area of Strength

- We are working to help each student understand the importance of the school DRSL's: effective communicators, responsible citizens, and critical thinkers.
- We all participate in attending professional development workshops and district content days.
- We collaborate with our district peers once a month.
- We hold regular department meetings.
- We are dedicated teachers that are here for the students.
- We are constantly working to keep up with the trends in our fields by attending professional meetings and workshops when possible.
- We all like each other and work well together on behalf of the students.
- We try to teach to the core curriculum.
- We are always looking to stay current in our field, i.e. looking through articles in magazines and newspapers and updating DVD's and videos.
- We have purchased electronic equipment, such as an LCD projector, DVD player and receiver with speakers. They are mobile so they can be used at the various teaching stations in the PE area.
- We have added to and updated our equipment so that we have been able to use more of a variety of teaching activities. This has ultimately helped our students to raise their Fitness Gram Scores and reach the healthy fitness zone and maintain it.

Recommendations of Growth

- We would like to continue to increase our collaboration within our department and spend less time collaborating on general school and district issues.
- Our facilities are still outdated for the time and we would like to have better, more updated teaching stations to run our programs. Specifically the locker rooms and showers are inadequate.
- We would like to offer more of a balanced number of classes (not so many weight classes, and add a few more regular PE classes, etc.) and equalize class loads. We

would like to have a smaller number of students in Life Time Sports classes – no more than 20 -30 students and Fitness for Life classes no more than 30 – 40 students.

- We would like more opportunities to send our teachers to state and national conventions.
- We need to continue to focus our teaching to the core curriculum in the various subjects we teach.
- We need to continue to update teaching materials, etc. in our various teaching assignments.
- We would like to allow more after school time to make-up missed work, activities, etc.
- We would like to collaborate with other teachers within our common disciplines to teach toward the same objectives.
- We would like to continue to help students improve attitudes and maintain their over-all physical fitness and healthy lifestyles.

Action Plan:

- Teachers will coordinate lesson plans and activities that contribute to the over-all attitudes and goals toward lifetime fitness and healthy lifestyles. We will provide positive student centered activities that are fun but challenging to help our student's fitness and lifestyle.
- Teachers will continue to use common assessments set up by the district, state and department and analyze data from these assessments to increase student achievement.
- Teachers will work with counselors and administrators to encourage 10th grade students to take Fitness for Life classes during their sophomore year.
- Fitness for Life instructors specifically will help students raise their Fitness Gram scores and help them to reach the healthy Fitness Zone and maintain it.

DEPARTMENTAL REPORT 2010

Science Department

1. How are the department's curriculum and instructional strategies aligned with the school's DRSLs?

Effective Communicator:

Six out of seven full-time teachers use some form of oral reporting in their classroom in the form of videos, news article reports, lab work presentations, white boarding, debates, and round table discussions. Three hourly teachers also use a variety of the above techniques. Some classes invite guest speakers in their field to show vocational opportunities and provide additional insight. All seven full-time teachers use written essays as part of their evaluation process. Students are required to complete lab write-ups, use the correct technical terminology, and write term papers.

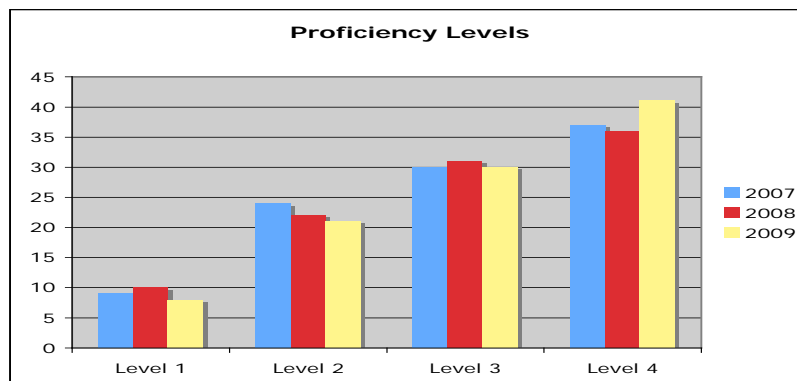
Responsible Citizen:

Our students spend 50-60 percent of their class time (per unit) in cooperative learning communities. These include lab groups, group presentations, table work, and in class activities. We support and enforce our school's attendance policy.

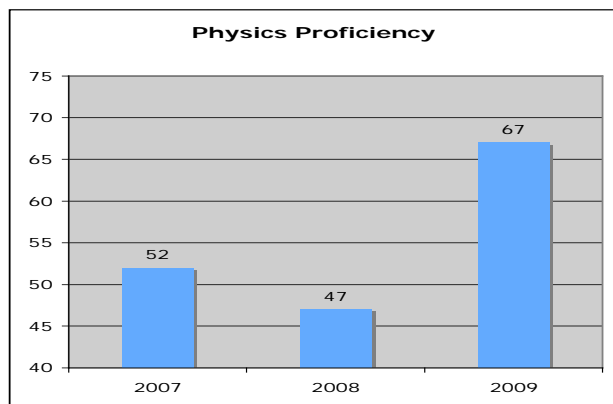
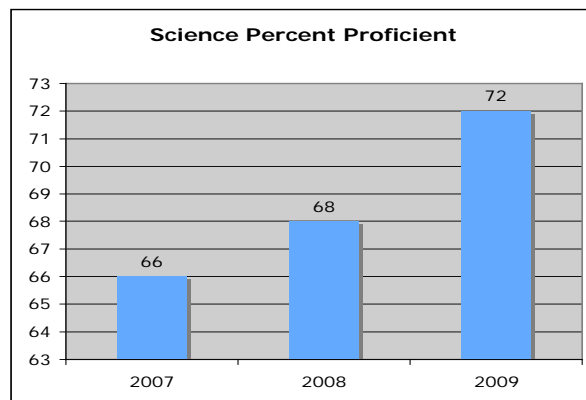
Critical Thinkers:

All 7 full-time teachers engage in at least 20 labs per school year. Our regular science classes participate in 2-3 inquiry based labs each year. Our upper level classes (AP and Science lab) participate in 5-6 inquiry based labs each year. This is shown to be effective by the number of students that go on to compete in the district and regional science fairs. In 2009 we had 22 district winners. Twelve of these went on to win awards at the regional competition. Over half a million dollars was awarded in prize money.

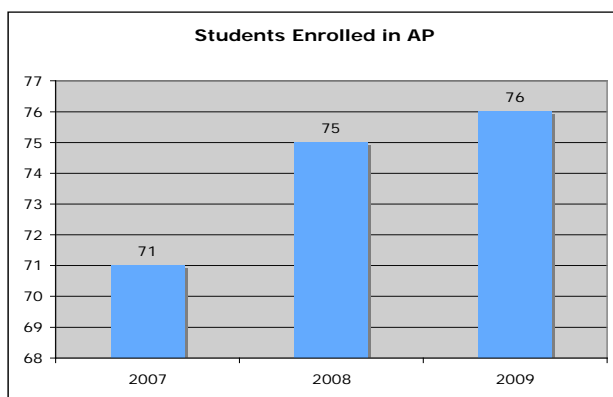
2. How does each course offering align with the state's core curriculum and national standards for the subject?



Our students perform well on the state CRT tests. This indicates that the classes we offer align with the state core and meet the basic national standards. For example, in 2009 our Chemistry proficiency rate was 73%. This is well above the district average of 65%. Overall, our Science Department achieved a 72% proficiency in 2009. This is the first time we have achieved over 70% proficiency in over five years. We hope to continue this trend in the future.



We also use CRT feedback to modify our teaching strategies. In 2008 we had a very low Physics proficiency rate of only 47%. In response to this, we restructured our entire Physics system, splitting Physics into an upper track (math based) and a lower track (conceptual). The results were impressive. The Physics proficiency rate in 2009 jumped up to 67%.



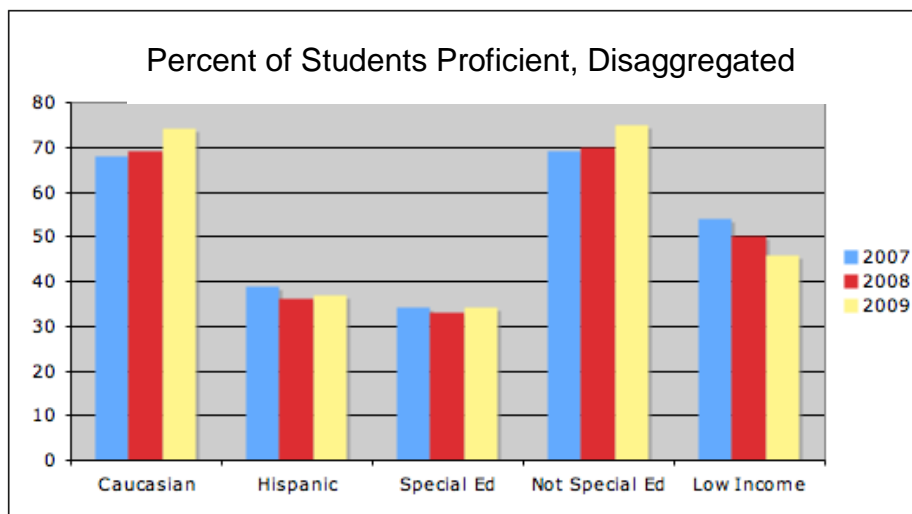
Each AP teacher has written an approved AP audit. This ensures that the content in their classrooms aligns with the national AP standards. Our students also do well on the science portion of the ACT. Our 2008 average was 22.4 which slightly exceeded the district average of 22.1.

3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?

Our department utilizes a variety of assessments such as oral testing, lab write ups and lab performance, online homework, standard tests, essays, bell ringers, homework, news articles, quizzes, and review games to monitor student achievement.

We looked at CRT data and found that our department struggles in three important categories: Hispanic (37% proficient), Special Education (34% proficient), and Low Income (46% proficient). In response to this, we have adjusted and added classes to accommodate all students. In 2008, we added a Conceptual Chemistry class, which allows students to learn the same concepts as a regular chemistry class without some of

the math. There are 92 students currently enrolled in the conceptual track. Also in 2008, an Earth Systems class was added. This class remediates students who did not get their physical science credit in junior high and weren't successful in either high school physics or chemistry. Last year 29 students enrolled in this class, and over half of them obtained proficiency on the end-of-year CRT. We have also had a very successful co-taught Biology class. This class is taught by a biology teacher and a special education teacher. With both teachers in the class, students can get much more help and guidance. There are currently 16 resource students in our co-taught Biology class. To reach higher-level students, the Science Department offers AP science classes and an Advanced Science Research class. There are currently 128 students enrolled in AP science classes, and 14 students enrolled in the Advanced Science Research class.



4. How does the department collaborate with other departments to create integrated, relevant and authentic learning opportunities for students?

All seven full-time teachers assign a class project that can be used for an integrated CTE project such as PowerPoint presentations and videos. The class Physics with Technology is part of both the Science Department and the CTE Department.

In 2008, the chemistry classes assigned a research paper, and the chemistry teacher worked with several English teachers to teach correct documentation and other research paper writing strategies.

5. To what extent do all members utilize inclusionary teaching strategies to meet the needs of all students?

As a department, we focus on meeting the needs of all students. Teachers use a variety of teaching strategies and styles, such as Gardner's multiple intelligences, guided questions, Socratic questions, peer partnering, and bilingual vocabulary lists. We have Conceptual Chemistry, co-taught Biology, and Earth Systems classes to remediate struggling students, and we have AP courses to accommodate advanced learners. Two

of our current teachers are fluent in Spanish and are able to assist struggling LEP students.

6. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?

Each teacher adheres to the school's attendance policy. Lab fees are allocated to each teacher based on the number of students they have in their classes, and we estimate that 90% of fees are spent on student labs, with the other 10% going toward classroom supplies and upkeep. Biology teachers and chemistry teachers have a common lab room where teachers can share resources.

7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?

All of our teachers who have taught for more than three years have participated in summer and/or professional conferences.

- *Becky Bailey*: Two week summer genetics conference; Salt Lake City 2006 NSTA conference
- *Michelle Ormond*: Master's degree + 15 additional credits, Salt Lake City 2006 NSTA conference, professional development team, action research study, USTA 2009
- *Darci Rhoades*: literacy conference
- *Haylee Stewart*: Two week summer genetics conference, one week summer evolution conference, one week summer Great Salt Lake Institute conference, one week summer assessment course, Salt Lake City 2006 NSTA conference
- All new teachers (and teachers with less than four years experience) have passed their content Praxis exams, and four teachers passed the Praxis pedagogy exam in the top 15% of the nation.

We also engage in creating curriculum and common assessments within our subject areas during collaboration time.

8. How do students have access to additional support beyond the classroom?

Each teacher is in their classroom during lunch and before and after school, often well after contract hours, to help students. In addition, four teachers have websites to support student and parent awareness of what's going on in the classroom. Others are developing websites they hope to use in the future. The AP teachers hold AP review sessions prior to the exam in order to prepare students.

9. How do students have access and utilize technology as a regular part of the instructional program?

As science teachers, we use technology every day to prepare and present our lessons. Students use technology about 10-30 % of their time in class. This includes probes, Lap tops, Logger Pro, online homework, video capturing and editing, PowerPoint presentations, clickers, graphing calculators, Excel, and so forth. Many of our labs rely

on modern technology and give the students and opportunity to become technically literate.

10. How does current staffing and certification meet current program needs?

Current teachers in our department hold the following endorsements: Environmental, History, Math, Physical Science, Physical Ed, Exercise science / Sport Medicine, Medical Anatomy /Physiology, Health Technology, Emergency Medical Services, Biology, Physics, Chemistry. In addition, all new teachers have successfully passed both the content and the pedagogy Praxis exams.

11. How is the department collectively addressing the school's current improvement goals?

Reading – All of our classes (except Earth Systems) have an assigned textbook. Reading from the book is part of the curriculum. Students are expected to outline chapters, summarize key information, and utilize the glossary and index.

Writing – Students write essays as part of their evaluation process. Students are required to complete lab write-ups, use the correct technical terminology, and write term papers.

Attendance – Each teacher supports and enforces the school's attendance policy. Students who receive an NG for tardies or absences are expected to attend school to make up the infractions.

Technology – Students use technology in our science classrooms. This includes probes, computers, Logger Pro, on-line homework, video capturing and editing, PowerPoint presentations, clickers, graphing calculators, Excel, and so forth. Many of our labs rely on modern technology and give the students and opportunity to become technically literate.

Areas of Strength

- Science naturally supports the school's DRSLs. We integrate communication and critical thinking often.
- We align our curriculum with the state core and work hard to do so.
- We offer a variety of classes to accommodate students of all levels.
- We are committed professionals, and we engage in ongoing professional development to improve our knowledge and student performance.
- We integrate technology into our classrooms through a variety of methods and means.

Progress from 2006 Report

Since 2006, we have successfully built multiple tracks for students of different achievement levels. We have instituted a successful Physics with Technology class, a Conceptual Chemistry class, and an Earth Systems class; these classes help students who struggle with math succeed

in science. We also have continued to build our AP program with AP Physics and still retain AP Chemistry, AP Biology, AP Environmental Science.

Another recommendation for growth in our 2006 report was to “collaborate more.” We feel this has been accomplished and is still continuing. We have built a strong team and are willing to share thoughts, ideas, suggestions, and support. Several teachers who are “experts” at different technologies and methods have led Monday afternoon meetings and presented their expertise. Teachers in the different subject areas have worked on creating a unifying curriculum and building more hands-on, engaging lessons.

Recommendations for Growth

We looked at CRT data and found that our department struggles in three important categories: Hispanic (37% proficient), Special Education (34% proficient), and Low Income (46% proficient). Our objective is to institute classroom procedures that can focus on these students and improve their achievement.

Action Plan

- Individual teachers will look at their list of Ds and Fs for previous terms and choose two to three students to focus on for the next term who are part of our three categories.
- Teachers will pay extra attention to these students and work more with them one-on-one to increase achievement and success.
- Teachers will evaluate their progress quarterly and choose new students on which to focus.

We believe that by following this action plan we can begin increasing achievement with our Hispanic, special education, and low income students.

DEPARTMENTAL REPORT 2010

Special Education Department

1. How are the department's curriculum and instructional strategies aligned with the school's DRSLs?

Responsible Citizen

The Special Education Department teachers each utilize a disclosure document detailing the responsibilities of teacher and student along with the grading procedures and other information that will help the student become responsible for assignments. All resource and special education teachers follow the guidelines of the school attendance policy.

Our department uses part of the Occupational Skills time to instruct students in the skills needed to succeed in school and life. In that class, we use textbooks and other resources that incorporate values education into these skills. Current events are used as a teaching tool in both Occupational Skills and English classes to help students analyze their actions and the resulting consequences.

Students are instructed in the first week of all classes regarding classroom rules and their rights and responsibilities toward others. In the English classes, we connect past events in literature and history to current concerns to assist students in making connections between the past, present, and their own lives. We meet on a regular basis with each resource student to monitor academic progress.

In the Life Skills classes, character education is taught in small group lessons. Peer tutors are utilized as role models for the students.

Effective Communicator

Opportunities for communication between student and teacher are readily available in the Resource and Life Skills classes due to smaller class sizes. Students are able to participate in class and small group discussions as well as develop and present information to the class in a variety of formats. Resource and Co-Taught courses include disclosure documents setting out expectations and grading procedures.

In the Life Skills classes, expectations of the students are included in the disclosure documents for peer tutors. Parents and students are given e-mail, phone, and online contact with the teacher. Parents, teachers, and students are in constant communication with each other.

Peer review strategies assist students in learning to communicate both positive and negative concerns to others in a productive manner. We discuss state and district assessments along with classroom assessments with the students, helping them to understand how to increase their verbal and written expression. Students should attend their yearly Individual Education Plan (IEP) meetings and are encouraged to express their ideas regarding their education. Co-taught regular education classes also offer opportunities for students to communicate their concerns regarding assignments to both teachers.

Critical Thinker

We teach the State Core requirements in our English and math classes just as in the regular classes. Students have access to the entire curriculum and are able to write, read, and think about the topics pursued in their classes. The student is invited to enroll in any class of interest at the high school and is given accommodations to help with success. Students are encouraged to critically analyze their schedules with their Occupational Skills teachers to create the most effective learning environment for them individually.

2. How does each course offering align with the state's core curriculum and national standards for the subject?

English 10R, English 11R, English 12R and the Co-Taught Algebra I, Geometry, Algebra II, and Co-taught Biology courses are completely aligned with the core curriculum standards. Depending upon the student's IEP, some accommodations or modifications may be made. Small Group Math prepares the students for entering the Co-Taught Algebra I class. Reading and Communications courses take their direction from the Reading Core for Language Arts. Life Skills students follow the goals and objectives detailed in individual IEPs. We follow state and national guidelines regarding free and appropriate education for students with disabilities.

3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?

We consistently use a variety of practices to assess student achievement. Depending on the course content and the skills needed for assignments, we use both formal and informal assessments. We use rubrics common to the content area departments to establish these assessments.

Some of the many assessment tools utilized are:

- quizzes
- tests (both oral and written)
- verbal reviews
- essay and short answer responses
- open-ended questions
- group assignments and projects

- student-teacher interviews
- oral presentations

We adjust our instructional practices to meet the individual needs and IEP goals of our students. The nature and extent of our assessments and the enormous amount of detail included in our legal paperwork makes it a challenge to have the time to both assess fully and teach fully the concepts so necessary for our students.

4. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?

We have increased the number of co-taught classes offered to include Co-Biology, Co-Algebra I, Co-Algebra II, and Co-Geometry. These courses allow resource students to stay in a regular class while receiving additional help from the resource teacher. The Occupational Skills instructors check weekly on student assignments in core classes, collaborating with the regular teachers as needed.

The EnglishR classes utilize the same assignments and curriculum as in the regular English classes. For several years, the Resource English teachers have met with the English Department once or twice a month during collaboration time. This has increased awareness of and ability to teach the core. This past year and currently, all Resource teachers meet with the content departments two times each month to create understanding of how to work with students more readily in the academic programs within the school. We also assist with students' integrated projects in a variety of content areas.

Our Transition Specialist helps students direct their career goals, seeks out intern positions, and assists with job training skills and locating jobs within the community.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students?

The Special Education Department is very focused on inclusion for all students. One of our objectives is to ensure that resource and Special Education students are placed in the least restrictive environment (LRE) possible to facilitate their success in school. To that end, we work with the regular teachers to offer support in the way of accommodations and modifications to assignments, tests, and projects. We assist with students' integrated projects. Our resource teachers meet regularly with the other departments in the school to provide support in all academic areas. We provide co-taught classes in math and science. We work with the ESL program to help speakers of other languages who are also resource students. Another important feature provided by the administration is to see that special education and resource classrooms are integrated throughout the school, not clustered together in a segregated area. This is most important to our students' ability to feel included in all aspects of school.

6. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?

Our policies and procedures provide for students who would not be able to succeed in school or have access to the curriculum without additional assistance. Once a student is referred to our department, we discuss that referral with the regular teachers and help with plans for interventions. As we meet as an IEP team, we collaborate with counselor, teachers, principal, parents, and student to be sure that we are in agreement with the educational agenda of the school and the assistance needed by the student. Our resources are constrained due to lack of funds, but we make full use of our resource aide and Transition Specialist.

7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?

Our district has an annual meeting in which we receive intensive training in academic areas, assessment, and a variety of strategies that aid in student performance. We have weekly team meetings in which specific student needs are addressed and data reviewed to ensure that we are meeting our goals. We receive a monthly magazine, *The Utah Special Educator*, which includes current research-based best practices. We now have a collaboration time on Mondays devoted to assessing progress on our goals.

8. How do students have access to additional support beyond the classroom?

The resource program offers Occupational Skills classes which allow extra time for homework with help from a teacher. We are available before and after school to work with students. In addition, there is a homework center with tutoring help from teachers and Honor Society members. This is offered three times a week after school. Often, our students feel intimidated by this environment as they do not want people to know they struggle with academics and other difficulties. Typically, our students deal with issues far beyond academics and social environment. Another support beyond classes here at the high school is the ATEC program. This program integrates Life Skills and some resource students needing extended transition services into the workplace and assists with skills fostering independence and living in the community. Life Skills students also use their peer tutors to build relationships out of the classroom. An additional resource beyond the classroom is Mountainland Applied Technology College.

9. How do students have access to and utilize technology as a regular part of the instructional program?

We do not normally have computers or access to the Internet for students in our resource classrooms. However, this year, the English Department received two laptop carts with 20 laptops and a printer for each. This allows additional access to laptops for writing and Internet research assignments. Although this does not give our students who need extra time access to computers in their Occupational Skills classes, it does give the English and Reading instructors some opportunity to use technology. Also, the Resource English 10 and 11 courses have received a grant from Trustlands to purchase licenses for each student for the MyAccess Internet writing program. This has increased

student skill levels in a variety of ways. Often, our students fail to take advantage of the computers in the Media Center because their word processing skills are low and students have spelling and grammar weaknesses. The MyAccess program allows writing assignment length to be extended and skills sharpened. We could use at least two student computers in each of our classrooms plus access to word processing programs so that the students could practice in their Occupational Skills or English classes.

The Life Skills class also uses computers and at present has four old student PCs and two new student Macs.

10. How does current staffing and certification meet current program needs?

We currently have several classes with more students than the maximum fifteen due to the number of resource students in the high school. We have four full-time resource teachers and one full time Life Skills teacher. All of the full time teachers are certified in Special Education.

Brenda Norris (Dean, Sp. Ed.)

B. A. in Special Education-Mild/Moderate

M. A - Teaching

Endorsements

English

Reading

ESL.

Randall Stoddard

B. A. in Speech-Language Pathology

MCD in Speech-Language Pathology

Endorsements

Mild/Moderate Special Education

Communicative Disorders-Speech and Language Pathology

Career and Technical Education-Television Broadcasting

Elaine Hulbert

B. A - Special Education

Endorsement

Reading

Emily Young

B. S. – Human Development

Letter of Authorization-2nd year-Sp Ed

M. A. Sp. Ed. (in progress – Univ. of Phoenix)

Summer Carnagey

B. S. Nutritional Science

Sp. Ed. K-12 Certificate (Texas)
Sp. Ed. Early Childhood-4th Grade (Texas)
Masters in Administration-SUU (In Progress)

Joy Wiechmann, Ed. S, NCSP (at the school twice weekly)

School Psychologist
Education Specialist
State License –School Counseling
State License – School Psychology
Nationally Certified School Psychologist

Patti White

Transition Specialist

Lani Snow

Department Aide

Ada Eckles

Life Skills Para-educator

Julie Jensen

Life Skills Para-educator

Sandra Jensen

Life Skills Para-educator

Our department aide, Transition Specialist, and Life Skills aides are not under contract, and we are limited in hiring qualified personnel due to the wages being offered. Each year we must hope that funding will come through so that we may keep those positions. Each year the number of students being served and the amount of paperwork necessary for those students increases. Our concern is to have enough teachers and staff to serve those students.

11. How is the department collectively addressing the school's current improvement goals?

Each of our classes provides instruction in reaching the NCLB goals for reading, writing, and math. We also include our DRSLs (Desired Results of Student Learning) in lessons, so that the ideals of being a Responsible Citizen, Effective Communicator, and Critical Thinker are recognized as important to the students.

Areas of Strength

We believe that our passion for academically inspiring students to achieve success is a great strength. Also, we have a very real commitment to involving parents in our decisions and

planning for their students. We work well as a team and as a school in collaborating in a variety of ways. We have genuine concern for our students.

Recommendations for Growth

As a department, we have determined three areas to focus on for growth over the next three years.

Student Achievement

- Increase from 35% to 50% the number of special education students passing the UBSCT. (data from Cognos and district 400 program)
- Increase from 35% to 45% the number of special education students graduating (diploma) with their class. (data from end-of-year summaries)
- Increase Latino special education students' on-time attendance in classes from 33% to 50%. (data from end-of-term reports)
- Increase passing grades in resource classes from 80% to 90%. (data from Power School)

Professional Development

- 100% Special Education Progress Reports completed quarterly
- 100% Individual Educational Program meetings completed yearly
- 100% 3-Year Evaluations completed yearly
- Quarterly reports to Special Education Department regarding progress of students in content areas (English, Reading, Math, Science)
 1. Percentage of students passing with C or higher to be recorded
 2. Disaggregation of percentages by gender, ethnicity, grade level to be monitored

Remediation

- Track percentage of students leaving resource to enter mainstream classes
- After three consecutive missing assignments in a resource class, call to parent
- Teachers' lessons aligned with State Core
- Percentage of concepts mastered as reported on end-of-year CRT to be reviewed annually

Concerns Related to our Goals

- Lack of time
- Technology

Lack of time is a real hindrance to complete success. There is little time for personal reflection regarding goals, lesson plans, how to assist individual students, or for considering what we learn in faculty and department meetings. Preparation time is equally important for students and teachers. Additionally, there is little available technology for individual classrooms. Ideally,

a classroom would be outfitted with a large screen, DVD player, Smart Board, projector, etc. for PowerPoint and other current programs. Students should be able to access computers, printers, and scanners in each classroom.

Action Plan

At the end of this school year, we will review data and determine one goal from each area (student achievement, professional development, and remediation) that we believe will be most effective in achieving student progress and focus on those goals for 2010-2011.

Progress Since 2006 Report

- Our goals are more fully aligned with our beliefs.
- We have developed a more collaborative awareness for student achievement in content areas
- Our courses are now fully aligned with the state core
- We continue to fully monitor our students through collective assessments and meet the students' and parents' concerns

DEPARTMENTAL REPORT 2010

Media Center

1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSL's)?

- The AFHS Library staff provides recreational reading materials and materials to support curriculum.
- The library staff provides advocacy by having the library open before school, during lunch, and after school to provide electronic and academic sources for curriculum support for student class work.
- The library staff also provides one-on-one assistance for students seeking independent help with class projects.

2. How does each course offering align with the state's core curriculum and national standards for the subject?

- The library staff collaborates with all subject areas using the Big 6 problem solving steps found in the Library Media Information Literacy State Core.
- The library staff uses the Big 6 to promote critical thinkers and effective users of ideas and information in all formats.

3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?

- The library staff uses informal and formal assessments to measure student success in accessing, evaluating, and using information.
 - i. We use observations of students accessing information on computers and throughout the library to evaluate literacy.
 - ii. We use informal quizes of students as they are accessing information to judge their level of literacy.
 - iii. We have an Information Literacy Rubric used to judge whether students are basic, proficient, or exemplary in their use of information.
 - iv. We utilize an information literacy quiz on UTIPS that was created last year through the Librarians' district PLC.
- The library staff also uses the formal assessment of collection circulation to evaluate the use of library materials.
 - i. We run reports to see which sections of our library are being used and how often.
 - ii. We run reports to find which sections need development and purchase accordingly.

- 4. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?**
- The library staff collaborates with individual teachers from a variety of departments to promote and encourage the use of library materials and provide authentic use of the Big 6.
- 5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students?**
- The library program attempts to provide an environment that is approachable for all students and staff.
 - i. We have redecorated the library to make a more welcoming environment.
 - ii. We have created signage to assist students in finding what they need.
 - iii. We've made the Foreign Language, Picture Books, and Easy Reading sections more accessible to students by moving them out onto the shelves where they can find them.
 - A variety of print, audio, and electronic materials, for all levels of ability, are available for student use.
 - i. We've expanded our audio book selection by over 150 books.
 - ii. We've made the audio book section more accessible to students by offering them for check out on iPods.
 - iii. We've expanded the Foreign Language section, specifically the Spanish language section, with books from the English classes reading lists.
 - iv. We've expanded the Picture Book and Easy Reading sections.
 - v. We've updated the non-fiction and fiction sections with new releases.
- 6. To what degree are the department's policies, operational procedures, allocation, and use of resources aligned with the educational agenda of the school?**
- The Library is operational and accessible to all students and staff 30 minutes before school, during lunch, and after school for at least 30 minutes for computer use and material check out.
 - The library scheduling calendar is now accessible through GroupWise to help with accessibility for teachers.
 - All purchases are selected to be supportive of students and curriculum.
 - i. We took a list of the English classes required and suggested reading lists and made sure that we had at least one copy of each book and several copies of the more popular selections.
 - ii. We took special consideration of our ELL students by purchasing books for the Foreign Language section.
- 7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?**

- The library collaborates with staff members to provide them with opportunities to express their needs and wants.
- The Librarian attends monthly collaboration meetings with coordinators from throughout the district to remain current on the latest technology, trends, and needs.
- The Librarian also collaborates with all high school media coordinators in the district once a month.

8. How do students have access to additional support beyond the classroom?

- The library has extended hours of operation with the Librarian and trained assistant available to help and answer questions.

9. How do students have access and utilize technology as a regular part of the instructional program?

- The library provides nine computers for independent use of students.
- Digital projectors and other technology equipment are available for teacher use.
- Audio books are now available for student checkout on iPods.
- Pioneer, Utah's On-line Library, is available for use on every computer, as well as access from home.
- We purchased access to the World Book Online Database where students can search and use an up-to-date encyclopedia.
- The library constantly tries to collaborate with all teachers through sharing information, new and exciting changes, and links to curriculum based websites.

10. How does current staffing and certification meet current program needs?

- The librarian has a teaching certificate in Business/Marketing Education and will have her Library Endorsement as of June 2010 from Utah State University.

11. How is the department collectively addressing the school's current improvement goals?

- What do we expect students to learn?
 - i. We ensure that students are effective users and producers of ideas and information for school, work, and life.
 - ii. The Big 6
- How will we know what students have learned?
 - i. We will know what students have learned through our informal and formal assessments addressed earlier in this report.
- How will we respond to students who aren't learning?
 - i. Purchase and promote new materials on weak academic areas as indicated by test data.
 - ii. Learn the basics of data interpretation (refresher).
 - iii. Increase student/parent awareness of new book and audio book arrivals.

- iv. Focus on buying books and A.V. materials that will help struggling students help themselves before they fail.
- How will we respond to students who already know?
 - i. We are in the process of creating and book club for students and teachers.
 - ii. Allow students to pursue authentic writing beyond classroom assignments through author visits.
 - iii. Expose accelerated learners to ideas when there is not enough time to cover these in the regular curriculum.

Areas of Strength

- 11,000+ printed materials
- 150+ audio books
- Extended hours of operation
- Trained library staff
- Friendly and welcoming environment
- Flexibility of library scheduling
- Paraprofessional
- The library is filled to capacity with students before school and during lunch an average of 4 days a week.
- On average more than 583 books are circulated each month, compared to 498 during the same period last year.

Recommendations for Growth

- We need more computers for student use.
- Expanded computer work area.
- Remodeled teacher work area so that it is useable and increases student area.
- Because of mandated testing, the library has limited hours of service to both teachers and students during 4th term. Accommodations need to be found to allow students academic access to the library and its materials.
- Ongoing weeding and updating of collection.
- Ongoing collaboration with teachers and departments.

Evidence

- There is a line of students before school and at lunch waiting to use the computers.
- There is not enough room to add more computers at this time.
- The teacher work area is large and unable to be used. With remodeling, we can expand the computer area and make the teacher work space more functional.
- Material selection and weeding is an ongoing process to remain current with student needs and interests.
- Continued collaboration with teachers benefits students and teachers in using the library services and learning proper research skills.

- Using the library for testing severely limits its use by students and teachers hindering the library's purpose.

Department Goals

- Increase collaboration and build the collection around this collaboration.
- Advertise Library materials and services to AFHS staff.
- Remodel the work area to accommodate more computers and increase staff functionality.
- Update and advertise Library webpage.
- Increase number of LCD projectors available to teachers.
- Move away from overhead projectors to document cameras.
- Purchase a large laminator for teacher use.

DEPARTMENTAL REPORT 2010

Social Studies Department

1. How are the department's curriculum and instructional strategies aligned with the school's DRSLs?

- **Effective Communicator:**
 - Oral Communication (presentations, interviews, debates)
 - Written Communication (essays, research papers, letters, note taking, daily journals)
 - Students develop and apply oral communication skills through participation in Youth Court, Youth Council, Student Council, and the House of Representatives
 - Group Activities
 - Group Discussions
 - Current Events (reported in writing and orally)
- **Responsible Citizens:**
 - All students are provided a disclosure document
 - All students are required to take the Government & Citizenship and United States History courses
 - Student Council and the House of Representatives require democratic input and decision making
 - Students are encouraged as seniors to register to vote
 - Mock elections/trials in class
 - Students are encouraged to participate in Youth Court (student run court dealing with cases referred to it by local law enforcement) and Youth Council (student run city council working closely with American Fork City Council)
 - All department members enforce the attendance policy
- **Critical Thinkers:**
 - Analyze, interpret, compare, contrast, and critique past and present political, cultural, government and social laws, policies, practices
 - Argue/Debate events in history
 - Analyze historical events through the use of books, movies, and seminars

2. How does each course offering align with the state's core curriculum and national standards for the subject?

Each teacher has a copy of the State Core Standards. Each course is aligned with the state's core curriculum descriptions and national standards. The honors and Advanced

Placement courses are effective extensions of introductory courses and standards. Each Advanced Placement course teacher has submitted a course audit to the College Board and has had their course meet the standards of the College Board. The teachers in the Social Studies Department work collaboratively to ensure that the standards are met. In department meetings, resources and strategies are shared to ensure effective approaches are used to align with the state's core curriculum.

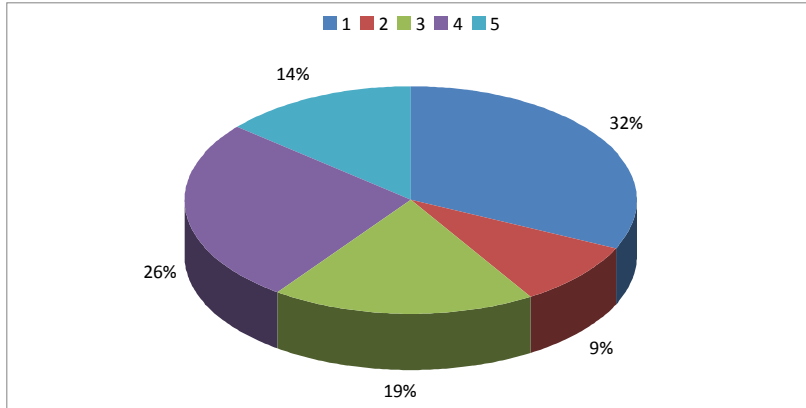
3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?

Student performance on class, state, and national assessments (course tests/assignments, UBSCT, ACT, Advanced Placement, etc) is used to assess the need for adjustment of instructional practices. Teachers in the department use a variety of assessments. Some examples are:

- Quizzes
- Projects
- Questions
- Tests
- Written assignments
- Oral presentations
- Worksheets
- Observations
- Graphic organizers
- Notes
- Book reports
- Debates
- Response papers
- Current events
- Class discussions

Some in the department are currently working on the development of some common assessments to give us additional data in order to adjust daily instruction.

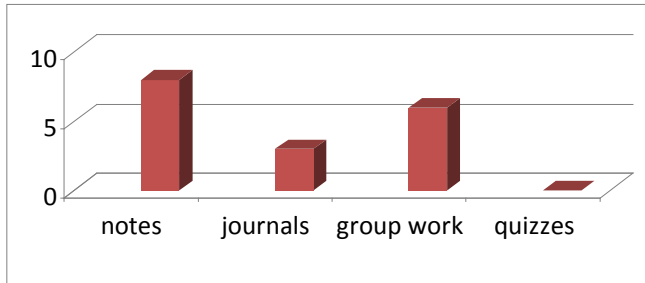
1. direct instruction	32%
2. group discussion	9%
3. group work	19%
4. individual work	26%
5. evaluation	14%



Daily Lesson Activities

- Notes
- Journals
- group work
- quizzes

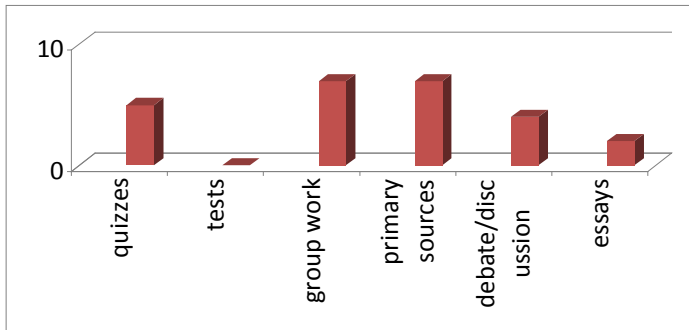
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Weekly Activities

- quizzes
- tests
- group work
- primary sources
- debate/discussion
- essays

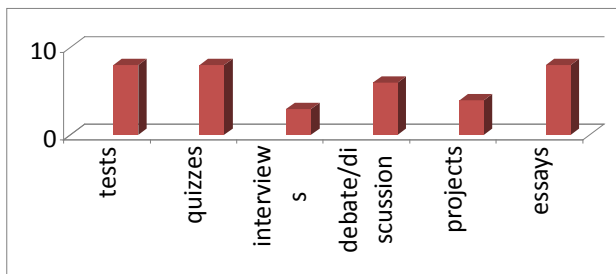
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Monthly Activities

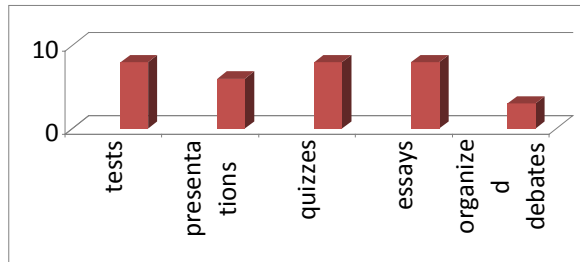
- tests
- quizzes
- interviews
- debate/discussion
- projects
- essays

8
8
3
6
4
8



Quarterly Activities

tests	8
presentations	6
quizzes	8
essays	8
organized debates	3



4. How does the department collaborate with other departments to create integrated, relevant and authentic learning opportunities for students?

Teachers in the department work with teachers of other departments to help meet the needs of all levels of students. Teachers work closely with the Special Education Department in order to make the necessary accommodations for shared students. Teachers in the Social Studies Department also teach in other departments, which creates a natural collaborative network. Students are encouraged to use skills developed in other departments to enhance their learning in the social studies.

Examples:

- Students create videos and PowerPoint using skills learned in Video Production and Computer Technology classes.
- We work with students taking Computer Technology classes doing an integrated project.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students?

The Social Studies Department believes in inclusion for all students. We work closely with the special education and 504 teams to make modifications so that all students can be successful.

Examples:

- All teachers stay after school to provide individual instruction.
- Materials are provided in Spanish for Spanish speaking ESL students.
- Large print materials are provided for sight impaired students.
- Peers are encouraged to tutor classmates.

6. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?

We believe in the educational goals of the school, we incorporate the DRSL's into our teaching, and we try to use the schools agenda as we acquire resources. The subject matter of social studies courses lends itself very well to teaching students to be effective communicators, responsible citizens, and critical thinkers. However, there are very few resources available to the Social Studies Department. There has been a small amount of money provided for supplies. Each teacher has a small amount of money provided by the legislature for individual classroom use and to supplement the supplies. Beyond

that, the only other funds available in the department are from successes in the Advanced Placement courses.

7. How does the department collaborate and engage in ongoing professional growth for the purpose of improving student performance?

The teachers in our department are involved in a variety of ongoing professional practices:

- Summer USOE workshops
- Attendance in district and school sponsored professional development activities
- Enrollment in college courses
- Joined professional organizations
- Attended Library of Congress workshops
- Participated in the Teaching American History Grant program
- Participate in Advanced Placement scoring and professional development opportunities

Our department collaborates together through the following activities:

- Weekly collaboration meetings
- Curriculum coordination and review
- Cross-curricular integration

8. How do students have access to additional support beyond the classroom?

- Access to teacher websites and resources
- Access to computer labs in the media center before and after school
- Organized study groups in some classes
- Access to teachers before and after school for assistance

9. How do students have access and utilize technology as a regular part of the instructional program?

In order to complete a variety of assignments, students are expected to access technology in and out of class. Some of the technology used includes the following:

- Portable computer labs
- Computers in the Media Center
- Home computers
- Digital cameras
- Digital camcorders
- LCD projectors
- Software (word processing, spreadsheet, PowerPoint, etc.)
- iPods

10. How does current staffing and certification meet current program needs?

The Social Studies Department is a diverse group of teachers with varied backgrounds and interests who help us meet the needs of all of our students. All of our instructors are currently endorsed in their area with the exception of:

- Mallory Morris is an intern through UVU and is currently completing her student teaching experience while teaching Government and Citizenship and Current Issues.

11. How is the department collectively addressing the school's current improvement goals?

Increase the Effectiveness of Student Writing

- We have incorporated reading from books, articles, journals, and primary sources and have students write summaries, analyses, and responses to the reading material.
- We have increased the emphasis on writing reports, letters, essays, and journals.
- We have created department-wide rubrics for historical essays.
- We are committed to having students analyze documents as a way to increase their level of critical thinking and to demonstrate such in varying types of writing.

Properly Implement the Use of Technology

- Each teacher in our department has an LCD projector to facilitate the use of video, PowerPoint, and other visual material.
- We use PowerPoint presentations as instructional tools as well as having students use PowerPoint to learn to communicate more effectively.
- Teachers in the department have web pages and blogs that are used to communicate with parents and students.

Maintain a Program to Increase Student Attendance

- We support and follow the American Fork High School attendance policy.
- We work to help students understand that their success in class is dependent upon their attendance in class.

Areas of Strength

- We collaborate well as a department.
- We share resources and strategies.
- We attend professional development conferences to stay up to date with current trends.
- We teach our students to be life-long learners.
- We teach our students about the importance of being involved and responsible citizens.

Recommendations for Student Achievement

- Continue to collaborate as a department to develop learning objectives and common assessments in each subject area
- Evaluate the success of students in common subjects and determine what can be done to make sure all students can be successful while maintaining course rigor
- Continue to evaluate the level of success achieved by our ELL students in Social Studies and work to increase their level of success in related academic areas
- Continue Professional Development – subject area and training in technology
- Increased funding for the Social Studies Department – technology fee, department money for materials, books, videos, etc.
- Acquire a portable computer lab
- Decrease class size

Action Plan

We are committed to continued collaboration in the Social Studies Department and our goal of developing learning objectives and common assessments in each subject area.

- We are currently working on the development of learning objectives in the U.S. History and Government and Citizenship curriculums.
- We plan to have the learning objectives complete by the start of the 2010-2011 school year.
- We are in the process of developing common assessments at the unit level as we are collaborating on unit plans and learning objectives.
- We plan to have end of semester common assessments in place in U.S. History by the end of the 2010-2011 school year.
- We plan to have learning objectives for all other courses in place by the end of 2010-2011 and to have common assessments established by the end of the 2011-2012 school year.

We believe that we will better be able to collect and evaluate data to improve instruction in the social studies courses.

Progress from 2006

- We have increased the number of A.P. and Honors offerings. We have added an additional section of Honors U.S. History and added an A.P. European History to the course offerings. We hoped that by adding these sections that class size would decrease. However, the classes have remained full at 36 students and above in Honors U.S. History and A.P. European History.
- We are meeting with teachers in the same content area and courses. Several of the teachers in the department take advantage of the 3rd Monday Collaboration time to meet with fellow teachers in other schools.
- We have started dialoguing with the American Fork Junior High to ease the transition from junior high to high school and coordinate curriculum.
- We have worked to make students more aware of the A.P. and Honors offerings and to communicate the course expectations to both students and parents

through Sophomore Orientation, “Open Doors to Your Future”, parent meetings, and websites.

- We have requested lab fees to enable us to purchase computers and other technology and hope to be approved in at the March school board meeting.

CHAPTER 4: NAAS STANDARDS

What was noted:

The 2006 report found that out of the 11 NAAS standards, only one was not met. In addition, it was found that two standards were mostly met.

What we have done:

We have continued to work on and met the ten NAAS standards that were met in 2006. However, for standards that were not met or mostly met, we have done the following:

Standard II—Student Personnel Services

- A counselor has been added since 2006. Although in 2006 our student-to-counselor ratio was 421:1, our counselor to student ratio is now 381:1.

Standard VII—Preparation of Personnel

In 2006, we had five faculty members who are on letters of authorization: Christine Hoopes, Abby Olsen, Aubrey Slabbert, Eric Spencer and Emily Young.

Standard IX—Teacher Load

- In 2006, six teachers exceeded the number of students assigned in any one grading period set by the USOE. In 2010, we have eight teachers that have excessive loads: **Robert Adamson, Joseph Atwood, Monte Dodge, Cynthia Dzubak, John Hanks, Darci Rhoades, Art Taylor** and Tracy Warby. Teachers listed in bold print teach an extra class on their prep period. This is the major reason why they have excessive loads according to USOE standards.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS—ACTION PLANS

What was noted:

The 2006 Visiting Team found that our action plan addressed the critical needs of the students at AFHS. Specific recommendations were made to gather data by surveying stakeholders as well as disaggregating student data to make adjustments to the action plans as needed.

What we have done:

The action plans have consistently been worked on during the past three years. This section will detail what has been done on each action step. Stakeholders have been surveyed and given input on all of our action plans. In addition, data has been analyzed to make adjustments to the plans where needed.

Action Plan #1—Develop and implement a measurable rubric within each department that focuses on reading and writing through the lens of state core requirements, discipline-specific standards, and school/district norms.

Progress:

Step #1—Form teams to create rubric

- Departments were charged with creating writing rubrics as common assessments during the 2006-2007 school year during collaboration time. This rubric was to be focused on reading and writing through the lens of state core requirements, discipline-specific standards, and school/district norms.

Step #2—Train the faculty on rubrics

- An introductory training for faculty members was conducted during a professional development in the spring of 2006.
- A follow-up training was held during a professional development in 2007. Each faculty member shared their rubrics and a set of graded assignments. The purpose of this was three-fold:
 - Share our progress with other faculty members on the development of this common assessment.
 - Coach teachers to see the value of rubrics and common assessments. It was hoped that through this process teachers would see how rubrics could create an ease of grading on writing assignments.
 - Share ideas between faculty members to improve our writing rubrics.

Step #3—Research to determine industry standard rubrics

- During the summer of 2007 as part of professional development, visits to local businesses were organized. Teams of AFHS teachers visited the businesses and gathered information about what applicable skills and attributes industry desired most in their employees. The research confirmed that our action plans and DRSL's

were on target. Businesses told us that components of all three of our action plans were needed and required of their future employees.

- Each department did their own research through journals, data, on-line sources, and national and trade organizations to determine ideas that they might want to incorporate into their departmental writing rubric. The research was done at different times during the spring of the 2006-2007 school year.

Step 4—Determine departmental lines of evidence that will be used as measures for student progress toward DRSLs.

- Our students are more effective communicators because of our endeavors to teach writing across the curriculum, creating common assessments, analyzing data including CRT scores, and adjusting instruction to meet our students' needs.
- We are teaching our students to use technology to communicate. Students use computers and software to create reports, PowerPoint presentations, and multimedia projects. World Language students use technology to create their own videos for a World Language Film Festival. This use of technology also uses and teaches higher order thinking skills.
- We have taught responsible citizenship through implementation of an attendance policy. Our attendance policy teaches our students that attendance is important to future employers.
- The use of writing strategies in our classrooms utilizes and teaches critical thinking skills.
- During a professional development in 2008, the changes in the Bloom's taxonomy model was discussed. Teachers implemented this information into their lesson plans to help increase students' critical thinking skills.
- During multiple professional developments during the 2007-2008 school year, teachers reviewed the principles of EEI (Essential Elements of Instruction) and how to use these principles to implement the DRSL's in their classrooms.
- To help students with both their reading and writing skills (Effective Communicator), a Communication class was added to our curriculum. This has been taught as part of the English Department during the 2006-2010 school years. Due to budget cuts, this class was canceled for the 2010-2011 school year. We are hoping to bring it back for the fall of 2011. This course helps build fundamental skills in reading and writing. The data that was collected showed that this was successful in helping students increase their reading and writing skills. (See data in the appendix.)
- We teach a Speed Reading class to help students who want to increase their reading speed as well as their comprehension skills. The data shows it is very effective in helping students increase their comprehension as well as their reading skills. (See data in appendix).

Step 5—Collect and analyze baseline data generated for departmental rubrics.

The administration endeavored to determine whether the rubrics as well as other writing tools were measuring student progress toward our DRSL's, in several ways:

- During the 2008-2009 school year, each faculty member was given an assignment from the administration to increase the amount of writing that was done in their classrooms and assignments. As part of this assignment, each faculty member had to turn in their writing rubric and a classroom set of graded assignments to Principal Merrell for review. Principal Merrell felt that it was important to communicate to faculty members and students that the principal valued writing enough to give an individual response to each student and to each teacher. Principal Merrell then went through the graded rubric assignments to collect and analyze baseline data that was generated from departmental rubrics. This requirement also ensured that each faculty member implemented the rubric to improve student learning. The overall effect of this assignment was evident when we analyzed our BSCT test scores that year. We had the highest language art scores for the district and our scores did increase over previous years. (See 2008-2009 stakeholders' report for data in the appendix.)
- Funding was provided for the Special Education Department to purchase the software program, MyAccess. For resource students, it is sometimes difficult to complete legible, written work on time. This program allows them to revise at home or at the Media Center and gives the teacher the ability to help them edit and increase their ability levels. The word count gives them the confidence that they are increasing sentence length and developing vocabulary skills. The readability (grade level) tells the teacher that the student is increasing the use of content vocabulary at an increasing grade level. The resource teachers have been able to utilize this software program to help resource students improve their writing skills. The data from the sophomore English R classes show a marked improvement in both word count in written material and grade level (readability) of the students' work after using this program. We are in the process of monitoring the junior class work to determine how the use of this technology has impacted their writing skills. (See the MyAccess data in the appendix.)

Step 6—Implementation of the rubric to improve student learning

- Writing across the curriculum has been stressed during the past three years. Teachers have been adding additional writing assignments in their coursework. (See focus group and departmental reports.)
- BSCT scores have increased over the past three years due in part to this part of the action plan. (See stakeholder's reports in the appendix for data.)

Recommendations:

- There needs to be a follow-up training on writing rubrics conducted for the faculty as part of professional development.
- If funding makes it possible, the Communication class should be added back into the curriculum to help students who struggle with fundamental skills in reading and writing.
- Our data indicates that five departments currently are using in some form the rubric they created in as a common assessment. Assessment should be done to determine

why all departments do not feel that the writing rubric is meaningful. After a determination is made, implementation of new guidelines for a common assessment for writing should be made.

Action Plan #2—Technology

Develop an internal system that trains, uses, and evaluates the proper use of technology to improve student learning.

Action Step #1—Create a technology task force

During the fall of 2007, a technology task force was created made up of administration, our on-site IT specialist, faculty, and staff. The task force met many times but has not continued to drive our technology needs. As it is with all action plans, it is important to monitor and adjust what is needed for the school. Since this step didn't seem to be needed, the task force was discontinued in early 2009.

Action Step #2—Technology exposition and inquiry

Through the technology task force and communication with staff, teachers, and stakeholders, we endeavored to determine what types of technology do teachers/students want and need. We began to determine how we could best meet those needs with limited public education budgets. Our teachers/staff and stakeholders have asked for the inclusion of the following technological items since 2006:

- Additional hard-wired labs
- More portable computers carts
- Document cameras
- Updated software
- Updated hardware, replacement of CRT monitors with flat-panel monitors
- LCD projectors
- Additional and updated library computers
- Professional development on use of technology as well as creating web sites and blogs
- Sharing strategies for the use of technology in the classroom
- Replace inkjet printers with laser printers
- Implementation of more technology in the Media Center

Action Step #3—Identify financial resources and technology specialists

Alpine School District has been committed for many years to providing each building with an on-site IT specialist. Our current specialist, Cody Bromley, has extensive knowledge on hardware and IT systems as well as various types of software. He is continues to meet teacher and staff needs.

Our goal has been to have more technological experts on our faculty and staff. We have accomplished this in the following ways:

- Training more faculty/staff

- Our Data Specialist conducted trainings during collaboration time during the 2008-2009 school year for each department on Cognos. In addition, Asst. Deans for each department were trained on Cognos in the fall of 2009.
- Skyward training has been conducted throughout the 2009-2010 school year. In the summer of 2010, Asst. Deans will be trained on Skyward and will conduct trainings for their departments during the fall of 2010.
- Our Media Center coordinator, Abby Olson, has trained teachers on better utilization of technology in the library as well as in the classroom. She continues to communicate with faculty/staff on websites that are helpful and continues to update the technology that is available in the library for faculty/staff to check out for use in their classrooms.
- Professional development training was conducted during the spring of 2009. Various methods of using technology in the classroom were shared by faculty members. The use of iPods and various websites to use iPods in the classroom were shared.
- Faculty members have attended various workshops and conferences to learn additional methods of using technology in the classroom. Conferences such as UACTE, UCET, Summer CTE conferences, and Career Pathway conferences have helped train our faculty on new technology. Faculty members often bring information back from these conferences and share with all departments. In addition, the district's content professional development day held in October of each year usually contains information and workshops about the use of technology.

Action Step 4—Train faculty then perform a needs analysis

As stated above, the faculty or individuals have received training on the following:

- Cognos training in each department (2008-2009)
- English Dept. training on MyAccess writing software (2008)
- Website training (2007-2008)
- Skyward training (2010)
- iPod training (20)
- On-line homework training (2008-2009)
- Photoshop training (2007-2009)
- Microsoft office, using plotter printers to create posters training (2007)

As part of our recommendations, we hope to conduct a “needs analysis” to determine what additional training our faculty wants on new technology during the next three years.

Action Step #5—New Technology Acquisition

Since our initial visit in 2006, American Fork High School as worked on improving the amount of technology available for teacher and student use as well as the usage of technology in classrooms. Although budgets have been impacted during the past few years, we have acquired the following additional technology since 2006:

- Additional Smart Boards in math and CTE classrooms

- Purchase of Mimeo boards for math classrooms
- Two portable English computer carts (40 computers) for use in English and resource classrooms.
- Four portable computer carts (80 computers) for school use.
- Two portable CTE carts for use in CTE classrooms.
- Twenty new Physics with Technology computers
- Updated software has been purchased to use with the computers. We have purchased the school site licenses for the following software:
 - Adobe CS3 software
 - Deep Freeze
 - LanSchool
 - Microsoft Office 2007
- The Photography/Drafting lab has just purchased 26 new desktop computers.
- The three Business labs have just purchased 82 new desktop computers.
- LCD projectors are now available in most classrooms. Those classrooms that do not have an available projector may check one out from the Media Center.
- Several departments now have document cameras available for use in their classrooms.
- The chemistry program received 24 laptop computers due to the eMINTS program grant.
- Video Production has added new IMac computers to their program.

In addition, we have made significant progress on the usage of technology in our classrooms. Some of our improvements include:

- Many teachers have created websites and blogs to help communication with our stakeholders and students.
- Physics is using on-line homework to increase student learning. Students can attempt to answer homework questions several times. If a student misses an answer, the software prompts them with a hint. Students enjoy doing this type of homework over regular pencil and paper homework, and homework and test scores have improved dramatically. We are currently trying to create on-line homework assignments for our Physics with Technology, Chemistry, and math classes.
- Physics also uses a card reader to take attendance.
- Teachers have acquired and use the Classroom Performance System (clickers) in classrooms to give students immediate feedback on quizzes, tests, assignments, and reviews.
- Teachers are using LCD projectors to help visual learners with multimedia and visual presentations.
- Teachers use UTIPS or other software to create on-line quizzes and tests. Students are taking more tests on the computers.
- Digital Photo integrates student-directed projects in technology using multimedia.
- The English 10 Honors summer packet will now be downloaded and submitted electronically.

Action Step 6—Teachers integrate one new technology to improve student learning

Our department and focus group reports indicate that all departments have incorporated more technology into their classrooms to improve student learning over the past three years. Some of these include:

- Website/blog creation to facilitate better communication with parents
- Teachers are using e-mail more consistently to communicate with parents in a timelier, more efficient manner.
- eMINTS program usage by the Chemistry classes
- The use of MyAccess in English and resource classrooms.
- The use of Cognos to analyze student data to improve student learning
- We look forward to the upcoming use of Skyward to improve our communication with students and parents
- The use of Charms software in music classrooms. This has improved communication with parents and students. It also allows students to record their music on computers at home and then teachers use it for tests, section placements within band, etc. It keeps track of grades, forms that have been turned in, and practice hours.
- The use of on-line homework, roll taking
- The use of iPods and podcasting for classroom instruction
- The use of iPods in the Media Center for audio books for all students but especially for those students who have difficulty in reading or comprehension.
- The use of PowerPoint, Excel, or Word documents as an enrichment to student learning
- The use of Photoshop or video productions to enhance student assignments.

Step 7—Pilot technology—enhanced classrooms

We have piloted new technology in the following classrooms over the past three years:

- Chemistry classes, eMINTS program
- Darci Rhoades, on-line Physics homework
- Darci Rhoades, computerized attendance taking
- All English teachers, MyAccess
- Math teachers
 - Videotaped classroom lessons for access on-line for parents and students
 - Smart Boards and Mimeo Boards
- Music Department, midi computer lab
- Business, Marketing, and Photography teachers, iPods in the classroom
- Electronics, computer simulation programs as well as Lego Mindstorms NXT, which is used to build and program robots,
- Video Productions, new editing software, smaller camcorders, and a new piece of video editing equipment.

Step 8—Evaluate student learning as a result of technology

Data has been collected and analyzed to determine if the use of technology is impacting student learning. In the appendix of this report, you can find the following data:

- Darci Rhoades, Physics on-line homework data

- English Resource teachers, MyAccess data
- English dept. data on how the purchase of new computers has impacted their classroom instruction.

Step 9—Report results

Principal Merrell tries to report data in the following ways yearly:

- To the stakeholders in yearly reports
- To faculty through Deans
- To the school community council and PTSA in monthly meetings
- Professional Developments

Recommendations:

- Most library computers are at least six years old. There is a need to have additional as well as new computers in the library.
- A survey needs to be created to determine an updated needs analysis for new technology acquisitions as well as what training teachers need to use technology in their classrooms.
- It is recommended that the administration make a directive to teachers to integrate at least one new technology to improve student learning within the next three years.

Action Plan #3—Develop and maintain attendance guidelines that encourage student responsibility, increase student learning, and model workforce expectations.

Step #1—Analyze student body attendance data

Prior to 2005, AFHS had no formal attendance policy. The administration began analyzing attendance data early in 2004 and determined that improvements could be made in the number of absences and tardies each student was obtaining. We have continued to collect tardy and absence information for our student body over the past five years since implementing our attendance policy.

Step #2—Creation of an attendance committee

An attendance committee was first formed in 2002 at AFHS. In 2004, an attendance committee of five educators and administrators was formed to analyze the attendance data and determine if a school-wide attendance policy was needed. The attendance committee recommended a school-wide attendance policy.

Step #3—Attendance guidelines drafted and revised

Our original attendance policy was drafted in 2005. There have been several small revisions since that time.

Step #4—Presentation and Implementation of new attendance guidelines

The faculty implemented our new attendance policy in the fall of 2005. The policy was given 100% approval by the AFHS School Community Council, PTSA, and student leaders at AFHS.

Step #4—Data analysis to determine student learning

Research indicated that attendance is either the second or third reason (depending on the research) in determining student success. We believe our attendance policy has made a difference. We encourage our teachers to have quality lesson plans that encourage students to be on time to class. Since 2005, absences are down 2 percent and tardies are down almost 5 percent.

In the appendix of this report, data charts are available which will detail how the attendance policy has increased our school-wide GPA. The data also details how we compare to other district schools.

Step #6—Present the data to the faculty

Attendance data and its overall effect on school GPA is presented to the faculty in a number of ways. Deans are usually given data to take back to their departments. Stakeholder reports are given to the faculty each year as well as data is communicated to ARC members to communicate to their groups. Administration also shares this data in professional development and general faculty meetings.

Step #7—Presentation of data to stakeholders

Parents are informed of attendance data through:

- School Community Council meetings and minutes
- Stakeholder reports
- Newsletters
- PTSA meetings

Students are informed of attendance data and its impact through:

- House of Representatives meetings

Step #8—Assess and revise attendance data

Although the policy was written in 2005, we have made some revisions to our attendance policy when needed. These include:

- In 2007, we revised the attendance policy based on feedback from students and parents. We went from allowing students to have four tardies and three absences to three absences and three tardies before a NG (no grade) is given.
- In 2009, we made our attendance appeals more user friendly. Prior to 2009, parents had to come in to appeal a student's attendance. Now, they can just fill out a form and the attendance appeals committee can meet and make a decision. Parents are still welcome to attend if they choose.
- In 2009, we made a change to exempt medical appointments or medical issues from counting as an absence for the attendance makeup policy. This was made based on feedback from parents and students.
- We have tried to be more proactive in informing students about their student's attendance. Parents are called anytime a student has an unexcused absence.

Attendance reports are created, and our trackers call parents when there are excessive absences/tardies or when a student has a NG grade.

Recommendations:

- It is recommended that attendance data continued to be analyzed by ARC and policy changes made when needed.
- It is recommended that attendance data be analyzed by H or R

SUMMARY

This report has detailed both the visiting team recommendations from 2006 as well as what we have done the past three years to meet these recommendations. These improvements include:

- Data has been obtained, disaggregated, and analyzed. Data is available in the appendix.
- Data has been used to drive our school improvements these past three years.
- Surveys have been created and given to our stakeholders. Surveys are being analyzed to determine the next step in our school improvement goals.
- Each department has determined their mission, vision, values, goals, and beliefs.
- School belief statements have been developed from each individual department's MVVB and G (Mission, Vision, Values, Beliefs, and Goals).
- Departments and Focus Groups have rewritten detailed, data driven reports to give us a better idea of what our current reality is at AFHS.
- Departments and Focus groups have detailed specific recommendations and action plans as part of their reports. These should guide them for the next three years until our six-year review.
- The rubrics used by Focus Groups showed substantial improvement in almost every area over the past three years.
- Focus Groups have answered the guiding questions, which were left off of our 2006 report.
- The Media Center and the Counseling Department have written departmental reports as recommended by the 2006 visiting team.
- Although not recommended by the visiting team, an Accreditation Review Committee has been created to guide the accreditation process, analyze data, and determine goals for school improvement.
- Mentoring has improved with the creation of the GMC (Global Mentoring Committee)
- Action plans have been implemented. Data has been analyzed to determine what needs to be improved on our action plans for our 2012 review.
- Recommendations have been determined for our action plans to guide us until our 2012 review.
- District and state processes are being woven into a single framework as much as possible so that teachers and staff are able to see and understand the connections between accreditation, district MVVB and G, State Office of Education, and school MVVB and G. Teachers are beginning to understand that these processes share common goals. This helps the faculty see clarity in their processes that they are developing and implementing. It also streamlines administrative requests the faculty and staff.
- The faculty, staff, and stakeholders are reading Good to Great in the Social Sectors to begin a dialog on common ideas toward school improvement.