PLEASANT GROVE HIGH SCHOOL

ACCREDITATION REPORT 2011

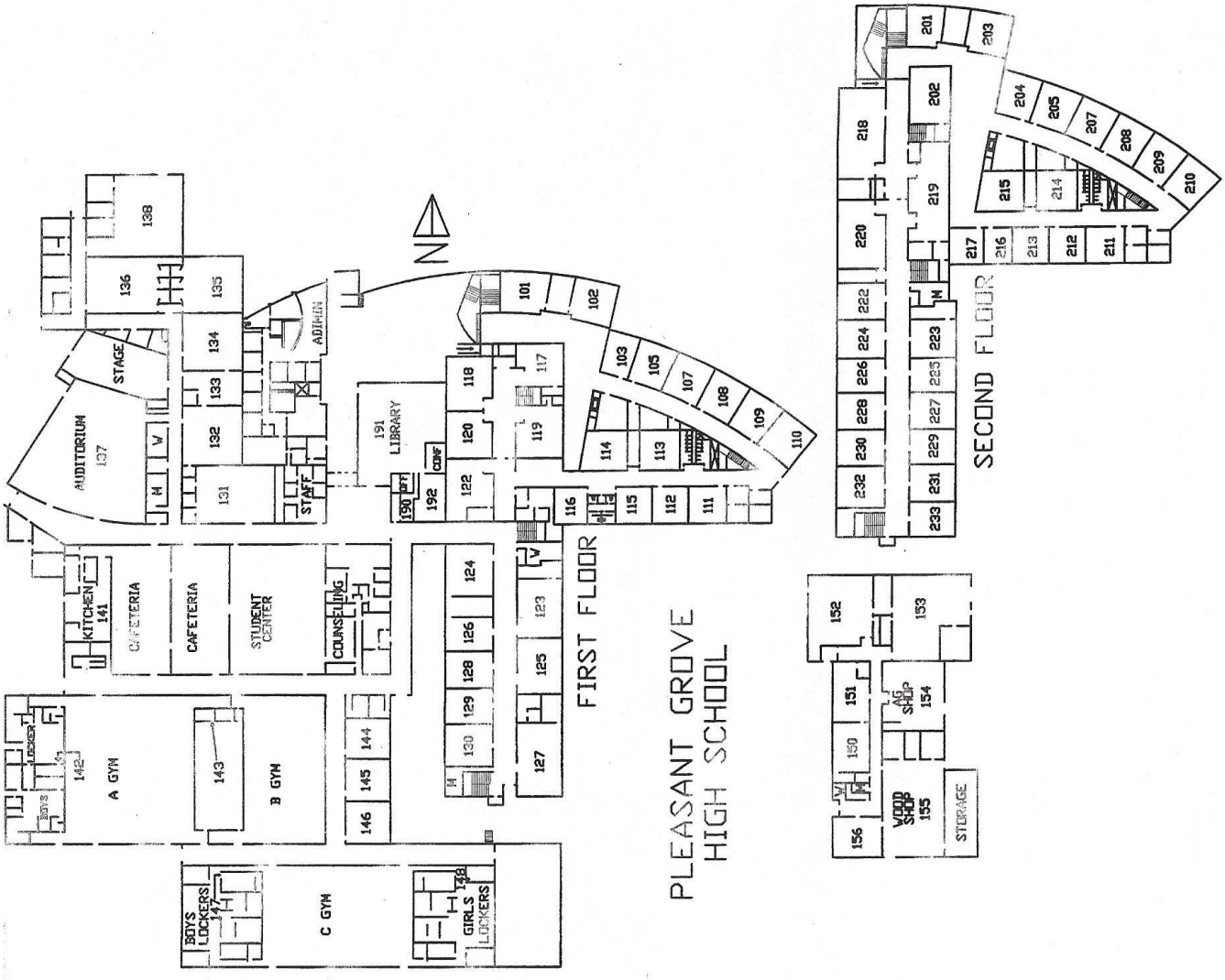
BECOMING A R.E.A.L. SCHOOL

PLEASANT GROVE HIGH SCHOOL

700 EAST 200 SOUTH
PLEASANT GROVE, UT 84602
MAIN OFFICE: 801-610-8170
www.pghs.alpinedistrict.org

BELL SCHEDULE

Regular A / B Day: Tuesday – Friday		**Monday Early-Out:**	
1st Period	7:45 to 9:03	1st Period	7:45 to 8:53
2nd Period	9:09 to 10:26	2nd Period	8:59 to 10:07
3rd Period	10:32 to 11:49	3rd Period	10:13 to 11:21
Announcements	11:49 to 11:53	No Announcement or Advisory	
Advisory	11:53 to 12:15	Lunch	11:21 to 12:01
Lunch	12:15 to 12:51	4th Period	12:07 to 1:15
4th Period	12:57 to 2:15		



ACCREDITATION REPORT TABLE OF CONTENTS

Introduction **3**
- Introduction Letters 4
- Mission Statement 7
- Desired Results for Student Learning 8

School Profile **18**
- History of Pleasant Grove High School 19
- History of Accreditation Effort of all Stakeholders 20
- Demographics, Characteristics, Academic Achievement 22
- Profile Summary 43
- PGHS Administration and Teacher Profiles 44
- Division of Counselor Responsibilities 51
- Staff Profiles 52

Department Reports **55**
- PGHS Faculty by Departments 56
- Master Schedule 58
- Art and Fine Arts 63
- Applied Technology 66
- CTE-Business 70
- Counseling 73
- English 77
- Family and Consumer Science (FACS) 83
- Foreign Language 87
- Library / Media 91
- Mathematics 100
- Performing Arts 105
- P.E., Health, Driver's Education 110
- Science 113
- Social Studies 118
- Special Education 123

Focus Group Reports **127**
- Curriculum Development 130
- Quality Instructional Design 132
- Quality Assessment Systems 138
- Educational Agenda: Shared Vision, Beliefs, Mission, and Goals 147
- Leadership for School Improvement 152
- Community Building 157
- Culture of Continuous Improvement 160

Action Plans **163**

Appendix **170**

INTRODUCTION

R.E.A.L. Students, Real Success

March 2011

Dear Accreditation Team Members:

It is our pleasure to welcome you to Pleasant Grove High School. We are pleased to have you meet the staff, faculty, and community of our school and we look forward to your evaluation of our performance.

You will soon learn that many wonderful things are happening at Pleasant Grove High. We trust that you will find the faculty and staff of our school to be of the highest caliber and a group of professionals who truly epitomize the spirit of our community. While we are proud of the direction we are going and the improvements we have made, we understand that we are indeed "a work in progress." Our Action Plans have allowed us to focus on some of our critical academic needs and social needs, but we also sincerely look forward to your analysis and suggestions. Your continued suggestions will further provide us with the agenda for future meetings and professional development.

According to the report from our last accreditation team visit in 2005, the majority of the recommendations for school improvement fell under the school's goals and Desired Results for Student Learning. As a faculty and community, we have evaluated our old DRSLs and have decided to re-write and re-implement new and improved student goals. We have been determined to raise the stakeholders' level of inclusion in the process of evaluating the effectiveness of our goals and indicators, as well as to fully implement them in the classroom, the school, and the community. Our DRSL's motto, "R.E.A.L. Students, Real Success," has become the organizational theme for everything we are doing at our school.

We trust that you will have an enjoyable two days with us. We are anxious to re-evaluate our own progress and have "new eyes" evaluate our school. We will do everything we can to make your stay with us enjoyable and productive. Our goal is to be as transparent and open as possible to make your job easier and to allow your suggestions to be fully implemented.

Sincerely,

Tim Brantley	Kori Thomas	Matt Norman	Jeanie Wilson
Principal	Asst. Principal	Asst. Principal	Asst. Principal

Tuesday, February 22, 2011

Dear Accreditation Team:

I have served as a member of the Pleasant Grove Community Council for the last 6 years and am currently the chairman of said committee. Over the years, I feel that the Community Council has participated in helping to improve the quality of education at the high school. We spend much of our time analyzing the needs of the students and determining the way that Trustland funds can be spent to best serve these students. While visiting department collaboration meetings, we also become aware of the strengths and weaknesses of departments as well their needs. I have really appreciated the opportunity to participate as a member of the incentive review committee. Community Council members were able to use their experience in working with departments throughout the year to effectively participate in these reviews.

As a Community Council, we have taken our role seriously and have evaluated the impact of Trustland funds on our high school. When we funded an AP Art History course, we had the teacher report on the course in our meeting. We have funded a tracker to identify and help at-risk students and have analyzed the impact of this resource on the students.

I fell like the accreditation process has helped students and parents to better understand the progress that Pleasant Grove High School has made in collaborating on curriculum, developing more effective assessments and metrics, and helping students to be successful learners.

The parents on our Community Council have skills that allow them to contribute in unique ways to school improvement. I teach Computer Science at Brigham Young University and understand the importance of accreditation and using metrics to improve performance. Our council's secretary is currently pursuing an advanced degree in accounting and several of the other parents have experience as educators. With the PTA President as a member of our Community Council, we are able to coordinate parental support for various student activities and needs. We often will help each other when a large number of parents are required for an event.

I feel like the administrators and teachers at Pleasant Grove High School welcome our input and encourage our participation in the education process.

Sincerely,

Mark Clement
School Community Council Chairman

March 2011

Dear Accreditation Team:

I would like to warmly welcome you to Pleasant Grove High School. Throughout the course of your visit, I expect that you will recognize students who are trying to navigate life through learning. I feel that Pleasant Grove is a great and healthy environment for students to create friendships and gain knowledge.

Our Student Government has tried to go above and beyond for our student body this year. Pleasant Grove High has united us in focusing on our four Desired Results for Student Learning. We want our students to be able to remember these goals and be able to incorporate them into their own study habits and into their individual lives. Therefore, we have created a fun acronym to create the reality of "R.E.A.L. Students, [who will find] Real Success." In what we are trying to accomplish as a student government, we are establishing a foundation for becoming Responsible Citizens, Effective Communicators, Authentic Thinkers, and Life-long Learners. I believe that learning these goals now will help me, and my fellow students, navigate life during our high school careers and throughout our lives. I hope that during your visit, you will have multiple opportunities to find students who are trying to demonstrate these goals that we have set for ourselves.

As a representative of Pleasant Grove High School's student body, I once again welcome you to our campus and wish you the best throughout your experience here.

Sincerely,

Kati Briggs
Student Body President

PGHS Mission Statement

PLEASANT GROVE HIGH SCHOOL IS DEDICATED TO ASSISTING STUDENTS AS THEY NAVIGATE LIFE THROUGH LEARNING

PGHS Vision Statement

THE VISION OF PLEASANT GROVE HIGH SCHOOL IS TO EMPOWER OUR STUDENTS TO BE LIFE-LONG THINKERS AND LEARNERS, WHOSE ACTIONS ARE GUIDED BY SERVICE, ACCOUNTABILITY, RESPECT, AND DEMOCRATIC IDEALS

PGHS Belief Statements

As a professional learning community, we believe:

1. **Student learning is our chief priority.**
2. **All students can learn and develop skills for success.**
3. **Each student is a valued individual capable of contributing in a meaningful way and deserving of respect.**
4. **A safe environment promotes student learning.**
5. **Students should be provided with a variety of learning activities to accommodate different learning styles.**
6. **Students can learn respect and responsibility for themselves and their community.**

PGHS DESIRED RESULTS FOR STUDENT LEARNING
"R.E.A.L. STUDENTS, REAL SUCCESS"

DRSL HISTORY

The process to re-examine our school-wide goals began as we evaluated the feedback from our last Accreditation Team visit. In the summary of our school visit, given to us by this previous team in 2005, our present school accreditation team noticed a strong recommendation to revisit the DRSLs to determine how they will be "measured, understood, and implemented" based on the needs of the students. We also noticed that their feedback suggested a failure in our ability to properly align the Desired Results for Student Learning with all other areas of the school. In their words, we had "no evidence that the DRSLs have been implemented in all classrooms." Because of these recommendations, our accreditation team decided that we needed to re-evaluate and possibly re-create pertinent and measurable school-wide goals that can be used on a daily basis in the classrooms, curricula, and in the students' lives.

Although we had not worked on this until recently, we have dedicated ourselves to making *this* accreditation process valuable and lasting. On September 27, 2010, the PGHS faculty brainstormed a list of goals for student learning. These goals were suggestions of what we would want our PGHS students to have learned and have become by the time they would graduate. From this initial brainstorm, twenty-one statements were written and examined. Those statements were then grouped by theme and re-examined later in the same meeting. Ultimately, two different groups of three goals were chosen to be individually evaluated by faculty members, Community Council / PTA members, as well as the Student Council over the next few weeks.

After the initial votes were tallied by the school's accreditation team, the results stood at 50/50 for all stakeholder groups. The two groups of goals were very similar in meaning, but different in readability and understanding. It was then determined that we needed to refine and shorten the individual statements to incorporate aspects of both groups in more generally-worded, student-friendly goals. The four DRSLs were Responsible Citizen, Effective Communicator, Critical/Creative/Problem-Solving Thinker, and Life-long Learner. The wording of the third DRSL was changed from time to time, but all three words were eventually incorporated in what we have reworded as Authentic Thinker. Within a few weeks of our initial vote, our accreditation team had come up with our DRSL slogan and we have been working to advertise them to all stakeholders ever since (see history of accreditation section).

DSRL RUBRICS and IMPLEMENTATION

In November of 2010, our school's accreditation team looked at the NSSE rubric standards for quality schools as well as examples from other local high schools. We also examined questions from the USOE accreditation handbook to evaluate how we can focus on these DRSLs:

1. Are our students becoming responsible citizens / effective communicators authentic thinkers / and life-long learners?

2. How do we know? What evidence do we have?

3. How are we presently assessing these skills?

4. What instructional strategies are we using to teach the Desired Results for Student Learning?

By the end of November, our faculty had determined that it was necessary to incorporate these student goals into all aspects of our school community. By the end of 2010, departments, clubs, athletic teams, and our student council had developed and implemented strategies to incorporate these goals. Teachers have aligned the DRSLs with all "Walkaways" (student goals for each class) and have made them available on our shared network. They have also determined how their departments are addressing the four DRSLs in their assignments, activities, and assessments. Our school clubs and teams have written short statements on the purpose of their groups and how they are teaching students to become R.E.A.L. in their respective clubs and teams. Also, the student council has been working to align school assemblies, activities, and service DRSLs.

The faculty has chosen these goals with the purpose of assisting our students to become employable, responsible citizens. We felt that these four DRSLs were appropriate for our community and would greatly benefit our students in the community, state, nation, and world. Once our DRSLs were selected, teachers began incorporating strategies and lessons in their classrooms to promote the important skills and attributes of each goal (see "Students" under the History of Accreditation section).

We also realized that we needed to develop a plan to make these goals measurable. In order to accomplish this, the accreditation team began with the NSSE suggested rubrics. However, these standards were lengthy and difficult to understand for all stakeholders, especially our students for whom these goals must be understood. The accreditation team determined to simplify and condense them as much as possible, using examples of other high schools as well. We feel that we were successful in establishing indicators that will properly assist us in determining where our students are and where we want them to be. Although this year has been only the beginning of the process, we are hoping to continue to use these rubrics to evaluate our classes on a quarterly basis to collect evidence to support our progress as well as the progress of our students.

PGHS teachers have always been committed to a collaboration effort in our departments and across the school. As we continue to grow as a school and as a community, we are hoping to use these DRSLs and subsequent rubrics to continue to build a quality educational institution.

February 2011, initial school-wide analysis (Indicators / Rubrics on following pages):

	Indicator 1	Indicator 2	Indicator 3
Responsible Citizen:	2.5	2.5	2.4
Effective Communicator:	2.6	2.7	2.7
Authentic Thinker:	2.5	2.6	2.6
Life-long Learner:	2.5	2.7	2.6

Overall Strengths of DRLs:
The three highest scores that were solicited from our faculty involved the DRSLs Effective Communicator (2) and Life-long Learner (1). These indicators are as follows: Students integrate the use of a variety of communication forms and skills (EC); Students recognize, analyze, and evaluate various forms of communication (EC); and Students form habits that will provide opportunity for post high school success by working with others in a variety of situations to set and achieve goals.

From this survey, we can generally conclude that PGHS teachers feel their students are finding great success in their abilities to listen to the ideas of others, to clarify their own thoughts for understanding, and to integrate diverse methods of communication. Also, our students are succeeding in their communication skills by identifying strategies to improve communication, by responding to various forms of verbal and non-verbal communication, and by using criteria to evaluate a given communication's validity. Finally, our students are increasing their abilities to listen to individuals who have opinions or beliefs that differ from their own, to analyze these differences and identify shared beliefs and issues, as well as to utilize these common issues to positively enhance further interactions.

It is our belief that PGHS students have increased their skills in communication through our "Communicating across the Curriculum" efforts. As we have continued this program, our students have scored higher throughout the year. As we have focused our communicating efforts on the 6 Traits of Writing, our students have not only become better writers (as evidenced through our data), they have also become better communicators. They are increasing their abilities to interact with groups of people in different situations as they learn to interact with different texts and media that they write about. It is our conclusion that our DRSLs are being positively adapted into the lives of our students through our school-wide writing project. (see Action Plan section)

Overall Recommendations for DRSLs:
First of all, we recognize that none of our indicators scored above the sought-for national standard of 3. We have fallen short in all categories and realize that we need to increase our emphasis on communicating these DRSLs to our students and the skills that we would like for them to develop. One reason why this initial survey did not solicit the sought-for expectations is because these DRSLs have only been implemented at our school over a brief period of time. After having ratified our DRSLs this past fall, we have only had a few months to advertise, discuss, and implement them in all aspects of our school. Although we recognize that these results are lower than expected, we are determined to continue teaching and implementing these DRSLs in the future.

What this survey does bring to our attention is that are students are generally lacking in the area of being a Responsible Citizen. The three indicators in this DRSL solicited the lowest scores combined. These indicators are as follows: Students take responsibility for personal actions and act ethically (demonstrate honesty, fairness, integrity); Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people; Students act as responsible citizens in the community, state, nation, and world. These indicators give evidence that our students are showing a

lack of appreciation for proper and ethical behavior, for respect for others, and for recognizing their rights and responsibilities that they have in their communities. Although teachers generally have a high standard set on education and proper behavior (as referenced by our student survey), they might feel that the recent increase of substance abuse at our school lowers their opinions about whether or not our students are taking personal responsibility for their actions and acting ethically. Hopefully, as we continue our drug awareness action plan, and as we continue the implementation of our school's DRSLs, we will be able to help our students overcome these academic weaknesses.

DRSLs in the Classroom:
Additionally, teachers have given the following responses as to how they are teaching students to become R.E.A.L. in their classrooms (for a complete list of all statements made by teachers, please refer to our school's shared network in our accreditation file):

-**Responsible Citizen:** (1) Promoting actual career knowledge and expectations, food safety and sanitation, preventing food borne illnesses, healthy diets and living, food grade pyramids, caterings; (2) Rules of conduct adhered to, absolutely no put downs, current issues are talked about and researched; (3) On time to class, in seats when the bell rings, polite and kind to everyone in class, no put downs, turn work in on time, no cheating; (4) We do lessons that integrate with the community. For example, students fight indifference with a 1-2 hour project after reading Night; (5) Honesty, cooperative, respectful, helps other students.
-Effective Communicator: (1) Working with group members, reading recipes, listening to instructions and demonstrating back, writing recipes, making grocery lists; (2) Students learn to convey their ideas orally and in writing; (3) Sentence revision work, editing, papers created using the entire writing process; (4) Willing to discuss financial aspects with parents, will hopefully roll over into willingness to communicate with spouse, (5) Pick a topic, conduct a little research, and write up a speech, present speech, field questions and/or comments.
-Authentic Thinker: (1) The easy answers aren't enough. Students must think through answers to complex questions as we read and discuss literature; (2) Always solving problems where they have to think and problem solve. Challenging word problems that help think and relate to real world problems; (3) Pose real life problems, have students offer a realistic solution; (4) Being able to use the information given and researched to make responsible and educated, decisions concerning money matters; (5) Learning new skills, problem solving, describing, compare and contrast, analyzing data.
-Life-long Learner: (1) Always teach them that what they are learning now will help them in the future, make lesson plans that apply to the real world; (2) Keeping daily warmups/sketches/etc, group murals and sculptures, develop own judgments on what is art; (3) Students learn web savvy skills so they can find reliable and trustworthy information online; (4) Can apply learning to new situations. Uses resources outside of class for help; (5) Making connections between real life and literature and ideas, writing assignments that prepare students for work world.

DRSLs in Clubs, Activities, Sports:
Also, teachers, advisors, and coaches have given the following responses as to how they are teaching students to become R.E.A.L. in their extracurricular activities at the school

(for a complete list of all statements made by teachers, advisors, and coaches, please refer to our school's shared network in our accreditation file):

-Responsible Citizen: (1) The Key Club is a service club. Students focus on giving to and being involved in the community; (2) Leadership roles, all teams are working on their own service project; (3) Students in our club finance projects, be on time for class, be respectful to those around them; (4) Must be in attendance; (5) Peer Tutors learn how to work with a variety of students with different needs.
-Effective Communicator: (1) The leaders of the club are learning how to communicate with and motivate their peers; (2) Learn how to speak competitively and in front of people, running meetings, working on teams, informing members; (3) Communicate through emails/blogs and conference calls, i.e. inappropriate etiquette writing collection descriptions; (4) Students learn interview skills, effective verbal and non-verbal communication skills, and performance skills; (5) Students must present musical material to an audience in such a way that concepts such as pitch, expressions, rhythm, and content are understood.
-Authentic Thinker: (1) PGHS students run the club. They must develop and implement the club activities. I just act as support; (2) Problem-solving activities; (3) Create publishable article from facts and interviews for school newspaper; (4) Create new fundraising ideas; (5) Students see specific and small ways to "pay it forward."
-Life-long Learner: (1) The organization and leadership skills students learn now are in preparation for their futures; (2) Contribute to societies now; learn how to set goals, follow planning process, speaking, leadership, finding concerns around them; (3) Students focus on activities that will job-enhancing opportunities in the future; (4) Students learn about budgets, deadlines, and responsibility; (5) All the skills that students learn will be used forever in their lives…being on time, commitment, dedication, and teamwork.

Although the implementation of these DRSLs is still in its infant stage, we are hoping to continue the progress of aligning everything we do with our new school goals. We have many areas that have already been aligned with these standards, but we still have work to do. We have already organized our department and course Walkaways with these goals, but one of the biggest needs that we have is to make our curriculum viable and relevant to our students by aligning our assignments and our tests with our DRSLs as well. By doing this, students will be able to recognize the relationships between what we teach and how they live their lives.

Responsible Citizen Indicators	4 Students demonstrate an exemplary level of achievement	3 **Students demonstrate a fully competent level of achievement**	2 Evidence of progress exists, but students are not yet satisfying the expectations for fully competent performance	1 Initial stages of development are evident; students demonstrate low levels of achievement	0 No evidence of achievement at this time
Students take responsibility for personal actions and act ethically (demonstrate honesty, fairness, integrity)	• Consistently accept responsibility for actions which are a result of their choices and take action to remedy any undesirable consequences of their actions.	• **Accept responsibility for actions which are a result of their choices.**	• Accept limited responsibility for actions which are a result of their choices.	• Rarely accept responsibility for actions which are a result of their choices.	• Do not accept responsibility for actions which are a result of their choices.
	• Demonstrate and provide a model of ethical behavior and consistently act with integrity.	• **Demonstrate ethical behavior and act with integrity.**	• Do not always demonstrate ethical behavior and inconsistently act with integrity.	• Rarely demonstrate ethical behaviors or act with integrity.	• Do not act with integrity.
Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people	• Demonstrate a comprehensive understanding and deep appreciation for personal abilities and beliefs. Consistently self-assess and demonstrate self-respect.	• **Demonstrate an understanding and appreciation for personal abilities and beliefs, and demonstrate self-respect.**	• Demonstrate an incomplete understanding and/or limited appreciation for personal abilities and beliefs.	• Demonstrate misconceptions of several critical factors related to personal abilities and beliefs.	• Do not respect self, others, or property.
	• Demonstrate a thorough understanding and appreciation for the diversity, viewpoints, and interdependence of all people.	• **Demonstrate understanding and appreciation for the diversity, viewpoints, and interdependence of all people.**	• Demonstrate a limited understanding and appreciation for the diversity, viewpoints, and interdependence of all people.	• Do not understand or appreciate the diversity and interdependence of all people.	
	• Provide a model of leadership for themselves, others, and property.	• **Demonstrate respect for self, others, and property.**	• Inconsistently demonstrate respect for self, others, and property.	• Rarely demonstrate respect for self, others, or property.	
Students act as responsible citizens in the community, state, nation, and world	• Demonstrate a profound understanding of the major rights and responsibilities of community, state, nation, and global citizenship.	• **Demonstrate an understanding of the major rights and responsibilities of community, state, nation, and global citizenship.**	• Demonstrate a limited understanding of the major rights and responsibilities of community, state, nation, and global citizenship.	• Rarely demonstrate an understanding of the major rights and responsibilities of community, state, nation, and global citizenship.	• Do not demonstrate an understanding of the major rights and responsibilities of community, state, nation, and global citizenship.
	• Demonstrate a thorough understanding of the major global and environmental issues facing the world at this time.	• **Demonstrate an understanding of the major global and environmental issues facing the world at this time.**	• Demonstrate an incomplete understanding of the major global and environmental issues facing the world at this time.	• Demonstrate severe misconceptions of the major global and environmental issues facing the world at this time.	• Do not demonstrate an understanding of global or environmental issues facing the world at this time.
	• Provide leadership by facilitating a variety of activities which demonstrate responsible, global citizenship.	• **Participate in a variety of activities which demonstrate responsible, global citizenship.**	• Participate in some activities which demonstrate responsible, global citizenship with some teacher direction.	• Rarely participate in activities which demonstrate responsible, global citizenship.	• Do not participate in activities which demonstrate citizenship.

Effective Communicator Indicators	4 Students demonstrate an exemplary level of achievement	3 **Students demonstrate a fully competent level of achievement**	2 Evidence of progress exists, but students are not yet satisfying the expectations for fully competent performance	1 Initial stages of development are evident; students demonstrate low levels of achievement	0 No evidence of achievement at this time
Students communicate with clarity, purpose and understanding of audience	• Communicate with confidence in a clear, logical, and organized fashion which explicitly and fully elaborates all major points. • Communicate and analyze audience response, making skillful adjustments for a wide and highly diverse range of audiences.	• **Communicate in a clear, logical, organized fashion which serves the intended purpose.** • **Communicate and analyze audience response, making appropriate adjustments as necessary.**	• Communicate with some coherence, but lack overall organization and do not fully achieve the intended purpose. • Recognize the need to adjust communication based on audience and response, but limited adjustments are made.	• Communicate with limited coherence and organization and do not achieve the intended purpose. • Communicate without analyzing audience response or attempting adjustments.	• Communicate without clarity, purpose, or understanding of audience.
Students integrate the use of a variety of communication forms and skills	• Demonstrate a thorough understanding of communication by creatively and coherently integrating the use of multiple communication forms including oral, written, non-verbal, visual and technological media. • Solicit and actively listen to the ideas of others. • Consistent effort is made to ensure that ideas are clearly understood.	• **Demonstrate an ability to effectively use and integrate diverse methods of communication.** • **Listen to the ideas of others.** • **Clarify thoughts to ensure that ideas are understood.**	• Demonstrate an ability to use only a few methods of communication. • With prompting, listen to the ideas of others. • Demonstrate a limited effort to be understood.	• Demonstrate a limited ability to use and integrate methods of communication. • Rarely listen to the ideas of others without consistent prompting. • Rarely attempt to be understood.	• Do not communicate effectively. • Do not listen to the ideas of others. • Demonstrate behaviors that interfere with communication.
Students recognize, analyze, and evaluate various forms of communication	• Establish and use criteria to evaluate communication. • Interpret and respond to various forms of communication. • Develop strategies for improving communication and seek patterns or connections that lead to new understandings or insights, based on the analysis and evaluation of communication	• **Use criteria to evaluate communication.** • **Respond to various forms of verbal and non-verbal communication.** • **Identify strategies for improving communication.**	• With prompting, use criteria to review communication. • Inconsistently respond to verbal and non-verbal communication. • Inconsistently identify strategies for improving communication.	• Rarely use criteria to evaluate communication. • Need assistance to respond to verbal and non-verbal communication. • Rarely identify strategies for improving communication.	• Do not evaluate communication. • Do not respond to communication. • Do not improve communication.

Authentic Thinker Indicators	4 Students demonstrate an exemplary level of achievement	3 **Students demonstrate a fully competent level of achievement**	2 Evidence of progress exists, but students are not yet satisfying the expectations for fully competent performance	1 Initial stages of development are evident; students demonstrate low levels of achievement	0 No evidence of achievement at this time
Students gather, organize and use information, knowledge and skills to support inferences and justify conclusions appropriate to the context and audience	• Demonstrate exceptional and fluent skills in gaining, interpreting, analyzing, synthesizing, and organizing new information. • Use insightful interpretations, logic, and evidence to develop a compelling justification of conclusions appropriate to the context and audience. • Successfully apply knowledge and skills	• **Demonstrate skills in gaining, interpreting, analyzing, synthesizing, and organizing new information.** • **Use interpretations, logic, and evidence to justify conclusions which are appropriate to the context and audience.** • **Adequately apply knowledge and skills.**	• Demonstrate a limited ability to gain, interpret, analyze, synthesize, and organize new information. • Attempt to interpret and use logic and evidence to justify conclusions appropriate to the context and audience. • Attempt to apply knowledge and skills.	• Rarely demonstrate an ability to gain, analyze, and organize new information. • Provide little interpretation, logic and evidence for conclusions appropriate to the context and audience. • Unsuccessfully apply knowledge and skills.	• No attempt is made to gather and use information effectively.
Students utilize, evaluate and refine the use of multiple strategies to solve a variety of types of problems	• Clearly define a problem in a variety of contexts using self-generated and teacher-generated criteria. • Develop and successfully implement a comprehensive and explicit problem solving plan. • Self-evaluate problem solving abilities with a high degree of analysis and reflection.	• **Accurately define a problem in a variety of contexts using teacher-generated criteria.** • **Develop and adequately implement a problem solving plan.** • **Self-evaluate problem solving abilities with an adequate degree of analysis and reflection.**	• Define a problem in a limited number of contexts using teacher-generated criteria. • Inadequately develop and/or attempt to implement a problem solving plan. • Self-evaluate problem solving abilities with a limited understanding of the process.	• Incompletely and/or inaccurately define problems in a limited number of contexts. • Fail to develop and/or implement a problem solving plan. • Self-evaluate problem solving abilities without an understanding of the process.	• No attempt is made to apply problem solving strategies.
Students generate new and creative ideas by taking considered risks in a variety of contexts	• Demonstrate an insightful use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts. • Produce highly original work and illustrate risk-taking behaviors.	• **Demonstrate the use of prior knowledge / skills to create innovative ideas, products or performances in a variety of contexts.** • **Produce original work and illustrate risk-taking behavior.**	• Demonstrate an incomplete use of prior knowledge and skills to create innovative ideas, products or performances. • Produce average work with little illustration of risk-taking behaviors.	• Demonstrate a limited use of prior knowledge / skills to create innovative ideas, products or performances. • Produce below average work without illustration of risk-taking behaviors.	• Not attempt is made to demonstrate the use of prior knowledge / skills in creating innovative ideas, products or performances.

Life-long Learner Indicators	4 Students demonstrate an exemplary level of achievement	3 **Students demonstrate a fully competent level of achievement**	2 Evidence of progress exists, but students are not yet satisfying the expectations for fully competent performance	1 Initial stages of development are evident; students demonstrate low levels of achievement	0 No evidence of achievement at this time
Students reflect on and evaluate their learning for the purpose of improvement	• Demonstrate exceptional ability to examine work using both teacher- and self-generated criteria. • Demonstrate successful ability to identify strengths and limitations of learning strategies and show a high degree of analysis, demonstrating clear relationships between the performance standards and the quality of work.	• **Demonstrate explicit efforts to examine work using teacher-generated criteria.** • **Demonstrate ability to identify strengths and limitation of learning strategies and show ability of analysis, demonstrating development of strategies for improvement.**	• Demonstrate a limited ability to examine work using teacher-generated criteria. • Demonstrate a limited ability to identity strengths and limitations of learning strategies and show limited ability of analysis, demonstrating little development of strategies for improvement.	• Demonstrate a poor ability to examine work, unrelated to teacher-generated criteria. • Demonstrate a poor ability to identify strengths and limitations of learning strategies and show little ability of analysis, demonstrating poor development of strategies for improvement.	• No effort to examine or evaluate work is evident. • Do not make any effort to improve strategies or approaches to learning.
Students form habits that will provide opportunity for post high school success by working with others in a variety of situations to set and achieve goals	• Facilitate a variety of groups. • Show leadership in task persistence. • Demonstrate an understanding and appreciation for the ideas and suggestions of others in order to set and achieve goals.	• **Actively participate in a variety of groups.** • **Show task persistence.** • **Demonstrate a willingness to be open to the ideas and suggestions of others in order to set and achieve goals.**	• Participate in a variety of groups. • Show inconsistent task persistence. • In most cases demonstrate the ability to be open to the ideas and suggestions of others in order to set and achieve goals.	• Demonstrate limited participation in groups. • Demonstrate difficulty in staying on task without prompting. • Demonstrate a limited ability to be open to the ideas and suggestions of others in order to set and achieve goals.	• No attempts are made to participate in groups. • Do not demonstrate task persistence. • Are unwilling to be open to the ideas and suggestions of others in order to set and achieve goals.
Students manage and evaluate their behavior as group members and deal with disagreement and conflict	• Demonstrate the ability to actively listen to individuals who have opinions or beliefs that differ from their own. • Clearly articulate differences of opinions; each of the common issues, ideas, and/or shared beliefs that are identified through the analysis. • Utilize shared beliefs and common issues as the basis for further interactions, and work toward achieving agreement.	• **Listen to individuals who have opinions or beliefs that differ from their own and summarize the opinions or ideas.** • **Analyze differences of opinions and identify some of the common issues and/or shared beliefs held by individuals.** • **Utilize common issues or shared beliefs as the basis for further interactions.**	• Demonstrate passive listening skills in interaction with individuals who have opinions or beliefs that differ from their own. • Develop an incomplete and/or inaccurate summary of the opinions of others. • Make a limited attempt at utilizing common issues as the basis for further interactions.	• Demonstrate poor listening skills in interactions with individuals who have opinions or beliefs that differ from their own. • Do not develop a summary of opinions or ideas expressed by others. • Do not identify any common issues and/or shared beliefs.	• No effort is made to listen to or analyze information from individuals who have opinions or beliefs that differ from their own.

SCHOOL PROFILE

R.E.A.L. Students, Real Success

PGHS and becoming a R.E.A.L. SCHOOL

HISTORY OF PLEASANT GROVE HIGH SCHOOL

Pleasant Grove High School has always been an institution where tradition, collaboration and forward-thinking have been the foundation of student, community, and staff practice. In 1905, the people of Pleasant Grove began their initiative to build an institution that would bring value and prominence to their community. Since that time all stakeholders have continually sought to analyze and improve the educational agenda of its community. They have also dedicated themselves to provide a willingness to adapt to newly defined strategies and programs that would strengthen the school and its community.

In 1905, the question of necessary funds to establish a high school was brought before the taxpayers; the vote resulting in 78 for and 79 against. Although the beginnings of a formal high school were initially halted, the power of the community prevailed and their desire to have a quality institution of learning eventually succeeded. After the initial vote failed, some eighth grade students petitioned the school board to establish some basic high school classes for them. Because of their determination the petition was granted. The board rented a vacant building and hired five elementary school teachers to teach the first fifteen high school students four courses: algebra, general history, Latin and English.

In 1906, the first certified secondary teacher was hired as principal. The voters also gave their permission to finish the third floor of the grade school building for high school occupancy. The high school then moved into its new quarters in 1907. Eventually, with an extended curriculum, teachers began preparing students for the community's first official graduation. The first twelve students graduated from Pleasant Grove High School in May of 1912. Less than a decade later, the number of students attending Pleasant Grove High School had increased dramatically. In 1920, the first true high school was built. With this dramatic growth, students needed something to create unity and actively build their character. Although the community's dream of having a high school was initially unfulfilled by the school board, it eventually came true due to the determination of the community's school children.

The "G" on the mountain symbolizes the character of the Grovarians (as they then called themselves, later to become the Vikings) and the characteristics the community and school strive to instill in their children today. David Gourley, principal of the school in 1921, was responsible for instigating the process of placing the "G" on the mountain. Janius Hayes, who was the math teacher and also the mayor of Pleasant Grove, took the school's senior class, canvassed the mountain, and determined the site of the "G." Students with enough credits were allowed to go up on the mountain and work on the "G." It took 100 boys an entire day to clear the brush from the site with axes and shovels. The "G" was whitewashed with brooms, brushes, spray guns, and whitewash donated from a local construction company. From that time it has served as a symbol of the spirit and aspirations of the student body. Even just this year, the student body raised funds in a process to "Light the G." The light that permeates from this mountain side today symbolizes the strength of the community throughout the years and the student body's determination to succeed and become responsible citizens in the world community.

Since those humble beginnings in 1907, the school has undergone additional changes. The original building was replaced in 1956 and even most recently added on to in 2009 to incorporate the growing community's needs. Initially, the school was built to house approximately 900 to 1000 students. The enrollment has risen to more than 1800 since then and it continues to grow along with the community. With our sustained growth, our commitment to the spirit of the "G" remains the same as it did with the eighth grade students in 1907. Inspired by that spirit, we continue to strive to help our students navigate life through learning

HISTORY OF OUR CONTINUOUS SCHOOL IMPORVEMENT EFFORT AND ACCREDITATION

In preparation for the process of accreditation, we strove to involve all of the stakeholders in the experience. We read through and analyzed the strengths and recommendations of our previous visiting team's feedback and found that we needed to incorporate all aspects of the stakeholders in the process of determining our school goals and future direction. In September or 2010, PGHS staff took a survey to determine the validity and effectiveness of the school's "Desired Results for Students Learning." After taking the survey, and after having reread the previous recommendations, it was determined that we needed to construct a new foundation for our goals and future. Eventually, our new "Desired Results for Student Learning" took shape and have been approved by faculty and staff, Student Council, Community Council, and other various school organizations. Since this time (although it has been just a few short months), we have worked to advertise these goals to broader areas of the community through our school website, newsletter, and marquee as well as through advertising throughout the school, at Parent Teacher Conferences, and in local newspapers. We have worked to improve all areas of the school as we have strived to align everything we do with our "Desired Results for Student Learning."

Faculty and Staff: An accreditation team was organized during the 2009 school year which attended USOE training workshops to become more proficient in the accreditation process. Eventually, the team was expanded at the beginning of the 2010 school year to incorporate other teachers as focus group leaders. At the beginning of this school year, faculty members were assigned to different focus groups, trying to represent all departments in each group. Parents and students also became an important part of these focus groups. Throughout this school year, focus groups have met twice a month to work on their understanding and implementation of the principles and the defining rubrics of their individual focus areas (as outlined in the national standards). Once groups understood the principles, they began the work of analyzing our school's status. Many groups conducted surveys. Many recommendations which surfaced as a result of the focus group work made their way into our action plan and others changes, such as our efforts to improve Parent Teacher Conference, communication with stakeholders, and collaboration efforts with students and the community.

Students: Many different groups of students have participated in the process of accreditation and school improvement. The school's Student Council members were invited to participate on focus groups and have represented themselves and their individual grade levels. The Student Council has also distributed surveys and has helped collect data for school improvement. They have also worked on advertising our new

"Desired Results for Student Learning" on posters as well as through the school announcements and assemblies. Other students have also staked their claim in the process. For example, students in our art classes have created murals to advertise the school's DRSLs; others in the graphic arts class have worked to create an official school-wide poster; while students in the advertising class have produced flyers to hang in the halls and in classrooms. Finally, students in the multi-media classes have produced short videos to describe examples of each aspect of the new DRSLs; while the student newspaper staff has written articles to promote these new goals. All of these efforts, including becoming more unified with our school's community through our "Light the G" program (symbolizing our efforts to tie the traditions of our past with our goals for the future), have worked well to promote the implementation and understanding of our school's goals

Parents and Community: Through the PTA and the school's Community Council, parents were allowed to ratify the new school DRSLs and were also invited to participate on focus groups. They have attended meetings and have given us great insight through their "outside" perspective. They have also participated in school surveys. Parents throughout the community were also given opportunity to participate in these surveys as they came to Parent Teacher Conference. They have been updated on the findings of the accreditation reports via the school's newsletter and various PTA and Community Council meetings. One parent, in particular, Chris Donaldson, has been an integral part of the process and has worked to promote the school's goals in the community and has helped to fill spots on focus group teams.

Departments (PLCs): As our general student population has grown over the years, we have had to work with ever-growing departments. These growing departments, consisting of four or more teachers, have worked together in Professional Learning Communities (PLC) to analyze instructional effectiveness. Within these PLCs, teachers have reflected on the "Eleven Essential Questions" (as outlined in the national standards) as well as to how to implement the DRSLs.

Departments have been working together for years to incorporate best teaching practices, as well as to collaborate with other department PLCs to align instruction across the curriculum. Specifically this year, due to the accreditation process, they have added the focus of the "Eleven Essential Questions" to further improve teaching practices. During this school year, PLCs have met during Monday collaboration to collect data to answer the "Eleven Essential Questions." After the questions had been answered, action plan items have been developed. As this process has only taken place recently, full implementation of these action plan goals is pending. However, goals have been determined and all PLCs are working towards the realization of their department's and school's action plans.

The accreditation process is intended to be a reflective exercise in which the school and its community form and implement goals for their own improvement. The goals are to be based from data derived from stakeholders and other pertinent resources. They should be attainable goals with a focus on qualities, which can be measured in future accreditation opportunities. The process is meant to be continual. Although we have not been able to fully implement all of the action plan goals that we have begun, Pleasant Grove High School has taken advantage of this accreditation opportunity to further improve on its

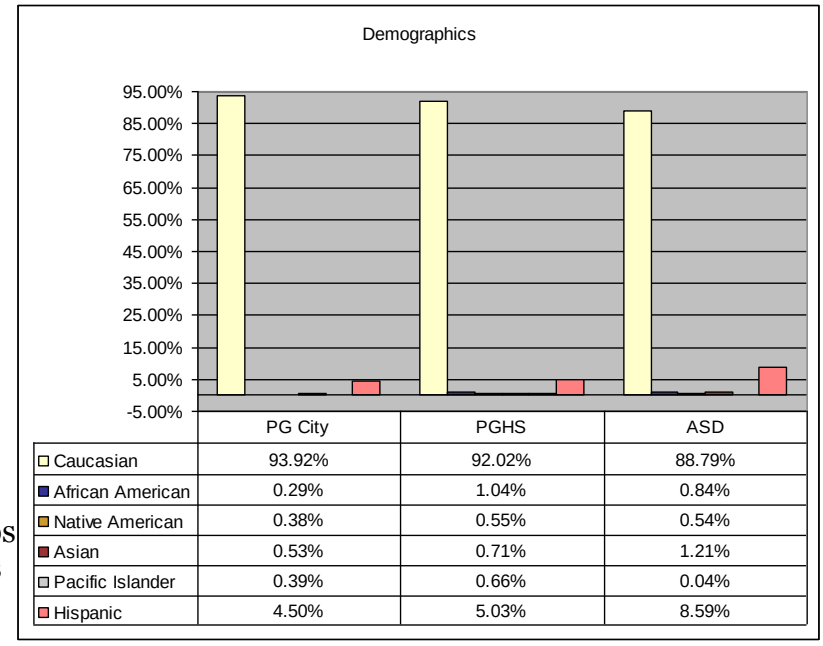
professional learning community. This PLC model aligns itself with the goals and aims of accreditation. The PLC focuses on data driven goals and decisions, with faculty and staff in curriculum teams. The curriculum teams and focus groups formed during accreditation will play a vital role in the continuing evaluation and improvement of PGHS.

PLEASANT GROVE HIGH SCHOOL PROFILE

Demographics and Characteristics of PGHS Students

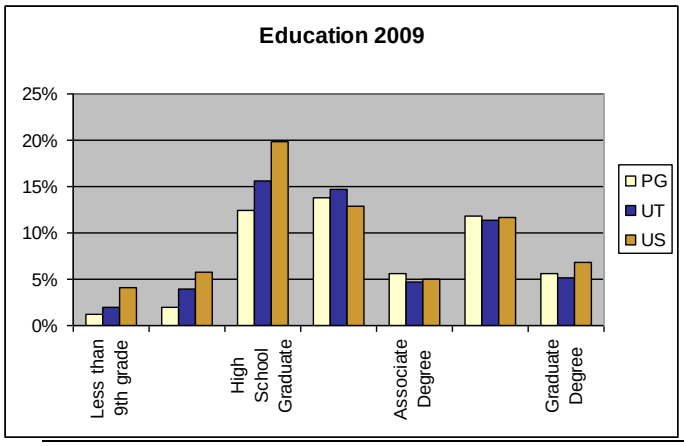
Pleasant Grove High School serves the student population of Pleasant Grove and Lindon. The current population of Pleasant Grove is estimated at just above 35,000, while the estimated population of Lindon is just above 11,000. Pleasant Grove and Lindon have grown by approximately by 40% over the last decade. The average median age is 23.6. Pleasant Grove and Lindon residents have a varied socioeconomic status. However, the majority of our patrons are from middle class to upper middle class neighborhoods that are fairly stable as far as families moving in and out. About 20% of Pleasant Grove's and Lindon's population is considered to be "Low Income" and approximately 17% of our student population is on reduced or free lunches.

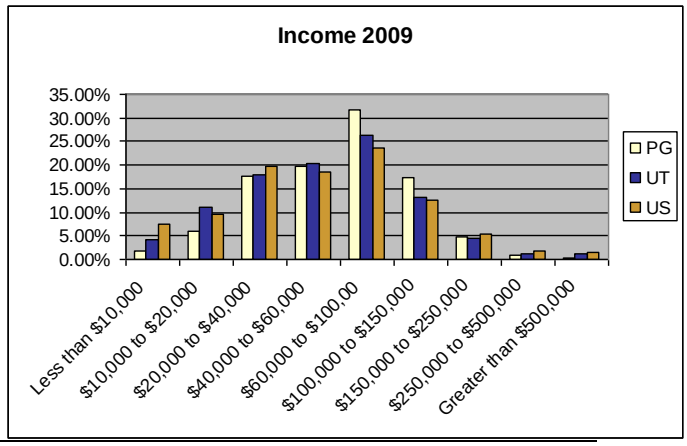
The chart on the right shows the population demographics of Pleasant Grove City, PGHS, and Alpine School District. Our student body population is reflective of the demographics that are typically seen throughout Utah County. Pleasant Grove City itself is nearly 94% Caucasian, with another 4% Hispanic. Our student population reflects these numbers as well. The difficulty in being able to express multicultural views at our school, as expressed by our students in our student survey, is mostly due to our largely homogenous population in the community. However, we are taking steps to increase multicultural opportunities as our subgroups continue to grow.



	PG City	PGHS	ASD
Caucasian	93.92%	92.02%	88.79%
African American	0.29%	1.04%	0.84%
Native American	0.38%	0.55%	0.54%
Asian	0.53%	0.71%	1.21%
Pacific Islander	0.39%	0.66%	0.04%
Hispanic	4.50%	5.03%	8.59%

The following charts show the education and income levels of our community's residents.





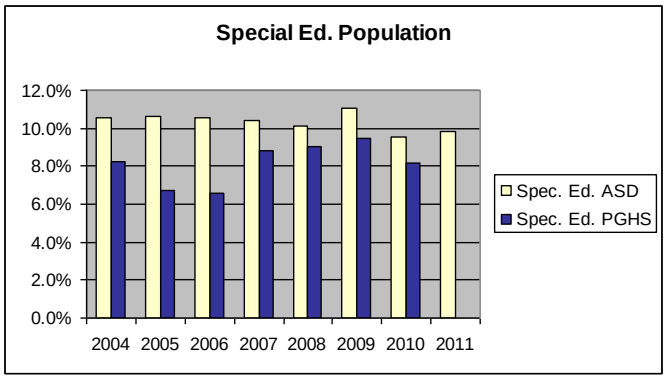
Staff / Student Ratios

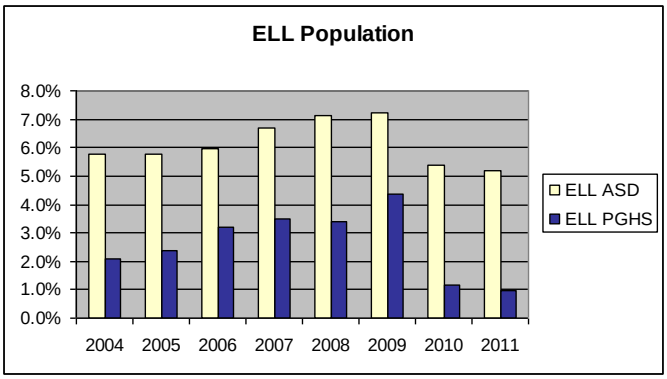
- 31 students per teacher
- 474.5 students per counselor
- 474.5 students per administrator
- 15 teachers per administrator

ELL and Special Education Students at PGHS

Both of these subgroups of students have steadily increased over the past few years. Our Special Education Department has 9 teachers to meet the needs of these students, while many other classes throughout the school are co-taught to more fully incorporate these students in mainstream classes. Peer tutors are also assigned as needed to help special education students be successful in their classes. Peer tutors attend classes and provide any extra help their assigned students need. Pleasant Grove High's Life Skills program is offered for the profoundly or severely handicapped students.

ELL students have become a focus point for school improvement at PGHS. Although our registered ELL student percentage has declined in the last two years, we are aware of the growing need for students who might also need assistance with the English language, but are not listed as specifically ELL. We have created an Action Plan to help these students find success at our school and will continue to work to meet their needs.





Suspensions and Expulsions

The majority of suspensions and expulsions have been imposed on students because of safe school violations, especially this school year in dealing with our substance abuse issue.

Year	2008-2009	2009-2010	2010-2011
Suspensions	105	35	31
Expulsions	1	0	5

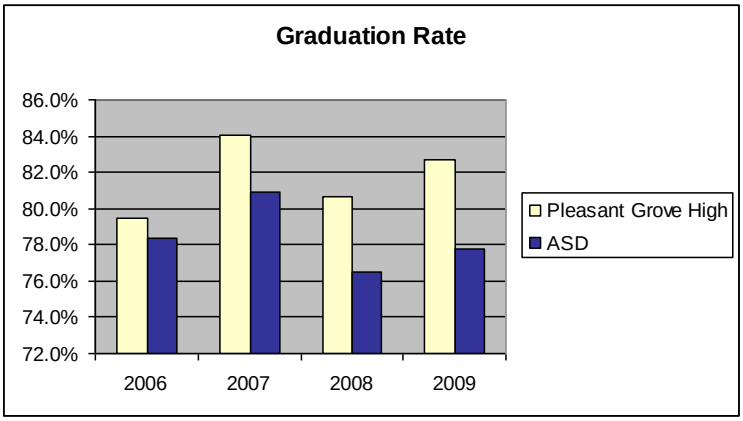
In 2008-09, the excessive number of suspensions was due to an attendance policy in which students were suspended to a parent meeting due to excessive absences. The administrators were trying to help students and parents understand the necessity of regular attendance. This policy was discontinued the following years as it was not as effective as first hoped. In the last two years, all expulsions were due to substance abuse problems as were the majority of the suspensions. We are hopeful that as we continue to implement our Drug Awareness Action Plan, we will see a decline in substance abuse and in the amount of students who are being suspended.

Grade Point Average and Graduation Rate

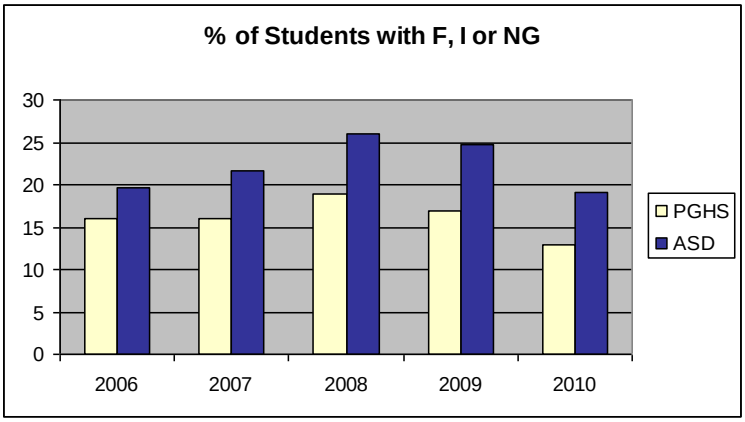
The average GPS at Pleasant Grove High has steadily increased over the past several years. We have seen this increase in correlation with both our Attendance Policy and Advisory Program. Student performance is increasing as they are attending their classes more frequently and as teachers use the Advisory Program to help students who need remediation.

Year	2003	2004	2005	2006	2007	2008	2009	2010
GPA	2.9	3.05	3.09	3.1	3.14	3.1	3.22	3.35

Over the past few years, as we have worked to improve our Advisory Program, not only has our school's average GPA increased, but the percentage of students who have not received credit for classes taken has also decreased. These students have received an F, an incomplete, or a no grade due to various reasons. Although we still have about 14% of our student body falling under this category, we are below the district average for said students. The following chart shows the percentages of students in this category at PGHS as well as Alpine School District:

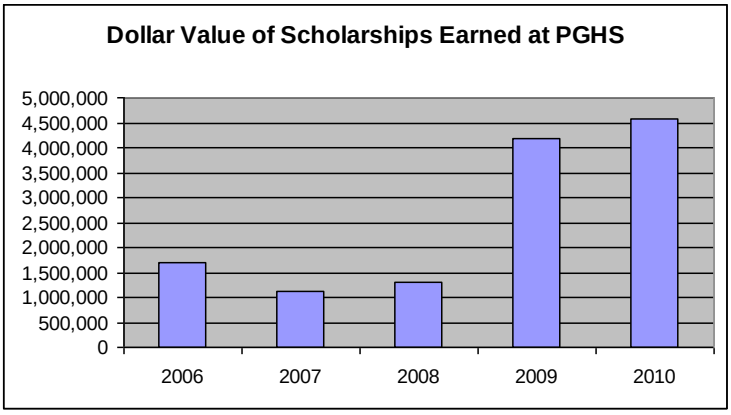


The graduation rate at PGHS has averaged more than 80% over the past several years, as we continually perform above the district averages.



Scholarships Earned

The scholarship money that has been earned by our students has dramatically risen in the past few years. Some of this has been due to the amount of money being counted for athletic scholarships. However, we have also increased the amount of money earned by students academically as well. Our counselors have done a fantastic job at advertising scholarship opportunities to our students.



Extracurricular Participation

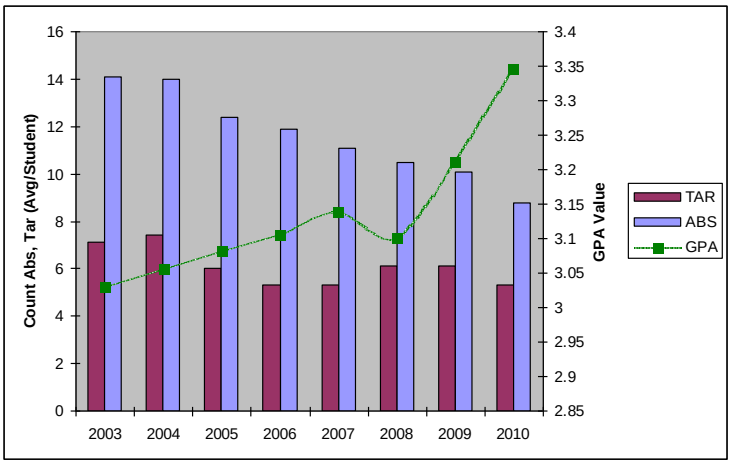
Pleasant Grove High School offers a wide variety of extracurricular activities that are open for student participation. This school offers a broad program in both interscholastic and intramural sports, including varsity teams in all major sports. Approximately 32% of students participated in extracurricular sports teams and approximately 90% students belonged to or participated in club activities during the 2010-2011 school year. (Several students participate in multiple sports and clubs and these numbers may be slightly skewed.) Also, as part of our Advisory Program, we require students to be signed up in at least one club or extracurricular activity. Thus, most students sign up to join a club, but participation is varied.

Pleasant Grove High School Clubs / Programs				
National Honor Society	Student Council	Newspaper	Yearbook	Drama Club
Stage Crew	Debate Club	Outdoor Club	FCCLA	FBLA
Foreign Language Clubs	FFA (Future Farmers of America)	DECA	HOSA	Computer Club
Band	Orchestra	Hope Projects	KPGR Radio Station	VICA (Vocational Industrial Club of America)
GAA (Girls Athletic Association)	Operation Smile	Physics Club	Book Club	American Sign Language Club
Sterling Scholar	A Cappella	Be the Change	Boys/Girls State	Distance Ed Club
Indivisible Children Club	Key Club	Latinos in Action	Multicultural Club	Peer Tutor Club
Ugly Sweater Club	Web Archiving	Harry Potter Club	United Way	VICA
Pleasant Grove High School Athletics and Community Teams				
Golf	Soccer	Track and Field	Cross Country	Tennis
Badminton	Billiards	Swimming	Volleyball	Wrestling
Baseball	Softball	Lacrosse	Basketball	Football
Cheerleading	Color Guard	Drill Team	Ballroom Team	Dance Company

In addition to allowing students to participate in extracurricular activities at the school, each one of the club advisors and coaches of the athletic programs have written statements as to how their club / team address the schools DRSLs. Each advisor / coach has provided a written explanation as to how they are teaching their members / athletes to apply what they are learning through the program to the school goals of becoming "R.E.A.L. Students, [with] Real Success." (See DRSLs in Clubs and Athletics section)

Academic Achievement:

Attendance Policy



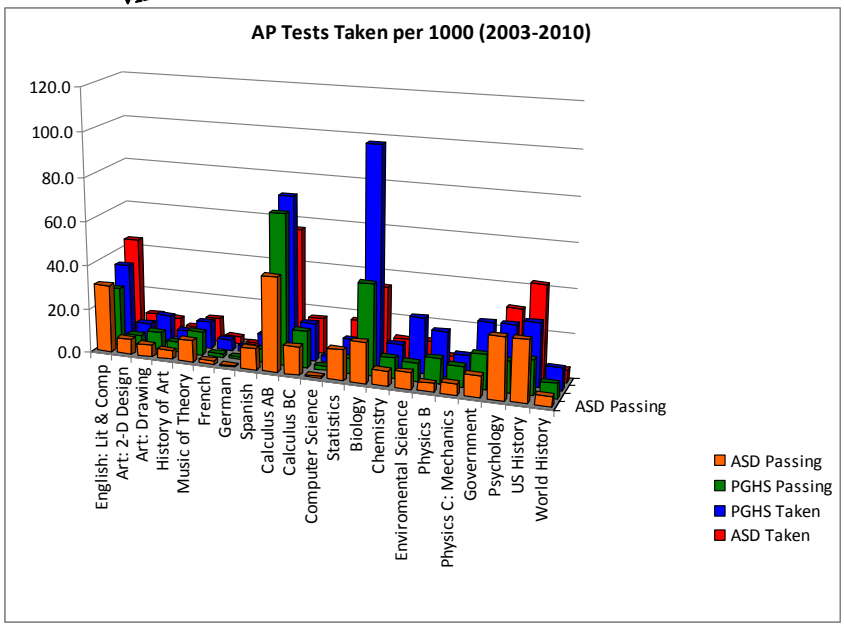
Beginning in the year 2002, the administration of PGHS began an intensive look at improving our attendance policy. The new attendance policy allowed students to accrue five excused absences (now four) and three tardies (now four) without endangering receipt of class credit. Upon the sixth absence (now fifth), first unexcused absence, or fourth tardy (now fifth), the student will receive no credit for the class taken. Students with extenuating circumstances can appeal to the administration. Students are able to make up absences and tardies through our attendance school policies.

The first year the policy was implemented, we began to see a drop in tardies and absences, as well as a corresponding increase in GPA. This trend has basically continued (with few exceptions) throughout the last 9 years. The program is continuing to be effective, especially in recent years as we see a significant increase in overall GPA, corresponding with a significant decrease in overall absences. Ultimately, we are very pleased with the results of our attendance policy.

Advanced Placement

PGHS currently offers 21 AP classes. The corresponding chart shows the average scores for the last 7 years for our students, as it compares their scores with Alpine School District as a whole. In recent years, our AP courses have had to increasingly compete with Concurrent Enrollment and Distance Ed. classes, as students can take these courses to also obtain college credit while still in high school. However, enrollment in said AP classes is still strong throughout the school.

We are very pleased with the overall analysis of our AP courses. In seventeen of our twenty-one offered courses, we are scoring above district average in passing rate. We are also seeing a steady enrollment in our AP courses and have recently added 3 more AP courses (and more sections of other AP classes, like AP U.S. History) since our last 2005 accreditation report—reaching our Action Plan goal for school-wide curriculum development.



Concurrent Enrollment and Distance Education

Many classes at PGHS allow students to take classes and earn credits for Utah Valley University as well as credits for high school graduation. Distance Education classes are offered at our school where students are able to earn college credit apart from earning their high school degrees. The number of students taking concurrent enrollment classes and distance education classes has grown steadily over the years. This current school year, we have approximately 33% of our student body enrolled in these courses.

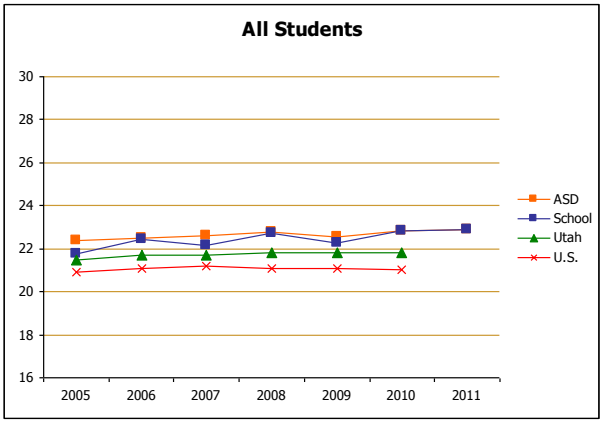
The Concurrent Enrollment Program offers a variety of courses that students can take. This year PGHS offers 32 classes, including many of the following areas of study: Business, Biology, Shop, Computer Science, Multimedia, English, Finance, World Languages, Sports Medicine, Sociology, and others. Over the past several years, an increasing number of PGHS teachers have become qualified to teach these classes as our course offerings and student enrollment have grown. This program allows many of our students to graduate high school while earning college credits at a low cost (currently just $35). Generally, this program has benefitted students who are aiming to get college-level degrees.

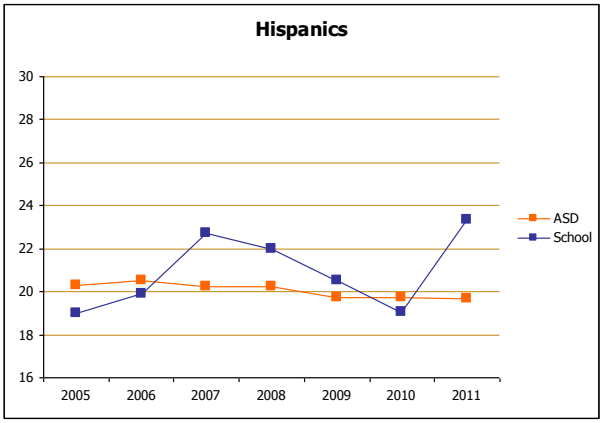
The Distance Education Program also offers a variety of courses that students can take while remaining on campus. These courses are broadcasted from local colleges and universities to our classrooms within our school facility—allowing students easy access, while minimizing the time that they would miss their high school classes. Over the course of the last few years, PGHS has typically had about 40 students each year who not only graduate high school, but also graduate with their Associates Degree at the same time. Courses offered in this program include the following areas of study: Social Studies, Art, English, Theater, Philosophy, and others. Until this year, Math was also offered through this program. However, this year, there have been difficulties in continuing the lines of communication between PGHS and UVU and their Math Department. Thus, this year has seen a decline in the number of students who are participating in the program (only about 25 will graduate this year with an Associates Degree) as they are unable to earn those

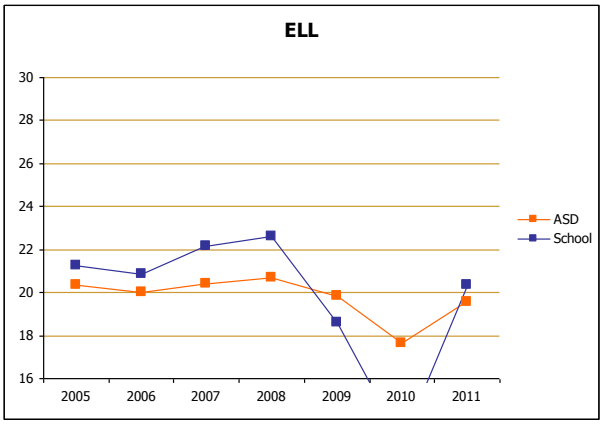
credits at the school (as the class is only offered at the university itself, costing the students actual university tuition costs). We are currently looking into other options to restart the math section as we discuss possibilities with other colleges and universities. Our goal for coming years is to find a math option and rebuild the program to at least the size that is had been in the most recent years. (See Appendix for complete schedule of Concurrent Enrollment and Distance Education classes offered at PGHS)

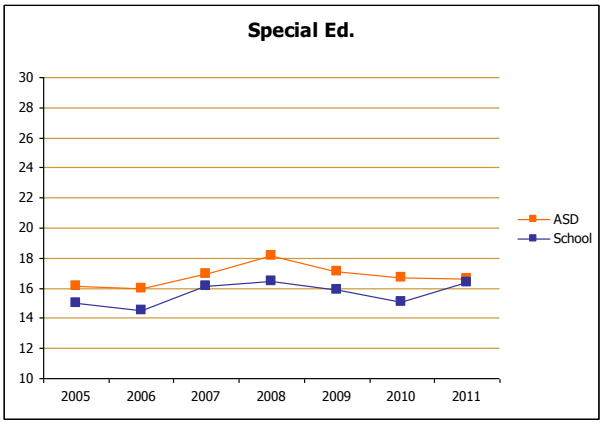
ACT DATA

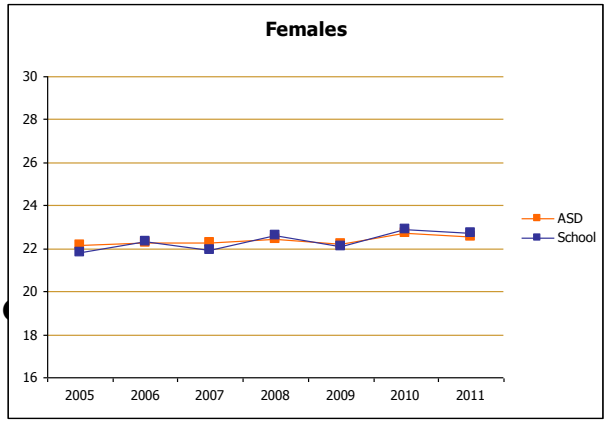
Our ACT performance over the past several years reveals that our scores have been above the national and state averages. We have also been very consistent with the district averages during the same time period. Our subgroup populations show that we have also been fairly consistent with district averages, except for our ELL group in 2010. This is added evidence for the need of our new ELL Action Plan to.

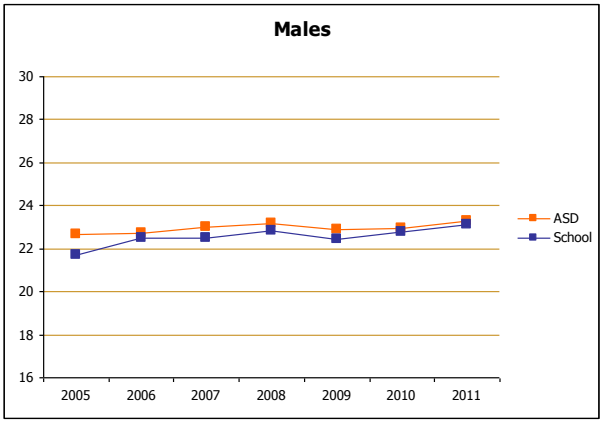




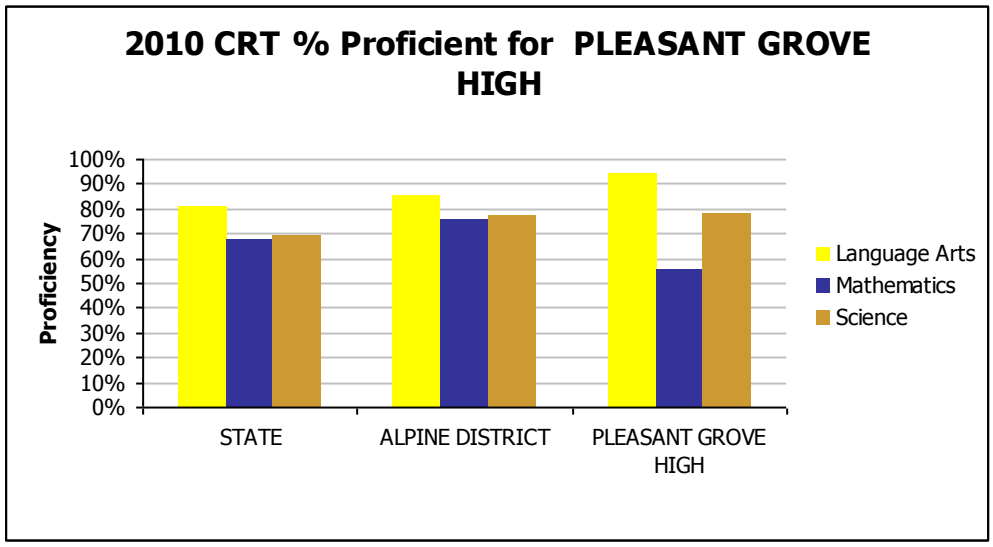






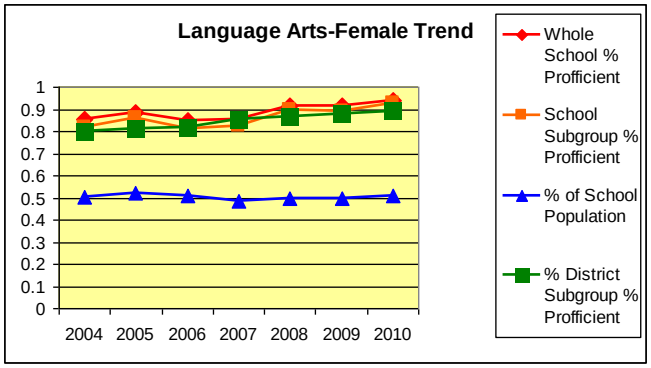


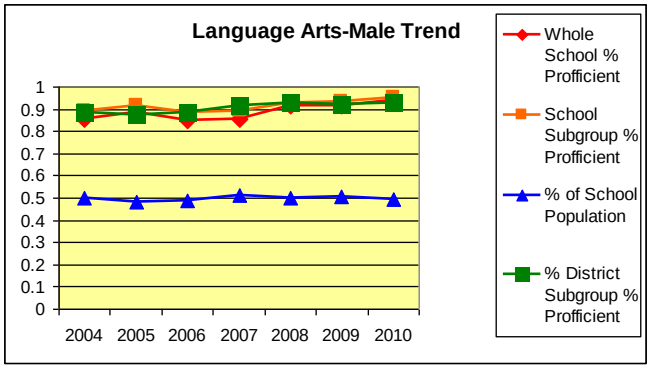
Our CRT performance shows that we are above both district and state levels in Language Arts and Science. However, we are significantly lower in our performance than the district and state in the area of Mathematics. Our Math Department has recognized this area of deficiency and has addressed ideas for improvement in their department's action plan goals. They are using CRT assessment data to find areas for improvement and are addressing these issues in collaboration to improve teaching strategies.

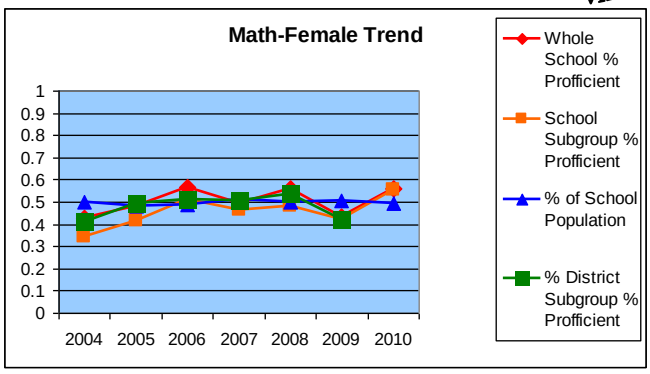


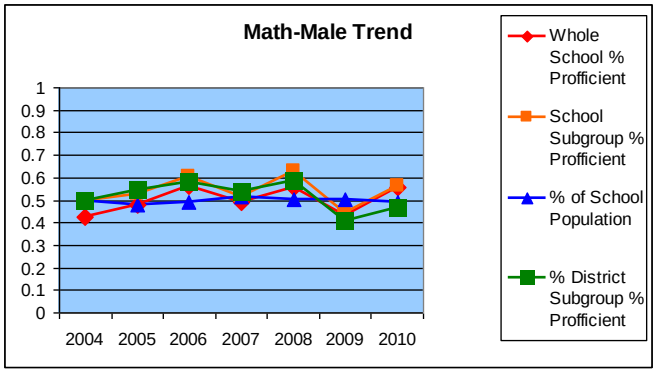
CRT trend from our subgroups (other than general male / female groups) show that they are continually scoring at levels that are lower than the percentages for the entire student population. Again, our ELL subgroup trends show evidence for our school's Action Plan. Our PLCs are addressing how to better meet the needs of this subgroup as they align their departmental goals with our school-wide Action Plan, while our Special Education Department is working with their students for improved scores.

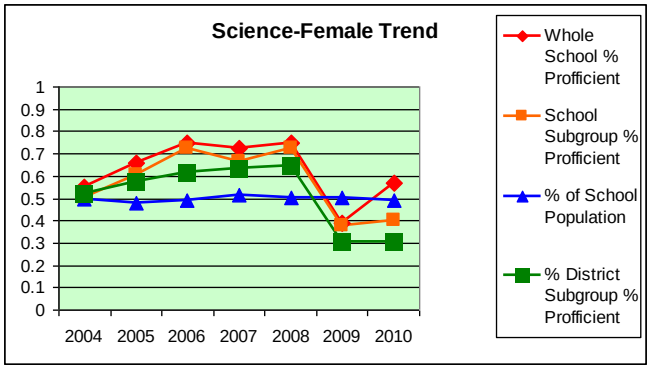
Our male and female subgroups are scoring equally well on the three areas of CRT testing. From this data, we can generally conclude that these groups of individuals are performing at district levels for comparable subgroups.

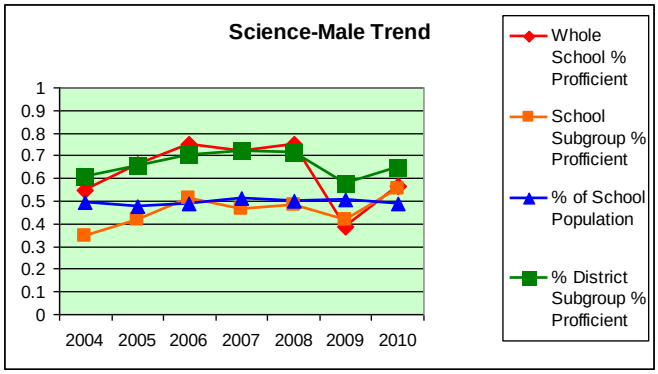




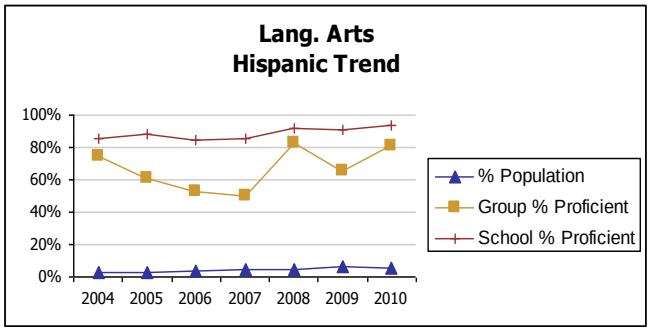


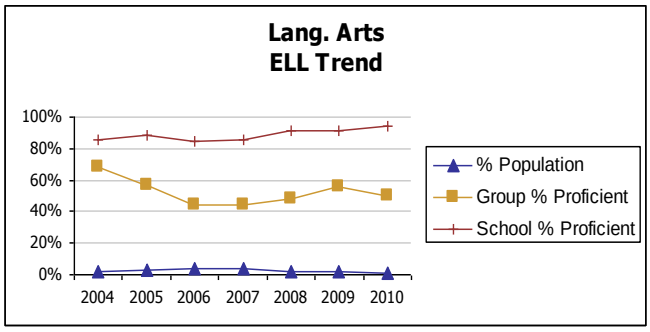


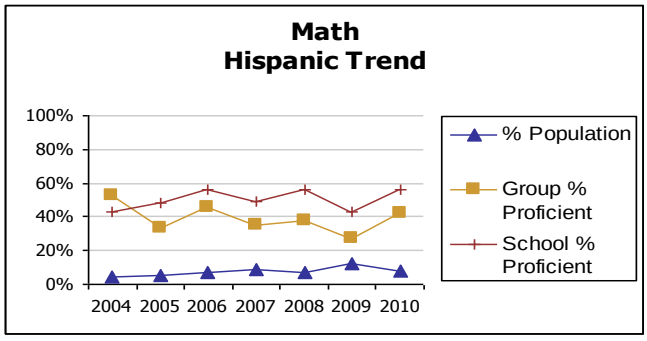


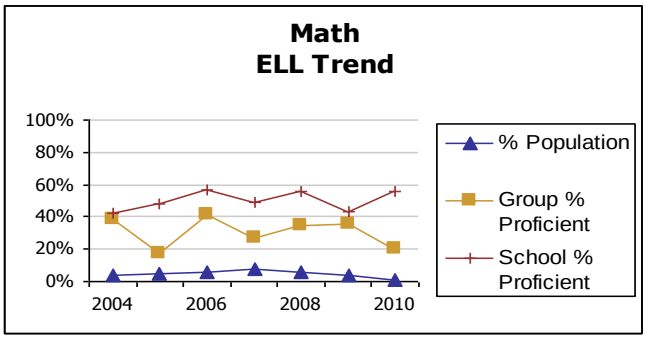


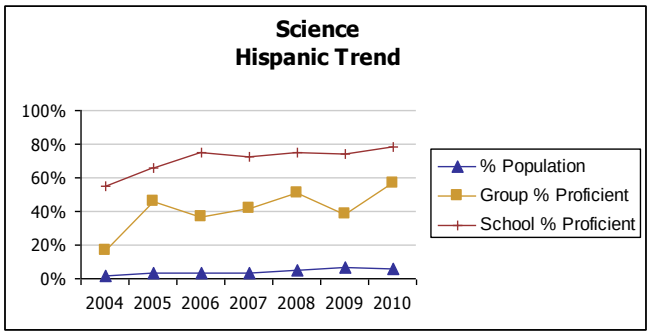
Our Hispanic and ELL subgroups show similar trends in both Math and Science. Recently, in Language Arts, our Hispanic subgroup is scoring well above those in our ELL subgroup. This information is important to recognize as we need to do a better job at differentiating between these groups. We need to make sure that teachers are aware of those who are categorized as ELL in order to do a better job at helping this group, beyond what they regularly do to help our Hispanic group. One part of our Action Plan for ELL is to create a list of students who are categorized as those in ELL. We hope that by assisting teachers in this way, they will better differentiate their curriculum more specifically to Hispanic and ELL students.

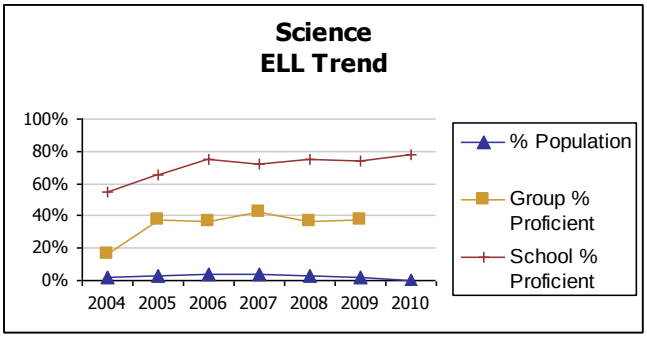




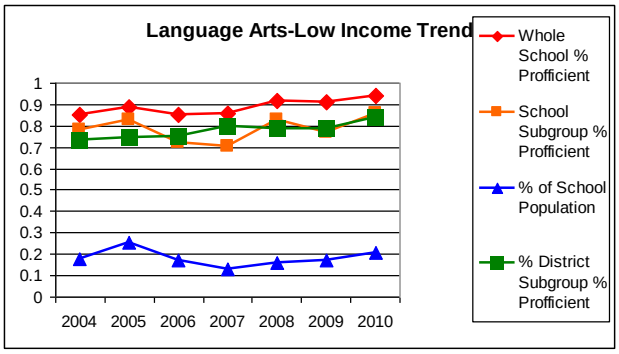


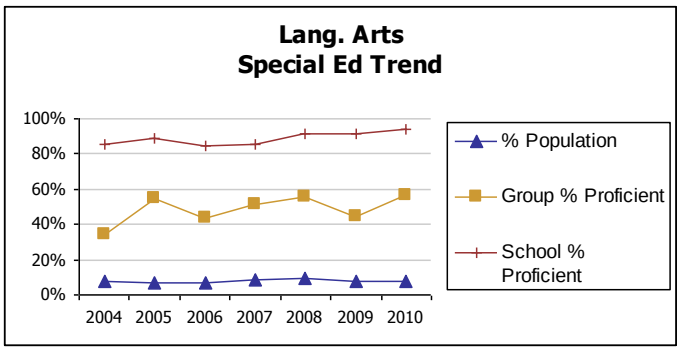


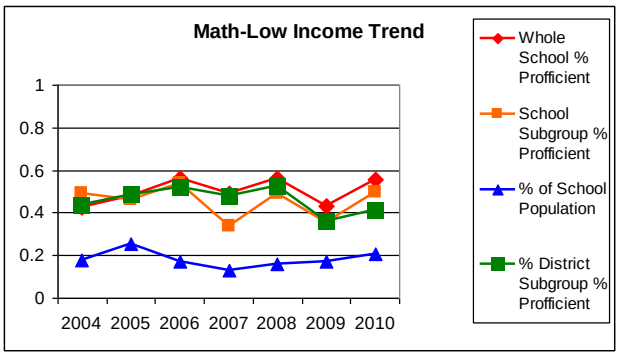


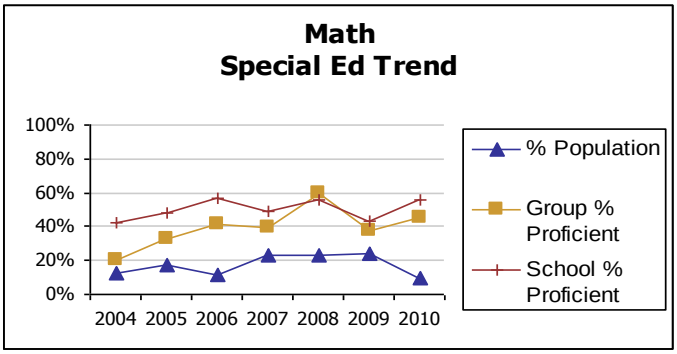


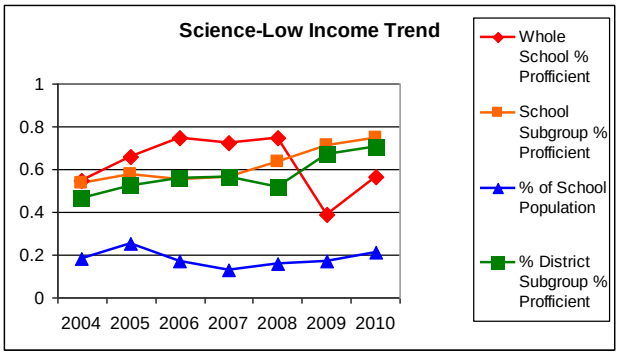
Our Special Education Department is aware of the data presented in these charts. Special Education students are performing most closely with the rest of the school's population in the Math section of the CRT. In both Language Arts and Science, our Special Education students are performing well below school trends. Both English and Math classes for Special Education students are co-taught. The Special Education Department will need to discuss the differing factors as to why these students are doing better in Math than they are on the Language Arts. Another recommendation might be to add co-taught Science classes where possible to better assist these students in that area as well.

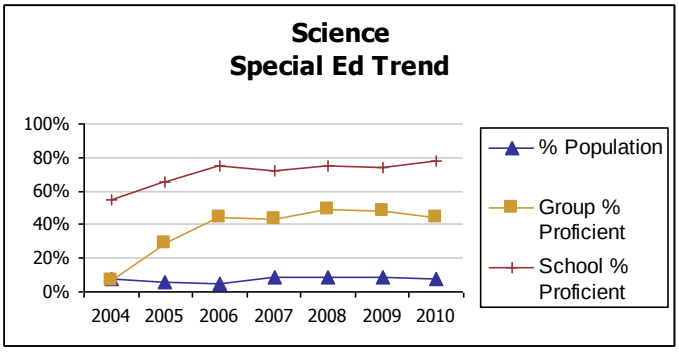












Pyramid of Interventions:
PGHS offers a variety of institutions that assist struggling students to find academic success. Guided by a caring and dedicated administration, the school's faculty and staff have created a caring, disciplined, and determined pyramid of interventions that allows students to succeed in a variety of ways. One of our greatest strengths as a faculty regarding these interventions is our PLCs. Our departments constantly have opportunity to discuss ideas and strategies in helping students who struggle in multiple classes. We take time in our weekly collaboration to discuss the possibilities of helping students as well as improving teaching strategies that can help us differentiate our curriculum to best serve our variety of learners. Included within our PLCs is also the strength of common assessments and Walkaways that guide the curriculum and keep us focused on the foundations of our instruction and changing needs of the students. Within our departments, we also have opportunity to discuss special needs students and the proper accommodations that would best serve them. Finally, PLC chairs meet together with administrators on a monthly basis to discuss issues of concern where they have opportunity to get help from each other as well as from the administration.

Another area of strength in our Pyramid of Interventions is our SST. This group is made up of administration, counselors, secretaries, advocates, trackers, counselors, and our school resource officer. This group meets on a weekly basis to discuss students who are struggling academically, socially, and possibly with abusive substances. The following programs are provided as a variety of interventions that this group and other teams work together on to track and help these students:

SST (Student Support Team)
-Goal: Identify students who are in need of additional or alternative intervention, find and put into place an intervention specific for each identified student.
-Time Line 2007 to current
-Persons Responsible: Administration, Counseling, Attendance, Advocates, Resource Specialist and School Resource Officer
-Resources: Administration, Counseling, Attendance, Advocates, Resource Specialist, Faculty, Teachers
-Process and Evaluation: Graduation Rate
-DRSL: Life long Learner

UVU Mediation Class
-Goal: This program teaches students to communicate more effectively and make their decisions meaningful. It helps them see the consequences and work on short/long term goals.
-Time Line 2009 to current
-Persons Responsible: Counselors and Administration
-Resources: Counselors, Administration, Attendance office, Faculty, UVU College students.
-Process and Evaluation: Data is gathered yearly to track progress of students
-DRSL: Effective Communicator, Responsible Citizen

Student/Parent Notification of Academic Standing
-Goal: Inform students and parents of students who are short graduation credit quarterly and explain ways for credit makeup information to these students and parents.
-Time Line: 2008 to current
-Persons Responsible: Counselors
-Resources: Counselors, Administration, EHS, BYU Independent study
-Process of Evaluation: Counselors keep record of each student's Graduation Credit Status
-DRSL: Life Long Learner, Responsible Citizen

Study Skills/Packet Class
-Goal: This Program is designed to give an opportunity to all students who are lacking credit a chance to make it up while at school.
-Time Line: 2010
-Persons Responsible: Administration, Counseling, and Faculty
-Resources: Counselors, Administration, Faculty, Computer Lab
-Process and Evaluation: Data is gathered quarterly to evaluate progress of each student in program
-DRSL: Responsible Citizen

Parent Education Program
In order to better serve our Latino students we decided to start a Parent Education Program to empower Latino parents on how to better help their students succeed. We are providing a monthly workshop where parents come and learn about important topics such as graduation requirements, skyward, Scholarships, Financial Aid, ACT, and MATC. We also inform parents about alcohol and drug addiction, depression, eating disorders, self-harm, etc. For our students, we are providing an after school program where they can receive help in any school subject. They stay everyday after school from 2:30 to 4:00 to work on packets or any homework assignment. Joan Palacios has been a valuable advocate for these students. She monitors their progress and stays with them every day after school. Our counselor Moises Aguirre is currently working with some students who came to his office ready to drop out from high school and it has been a great opportunity to motivate them and to provide the support and direction they need to graduate and pursue a post secondary education.

Other ways that our school offers help to our struggling students include the following programs: Identifying students struggling with attendance and grades; Mentor students; Student goal setting to improve school performance; Student Hot List; No "F" contract; Homework tracking sheets; Students on Contract; Daily Attendance tracking sheets; NC; Reports; NC Recovery; Credit Recovery; Attendance Reports; Study Skills; Short Credit; UVU Class; Advocate between the students and teachers; Parent Phone calls; Student and Parent Conferences; Parent, teacher, e-mail. All of these programs help to assist our students as they move throughout their high school careers.

Rewards
As part of the Pyramid of Interventions at our school, we would like to discuss ways that we reward our students for proper behavior. At PGHS, there are many ways in which we

honor students who exhibit the qualities of being R.E.A.L. As a school, we have the following ways of rewarding our students:

Viking of the Month, Ken Garff Keys to Success, Advisory, PTA recognitions for GPA and Attendance (each term), Fall, Winter, and Spring recognition assemblies, Spirit Team locker posters, Business student of the month, Honor Roll, High Honor Roll, GPA improvement, Perfect Attendance, AP score posting, Sterling Scholar, cords for graduation, Extra Miler, Scholarship Night, website recognition, marquee recognition, school and local newspaper articles, National Honors Society, clubs and competitions, displays of student art and other projects, Academic All State, KPGR news.

Teachers have created the following list to show what they do in their classrooms to honor students: Extra Credit, verbal and written praise on assignments, treats, individual attention, extra time, display student projects, positive feedback, classroom cash opportunities to use in classroom store, "mathlete" of the week, "Profi des Monats," "Deutschsprecher der Woche) (professional of the month and German-speaker of the week in German classes), allowing students to sit where they want, short breaks during class, student choice activities.

Stakeholder Surveys

Faculty, students, and parents were surveyed at the beginning of the accreditation process. Each survey consisted of questions that were taken and modified from the NSSE standards and rubrics. The surveys were divided into areas of quality of instruction, support for learning, school climate or environment for learning, school organization and administration. (See Appendix.)

Parent Survey

Our parent survey was administered during one of our Parent Teachers Conference evenings. Parents were randomly given a survey to fill out as they waited to talk with teachers. Of the 250 surveys that were handed out, 183 parents returned the survey that evening and during the following few days. From this sampling, we feel that we can make some pretty good conclusions about the satisfaction levels of our parents about the school.

The top ten questions with the highest total responses of SA (strongly agree) were #7, 29, 31, 33, 35, 36, 38, 43, 44, 48. These questions solicited an SA response from more than 40% or more from our parents. We therefore recognize a very high satisfaction rate for the communication between the school and the community, the quality of Parent Teacher Conferences, as well as a high level of attendance at school sponsored activities

Responses that solicited a very high response (80% or above) of both SA and A (agree) in the category of "School Climate / Environment were #1-7, 10, 12, 13. From these responses, we note that parents had a very high satisfaction with areas dealing with high quality education, teacher expectations, feeling comfortable with communicating with teachers and staff, availability of support staff, and having adequate facilities to support student learning.

In the category of quality of the instructional program, parents expressed a very high satisfaction rate (80% or above) for the following areas of teaching: Language Arts, Mathematics, Science, Social Studies, Fine Arts, Physical Education, and Health Education.

In the third and final section of the survey, support for student learning, a very high satisfaction rate (80% or above) was found for #24, 29, 31, 33, 35, 36-38, 40-43, 48, 49, 51-54. From these responses we can summarize that parents believe that the staff show a caring attitude, that communication with the school is vital and effective, that they support school activities, and that they are satisfied "for the most part" with the quality of PGHS.

In general, all but four questions solicited a satisfaction of SA or A from at least 70% of the parents. These questions were #21, 25, 32, 47 and were in the categories of quality of instructional program (Foreign Languages) and the support for student learning. From these responses, we see that we need to work with the foreign language department to improve quality of instruction and that parents are concerned with the promptness of email replies from teachers. Question 32 received the lowest percentage of SA and A responses and will need to be addressed by all stakeholders to create an action plan to reduce the problems of substance abuse at the school. This question also received a very concerning reply in our student survey. This result is definitely one we should look at in the future as we work on our responsible citizen and authentic thinker DRSLs.

Student Survey
Our student survey was taken by more than 95% of our students. The survey results were broken down into number of students who responded with SA (strongly agree), A (agree), D (disagree), SD (strongly disagree). (See Appendix.)

General Results: Strengths
Statements that solicited the top ten highest scores in terms of the most SA and A responses were found throughout the survey. The responses that were the highest included the #1, 2, 11, 18, 21, 23, 26, 29, 36, 39.

Quality of Instructional Program
Two of the top three highest percentages of student satisfaction (both SA and A) came in this category. They were questions 1 (Our school offers students a high quality education) and 2 (Opportunities are provided for our students to learn important knowledge and skills in EACH subject). These two questions indicate for us that students are generally very satisfied with the educational experience and opportunities that are available to them at PGHS. With this positive attitude comes greater opportunity to find success.

Support for Student Learning
In this section of the survey three statements fell within the top ten responses that indicate high satisfaction. These questions include #11, 18, 21. Question 11 deals with teachers being willing to give extra help to individual students outside of regular class time. Questions 18 and 21 solicited high responses of satisfaction with extra resources that are made available to students, as well as adequate school facilities that support learning needs. Additional time given to students by teachers, coupled with the recent addition and

similar upgrades that were made throughout the school have provided an increase in the satisfaction level of the students' learning environment.

School Climate / Environment for Learning
We also had three of our top ten responses coming from this area of the survey. These were questions #23, 26, and 29. Questions 23 and 26 deal with the expectation levels of student learning provided by teachers. The students generally feel that they are treated fairly and that teachers strongly discourage cheating. All students are given equal opportunity to succeed as they strive to be honest in their schoolwork. Question 29 solicited a response of high student satisfaction with the "safe and orderly" environment that is offered to students for their learning opportunities.

Student / School Relationship
Although there was only one question from this section that ended up in the top ten for student satisfaction (question 39: our school uses technology to provide students with information about our school), students generally felt a great degree of satisfaction with the opportunities to participate in school activities. Another area of satisfaction felt among students was that their family members feel welcome when they also attend school activities and functions

Advisory
In this section of the survey, we wanted to get feedback from the students on how well our Advisory Program has been working for them. Our advisory time is scheduled at the end of third hour and is used to provide opportunity for struggling students to get additional help from teachers. Although this section did not provided responses listed in the top ten, students did express a generally high satisfaction with two different aspects of advisory time. Students felt that this additional program motivated them to pass all of their classes with a C grade or better, and that teachers assist them to keep caught up with their grades and to graduate on time.

General Results: Recommendations
The general results of this student survey indicated a low number of total SA and A responses in the following categories and for the following questions:

Quality of Instructional Design
The lowest percentages of SA and A responses in this category deal with the results of questions #4, 8, and 9. Questions 4 and 8 are probably related as they deal with the relationship between what they study in school and their everyday lives as well as with their individual motivation. If students are not able to see the connections between what they do at school and what they do outside of school, they become less motivated to do their work. Question 9 deals with the amount of homework that is given and how it encourages success. We do not feel that the results of these questions come from a general dislike of homework among students. Although, we are not entirely sure why students are expressing this dissatisfaction, we feel it important to encourage teachers to make assignments more relevant and purposeful for the students. We also need to clarify to teachers that they may need to explain to the students the reasons for homework assignments.

Support for Student Learning
In this section, questions 12 and 17 had the lowest percentages of SA and A responses. Question 12 deals with positive recognition of student achievement in all areas. Although this response seems a little low, it acts as a contradiction to the list of responses given by teachers and administrators as to how they positively recognize students (See "Recognizing Student Achievement" earlier in the profile). Although recognition comes in multiple forms and through multiple avenues, perhaps the students feel that we are only openly celebrating certain aspects of the school (ie. Athletics). Maybe we need to further analyze this question to solicit additional information from the students as to what they feel should be better recognized. Question 17 deals with students being able to talk to a staff member about personal problems. The low number of SA and A responses to this statement reveals that we need to do a better job to establish stronger relationships of trust and confidence with our students. As we strengthen our action plan goals to fight substance abuse, we hope to develop stronger relationships with our students where they will have greater confidence and trust in differing staff members.

School Climate / Environment for Learning
As a category, this section of the survey shows some of the most concerning responses that indicate low satisfaction. Although the majority of the questions in this section had a favorable SA and A response, three statements in particular (#28, 31, 32) reveal an alarming dissatisfaction among students: question 28 deals with drug abuse on campus, question 31 deals with bullies in our school, and question 32 deals with looking forward to going to school each day. Although we realize that most adolescents feel a general discontent with having to get up and go to school each day, we are concerned with this response when it comes in possible correlation with questions 28 and 31. If students do not feel safe while they are at school, they may not look forward to coming.

In an effort to deal with the issues raised in these questions (specifically question 28), PGHS has intensified its efforts to combat this problem by hiring a parking lot attendant whose specific duty is to watch the surroundings of the school and to monitor student behavior outside of the classroom where these "abuse" activities could take place. He has access to surveillance videos and has immediate support of administration and the school's officer. We have also intensified efforts in our weekly SST meetings to improve communication between the city officer and the school's administration and staff—finding ways to get help whenever appropriate. Due to this SST program, our counselors have become more aware of the students who are struggling with these issues. The counselors have established a class called the UVU Communications Class to open communication lines between parents and students, allowing them to discuss issues of drug abuse and student inability to be successful at school.

Our greatest effort to prevent this problem from continuing has become prevention by communicating with parents through our newsletter to increase their awareness about drug abuse and to ask for their help in watching for signs. Our goal is to also have a parent group where concerned parents of students who are potentially abusing drugs can join together as parents to help fight this issue. We are also working to educate teachers about what to look for—signs and systems of the abuse and to encourage communication right away of potential problems. Through these programs, we have already seen major strides

in positive student behavior, as well as a decrease in the "abuse" activities. These efforts are ongoing and are ever-increasing in strength.

Student / School Relationship
Only one statement stands out in this section as having a greater response of dissatisfaction as indicated by more than one third of our student body. Question 34 states that the opinions of students are considered when important school decisions are made. The high degree of dissatisfaction in this statement could be related to a general discontent with random issues of our attendance policy, advisory period, and other mandated programs. Many school decisions are made based on district requirements, administrative needs, or conditions imposed by changing circumstances. However, it would be beneficial for us to make sure that we help communicate these school needs with the students in a way that would help them better understand the necessity behind the programs. We do have an active student council which plans many activities and assemblies throughout the year and many of the clubs and extracurricular activities are driven by their own boards or leadership teams.

Advisory
The results from this section show a general appreciation for the advisory program. The only statement that solicited a higher level of disagreement was that this program motivated students to be on time to their classes. Part of this program requires students to adhere to the guidelines set forth in the school's attendance policy. Students are required to stay in the advisory period if they have more than 4 tardies for any individual class. The results of these responses showed that most students did not feel that this program motivated them to show up on time to their classes, although it is a requirement for being excused from advisory.

Overall Results of Student Survey Responses:
Pleasant Grove offers a multitude of opportunities for quality education and student success. The school also provides a high level of support that treats students fairly and equitably in their learning experiences. Pleasant Grove needs to focus its efforts on helping students find relevancy in their schoolwork with their individual lives and that we need to address the issue of drugs and bullies.

Faculty Survey
This survey was taken by more than 95% of our faculty. The survey results were broken down into number of students who responded with SA (strongly agree), A (agree), D (disagree), SD (strongly disagree), E (Don't Know). (See Appendix.)

General Results: Strengths
Statements that solicited more than 90% in the categories of SA and A responses were found throughout the survey. Of the 87 total questions asked on this survey, faculty members responded in the categories of SA and A on 22 of them. The responses that were the highest included the #11, 16, 19, 20, 22, 24, 26, 27, 30, 38, 39, 43, 51, 52, 57, 58, 59, 63, 64, 68, 78, 80.

These 22 questions covered a wide range of topics that revealed many positive aspects of our school. One of the highest percentages of SA and A responses came from statements that concerned our "written policy governing student safety." (11) These statements included the following topics: dress and grooming (16), attendance (19), substance abuse (20), use and possession of dangerous items (22), student record confidentiality (24), how tardies are defined (26), and consequences for failing to meet the minimum standards (27). In the area of school services and facilities, teachers generally felt that our school met the needs of students in regards to access to counselors (30), an aesthetically pleasing school (38), needs for those with disabilities (39), and an effective maintenance and housekeeping (43).

Other areas of strength included our media center (51, 52), our mission statement as being focused on school and student improvement (57-59), that the school's needs are carried out as a "cooperative enterprise" (63, 64), that "strategies are designed to improve student performance" (68), and that the administration provides proper supervision and leadership for the school (78, 80).

General Results: Recommendations

The general results of this faculty survey indicated a concerning number of D, SD, and "Don't Know" answers for the following questions: #12, 34, 35, 42, 50, 53, 56, 60-62, 73, 74, and 77.

The low number of SA and A responses were concerned with areas of school involving school nursing services (34), separation of high and low noise activities (42), ability of students to explore multiple cultures (50), the size of the media center to accommodate a variety of functions simultaneously (53), and availability of electronic resources (56). Also, those statements that solicited responses of "Don't Know" from the teachers included: if the school's code of conduct was cooperatively created by all stakeholders (12), if the school has sufficient physical and occupational therapy services (35), if the school's profile adequately measures areas of need in improvement and student growth (60-62), and if the school has a specific timeline to measure its action plan goals through formative and summative assessments (73, 74, 77).

In order to address the issue of not having a school nursing service, we have created a program of 12 First Responders who are "on call" every day throughout the school year. They are teachers who have been properly trained to be able to respond to any medical emergency on campus. They are also in the triage units whenever we have safety drills and are ready in the event of a real emergency. In addition to these First Responders, we have Kristin Pond who is a full-time teacher / athletic trainer. She has taken on many of these nursing responsibilities and is available to help whenever needed. For the issue of helping students explore multiple cultures, we have continued to support our Foreign Language Department and its annual World Language Week as it promotes numerous cultures to our students. We have also recently added a club at the school called Latinos in Action. This club sponsors Latino students who give service to the community as they specifically work with and tutor elementary age students. This is a growing program and we hope to continue to see the success that we have in its first couple of years (for more information on the role of this club, see Appendix). Finally, this year we have assigned a student in our

Student Government to be a Diversity Representative. This student has worked to create a Multicultural club whose main goal is to help students become aware of cultures throughout the world, and we are sponsoring a Multicultural week in March to also assist students in learning about differing cultures. Although there are issues with the size accommodations of our school, our new addition to the school has allowed us to better manage the concerns of a smaller facility. Finally, the availability of electronic resources for our students continues to be mainly a budget issue. However, we have numerous teachers who write grants every year to increase this opportunity for our students and our teachers are becoming more technologically sound with the resources that are already available to them.

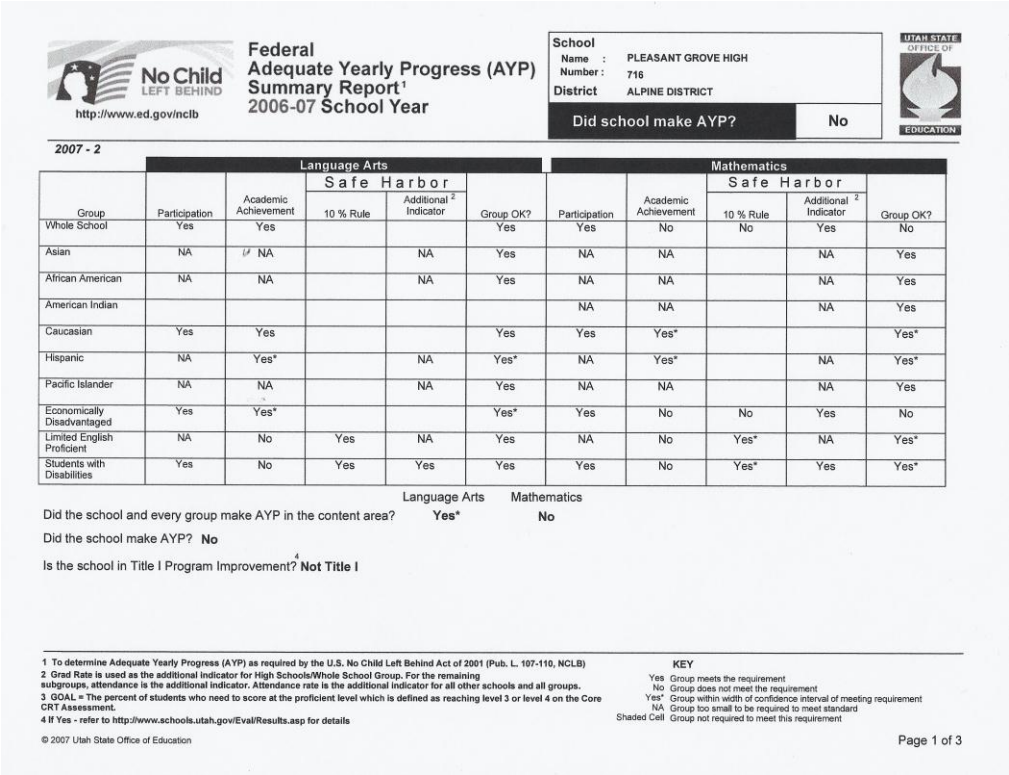
For the statements that solicited "Don't Know," we have taken a stronger initiative to communicate with teachers about the plans and goals that we have for the school. First, the school's code of conduct has been in existence for numerous years and we are not sure if it was originally set up as a joint effort of all stakeholders. However, as we have changed our school's code of conduct in the most recent years, we have made a strong effort to encourage participation from all stakeholders to put forth their opinions and ideas to make our school better. We offer a few opportunities each month for different stakeholders to participate in this discussion through the following meetings: faculty, department chair, Community Counsel, Faculty Council, and will soon add the Students Advisory Counsel to this group as well. Hopefully, all stakeholders will feel more of an opportunity to cooperatively create the ongoing code of conduct as they participate. Also, the school does have full-time physical and occupational therapy service as provided by the district. We have people who are assigned to our school to help our special needs students who require this assistance. Finally, to make our faculty and all stakeholders more aware of the school's actions plans, we will make this report available to them through our shared network and school website. Thus, all stakeholders will be able to see and know what we are trying to accomplish and improve on at PGHS.

Adequate Yearly Progressive (AYP)

The following data charts reflect that PGHS made AYP for the years 2007-08 and 2009-10. We did not make AYP for the school years 2006-07 due to the lack of progress made in our Economically Disadvantaged subgroup in Mathematics; and in 2008-09 due to the lack of progress made in our ELL subgroup in the Language Arts area. For that year, in all other areas, we made AYP for all other subgroups.

The failure during the school year 2008-09 for our Hispanic students to make required progress is due to the fact that the students, in this subgroup, tested during the previous year were at 81%, a 19% increase from the year prior to that. This was also a score that could not be easily maintained or improved on by the incoming Hispanic students. Regardless, we recognize that our Hispanic students are lagging behind in Language Arts. We hope that our new school-wide Action Plan will assist us in helping this subgroup, as we help our ELL subgroup, to achieve their required progress in Language Arts. Although we acknowledge that our Hispanic students are not necessarily the same as our ELL students, we do recognize that we need to learn to address the necessities of differentiated curriculum for *all* of our students.

We also recognize that our Economically Disadvantaged and our Students with Disabilities subgroups are lagging behind in Math. Although we are hopeful, we remain realistic enough to know that we will not be able to bring all of our students along at the same pace; but we are anxious to see our current weak areas in order to work on improving the learning for these students.



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Federal Adequate Yearly Progress (AYP) Summary Report[1] 2006-07 School Year

School Name : PLEASANT GROVE HIGH
Number : 716
District ALPINE DISTRICT

Did school make AYP? No

UTAH STATE OFFICE OF EDUCATION

2007 - 2

	Language Arts					Mathematics				
			Safe Harbor					Safe Harbor		
Group	Participation	Academic Achievement	10 % Rule	Additional [2] Indicator	Group OK?	Participation	Academic Achievement	10 % Rule	Additional [2] Indicator	Group OK?
Whole School	Yes	Yes			Yes	Yes	No	No	Yes	No
Asian	NA	NA		NA	Yes	NA	NA		NA	Yes
African American	NA	NA		NA	Yes	NA	NA		NA	Yes
American Indian						NA	NA		NA	Yes
Caucasian	Yes	Yes			Yes	Yes	Yes*			Yes*
Hispanic	NA	Yes*		NA	Yes*	NA	Yes*		NA	Yes*
Pacific Islander	NA	NA		NA	Yes	NA	NA		NA	Yes
Economically Disadvantaged	Yes	Yes*			Yes*	Yes	No	No	Yes	No
Limited English Proficient	NA	No	Yes	NA	Yes	NA	No	Yes*	NA	Yes*
Students with Disabilities	Yes	No	Yes	Yes	Yes	Yes	No	Yes*	Yes	Yes*

	Language Arts	Mathematics
Did the school and every group make AYP in the content area?	Yes*	No

Did the school make AYP? **No**

Is the school in Title I Program Improvement?[4] **Not Title I**

1 To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
2 Grad Rate is used as the additional indicator for High Schools/Whole School Group. For the remaining subgroups, attendance is the additional indicator. Attendance rate is the additional indicator for all other schools and all groups.
3 GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.
4 If Yes - refer to http://www.schools.utah.gov/Eval/Results.asp for details

KEY
Yes Group meets the requirement
No Group does not meet the requirement
Yes* Group within width of confidence interval of meeting requirement
NA Group too small to be required to meet standard
Shaded Cell Group not required to meet this requirement

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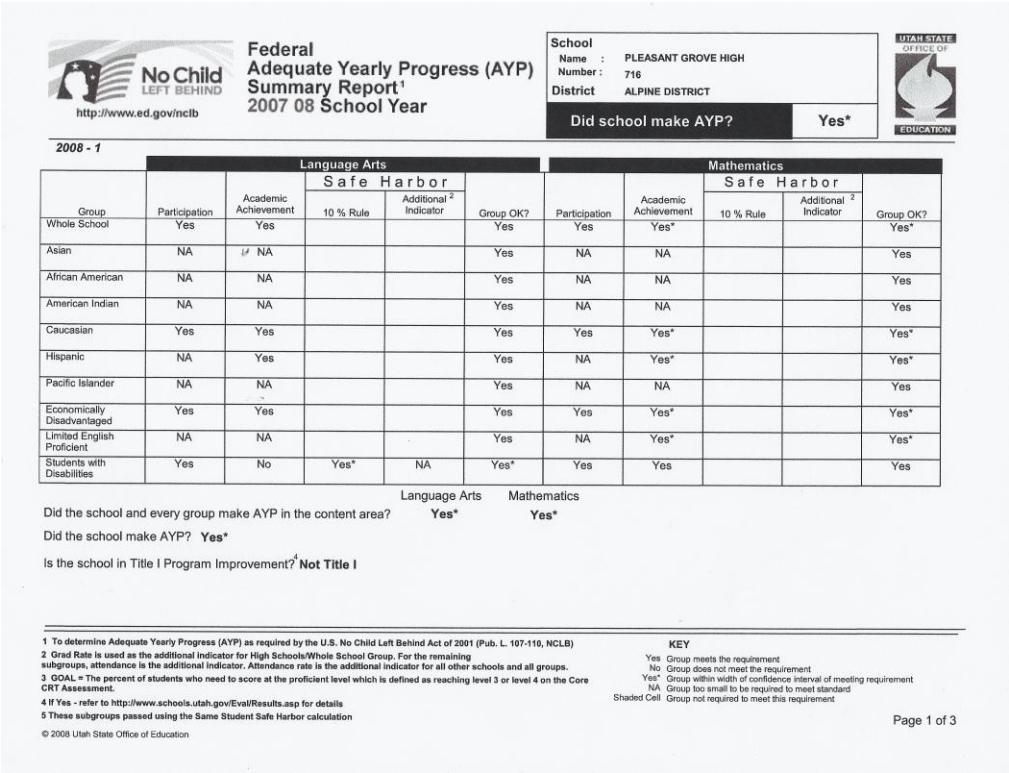

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Federal Adequate Yearly Progress (AYP) Summary Report[1] 2007 08 School Year

School Name : PLEASANT GROVE HIGH
Number : 716
District ALPINE DISTRICT

Did school make AYP? Yes*

UTAH STATE OFFICE OF EDUCATION

2008 - 1

	Language Arts					Mathematics				
			Safe Harbor					Safe Harbor		
Group	Participation	Academic Achievement	10 % Rule	Additional [2] Indicator	Group OK?	Participation	Academic Achievement	10 % Rule	Additional [2] Indicator	Group OK?
Whole School	Yes	Yes			Yes	Yes	Yes*			Yes*
Asian	NA	NA			Yes	NA	NA			Yes
African American	NA	NA			Yes	NA	NA			Yes
American Indian	NA	NA			Yes	NA	NA			Yes
Caucasian	Yes	Yes			Yes	Yes	Yes*			Yes*
Hispanic	NA	Yes			Yes	NA	Yes*			Yes*
Pacific Islander	NA	NA			Yes	NA	NA			Yes
Economically Disadvantaged	Yes	Yes			Yes	Yes	Yes*			Yes*
Limited English Proficient	NA	NA			Yes	NA	Yes*			Yes*
Students with Disabilities	Yes	No	Yes*	NA	Yes*	Yes	Yes			Yes

	Language Arts	Mathematics
Did the school and every group make AYP in the content area?	Yes*	Yes*

Did the school make AYP? **Yes***

Is the school in Title I Program Improvement?[4] **Not Title I**

1 To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
2 Grad Rate is used as the additional indicator for High Schools/Whole School Group. For the remaining subgroups, attendance is the additional indicator. Attendance rate is the additional indicator for all other schools and all groups.
3 GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.
4 If Yes - refer to http://www.schools.utah.gov/Eval/Results.asp for details
5 These subgroups passed using the Same Student Safe Harbor calculation

KEY
Yes Group meets the requirement
No Group does not meet the requirement
Yes* Group within width of confidence interval of meeting requirement
NA Group too small to be required to meet standard
Shaded Cell Group not required to meet this requirement

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Federal Adequate Yearly Progress (AYP) Summary Report[1] 2008 09 School Year

School
Name : PLEASANT GROVE HIGH
Number : 716
District ALPINE DISTRICT

Did school make AYP? No

UTAH STATE OFFICE OF EDUCATION

2009 - 7

	Language Arts					Mathematics				
			Safe Harbor					Safe Harbor		
Group	Participation	Academic Achievement	10 % Rule	Additional [2] Indicator	Group OK?	Participation	Academic Achievement	10 % Rule	Additional [2] Indicator	Group OK?
Whole School	Yes	Yes			Yes	Yes	Yes			Yes
Asian	NA	NA			Yes	NA	NA			Yes
African American	NA	NA			Yes	NA	NA			Yes
American Indian	NA	NA			Yes	NA	NA			Yes
Caucasian	Yes	Yes			Yes	Yes	Yes			Yes
Hispanic	Yes	No	No	NA	No	NA	Yes*			Yes*
Pacific Islander	NA	NA			Yes	NA	NA			Yes
Economically Disadvantaged	Yes	Yes*			Yes*	Yes	Yes*			Yes*
Limited English Proficient	NA	NA			Yes	NA	NA			Yes
Students with Disabilities	Yes	No	Yes*	NA	Yes*	Yes	Yes			Yes

	Language Arts	Mathematics
Did the school and every group make AYP in the content area?	No	Yes

Did the school make AYP? **No**

Is the school in Title I Program Improvement?[4] **Not Title I**

1 To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
2 Grad Rate is used as the additional indicator for all High School Student Groups. For all other reports attendance is used for the additional indicator.
3 GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.
4 If Yes - refer to http://www.schools.utah.gov/Eval/Results.asp for details
5 These subgroups passed using the Same Student Safe Harbor calculation

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Yes* Group within width of confidence interval of meeting requirement
NA Group too small to be required to meet standard
Shaded Cell Group not required to meet this requirement

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Federal Adequate Yearly Progress (AYP) Summary Report[1] 2009 10 School Year

School
Name : PLEASANT GROVE HIGH
Number : 716
District ALPINE DISTRICT

Did school make AYP? Yes

UTAH STATE OFFICE OF EDUCATION

2010 - 4

	Language Arts					Mathematics				
			Safe Harbor					Safe Harbor		
Group	Participation	Academic Achievement	10 % Rule	Additional [2] Indicator	Group OK?	Participation	Academic Achievement	10 % Rule	Additional [2] Indicator	Group OK?
All Students	Yes	Yes			Yes	Yes	Yes			Yes
Asian	NA	NA			Yes	NA	NA			Yes
African American	NA	NA			Yes	NA	NA			Yes
American Indian	NA	NA			Yes	NA	NA			Yes
Caucasian	Yes	Yes			Yes	Yes	Yes			Yes
Hispanic	NA	Yes			Yes	NA	Yes			Yes
Pacific Islander	NA	NA			Yes	NA	NA			Yes
Economically Disadvantaged	Yes	Yes			Yes	Yes	Yes			Yes
Limited English Proficient	NA	NA			Yes	NA	NA			Yes
Students with Disabilities	Yes	No	Yes	NA	Yes	Yes	Yes			Yes

	Language Arts	Mathematics
Did the school and every group make AYP in the content area?	Yes	Yes

Did the school make AYP? **Yes**

Is the school in Program Improvement? [4] **Not Title I**

1 To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
2 Grad Rate is used as the additional indicator for all High School Student Groups. For all other reports attendance is used for the additional indicator.
3 GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.
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Profile Summary

Overall Strengths:
PGHS has been an ever-growing educational facility that has improved its quality of academic achievement throughout the years. It also offers a wide range of extracurricular activities, clubs, and athletics which are growing in strength, numbers, and R.E.A.L. participation. As we have grown in student population, our ability to keep up and succeed in multiple areas of academia has grown as well. Overall, these opportunities provided as part of our students' education encourage and strengthen academic excellence.

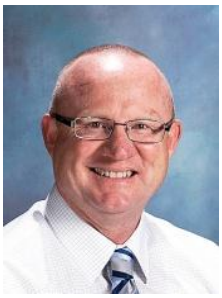
- Strong academic and AP programs
- Wide variety of extracurricular and athletic activities
- Pyramid of Interventions in place to help struggling students
- Professional teachers who are qualified and who care about the students
- A community of caring parents and individuals who help the school succeed
- Counselors who create a caring atmosphere who are also dedicated to students and their families
- An attendance policy which encourages students to be responsible for their actions
- An Advisory Program that promotes academic success
- A wide variety of CTE, Concurrent Enrollment, and Distance Education courses

Recommendations:
As we have grown as a school, we have been confronted with the challenges of a growing student body, a growing community, and a need to adapt to changes brought on by technological advancements. We have continually worked hard to keep up with and adapt to these challenges, but we realize that there are many things that we could still do a better job at in order to become a R.E.A.L school with real success. This process of accreditation has made it much easier and more efficient for us to gather the data we need to help us make decisions about student achievement and success. Included in the following list are areas of concern that we have become more aware of as we have gone through this process:

- Continuation of action plan goals to combat substance abuse and possibly add an element to deal with bullying issues
- Doing a better job at communicating all aspects of the school profile and programs with all stakeholders
- Continued and full implementation of DRSLs on assignments and activities in classrooms to help students see relevance to their lives
- The development of a plan to help faculty feel more confident in their abilities to help students who are deficient in English language skills
- A plan to utilize facilities that are limited in size to better serve a growing student population
- An ongoing plan to develop greater multicultural opportunities for students

DIRECTORY OF ADMINISTRATION, FACULTY, AND STAFF

ADMINISTRATION



Tim Brantley
Years of administration at PGHS: First year at PGHS
Years in administration total: 18, 12th year as principal
Degree: BA English minor coaching and Scandinavian Studies, MS in Educational Leadership
Endorsements: English and Administration
Professional Organizations: UASSP, NASSP
Professional Development: Principals Academy BYU/CITES, Union Pacific Principal Leadership Institute

Kori Thomas
Years of administration at PGHS: 14
Years in Administration total: 3
Degree: Bachelor or Science, Masters in Education
Endorsements: Administrative Leadership, PE, Business, Marketing, Multimedia
Professional Organizations: UATCE, ACTE, UBCEA, Professional member of FBLA, AEA/UEA/NEA
Professional Development: HAPs meeting once a month, UASSP Conference, Skyward training, CTE Coordinator monthly meeting, UACTE Conference, New Teacher Academy, Administrative Conference

Matt Norman
Years of administration at PGHS: 3
Years in administration total: 8
Degree: BS in Physical Ed., minor in history BYU, MS in Health Promotion BYU, MS in Educational Leadership U of U
Endorsements: PE, history, Health Science
Professional Organizations: Utah Association of Secondary Administrators, The National Association of Secondary School Principals.
Professional Development: ASD admin conference every year, Utah Association of Secondary Admin…Assistant Principal Conference 2008, 2010.

Jeanie Wilson
Years of administration at PGHS: 2
Years in Administration total: 8
Degree: Masters in Educational Leadership
Endorsements: PE, Art
Professional Organizations: NASSP, UASSP, UIAAA
Professional Development: NASSP Convention in Phoenix, Az., Alpine School District fall workshops, UASSP clinics in Park City, Professional Learning Communities (Eaker and DuFour), Pyramid of Interventions (Mike Mattos), USOE Accreditation Training (Wanda Gotcha)

FACULTY
(Listed Alphabetically)

Katie Abrams
2 years at PGHS
3 years in education
Health and P.E.
Health Education Endorsement

Jonathan Adams
2 years at PGHS
10 years in education
Elementary Ed., Special Ed.
Special Education Endorsement

Melody Anthony
3 years at PGHS
5 years in education
BS
FACS Endorsement

Audrey Barlow
11 years at PGHS
12 years in education
BA in Theater, English minor
Theater, English ESL
Endorsement

John Barnard
5 years at PGHS
5 years in education
BA and MA
Spanish, English Endorsement

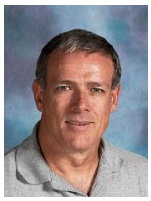
Stephen Bartholomew
11 years at PGHS
21 years in education
BFA, MFA
Art, Commercial Art and Photo
Endorsement

Erik Bayles
8 years at PGHS
10 years in education
BS
History, Japanese, Psychology
Endorsement

David Beck (Orch.)
14 years at PGHS
14 years in education
BA Violin Conducting, MM
Conducting
Music Endorsement

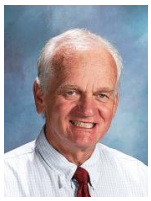
David Beck (Spec. Ed.)
4 years at PGHS
4 years in education
BS in Counseling Psychology and
Special Ed.
Special Ed. Endorsement

Debbie Beckstrom
11 years at PGHS
11 years in education
BS Physical Science
Chemistry, Physics, Earth Science
Endorsement



Leo Biggs
17 years at PGHS
17 years in education
Biology, P.E., MAT Ed.
Biology, Health, Adv. Health
Science, Dr. Ed.

Susy Bird
6 years at PGHS
7 years in education
BS in History
History, Spanish, ESL
Endorsement



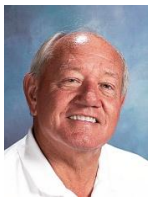
Ron Brailsford
12 years at PGHS
30 years in education
BS and MS
Tech. and Eng., Drafting,
Machinist Tech. Endorsement

James Clark
15 years at PGHS
15 years in education
BS
Physics, Chemistry, Math III
Endorsement

Amy Breinholt
2 years at PGHS
2 years in education
BA
Special Ed. Endorsement

Pam Dahl
7 years at PGHS
8 years in education
BS
P.E., Biology Endorsement

Lynette Buck
10 years at PGHS
16 years in education
BA and MA
Admin., Library Media
Endorsement



John Deans
5 years at PGHS
5 years in Education
BA and MS
Soc. St. Composite, English, Poli.
Sci. Endorsement

Vincent Burgoyne
19 years at PGHS
22 years in education
BA and MA
Music Endorsement

Dwayne Donkersgoed
15 years at PGHS
15 years in education
BA
English Endorsement

Art Burnah
6 years at PGHS
38 years in education
BA
French Endorsement

Ruth Dowling
1 year at PGHS
1 year in education
BA
Art Endorsement

David Carter
7 years at PGHS
7 years in education
BS, Med-Ed. Leadership
Business Marketing Endorsement

Andrew Draper
1 year at PGHS
1 year in education
BS (April 2011)
Math IV, Comp. Sc. Endorsement

Sari Christensen
7 years at PGHS
8 years in education
BA
Art Endorsement

Ashley Duncan
1 year at PGHS
1 year in education
BS (April 2011)
Math IV Endorsement

George Durfee
15 years at PGHS
21 years in education
BS and MS
Health, Finance Endorsement

Matthew Embley
3 years at PGHS
5 years in education
BA and MA
German Endorsement

Lisa Gallagher
5 years at PGHS
5 years in education
BA and MA
English Endorsement

Joseph Giles
20 years at PGHS
21 years in education
BS and BA
Math IV Endorsement

Chad Greenwood
5 years at PGHS
5 years in education
BS
Med. Anatomy Endorsement

Michelle Guymon
18 years at PGHS
18 years in education
BS
Business Endorsement

Suzanne Hadfield
4 years at PGHS
8 years in education
BS and MS
Biology Endorsement

Ryan Hall
13 years at PGHS
13 years in education
BS and MS
Special Ed., P.E. Endorsement

Paula Harline
5 years at PGHS
18 years in education
BA and MA
English Endorsement

Jan Hawke
20 years at PGHS
23 years in education
BS and MS
P.E., Health, CTE Endorsement

Scott Healey
2 years at PGHS
6 years in education
BS
Biology, Law Enforc., Endors.

Darrin Henry
1 year at PGHS
1.5 years in education
BS and MS
Business and P.E. Endorsement

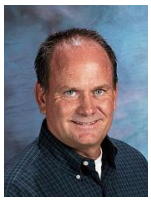
Rod Jackman
30 years at PGHS
30 years in education
BS, MS, and PhD
Science, Chemistry, Health, CTE, MAP Endorsement

Aimee Kennington
6 years at PGHS
6 years in education
BS, minor in Ballroom
MFHD Endorsement

Camille Kocherhans
3 years at PGHS
3 years in education
BS (April 2011)
Special Ed. Endorsement

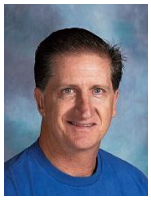
Russ Mayo
7 years at PGHS
7 years in education
Level 2
Radio/Television, Digital Media

John Kurtz
28 years at PGHS
32 years in education
BA and MEd
History, P.E., Endorsement



Craig McAffee
15 years at PGHS
25 years in education
BS and M in Info-Management
Business Marketing Endorsement

Natalie Larsen
2 years at PGHS
5 years in education
BA
English Endorsement



Randy McAllister
9 years at PGHS
23 years in education
BA
P.E., Special Ed. Endorsement

Glenn Larson
20 years at PGHS
20 years in education
BA and BS
Math IV, P.E. Endorsement

Amanda McCollum
5 years at PGHS
6 years in education
BA and MA
English, ESL, Reading Endors.

Nancy Laursen-Robert
11 years at PGHS
15 years in education
BS and Med
Special Ed., Poli. Sci. Endors.

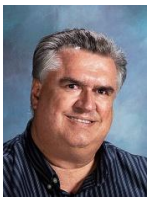
Cassidy Merrill
2 years at PGHS
? years in education
BS
Special Ed. Endorsement

Elaine Layosa
1 year at PGHS
21 years in education
BS and Med
Biology, Chemistry, Physics, ESL Endorsement

Brock Moore
10 years at PGHS
10 years in education
BS and Med
P.E., Health, Coaching, Endors.

Ben Lee
4 years at PGHS
12 years in education
BA and Med
P.E., Deaf Ed., ASL Endorsement

Mark Morrison
12 years at PGHS
12 years in education
BS and MS
Woods, Carpentry Endorsement



Gordon Moses
15 years at PGHS
15 years in education
AS, AAS, BA
Computer Science Endorsement

Anita Riggs
1 year at PGHS
20 years in education
BA and MA
Special Ed. Endorsement

Ryan Newman
3 years at PGHS
6 years in education
BS and MEd
History Endorsement

Jill Ringger
8 years at PGHS
11 years in education
BS
FACS Endorsement

Linda Nielson
23 years at PGHS
23 years in education
BS and MA
FACS Endorsement

Miriam Robertson
3 years at PGHS
12 years in education
BS and MEd
English, Sociology Endorsement

Eldon Palmer
24 years at PGHS
24 years in education
BA, MA, MEd
Math IV Endorsement

Dale Sampson
23 years at PGHS
28 years in education
BA
P.E., Dr. Ed. Endorsement

Kyle Peterson
6 years at PGHS
6 years in education
BS
Math IV Endorsement

Kyle Sanderson
8 years at PGHS
8 years in education
BA
Math IV, Dr. Ed. Endorsement

Kristin Pond
11 years at PGHS
8 years in education
BA
EMS, Sports Med. Endorsement

Stewart Shelley
8 years at PGHS
8 years in education
BA and MEd
Theater Endorsement

Justin Reeves
3 years at PGHS
3 years in education
BA
English Endorsement

Susan Shelton
18 years at PGHS
24 years in education
BA
English, P.E., CTE Endorsement

Shauna Sheridan
5 years at PGHS
12 years in education
BA and MEd
Math IV Endorsement

Ruth Stanton-McAtee
6 years at PGHS
29 years in education
BA
English, Speech, Endorsement

Amy Smithson
13 years at PGHS
13 years in education
BA
Computer Science Endorsement

David Van Dijk
13 years at PGHS
13 years in education
MS
Physical Sc., Biology, Chemistry, Health Sc., Biotech. Endorsement

Wendy Snow
18 years at PGHS
18.5 in education
BS
Chemistry, Physics Endorsement

Annaka Vimahi
8 years at PGHS
8 years in education
BA
Anthr., Soc., History Endors.

Stacey Squires
5 years at PGHS
12 years in education
Health and Dance Educator

James Wilcock
13 years at PGHS
14 years in education
AA, BS
Music Endorsement

COUNSELOR RESPONSIBILITIES:
2010/2011 school year

Erika Whitmer
1 year at PGHS
13 years in education

Kurt Wollenzien
2 years at PGHS
2 years in education

Moises Aguirre
1 year at PGHS
4 years in education

Cheryl Marshall
2 years at PGHS
2 years in education

Counselor Duties	Counselor Duties	Counselor Duties	Counselor Duties
Students A-De	Students De-Johnsen	Students Johnson-P	Students Q-Z
PSAT	CTL/Dept. Chair	ELL	Post High School
Awards Night	Budget	ASVAB	AP Testing
Scholarships	ACT	Military Liaison	Calendar
NCAA	Skyward	Graduation	Career Fair
Website	Why Try	Scholars Night	Grants
Data Projects	CTE	HOBY	News Letter
Viking of the Month	F notices-term letters.	Girls/Boys State	
Grants	Equipment	Clear Creek	
Faculty Council	Technology	Advisory List-excel	
Coordinate with Teach for Presentations	Collaboration	Building Const.	
Coordinate with feeder schools			
MATC	MATC	MATC	MATC
Lane Changes	Lane Changes	Lane Changes	Lane Changes
Registration	Registration	Registration	Registration
Presentations	Presentations	Presentations	Presentations
SEOP's	SEOP's	SEOP's	SEOP's
UVU Mediation	UVU Mediation	UVU Mediation	UVU Mediation
Concurrent Enrollment	Concurrent Enrollment	Concurrent Enrollment	Concurrent Enrollment
Groups	Groups	Groups	Groups
IEP/504	IEP/504	IEP/504	IEP/504
Class Changes	Class Changes	Class Changes	Class Changes
SST	SST	SST	SST

PGHS Staff
(Listed Alphabetically)

Alisa Adams
CTE Academic Asst.
3 years at PGHS

Ryan Armitstead
School Resource Officer
1 year at PGHS

Andy Asay
On-site Technician
3 ½ years at PGHS

Laura Bawden
Distance Ed. Facilitator
5 years at PGHS

Shauna Black
Career Guidance, Scholarships
11 years at PGHS

Photo not Available

Alison Blevins
Food Service
1 year at PGHS

Julia Blubaugh
Food Service
1 year at PGHS

Sherri Bowman
Concurrent Enrollment Coordinator
Distance Ed. Coordinator
3 years at PGHS

Claudia Chadwick
Food Service Manager
8 years at PGHS

Linda Chadwick
Food Service
5 years at PGHS

Lynn Coombs
Food Service
2 years at PGHS

Jeri Craner
Writing Lab Supervisor
47 years at PGHS

Shawna Farnsworth
Time and Attendance Secretary
10 years at PGHS

Shawn Faux
Paraprofessional
1 year at PGHS

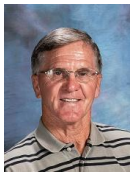
Lena Frampton
Receptionist
3 years at PGHS

Delayne Gray
Counseling Office Secretary
4 years at PGHS

Jeffrey Hampton
Custodial
3 years at PGHS

Dana Hardman
Finance Specialist
13 years at PGHS

Shelly Harper
Attendance Secretary
6 years at PGHS



Darold Henry
Permanent Substitute
4 years at PGHS

Aimee Holdaway
Media Aide/Textbook Depository
17 years at PGHS

Jolynn Hooley
Transition Specialist
3 years at PGHS

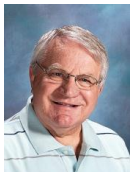
Nathan Johnston
Copy Center/Athletic Director
16 years at PGHS

Greg Jones
Custodial
8 years at PGHS

Ruthie Keep
Paraprofessional
2 years at PGHS

Brent Keetch
Custodial
3 years at PGHS

Bryan Liston
District Tech
7 years at PGHS

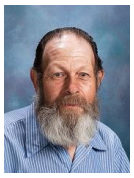


John McAllister
Permanent Substitute
7 years at PGHS

Angie McDuffie
Food Service
1 ½ years at PGHS

LaRaine Montgomery
Student Receipt Secretary
20 years at PGHS

Cheryl Newcomb
Paraprofessional
3 years at PGHS



Steve Nye
Custodial
24 years at PGHS

Joann Palacios
Americor
2 years at PGHS

Kathy Palmer
Writing Lab
7 years at PGHS

Linda Parry
Administrative Secretary
20 years at PGHS

Joan Penrod
Distance Ed. Facilitator
Concurrent Enrollment Asst.
8 years at PGHS

Ella Raventos
School Registrar
91/2 years at PGHS

Sandra Sorenson
Student Advocate
1 year at PGHS

Jeff Spalding
Paraprofessional
1 year at PGHS

Brenda Sutherland
Attendance Secretary
2 years at PGHS

Photo not Available

Evelyn Tanner
Paraprofessional
7 years at PGHS

Brad Wagoner
Head Custodian
4 years at PGHS

Sheryl Wilson
Student Advocate
4 years at PGHS

Recent Addition to Staff

Taylor Abegg
School Security
½ year at PGHS

Department Reports

R.E.A.L. Students, Real Success

PGHS FACULTY LIST BY DEPARTMENT

Department Chair in Parenthesis

Art and Fine Arts (Christensen)
Stephen Bartholomew
Sari Christensen
Ruth Dowling

Applied Technology (Brailsford)
Ronald Brailsford
Suzanne Hadfield
Russ Mayo
Mark Morrison
Gordon Moses

CTE-Business (Carter)
David Carter
Michelle Guymon
Craig McAffee

Counseling (Wollenzien)
Moises Aguirre
Cheryl Marshall
Erika Whitmer
Kurt Wollenzien

English (Gallagher)
Audrey Barlow
John Deans
Dwayne Donkersgoed
Lisa Gallagher
Paula Harline
Natalie Larsen
Amanda McCollum
Justin Reeves
Miriam Robertson
Susan Shelton
Ruth Stanton-McAtee

FACS (Nielson)
Melody Anthony
George Durfee
Linda Nielson
Jill Ringger

Foreign Language (Bird)
John Barnard
Suzy Bird
Art Burnah
Matthew Embley
Ben Lee

Library / Media Center (Buck)
Lynette Buck
Aimee Holdaway

Mathematics (Sheridan)
Andrew Draper
Ashley Duncan
Joseph Giles
Glenn Larson
Eldon Palmer
Kyle Petersen
Kyle Sanderson
Shauna Sheridan
Amy Smithson

Performing Arts (Shelley)
David Beck
Vincent Burgoyne
Stuart Shelley
James Wilcock

P.E., Health, Driver's Ed. (Moore)
Katie Abrams
Pam Dahl
Jan Hawke
Randy McAllister
Brock Moore
Kristin Pond
Dale Sampson
Stacey Squires

Science (Clark)
Debra Beckstrom
Leo Biggs
James Clark
Scott Healy
Elaine Layosa
Wendy Snow
David Van Dijk

Social Studies (Bayles)
Erik Bayles
David Beck
John Deans
Matthew Embley
John Kurtz
Nancy Laursen-Roberts
Ryan Newman
Annaka Vimahi

Special Education (Beck)
John Adams
David Beck
Amy Breinholt
Ashley Duncan
Ryan Hall
Darrin Henry
Camille Kocherhans
Cassidy Merrill
Anita Riggs

Distance Education
Chad Greenwood
Rod Jackman

INTRODUCTION TO DEPARTMENT REPORTS

Following the establishment of the school's DRSLs, each department met together to analyze and discuss their progress in implementing the new school goals and how to make their individual departments R.E.A.L. We began by asking how well were we instilling in our students the importance of being a responsible citizen, an effective communicator, an authentic thinker, and a life-long learner. We then analyzed our departments based on the eleven essential questions provided by the Utah State Office of Education. Using the data collected, we graded our performance. We examined test scores, the way we aligned our courses to the state core, and how our curriculum and Walkaways matched the school's DRSLs. We discovered that in many ways the criteria of our new school goals were already being met. In other areas, however, we needed improvement.

Each department then established what their specific strengths and weaknesses were and made preliminary action plans to correct the problem areas. All departments have re-dedicated themselves to continuing their progress towards continuous school improvement and have established plans to accomplish this task. The entire process was enlightening for all departments, as well as unifying for cross-curricular collaboration as a school. It has served as the catalyst for the continuation of our Professional Learning Communities.

Master Schedule by Department

(Shaded areas are semester classes)

Art and Fine Arts

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Bartholomew	Advt/ Comm. Art Drawing 1	Prep	Digital Photo 1 Digital Photo 1	Digital Photo 1 Advanced Photo	Art AP	Digital Photo 1 Advanced Photo	Digital Photo 1 Advanced Photo	Drawing 1 Advt/Comm. Art
Christensen	Art Honors	Ceramics 1 Ceramics 1	Ceramics 1 Ceramics 2	Prep	Ceramics 1 Ceramics 1	Ceramics 1 Ceramics 1	Ceramics 1 Ceramics 2	Ceramics 1 Art History
Dowling	Painting Painting	Art Found 2 Art Found 2	Prep	Sculpture Sculpture	Sculpture Sculpture	Prep	Art Found 2 Art Found 2	Painting Painting

Applied Technology

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Brailsford	Arc Drafting	Pre-Engnring Pre-Engnring	Archit Drafting Archit Drafting	Enginner Dsg. Enginner Dsg.	Prep	Basic Draft. Intro to Cad	Arc Drafting	Enginner Dsg. Enginner Dsg.
Hadfield	Plant/Soil Sc 1 (Horticulture)	Animal Sci 1	Animal Sci 1	Flr/Grn Mgt. A Flr/Grn Mgt. A (Floral Design)	Plant/Soil Sc 1 (Horticulture)	Bio Ag. Sci.	Prep	Flr/Grn Mgt. A Flr/Grn Mgt. A (Floral Design)
Mayo	Digital Media 1	Radio 1 Radio 1	Digital Media 1	Prep	Digital Media 1	Radio 2	T.V. Broadcast 1	Radio 1 Radio 1
Morrison	Woodworking	Woodworking	Woodworking	Prep	Woodworking	Woodworking	Woodworking	Furn Design (Woods 2)
Moses	Comp Tech Comp Tech	CS Adv. AP (yr) Cmptr Prog 2 (yr) Cmptr Prog 1A (sem 1 only)	Prep	Intro Info Tech Intro Info Tech	Prep	Cmptr Prog 1A (yr) (UVU)	Comp Tech Comp Tech	Comp Tech Comp Tech

Business/Marketing

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Carter	Business Mgmt. Advert/Promo	Comp Tech Comp Tech	Ldrshp. Prncp. Ldrshp. Princp.	Desktop PubY Desk Pub 2Y (Yearbook)	Business Mgmt/ Business Mgmt. (New section)	Comp. Tech Comp Tech	Advert/promo Business Mgmt.	Prep
Guymon	Accounting 1 Accounting 2	Web Desgn-Bus Bank/Finance	Prep	Business Math Business Math	Comp Tech Comp Tech	Bank/Finance Web Desgn-Bus	Accounting 1 Accounting 2	Business Math Business Math
McAffee					Comp Tech Comp Tech	Accounting 1 Accounting 2	Mkt. Entrep Marketing	Comp Tech Comp Tech

English

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Barlow	English 11 CT	English 11			English 11 CT	English 11 CT		
Deans	Prep	Film Lit. Film Lit.	Film Lit. Film Lit.	Gov & Cit Gov & Cit	English 11 H	English 11 H	Film Lit. Film Lit	**AP Govt/Pol Rm. 150 (IVC)**
Donkersgoed	Creat/Writ.	Prep	English 10	English 10	English 12	Prep	English 10	English 12
Gallagher	English 10 H	Prep	English 10 H	English 10 H	English 12 H (medical)	Popular Lit. Popular Lit.	Prep	Popular Lit. Popular Lit.
Harline	English 11	English 11	Tech. Writing	Prep	English 11	English 11	English 1010	Prep
Larsen	English 10	Prep	English 10	English 10	English 11	Prep	English 10	English 11
McCollum	English 10	Eld1pre emergent Eld2 emergent Eld3 intermed	Prep	English 10	English 10 H	Prep	ELL English	English 10 H
Reeves	English 10	English 10 (CT)	CRT Study Skills CRT Study Skills (couns. placement)	English 10 (CT)	English 10	English 10	Prep	English 10 (CT)
Robertson	Sociology (yr) (Concurrent)	Prep	English 11 H	Mythology Mythology	English 11H	Prep	Mythology Mythology	English 11 H
Shelton	Desktop Pub N Desktop Pub 2 N (Yr)	AP Eng Lit	AP Eng Lit	Swim Team	Wgt. Training Wgt. Training	English 10 H	Prep	LA-Conditioning Volleyball team 1st sem. (085) (2nd sem) (Softball(084)
Stanton-McAtee	Prep	English 11 H	English 11	English 11	Prep	English 10 H	English 11	English 11H

FACS

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Anthony	Foods 1 Foods 2	Foods 1 Foods 2	Pro Start 1	Prep	Foods 1 Foods 2	Foods 1 Foods 2	Pro Start 1	Foods 1 Foods 2
Durfee	Prep	Financial Lt. Financial Lt.	Financial Lt. Financial Lt.	Financial Lt. Financial Lt.	Financial Lt. Financial Lt.	Financial Lt. Financial Lt.	Prep	Financial Lt. Financial Lt.
Nielson	Prep	Fash Strat Clothing 2	Adult Roles Fin	Clothing 2 Clothing 3 (quilting)	Prep	Adult Roles Fin	Interior Design Interdesign 2	Clothing 2/ Clothing 2
Ringger	Child Dev Financial Lit.	Child Dev Financial Lit.	Financial Lit. Child Dev	Financial Lit Child Dev				

Foreign Language

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Barnard	Spanish 2	Spanish 3 (Concurrent)	Prep	Spanish 2	Fant/Sci Fic Fant/Sci Fic.	Spanish 4	Spanish 3 (Concurrent)	Spanish 2
Bird	US History 2-ELL	Spanish 1	Peer Leaders (LIA)	Spanish 1	Spanish 3	Spanish 1	Prep	AP Span Lang.
Burnah	French 1	French 2			French 3	French 4 & AP French		
Embley	German 3	German 1	Germ 4/AP	German 2				
Lee	ASL 1			ASL 1	ASL 2			

Mathematics

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Draper	Geometry	Prep	CT Algebra 2 (Giles) **108**	Algebra 2	Algebra 2	Prep	Geometry	CT-Geometry (Giles) **108**
Duncan	CT Algebra 1 (Petersen) **110**	Geometry	Algebra 2	Prep	Prep	Geometry	CT Math Lab Alg 2 (Giles) **108**	Algebra 2
Giles	Algebra 2	Algebra 2 (new section added)	Algebra 2 (Daily)* See B3	Geometry	Prep	Algebra 2	* Math Lab Alg 2 (For A3 Algebra 2 Students only)	Geometry (CT)
Larson	Col Prp. Math	Col Prp. Math	AP Stats	Prep	Precalculus	Precalculus	Precalculus	LA-Conditioning LA-Conditioning (081-082) Girls BB
Palmer	Prep	Lab AP Math	AP Calc BC	Lab AP Math	Pre Calculus H	AP Calc AB	AP Calc BC	AP Calc AB
Peterson	Algebra 1 (CT)	Algebra 2 H	Geometry	Geometry CT	Geometry	Algebra 2 H	Algebra 2 H	Prep
Sanderson	Pre Calculus	Pre Calculus	Algebra 2	Prep	College Prep	College Prep	Algebra 2	Pre Calculus
Sheridan	Algebra 2	Algebra 1 (CT)	Algebra 1	Prep	Algebra 2	Algebra 2B	Prep	Algebra 2
Smithson	Lab AP Math	Pre Calculus H	Pre Calculus H	Pre Calculus	AB Calc AP	AB Calc AP	Pre Calculus H	Prep

Performing Arts

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Beck					Symphonic Or.	Orchestra Ad.	Prep	Orchestra (open)
Burgoyne	Symphon. Band	Prep	Guitar 2 Guitar 2	Prep	Guitar 1 Guitar 1	Adv. Wind Symp.	Prep	Percussion
Shelley	Drama & Film Drama & Film	Prep	Drama 2	Drama 4	Stage Craft	Prep	Drama 3	Theatre Prod.
Wilcock	Chorus TB	ACappella	Conc Choral (Adv. Women's)	Guitar 1 Guitar 1 (Acoustic)	Chambr Choir	Prep	AP Music Ther	Chorus SA

P.E., Health, Driver's Ed.

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Abrams	Health	Prep	Health	Health	Health	Health	Health	Prep
Dahl	Fitness (Co-Ed) A Gym	Fitness Fitness A Gym	Fitness Fitness A Gym	Prep	Fitness Life Activ 1	Fitness Co-Ed Volleyball	Fitness Life Activ 1	LA-CondCheer (Cheerleading)
Hawke	Prep	CTE Internships	CTE Internships	All Co-Ops & CTE intern	Health Sci Int Health Sci Int	Health Health	Spirit Team	LA-Aerobics LA-Aerobics
McAllister	Life Activ 1 Live Activ 1 C Gym (M)	Wgt.Training Wgt.Training 149 (M)	Fitness Fitness C Gym (M)	LA-Conditioning LA-Conditioning (043-044) boys BB	Life Activ 1 Life Activ 1 C Gym (M)	Wgt. Training Wgt. Training 149 (M)	Fitness Fitness C Gym (M)	Prep
Moore	Fitness Fitness	Life Activ 1 Life Activ 1 (C gym)	Wgt Training Wgt. Training	LA-Conditioning LA-Conditioning (045-046) (Wrestling)	Fitness Fitness	Life Activ 1 Life Activ 1 (C gym)	Wgt. Training Wgt. Traiing	Prep
Pond		Ex Sci/Sport	Ex Sci/Sport	(Athletic Training)	Ex Sci/Sport	Ex Sci/Sport	Emer Med Srv Emer Med Srv	(Athletic Training)
Sampson	Driver Ed. Driver Ed.	Prep	Driver Ed. Driver Ed.	LA-Conditioning LA-Conditioning (047-048) (Football)	Driver Ed. Driver Ed.	Driver Ed. Driver Ed.	Driver Ed. Driver Ed.	Prep
Squires	Prep	LA-Dance 1 LA-Dance 2	LA Dance 3 LA Dance 3 (Yr)	LA-Dance Co.	LA-Cond Drill	Prep	LA-Aerobics LA-Aerobics	Health Health

Science

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Beckstrom	Earth Sys.	Earth Sys.			Env. Science	AP Env. Science		
Biggs	Prep	Human Biology	Biology	Human Bio.	Human Bio.	Prep	Biology	Human Bio.
Clark	(Data Specialist)	AP Physics C	Phys w/Tech 1	Prep	Physics	Phys w/Tech 1	Phys w/Tech 1	Softball (See Shelton)
Healey	Biology	Biology	Biology	Biology	Prep	Law Enforcement Law Enforcement	Biology	Biology
Layosa	AP Physics B	Phys w/Tech 1	Physics	Physics	Prep	Physics	Physics	Physics
Snow	Chemistry	Chemistry	AP Chemistry	Chemistry				
Van Dijk	Prep	AP Biology	AP Biology	AP Biology	AP Biology	Chemistry	Biotech	Chemistry

Social Studies

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Bayles	US History 2	AP Psych	Psychology Psychology	Prep	AP Psych	AP World Hist.	Psychology Psychology	US History 2
Beck				US History 2	Prep	US History 2	Stu Council	US History 2
Embley					Prep	US History 2	US History 2	Gov & Citi Gov & Citi
Kurtz	Gov & Cit Gov & Cit	Mod Wld Hist Mod Wld Hist	US History 2	US History 2	US History 2	Mod Wld Hist Mod Wld Hist	Gov & Cit Gov & Cit	Prep
Laursen-Roberts	Prep	Gov & Cit Gov & Cit	Gov & Cit Gov & Cit	Gov & Cit Gov & Cit	Gov & Cit Gov & Cit	Gov & Cit Gov & Cit	Prep	Gov & Cit Gov & Cit
Newman	AP US Hist	AP US Hist	US History 2	Prep	US History 2	AP US Hist	AP US Hist	US History 2
Vimahi	US History 2	US History 2	Prep	Sociology Sociology	Sociology Sociology	Sociology Sociology	Prep	Anthropology Anthtropology

Special Education

Teacher	A-1	A-2	A-3	A-4	B-1	B-2	B-3	B-4
Adams	CT Algebra 1 (Petersen)	CT English 10 (Reeves)	Study Skills (R) (Geometry)	CT Geometry (Peterson)	Study Skills (R-English 10)	Prep	Study Skills (R Algebra)	CT-Geometry (Giles)
Beck	Prep SA department Chair	Math (R)	Math (R-2)					
Breinholt	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills	Prep	Life Skills	Life Skills
Hall	CT English 11 (Barlow) **212**	CT Algebra 1 (Sheridan) **107**	Study Skills (R-English 10)	Prep	CT English 11 (Barlow) **212**	Prep	Study Skills (R-Algebra)	Math (R)
Henry	Study Skills (packets)	Study Skills (packets)	Prep	LA-Conditioning LA-Conditioning (041-042) **Baseball**	Study Skills (packets)	Study Skills (packets)	Study Skills (packets)	Prep
Kocherhans	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills	Prep	Life Skills	Life Skills
Merrill	Reading Skills (R-10th Grade)	Prep	Study Skills (R English 11)	CT English 10 (Reeves) **229**	Prep	CT English 11 (Barlow) **212**	Reading Skills (R-11th)	CT-English 10 (Reeves) **229**
Riggs	Reading Skills (R- 12th)	Prep	Math (R 2)	Math (R 1)				

Arts and Fine Arts Department

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
Collaboration	We attend and participate in all collaboration meetings	Continue attending and participating in collaboration meetings
Artist Friday	Each department member has created multiple artist PowerPoints	Continue creating new PowerPoint each semester
Grading Rubric	Consistency in grading art projects	Continue grading based on rubric
Walkaways	Aligned to the school's DRSLs	See areas for improvement

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Walkaways	Students do not easily understand Walkaways	Revise Walkaways to make more student-friendly
Criteria in grading rubrics	Weak student projects from lack of good criteria	"Raise the bar" on rubric criteria to make projects better, more challenging
Align all art classes vertically and horizontally with the district	Students transferring schools within district are not studying the same thing at the same time in the same art classes	Work with the other art teachers within the district to create and implement horizontal and vertical alignment in curriculum

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens: Each art student has a responsibility to clean up after themselves.

Effective Communicators: All art classes teach students to communicate through images.

Authentic Thinkers: Every art project is a complex problem to solve.

Life-long Learners: Every art class requires students to learn new processes, reflect on learned processes, and otherwise develop opinions about their art and the art of others.

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

All art department courses are aligned with the core curriculum as outlined by the USOE

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

The art department uses a variety of assessment strategies including portfolio evaluations, rubrics and critiques. We also use formative evaluations on projects to influence the learning and project success outcomes as well as modify our instructional practices.

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

The art department does not collaborate with other departments regularly. However, we do use opportunities to collaborate with teachers throughout the district once a month.

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

The art department members adjust the art lessons to the individual student levels, and shows examples to bridge linguistic barriers.

Question 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 art department is 100% aligned with the school's policies and goals.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

The art department collaborates within the district and each department member is involved in ongoing professional development.

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

Each member of the art department offers students after school lab time, which includes access to equipment, supplies, and technology.

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

Art students have access to and use computers and imaging software, digital cameras, scanners for informational reports and creative projects. They also have access to traditional equipment such as potter's wheels, painting, and drawing equipment.

Question 10: How does current staffing and certification meet current program needs?

Each member of the art department holds one or more degrees in Art and each one is also currently licensed to teach Art K-12 in the state of Utah.

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

The art department is involved in actively collaborating to align and refine our curriculum as directed by the administration.

Action Plan-Drug Awareness: Annual substance abuse outcomes poster campaign/contest. Poster will be displayed throughout the school in the month of April.

Action Plan-Writing: We incorporate writing into our curriculum by doing daily writing prompts. We also participate in our school-wide writing assessment.

Action Plan-ELL: We will identify ELL students early. WE will type instructions and translate them when necessary.

Applied Technology Department

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
Teachers	Certification and Degrees	Advanced degrees
Labs	Equipment is up to date	Maintain equipment and technologies
CTSO	State officers and winners every year	Encourage students to do their best
Unity	Collaboration effort made at school and district	Expand our efforts

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
District Collaboration	Not all teachers are attending every time	Encourage extended time and participation for Monday meetings
Open labs	High percentage of student attendance	Tustlands money returned
Equipment	Student use and ware	Have all equipment on a rotation
Lap tops	More students wanting to attend CTSO Conferences	Keep asking and raise money

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens: As a department, we have looked at our Walkaways and have attached the appropriate DRSLs as well as the state objectives to them. This is posted in our disclosure documents and we remind the students at each lesson of how it is aligned to the DRSLs.

Effective Communicators: As a department, we have looked at our Walkaways and have attached the appropriate DRSLs as well as the state objectives to them. This is posted in our disclosure documents and we remind the students at each lesson of how it is aligned to the DRSLs.

Authentic Thinkers: As a department, we have looked at our Walkaways and have attached the appropriate DRSLs as well as the state objectives to them. This is posted in our disclosure documents and we remind the students at each lesson of how it is aligned to the DRSLs.

Life-long Learners: As a department, we have looked at our Walkaways and have attached the appropriate DRSLs as well as the state objectives to them. This is posted in our disclosure documents and we remind the students at each lesson of how it is aligned to the DRSLs.

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

Each class in our department has set standards and objectives that are listed on the state website. We each have copies of the state standards and have tied our Walkaways to them. Many of our team members are on or have been on the committee to write the state core and standards for the classes that we teach.

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

As CTE teachers, we feel that we have the most variety for assessments for monitoring student achievement. Our students produce tangible evidence from the curriculum that we teach. We also use UCUTIPS and State Assessment Tests to monitor our students' progress. From the evidence we collect it is easy for us to adjust our curriculum to fit the students' needs.

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

As a school and a department this year, we have used 3 writing assignments to help our students with cross-curricular learning and help them express their written ideas on topics related to our classes.

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

We try to use as many ways as possible to include all students in the classroom. Some teachers are bilingual, we have used student aids, and try to portray all students' groups and types in our displays.

Question 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 some local autonomy with our funding. Teachers see the classroom needs and are able to put the resources in places where they meet the needs of our students to ensure we are working to achieve our school DRSLs.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

As a technology department, we are all members of our local and national organizations. Some have attended the national conference this year. We each have attended our state conference this past year. We all attend our district departmental training days. Our conferences are set up to help us become better at our job of providing instructional material to our students to improve student learning.

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

Open labs are provided to all students in each subject area. Counselors are available to answer student questions. CTSO clubs provide students the opportunity for leadership skills and show their technical skills in each area.

Question 9: How so students have access and utilize technology as a regular part of the instructional program?

Our labs are well equipped with up-to-date equipment to give the students a real work experience in our classrooms. This technology is open to students during the day as well as in after school lab time.

Question 10: How does current staffing and certification meet current program needs?

All teachers are certified in the area that they teach. Many of our teachers have or are working on advanced degrees. We are all certified as journeymen level in the industry setting.

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

Action Plan-Drug Awareness: We are aware that there is a concern about drug abuse at our school. We, individually, perform the following actions to aide in identifying students who have drug issues, monitoring their activities, and reporting suspicious actions to the school administration.

1. We periodically come into close proximity with our students as they are working in our labs, and shops.
2. We look for telltale signs that there might be a problem, e.g. odors, excessive perspiration, drug related jewelry, clothing, or paraphernalia.
3. We peruse our student's paperwork for gang signs, drug related notations, drawings, etc.
4. We are vigilant in identifying changes in behavior, while making sure that the behavior is not due to family, health, or medical issues as made known to us by the administration, the counseling staff, or parental emails.
5. We also are cognizant of frequent requests made by individual students to leave the room, which occur at the same time each day in our classes. Several have been caught dealing drugs in the bathrooms.
6. We are conscious of the friends they bring into our classrooms during open labs, and contact the administration as things look suspicious.

Action Plan-Writing: There is a general concern about our high school student's English literacy. We, individually, perform the following actions to improve our students' abilities to communicate correctly and effectively. We use both oral and written responses to judge their development.

1. In class, we continually emphasize the importance and necessity for them to become effective communicators in both speech and writing, in order to

become successful in life; regardless of whether they are college or career bound.
2. We include curricular activities which involve both written and oral response, so that we can judge their skill levels. We grade content, delivery, and syntax.
3. We participate in the school-wide writing prompt program, to engage them in curricular writing, and to enable the school to collect data on individual student improvement.
4. We review the wording of our handouts, quizzes, and tests to ensure that they are well written; to expose our students to well-communicated subject content and proper grammar.
5. We tailor their projects to our subject matter in order to make their communication assignments pertinent to our coursework and relevant to their lives.

Action Plan-ELL: Our classes are offered to all students regardless of race, color, national origin, sex, or disability. Accommodations are made as needed to help students with special needs. There is concern about ELL high school student's development. We, individually, perform the following actions to improve our teaching practices so that students who struggle with the English language can succeed in our classes.

1. Assignment modifications are made to accommodate student abilities to comprehend and to complete assignments.
2. We have rewritten some of our curriculum's reading assignments, using student friendly language and descriptive explanations of technical words or phrases, so the majority of our students can more easily understand the content.
3. We have reviewed and rewritten test questions, substituting more common English words in place of more difficult words and idioms.
4. Students have access to online or digital study materials, as well as online testing opportunities.
5. We solicit the aid of other students in our classes to act as peer tutors who are bilingual, to help those in need.
6. We ensure that those who need help are seated, or work near to others who can help them take notes, and complete their assignments or projects.
7. We allow others to read and translate test questions to them as needed.
8. We invite them to our open labs where they can receive one-on-one attention.
9. Extended time is given as needed.
10. We contact the ELL coordinator as needed, if we see negative trends with any of the student's performance or grades.

Business/Marketing Department

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
Variety of classes	15 different classes are taught in our department	We will continue to watch Market trends and adjust our class list as needed
Strong student involvement	We have two student organizations with DECA and FBLA	Both clubs are strong and consistently send students to national competitions
Teachers are willing and able to work with students who struggle	We have provided after school labs for students that need help to meet with teachers	The after school labs will always be a part of what we offer students
Strong Curriculum	We follow the CTE standards and objectives in our curriculum	We will continue to adjust our curriculum as standards set by state CTE change

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Establish Vertical alignment with other departments	In department survey we learned that we need to integrate more with other groups	Work with other teachers as well as clubs and teams to integrate our Business concepts in their class
Better Identify students needing additional time and support	Through self-evaluation our department listed this as a goal	Constant evaluation of student progress and understanding

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens: Our courses help students prepare to enter the workforce upon graduating from high school.

Effective Communicators: We have a variety of assignments which allow students the opportunity to practice communication skills. Some examples are: written assignments, verbal presentations, group assignments and e-mail assignments.

Authentic Thinkers: With Business curriculum constantly changing to align itself with the industry, we teach students how to recognize trends in business and marketing professions.

Life-long Learners: Our curriculum is a starting point to get students to become life-long learners. With technology changing, students can use the skills we've given them to continue to grow and progress.

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

Each course in our department is aligned with the standards and objectives specified by the state office of education for CTE courses.

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

We use a wide variety of assessments to monitor student achievement and progress. We use written exams, personal observation, and application based assignments to monitor student development.

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

Our Computer Technology courses work with other departments by requiring students to complete an integrated project. Students use the skills learned in Computer Technology to create an assignment for another course. Our Marketing and Advertising classes also work with clubs and teams to help with promotion of games and events.

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

We look at the individual needs of our students and provide alternative assignments and teaching strategies for students who need the help. We follow school IEPs for students that need accommodations.

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

As a CTE department, we have funds provided to us to help us keep up-to-date on the technology needed to keep our curriculum relevant. All funds within the department are used for the upkeep of computer labs and the purchase of new technology to be used in the curriculum. We follow school policies and procedures.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

Each Monday, each department in the school meets together and collaborates concerning students and teaching practices. Our teachers also attended biannual training provided by the Utah Association of Career and Technical Educators which helps our teachers stay updated on best practices and procedures. We also attend certification classes as needed to stay current with the computer systems we teach.

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

We have provided the students with open computer labs where students can come to receive additional help and support. Our labs are open before and after school as well as during lunch. Our

students clubs are another source for students to gain a better understanding of the curriculum being taught. DECA and FBLA both work to help students prepare for a future career.

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

Each classroom within our department is also a computer lab. Students have access to the latest versions of the Office Suite software. We also use projectors and smart boards to enhance students learning.

Question 10: How does current staffing and certification meet current program needs?

Currently all of the teachers are certified in their current placement. Two teachers have master's degrees and the third has a master's equivalency.

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

As a department, we want to maintain a strong interest in our courses by accomplishing the following goals in the next three to five years.

- Continue to expand the course offerings in our program.
- Maintain strong chapters of DECA and FBLA.
- Work with Alpine School District to help form an advisory committee that can help all marketing courses within the district.
- Upgrade Computer Software and Textbooks as needed.

We feel that if our department goals are being met, we will also be meeting the school's goals.

Action Plan –Drug Awareness: As a department we will work with the school by following the established guidelines in regards to hall passes and other school policies relating to drug use. We will create a safe learning environment in our computer labs by monitoring students for suspicious activity and reporting any problems immediately to the administration or School Resource Officer.

Action Plan-Writing: As a department we will continue to teach our students the various ways communication relates to business. We will teach proper Business communication skills such as: Writing business letters in proper format; sending e-mails; job interviews; public speaking; telephone techniques; and creating a resumes.

Action Plan-ELL: As a department we, will continually monitor those students for whom English is a second language. We will work with these students and adjust the assignments as needed so that the students understand what is being taught and what is expected of them. We will work closely with the members of the staff that work directly with these students to help them succeed.

Counseling

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
Counselors meet with students and parents individually each year in SEOPs	Parent Feel that individual SEOPs are very important.	Yes
Website and use of Utah Futures	Provides updated information	Yes
Interventions: UVU Mediation, SST, Grief Group, Parent Nights	Parent feedback, student success	Yes
Post High School Day	Great turnout & positive feedback	Yes
Comprehensive Program	Follow Program & passed review	Yes

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Develop new programs/interventions according to students needs	Needs assessment given yearly	Review assessment, assess interventions, update or create new programs
Adapt existing programs/interventions to make better and keep current with students needs	Needs assessment given yearly	Review assessment, assess interventions, update or create new programs
Lower counselor/student ratio	Growing student population	Talk with District

Question 1: How Are the Department's curriculum and instructional strategies aligned with the school's Desire Results for Student Learning?

Pleasant Grove High School students will be responsible citizens, effective communicators, authentic thinkers, and life long learners.

The Following Programs support our DRSLs:

Utah Futures website: The counselors use this program in Student Education Occupation Plans

(SEOP) to teach students career awareness skills, higher education opportunities, and information regarding colleges so students can plan for future education and employment.

The Counselors working with the US History teachers accompany the students to the writing lab and show them how to access the Utah Futures web site. The students can complete the assessments regarding skills, abilities, and interests.

UVU Mediation: The Counselors, working with UVU professors and UVU students teach chosen students and parents how to communicate more effectively and make their decisions meaningful. It helps them see the consequences of choices and to work on short range/long term goals.

Why Try Program: The Counselors present the Why Try motivation Program. The Why Try Program gives students the opportunity to learn about motivation, effective communication, goal setting, decision making, conflict management, being a team player, and skills needed to become a responsible citizen.

Computer Safety Presentation: The counselors working with health teachers teach this presentation designed to helps students navigate the internet safely and responsibly. It also teaches the students about the dangers of pornography addiction and how to access help if needed.

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

Pleasant Grove High School's Comprehensive Guidance Program is in line with state counseling guidelines. Pleasant Grove High School, as an accredited high school, is regularly evaluated by the Utah State Comprehensive Guidance Program and abides by its standards

Question 3: To what extent does the department utilize a variety of assessments to monitor students achievement and adjust instruction practices?

Each year the following assessments are given to students at Pleasant Grove High School:

- ACT/SAT
- PSAT
- ASVAB
- A.P. Exams

Test Results are available for teacher, parent, and administration review. The counselors use the data collected from these tests for student placement in proper classes needed for graduation as well as remediation.

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

The counseling department collaborates with the feeder junior high schools, the parent teacher association, and other counseling departments in a monthly district

counselors meeting. We collaborate with administrators, student advocates, and the school resource officer in a weekly Student Success Team. The counseling department also collaborates with the other Pleasant Grove High departments to prepare for classroom presentations.

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

The Counseling Department offers presentations and SEOPs for all students in all grades. Counselors participate in IEP and 504 meetings to help in assessing proper placement of students in classes. Counselors coordinate with ESL Services. Counselors collaborate with teachers regarding helpful interventions for at-risk students.

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

Counselors regularly attend Professional Development conferences, work shops, and articulation meetings with college advisors to stay current on information needed to advise and meet the needs of the students. The Counseling Department works closely with the Secretary and Career Center Specialist to do the clerical duties so counselors can focus on the students.

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

The Counseling Department participates in a monthly district counselor meeting, a weekly SST (Student Success Team) meeting, and weekly department meetings. The counselors attend university articulation meetings and state sponsored comprehensive guidance conferences, and participate in school Professional Development Days.

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

- 9th Grade Welcome to High School Orientation
- Sophomore orientation
- College Day
- Scholarship and Financial evening
- Utah Future Training
- UVU Parent/Teen Mediation
- Career Fair
- Parent Teacher Conferences
- Videos on careers in our Career Center
- Counseling department website with links to career sites and scholarships
- Clear Creek
- Lunch Forums
- Credit Recovery
- Counselors are available before school, between classes, during lunch, and after school

- Special attention to special needs, such as ESL, 504 Plan IEP
- Help facilitate the Gear Up Program for underprivileged students that are motivated to attend college
- Grief Group
- Latino Parent Nights

Question 9: How do students have access and utilize technology as a regular part of the instruction program.

- Students are trained in the use of Utah Futures website to access information on colleges and careers, interest inventory surveys, and test preparation.
- Students have access to Skyward for grade and assignment information.
- Students complete online registration using Skyward to build their schedules.

Question 10: How does current staffing and certification meet current program needs.

The Pleasant Grove High School counseling office is staffed with four certified counselors who have master's degrees in counseling. There is 1 counselor to 487 student ration. All counselors go through Comprehensive Guidance training. We also employ a full time registrar, counseling secretary, and career specialist.

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

- Pleasant Grove High School counselors encourage students to be responsible citizens, effective communicators, authentic thinkers, and life-long learners.
- Counselors participate in SST meetings which allows them to take an active role in our school's action plan goals.
- Counselors appropriately place student in a variety of remediation classes.
- Counselors visit classes and present to the student.
- Counselors promote, advertise and provide support for ACT by offering ACT preparation class.
- Counselors encourage students to take more rigorous class schedules and also help students develop appropriate coping and life prevention skills when necessary.
- Attend all Professional Development days.
- Counselors attend Community Council Committee meetings monthly with representation from parents, community leaders, and faculty.
- Attend weekly administration meeting.
- Participate in Viking of the Month Recognition.

English Department

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
Dedication to the PLC process	High attendance at collaboration meetings (departmental, district wide, and faculty wide). Strong enthusiasm for vertical alignment and grade level commonality to ensure a viable curriculum.	Department collaboration and training. Monthly highlight of a strategy, lesson or unit plan, or other teaching aid to continually better our courses and our teaching methods.
Strong sense of belonging and friendship	High commitment to one another as professionals. Frequency of "help" freely given (exchanging ideas, subbing classes, alternating materials and books, working around tight scheduling in writing lab and media center, providing verbal feedback, enjoying lunch together).	Maintain the friendly and helpful exchange of ideas and plans. Defend and honor one another. Spend some time together during lunch for fun and decompression.
Quality of ideas/sharing of ideas	Willingness to share ideas, plans, units, tests, etc. Standard of excellence of reading materials, writing assignments, use of technology, incorporation of current events and personal areas of expertise.	Sustain the high level of creativity and craftsmanship of writing and inquiry projects, and generate new ways of easily sharing and incorporating others' ideas.

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Creation of quality common assessments by grade level	Some 10th and 11th grade common assessments in place. Evaluations must shape changes and improvements. Too much time spent deliberating over details within the assessments rather than in their administration and analysis.	Create and refine common assessments. Gather data for use in pinpointing trouble areas and highlighting areas of success. Make changes based on student performance.

Align the 12th grade courses to core Walkaways (where possible)	With so many 12th grade options (and such a wide variety of subject matter), 12th grade teachers rarely collaborate on common skills-based assessments. Each 12th grade teacher is basically a singleton.	Meet monthly to create and evaluate common skills-based assessments.

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens: Teachers in the English Department emphasize responsible citizenship by using literature for character analysis and relationships to real people and experiences. For example, one of the themes covered is called *The Danger of a Single Story*. In this unit, students pick a topic they want to investigate. They will actively seek out stories or articles that show other points of view on their topic. They discuss the information they have found in small groups. There are also writing assignments related to this unit. After conducting personal interviews, students write a narrative that explains the interviewees' perspective. Students then write about how their own perspective has changed. This unit helps students see how complex the world is and helps them understand the role they play in their society.

Citizenship discussions are directly taught and some prompted by classroom or school behavior. Both tenth and eleventh grade English classes focus on defining values in our culture and society. These discussions and assignments help students understand why they fit in the world as a whole and how their actions impact others. Additionally, teacher expectations for quality work and student behavior are high and understood by all students.

Effective Communicators: The English Department assigns class, group, and individual presentations. Emphasis is on writing cohesive, coherent, and worthwhile essays. Students are given real-world tasks which help them develop communication skills which will help them in the world of work. Debates and discussions are common in small and large group settings. Sophomores are involved in a multi-genre research project which helps them develop and practice their writing and presentation skills. Juniors write a myriad of papers designed to help them master expository writing strategies.

Authentic Thinkers: The English Department does extensive work with researching, planning, and participating in various activities. Analyzing, synthesizing, and applying concepts and ideas are stressed. Persuasive and expository writing skills are taught. The multi-genre project challenges students to use analytical skills and to think "outside the box." Juniors are involved in many types of inquiry where they are examining topics of their choice. All three grade levels spend a substantial time learning how to be web savvy consumers. Students are taught how to

evaluate websites to determine if they are reliable and trustworthy.

Life-long Learners: The teachers in the English Department are helping students acquire skills that will help them be life-long learners. Students must be able to research, think, and write at an advanced level in order to address problems or challenges they will encounter. Students who complete all three grade levels of English will be prepared to take control of their futures, whether in a college setting or in the workforce.

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

Each of the classes offered in the English Department follow the district, state, and national standards. Each teacher has written and published his/her term Walkaways that align with the three strands of the state core: reading, writing, and inquiry. Each Walkaway is aligned with the DRSLs of our school.

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

A variety of assessments are used by the teachers in the English Department. Some common assessment methods are short answer tests, essays, matching and multiple choice items, formal presentations, small group discussions, brief quizzes at the beginning of class, and performance assessments. The teachers in this department are confident in their ability to write assessments and are currently working on grade level common assessments.

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

The English Department worked with the faculty to create a rubric for evaluating writing across the curriculum. The final rubric was put out on posters and shared with all teachers. In several professional development meetings, time was given to discuss writing across the curriculum and to show what it looked like in the different content areas.

The English Department also collaborates with ELL and the Special Education Department to ensure student success. Our Journalism teacher frequently collaborates with the Business Department. Our Medical English teacher collaborates with teachers in different schools. Our department shares resources with other departments as needed (e.g., we share DVD and video resources with the History teachers).

It would be ideal to have all students in American History also enrolled in English 11 to study American Literature; however, this is difficult due to students' ability to choose when to take their different courses.

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

We offer an ESL sheltered English class which adapts its curriculum to the pace and ability of the students in the class. All teachers incorporate modified teaching methods as needed: pacing, simplified vocabulary, scaffolding,

constant monitoring, modified approaches, and when necessary, we use simplified and adapted assessments. We have co-taught English classes to accommodate Special Education students as well. All teachers in the English Department know how to use IEP, ILP, and 504 accommodations to help our special education students be successful.

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

Department procedures and spending reflect our commitment to student access to computer labs and to the media center for hands on learning, writing, and reading. Students pay fees in order to utilize the writing lab's resources. English teachers have a wealth of novels available in the writing lab's depository. Much of the English Department's budget is spent on acquiring new titles and replenishing existing titles. We will write a grant proposal in order to obtain funding for new technology: we would like an ELMO document camera in each English teacher's possession by January, 2012. The English teachers expect a substantial portion of the school year be spent reading quality books, researching real world issues/topics, and writing a myriad of documents to meet specific standards. Our continued use of and continued acquisition of technology and good literature ensures our students will not only meet core standards, but they will be prepared for the challenges in the post-secondary world.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

Many of our teachers regularly attend professional conferences. During our Monday collaboration meetings, teachers are invited to share what they have learned with the whole department. We have worked within our school to develop a professional learning community and we persist in our efforts at continuous school improvement. One of our strengths is in our ability to share lesson plans and resources with each other. The sophomore and junior teams have worked extensively to create common units so that each student, regardless of teacher, has a similar experience at each grade level. Additionally, we try to meet each year with the feeder junior high schools to work on vertical alignment. Some English teachers collaborate with other "singleton" teachers in other high schools, and others receive training from university professors who guide and mentor them.

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

Teachers make themselves available for additional student help before and after school, during lunch, and during advisory. Our writing lab is available before and after school as well. Over half our teachers have websites or blogs that allow students to access assignments, handouts, and PowerPoint presentations shared in class. We offer ACT prep classes after school. Teachers also offer credit recovery for students who have failed classes and do not want to attend East Shore High School (to complete packets). There are other

types of interventions we would be interested in developing. Our greatest strength lies in the willingness of each teacher to meet one-on-one with students who need additional help to be successful.

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

Our students have access to the computer lab before and after school in addition to class time. Students use the lab resources for research and writing. At one time, teachers had access to MyAccess, an online writing program. Due to funding issues, that program was discontinued a few years ago. Every teacher in our department has a laptop and a multi-media projector. We teach students how to use the Pioneer Online Library and how to be web savvy consumers of information. Our greatest strength as a department in regard to technology is in our ability to create assignments and assessments that require students to use technology.

Question 10: How does current staffing and certification meet current program needs?

The English Department boasts eleven highly qualified teachers. Of the eleven, five have master's degrees, and among the teachers they hold 16 different endorsements: English, Humanities, Theater, ESL, History, Social Studies Composite, Reading, Sociology, PE Coaching, CTE Desktop Publishing, Drivers Education, Psychology, Health, Speech, and Communications.

With such varied abilities and interests, the English teachers reach a wide range of students. The teachers' training and expertise enable them to help students achieve their educational potential and goals, to prepare students for common term assessments, the end of level CRT, the ACT test, and other assessments.

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

As is referenced in the tables on the first two pages of this document, the English department seeks to improve not only products (assessments, unit and lesson plants, etc.), but people as well. The DRSLs apply equally: we strive to help our clients, the students, become R.E.A.L., but we, as teachers, endeavor to be R.E.A.L.

We have met the school's goals of improved CRT scores for reading and writing; we are providing accommodations to students who have difficulty, and we recognize the symbiotic relationship each department has with each other as well as with parents and administrators. We work together to create a nurturing environment where students will engage in learning, sharing, growing, and independent thinking; they'll be well on their way to becoming contributing, responsible members of society.

Action Plan-Drug Awareness:

1. Enforce tardies (regular tardies and very lates) and keep track of these with student sign-in sheets. Stand by our doors between classes to welcome students and hurry others along to their own classes.

2. Use different types of literature to generate discussion in class about drug

use, teens' choices, and consequences in their lives.

Action Plan-Writing:

1. Participate in bi-yearly prompt writing/score tallying as directed by administration.

2. Encourage (and probably lead) a faculty training activity where teachers collaboratively read and score student's prompt responses. Also continue to use and train others on the use of the 6 traits rubric.

Action Plan-ELL:

1. Use a professional development content day (break out session) to receive training from an experienced teacher. We want to see lesson plans, accommodations, texts, and practical implementation.

2. English department teachers who are ELL certified can share plans and ideas during department collaboration meetings.

Family and Consumer Sciences and Financial Literacy Department

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
A wide variety of Family and Consumer Sciences courses are offered, taught by highly qualified teachers	10 courses offered, taught by Family and Consumer Sciences and Financial Literacy teachers who have received specific training in their subject areas	These courses will continue to be offered and additional courses added as needed
State curriculum followed with competency tests to assess student learning	Test scores for PGHS students comparable to other high schools in our district	State course standards will continue to be followed and test data evaluated
Family and Consumer Sciences and Financial Literacy teachers participate in collaboration at department, school, and district level	Department teachers collaborate monthly with department and participate in content specific collaboration groups on a district level	Teachers will continue to participate in collaboration to improve student learning
Department sponsors an active chapter of a national student organization	FCCLA members participate in local and state leadership roles and in area and state and national meetings and competitions	FCCLA will continue to be sponsored by the department and students encouraged to participate

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Not all career paths, as outlined by the state, are complete	Adult Roles and Early Childhood Education courses are not offered at our school	Reevaluate next year the need for these two courses
Physical facilities need updating	Whereas most of the school has experienced new building or remodel, the foods room and the child development room are inadequate for the required programs, as evaluated by the state FACS specialist	Department members will need to be active in exploring what further building expansion and rebuilding plans are going to take place

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens: The teachers in this department have aligned their curriculum and instructional strategies to helping students become responsible citizen. The dual role of Family and Consumer Sciences classes prepares students to be competent when functioning in the adult world and/or in preparation for careers in Food Service, Interior Design, or Child Care.

Effective Communicators: Curriculum and learning strategies in Family and Consumer Sciences classes provide students with opportunities to develop communication skills through various experiences, including oral expression and written expression assignments.

Authentic Thinkers: Family and Consumer Sciences and Financial Literacy curricula provide opportunities for students to use real-life situations and apply pertinent information to their everyday choices concerning families, nutrition, finances and other topics.

Lifelong Learners: The curriculum allows students to begin learning about topics that may later become important to their adult life and continued learning.

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

Each Family and Consumer Sciences course is aligned with standards and objectives as prescribed by Utah's State Office of Education for CTE courses. Likewise, Financial Literacy courses follow standards and objectives as outlined by the state. Utah's state standards are aligned with national standards for each subject.

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

The FACS department uses formative and summative assessments in various forms, such as projects, electronic portfolios, unit tests, and end-of-semester state competency tests for Family and Consumer Sciences courses. Financial Literacy classes do not have state competency tests, but course instructors have developed and use unit tests to assess student achievement. Based on data instructors make adjustments to instructional practices to improve student learning.

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

Family and Consumer Sciences and Financial Literacy teachers collaborate with technology, wood shop, drafting, English, drama, chemistry, and business teachers.

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

Family and Consumer Sciences classes include many students who have special needs. Department members are

familiar with student IEPs and required accommodations, working within these recommendations to help all students be successful in their learning

Question 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 educational agenda of the school focuses on increased student learning for all students. This department's policies, procedures, and use of resources align with this agenda.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

The department members' primary ongoing professional development growth happens during department and district-level content group collaboration efforts. These collaboration efforts focus on improving student learning.

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

Students who need additional support have access to help from teachers during advisory, during the lunch break and after school help.

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

Students in Family and Consumer Sciences courses have access to laptops in the classroom, the use of which augments student learning and provides students with access to current subject information via the Internet.

Question 10: How does current staffing and certification meet current program needs?

Teachers are certified to teach Family and Consumer Sciences and/or Financial Literacy, two teachers with bachelor degrees, one with a masters degree and one teacher working on a doctorate. Each teacher receives content specific training at biannual state training conferences.

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

Action Plan-Drug Awareness: The department members support the school's current improvement goals by continued awareness of the drug problem and by participating in the school's earnest and persistent effort in creating a safe learning environment at our school.

Action Plan-Writing: Helping students improve skills in written communication, across the curriculum, has been addressed by embracing the need to have students write in all classes. Department members stress the six traits of writing and use the six traits rubric to score written assignments.

Action Plan-ELL: In connection with the ELL goal, department members will identify ELL students in our classes early on in the semester, in order to implement correct teaching styles for these students. Department members

will provide printed versions of classroom lectures. These may be handed out to ELL students. Then they will be able to review and study the more difficult concepts that were discussed in class. In our department we can discuss any other goals or beneficial teaching strategies. Jill Ringger, one of our department teachers, has taken several courses on this subject matter and can help us come up with other worthy goals.

Also, as part of our faculty, department members readily participate in the professional development days that are directed towards the drug awareness, ELL, and communicating across the curriculum goals. Department members will continue to implement in the classroom what is learned at these meetings.

Foreign Language

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
Experience and Commitment	All of us put in time outside of class. All have clubs that help students further explore these languages.	Annual World Language Week. Continuation of Clubs. AP review sessions.
Professional Development	All of us use opportunities to gain experience through district and school PD	Continue to attend ACTFL and UFLA conferences, as well as Monday collaboration
Strong Curriculum	Follow national standards, implementing Walkaways, updating curriculum to fit changing cultures of our languages	Continue to refine, improve, and increase the number of commonalities between our languages
Concurrent Enrollment	High percentage of students who take and succeed in earning college credit	Continue to meet standards as set forth by UVU and its Concurrent Enrollment Program

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
World Language Week	Lack of participation. Lack of advertisement. Lack of student-generated activities.	Better timing to go along with registration. More advertisement to enhance student experience.
More Common Assessments	We currently have 4 and they are for beginning levels only	Increase use of common speaking rubric and implement writing rubric
Language Lab	Lack of electronic technology available to students as a language resource	Raising money through grants, fundraisers, and class fees to create a language lab by 2012
Textbooks and other supplies	Only classroom sets of books. Need to find additional resources for students to use outside of the classroom.	Discussions with UVU on how to get materials to implement at the high school for Concurrent Enrollment

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens: Teaching languages and cultures gives us a unique opportunity to provide students an avenue to learn respect, tolerance, and understanding of other peoples throughout the world; while becoming more aware of their own cultures. Our students are also continually working in teams and groups to improve their performance as they learn to speak.

Effective Communicators: As our students progress through the program, their ability to communicate increases from novice to superior. Along the way they learn to improve their speaking, listening, writing, and reading skills. As they learn to speak and improve in these foreign languages, their abilities to use their own native language increase as well.

Authentic Thinkers: We use a variety of authentic material to improve the cultural and language learning opportunities in our classrooms. We strive to remove stereotypes and improve learning through situational thinking in a foreign language.

Lifelong Learners: We hope to assist our students with an increasing interest in other languages and cultures. We also hope to help them become more aware of the world around them and to prepare them for future interactions with other cultures and peoples.

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

In our classes, we follow the national standards that have been set forth by ACTFL. We also use the 5 C's of language learning to increase success in student learning: Communities, Connections, Cultures, Communication, and comparisons.

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

In our foreign language classes, we use a wide variety of assessment tools to measure student progress. Every day works as an opportunity to have formative assessments on student speaking, listening, writing, and reading. We also use traditional tests and quizzes, oral presentations, and performance tasks. These include: projects, writing assessments, group assignments, and interviews.

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

Teachers in our department meet often to share teaching strategies. In addition, we work with many of the ESL students throughout the school to assist them in their other classes. We work with other teachers on helping them improve their instruction to students who are deficient in English. We also have language days in which students are asked to use only

their target languages throughout the day at school. Out ASL students even have the assignment to be "Deaf for a Day."

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

Teachers in our department use a variety of instructional practices to meet all students' needs. We realize that in our classes, all students are second language learners and require different instructional tactics to assist them to learn through the "unknown" language. We adapt our curriculum to needs and desires of our students, we accept all students into our classrooms and group activities, and we use one-on-one opportunities with our students to personally tutor and encourage them.

Question 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 departmental policies and allocation of resources are in line with the school's mission statement to help our students become successful learners. We have also aligned all of our Walkaways with the school's DRSLs. We also use the school's website to communicate with our stakeholders and allow them access into our classrooms through skyward's grading program and email.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

Teachers in our department engage in professional growth opportunities such as state district and state conventions that relate to their languages. Many of our teachers attend the annual UFLA conference and have opportunity to share best practices with other language teachers around the state. We also participate, when available, district language fairs and district collaboration.

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

Outside of class consultations are made available to students who are seeking further assistance. We also use our language clubs as opportunities to enhance language learning. Finally, we teach our students about technological learning opportunities that are available.

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

We require our students to do multiple projects throughout the year that solicit the need of technology. Included in these projects, students use the internet, digital cameras and video cameras, voice recorders and computer programs. We are also currently raising money to bring a language lab to our school which will allow students to work on computer-based language learning programs.

Question 10: How does current staffing and certification meet current program needs?

We are all certified to teach in our disciplines and are all highly qualified. We even have teachers with master's degrees and we are working on being

qualified to teach Concurrent Enrollment through UVU.

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

We strive to support the administration and the programs at our school. We help to facilitate better communication between teacher, students, and parent. We also strictly adhere to the attendance policies as well as the collaboration efforts for our PLCs.

Action Plan-Drug Awareness:

- Students will not leave the classroom without a hall pass (only one student out at a time).
- If gone longer than 10 minutes the student will be marked truant, and it will be assumed that the student is participating in appropriate activity.
- Students will understand that a hall pass is to be used only for going to the closest restroom and fountain.
- When teaching culture, we will not glamorize the use of alcohol and tobacco in foreign societies.

Action Plan-Writing

- The teachers will emphasize the school-wide writing rubrics to help students identify their strengths and weaknesses.
- AP students will use the writing rubrics for the AP tests to prepare students to be successful in the AP classes/tests and to improve their skills in writing.

Action Plan-ELL

- It is recommended that students with limited English proficiency NOT take foreign language classes but instead focus on learning English in content classes. This excludes Spanish native speakers since most of our ELL students are Spanish speakers. Spanish speakers are encouraged to take Spanish level 3 and above.
- Outside of content instruction, teachers will encourage ELL students to use English.

Teachers will be available before school, during advisory and lunch, and after school to provide extra instruction to those that have difficulty understanding classroom instruction.

Pleasant Grove High School
Library Media Center

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
15, 896 + printed resources, 100 audio books, 19 computers for individual student use, five computers for researching available materials, and wish lists for purchasing materials to add to the collection development	Library is filled to capacity before, during and after lunch on an average school day. Circulation is copious during these times. The small computer lab is used extensively throughout any given day.	Continue to purchase materials that are relevant for students to read for pleasure as well as knowledge. Create an inviting atmosphere; continue to maintain/purchase innovative technology.
Professional library staff, including the teacher librarian with a master's degree and the library assistant with a BA degree	Both media personnel continue to read professional materials as to remain current regarding library functions, resources and best practices	Subscribing to more professional journals or ordering updated materials from ALA regarding innovative and best library procedures
Respectable collaboration with members of faculty for lessons and shared teaching opportunities	An average of 5-7 classes use the Library services each week. Teacher librarian always makes herself available to co-teach any topic	Collaborate more within departments during PLC time to inform the various departments about availability of resources to enhance curriculum
Extended hours and flexibility of library scheduling for curriculum enhancement and use by patrons	The library is open at 7:00 A.M. every weekday and closes at 2:55 P.M. There are always students waiting to get in when the doors are opened and students requested to leave at closing	The library will continue to be open during the times stated during the school day. Special circumstances may allow for extended use of the facility after hours

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Collaboration with more departments for use of facility and acquisition of curriculum supplements	Currently, the English and Health departments use the facility most consistently. Although some teachers ask for books to be pulled for classroom use, the media center itself is a viable, valuable resource	Request the opportunity with other departments to visit during PLC to explain the vision for the media center and to receive feedback about what incentive or enticement would garner more frequent library use
Due to mandated testing, the library is limited in the service hours given to patrons. Accommodations for testing need to be found so students may have academic access to the library collection and resources.	Ongoing testing in the library severely restricts use by patrons and hinders the library's function and purpose	Persist in having dialogue with administration about other possible locations for testing during 4th term
Continually advancing the collection and updating materials with innovative technology and resources	Currently, students request access to some materials that are teacher check-out only, i.e. videos, dvd's, recorder's, etc.	Purchasing materials that may be used for student checkout as well as teacher/staff use

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

R.E.A.L. Students, REAL Success
The Viking media personnel teach strategies that support Pleasant Grove High School DRSLs.

Responsible Citizens: As a department, we assist in the development and earnest practice of ethical and productive learning skills which helps promote integrity and value of, and for, the work of others. Courtesy is encouraged through customary media conventions regarding deference for others in a learning environment where responsibility and respect are emphasized.

Effective communication**:** Collaboration is modeled and taught through demonstration of suitable interplay of ideas and concepts in the use of print and electronic materials. Practical opportunities to share and learn with/from peers or staff-el-ty, both in and outside of a classroom setting, are designed and encouraged. We also provide one-on-one assistance for students seeking independent help with projects. Orientation of all 10th grade students to the library media center includes teaching the *Big Six* problem solving steps found in the Library Media Information Literacy State Core, which involves critical/complex

Authentic thinking**:** The media professional collaborates with teachers to develop class assignments that emphasize cognitive development and higher thinking skills. The purchase of media materials to enhance student learning and also provide recreational reading are to encourage the promotion of reflective, creative, Life-long learning.

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

- The PGHS Library Media Department assists in the assessment of student achievement through collaborative lessons, on-site observation of student research and technology use.
- Library programming is guided by analysis of circulation data, resource materials requests, and patron participation.
- Budgeting and purchasing, scheduling and presentation opportunities are reviewed frequently with a view to adjustments as needed.
- The *Big Six Steps for Information Problem Solving* promotes critical thinking and helps students become effective users of ideas and information in all formats. It is a strategy taught to all 10th graders at the beginning of each school year and then re-taught throughout the year to all students as they come to use the media center for research and presentation preparation.
- The teacher librarian is always available for collaboration with teachers as they use the library for class research projects during the year.

Question 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. Assessment of student projects is as varied as the projects, and classes, themselves.

- Written reports, outlines, brochures, posters, power point presentations, oral presentations, informal on-site observations of student research and technology use all have standards to be met.
- There is an Information Literacy Rubric used to determine whether student use of information is basic, proficient or exemplary. The rubric was developed by the teacher/s so students know the expectation for their work.
- If needed, instruction is adjusted to re-teach the weak areas.
- One evaluation tool used to determine students' understanding of concepts taught in the 10th grade orientation is a student questionnaire/survey. This is a successful way to get immediate feedback regarding students' ability to apply the knowledge they have gained from the orientation.
- The Alpine District Librarians PLC created an information literacy quiz on UTIPS for assessment purposes.
- In addition, we use formal collection circulation assessments to evaluate the use of library materials.
- Reports are run to determine which section of our collection circulates most, or is used frequently, and we run analysis reports to determine those sections of the collection that require updating or more current information.

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

The media professional collaborates with classroom teachers to plan instruction for the desired curriculum objective.

- The teacher librarian is available for consultation, in-service training and cooperative training opportunities.
- The media professional teaches research skills such as location of non-fiction materials, selection of appropriate databases, use of primary sources, effective keyword searching, and website evaluation which relate to the research goals.
- Departments are invited to showcase student work and host events in the media center.

Question 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 approachable environment for inclusion of all patrons.

- Academic ability varies widely in the high school so we attempt to provide materials for a wide range of student proficiency.
- We have lower level varied interest fiction selections that we call ***quick-reads*** to high level varied interest fiction titles.

- Our non-fiction collection also has lower level reading proficiency to high reading proficiency titles.
- We took special consideration of our ELL students by purchasing new titles for the foreign language section with an emphasis on Hispanic titles, both non-fiction and fiction.
- The Media Center has available to the teachers a presentation lab for student assignments and electronic technology instruction.
- The students have the opportunity to do group presentations, electronic presentations, produce written and oral report, create posters and travel brochures using the skills they have acquired and been taught.
- Technology access is available for all of our students in our presentation lab with nineteen computers for individual student use.
- Seventeen of the computers have access to the internet. Educational websites and databases for various languages are being researched to accommodate ELL students.
- There is signage to assist students in finding materials.
- The picture books, easy non-fiction and fiction collection are all located within the same general area where students may more readily find them.

Question 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 Pleasant Grove High School media center supports the school mission of Navigating Life through Learning by providing informational resources to faculty, students, and community stakeholders.

- We provide a friendly non-threatening learning environment with access to printed and digital materials as well as on-line information access, and access to technology for student presentation development.
- The media center is open for student and staff use from 7:00 A.M. to 2:55 P.M. daily, Monday-Friday.
- The facility is offered and used for lectures, author visits, club meetings, and community meetings.
- To support the core curriculum the media professional communicates with teachers in an effort to stay aware of curriculum changes or supplemental requirements that would enhance curriculum.
- Class projects for academic pursuits are always considered when purchasing collection materials, both in non-fiction and fiction arenas.
- The media center encourages input from all patrons, but especially students on materials that reflect recreational reading, as well as non-fiction materials, which promote life-long learning through reading.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

The media department is unique in that it is a "singleton" department with only one certified teacher. However, the teacher librarian and assistant do collaborate every first Monday of the month to map out the activities and needs for the month.

- The media professional subscribes to and reads professional journals, attends state inservice workshops and seminars, attends monthly librarian district meetings, attends school in-services on literacy and results, and observes/counsels with colleagues on best practices for library instruction. These professional development opportunities provide innovational information on literacy, collection development, technology applications, and best instructional practices, which are then applied to media instruction and resources benefitting all stakeholders for PGHS library and the media personnel.
- The teacher librarian is part of a district cohort of secondary librarians who meet once a month to gain insight into best practices, good young adult reads and glean new ideas.

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

Additional student support in the media center is of paramount importance to us.

- The media center and presentation lab, are open before and after school from 7:00 A.M. to 2:55 P.M. Arrangements between the student and media professional can be made to accommodate extended time if necessary.
- The facility is host to guest lectures and author visits, and the library professional frequently communicates information regarding opportunities for outside learning at one of the two prominent colleges in the area or within specific communities and public events.
- Research instruction for students is available throughout the school day and includes information about home access to informational databases available to them.
- Students use the library before and after school for academic pursuits, recreational reading, socialization, and relaxation.

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

Access to the media center for utilization of technology occurs on a daily basis.

- The media center has five computers available in the main part of the library for researching the available materials and resources within the library.
- An additional nineteen computers are in the media presentation lab for independent student access throughout the school day**.**
- Personnel are available to help students evaluate databases, find, select, use and present information using the computers or other digital resources within the library.
    - Worldbookonline, Pioneer, and Salem are select databases for

students to peruse, from home as well as within the school.

- The students can use the media center computers in small groups, as a class, or individually with a media center pass for computer access.

- The presentation lab is open daily from 7:00 A.M. to 2:55 P.M. including throughout the lunch hour. Individual students do not get 'bumped' from using the lab unless a teacher has requested use of the lab for an entire class.

- Teachers may sign up their classes to use the presentation lab for desired instructional research time. Teachers also have access to digital projectors, digital recorders and other technology equipment for classroom use which exposes students to more technology.

- The media center constantly tries to collaborate with faculty and staff through sharing information, apprising patrons of new resources and informing faculty of links to curriculum based web sites.

Question 10: How does current staffing and certification meet current program needs?

Lynette Buck: Teacher Librarian

- Education: 2010 Library Media Specialist Endorsement,
- 2003 Administrative Endorsement
- 2998 MA Counseling/Special Education
- 1994, Brigham Young University BA Special Education
- Sixteen years teaching, three years as librarian teacher

Aimee Holdaway: Librarian Assistant

- Education: BA Humanities, Brigham Young University.
- Fifteen years as assistant librarian.

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

The media center supports the school goals of commitment to learn, confidence to succeed and courage to make a difference, by striving to create an environment where students and staff feel welcome and comfortable as well as a place where they are able to obtain the information and services they need.

- Materials are organized and easily accessible.
- Media staff models and encourages students to exhibit appropriate social skills and apply character education.
- The media center supports the core curriculums by providing extra materials to supplement the classroom experience.
- Literacy is encouraged by providing and promoting reading materials, which support the curriculum and leisure reading.
- The media presentation lab gives students and staff access to technology that is also a school improvement goal.

What do we expect students to learn*?*

- We anticipate that students will be effective users and producers of ideas and information for school, work and life.
- We expect students to understand and use the Big 6 literacy model.

How will we know what students have learned?

- Assessment through collaborative lessons.
- Refresh basic data interpretation.
- Informal and Formal observations.
- UTIPS pre-post test.
- Student ability to properly use the facility after their guidance sharing/ orientation.
- Other assessments as needed or required to gain data.

How will we respond to student's who aren't learning?

The role of the Media Coordinator in individual schools regarding the pyramid of intervention for those students who are not learning, is to support, collaboratively plan and work with teachers in helping students access knowledge.

- We are establishing a collection of resources that foster differentiated instruction in print, digital media and technological equipment and materials.
- Using test data and AYP, we become acquainted with faculty teaching practices and methods. We use various department data to help determine purchase of materials to extend and enhance curriculum in an effort to help struggling students. We try to purchase new materials in the area of weakest academics as indicated by test data.
- Promote the use of supplemental materials through collaboration, and increasing student/parent awareness of new book and audio book arrivals.
- Focus on adding to the collection books and audio/visual materials that are of interest and will help struggling students help themselves before they fail.
- Keep reliable records and accurate inventories regarding the available resources/ materials in the PGHS library.

How will we respond to students who already know?

As teacher librarians, we are in a unique position to help students who already know.

- We extend our hours so students may access the media center resources before and after school.
- We inform students of upcoming community events where they may have opportunity to enter contests in public arenas.
- We may allow students access to materials that are to be used but are not open to circulation.
- We have a wish list for students to request materials of interest to them.
- We host book clubs and other special interest groups.
- We invite lecturers to visit and present to students to extend and enhance curriculum.
- We have chess boards and puzzles for students to use as both make use of higher cognitive thinking.
- In an effort to provide a safe haven, we maintain a warm and welcoming environment for all students.

Action Plan-Drug Awareness: Recently, in a faculty/staff meeting, information was conveyed regarding the increase of substance abuse at Pleasant Grove High School. While this is not a new problem for the school, it was requested the faculty step-up our awareness of the problem.

Goal Statement: Twice this past year, an administrator or the resource officer has been called about students and behaviors that were suspicious, and it was thought the "blind" areas of the library were used for passing drugs. When the students were pointed out to the administrator or officer called to the library, they affirmed a previous connection to drugs. Our goal is to establish a safe, drug free environment for all students. We want students to know they are welcome, but no one may impinge on another students right to a safe learning environment. There are a couple of areas in the library that are not easily seen from the circulation desk. It is our job to circulate among the students and the book shelves during our busy times so students may be brought to an awareness of our vigilant presence and our determination to keep the library free of drugs.

1) During peak usage, circulate among students and shelves more often.

2) Continued awareness of media center activities

3) Continue to have students 'sign-in' when using the media center

Action Plan-Writing: As a media center that houses extra resources and materials for curriculum enhancement, as well as materials for personal pleasure reading, it behooves us to continually update and expand the collection to better assist all students with various needs. Our goal is to continue to seek input from faculty about items they would use to supplement their curriculum, and to seek input from students about those items of interest that would entice them to do more study on their own.

Goal Statement: In the fall of every year (2010) and again in the spring (2011), we have an independent company run an analysis on our collection. This ascertains where the collection may be out-of-date, need replenishing and/or lacks depth, and helps us determine new purchases. Ultimately, we want our students and faculty to become better communicators because they have resources that assist them in doing so. Our goal is to increase circulation of all materials to both staff and students.

1) Establish rapport with all faculty and staff

2) Time in PLC Dept. Mtgs. to indicate current resources and distribute catalogs for viewing possible dept. purchases to support curriculum

3) Purchase materials for students that focus on better writing and editing skills

4) Be available to teach or show writing skills to students who need assistance

Action Plan-ELL: The ELL school community at Pleasant Grove High School has grown over the past few years. While we don't have an overabundance of ELL students, we do have several that struggle with the English language. As a library media department, we recognize the need to purchase materials for ELL students. In

the fall of 2009 we began to build our foreign language section of books. The library collection had about 80 books when the current librarian came into the position. Most of the books and materials were out-dated or non applicable to current needs. For the past three years, we have steadily purchased materials to supplement and replace some of those older resources. The collection now has over 200 language books, and we are continuing to review books and look at materials that, if purchased, will enhance instruction and personal reading for ELL students.

Goal Statement: We recognize the necessity of meeting all student needs in reading materials, both in their language of birth and in purchases that will help them acquire their second language skills. The goal for the library department is that all students feel welcome and have the opportunity to use the facility in the same manner, whether for personal reading or for the acquisition of specific knowledge. We have appropriated funds for the purchase of materials for both ELL students and others. In conjunction, we have a "wish-list" for students and faculty for the request of specific materials. We want to render assistance as needed to continually assist students in their quest for learning, and for teachers to enhance and expand their curriculum.

1) Talk with colleagues regarding appropriate materials and best resources for all students

2) Request input from all language teachers and endorsed ELL teachers regarding materials purchase

3) Parent/Teacher Conferences

4) Professional Development and PLC's

Mathematics Department

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
Department Collaboration	Common assessments aligned to the state core. Regular review of assessment data to assess strengths and weaknesses. Team leaders guide the collaboration process.	Increased focus on using data to improve teaching. Use collaborative teams to prepare for the upcoming changes to the state math curriculum.
Use of Technology	Classroom projection and sound systems. Student access to graphing calculators.	Professional development in use of new software and technology. As funds become available, provide teachers with SMART boards. Continue to increase the number of graphing calculators available for student rental.
AP Calculus Program	96-100% Pass Rate in AP Calculus AB and BC	Increase number of students receiving a 5 on the AP Calculus exam(s)

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Proper Placement of Students	Some students need to transfer into lower level classes mid-year because they are struggling and/or failing. Students often sign up for the wrong math class.	Use teacher recommendations and CRT scores to ensure proper placement at the beginning of the year. Work with Jr. High teachers to place incoming 10th graders in appropriate classes.
Improve CRT Scores	While our scores have improved the last few years, they are not improving as fast as other schools. We can do better	Use data from assessments to determine strengths and weaknesses of each teacher. Spend more collaboration time sharing best practices.

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens: Students are expected to be prepared when they come to class. We support the attendance policy of our school. We have clear guidelines in place for late work and absences. Our Calculus students sign an honor code on every test.

Effective Communicators: We encourage students to produce work that is clear and easy to understand. On their homework, they are required to show all of the steps involved in order to find the appropriate solution. Homework problems should be well organized. We have implemented writing prompts in all of our classrooms in order to promote literacy, and expect students to answer questions in complete sentences and use appropriate grammar. Students assess their work in a variety of ways, including presenting projects to the class, working problems out in groups, and explaining solutions to classmates.

Authentic Thinkers: Students are encouraged to use a variety of methods to find solutions to problems. Many teachers in our department assign projects which promote individual creativity and critical thinking. Our department strives to teach good logic and reasoning skills as well as proper mathematical processes and structures for solving in-depth problems. We have included more right and left-brained approaches to teaching certain concepts, emphasizing the connections between solving problems graphically, analytically, and numerically.

Lifelong Learners: We have many upper level math classes that are preparing students very well for college. Students often return and report that they feel more confident in their college math classes than many of their peers from other schools. We have one of the best AP Calculus programs in the state of Utah, and our AP Statistics enrollment is steadily growing. By implementing more real-life application problems into our curriculum at every level, we are making math more R.E.A.L. and applicable for our students.

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

We are eliminating extra concepts that are not part of the core curriculum, and we line up all Walkaways, tests, and teaching to the core as much as possible. We need to become more familiar with the national standards, but we feel very confident in our alignment with the state core. One national standard that we are emphasizing is the use of technology in the classroom. With the help of a grant, all of our teachers have increased the use of technology in the classroom.

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

- Skill Drills in Calculus Lab
- Term Projects
- Formative Assessments (i.e. redoing assignments, immediate feedback during lessons, practice tests)
- Quizzes

- Test Corrections and Retakes
- Self Evaluations on Exams in Precalculus and Calculus

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

- One teacher assigns a term project where students are asked to design a PowerPoint presentation on an exponential growth experiment. This project counts towards their math and computer tech classes. They may also go to the biology teacher to use his fruit fly data, or the chemistry teacher to gather data on exponential decay.
- In another class project, a teacher has given his students the challenge of designing their own credit card and collaborating with the business classes on developing the structure, policies, and payment plans.
- The physics teacher is working with the algebra team leader to create a cross-curricular course for the coming year that connects Elementary Algebra with Physics with Technology.
- All teachers have implemented writing prompts in their classes to promote the school literacy goal.
- The physics teachers and the calculus teacher occasionally meet together to discuss concepts taught in both courses.
- In the coming year, two of our math teachers will be working with two CTE teachers to integrate math and CTE curriculum in their classes.

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

We offer a daily Algebra 2 course for those who need extra help and time to master Algebra 2 concepts. Algebra 1 and Geometry both offer co-taught sections to give the special education students extra support. Next year, we plan to offer a co-taught section of Algebra 2, as well. Our ELL students have access to peer tutors, as necessary. We also have a teacher from the UVU CHAMPS program who works with the Algebra and Geometry teachers to assist students who are struggling and need remediation.

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

With the help of the USTAR grant, our math teachers earn extra money to be available before and after school and during lunch to give additional help to all students.
Three years ago, we received a technology grant and were able to supply every math teacher with an ELMO, a projector, and a sound/microphone system. This technology helps all students hear and see better in the classroom. Each teacher also received a classroom set of graphing calculators, which we decided to use to create a calculator rental program. We currently have approximately 300 calculators that students can rent for a small fee, allowing them access to a calculator without having to shoulder the cost of buying one.

In addition to these grants, AP funds are also used to buy supplemental textbooks, technology and supplies, and to pay for Professional Development conferences.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

As a department, we collaborate together in teams to build common assessments, share best practices and assess data. Each teacher acts as a team leader over a specific subject, and that team leader is in charge of guiding the collaboration for that team.
This year, our district inservice sessions emphasized using data analysis to improve student learning. We found the training on finding and interpreting data to be very helpful, and are working to more effectively use data in our collaboration to guide improvement in teaching practice.
The last few years, we have worked with our Junior High School feeder schools to improve vertical alignment in our subjects, and to develop procedures to improve proper placement of students in math classes.

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

- Class websites.
- Test review sessions before and after school, and at lunch.
- Online lessons.
- Internet quizzes and other resources aligned with our Algebra textbook.
- Advisory Period.
- Student and Private Tutors.
- AP Calculus reviews and marathon.

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

In the last three years, we have been able to develop a graphing calculator rental program because of a grant we received. Because of that grant, each teacher also has an Elmo, a projector and a sound system in their classroom. Several teachers have created class websites that provide the students with class notes, solution guides, extra resources, and worksheets.
Class projects include PowerPoint presentations and graphing calculator activities.
Teachers have begun to implement more software into lessons, including Geometer Sketchpad, Mathematica, and Calculus in Motion.

Question 10: How does current staffing and certification meet current program needs?

All of our teachers have level 4 Math Certification. Our two intern teachers will be certified at level 4 when they graduate this spring. Two of our teachers have Masters Degrees.

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

We use CRT data to set SMART goals to improve student learning and best teaching practices.
Each teacher in our department has implemented writing assignments to

support the school goal for improved literacy.

Our department actively uses collaboration time to strengthen the curriculum in each subject area, build common assessments, and analyze data to improve student learning.

Action Plan-Drug Awareness: Posters for Rooms, Anti-Drug data related Stat problems, All Hall Pass use recorded, and limited (recorded by door, recorded in skyward, or hall pass tickets.)

Action Plan-Writing: All teams required to have 1 essay question on each term test. Math teams will develop a common rubric for grading the essay question. Encourage term projects that have writing involved.

Action Plan-ELL: Identify ELL students at beginning of year. Peer tutor with student that speaks the language or confident in the curriculum. Goal setting to help them earn a key to success card. Offer to help at lunch, or math lab. Have a math teacher at Spanish Back to School night to answer question, and how we can help. Make sure we identify struggling Spanish students and strongly encourage them to be in a support class. (Daily Alg 2, Math lab)

Performing Arts

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
Varied Assessment Techniques	6 different types of formative and summative assessments are utilized in the performing arts	Continue basic knowledge assessments for numerical data to improve teaching practices, while not abandoning the formative assessments we are more accustomed to
School DRSLs are addressed through curriculum and experiences	Each area of R.E.A.L is addressed, and student education is focused on creating well round citizens with skills that future employers are looking for	Continue to highlight the DRSLs with each unit we teach and emphasize which aspect of REAL we are addressing
Collaborative Department with student learning as a focus	Performing Arts go hand in hand, and student performance experience is the pinnacle of these courses	Continue to work collaboratively with school musicals, concerts, and other performance events

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Curriculum maps and timelines	Teachers can organize better and plan appropriate time for units of learning	Refine teaching schedule and learning units into more organized and concrete lessons with specific Walkaways
Acknowledge the amount of cross-curricular work occurring through the performing arts	Students often don't make the connection between their performance pieces and the larger social, political, historical context	Engage in more discussion as teachers of different disciplines to highlight the similarities

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens: Students are provided with opportunities to cultivate leadership, responsibility, punctuality, integrity, tolerance, respect and trust through the curriculum found in the Performing Arts

Effective Communicators: Students are taught various means of communication including: verbal, musical, non-verbal,

and written. Students communication skills are also refined through the collaborative experience Performing Arts offers.

Authentic Thinkers: Students are required to exercise critical analytical skills, synthesize information, create, and demonstrate in performance scenarios evidence of learning.

Life-long Learners: Students cultivate self-confidence, goal setting, and perseverance in the Performing Arts. These skills prepare students to continue their education, and actively seek continued opportunities to learn through both formal education and life-experiences.

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

Each department--choral music, instrumental music, and theatre--is structured around the Utah State Core Curriculum guidelines as mandated by the Utah State Office of Education. Teachers know their individual core categories and have built units, lessons and assessments around that core to ensure compliance with state core and provide an outstanding education for all students.

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

The performing arts department utilizes a variety of assessments including the following:

Self-Assessment: Students evaluate their own work and complete a self-assessment of their work on a given project, performance, or experience.

Written Assessment: Students complete written skills and knowledge assessments in any of the following formats: multiple choice, short answer, essay, true false, or fill in the blank.

Peer Assessment: Students assess their peers' performance and/or projects.

Rehearsal: Each rehearsal is a formative assessment, in which problems are identified, immediately addressed, and corrected in real time before the rehearsal continues. Students receive instantaneous feedback and personal individual coaching to solve any problems.

Performance: Each performance is a summative assessment—the culmination of student preparation throughout the term, unit, or year. Performances offer students a chance to be assessed by the audience, as demonstrated by appropriate applause.

Portfolios: Portfolios are a self-assessment tool. Students document their learning and progress through a collection of work spanning a given amount of time. Students can compare their work at the beginning and the end and see the progress that occurred over that time period.

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

The performing arts department works closely with other departments to integrate different elements of the curriculum. This integration offers students many opportunities for cross-curricular learning experiences. There are many examples: music and foreign language—students sing in many languages over the course of the year; theatre and history—students perform plays and musicals based on actual historical events or time periods; English and theatre—students engage in play reading, author studies, and literature appreciation; mathematics and music—students learn notation, chord structure, and scales, each of which has a foundation in math; and technical theatre students work with visual arts principles like color theory and design as well as algebra and geometry (in design and construction).

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

Department members all make concerted efforts to practice inclusionary teaching strategies to meet the needs of all students. The performing arts often allow students who would struggle for success in a math, science, or English class to succeed and be a part of a great team experience. The performing arts classes are a safe haven and positive learning environment for the special education students. ELL students often find performance to be a means of expression where language barriers have previously offered only isolation and failure.

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

All policies and procedures within the Performing Arts Department are in complete alignment with the schools educational agenda including:

a. Attendance policy adherence
b. Grading practices and procedure
c. Walkaways and common assessments
d. Alignment with State Core Curriculum
e. Teacher accessibility and additional support programs
f. Advisory period

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

The Performing arts Department meets bi-monthly for collaboration on a departmental level. Once a month each individual discipline meets with their counterparts at the feeder Jr. High schools to align curriculum and assist in the transition from Jr. High to Senior High. The performing arts department also collaborates each year on an all school musical that utilizes choir, drama, band, and orchestra in a spectacular learning experience. Performing Arts staff attends District Professional development and discipline

specific conferences and workshops each year to better serve students. Conferences and trainings include UTA, UMEA, Workshops in New York, Las Vegas, California, Salt Lake City, all discipline specific.

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

All performing arts teachers are active participants in the advisory program offering students and additional 30 minutes outside of class for students to receive additional assistance. All department members are here before contract time each day for students and parents if needed.

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

Students have access to technology in stagecraft as we work with *Vectorworks* design software. Students in both choral and instrumental music courses have access to midi labs complete with software, keyboards, and other essential recording and assessing technology. Students in all courses have access to the school's computer lab facility for word processing and internet research.

Question 10: How does current staffing and certification meet current program needs?

The performing arts department at PGHS meets the needs of the program and students very well. Department members collaborate effectively and are all highly-qualified individuals with many years of experience and reputable educational credentials.

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

The department has embraced the new and improved Desired Results of Student Learning (DRSLs) and will fully implement DRSLs in course Walkaways and curriculum design. We are continuing to consider improvements in our DRSL implementation.

Action Plan-Drug Awareness

- Participate in school-wide approach to dealing with "Hall Pass" situations
- Teach about harmful effects of substance abuse in regards to content performance and proper care of the body, voice, and mind
- Encourage students to seek help if needed
- Help educate parents and students about the harmful effects of substance abuse
- Report any suspicious behavior to SRO and counselors

Action Plan-Writing:

- Continue writing in content areas
- Asses all written work with established writing rubric utilized school-wide
- Collaborate with other content areas in regards to dramatic and musical literature
- Apply content areas to life skills and other curricular areas

Action Plan-ELL

- Model language by clearly stating aloud and writing the ideas and

concepts being taught, so that ELL students have multiple access to the material

- Model what fluent reader sounds like through dramatic readings which emphasize correct diction and intonation. Explain by showing, not just telling and engage in expressive communication
- Give simple and explicit directions for activities. Give each activity a name, both simple and accurate, and then repeat the activity, so students can learn the verbal and written cues and procedures
- Make sure that teaching is transparent, with clear objectives and standards. Tell students what they are learning about each day and whether they will be reading, writing, listening, or speaking
- Develop vocabulary in different learning contexts, and make connection to the personal lives of the students

Physical Education Department

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
As a department we collaborate on curriculum	Meet together often with our department and other schools PE departments	Continual collaboration
We use a variety of testing to evaluate student progress	Constant evaluation of test	Continual test evaluation
Our department has partnerships with local businesses	Collaboration with city recreation, city golf and bowling	Continually working with members of the community
Standardize written testing within the department	Evaluation of test and standardizing within the district	Continual working with department and district to keep test standardized

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Incorporate more team teaching	Team teach together once a term	Scheduled team teaching
Update and improve facilities as needed	Take Pictures of improvements	Constant evaluation of facilities
Increase enrollment in elective courses	Evaluate class size after each year	Ensure class size in gong up after each term
Equalizing class loads	Have a maximum and minimum cap on class sizes	Work with the councilors to make sure class needs are being met

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

The department's curriculum and instructional strategies align with our schools DRSL's by fostering democracy through:

Responsible Citizens: Team and skill participation.

Effective Communicators: Writing, reading, speaking, presenting, listening and observing.

Authentic Thinkers: Skills are developed through each chosen daily activity,

allowing students to express creativity and critical thinking skills. Students are encouraged to increase their communication skills through

Life-long Learners: Incorporating healthy living habits now, and in the future. Daily activities help students to use interpersonal skills understand the importance of dependability.

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

The Physical Education Department has worked collaboratively to align the PE core curriculum with the state and district standards and objectives. Dance focuses on improvisation, composition, technique and healthy living.

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

Students are exposed to a variety of assessments to monitor their achievement including written and practical tests, student presentations, self evaluations, and daily instructor feedback.

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

Our department collaborates with other departments during professional development days and utilizing writing across the curriculum to enhance relevant and authentic learning opportunities for our students.

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

Teachers make special arrangements to accommodate resource, ESL and 504 students. These accommodations include allowing extra time for tests, altering tests and simplifying tests and assignments. Needed accommodations can be found for individual students on Skyward. These accommodations are coordinated with resource teachers, school counselors, school administrators and teachers.

Question 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 department policies follow the all school policies including attendance, grading, financial procedures, uniforms, etc.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

Our department engages in ongoing professional growth through workshops, communication between department members, district continuing educational workshops, post graduate classes, etc.

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

Students have access to additional support beyond the classroom through the internet, parent teacher conferences, school newsletter, phone/email, etc. Instructors are also available before and after school.

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

Students have access to the media center, internet, video productions, writing lab, PowerPoint presentations, Skyward and email to enhance regular instruction in the classroom.

Question 10: How does current staffing and certification meet current program needs?

Each teacher is certified and licensed by the state.

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

Our department is addressing the schools improvement goals through meaningful inservice training, professional development days and department meetings.

Action Plan-Drug Awareness: Physical Education action plan for drug awareness addresses drug use in two different units in our Fitness for Life class and in one unit in Lifetime Activities and Weight Training. Topics discussed help students communicate and discuss drug use intelligently and respond to realistic situations in a problem based learning atmosphere that will assist students in making wise decisions and commit to a healthy life style.

Action Plan-Writing: Physical Education action plan for communicating across the curriculum uses the Fitnessgram test to collect observable measurable and repeatable data that will help students evaluate their health through written fitness programs, nutrition plans, daily journals and fitness logs.

Action Plan-ELL: Physical Education action plan for ELL instruction uses a multi cultural website for students who speak different languages. The website allows students to read and do the work in their native language. We also use other students as translators to assist these students in class.

Health Classes-

Action Plan-Drug Awareness: In each of our six units, we discuss consequences of drugs, addiction levels, and how substances lower inhibitions, and add stress to their lives. Drug Panel comes in and discusses consequences of abuse and use. One unit designated towards drugs and alcohol/tobacco use.

Action Plan-Writing: Stress Paper on what causes them stress in their lives and how they deal with it. A paper on biggest health concerns in U.S. Reflection of pornography consequences and a reflection of drug use in schools.

Action Plan-ELL: Spanish Books and hand outs are in Spanish. Contact ELL Specialists. In class peer tutor to help translate.

Science Department

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
Experienced Teachers	Average Years of teaching experience = 13.75 years. Four of the Science teachers have Masters Degrees	Training and Professional Development opportunities
Commitment to Student Learning	Professional Development attendance, strong commitment to collaboration	Training and Professional Development opportunities
Strong Collaborative Teaming	Walkaway Statements for all Science Classes, Aligned Curriculum for all disciplines, Common Assessments	PLC training, CTL updates, District strand meetings

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Expand Class Offerings	Too few general interest science classes are offered such as Geology, Astronomy, etc.	Continue to develop new courses
Lower Class Size	Optimal Lab class size should be 26 students. PGHS science class average is 34.	Work on effective classroom management skills
More Emphasis on Technology	Teachers lack time and adequate training to keep up with advances in technology	Research Grant and Professional Development opportunities

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens**:** The Science Department encourages students to be responsible citizens by holding them accountable for their actions and class behavior. We teach respect and expect the students to be respectful to their teachers, peers, the community, and school property. We teach students the importance of being honest and having personal integrity as we discuss things such as plagiarism and cheating. We set high expectations for student's work ethic including diligence, thoroughness, honesty in grading their own and other

student's papers, and completing work on time.

Effective Communicators: Teachers in our department set a good example of effective communication and students are given the opportunity to practice effective communication. Students are being taught to write effectively as we focus on using the six traits of writing model in our efforts to improve writing across the curriculum. Students are placed in teams and cooperative learning groups which gives them the opportunity to communicate with their peers. Peer tutoring is encouraged which allows students to explain difficult concepts and listen for understanding. The science teachers model the usage of correct science vocabulary and encourage the students to learn and use the vocabulary of science as well.

Authentic Thinkers: The science department encourages students to think independently, to question and test, to hypothesize and problem-solve, and to think creatively. The processes of science allow students to practice authentic thinking as they work on open-ended labs and projects. The science classes use a variety of approaches to learning including an inquiry-based learning model which gives the students a chance to develop their authentic thinking skills. Lab reports are required of all science students and give them another opportunity to analyze and interpret data, and use their interpretations to reach logical conclusions.

Lifelong Learners: The processes of science and the methodology used in science give students a great opportunity to develop skills that can be used throughout their lives. Students are held accountable for producing work that meets or exceeds the criteria set by the teacher. The teachers use cooperative learning groups and teams in which students assume a variety of roles as they actively participate within the group. Teachers set high expectations for task performance, meeting deadlines, and demonstrating improvement over time. As part of the group/team, students are expected to listen, communicate opinions, and resolve conflict as the lab or project is being performed.

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

The Science Department has spent time evaluating each offered course, making sure that each course is in alignment with the Utah State Core. The teachers built the Walkaways with the state core as their base. This keeps our subject areas aligned with the state objectives.

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

The science teachers use various assessments to monitor student progress and achievement. The teachers are experienced in using a variety of assessments to meet student needs.

- Verbal questions and answers, quizzing, and reviewing
- Directed guided reading
- Pre-tests to assess what students already know

- Small cooperative learning groups to take advantage of broad based knowledge
- Formative quizzes
- "Clicker" quizzes which give instant feedback to students
- Chapter Tests
- Retests and test rewrites

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

The Science department works cooperatively within the department and with the other departments as well. Within the Science department the teachers work together to identify best teaching practices and to determine problem-solving approaches that work best for most students. Inter-departmentally, we work closely with the Math department and are currently developing a class that aligns the algebra core with the physics core. We have met with our feeder schools, Pleasant Grove Junior High and Oak Canyon Junior High, to develop a standard lab write-up format that is used by all.

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

One of the goals of science collaboration is to learn to become a more effective teacher and to implement activities and strategies that meet the needs of all students. We realize that our students have a variety of learning styles which means that as a science department we need to offer a wide variety of learning formats and learning opportunities to meet the individual needs of each student. Our science teachers offer a wide variety of accommodations to help meet these individual needs.

- Peer Tutoring
- Test Review activities
- Cooperative Learning groups
- Collaborative peer groups
- Authentic Assessments
- Class presentations
- Additional/extended time is allowed on tests if needed
- Additional textbooks of different readability levels are available in most classrooms

Question 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 science teachers have worked together during collaboration to align our individual efforts with the educational agenda of the school. We have worked in curricular groups to examine our content areas and align the curriculum as well as to write common semester assessments for each content area. Having completed this, we started the process of aligning our curriculum to the school wide DRSLs. Once again, working as a collaboration team, we were able to take a look at the Walkaways for each content area and align the DRSLs to each Walkaway statement.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

Each Monday all departments in the school meet together and collaborate concerning students and teaching

practices. Writing Walkaways and writing common assessments has been an asset for modifying teaching practices to help increase student success. Teachers collaborate within content areas including scope and sequence, test items, labs, projects, and homework items. Science teachers voluntarily attend professional development conferences and workshops to improve their skills and learn strategies that can be used to enhance student learning.

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

Science students are provided with the opportunity to access UVU and BYU labs. Also, the science department is committed to helping students before and after school and during advisory. The Science classrooms have additional text books covering the same subject matter at different readability levels to provide students with additional explanations of the material. Most of the science teachers provide content related magazines and periodicals which are available for student use. Teachers may set up sub-groups that use peer tutoring as well as cooperative learning groups.

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

Many of the science labs include modern data collection technology as well as online or virtual demonstrations and activities. All science teachers have a projector mounted to the ceiling with computers, DVD players, and VCR's attached so that teachers have a wide range of multimedia presentation opportunities available when needed. We also utilize the school writing lab as needed for research and projects.

Question 10: How does current staffing and certification meet current program needs?

All Science teachers in the department are properly certified in their subject areas. However, we believe the science department has taken many budget cuts over the past several years which adversely affect our science students. One direct effect of the budget cuts is that of limiting the number of courses offered to our students.

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

Action Plan-Drug Awareness:

- Establish a safe learning environment within each science classroom
- Teachers will report any suspected drug use by students so proper steps can be taken
- Teachers will monitor and maintain a classroom environment that discourages inappropriate talk and glorification of drugs and drug usage
- Teachers will enforce the Hall Pass rule of not allowing students out of class without a hall pass

Action Plan-Writing:

- The science department supports the Six Traits of Writing Model and will use the Six Traits of

Writing Rubric to help science students become more effective writers

- All science teachers require lab reports as part of the curriculum. We have met with our feeder schools to develop a standard lab write-up format that encourages writing in science.
- Science teachers use cooperative learning groups as part of the daily teaching routine. This technique encourages students to listen, communicate opinions, and communicate both verbally and in written form to support the group process.

Action Plan-ELL:

- The science department is committed to using strategies that help meet the needs of all students including our growing population of ELL students
- Science teachers use collaborative peer groups and peer tutoring to help ELL students who need extra help and support
- The science teachers have committed to intervene at an earlier time before an ELL student starts to fall behind
- The science curriculum uses diagrams and pictures as a method of explaining and clarifying concepts which is a help to the struggling ELL students

Social Studies

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
US History collaborates very well and has a strong rapport among subject teachers. Other sub-departments are also beginning to work together well	Our Walkaways have been aligned to the state core. The assessments have been written to measure student understanding of the Walkaways. We work meet regularly to revise and improve our teaching. There is cooperation among teachers, not only in sharing ideas, but in team teaching certain subject areas.	We are starting to share more ideas on how to teach various areas of the curriculum. Teachers using successful strategies are sharing, as well as combining classes to have these activities reach more students. We are also working on a best practice sharing system and observations of each other's classrooms.
We have increased the diversity of subjects offered in Social Studies	In the last few years we have added four sections of Psychology and two sections of AP Psychology. We have doubled our sections of AP US History. We also added two sections of Anthropology.	Next year we will offer two sections of Philosophy. We are working to offer Asian History, African History, and Latin History as World History electives in the future. We also want to offer Native American Studies in 2012-2013.
We use a variety of technology	Teachers in our department use various forms of technology to engage students and to present our curriculum in a manner that is appealing and engaging to our students. These include, but aren't limited to: PowerPoint, document cameras, DVDs and videos, music and image interpretation, iTunes, and interactive white boards.	We hope to increase the number of interactive white boards in our department. We are working to see more students create their own lessons using the technology listed as well as web page design, to express their learning in Social Studies. We also hope to use professional development to ensure that technology is a teaching aide and not the only thing occurring in our classes.
US History teachers take advantage of Alpine District's Teaching American History Grant	Four of our six US History teachers have participated in the Teaching American History Grant cohorts run through Alpine School District. Erik Bayles and Ryan Newman have been invited to serve on the steering committee for the next high school cohort available through this grant.	We plan to increase teacher attendance at book and video presentations offered through this grant. During the 2012-2013 school year, we hope to have our remaining two teachers attend the high school cohort along with a repeat attendance of previous participants in the department.

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
We need to improve our data collection and analysis from our common assessments. This will	We have used the data collected over the last few years to improve our assessments. We have	We are beginning to use our data to see what areas we need to improve in teaching. This data

need to include consistent collection practices and usage to improve teaching in the classroom.	removed or revised questions. We have not, as of yet, used it effectively to improve teaching. Assessment data collection has also been neglected at times in the past. Some teachers give the test as part of the grade, while others have only counted it as a completion assignment. The Government test is also currently a subjectively graded free response exam.	will guide our observations and our idea sharing as we go forward. Teachers whose student score higher in an area will work to assist teachers whose students aren't competent in those areas. We will also work to decide a common grading for how the assessments will be counted towards student grades. Government will adapt their test to be graded more objectively.
We need to implement improvements that are based on data	Many teachers are teaching subject areas without change year to year. Other teachers change the way they teach without reason or justification, without using data to drive the changes.	As teachers, we will use gathered data to change the way low score areas are taught and increase efficiency in areas that are reaching passing levels. We will strive to use data to guide our changes rather than just hunches.
We need to apply for and use available grants to increase the resources available in our department	At this time, we are not using grants. In the last eight years, only two grants have been applied for. These were used to purchase technology devices for individuals. No department-wide grant has been applied for.	We plan to seek out and apply for grants that will allow us to enhance student learning through technology, travel, or any other means that may make student learning more real to life and/or a life-long learning experience.

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens: Using the Social Studies' curriculum allows us a great opportunity to teach our students about historical events, other cultures around the world, and social relationships between differing peoples. Our curriculum allows our students to analyze their own lives and learn how to make good choices from the examples of the past and from around the world.

Effective Communicators: We challenge our students to hold open discussions about events that are happening around the world. We want our students to be culturally savvy, recognize our interdependence on a global, and exhibit proper communication void of bias, ethnocentrism, and imperialistic views.

Authentic Thinkers: Our students learn from past decisions, both good and bad on a daily basis. We desire that our students analyze the consequences of political, social, ethical, and behavioral situations in order to come up with the best possible decisions. We want our students to also learn from the past to create a better future.

Life-long Learners: It is often said that the best way to not repeat the problems from the past is by learning to improve our lives from the mistakes of those who have come before us. With the skills that they are learning in our department, our students will be able to move forward in their lives by bettering their futures through past experiences.

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

We built our Walkaways with the state or national core as our base. AP courses are aligned with the College Board outlined curriculum. Psychology is aligned to the American Psychological Association objectives. We then aligned the common assessments to our Walkaways. This keeps our subjects in-line with the state objectives.

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

We use multiple forms of assessment to target different topics and student needs. These include multiple choice, short answer, essay, free response, on line assessment programs, oral tests, projects, discussions, and student presentations.

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

We meet with the junior high school social studies annually to make sure our departments are vertically aligned. We have met with the English department in the past to try and find a way to align their readings with our curriculum as well as to develop a writing assessment. Our teachers work with the Special Education department to make sure that IEP and 504 accommodations are being implemented and students are being given the help that they need. Individual teachers also work with CTE teachers with presentations, reports, and video productions.

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

We follow IEP accommodations outlined by the Special Education department as they apply to our curriculum. We work together to learn new strategies that allow us to develop lesson plans that meet different learning styles. Susy Bird teaches an ELL U.S. History course to assist students who need ELL accommodations.

Question 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 work to ensure that student learning is the most important thing that we do in our department. We focus our department discussions on how to make sure the students are gaining the skills we have decided to focus on in our Walkaways, which we have aligned with the school's DRSLs.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

We use our Monday collaboration time to review and revise our Walkaways and our assessments, as well as to discuss pacing and teaching methods. We have five members of our department who have participated in the Alpine District Teaching American History grant cohorts to improve teaching U.S. History. We are also applying for the

summer grant to increase our collaboration time to work on improving our teaching strategies for next year and the years to come.

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

Most of our textbooks have an on-line version of the text. We also provide access to the writing lab and media center for research and writing assignments. We bring in speakers on various topics, we take field trips, and teachers make themselves available before and after school, in addition to the advisory period, for students who need assistance. We also have assignments that encourage students to apply their curriculum in their community at large.

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

Teachers use PowerPoint, internet, video, document cameras, and music to enhance their lessons. Students also have access to writing labs and the media center. This year we have also had a video conference class for AP U.S. Government and Citizenship.

Question 10: How does current staffing and certification meet current program needs?

Our classes are among the fullest in the school. With the majority of teachers teaching seven of eight periods, there are still classes of nearly forty students. We feel that at least one more half-time teacher would push our class numbers down to a more manageable level while allowing us to increase the quantity and quality of the classes available in our department.

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

We've added two AP Psychology classes and increased AP U.S. classes from two to four. We've doubled the enrollment in AP World History as well. We also added two sections of Psychology and are adding Philosophy next year.

We are focusing on increasing our pass rate without decreasing class rigor. We have established a SMART Goal of having seventy percent of our students attain at least a seventy percent on their common assessments. We are also working to increase the amount of technology that is available for student usage.

Action Plan-Drug Awareness:

1. We will be diligent in observing student behavior in our classes to check for suspicious actions. We will also be diligent in letting students leave our classes during instructional time.
2. We will support the SST by providing updated classroom data and through any other means that they ask of us.
3. We will make our classes available for student surveys and mediation when required by the SST.
4. We will attend professional development sessions outlined to assist in dealing with various drug problems that occur in our classes and school.

5. We will adhere to school policies and protocols for hall passes and student movement on campus.

Action Plan-Writing:

1. We will use collaboration time to develop ways to improve writing in social studies and to evaluate student writing in order to make adjustments where necessary. We will also discuss ways to ensure that all teachers are using the school rubric to assess student writing.
2. We will attend professional development programs when available to become better at assessing student writing. We will work to get all social studies teachers to professional development trainings in this area.
3. We will support the school-wide rubric by grading and handing in tally sheets for the school regulated writing prompts. We will also use the rubric in grading additional writing prompts to help students become acquainted with the rubric and to improve their writing.
4. We will make visits to all social studies classrooms to make sure that the rubric posters are hung. We will reward teachers from department budget with subject DVDs, books, etc, who have complied with hanging the posters.
5. We will all hand in our rubric data to Mr. Embley and the data specialist in a timely manner.
6. We will attend these trainings and/or meet with the English department to discuss ways to assess and give feedback on student writing.
7. We will comply with the school's program for data collection and entry.
8. We will follow and endorse the school rubric in our classrooms to help students develop the traits of writing that we are focusing on.
9. We will participate in analysis of school wide results to see what further steps need to be taken as a school and in our department.

Action Plan-ELL:

1. We will ensure that teachers attend ELL (LEP) trainings when classes are available.
2. We will improve our communication on students who need assistance. We will discuss student needs and how to address them in our department as well as communicating with ELL (LEP) specialists on specific students to ensure that they get the help that they need.
3. We will analyze data collected from students who are categorized to see how their proficiency measures against others with needs as well as against the general student body. We will use this data to make progress in helping these students move forward in their involvement in classes in our department.

Special Education Department

Department Strengths

Strengths	Indicators of Strength	Plans to Continue
Members of the department maintain consistent contact with parents regarding students' progress and goals	Annual IEP meetings Progress Reports Phone calls regarding student data	Parents are a very key component of an IEP team. Teachers will call parents in the week before the IEP and preview the information contained in the IEP.
Communication between special education department and the school faculty	Teachers receive a copy of all student accommodations. All teachers on a student's schedule are consulted before a student IEP.	Teachers will receive an email at least week before an IEP to gain feedback on a student's classroom performance

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Student consultation on IEP goals prior to IEP meeting	Currently, students meet with only the transition specialist prior to an IEP	As part of the meetings with the transition specialist students will also preview the academic goals to be included in the IEP
Assisting students who become overwhelmed and discouraged by school	High number of failed classes and attendance problems	Improve utilization of the counseling office and student advocates when students begin struggling academically

Question 1: How are the department's curriculum and instructional strategies aligned with the school's Desired Results for Student Learning?

Responsible Citizens: Each student in a special education class will engage in learning activities which are connect to real-world concepts. After the concepts are initially taught they are then applied to examples beyond high school. Also, each student with an IEP regularly meets with a school transition specialist. The transition specialist assists each student in developing a plan for successful living beyond high school.

Effective Communicators: Students in special education are given opportunities to learn a variety of communication skills, from engaging technology to making and presenting class reports. Students who qualify for written expression services are placed in a class setting where they have access to two teachers. Also, students needing

help with speech development regularly meet with a speech pathologist.

Authentic Thinkers: Students engage in a variety of learning activities requiring them to solve problems and respond to the things they have learned.

Lifelong Learners: Students benefit from having a transition plan. The plan helps the students to plan beyond the high setting with plans for post-secondary schooling or training. Also, teachers inform students when learning a concept of the practical application of what is being learned. Teachers aim to make learning and studying enjoyable activities to be engaged in for a lifetime.

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

There is no state core curriculum or national standards for resource classes. We use the existing core curricula from reading, writing, and math classes and modify it based on the needs of the students.

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

The Special Education department consistently uses assessments to determine a student's present level of performance as well as adjust instructional practices. Each student is regularly assessed using a variety of assessment tools. These assessments help the team to determine the best placement for each student. Students are assessed at the beginning of the year as well as periodically throughout the year to determine progress. In reading classes, students' abilities are assessed with reading fluency tests every two weeks. Students in math classes will take the Algebra I CRT to determine their progress relative to the curriculum. Students experience formative assessments on a regular basis in order to determine if concepts are being understood and retained.

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

Teachers work with the regular education classroom teachers to collaborate on curriculum and methods. In the subjects of reading, writing, and math the goal is to have each student integrated into the regular education classroom. Collaboration between the departments makes this achievable. There are several co-taught math and English classes which benefit the student because they have two instructors in the classroom. Collaboration benefits these teachers because they can discuss the IEP and needs of the resource students. Each teacher brings expertise to the co-taught classes.

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

This is what our department does. To be in a resource class you must qualify in your IEP. IEPs include information about accommodations and goals for each student. Collaboration time is used to talk about effective teaching strategies for this exceptional group of students.

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

Special education funds are used exclusively on students. Each student has a transition plan in place which includes goals for their future. Plans must be specific and include information such as future education and training plans, living plans, areas of interests, and whether their interests align with their career interests. The school has a transition specialist who attends every IEP. The transition specialist regularly meets with each student to ensure that each student with an IEP is progressing toward these goals.

Question 7: How does the department collaborate and engage in ongoing professional growth for the purpose of improving students' performance?

Each Monday each department in the school meets together and collaborates concerning students and teaching practices. The special education department meets twice each month to discuss any issues or questions regarding IEPs, testing, policies, or any other areas of concern. A district representative attends one of these each month and dispenses information from the district. Additionally, each teacher who teaches English or reading classes is part of the Alpine reading cohort. These teachers meet together each term to discuss reading practices and programs which could benefit students.

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

Each student who has an IEP also has access to the school transition specialist. They meet regularly to discuss the future and goals. Students who qualify for speech services are given those on a regular basis. Also, students who qualify for emotional or social services regularly meet with the school psychologist. Special Education teachers and the psychologist conduct regular assessments on each student with an IEP.

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

There are a variety of technologies available to students to be used as accommodations to help gain access to the instructional curriculum. Students who have severe disabilities have access to I-Pads which allow them to touch the screen when using the internet and other programs. They also use adaptive keyboards which allow the students to use modified keyboards when using computers. Students needing assistance in their reading have access to books on tape.

Question 10: How does current staffing and certification meet current program needs?

Currently all of the teachers but one are certified in their current placement. One teacher is currently enrolled in a college program to receive certification. She is currently teaching using a letter of authorization. We have one teacher who

is an intern. There are five para-educators in the department.

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

The department has developed an action plan to help in meeting the school's current improvement goals. Goal: Increase the number of classes passed by special education students by 5%.

Action Plan: Each special education teacher will address students on their case load who have F's, NC's or I's to see what can be done to help them recover credit for the class.

Identify at risk students:

- Identify failing students and begin interventions.
- Identify NC students and begin intervention.

Action Plan-Drug Awareness: The special education department has teachers, paraeducators, a psychologist, a transition specialist, and an LEA to use as resources as the school combats the drug problem. One of the ways the individuals in this group can assist is by being more vigilant of student behavior. When a student demonstrates a change from their normal behavior it should be reported to administration. Another area of improvement for the department is to get to know students better. This will help teachers to know if there are areas of concern which need to be further explored. Also, students involved in drugs need to feel comfortable communicating with a trusted adult. These relationships may help students turn away from drugs.

Action Plan-Writing: The special education department plans to address this goal with greater emphasis on communication skills in all classes. One of the common IEP goals for students is to improve their communication skills. These goals will be addressed through formal classroom instruction regarding skills to be used when interacting with others. These goals will also be addressed through assignments where the students will communicate the skill which has been obtained. Students will become much more familiar with the writing rubric which exists in all classrooms. Teachers within the department will communicate to students during assignments how the assignment is connected to improving communication skills.

Action Plan-ELL Instruction: The special education department plans to have the school ELL coordinator train the department on instruction methods to be used when working the students who are ELL. Learning these techniques will be helpful for all teachers in the department because it will allow for improved teaching toward ELL students. The department would also like to educate the faculty of the school regarding eligibility requirements for special education. There is a common false belief that students who have language limitations should qualify for special education services. Students cannot qualify for special education services because they have limited English abilities. Helping the teachers understand this criteria regarding eligibility should help teachers understand that the issue is one they should work to improve.

Focus Group Reports

R.E.A.L. Students, Real Success

Accreditation Focus Groups

Steering Committee:
Matt Embley – Chair
Erik Bayles, Amanda McCollum, Kyle Peterson, Jeanie Wilson

Curriculum Development

- **Faculty**: *Facilitator-Ryan Newman (Social Studies), John Barnard (Foreign Language), Dwayne Donkersgoed (English), Ryan Hall (Special Ed.), Rod Jackman (Distance Ed), Glenn Larson (Math), Kyle Peterson (Math), Kristin Pond (CTE), Erika Whitmer (Counselor), Jeanie Wilson (Administration)
- **Parents**: Susan Nicholes and Renee Tribe
- **Students**: Celeste Lines and Tiffani Ing

Instructional Design

- **Faculty**: *Facilitator-Miriam Robertson (English), David Beck (Performing Arts), Jon Adams (Special Ed.), Ron Brailsford (CTE), Art Burnah (Foreign Language), Suzanne Hadfield (CTE), John Kurtz (Social Studies), Amanda McCollum (English), Jim Wilcock (Performing Arts), Andrew Draper (Math)
- **Parents**: Shauna DeBuck and Elizabeth Batty
- **Students**: Jacob Eddington and Jeremy Jensen

Assessment Systems

- **Faculty**: *Facilitator-Shauna Sheridan (Math), Eldon Palmer (Math), Audrie Barlow (English), Katie Abrams (Health), Stephen Bartholomew (Art), Cheryl Marshall (Counselor), Leo Biggs (Science), Sari Christensen (Art), Jim Clark (Science), George Durfee (FACS), Brock Moore (P.E.), Wendy Snow (Science), Kurt Wollenzien (Counselor)
- **Parents**: Chris Donaldson and Cindy Hill
- **Students**: Kaylee Wood and Braden Stringer

Educational Agenda

- **Faculty**: *Facilitator-David Beck (Special Ed.), Amy Smithson (Math), Melody Anthony (FACS), Amy Breinholt (Special Ed.), David Carter (CTE-Business), John Deans (English/Social Studies), Ruth Dowling (Art), Craig McAfee (CTE-Business), Mark Morrison (CTE), Jill Ringger (FACS), Kyle Sanderson (Math), Tim Brantley (Administration)
- **Parents**: Darlene Sweeten and Kelley Giles
- **Students**: Alyssa Taylor and Bekah Webster

Leadership

- **Faculty**: *Facilitator-Paula Harline (English), Debbie Beckstrom (Science), Lynette Buck (Media Specialist), Joe Giles (Math), Jan Hawke (Health), Natalie Larsen (English), Cassidy Merrill (Special Ed.), Gordon Moses (CTE), Stewart Shelley (Performing Arts), Stacey Squires (P.E.), David VanDijk (Science), Matt Norman (Administration)

- **Parents**: Lauri Stringer and Jennifer Packer
- **Students**: Katie Briggs and Sam Norton

Community

- **Faculty**: *Facilitator-Justin Reeves (English), Ashley Duncan (Math), Michelle Guymon (CTE –Business), Scott Healey (Science), Darrin Henry (Study Skills), Camie Kocherhans (Special Ed.), Nancy Roberts-Laursen (Social Studies), Ben Lee (ASL), Randy McAllister (P.E.), Anita Riggs (Special Ed.), Ruth Stanton-McAtee (English), Erik Bayles (Social Studies)
- **Parents**: Natalie Taylor and Niels Fugal
- **Students**: Sydney Jensen and Shauna Holdaway

Culture

- **Faculty**: *Facilitator-Anna Vimahi (Social Studies) Moises Aguirre (Counselor), Suzy Bird (Foreign Language), Vince Burgoyne (Performing Arts), Chad Greenwood (Distance Ed.), Elaine Layosa (Science), Russ Mayo (CTE), Linda Nielson (FACS), Susan Shelton (English), Pam Dahl (P.E.), Dale Sampson (Driver's Ed.), Kori Thomas (Admininstration)
- **Parents**: Kelly Porter and Lisa Young
- **Students**: Mireya Bird and Courtney King

INTRODUCTION TO FOCUS GROUPS

Accreditation has provided a valuable and reflective self-evaluation of the mission, vision, goals, and practices of PGHS. It has provided us the opportunity to identify potential gaps in students learning and achievement and to formulate a remediation plan. In our evaluation, we sought input from important stakeholders at PGHS which included administrators, educators, parents, and students. Each of these stakeholder groups was represented in accreditation focus groups set up to study the role and function of seven key areas that are important to the functioning of a successful community.

Throughout this process, the rubrics for evaluation that were provided by NSSE were reviewed to assure clarity of the indicators for all participants. One task of the focus groups was to find and provide evidence from the data collected (through various means) to support the evaluation decisions about the current state of teaching and learning at PGHS. Groups convened on several occasions to provide adequate time for evaluation. Most stakeholders came away from this process with a greater understanding of the school community's strength and weaknesses. The self-evaluation of the accreditation process also helped build a sense of ownership of the important processes and practices at PGHS among the school's stakeholders. It is hoped that this sense of ownership will allow for a more complete and coordinated implementation of the goals that have resulted from the study conducted by the focus groups.

Curriculum Development

Strengths

Strengths	Indicators of Strength	Plans to Continue
Department wide common assessments	Each subject within each department has a common assessment	Ongoing efforts to revise assessments
Curriculum aligned to state core, DRSLs, and Walkaways	Each department's Walkaways are found on the X drive	Ongoing efforts to revise and implement viable curriculum
Implementation through collaboration	Meeting weekly as departments or subjects	Continue to collaborate according to school and department norms
Rigorous and diverse course offerings	19 AP classes, 32 Concurrent Enrollment and 21 Distance Ed. Classes	Ongoing efforts to diversify the curriculum
Remediation for those who are not understanding or completing curriculum	Credit recovery, before and after school reviews, attendance school, co-taught classes	Ongoing efforts to remediate students that need help

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
What to do for students who already know the material	Teachers expressed concern of ability to differentiate curriculum in faculty survey	Professional Development opportunities provided by district and state
More collaboration between departments	Emphasis has been on department collaboration	Set aside some dates for cross department collaboration
Willingness to revise curriculum	Some teachers have an established curriculum and are reluctant to change or update	Continued collaboration past common assessments to sharing best practices

History

Our group met regularly to collect data and discuss curriculum development at our school. The information we compiled was gathered by teachers who are familiar with their department's work and efforts.

Principle 1: Develops a quality curriculum

Rank: 3.1

All departments at Pleasant Grove High utilize the state core as a baseline to develop a viable curriculum. As departments and individual teachers

work to develop a richer and more complete curriculum. They also consider and align to their subject's Walkaways, the school's DRSLs, as well as the expectations of the community.

PGHS offers a rigorous and diverse curriculum through 19 different AP classes, 32 concurrent enrollment and 19 distance end classes. We also offer ELL courses, co-taught classes in core subjects. The AP courses use standards that are dictated by national professional organizations that go beyond the state core in order for students to be successful on the AP exams and in life application.

Principle 2: Ensures effective implementation of the curriculum

Rank: 2.6

Since 2005, the school has used early-out Mondays for collaboration. Each department meets and works together for one hour each week. Much of this time is dedicated to curriculum. Each department has developed common assessments for each subject. Some are end of term tests; others are end of semester, or year-end tests.

Developing common assessments that aligned to the state core, Walkaways, and school DRSLs has made the transfer of students form teacher to teacher smoother and the mentoring of new teachers more effective. For example, the Social Studies CTL has created a binder that contains each subject's disclosures, walkways, and common assessments that can be easily accessed by anyone in the department. Also, the Social Studies and Heath departments as well as others share many common assessments and assignments on UCUTIPS. Many departments have collaborated with feeder schools to discuss curriculum.

Most teachers take it upon themselves to seek out the best teaching techniques and strategies as well as workshops and professional development opportunities.

Principle 3: Evaluates and renews the curriculum

Rank: 2.1

Besides common assessments, teachers at PGHS use a variety of formative and summative assessments to test student learning and the effectiveness of the curriculum. Examples include paper and pencil tests, verbal and visual presentations, multimedia presentations, and other projects used for authentic assessment.

As departments analyze the data collected from common assessments they make revisions to the curriculum. For example, the Social Studies Department has changed the pacing of the U.S. history course to avoid re-covering material from 8th grade to focus more on modern history that has shaped the world in which the students live.

Moving forward, the hope is that as departments and teachers collaborate to build trust and learn how to collect usable data that weaknesses can be openly discussed and best practices explored.

Quality Instructional Design

Strengths

Strengths	Indicators of Strength	Plans to Continue
Our faculty uses technology in every classroom	Data collected from the survey given to the faculty. Specifically, questions #2, 11, 12. Data collected from the student survey; question 19. According to this data, 100% of our faculty members use some kind of technology in the classroom.	Professional development opportunities to explore and implement technology
Our faculty uses a wide variety of instructional strategies in the classroom. Students feel like they are getting a quality education.	Data collected from the survey given to the faculty. Specifically, questions #2, 15, 16. Data from student survey; questions #1, 2 and 5. According to our data, 72% of our faculty members feel like they provide a variety of instructional strategies for their students. The student data corroborates these results.	Department collaboration to share new strategies and refine current strategies
Our faculty is doing a great job meeting the needs of all students	Data collected from the survey given to the faculty. Specifically, questions #17, 18, 19. Our data indicates that 53% of our teachers are confident in their ability to teach ESL students, 61% are confident in their ability to teach Special Education students, and 69% of our teachers are confident in their ability to teach Gifted and Talented kids.	Department collaboration with discussions specifically designed towards subgroups

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Although we are using technology, many faculty members still desire more technology and training	Data collected from the survey given to the faculty. Specifically, questions #12, 13, 14. Teachers identified the lack of money and training to be the greatest inhibiting factor to implementing more technology.	Apply for technology grants and acquire new technology and then implement it. Specifically, teachers would like to get Smartboards, Elmos, mounted projectors, etc.
Based on faculty responses, we need to do a better job connecting all assignments to core requirements and DRSLs to help students see the big picture	Data collected from the survey given to the faculty. Specifically, question #4. Data from student survey; questions #4 and 9. 21% of our faculty members report not connecting learning to the DRSLs.	Discuss strategies for making the connection between assignments and core requirements explicit; including communication with parents
Our faculty is dissatisfied with the Distance Education program and feel it inhibits our instructional effectiveness; especially in the core classes	Data collected from the survey given to the faculty. Specifically, questions #9, 10. 49% of our faculty members feel like the Distance Education program has hurt the quality of instruction offered.	Begin a dialogue with UVU and the DE facilitators to resolve the issues creating conflict
Our faculty feels somewhat weak in regards to teaching ELL students	Data collected from the survey given to the faculty. Specifically, question #17. In all, 56% of our faculty reports a lack of confidence in their ability to teach ESL students.	Draw upon our ELL certified teachers to share instructional strategies during professional development time.

Our focus group met several times during the 2010-2011 school year. When our work on this committee began, we did not have DRSLs or data to work from. So, we spent the first meeting reading and discussing the rubric that was given to us as part of the accreditation process. Then we broke into groups to investigate the key principles from the rubric. Assessments were created and data was gathered. These assessments and the data can be found in the appendix.

Principle 1: Aligns instruction with the goals and expectations for student learning

Ranking: 3.5

Pleasant Grove High's instructional strategies and learning activities are aligned with state and national curriculum performance standards according to teacher surveys. Most departments have common assessments in place to regularly check instructional practices against desired goals and the needs of students. Adjustments in instructional practices occur frequently as individual teachers and whole departments regularly assess whether learning goals are being met.

Almost all of the departments have core Walkaways identified for each term which guide their scope and sequence. These Walkaways are now aligned with the DRSLs our faculty adopted in the fall. Assessments based on these Walkaways help teachers make quick decisions about what needs to be re-taught. In department meetings, assessment data is analyzed and ideas are shared to help all of the teachers in the department to re-teach an idea.

Teachers provide course descriptions to students, give challenging and meaningful assignments, and use a variety of assessment strategies to aid learning. Faculty and staff have high expectations of students and encourage excellence.

Each department utilizes the collaboration incentive review to reflect on instructional practices. Suggestions given by the review team are discussed by each department and new goals are set for the following school year.

One of our weaknesses in this area relates to linking instruction to our new DRSLs. According to faculty survey results, only 68% of our teachers currently make explicit connections between what they teach and the DRSLs. This will be a goal for the departments for the 2011-2012 school year.

Currently, departments are discussing methods for explicitly teaching the identified DRSLs in every classroom. Posters have been created and distributed around the school. Here are some examples of how teachers and departments are beginning to explicitly link all student learning to the DRSLs:

- The art classes have had students create artistic representations of the DRSLs
- The English classes have had writing assignments where students integrate the DRSLs into stories or identify them in pieces of fiction/nonfiction.
- Teachers in many departments are including questions about the DRSLs on their tests and quizzes.

Monday collaboration time will be used to find additional ways to teach the DRSLs and help students make connections between what they are learning and the school DRSLs.

Another weakness in this area is that we have a few teachers and departments still revising their Walkaways and creating common assessments for the first time. We predict that within the next few years, 100% of our departments will have completely aligned and created common assessments. Additionally, those departments that already have these items in place will continue to

revise and refine Walkaways and assessments.

Principle 2: Employs data-driven decision making

Ranking: 3.5

Instruction includes frequent and timely assessments of students' learning, progress, and feedback that inform both teachers and students when additional time or alternative learning strategies are needed to improve student learning. This is accomplished through aligning core Walkaways and using common assessments to gather data. During Monday collaboration meetings, departments review the data and make adjustments or modifications to the instructional process. Individual teachers share strategies they have found effective and all teachers work together to brainstorm solutions to help students who haven't learned the information and skills. Here are just some of the many examples of how data is used to guide instructional decision making here at PGHS:

- CRT data is distributed at the beginning of the school year to departments. This data is analyzed and teachers share strategies for improving classroom instruction.
- Language Arts teachers use a six-trait scoring rubric to assess writing. Additionally, we have a school-wide writing rubric all teachers use to assess writing.
- Visual arts use portfolio assessments and formative rubrics where students can assess their assignments while they are creating them. They also use self, peer, and formal portfolio assessment rubrics.
- AP tests are analyzed and teachers try to improve curriculum each year. AP teachers attend conferences to help them increase their instructional effectiveness.
- Vertical alignment and curriculum mapping strategies are used to determine if patterns of students' misunderstandings emerge that could be avoided in the future. Also, these strategies help teachers to avoid redundant lessons and thus maximize instructional time.

Principle 3: Actively engages students in their learning

Ranking: 3.5

Instructional time is well protected at PGHS. Assemblies are kept to a few important ones throughout the school year. Announcements are given during advisory time; thus, protecting instructional time. Most teachers utilize Advisory time to help students who are missing work or need remediation. In our student survey, students reported a high level of satisfaction with the advisory program. Specifically, they found it to be a valuable use of time that helps them be successful in their classes. We no longer take instructional time to show Channel One which had taken 20 minutes of instructional time every day.

Individual teachers work diligently to maximize academic engaged time with activities and relevant learning opportunities. Skyward provides timely information to administrators, teachers, parents and students and guides

decisions about individual students. Students can determine where they are behind and parents know what their students are learning and doing on a day-to-day basis. Teachers are required to update attendance daily and update grades weekly. Based on the data available, students are encouraged to take responsibility for their own learning.

Students rated Pleasant Grove High School high in creating a positive learning environment. According to the results, students feel like they are treated fairly by their teachers, encouraged to be honest and work hard, and feel safe at school. A very high percentage reported that they are satisfied with our school. Additionally, students reported a high level of satisfaction with being able to obtain extra help from their teachers both in and outside of class. They also felt confident that our school facilities are adequate to support students' learning needs.

Students are provided a myriad of learning tasks. Most teachers encourage students to investigate issues, make decisions, and solve problems as a regular part of their classroom activities. One of our greatest assets in this area is our highly-trained faculty. We have a high percentage of teachers with master's degrees and additional training. Also, a large portion of our teachers are currently active in professional organizations that help them stay abreast of current research and best practice. Some examples include:

- Students use higher order thinking skills and apply those skills to their learning in AP and Concurrent Enrollment classes.
- Students in English classes analyze and evaluate information as well as investigate the validity of sources.
- Visual art students learn to critique art through observation, analysis, identifying content or meaning, and then making informed judgment.
- Students in science investigate issues by creating and carrying out experiments and articulating the results.

Principle 4: Expands instructional support for student learning

Ranking: 3.5

Students are provided, on a consistent basis, with a variety of opportunities to receive additional help to improve their learning. Teachers are accessible and spend many hours after school helping students be successful. According to the student survey, students feel like they have opportunities to get help both during and after class. For example:

- Math students have access to a lab for additional help.
- Advisory time provides opportunities for all students to get extra help.
- Some teachers have websites that provide additional support and enrichment exercises.
- Many teachers use UTIPS for assessing student work which

provides instant feedback to students.

Pleasant Grove High School provides opportunities for students to improve and enrich their learning through expanded uses of time, facilities, instructional resources, and through collaborative networks of support within the school, at home, and across the community.

Students participate in science fairs, essay and poetry writing contests, video production and photography shows, PGHS school art show, Latinos in Action, Operation Smile, Shakespeare Festival, marching band competitions, school plays—just to name a few.

Parent support for student learning is strong. We have a very involved School Community Council and PTA who are concerned about improvement and instruction at PGHS. We solicited information and feedback from our parents as a part of our accreditation process this year.

Students have opportunities to use computer labs, to enroll in Distance Education classes, Concurrent Enrollment classes, to access the Media Center and Counseling Center, to join a variety of clubs and expand their experiences.

As a focus group, we are thrilled to see the progress we are making as a school. We anticipate more growth as we work together to implement our new DRSLs and actively find ways to reduce our weaknesses.

Quality Assessment Team

Strengths at PGHS

Strengths	Indicators of Strength	Plans to Continue
PGHS teachers give students adequate time and notice for tests	557 out of 574 students polled (97%) agreed or strongly agreed that they have adequate time to study for a test, and they knew when the test was to be given.	Will be continued
PGHS teachers help students feel prepared for what is going to be on a test	527 out of 574 students polled (92%) believed that PGHS teachers prepare them well for what will be on a test	Continue to have Walkaways, review sessions, and practice tests to help students feel prepared for what will be on tests
PGHS teachers show examples and clearly articulate the kinds of things students will be expected to know for assessments	526 out of 574 students polled (92%) believed that their teachers showed them example questions that prepared them for their tests	Same as above
PGHS teachers define how points will be earned on papers, projects and tests	537 out of 574 students polled (94%) believed their teachers clearly defined how points will be earned on tests, projects, and papers	Continue to encourage rubrics, and clear expectations of how projects will be graded
PGHS teachers provide students with extra opportunities to learn concepts that they did not understand	507 out of 574 students polled (88%) believed that teachers provide ample opportunity for them to learn the concepts that they did not understand. This is a very hard thing to tackle, yet we did well on this area. Way to go PGHS!	Continue encouraging teachers to keep trying to do test corrections, spiral teaching, credit recovery, and cumulative tests
Last accreditation we could not compare students taking the same course from different teachers. Now we can say that many departments have common assessments, and common rubrics. Many teams also analyze the data to determine best teaching practices and improve the tests the next year.	The teachers were surveyed and 88% indicated that data from common assessments were analyzed at regular intervals	This has become an established part of the culture at PGHS and will continue to be

Recommendations for Growth

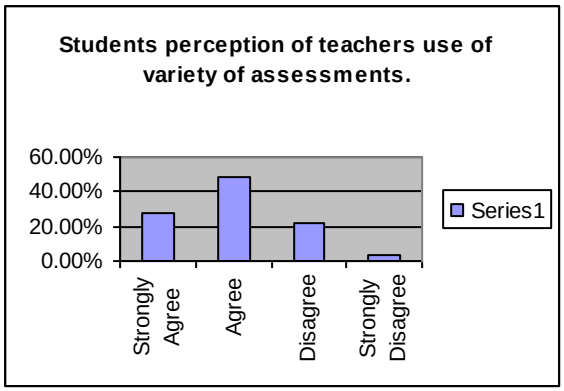
Areas for Improvement	Evidence of Needed Growth	Implementation Plans
PGHS teachers can improve by making sure their assessments are good indicators of what students have learned	Only 424 out of 574 students who were polled (74%) believed that test results were a good indicator of what they had learned	There are often 5 or more contributors to students not feeling like an assessment truly tests what they know. 1) Bad test questions which can definitely be looked at. 2) Students who freeze up on tests so that the tests do not accurately show what they know. 3) Students who are underprepared who think they know more than they really do. Often they do not succeed on formative assessments but lack effort to improve. 4) Teachers not testing with enough variety to see student's success in a different method. 5) Teachers not doing enough formative assessments so students can have opportunity to correct misunderstandings.
PGHS teachers can improve their expedience in grading and returning papers, projects, and tests	Only 434 out of 574 students (76%) believed that teachers grade tests, projects, or papers quickly and return them so they can see if they mastered the content	A school wide 7 day grading policy. We have improved this with advisory. Teachers have been encouraged to have grades up to date for advisory reports every Tuesday.

Area of Interest

- Only 440 out of 574 students (77%) believed that teachers had used a variety of ways to test their skills in the subject area, yet of the 78 teachers that were surveyed, many teachers did summative assessments in many ways. The assessment committee wondered if students acknowledge summative assessments that were happening that were not in the form of a free response or multiple choice tests. Below are the percent of teachers that use the following types of assessments in their classroom:

Free Response Tests	63%	Power Point Presentations	47%
Multiple Choice Tests	81%	Performance Tasks	67%
Projects	78%	True False Tests	50%
Research Papers	42%	Group Projects	69%
Oral Presentations	60%	Essays	51%

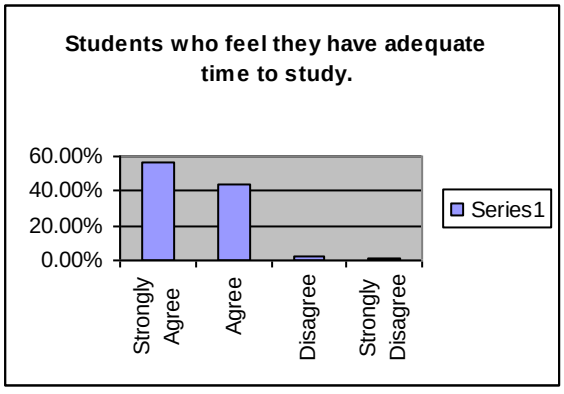
Journal Writings	32%
Interviews	33%
Audio /Visual Recordings	22%
Portfolios	30%



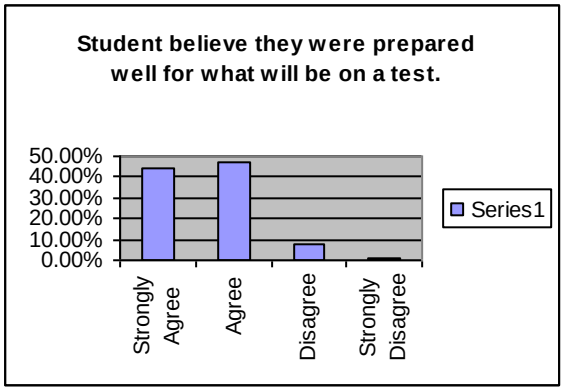
PRINCIPLE #1
Assessments of Student Learning are based on clearly articulated and appropriate expectations for student achievement.

Rank: 3.5

The committee developed a 9 question survey which was distributed randomly during A4. The results were very positive. Ninety seven percent of students polled believe they had adequate time to prepare for a test.



Forty-four percent of students polled strongly agreed and 46% agreed that teachers prepared them well for what will be on a test.

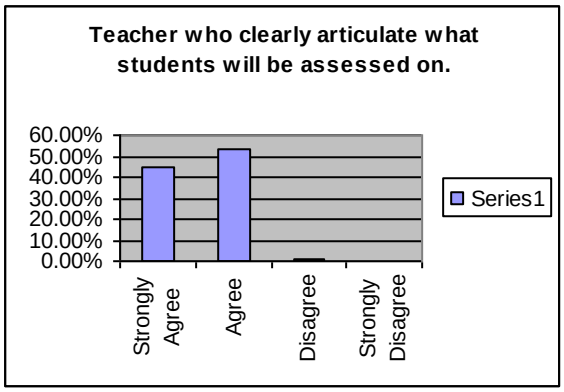


Students assessed strongly agreed or agreed that teachers gave them adequate time to prepare for a test, prepared them for what is going to be on a test, and showed them examples and clearly articulated what kinds of things will be expected for them to know for assessments. PGHS faculty members were also good at providing students opportunity to master concepts that they did not understand. Improvement is needed in making sure that 1. tests are an accurate indicator of what students have learned and 2. all students are provided with models and exemplars so the students and parents know what good performance looks like.

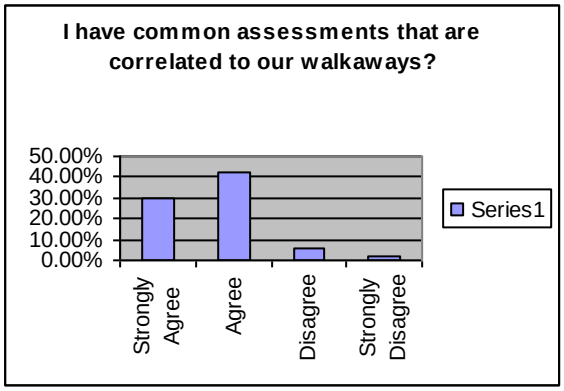
In addition to a disclosure document (or syllabus) which outlines general course expectations, many teachers print and

disseminate established Walkaways which clearly indicate the skills, content knowledge, and concept understandings that students are expected to master for each unit or for the current term. The assessments are aligned with these Walkaways and students know what they will be assessed on.

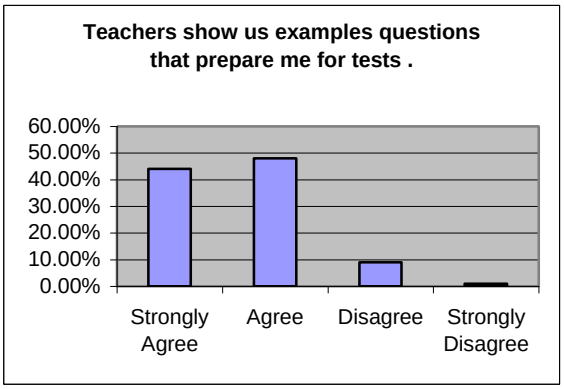
Teachers were also polled and 45 % strongly agreed, and 54.6% agreed that they clearly articulated what the students would be tested on.



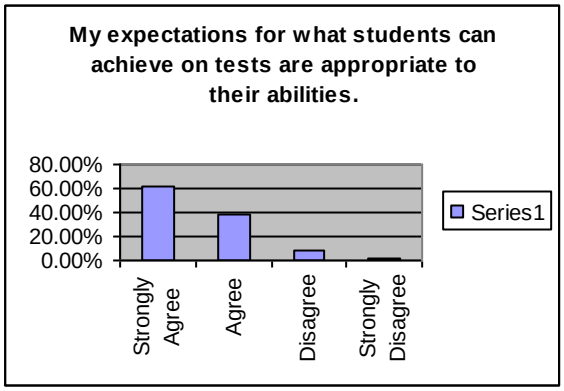
When PGHS teachers were asked if they had common assessments that were correlated with their Walkaways, thirty percent strongly agreed, and forty-two percent agreed.



Students were asked if teachers showed them example questions that prepared them for tests. Forty-four percent strongly agreed and 48 % agreed that teachers showed them example questions that prepared them for their tests.



Sixty-one percent of teachers strongly agreed, thirty nine percent agreed that their expectations for what students can achieve on tests are appropriate to their abilities.



PRINCIPLE #2
Assessments of student learning are developed to serve clearly articulated purpose and the informational needs of specific users.

Rank: 3.5

Pleasant Grove High school teachers develop Walkaways, which put Utah State Core Curriculum standards in "student- friendly" language and are accessible to students, parents and administration. Quarterly assessments are given based on Walkaways by all teachers in a common subject.

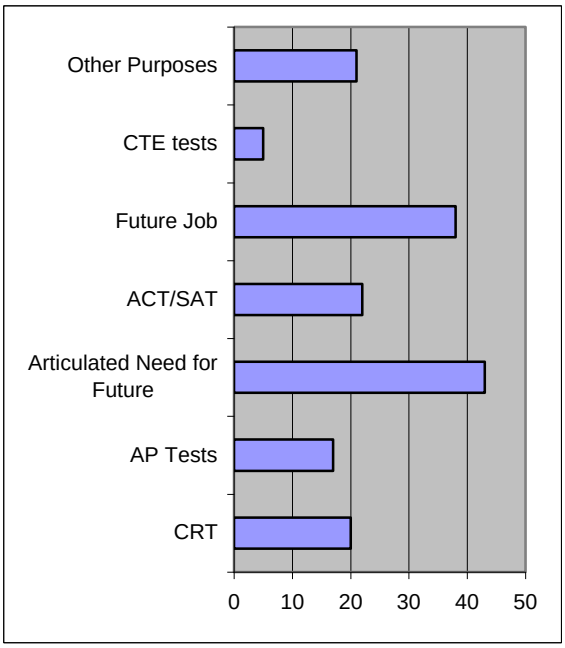
All teachers have access to test analyzing software, where concepts that show student deficiency can be identified and steps can be taken prior to a summative assessment. Teachers also have access and have been trained on Cognos. Cognos is a data base that contains CRT, AP, IWOA, UBSCT, ACT and other national standardized test. Information which is dispersed to teachers regularly so that they can modify and improve teaching practices to facilitate student learning.

Survey results show that students perceive that formative assessments are being used to further develop student learning base on the results of various responses.

All teachers have access to the standardized tests that each student has taken and the results. These results are used by the teachers and counselors to determine the "Student Education and Occupational Plan" as counselors schedule appropriate classes and teachers plan appropriate instructional strategies. Students and parents are made aware of these intended uses of their test results during SEOP and Parent-Teacher conferences.

The culture of "common assessments" has been well established here at Pleasant Grove High School and most students are aware of them. Teachers articulate that a particular test that they are about to take is "common" to the other teachers and that the results will be compared and used to modify and adjust curriculum instruction.

Teachers were asked if they had a clearly articulated purpose for their tests. Twenty teachers are working to prepare students for CRT (Criterion-Referenced Test), 17 teachers are working to prepare students for AP (Advance Placement testing), 22 teachers are preparing students for ACT tests, 38 teachers are preparing students for a future job, 5 teachers are preparing students for CTE (Construction Testing and Engineering) testing, 43 are preparing their students for an articulated need for their future, and their were 21 other specific purposes for which teachers were preparing students.

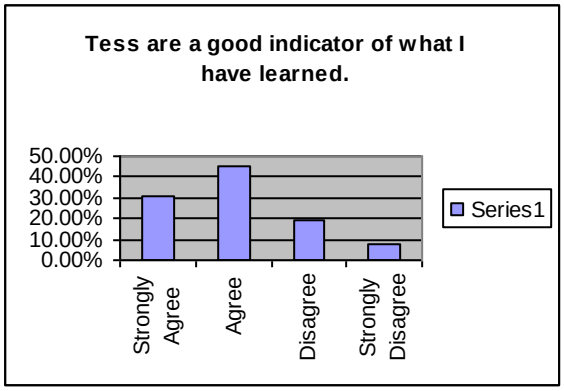


PRINCIPLE #3
Assessments of students learning are developed using methods that can accurately reflect the intended performance standards and objectives.

Rank: 3

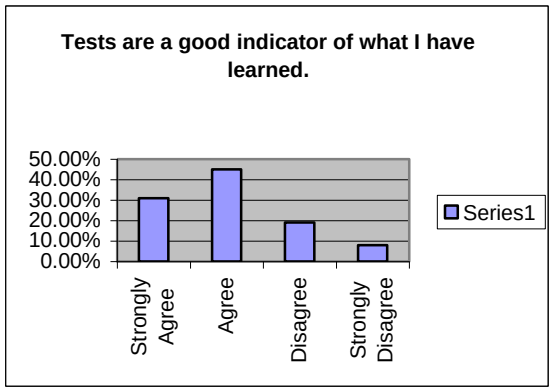
A survey was administered to the educators and students to collect information concerning the variety of assessment methods used by teachers to accurately reflect the intended student performance. Students were asked if the

tests they participated in were a good indicator of what they had learned. Thirty percent strongly agreed, 44% agreed, and 26% disagreed that tests were a good indicator of that they had learned. This is an area we hope to improve by improving tests questions, increasing the variety of assessments, and increasing formative assessment opportunities so students can have opportunity to correct misunderstandings.



Student performances are based on state standards and objectives. A copy of the survey and its data are included. The instruments used for assessing student learning vary depending on subject and appropriateness. Assessment methods used by teachers include, but are not limited to, selected response (multiple choice and true/false), open-ended, performance task and research projects. Essay/discussion response questions, oral presentations, technology-based presentations, group assignments, journal writing and interviews are also used. Teachers use the most appropriate assessment methods based on their individual discipline. Ninety-two percent of teachers surveyed said that their teams explore best teaching practices to help develop the best method of teaching for the students.

Administrators distribute data from the standardized "Criterion Referenced Tests" at the first of the year to the departments to help teachers aptly analyze the results in terms of their classroom practice, and thus adapt their teaching accordingly. School faculty was trained on COGNOS this year to help improve teaching practices, identify a holistic view of individual student's strengths and weaknesses. Teacher can then adapt their teaching to better help individual students.



PRINCIPLE #4
The student learning assessment system provides for 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 results.

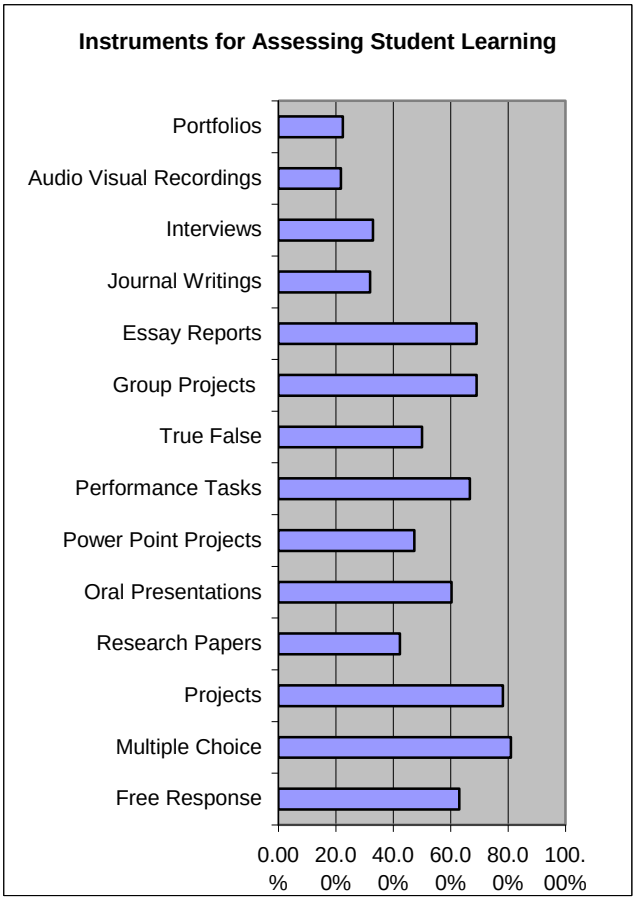
Rank: 3.5

Seventy eight percent of teachers polled said that they collect a comprehensive sample of student performance over the time students are in their class that allows them confident conclusions about student achievement.

Teachers at Pleasant Grove High School are dedicated to using the best assessment strategies available to

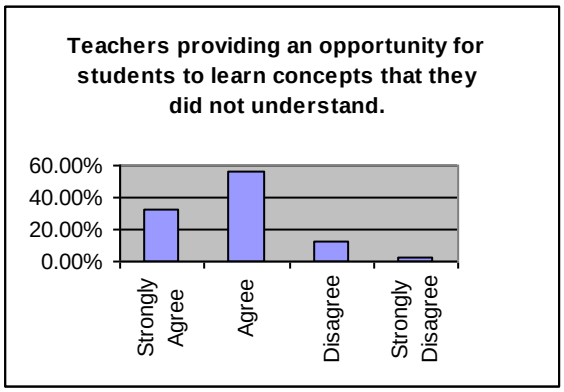
educators. As individual educators we use a variety of assessment strategies as well as collaborating as departments in using common assessments when evaluating student learning. Common assessments are not only used as an assessment strategy for student assessment but also serve as a guide that can be used by educators to improve their instruction practices.
Along with standardized assessments that students participate in, ACT and Year ending CRT's and CTE exams, students are also given formative assessments like quizzes, essays, discussions, project reviews, debates as well as other assessment methods. Students are also assessed by summative assessment like end of unit projects, videos, art portfolios, creative design workbooks, science projects, end of unit exams as well as other work based experiences.

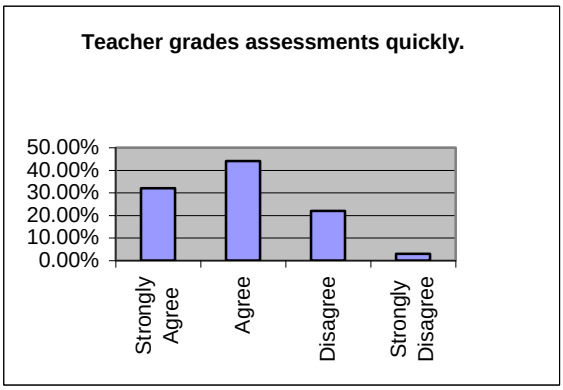
The examples of assessment given here are used to establish that students are meeting performance objectives/expectations.



The use of "common assessments" has been established at PGHS. Common assessments are assessment vehicles that all teachers of the same subject give to their students under the same circumstances and at approximately the same time of the term. Most same-subject teachers administer these assessments at the end of each quarter. There are some teachers that have common assessments for each of their concept units. Data such as overall score, item scores, tabulation of wrong answers (for example; if a student marks a wrong answer, which item is the most often marked as correct) and other pertinent statistics are collected and evaluated. Goals for the next year are made according to the data collected as well as collaboration on "best practices" for topics that one teacher seems to more effectively teach over another.

Two important elements of the learning process include a timely return/communication of evaluated assessments so students can correct misunderstandings as well as providing them with an opportunity to learn the concepts they did not understand. PGHS does well at this, but it is an area where we know we can continue to improve.

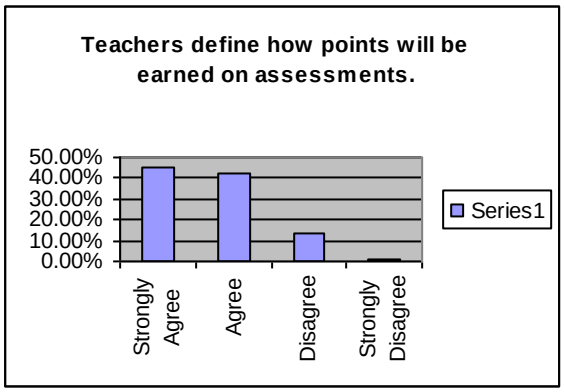




PRINCIPLE #5
Assessments are designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results.

Rank: 3.5

The staff at PGHS makes sure assessments are fair and equitable by collaborating within departments concerning common fairness and equitability. Assessments are graded with a common department rubric. Then departments gather and analyze the data in order to improve teaching practices and fairness of the assessment. Forty-five percent of students strongly-agreed, 42% said they agreed that their teacher defines how points will be earned on assessments.



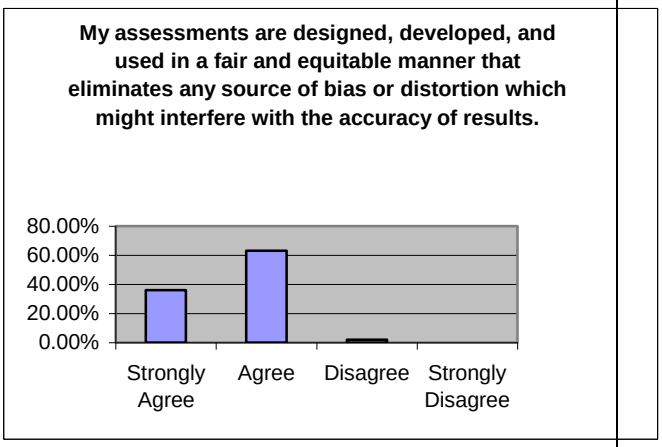
All accommodations for special education students are discretely distributed to each teacher to make sure the best learning environment is available. The staff at PGHS consistently implements 504 accommodations, special education and ELL accommodations. Students are given extra time on tests, calculators are available for those with accommodations, and tests are read to those who lack appropriate reading skills.

Teachers use state core guidelines to plan instructional activities.

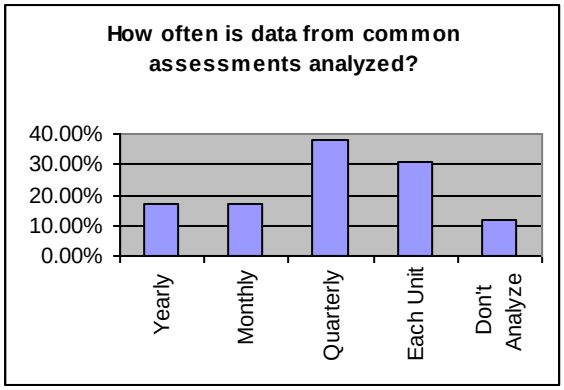
Assessment results are made available to appropriate stakeholders through the following mediums: Skyward, School Newsletter, Report cards, Parent Teacher conferences, SEOP's, School Website, CTE Skills assessments, CRT tests.

Thirty six percent of teachers strongly agreed, and sixty three percent agreed

their assessments were designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results.



Departments are encouraged to analyze data from their common assessments. Seventeen percent of our teams analyze data yearly, 17% analyze data monthly, 38% analyze data quarterly, 31% analyze data each unit, and 12 % do not analyze their data.



Survey Information:
A student survey of 141 Senior, 193 Juniors, and 240 Sophomores was administered (A total of 574 students), and a teacher survey was administered to 78 teachers.

Educational Agenda

Strengths

Strengths	Indicators of Strength	Plans to Continue
Shared mission, vision and DRSLs	Results of the Faculty, Parent, and Student Surveys	Continued focus on educating individuals on the meaning of the mission, vision, and DRSLs
Students feel teachers at PGHS have high expectations	Results of student surveys	Faculty will continue to utilize DRSLs as they plan learning objectives and outcomes
Students feel teachers are available for additional assistance both during class time and outside of class	Results of student surveys	Allow faculty to continue to use our Advisory program and time before and after school for student assistance
Students feel advisory time is beneficial and is a good motivator to keep up grades and attendance	Results of student surveys	Advisory will continue to be a time where teachers can assist students and students can improve

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
We must show the relevance of what we are teaching to our students and we need to increase the relevance in our teaching	Results of student survey	Teachers will use real world examples and problems to demonstrate learning objectives and their relevance
We must differentiate our instruction to the appropriate rigor for each student	Student, Teacher Surveys	Improve the class placement at the beginning of the year, assessments at the beginning of the year to determine ability
Students feel the school could do a better job of recognizing various accomplishments	Results of student survey	Use the Student Council to provide further recognition, Use announcements as a time to recognize accomplishments
Students feel that student opinions should be given greater consideration when decisions are made at school	Results of student survey	Formation of a Student Advisory Council which meets regularly with administration

History

Vision Statements, Mission Statement, Belief Statements, and DRSLs:

The process of generating and refining the vision and mission statements at Pleasant Grove High School has been collaborative. When the current statements were written six years ago the entire faculty came together to discuss and deliberate. Faculty members demonstrated much passion and enthusiasm over the content and the wording. Arguments were made for and against various proposals. In the end, the different options were voted upon and embraced by the faculty. This collaborative process ensured participation and support by all.

In the past year the faculty of Pleasant Grove High School determined it would be important to frame the language of the DRSLs and Belief Statements in a manner that was uncomplicated to understand by the students for which they were written. This, once again, became a collaborative process. In a faculty meeting held during our Monday collaboration time, the school DRSLs were presented. They were quite unfamiliar to the majority of the faculty and there was a quick realization that this would need to be an area of improvement. Faculty members were placed in groups to brainstorm ideas. Each group consisted of faculty members from various departments to ensure that all points of view were considered. Ideas were consolidated into two proposals which were eventually voted on by the entire faculty as well as the student government and Community Council.

The administration, faculty, students and community patrons were involved in writing and revising the Mission Statement, Vision Statement, Belief Statements, and DRSLs. This level of participation allowed for greater consideration of the school's history and culture as well as the vision for the school's future.

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

Ranking: 4

Pleasant Grove High School has many stakeholders which meet regularly to discuss best practices, analyze data, discover ways to help students succeed, promote student achievement, and build and strengthen community ties. The stakeholders represent a community of teachers, staff, school, and district administration, parents, students, businesses, and residents.
Through a variety of organizations and programs, Pleasant Grove High School works collaboratively with all of its stakeholders to help our students have real success.

Committees and Community Involvement:
PTSA
Faculty Council
Student Council
School and District Steering Committees
CTL (Collaboration Team Leaders) Meetings
SCC (School Community Council)
School Department Collaboration
District Singleton Collaboration
Faculty Meetings
Associates Program (Faculty)
Parent-Teacher Conferences
Student Clubs and Teams
District Inservice Training

Student Support and Intervention:
SEOPs
ESL
SST (Student Support Team)
Youth Court

Advisory
Attendance School
Why Try
Peer Tutors
Alpine District Summer Remediation
CHAMPS
Special Education
PGHS Website
Department and Teacher Websites
Skyward-Family Access
Credit Recovery

Student Advancement and Achievement:
Sterling Scholar
MATC
Internship Program
ACT Preparation
Alpine District Summer Acceleration
CTE Program
AP Classes
UVU Distance Learning
Associates Degree
Viking of the Month
Academic Awards Assembly
Scholarship Night
College Day
Job Fair
Spirit Team
Concurrent Enrollment
Keys to Success

Service:
Operation Smile
Red Cross Blood Drives
Angel Tree
Homeless Shelter – Hats
Children's Shelter – Quilts
Elementary Schools – Anti-bullying
Be the Change
Hope Project
Food Drive
Each school club performs a service project during the year

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

Ranking: 3.5

The school's belief statements are comprehensive and address key issues pertinent to effective decision-making and policy development in the school. The mission statement and DRSLs describe the purpose and direction for the school, and reflect a focus on student learning as our top priority.

An analysis of our previous accreditation report showed that a majority of our stakeholders were unaware of what our mission statement and DRSLs were. This year, we have dedicated ourselves to properly communicating our school's vision and goals with all stakeholders. We have revisited the validity of our belief statements and have included all stakeholders in the process of ratifying our final product. We have committed ourselves to a continuation of proper communication to all stakeholders as ongoing process to educate all of us on our desire to create "R.E.A.L. Students, (with) REAL Success."

Mission Statement
Pleasant Grove High School is dedicated to assisting students as they navigate life through learning.

Belief Statements

As a professional learning community, we believe:

1) Student learning is our chief priority.
2) All students can learn and develop skills for success.
3) Each student is a valued individual capable of contributing in a meaningful way and deserving of respect.

4) A safe environment promotes student learning.
5) Students should be provided with a variety of learning activities to accommodate different learning styles.
6) Students can learn respect and responsibility for themselves and their community.

Vision Statements

To empower students to be life-long thinkers and learners, whose actions are guided by service, accountability, respect, and democratic ideals.

Faculty Commitment Statements

A Good Teacher…

- Is Professional
- Is Passionate
- Is Consistent
- Has High Expectations
- Cares about Students
- Is Prepared and Organized
- Is Current with His/Her Subject
- Makes Learning Relevant
- Is Constantly Seeking Improvement
- Creates a Positive Environment

Some of the ways that we effectively communicate our shared values and beliefs at present include the following:

- School website
- The marquee and announcements over the intercom are daily sources of information for students, faculty and staff.
- The school newspaper, The Viking Crier, is published monthly.
- The school yearbook, The Valkyrie, annually defines and records the spectrum of student experience and activity.
- Signs, posters and plaques are frequently hung around the school to build unity and provide information.
- Numerous awards, unique to Pleasant Grove High School, such as the Extra Miler, Iron Viking and Viking of the month are presented to model desired behaviors and to reward excellence.
- Numerous extra-curricular programs, such as Make-a-Wish and Operation Smile provide annual opportunities for students to learn the importance of service by serving.
- All student clubs at PGHS are required to perform a service project during the school year.
- Skyward is always available for parents and students to track assignments and grades.
- Counselors regularly send letters home to parents informing them of student's progress, graduation status, upcoming events, testing dates, college days, scholarship opportunities and SEOPs.
- Parents receive communications from teachers and administration as needed.
- A team of teachers, administrators and counselors meet weekly to discuss individual students
- The PTA mails a monthly newsletter to the home of each student.

Ultimately, we are using every means possible for the school to distribute information to all stakeholders with regards to what we want our students to be and become.

Principle #3: Pleasant Grove High School defines measurable goals focused on student learning.

Ranking: 3.5

One of the areas where we gave considerable time and discussion was coming to consensus on the school's DRSLs. Student learning is our paramount responsibility. We embrace this wholeheartedly and because of our strong belief in student learning there were many robust feelings related to the wording of our DRSLs. We met as an entire faculty and staff, as focus groups, and in impromptu settings crafting words that would match our culture of student learning. We feel great unanimity and excitement in the wording of our DRSLs as it relates to our focus on student learning and student success.

Shared Vision~ DRSLs

"R.E.A.L. Students, Real Success"

Responsible Citizens
Effective Communicators
Authentic Thinkers
Life-Long Learners

We are confident all students will find success in school, the communities where they live, in their homes, and in their employment with the attributes of **R.E.A.L.** students.

To measure student performance specifically related to the DRSLs faculty, staff, students, and parents discussed and considered ways to measure how we are doing as a school. There are many avenues of current measurement we have in place that assess how students are doing in the agreed upon DRSLs.

PGHS uses DATA consistently and effectively as part of our Professional Learning Community. We openly share and discuss the things we do well as well as areas we need to improve. The following DATA sources are points of measurements that we consistently use to assess how we are doing as far as reaching our DRSLs, Mission, and Vision. These are listed randomly and not in order of importance or significance

- CRT scores
- Club membership
- Course requests and offerings
- Attendance reports
- Surveys, student, staff and parent
- GPAs
- Grade distribution
- Police referrals
- School discipline data
- Extra curricular participation
- Concurrent enrollment data
- Distance learning offerings
- CTE Skill testing
- Graduation rate
- Advisory data
- Juvenile court referrals
- ACT scores
- Participation at school events
- Sub group data reports

Finally, we have also created and have been using DRSL rubrics, based on national standards, to gather data based on how well we are teaching our students to be R.E.A.L. within our classrooms. All teachers have been asked to rate their classes (on average) on how well they feel their students are accomplishing our school goals. Although we have only rated our classes one time (see school profile, DRSLs), we plan on continuing this process bi-annually in hopes to improve all areas of our students' success.

Leadership for School Improvement

Strengths

Strengths	Indicators of Strength	Plans to Continue
PLC Model	Weekly collaboration meetings; incentive reviews; data-driven decisions	Continue to encourage departments to create common assessments
Pyramid of Interventions	Daily Advisory, Attendance Policy, Credit Recovery, Student Support Team, faculty support	Yes

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Clarify goals with members of the community	County newspaper articles and state-wide legislative discussion that criticize public schools	Publish articles already written on-campus in more public venues
Instructional Effectiveness	We need better evidence that teachers are improving teaching in response to data collection and reflection.	Promote better teaching by organizing opportunities for faculty to observe master teachers at our school or another school

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

Rank 3.5

Pleasant Grove High School's slogan *R.E.A.L. Students, Real Success: Responsible Citizen, Effective Communicator, Authentic Thinker, Lifelong Learner* expresses our school focus on teaching and learning. PGHS administrators foster this learning climate and support it by regularly attending and promoting the following meetings and activities:

- CTL department chair meetings where Professional Learning Communities (PLC) are evaluated for viable curriculum progress.
- PLC meetings every Monday during contract time for teacher collaboration.
- Faculty Council meetings where elected faculty members discuss problems, create action plans, and suggest policy change.
- School Community Council meetings where administrators receive feedback and support from community members and vice-versa.
- Quarterly Parent Teacher Conferences.

- Parent Teacher Student Association (PTSA) President daily communication.
- Community business relationships that support educational goals.
- Mentor program for new teachers.
- Celebrations and awards to honor student and teacher achievement, such as Student of the Month, Extra Miler monthly faculty award, and Iron Viking award given monthly for employee recognition.
- On-campus partnership with Utah Valley University through Distance Learning classes and Concurrent Enrollment.
- Science Fairs, Knowledge Fairs, awards programs in science, sports, dance, performing arts, service projects.

Principle 2: Develops school-wide plans for improvement focused on student learning.

Rank 4

School leadership involved the entire school in the creation, implementation, and advertisement of our school slogan that focuses on student learning. In addition, school leadership uses various data and research to monitor student achievement and instructional effectiveness:

- Graduation rate percentage analysis led to department credit recovery programs, additional on-line study skills classes, and intervention during Advisory time.
- End-of-term D and F grade printout lists distributed to teachers encourage reflection about how to help failing students.
- Advisory practices led to Daily Flex Grade Reports that inform teachers which students need intervention.
- Increasing registration in college Distance Learning and college Concurrent Enrollment classes led to additional classes and supervisory staff.
- Data about post-high school realities led to additional "real world" application classes, in-school ACT testing for juniors, video broadcasted classes, MATC off-campus technical and career education classes, off-campus work internships, college prep classes, and AP classes. Our school has also hired a Transition Specialist to help Resource students transition from public education to job placement, vocational and technological training, and/or college.
- CRT data analysis and review with teachers led to Monday early-out collaboration efforts that help correct low scores.
- Commitment to state core requirements led to annual collaboration incentive review with teachers where administrators and parents review department and grade-level common assessment data.
- Analysis of IEP student needs and COGNOS data led to co-taught English classes, special education classes, resource classes, study skills classes (for the first time this year, a new teacher and computer lab where students can complete online

classes to recover credit), and peer tutor classes.
- Analysis of student math data led to after-school open math labs and Stretch Algebra classes.
- Evaluation of senior English offerings led to twelve new senior-year class choices.
- Advisory rewards—early lunch—for students who have no Ds or Fs and no attendance problems.

Principle 3: Employs effective decision making that is data-driven, research-based, and collaborative.

Rank 3.5

In 2006 and 2007, administrators funded travel for dozens of teachers, counselors, and administrators to visit Chicago-area Adlai Stevenson High School and receive instruction about and first-hand experience with the Professional Learning Community (PLC) model there. These school representatives all became school leaders who help their departments continue implementing the PLC model.

Administrators rely on current scholarship to craft policy for our school. For example, in September 2010, our principal provided teachers with "Coherent Instructional Improvement and PLCs: Is It Possible to Do Both?" for reflection and review during department collaboration. Overall, our current principal and administration relies on the following scholarly works:

- *Professional Learning Communities Philosophy* (Richard DuFour, Rebecca DuFour, Robert Eaker).
- *The Art and Science of Teaching* (Robert J. Marzano).
- *Understanding by Design Philosophy* (Grant Wiggins, Jay McTighe).
- *Leadership Philosophy* (Stephen Covey)
- *School Improvement Philosophy—Results* and *Results Now* (Mike Schmoker).
- *90/90/90 Schools* (Linda Darling Hammond).
- *Moral Dimensions of Education* (John Goodlad).

School leadership requires teachers by department to prepare for an annual PLC "incentive review" when teachers provide assessment data and action plans. In addition, administrators review Criterion-Referenced Tests (CRT) scores with applicable faculty and require SMART goals from all faculty members. This year, our administration reviewed each teacher's SMART goals and asked 85% of our faculty to revise their goals to make them more specific.

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

Rank 3

School leadership encourages both formative and summative assessment in classroom teaching by providing a computer lab that accommodates 90 students (and a secondary Media Center lab that accommodates 17 students) where students can take UTIPS tests, CRT tests, and other online tests and quizzes. School leadership also recently purchased Scantron grading equipment

to specifically help teachers grade common assessments.

In addition, school leadership continually reflects on student achievement by listening to patrons and by supporting the following:

- PTA—approximately one-third of parents are members of the PTA, and 68% of parents report using the PTA email tree. Our current principal has daily conversations with the PTA President. Our PTA has a Legislative Vice President and a Safety Commissioner to help assess and inform our school community, and they sponsor and direct the National Reflections Arts Competition at PGHS.
- School Community Council—community business leaders, elected officials, and School Board members regularly meet with a few faculty members and administrative representatives.
- Student Council initiates activities and programs that reflect student needs, including service opportunities.
- Faculty Council.
- Student-written school newspaper The Viking Crier.
- Monthly parent newsletter sent by mail—70% of parents report that they read this newsletter
- Wide variety of student clubs and teams—over 30 national and international clubs/organizations as well as grass roots clubs (for example, the Harry Potter Club).
- School web page with helpful links for faculty, staff, students, and parents—68% of parents report that they use the school web page.
- New Skyward interactive grading software that increases potential for online parent/student/teacher interaction.

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.

Rank 3.5

School leadership oversees regular IEPs for students who need accommodations; oversees professional resource programs for students with disabilities; oversees regular counselor-student-parent Student Educational and Occupational Plan (SEOP) meetings; oversees distribution of 504 information to faculty and staff; and oversees regular fire/earthquake/lock-down drills. The PGHS building custodian regularly communicates with faculty and staff via email with links to surveys that assess building cleanliness and safety. In 2009, a major campus remodel was completed and, in addition, some of our buildings are currently slated for funding to increase seismic safety. Our school employees a full-time on-campus police officer and a parking lot supervisor who patrols the parking lot before school until after lunch. Our principal recently sought feedback from the Faculty Council on his plan for a safer bus drop-off and pick-up. Our administration collects Disclosure Documents from teachers to assure that learning, safety, and behavior expectations are communicated to parents. Our school has a Dress Code and uses parent chaperones at activities when needed. Our school has a zero-tolerance policy

for guns, drugs, explosives, firearms, and alcohol.

At PGHS, students have layers of adults to mentor them. Students have at least five specific adults at school, *besides their regular classroom teachers*, who oversee their academic progress and success: two Advisory teachers who receive Daily Flex Grade Reports that track attendance and grade problems, a counselor, an administrator, and a club/team advisor/coach (all students are required to join a team or club). In addition, school leadership assigns particular "at-risk" students to adult Student Advocates for special attention when attendance, behavioral, family, psychological and/or drug problems are present. These Advocates meet weekly with the rest of the Student Support Team made up of administrators, counselors, Utah Valley University interns, the school Resource Officer (police officer), and the parking lot supervisor to focus on specific students with immediate needs.

Community Building Focus Group

Strengths

Strengths	Indicators of Strength	Plans to Continue
Parents positive feelings about PGHS, Concurrent Enrollment, and Distance Education classes	Roughly 33% of our students are involved in concurrent enrollment classes or distance education classes	Information about these classes will continue to be advertised by our counselors. Will work with Jr. Highs to let students know about the opportunity.
Community's positive feelings about Athletics	32% of students at our school are involved in athletics: 2010 boasted a then record 7 division 1 football scholarships, as well as scholarships in the following areas: 1 girl's basketball, 5 girl's volleyball, 1 golf, 2 soccer, and 1 baseball. PGHS also took state in wrestling this year and took 2nd in girl's volleyball.	Continue to staff excellent coaches/teachers who help each student reach maximum potential. Keep students informed of scholarship opportunities via the counselors.
Parents' positive feelings about School Spirit	Sold out plays. Lighting the G on the mountain. Pleasant Grove apparel.	Continue to light the G. Reach out to community with special events and keep public informed of our successes.

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
More communication with incoming students	Comments from parent survey administered during parent teacher conference	Improve communication with feeder Jr. High Schools. Send representatives from different departments to inform the student body of possibilities in high school.
More user-friendly website	Comments from parent survey administered during parent teacher conference	Work on better calendar format. Work on improving navigation of the website.
Drug Awareness	Increased incidents of usage on campus	Involve school community council and local police to help increase awareness

Our group was made up teachers who teach a variety of subjects. We have been meeting together on a monthly basis for the past five months to discuss the culture of continuous improvement and learning at Pleasant Grove High School.

Principle 1: Fosters community building conditions and working relations within the school.

Rank: 3

Analysis:

Positive and productive working relationships are established 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

With the implementation of advisory, students have had a lot more one on one time with their teachers. Teachers have access to a student's schedule which results in regular communication between teachers when a concern or challenge arises with a particular student. Administration does not hesitate to take the initiative when a teacher contacts them about a student who may be struggling, or in other cases may be achieving greatness. PTSA and School Community Council both meet often to discuss the goings on at the school. Many problems find their solutions when brought up at these meetings. The success of the student is always at the forefront of these efforts.

The school creates and sustains a learning environment for students that nurtures a sense of caring and belonging.

There is a sustained effort to recognize student achievement. We recognize Viking of the week, Viking of the month, and reward students for attendance and high grade marks. With the implementation of the Keys to Success program, we are finding ways to reward the successes of students who might not make the honor roll but make contributions and improvements to their academic careers. Club week is organized so that students can find a group of students with a purpose that they can identify with. Students are encouraged to join a club and become active in serving others.

Collaborative and interdependent teams are established to achieve goals.

The teachers and administrators at Pleasant Grove High School are dedicated to the success of the students. Scores have shown a marked increase in student success and pass rates as we have worked hard to collaborate in departments as well as out of departments. Professional development is encouraged and is often offered at the school during professional development days. After break out sessions are attended, the teachers are encouraged to meet and share with each other the instruction they received in their sessions.

Principle 2: Extends the school community through collaborative networks of support for student learning:

Rank: 3

The School engages parents and families as partners in the learning process.

There are 4 parent teacher conferences throughout the year. The district sends out a newsletter monthly. Many teachers have links to class websites that are updated regularly so that parents and students can see work they've missed. In order to gain better feedback from our community, parents were given a survey this year to determine what they feel are the strengths and weaknesses of our school. As we have studied this data, action plans have been made to combat the negatives.

The school supports collegial working relationships across K-16 levels of education.

The high school communicates well with the local Jr. High and Elementary Schools. The counselors visit the "feeder" schools on a regular basis with information on several of the programs that we offer here at the high school. With the national core being re-organized over the next few years, the teachers are dedicated to meeting more regularly with the Jr. Highs to discuss and plan lessons and units so that we cover everything on the core between our two institutions.

The school builds collaborative networks of support with community members and groups, youth-serving agencies, clergy and government leaders, and leaders of higher education and business

Pleasant Grove High School has a wonderful relationship with many of the home-town favorite businesses. Whether it be Chick Fillet or Purple Turtle, the local businesses do not hesitate to show support to our students. Recently, the newly managed Water Gardens 6 movie theater has let our students do fund raisers where the ticket price goes straight into a student's organization's pockets. The Church of Jesus Christ of Latter Day Saints sends representatives from the seminary program to teacher collaboration meeting as they share many of the same students with us. This year ushered in the return of the lighting of the G. The community responded quite positively to this endeavor and has enjoyed the feeling of school spirit as the mountain lights up. The counselors have a college day which the seniors take to full advantage. Representatives from the state schools as well as armed forces makes themselves available to answer questions and help show the path to college or other higher education.

The improvements planned:

The faculty has heard the opinions of the students and their parents and feel that the following courses of action should take place:
1. The school website needs to be re-evaluated so as to be more user friendly.

2. Communicate with the parents and students about issues concerning drug use.

The school website is constantly being updated and reworked as feedback is given, while the issue concerning drugs has become an intensified action plan goal for our school.

Culture of Continuous Improvement and Learning

Strengths

Strengths	Indicators of Strength	Plans to Continue
Technology in the Classroom	All classrooms in need of projectors in the new wing of the school are equipped with functioning projectors	Check the remainder of the school's classrooms and ensure that there are functioning projectors
Graduation Rate	We have improved the graduation rate by 1%	Continue to offer credit recovery and other opportunities for students to graduate and track progress through our counselors and Advocates Program
Pass Rate	We have improved the pass rate by 1% by increasing the number of grades earned by 1%	Continue to work with students who have NC's and offer opportunities to recover credit
Attendance	Students averaged 6.1 tardies and 10.1 absences in 2009 and have improved to 5.3 tardies and 8.8 absences during this year	Continue to reward students with good attendance and make students responsible for their actions

Recommendations for Growth

Areas for Improvement	Evidence of Needed Growth	Implementation Plans
Graduation Rate	Graduation percentage is not 100% and there is always need for improvement	Give special attention to those students who are struggling and guide them to credit recovery opportunities
Consideration of student's opinions when making important school-wide decisions	40% of students surveyed don't believe we consider their opinion when making important school-wide decisions	Formation of a Student Advisory Council which meets regularly with administration
Connecting student learning to every day life	Some lesson plans and state standards and objectives have become outdated	Lesson plans and state standards and objectives need to be updated with connections made to student's everyday learning

We have been meeting together on a monthly basis for the past five months to discuss the culture of continuous improvement and learning at Pleasant Grove High School.

We have discovered that there are goals that we set in 2008-2009 that were obtained in the 2009-2010. We have discussed how programs that are in place at Pleasant Grove High School have affected student graduation rate, GPA, attendance, AP scores, and CRT Testing.

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

Rank: 3.5

We are between "limited development and/or partial implementation" and "fully functioning and operational level of implementation". We have raised the graduation rate by 1% in the last year. We improved the pass rate by increasing the number of grades earned by 1%. We continue to provide a rigorous curriculum by supporting a variety of advanced placement classes. We have improved the pass rate in Algebra I by 2%. We have increased the use of technology in the classroom by providing the necessary infrastructure in twenty seven new classrooms.

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

Rank: 3.5

We are between "limited development and/or partial implementation" and "fully functioning and operational level of implementation". The following programs are in place to create the conditions that support productive change and continuous improvement of students. One of the ways that we are constantly focusing on these areas for improvement is through our Professional Learning Communities (weekly collaboration during early out Mondays). Every week our teachers have opportunity to meet together and discuss options for improvement and how to implement new ideas and programs. Other areas that allow us to focus on these efforts include the following:

- Advisory (20 minutes every Tuesday through Friday)
- Minimal and Professional Development Days
- Professional Learning Communities (weekly collaboration)
- CTL training
- Professional leave for conferences
- Participation in district-wide collaboration
- Associates Program
- Mentoring programs for new teachers
- Pyramid of interventions (credit recovery, trackers/advocates, attendance school, Latinos in Action and Why Try programs, labs, advisory period, East Shore packets, Electronic High School, Extended Year School)
- Concurrent enrollment and distance education, associates degree program.

It is our responsibility to make every student aware of the programs that are in place to help them achieve their goals.

It is also our responsibility to use professional development and other meetings to better our understanding of what is needed to help every student at Pleasant Grove High School obtain the best education possible.

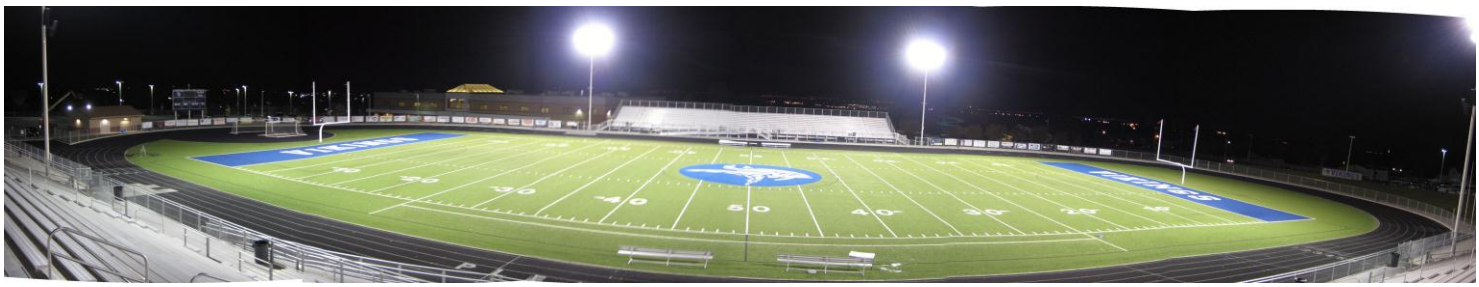
After having surveyed more than 95% or our student body, we have found the following data to be pertinent in showing us our strengths and weaknesses.

Strengths, Evidence, What to keep doing?
#41) 69% of students see advisory as a motivation to get to class on time.
#42) 82% of students say advisory motivates them to pass their classes with a C or higher.
#43) 79% of students think their advisory teachers help them with their academic needs.
*Through this data, we have become confident that our efforts to maintain our Advisory Program have been successful and that students have benefitted greatly from it. We have continually stressed to all stakeholders the value of this program and are continuing to see positive results.

Weaknesses, Evidence, Action Plan?
#34) 40% of students don't think we consider their opinions when making important school conditions.
*Throughout this process, we have become ever-more cognizant of the value of properly communicating our school goals and values to all stakeholders. One area that we need to improve on is to do a better job communicating current school issues with students and why these programs are important for their every day lives. It is vital for us as a school to not only include students in the decision-making process, but to also effectively communicate these ideas to promote proper understanding. One of the ways that we hope to address this issue is by creating a Student Advisory Council which will meet with administrators on a monthly basis to improve the lines of communication from student to school leadership.

Action Plans

R.E.A.L. Students, Real Success



ACTION PLAN—DRUG AWARENESS

Desired Results for Student Learning:

Responsible Citizen	√
Effective Communicator	√
Authentic Thinker	√
Life-long Learner	√

Justification: Recently, at PGHS we have had an increased awareness of the substance abuse problems that exist within our school community. Through our student and parent surveys, conducted at the beginning of this year, we as an administration and faculty received feedback that this issue is a major concern that needed to be dealt with. Throughout this year, due to substance abuse, we have been impacted at PGHS in the following ways: an increase number of suspensions and expulsions (see School Profile), a growing number of students who feel that there is a "problem with bullies at our school" (see Student Survey results), as well as the feeling that some students have that they cannot talk with a staff member about personal problems they are having (see Student Survey results). Although we have had ongoing programs to assist our students who have struggled with substance abuse issues, we have decided to emphasize this action plan goal throughout the coming years to combat this growing problem.

Goal Statement: Ultimately, we want to create a safe learning environment at our school and provide an atmosphere where students feel comfortable. We want to provide an avenue where students will increase their abilities to feel comfortable discussing issues that are concerning to them and help them know that they can trust differing staff members throughout the school. We want all of our stakeholders to know that we are striving to combat any issue that infringes upon the rights of our students to succeed in their learning. With this action plan, we also want to decrease the number of substance abuse issues that have been leading to both suspensions and expulsions. Finally, we hope to increase the awareness of our teachers on how to deal with this issue and create a standardized, school-wide approach to "Hall Pass" situations.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1) EPE-Earnest and Persistent Effort	Ongoing (District-wide policy)	Why Try? Program, Trackers	Administration
2) Health Classes	Ongoing part of curriculum	FTE, state curriculum	Health Teachers
3) SST	Ongoing school program	Trustlands, FTE, Americore, city officer, and UVU	Administration, Counselors, State Resource Officer, Advocates

4) Continued awareness through surveys and student mediation	Ongoing	Trustlands, FTE, Americore, city officer, and UVU	SST
5) Professional Development	Fall 2011-Fall 2012	FTE time for instruction	SRO, Administration
6) Parking lot attendant, including surveillance and security	February 2011	Pays for itself through parking tickets	Administration, attendant
7) Systematic approach to protocols for Hall Pass and student movement	Fall 2010, begun. Full implementation by Fall 2012	Faculty meetings, time for stakeholders to come to consensus	Administration, Faculty Council, all teachers, share information with Community Council

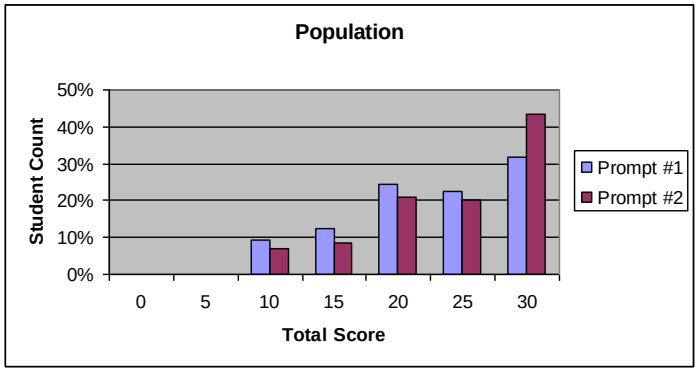
ACTION PLAN—
"COMMUNICATING ACROSS THE CURRICULUM"

Desired Results for Student Learning:

Responsible Citizen	√
Effective Communicator	√
Authentic Thinker	√
Life-long Learner	√

Justification: During our training for the accreditation process, our accreditation team was made aware that more that 72% of high school graduating students are deficient in English writing skills. At first, this made us wonder whether we were providing a proper learning environment at PGHS that would produce student who were successful in their writings. As we searched our data, we realized that the writing portion on the UBSCT test continually received the lowest scores. Although we had a previous goal, back in 2005, to start a program to help students become better writers, we did not properly organize a school-wide program with a trained facilitator who could assist teachers toward this goal. We want to establish a working, school-wide program to help prepare our students for college entrance exams, as well as for post high school success.

Goal Statement: In Fall of 2010, we began the process of establishing a school-wide "Communicating across the Curriculum" program that would assist teachers in their abilities to teach students to write and that would help students improve their writing performance. Ultimately, we want our students to become better Effective Communicators through written response.
After initially collecting data on our first two writing prompts, we have seen that our efforts have been successful (see accompanying chart). With this action plan, we would like to see a 5% increase in annual scores (graded according to our school-wide writing rubric) from our first writing prompt to our final prompt at the end of the year.



ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1) Establish a sense of "necessity" within all faculty members.	Fall 2010	Time, research from other schools	Matthew Embley
2) Professional Development to instruct teachers on writing in your curriculum.	Fall 2010	Wilhelm Institution, time to collect samples	Matthew Embley, Amanda McCollum

3) Develop a school-wide writing rubric in student-friendly language and collect samples to illustrate scoring.	By November 2010	English Teachers, time to collect and discuss samples	Miriam Robertson, Amanda McCollum, all teachers
4) Create rubric posters to hang in all classrooms.	January 2011	Money to create posters	Administration
5) Implementation of rubric on 1 writing prompt for 3 terms	Throughout the 2010-2011 school year	Teachers give and grade assignments, time to collect and analyze data	Matthew Embley and data specialist
6) Continued Professional Development on writing in curriculum	Fall 2011	FTE time	English teachers, administration, CTL's
7) Data Entry- Teachers enter data on template (school's network)	Fall 2011	FTE time for training, data specialist stipend	Data specialist, administration, all teachers, program facilitator
8) 5% increase on student writing scores during each school year	Fall 2011	FTE	Data specialist, administration, all teachers, program facilitator
9) Analysis of results to determine effectives of program	Fall 2012	Data specialist time, faculty meeting time	Data specialist, administration, all teachers, program facilitator

ACTION PLAN—ELL INSTRUCTION

Desired Results for Student Learning:

Responsible Citizen	√
Effective Communicator	√
Authentic Thinker	√
Life-long Learner	√

Justification: As a school community, we have had continually growth in the population of students who need assistance with their English language skills. As we have seen this growth of potential ELL (English Language Learner) students, we have realized a greater need for teachers to differentiate their curriculum and provide avenues for these students to find success. In recent years, we have recognized a weakness in our ability to help these students find success as evidenced by test scores, pass rates, and AYP scores (as this subgroup did not meet adequate yearly progress for our school in 2009). Additionally, in a faculty survey produced by our accreditation team, 56% percent of teachers responded "Disagree" or "Strongly Disagree" to a statement "I am confident in my ability to vary my instructional strategies to meet the needs of my *ESL students*" (see Appendix, Quality Instructional Design survey). After having analyzed the data collected on our ELL students, and after having become aware that half of our teachers feel unable to properly help this subgroup of students, we have decided to make this a school-wide priority.

Goal Statement: Ultimately, we would like for ALL of our students to succeed. With this specific subgroup of students, we would like to see an increase in passing grades, a system to better communicate assistance, and an increase in graduation rate. Additionally, we want to help our teachers become more confident in their abilities to assist our ELL students by providing them with professional development opportunities and greater access to administrative and "specialty" staff assistance. We want to provide a continually better quality instruction for our ELL students.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1) ELL Student Advocate	Fall 2009	Americore	Administration, ELL Advocate
2) Latinos in Action program	Fall 2009	FTE, time	Advisor over Latinos in Action
3) Latino Counselor	Fall 2010	FTE	Administration, Counselor
4) Parent Night	January 2011	FTE, time	Administration, Counselor

5) Parentlink for ELL parents	Winter 2010	District- sponsored program	Administration
6) Professional Development for teachers	Fall 2011, yearly	District, time, FTE	District Specialist, Administration
7) School-wide assistance by ELL endorsed teachers	Fall 2009, ongoing	FTE, time, faculty meetings	Administration, Faculty
8) Communication with ELL community	Fall 2011	District stipend, Community Council	Diversity Specialist
9) Analysis of results of program	Fall 2012	Data specialist, faculty meetings	Administration, Data specialist, ELL student advocate

APPENDIX

R.E.A.L. Students, Real Success

Latinos in Action
Class/Club

There are 20 students in the group for the year 2010-2011. The participation in this group fluctuates as does our Latino student population.

The main purpose of Latinos in Action is to help Latino students succeed in school by helping them develop social and academic skills, and to help elementary school Latino students succeed in school through reading and math tutoring.

DRSLs

Responsible Citizen – Latinos in Action goes to the elementary schools to tutor students in reading and math. They are helping the future generations succeed in school. They also have a dance group that performs at different events throughout the year. We hope that our students develop service-oriented habits that will continue after their high school career. As they assist the younger generation, we hope that they will find success in their own lives as well as developing stronger character values.

Effective Communicator – Latinos in Action are bilingual. They speak English and Spanish. Every two weeks they have to write about the experiences they have had in the previous weeks while tutoring. They must also report orally on the progress of their students. Additionally, they are able to communicate aspects of their culture to the community as they participate in social dance events.

Authentic Thinker – Latinos in Action are encouraged to use creativity to help the students they tutor. They need to come up with activities and use different strategies to help the young students succeed. They also have to think of ways to help their community through service projects. One critical aspect of being an Authentic Thinker that these students incorporate throughout their participation in this club is their ability to gain, interpret, analyze, synthesize, and organize material for the younger students whom they help and the people throughout the community whom they serve. Thus, this club gives the community of Pleasant Grove an additional opportunity to see positive aspects of the Latino culture.

Life-long Learner – Latinos in Action must have a 2.0 GPA to start, and they have to keep improving every semester. They get training on college careers and leadership skills. They attend 2 conferences a year where they learn about setting goals, how to fill out college applications, career investigations, and topics that might be of interest to the Latino population. This program successfully prepares them for life after high school by assisting them in gaining skills that would be valuable in additional schooling as well as in employability.

Community Building Parent Opinion Survey

1 = I strongly agree 2 = I agree 3 = I disagree 4 = I strongly disagree N/A = Not applicable to me

School Climate / Environment

1)1 2 3 4 N/A PGHS offers students a high quality education.
2)1 2 3 4 N/A PGHS prepares students to deal with the issues and problems they will face in the future.
3)1 2 3 4 N/A Teachers at PGHS hold high expectations for learning for you student.
4)1 2 3 4 N/A The amount of homework my student receives helps them be successful in their studies.
5)1 2 3 4 N/A The teachers at PGHS are willing to give my student individual help time outside of class time.
6)1 2 3 4 N/A The teachers at PGHS evaluate and grade my student's schoolwork fairly.
7)1 2 3 4 N/A I feel comfortable contacting PGHS teachers and staff about any of my concerns.
8)1 2 3 4 N/A If my student or I have an issue with a PGHS teacher or program, we both know how best to ask for help
9)1 2 3 4 N/A My student feels comfortable communicating with his/her teachers.
10)1 2 3 4 N/A My student feels that PGHS provides a safe environment for learning.
11)1 2 3 4 N/A Counselors/advisors are available to provide guidance about my students classes and planning for the future.
12)1 2 3 4 N/A My student has access to many different resources such as up-to-date computers, media centers, libraries, and other types of technology to help him/her succeed in learning.
13)1 2 3 4 N/A The school facilities are adequate to support my student's learning needs.

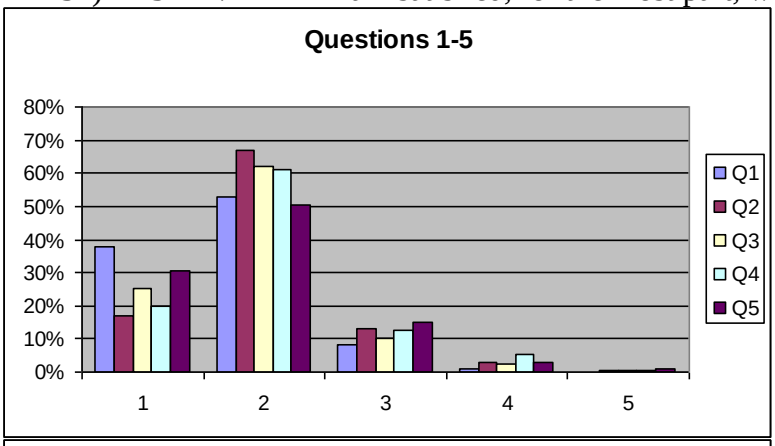
Quality of the Instructional Program

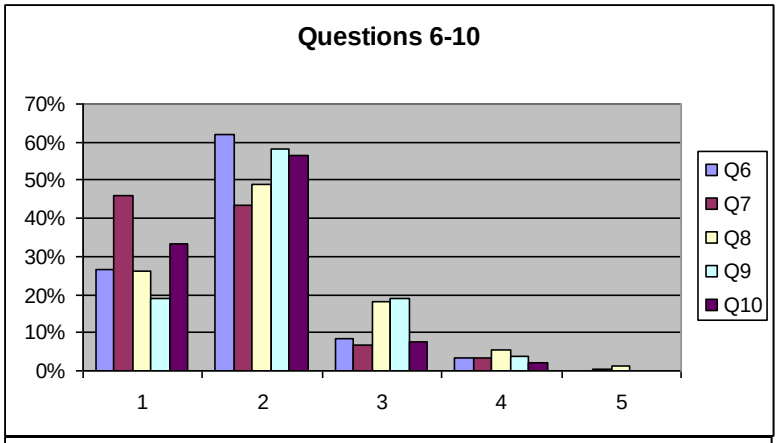
14)1 2 3 4 N/A PGHS does a good job of teaching language arts (reading, writing, speaking, and listening).
15)1 2 3 4 N/A PGHS does a good job of teaching mathematics.
16)1 2 3 4 N/A PGHS does a good job of teaching science.
17)1 2 3 4 N/A PGHS does a good job of teaching social studies.
18)1 2 3 4 N/A PGHS does a good job of teaching the fine arts (music, visual arts, dance, and drama).
19)1 2 3 4 N/A PGHS does a good job of teaching physical education.
20)1 2 3 4 N/A PGHS does a good job of teaching health education.
21)1 2 3 4 N/A PGHS does a good job of teaching foreign languages.
22)1 2 3 4 N/A PGHS does a good job of teaching career/vocational courses.

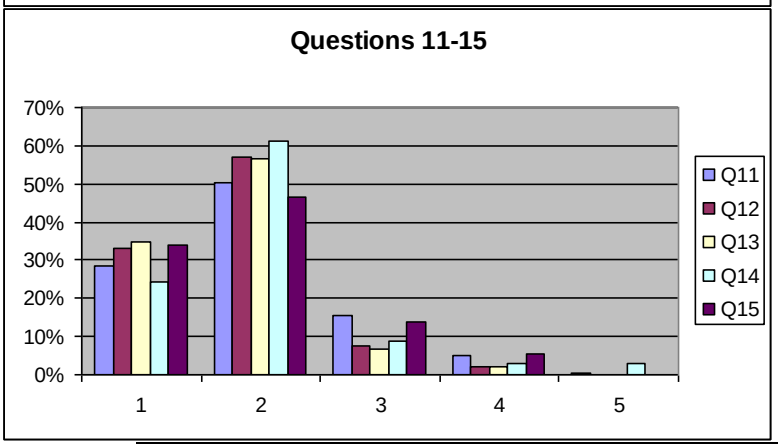
Support for Student Learning

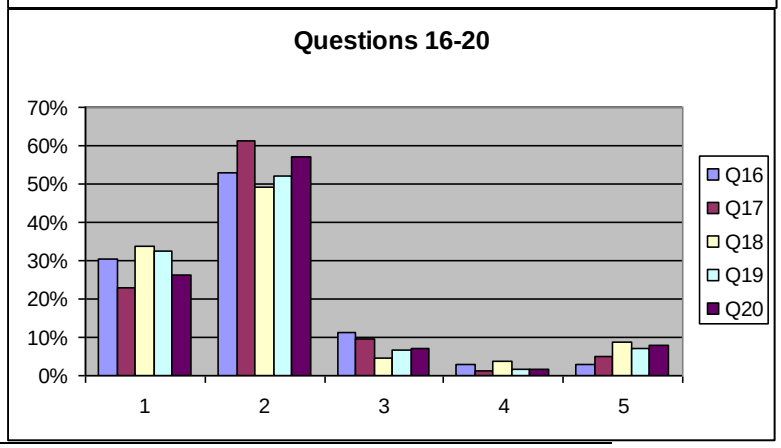
23)1 2 3 4 N/A My student is encourages to use school and community resources to help him/her with homework.
24)1 2 3 4 N/A The staff at PGHS displays a caring attitude toward me and my student.
25)1 2 3 4 N/A Substance abuse and alcohol are a problem on PGHS campus.
26)1 2 3 4 N/A The students at PGHS are treated with respect, regardless of race, religion or gender.
27)1 2 3 4 N/A PGHS teachers, staff and administrators apply rules equally to all students.
28)1 2 3 4 N/A Teachers respond to my student's expressed concerns.
29) Yes/No Have you contacted the school by phone?
30)1 2 3 4 N/A Teachers/staff return my phone calls in a timely manner.
31) Yes/No Have you contacted the school through e-mail?
32)1 2 3 4 N/A Teachers/staff return my e-mails in a timely manner.
33)1 2 3 4 N/A Parent-teacher conferences are useful.

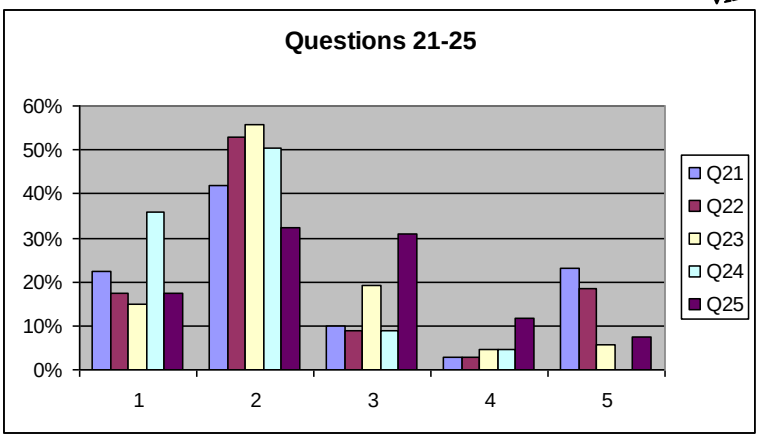
34)1 2 3 4 N/A The opinions of parents are considered when important school decisions are made.
35)1 2 3 4 N/A PGHS uses technology to provide parents and students with information about PGHS.
36) Yes/No Have you accessed the PGHS web page?
37)1 2 3 4 N/A The web page is user friendly.
38) Yes/No Have you accessed Skyward?
39)1 2 3 4 N/A Skyward is an effective way for me to be aware of my student's grades and work.
40)1 2 3 4 N/A PGHS communicates effectively with parents through a variety of ways.
41)1 2 3 4 N/A The front office secretaries at PGHS have answered my questions in a timely manner.
42)1 2 3 4 N/A The counseling secretaries at PGHS have answered my questions in a timely manner.
43)1 2 3 4 N/A The attendance secretaries at PGHS have answered my questions in a timely manner.
44)1 2 3 4 N/A The financial secretaries at PGHS have answered my questions in a timely manner.
45)1 2 3 4 N/A The counselors at PGHS have answered my questions in a timely manner.
46)1 2 3 4 N/A I see positive changes happening at PGHS.
Please list some examples, if applicable, in the space provided at the end of the survey.
47)1 2 3 4 N/A I see negative changes happening at PGHS.
Please list some examples, if applicable, in the space provided at the end of the survey.
48) Yes/No Have you attended a school sponsored activity at PGHS in the last year?
Please list the general activity types in the space provided.
49)1 2 3 4 N/A PGHS honors success for all students and all activities.
50)1 2 3 4 N/A I am aware of activities that take place at PGHS.
51)1 2 3 4 N/A PGHS does a good job of advertising activities.
52)1 2 3 4 N/A I am satisfied with the quality of student activities that my student participated in at PGHS.
53) Yes/No Have you visited a PGHS classroom during class time?
54)1 2 3 4 N/A I am satisfied, for the most part, with PGHS.







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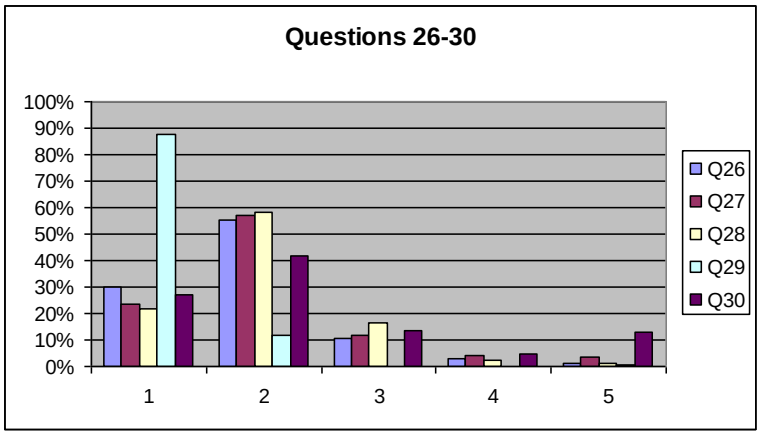
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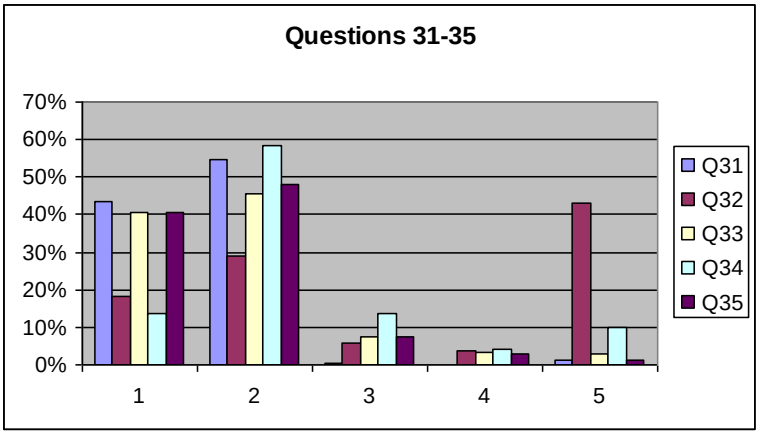
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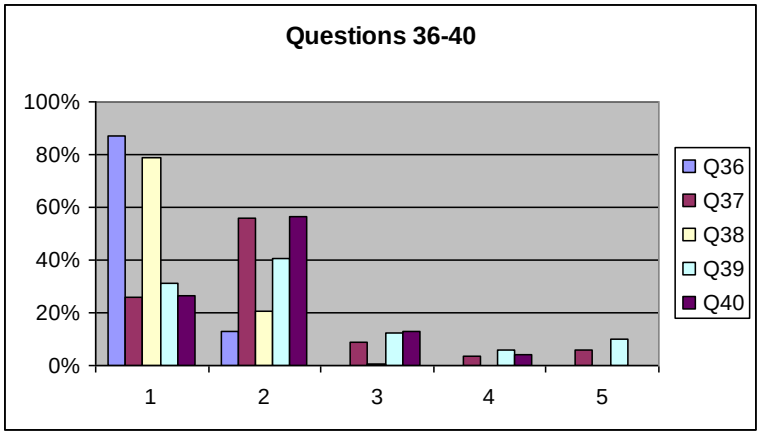
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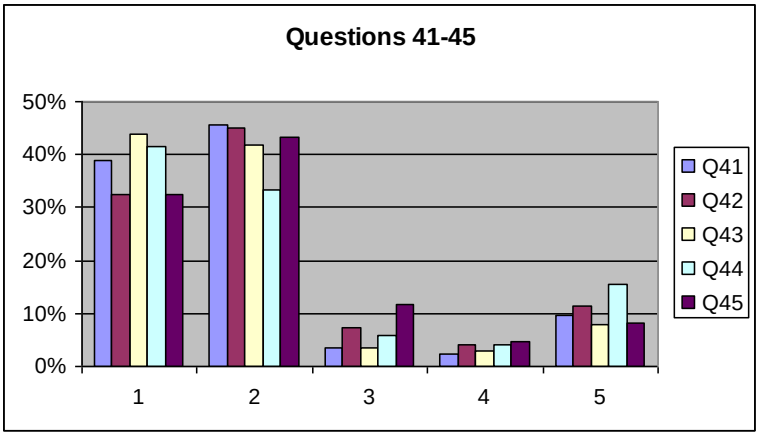
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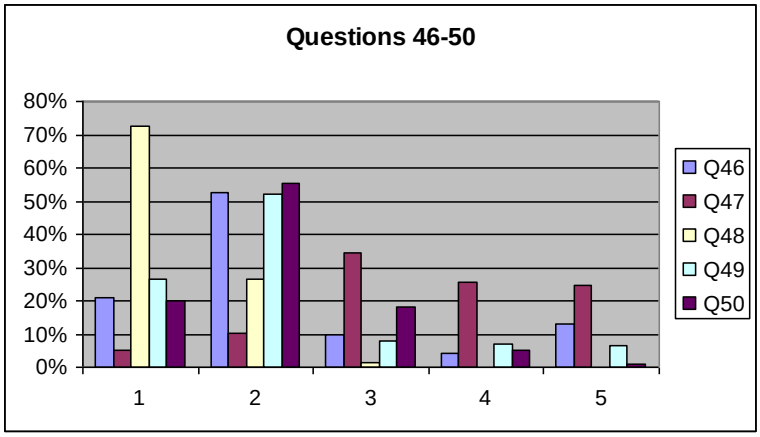
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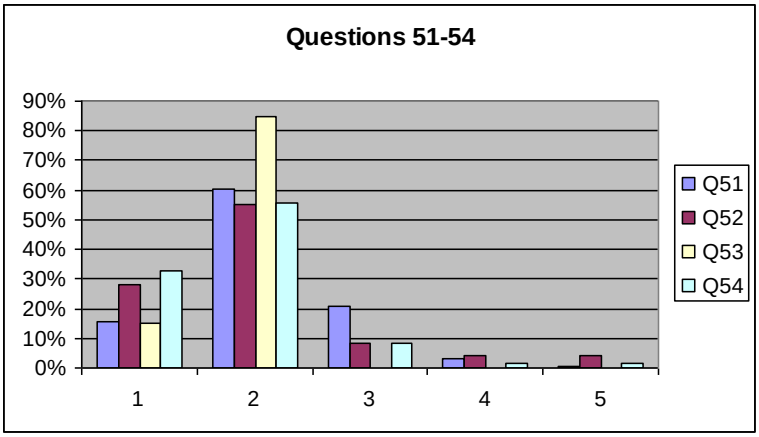
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Community Building Written Responses

Strengths:

-Concurrent Program, Distance Ed (3)
-Good (Excellent Teachers) (45) (some, but not all, 7)
-Positive Environment (10)
-Programs to meet variety of differing academics (2)
-Athletic Department (4)
-Great Counselors (2)
-Community Involvement (4)
-Good Parent-Teacher Conferences
-Attendance Policy
-School spirit

Needs:

-Ways to communicate more besides computers (no computer access at home, 2)
-Better communication with incoming students (3) (earn a degree)
-Better information on scholarships and college prep (5)
-More Concurrent Enrollment and honors classes (2)
-New secretary (very condescending)
-Better counselors (4, communication with SEOP, communication with registration)
-Enforce Dress Code (3)
-Extra-Curricular activities that do not involve sports
-Better teachers (4)
-Smaller classes (6, class availability)
-Too much effort in athletics
-Update Website more often (2)
-Less Discouragement
-New (football, golf) coaches (5)
-Drug Awareness (4) (steroids)
-ACT Class (2)
-Better communication on due dates
-Do not let grades be "bought"
-Character values taught (3)
-Update Auditorium (4)
-Clean up the plays (4)

Parent-Teacher:

-5 minute visits, get rid of long lines (15)
-2 nights of conference, number system, make sure all teachers are there
-Keep it in the lunchroom (6)

Positive Changes:

-Skyward (2), New Construction (26), Better counselors this year, Light the "G"
-Stricter Advisory Period (2), Neat and clean, Attitude of school, Text messages
-Removing vulgarity and cussing

Negative Changes:

-Skyward (8), Rise of drug problems in school (10), Advisory is a waste of time for non-struggling students (2), Having teachers who do not like to teach, Dog
-No child left behind

Faculty Survey

A = Strongly Agree, B = Agree, C = Disagree, D = Strongly Disagree, E = Don't Know

Mission and Beliefs

1) The school has a collaboratively developed, written statement of its mission and beliefs.
2) The mission and beliefs are evident in all aspects of the educational program.
3) The mission and beliefs are reviewed annually and revised as necessary.

Program of Studies

4) The school has a defined program of studies that is consistent with the school mission and beliefs.
5) The school has statements of desired results for student learning for all areas of the curriculum.
6) Instructional and assessment practices support and are aligned with the desired results for students learning.
7) Organizational practices support and are aligned with the desired results for student learning.
8) The program of studies meets the requirements of the state.

Policies and Procedures

9) The school or district has written policies and procedures that are congruent with the school's mission and beliefs.
10) School policies and procedures are available to the school community.
11) The school has a written policy governing student safety.

Student Conduct and Attendance

The school has a written code of conduct that:
12) Was cooperatively designed by students, staff, administration, and patrons.
13) Is fair, consistent, and nondiscriminatory, with consequences clearly detailed.
14) Is widely distributed.
15) Protects all parties and establishes both authority and responsibility with attention to du process requirements.

The code of conduct makes reference to:
16) Dress and Grooming.
17) Motor vehicles (if applicable)
18) Search and seizure.
19) Attendance.
20) Substance abuse.
21) Freedom of expression.
22) Use and possession of dangerous items.
23) Discipline
24) Student records, i.e., access and confidentiality.

The school has a clearly defined attendance policy that includes the following:
25) How absences are defined and processed.
26) How tardies are defined and processed.
27) Consequences for failing to meet minimum standards.
28) Processes for dissemination and review of policies.
29) Standards for consistent application without discrimination.

Program and Special Services

Students have access to the following school programs:
30) Comprehensive development school counseling.
31) Programs for gifted/talented and disabled students.

32) School psychological services.
33) School social work services.
34) Health and school nursing services.
35) Physical and/or occupational therapy services.

Physical Facilities

36) The building, site, and equipment provide the physical environment to support the school's mission.
37) The buildings are designed, equipped, and monitored to provide instructional spaces that are adequate for the programs housed within them.
38) The aesthetic qualities of the school plant and grounds encourage student, staff, and community pride.
39) Building, site, and equipment are adequate to meet the needs of the disabled.
40) Outdoor instructional areas complement the academic, physical education, and athletic / co-curricular programs of the school.
41) The arrangement of instructional space promotes staff communication and sharing of materials / equipment.
42) The arrangement of instructional space provides for the separation of high and low noise activities.
43) There is evidence of effective maintenance and housekeeping designed to provide a safe, sanitary, and attractive environment for learning and to protect the investment in the school plan.
44) Instructional areas that are utilized by the community don't impede regular school operations.

Desired Results for Student Learning

45) Students demonstrate the ability to be Responsible Citizens, Effective Communicators, Authentic Thinkers, and Life-long Learners.
46) Students demonstrate media literacy skills including ethical use of information and information technology.
47) Students demonstrate the ability to learn independently and adopt habits and attitudes of lifelong learners.
48) Students demonstrate the ability to recognize and identify their information needs and show self-confidence in solving information problems.
49) Students develop media literacy skills and critical thinking processes necessary to analyze information and opinions in order to develop new understanding and make informed decisions.
50) Students demonstrate the ability to explore the ideas and creative achievements of a variety of people from many cultures and times.

Media Center

51) The library media program is available to individual students and class groups throughout the day.
52) The library media facility provides an inviting environment that is conducive to student learning.
53) The library media facility is of sufficient size and flexibility to accommodate a variety of functions simultaneously.
54) The library media program provides print, non-print, and electronic materials that directly support school goals and curriculum reflecting a diversity styles, levels of skill, and cultural differences.
55) The library media program provides a quality fiction and nonfiction collection that reflects students' individual reading levels and interests.
56) Electronic resources are available to provide technical access in proportion to the number of students being simultaneously served.

Mission Statement

57) The school has developed a mission statement that guides school improvement.
58) The mission statement focuses on student performance.
59) The mission statement has been reviewed in the past year.

School Profile

60) The school profile specifies student centered needs.

61) The school profile is adequate to serve as a basis for drawing conclusions and targeting areas in need of improvement.
62) The school profile assessments measure student growth.

Assessment

63) The primary force behind the school's organizational and instructional practices is the attainment of desired learner results.
64) Continual evaluation of the school is carried out as a cooperative enterprise.
65) The school evaluation focuses on analyzing the effectiveness of the school in accomplishing its mission, effective instructional alignment, and desired learner results.
66) Evident misalignments between instructional practices, organizational practices and desired learner results are addressed in the school improvement process.

School Improvement Process

The school improvement process provides an orderly process for:
67) Selecting the most appropriate areas upon which to focus improvement efforts.
68) Developing strategies that are designed to improve student performance.
69) Implementing those strategies.
70) Monitoring the process to ensure that success has been attained.
71) The school improvement process is the result of a school self-evaluation that addresses the major recommendations for improvement as identified in the self-evaluation.
72) The school and community work together to systematically anticipate and appropriately respond to change as the school improvement is implemented.
73) Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.
74) A reasonable, specific timeline for implementation of the school improvement process is identified.
75) Workshops / activities have been conducted for staff in past years to assist in school improvement process.

Staff Development

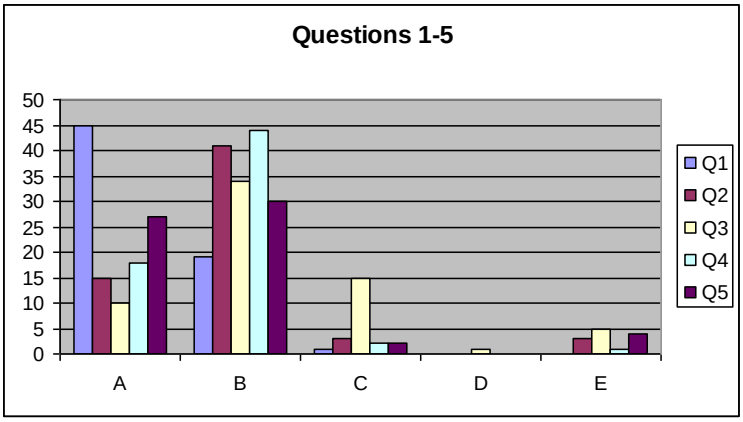
76) A cooperatively developed staff development plan that reflects both needs and goals is used in the school.
77) Evaluation of staff development activities includes both formative and summative evaluations.
78) The Administrator/Principal provides the educational leadership necessary to set and achieve school goals and improve the educational program.
79) The Administrator/Principal supervises and coordinates programs and activities, and carries out other administrative procedures as necessary.

School Activities

80) The school provides a program that is consistent with the school's mission and beliefs.
81) Equal opportunities are ensured through scheduling of facilities, number and types of activities, and the expenditures of funds.
82) All safety and health guidelines are followed.

Financial Responsibility/Tuition and/or Fees Policies

83) The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.
84) The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to students at the time of their application and/or registration.
85) Terms of tuition and/or fees payment are clearly spelled out in the agreement.
86) Tuition and/or fees collection procedures are fair to both the students and the school. These procedures are in keeping with sound and ethical business practices and protect the financial interest of the school.
87) The school has written policies on tuition and/or fees refund that are equitable to both student and school.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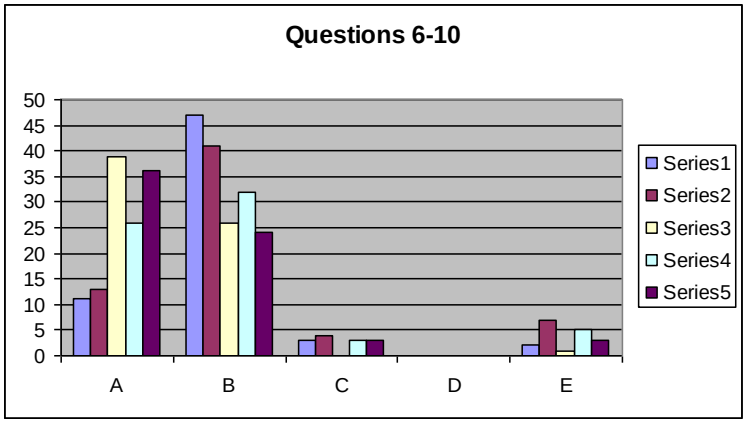
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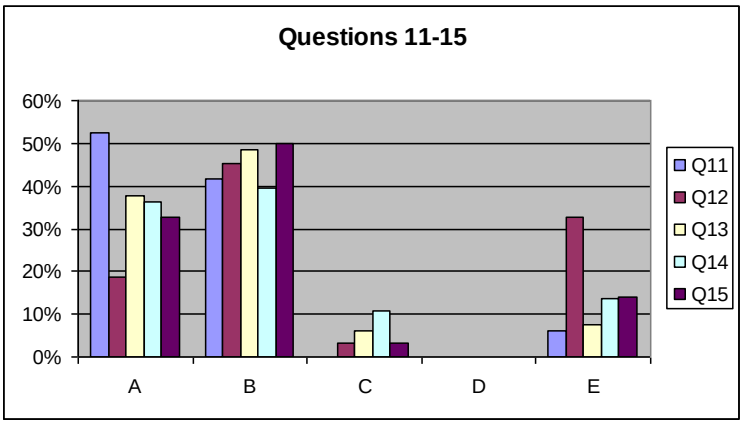
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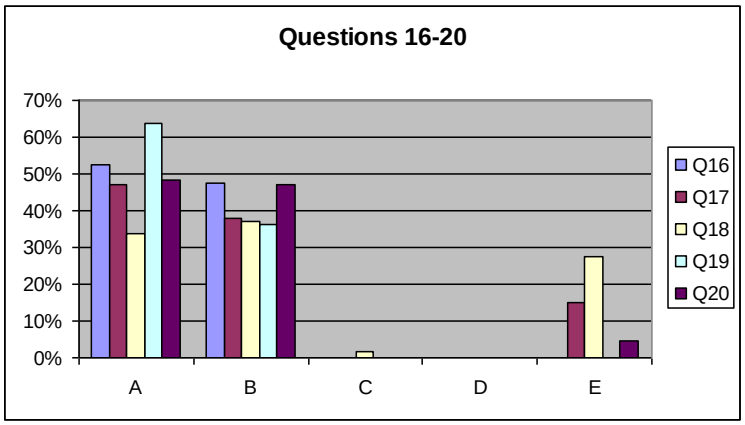
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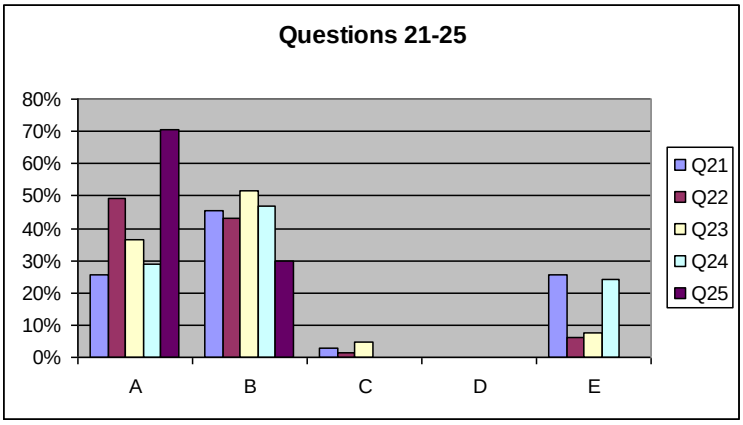
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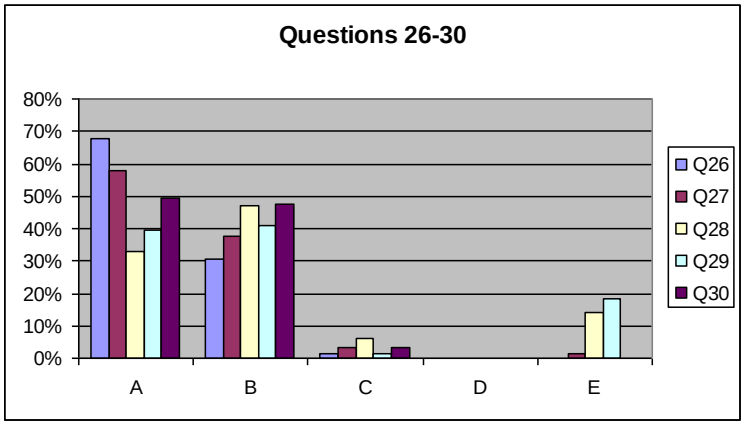
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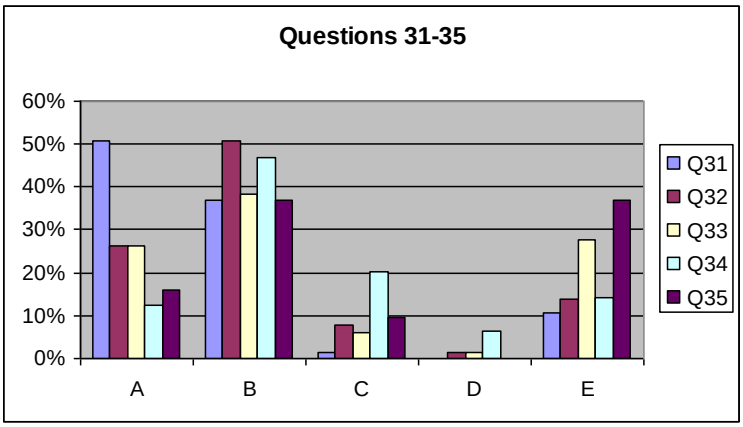
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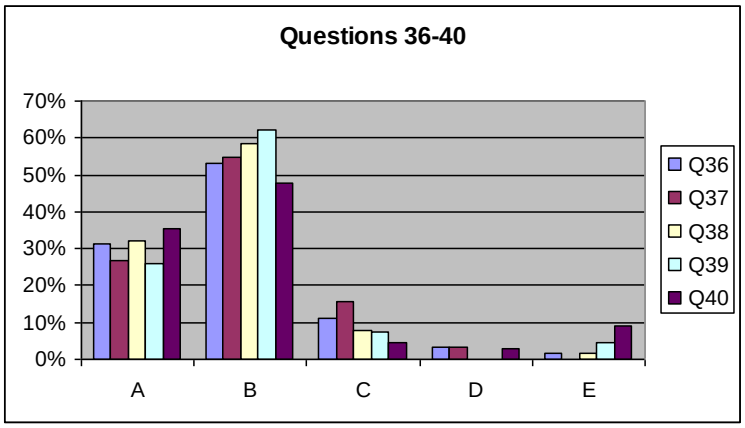
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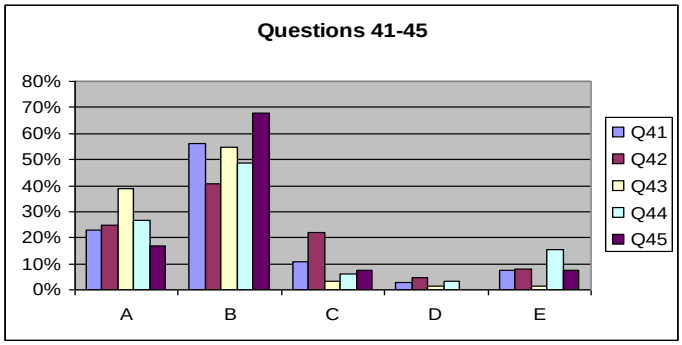
Questions 41-45
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70%
60%
50%
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20%
10%
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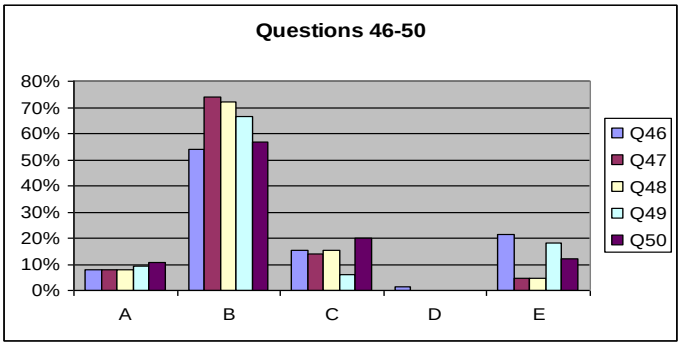
A
B
C
D
E
Q41
Q42
Q43
Q44
Q45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A
B
C
D
E
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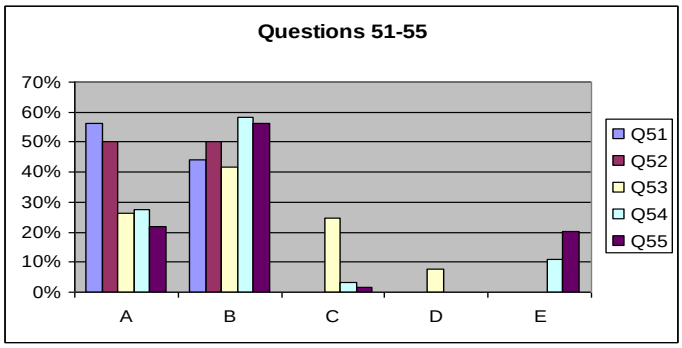
Q47
Q48
Q49
Q50


Questions 51-55
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20%
10%
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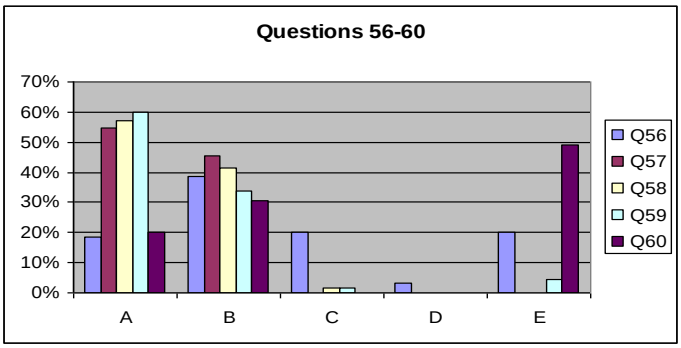
A
B
C
D
E
Q51
Q52
Q53
Q54
Q55


Questions 56-60
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20%
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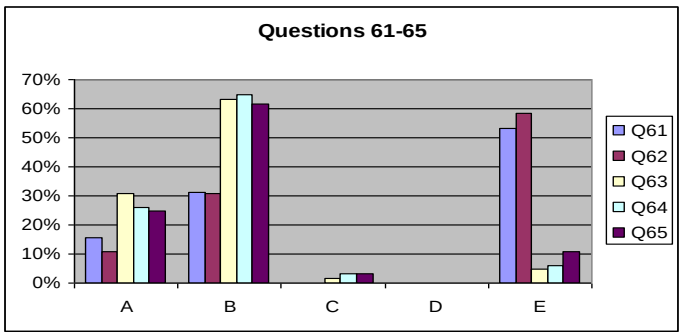
A
B
C
D
E
Q56
Q57
Q58
Q59
Q60


Questions 61-65
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A
B
C
D
E
Q61
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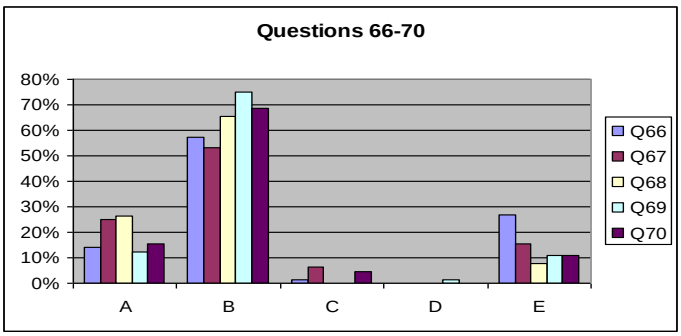
Q63
Q64
Q65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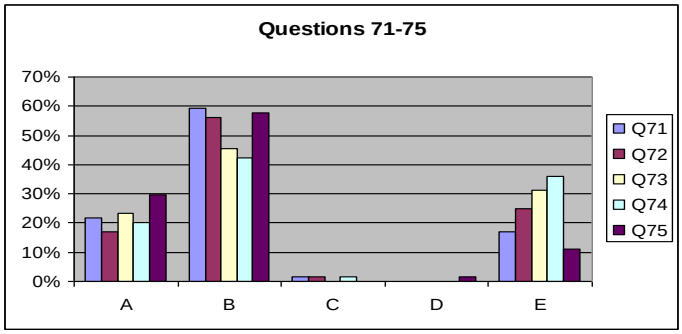
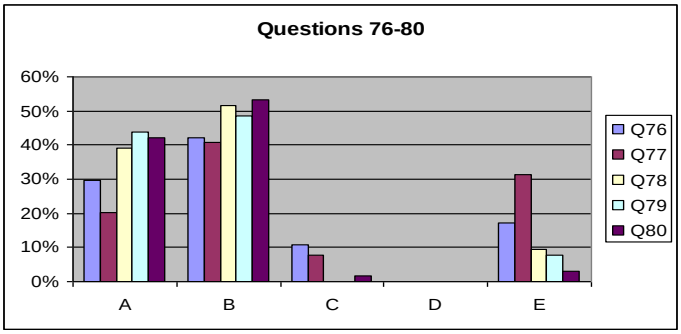
70%
60%
50%
40%
30%
20%
10%
0%
A
B
C
D
E
Q66
Q67
Q68
Q69
Q70


Questions 71-75
70%
60%
50%
40%
30%
20%
10%
0%
A
B
C
D
E
Q71
Q72
Q73
Q74
Q75


Questions 76-80
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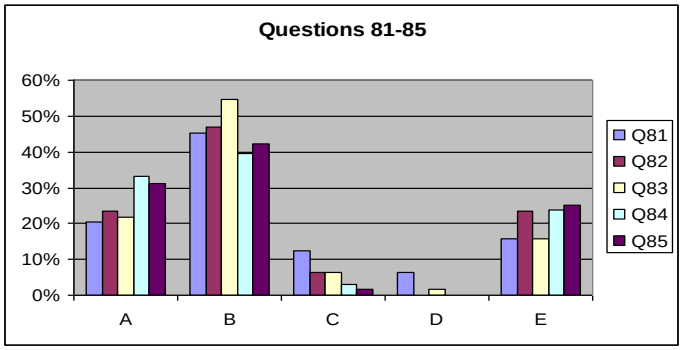
30%
20%
10%
0%
A
B
C
D
E
Q76
Q77
Q78
Q79
Q80


Questions 81-85
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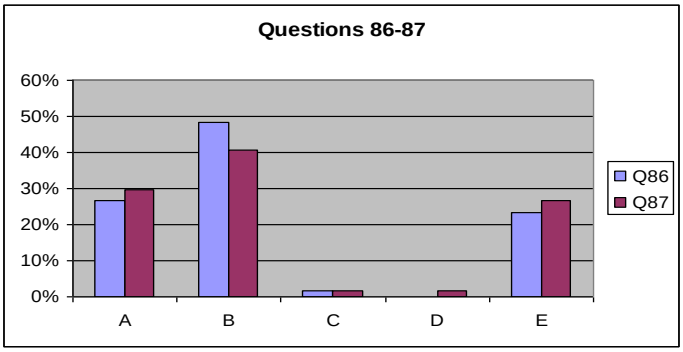
50%
40%
30%
20%
10%
0%
A
B
C
D
E
Q81
Q82
Q83
Q84
Q85


Questions 86-87
60%
50%
40%
30%
20%
10%
0%
A
B
C
D
E
Q86
Q87

School Profile Student Opinion Survey

Purpose of the survey: This is your opportunity to make your voice heard. The questions on this survey will provide us with information on how we can improve your experience here at the school. We want to continually improve as a school administration, counselors, and as a faculty. Please take this survey seriously and let us know your honest opinions.

Instructions: Please write your name, grade level, and gender (male or female) on the scantron. Read each statement about your school and decide to what extent you agree or disagree. Please properly blacken the corresponding circle. If you have questions about the survey, please ask your teacher to help clarify.

A= Strongly Agree B= Agree C= Disagree D= Strongly Disagree

Quality of the Instructional Program

1. Our school offers students a high quality education.
2. Opportunities are provided for our students to learn important knowledge and skills in EACH subject.
3. Our school prepares students to deal with issues and problems they will face in the future.
4. Students can see a relationship between what they study and their everyday lives.
5. My teachers use a variety of teaching strategies and learning activities that help me learn.
6. I am challenged by my teachers to do my best work.
7. High expectations for student learning are held by teachers.
8. Students are motivated to do their best work.
9. The amount of homework I have helps me succeed in my studies.

Support for Student Learning

10. I can get extra help in class from my teachers when I need it.
11. Teachers are willing to give me individual help outside class time.
12. Students achievements of all types of accomplishments are recognized by my school.
13. My learning is improved by feedback from my teachers.
14. I am provided with many ways to show my learning besides written tests (projects, presentations, portfolios)
15. My schoolwork is graded and evaluated fairly.
16. Counselors / advisors are available to provide guidance about my classes and planning for the future.
17. I can talk with a staff member at our school if I have a personal problem (Counselor, teacher).
18. Students in our school have access to many resources to help them succeed in their learning (technology, media centers, and libraries).
19. Up-to-date computers and other types of technology are used in our school to help students learn.
20. Textbooks and supplies that are current and in good condition are provided by me school.
21. School facilities are adequate to support students' learning needs.
22. I am encouraged to use school and community resources (library and internet) to help me with my schoolwork.

School Climate / Environment for Learning

23. I am treated fairly by my teachers.
24. The staff in our school displays a caring attitude toward students.

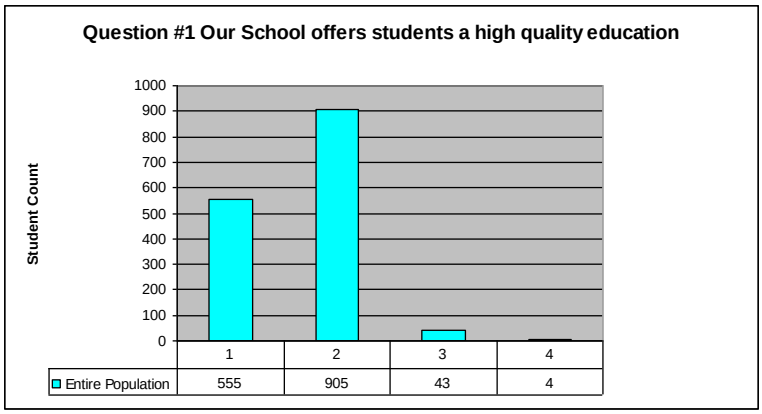
25. At our school all students and staff are treated with respect, regardless of race, religion, or gender.
26. Our school strongly discourages cheating.
27. School rules apply equally to all students.
28. Substance abuse involving drugs and alcohol are *not* a problem at our school.
29. A safe and orderly environment for learning is provided by our school.
30. The security measures at my school help me feel safe.
31. At our school there are no problems with bullies.
32. I look forward to going to school each day.
33. I am satisfied, for the most part, with our school.

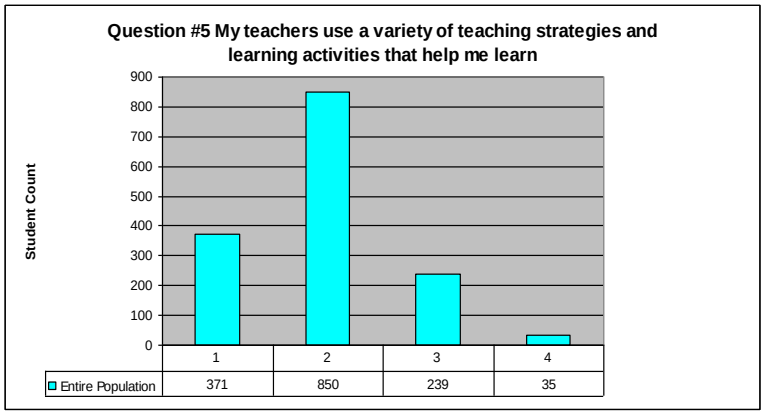
Student / School Relationships

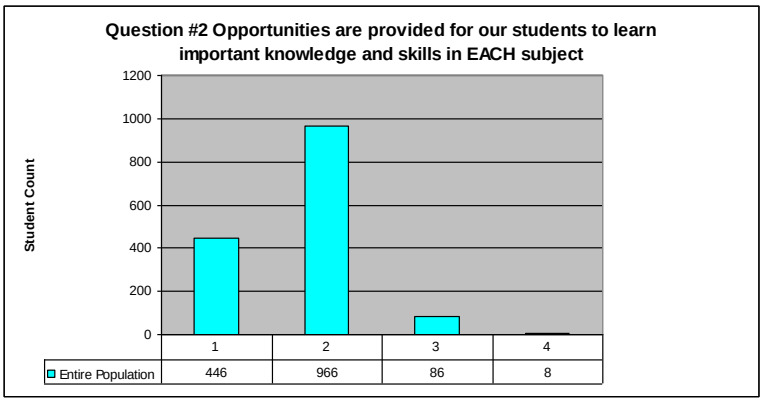
34. The opinions of students are considered when important school decisions are made.
35. School activities are partly planned by students.
36. I have the opportunity to participate in activities that interest me (clubs, sports, and music).
37. I am satisfied with the quality of student activities at our school.
38. School rules are clearly communicated to students at our school.
39. Our school uses technology to provide students with information about our school.
40. My family members feel welcome at school.

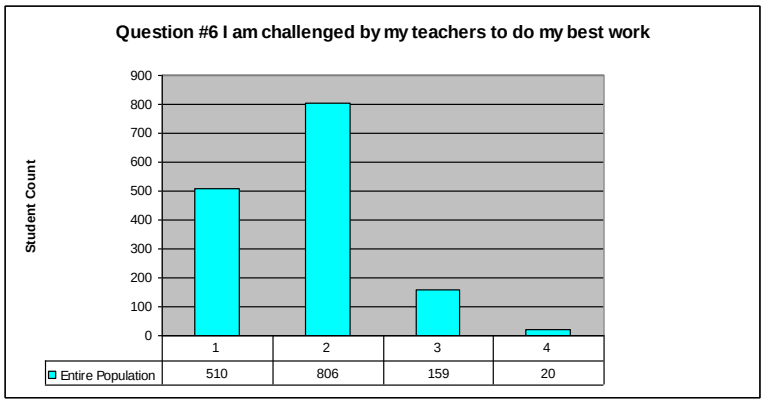
Advisory

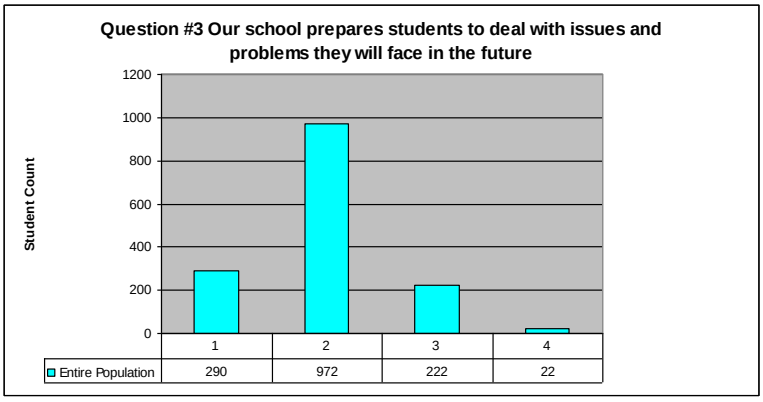
41. The advisory program motivates you to be on time to your classes.
42. The advisory program motivates you to pass all of your classes with a C or better.
43. Your Advisory teacher assists you with your academic plan to keep your grades up and graduate on time, thereby being excused from Advisory.
44. Realizing that the Advisory period is **instructional time**, you prefer to continue having "Advisory" as it is (to not put additional time back each class period).
45. Advisory is a good use of time.

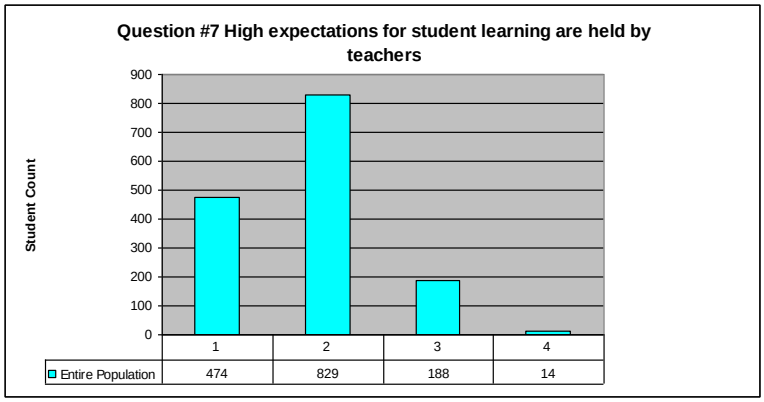

Question #1 Our School offers students a high quality education
Student Count
1000
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
555
905
43
4

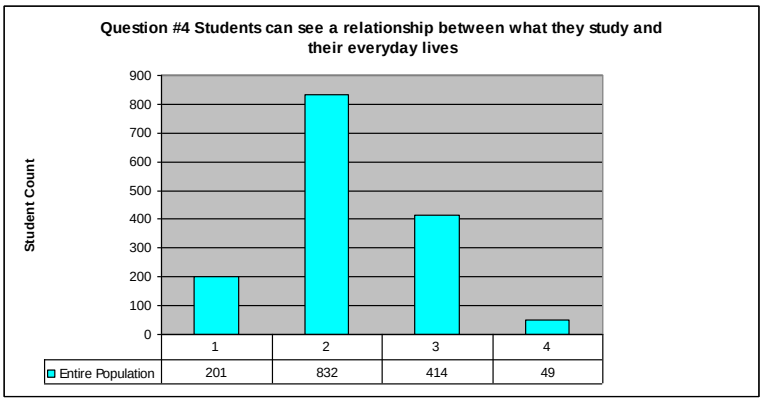

Question #5 My teachers use a variety of teaching strategies and learning activities that help me learn
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
371
850
239
35

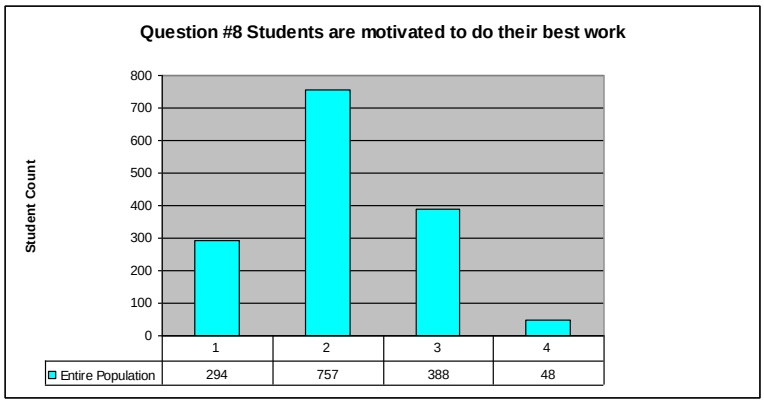

Question #2 Opportunities are provided for our students to learn important knowledge and skills in EACH subject
Student Count
1200
1000
800
600
400
200
0
1
2
3
4
Entire Population
446
966
86
8

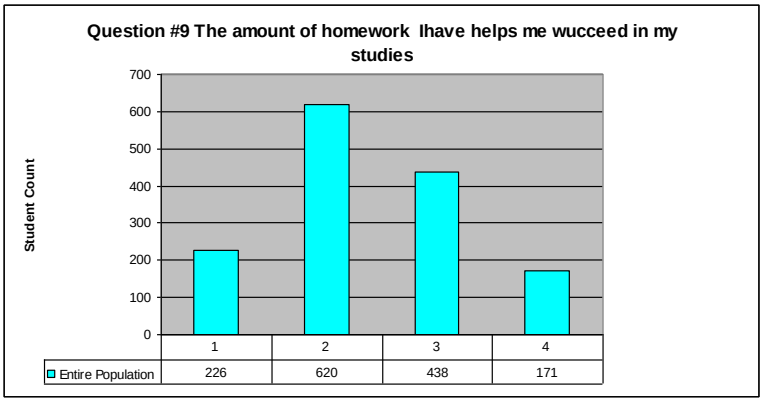

Question #6 I am challenged by my teachers to do my best work
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
510
806
159
20

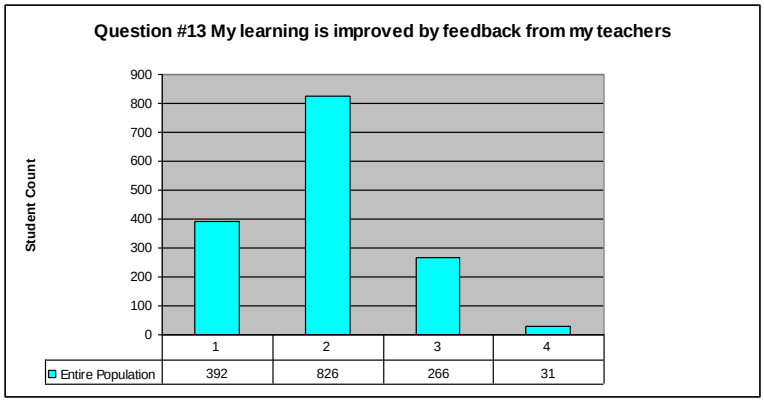

Question #3 Our school prepares students to deal with issues and problems they will face in the future
Student Count
1200
1000
800
600
400
200
0
1
2
3
4
Entire Population
290
972
222
22

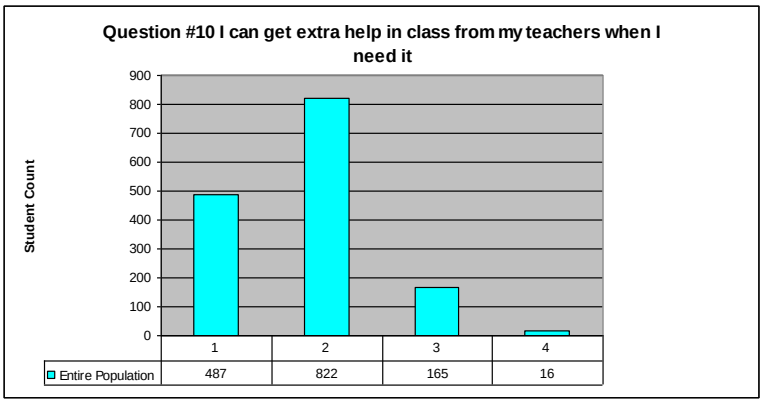

Question #7 High expectations for student learning are held by teachers
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
474
829
188
14

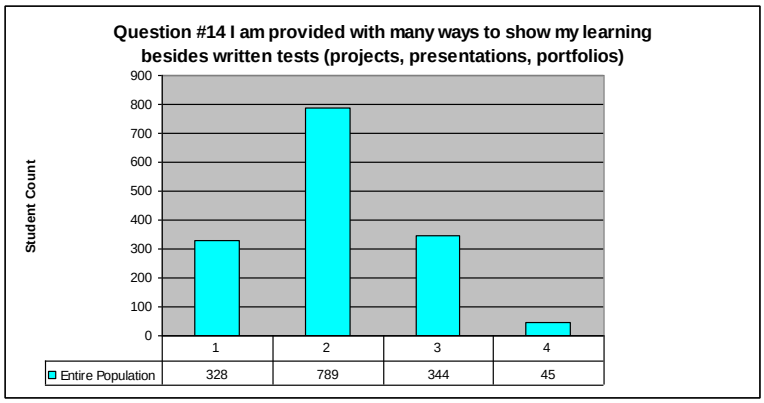

Question #4 Students can see a relationship between what they study and their everyday lives
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
201
832
414
49

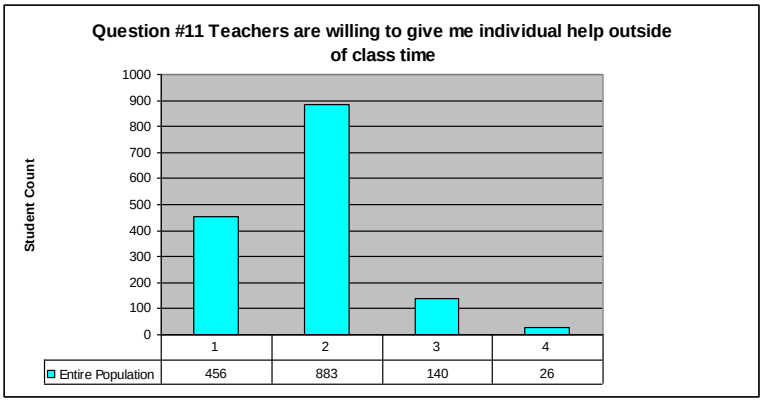

Question #8 Students are motivated to do their best work
Student Count
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
294
757
388
48

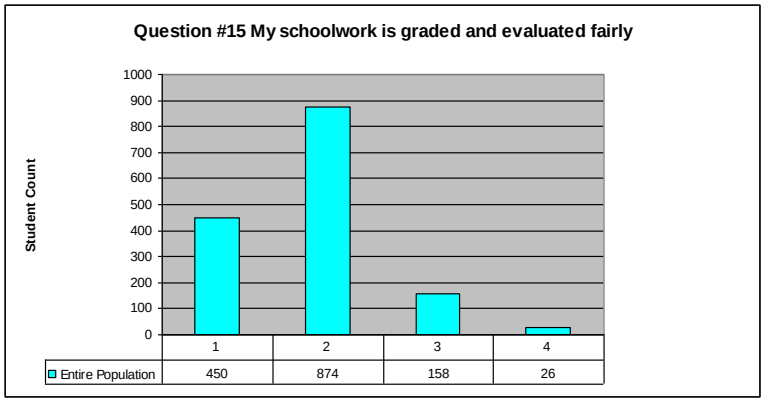

Question #9 The amount of homework Ihave helps me wucceed in my studies
Student Count
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
226
620
438
171

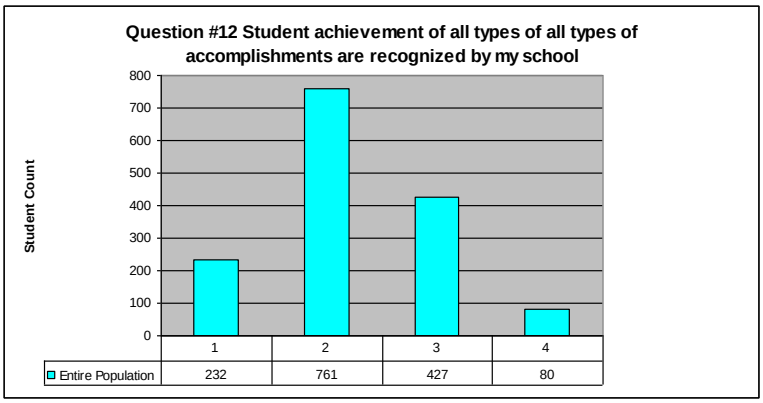

Question #13 My learning is improved by feedback from my teachers
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
392
826
266
31

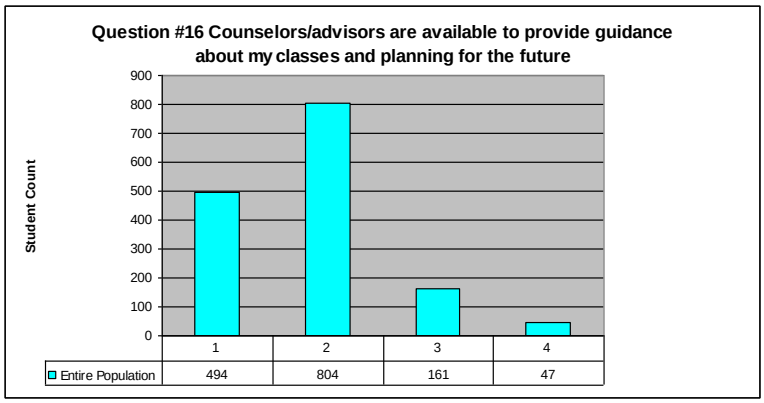

Question #10 I can get extra help in class from my teachers when I need it
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
487
822
165
16

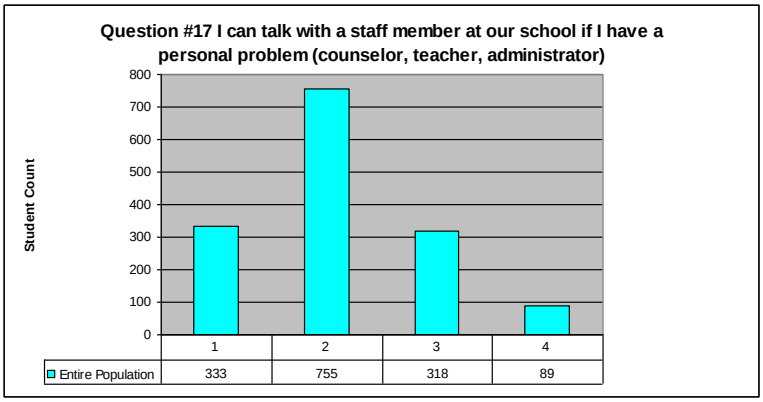

Question #14 I am provided with many ways to show my learning besides written tests (projects, presentations, portfolios)
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
328
789
344
45

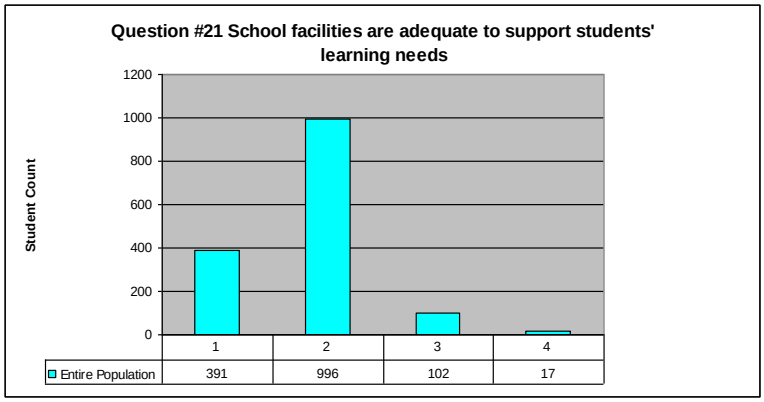

Question #11 Teachers are willing to give me individual help outside of class time
Student Count
1000
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
456
883
140
26

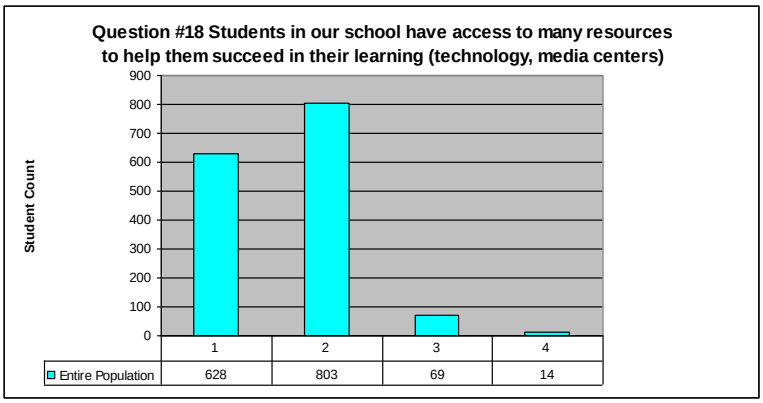

Question #15 My schoolwork is graded and evaluated fairly
Student Count
1000
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
450
874
158
26

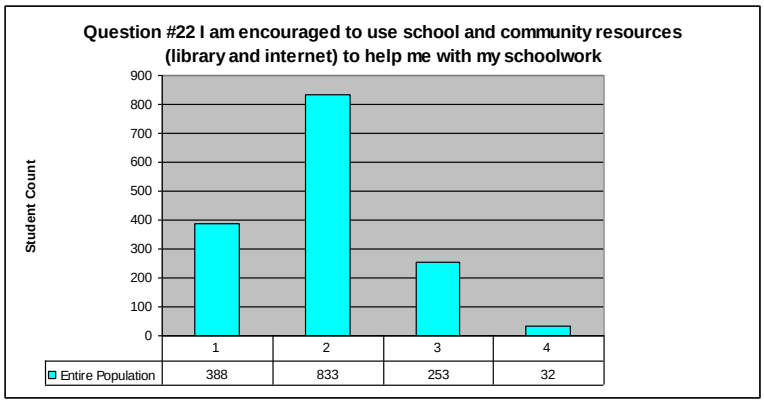

Question #12 Student achievement of all types of all types of accomplishments are recognized by my school
Student Count
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
232
761
427
80

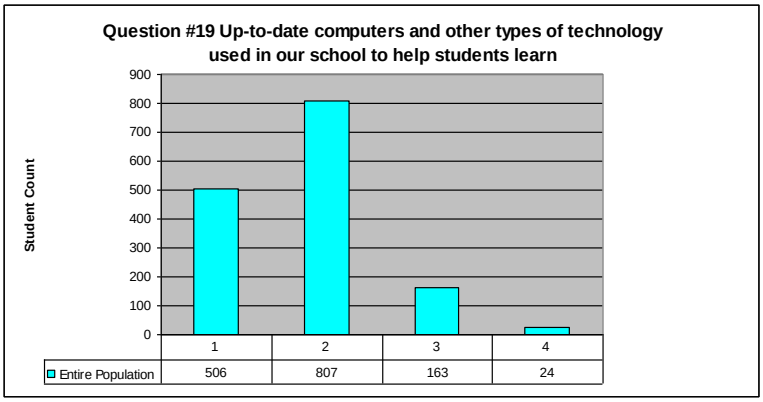

Question #16 Counselors/advisors are available to provide guidance about my classes and planning for the future
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
494
804
161
47

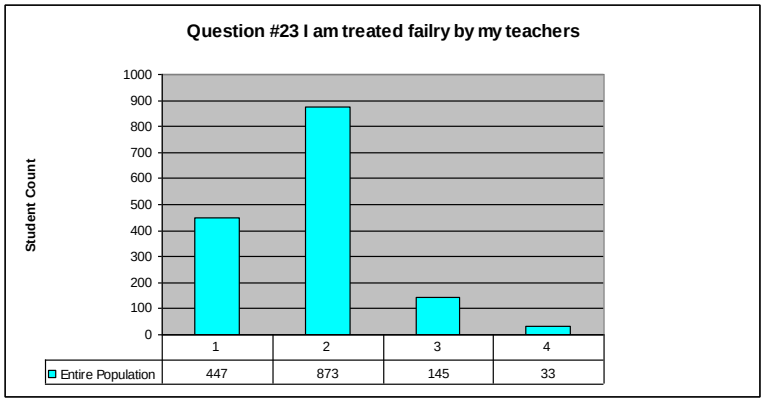

Question #17 I can talk with a staff member at our school if I have a personal problem (counselor, teacher, administrator)
Student Count
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
333
755
318
89

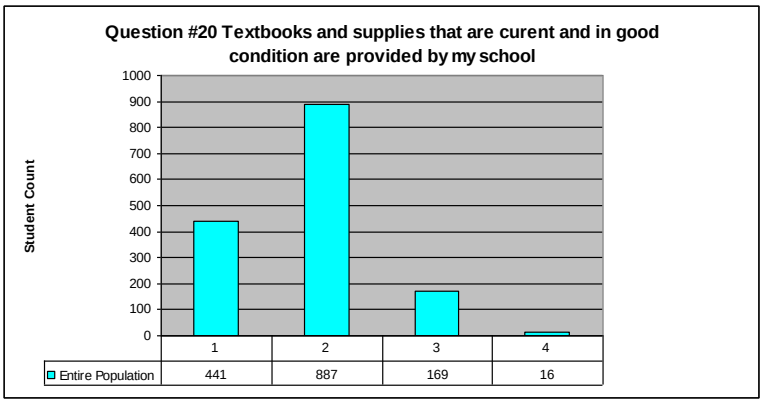

Question #21 School facilities are adequate to support students' learning needs
Student Count
1200
1000
800
600
400
200
0
1
2
3
4
Entire Population
391
996
102
17

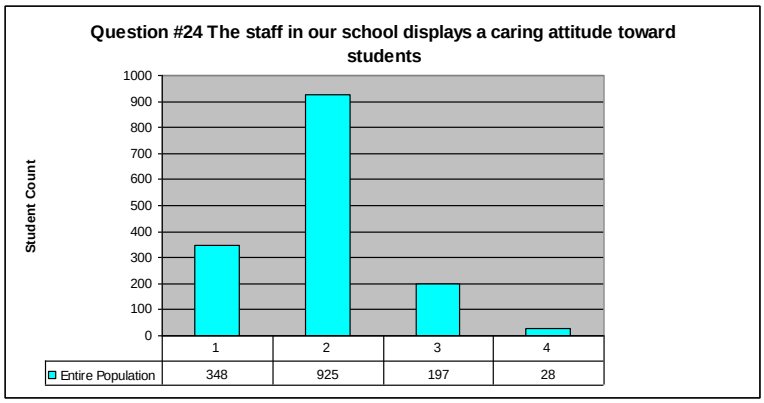

Question #18 Students in our school have access to many resources to help them succeed in their learning (technology, media centers)
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
628
803
69
14

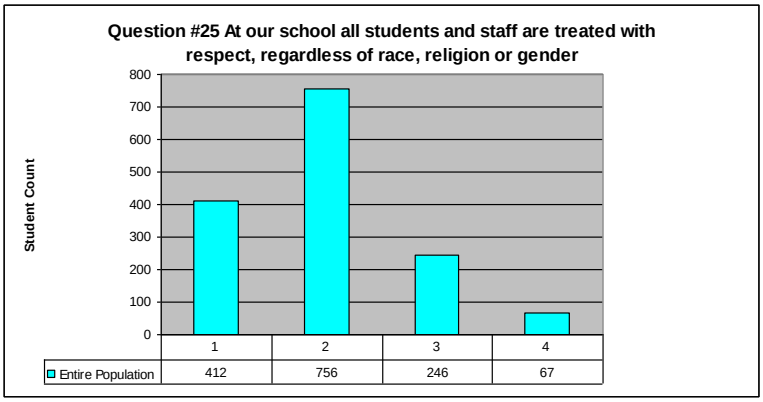

Question #22 I am encouraged to use school and community resources (library and internet) to help me with my schoolwork
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
388
833
253
32

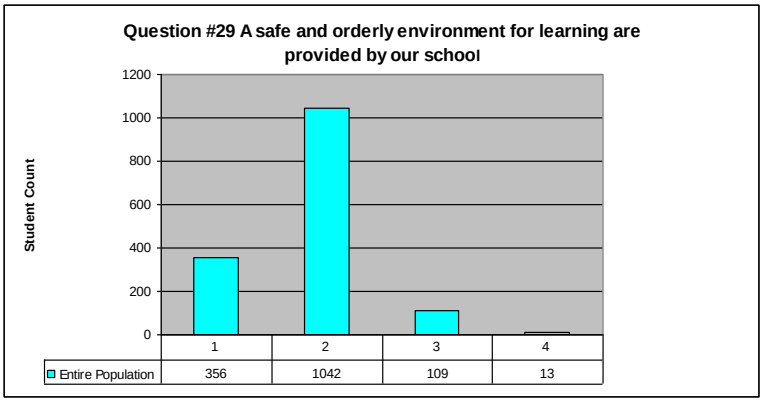

Question #19 Up-to-date computers and other types of technology used in our school to help students learn
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
506
807
163
24

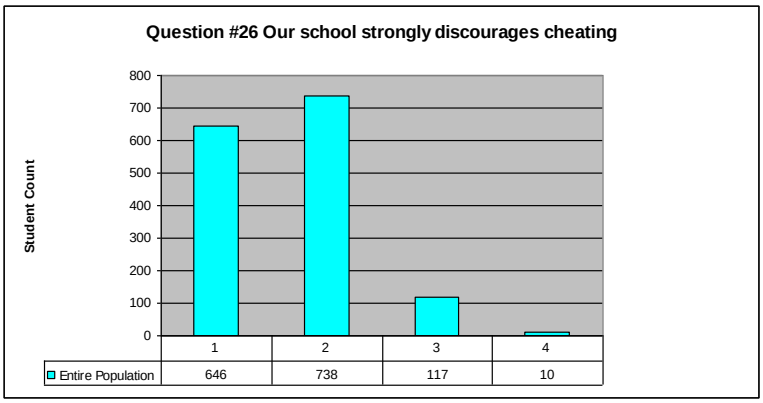

Question #23 I am treated failry by my teachers
Student Count
1000
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
447
873
145
33

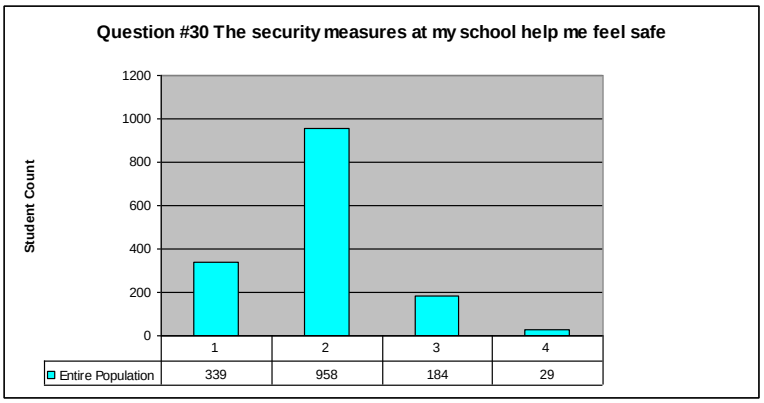

Question #20 Textbooks and supplies that are curent and in good condition are provided by my school
Student Count
1000
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
441
887
169
16

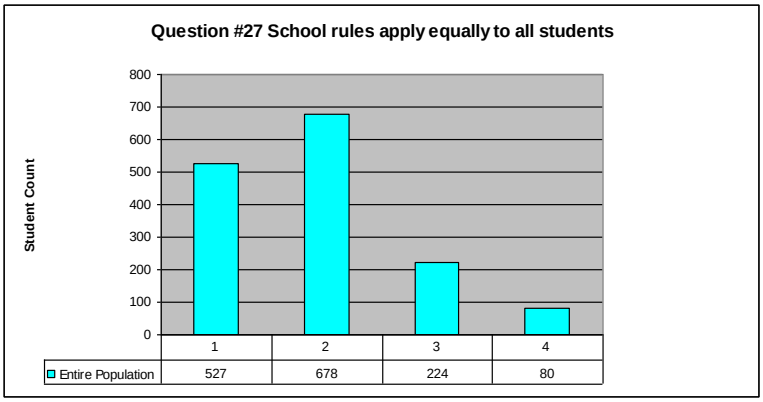

Question #24 The staff in our school displays a caring attitude toward students
Student Count
1000
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
348
925
197
28

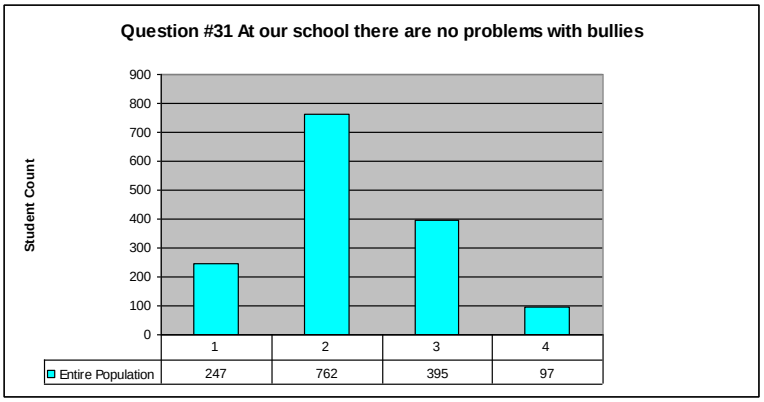

Question #25 At our school all students and staff are treated with respect, regardless of race, religion or gender
Student Count
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
412
756
246
67

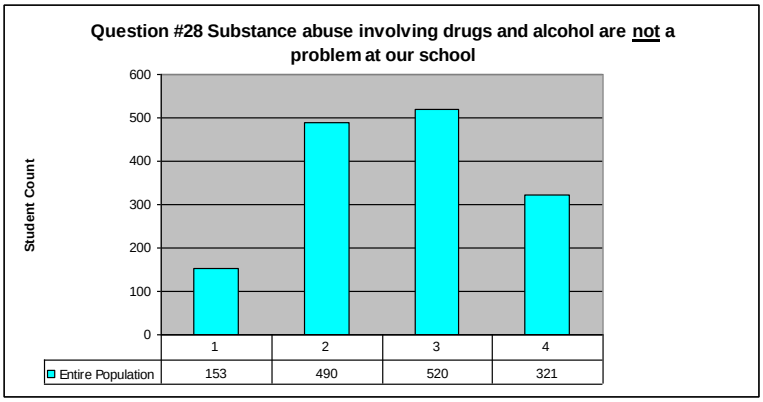

Question #29 A safe and orderly environment for learning are provided by our school
Student Count
1200
1000
800
600
400
200
0
1
2
3
4
Entire Population
356
1042
109
13

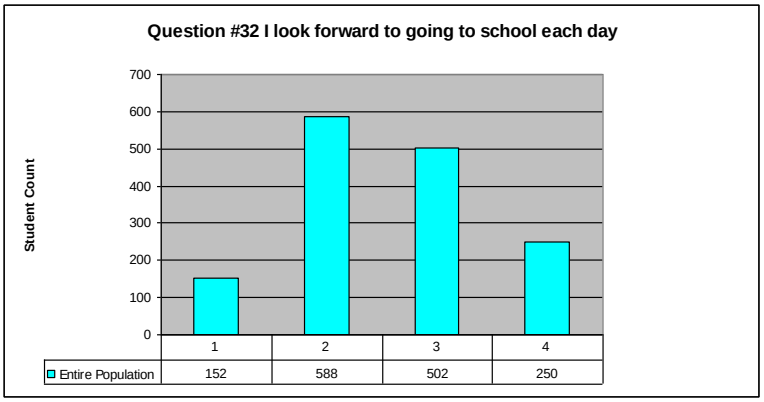

Question #26 Our school strongly discourages cheating
Student Count
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
646
738
117
10

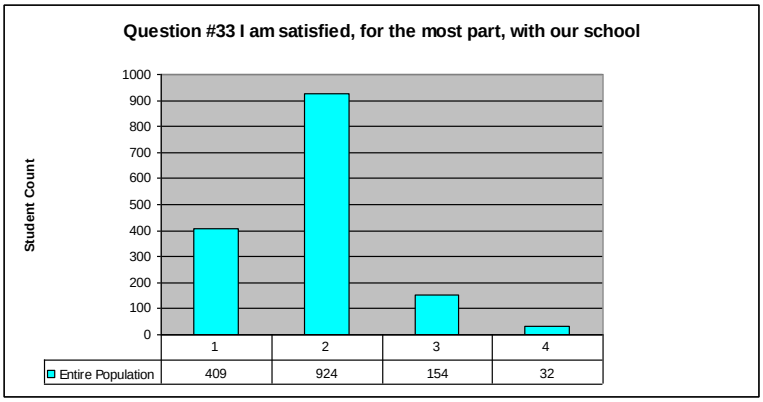

Question #30 The security measures at my school help me feel safe
Student Count
1200
1000
800
600
400
200
0
1
2
3
4
Entire Population
339
958
184
29

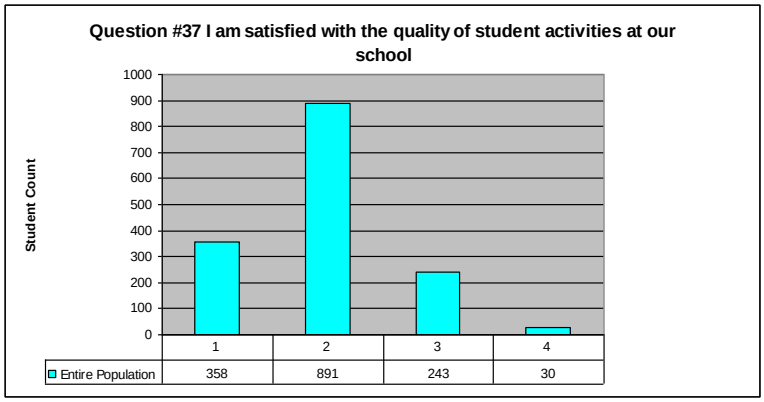

Question #27 School rules apply equally to all students
Student Count
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
527
678
224
80

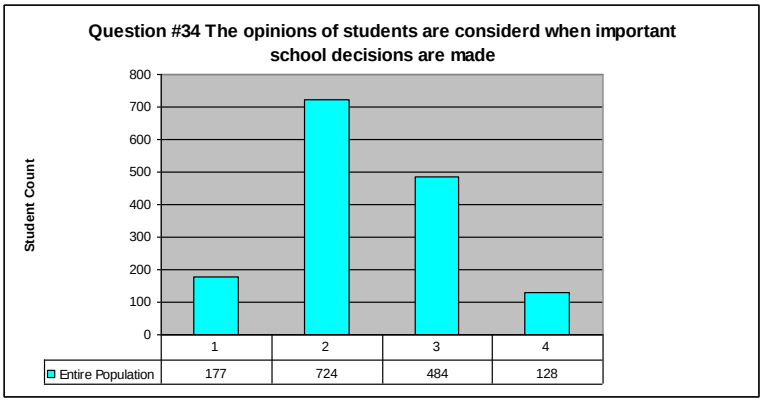

Question #31 At our school there are no problems with bullies
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
247
762
395
97

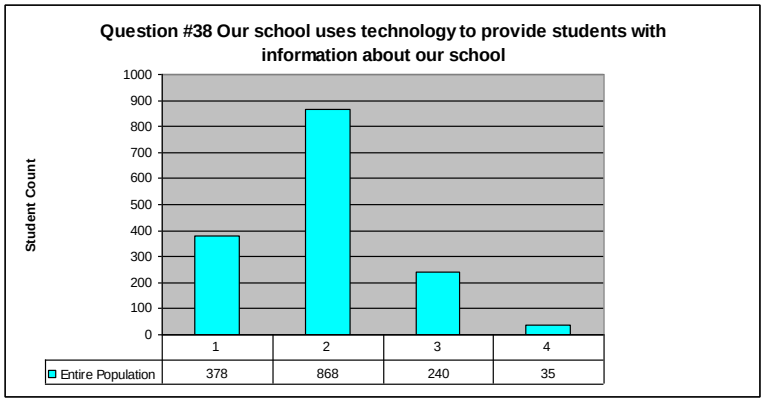

Question #28 Substance abuse involving drugs and alcohol are not a problem at our school
Student Count
600
500
400
300
200
100
0
1
2
3
4
Entire Population
153
490
520
321

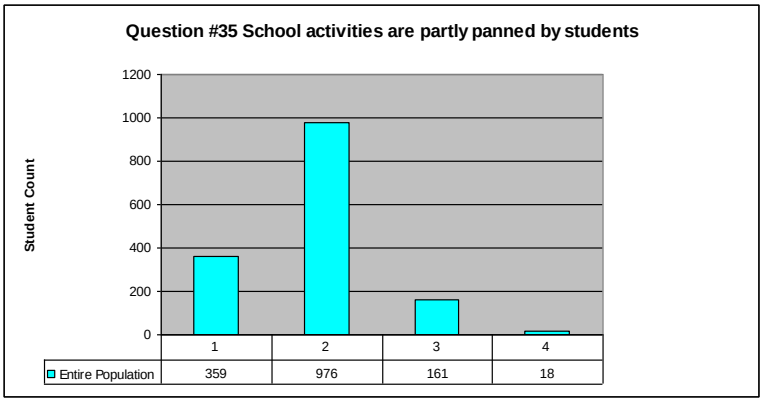

Question #32 I look forward to going to school each day
Student Count
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
152
588
502
250

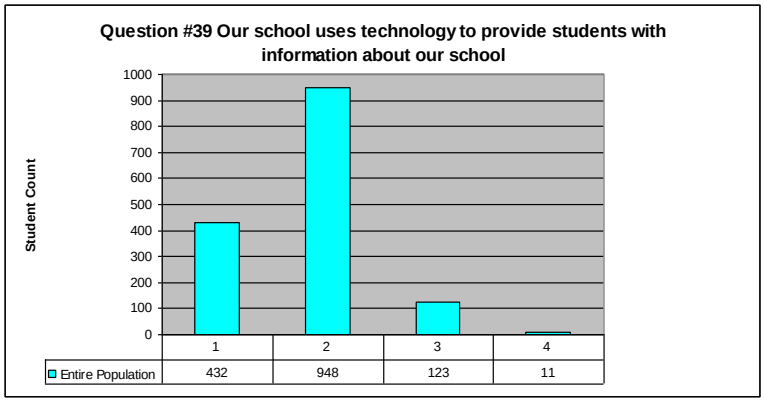

Question #33 I am satisfied, for the most part, with our school
Student Count
1000
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
409
924
154
32

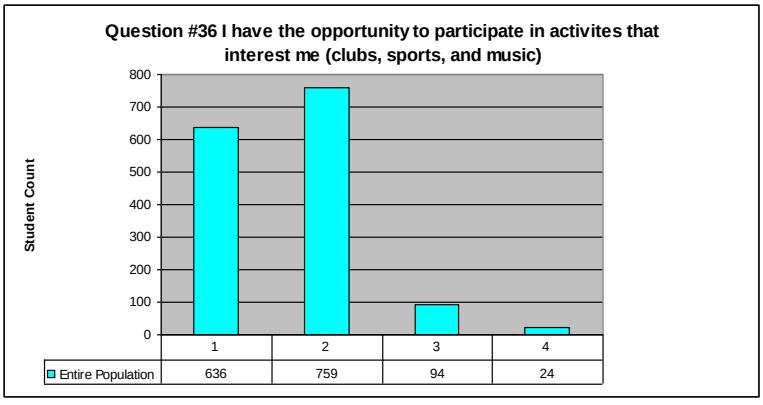

Question #37 I am satisfied with the quality of student activities at our school
Student Count
1000
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
358
891
243
30

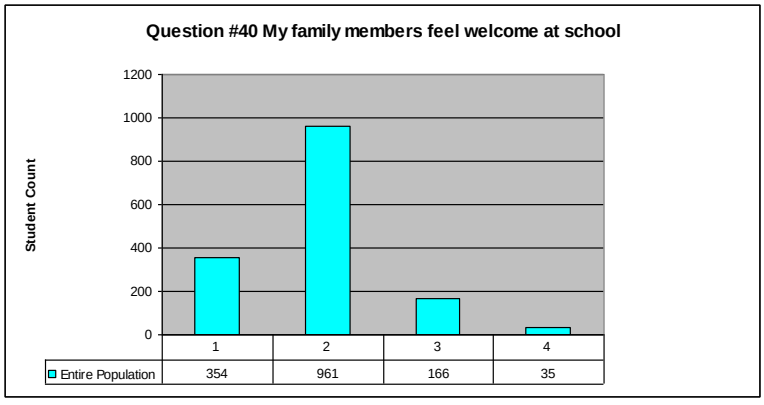

Question #34 The opinions of students are considerd when important school decisions are made
Student Count
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
177
724
484
128

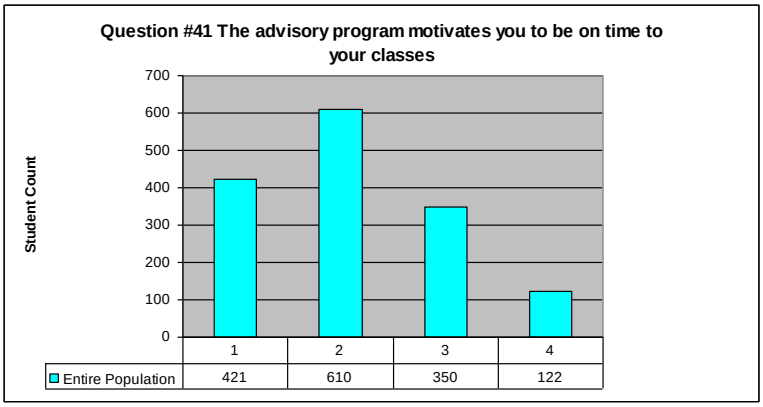

Question #38 Our school uses technology to provide students with information about our school
Student Count
1000
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
378
868
240
35

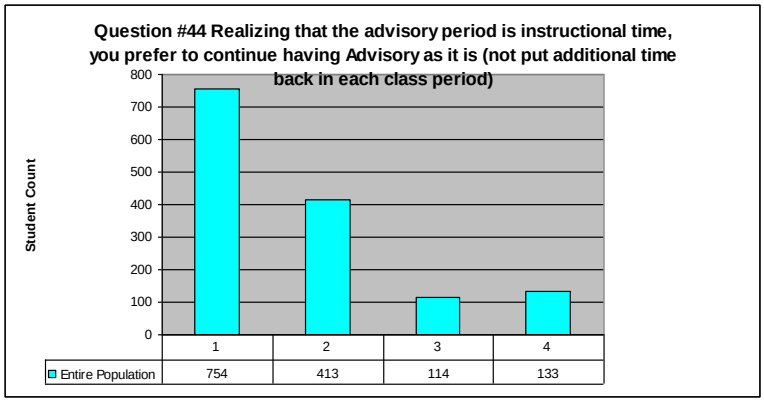

Question #35 School activities are partly panned by students
Student Count
1200
1000
800
600
400
200
0
1
2
3
4
Entire Population
359
976
161
18

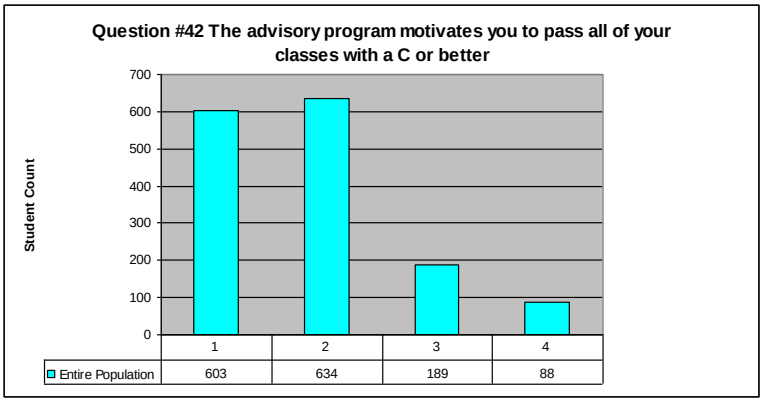

Question #39 Our school uses technology to provide students with information about our school
Student Count
1000
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
432
948
123
11

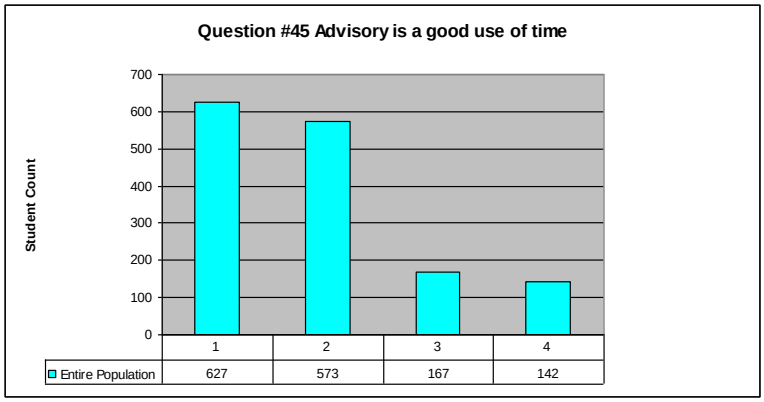

Question #36 I have the opportunity to participate in activites that interest me (clubs, sports, and music)
Student Count
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
636
759
94
24

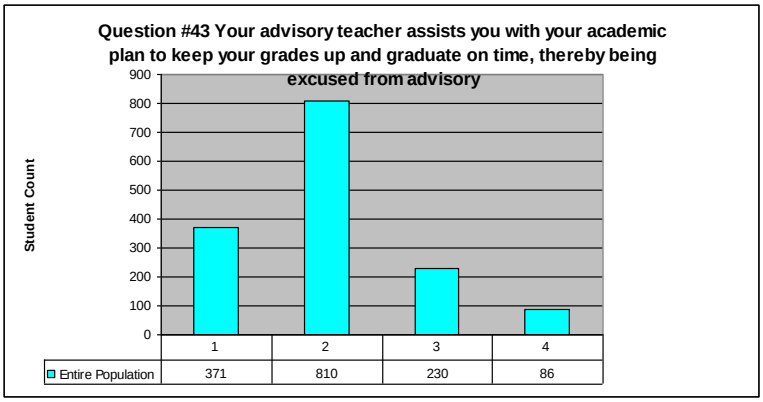

Question #40 My family members feel welcome at school
Student Count
1200
1000
800
600
400
200
0
1
2
3
4
Entire Population
354
961
166
35


Question #41 The advisory program motivates you to be on time to your classes
Student Count
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
421
610
350
122


Question #44 Realizing that the advisory period is instructional time, you prefer to continue having Advisory as it is (not put additional time back in each class period)
Student Count
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
754
413
114
133


Question #42 The advisory program motivates you to pass all of your classes with a C or better
Student Count
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
603
634
189
88


Question #45 Advisory is a good use of time
Student Count
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
627
573
167
142


Question #43 Your advisory teacher assists you with your academic plan to keep your grades up and graduate on time, thereby being excused from advisory
Student Count
900
800
700
600
500
400
300
200
100
0
1
2
3
4
Entire Population
371
810
230
86

Leadership Focus Group Parent Survey, given on December 3, 2010

143 Parents returned the survey:

Parent participation in groups at school-

PTSA	52 parents
School Community Council	5 parents
Early out, collaboration meetings	2 parents
Booster Clubs	3 parents
Parent Tutoring	0
Other	5 on athletic / performance groups

Using communication at our school

School Newspaper	45 parents
Parent Newsletter	102 parents
School Web Page	98 parents
PGHS Radio Station	5 parents
Phone Calling System	79 parents
Marquee	65 parents
Timpanogos Times Newspaper	23 parents
Text Wire	31 parents

Curriculum Teacher Survey, given December 3, 2010

	YES	SOMETIMES	NO
Are your walkaways aligned to the school DRSLs?	52	3	6
Are the updated and posted to the X Drive?	21	9	30
Do you believe your curriculum fits your needs?	55	2	1
Do you use collaboration time for curriculum development?	50	8	3
Do you use formative and summative assessments to drive your curriculum?	55	3	3
Do you still enjoy being a teacher?	59	1	1

Culture Group Teacher Survey, given December 1, 2010

Strongly Agree 7, Agree 6, Somewhat Agree 5, Neither Agree or Disagree 4, Somewhat disagree 3, Disagree 2, Strongly Disagree 1

	7	**6**	**5**	**4**	**3**	**2**	**1**
1) In my school, the work of teachers involves teaming and collaboration that is focused on teaching, learning, and assessment.	21	37	6	1	0	1	0
2) In my school, the professional learning community isan effective method of promoting collaboration and teaming among teachers.	20	32	10	3	0	1	0
3) In my school, administrators involve me when making decisions about issues related to teaching, learning, and assessment.	12	25	19	5	5	0	0
4) In my school, frequent professional collaboration is an appropriate use of teachers' time.	14	22	21	3	4	1	1
5) There is appropriate administrative support in my school for effective collaboration.	21	25	10	7	2	0	0
6) In my school, teachers collaborate across curriculum and/or grade levels to discuss teaching, learning, and assessment.	7	18	17	11	7	5	1
7) In my school, teachers collaborate with teachers from other schools.	9	24	22	3	5	2	1
8) Professional development is viewed as an essential component and is valued as an integral part of the school improvement plan.	23	25	11	5	1	1	0
9) Significant time during the work week is provided for staff members to learn and work collaboratively.	11	14	20	7	7	5	2
10) Professional development activities are aligned with the specific goals of the school and promote a focus on student learning.	13	33	11	7	3	0	0
11) The design of the school's professional development program reflects knowledge of group development to build effective and collegial teams.	12	28	10	12	3	0	0
12) Collaboration is viewed as an essential component and is valued as an integral part of the school improvement plan.	22	28	9	5	3	0	0
13) The priorities for the design of professional development programs are based on a careful analysis of student performance data and for improving students learning.	12	25	17	8	3	0	0

Instructional Design Questionnaire

1. How much of professional development time is used on discussing <u>what</u> to teach?

a. 0-25% b. 26-50% c. 51-75% d. 76-100%

2. How much of professional development time is used on discussing <u>how</u> to teach?

a. 0-25% b. 26-50% d. 51-75% d. 76-100%

3. Approximately how many hours of homework do you assign each week?

a. 0-1 b. 2-3 c. 4-5 d. 6 +

4. I explicitly connect all homework assignments to DRSLs and core curriculum so my students know WHY they are doing the assignment.

a. Strongly agree b. agree c. disagree d. strongly disagree

5. Professional development at the *department* level helps me to be a better teacher.

a. Strongly agree b. agree c. disagree d. strongly disagree

6. Professional development lead by the *administration* helps me to be a better teacher.

a. Strongly agree b. agree c. disagree d. strongly disagree

7. Professional development lead by the *district* helps me to be a better teacher.

a. Strongly agree b. agree c. disagree d. strongly disagree

8. I prefer full days for professional development over the current minimal day structure.

a. Strongly agree b. agree c. disagree d. strongly disagree

9. The UVU Associate Degree program and Distance Education classes compete for my class time and make it difficult for my students to fully benefit from my instructional design.

a. Strongly agree b. agree c. disagree d. strongly disagree

10. The UVU Concurrent Enrollment program classes compete for my class time and make it difficult for my students to fully benefit from my instructional design.

a. Strongly agree b. agree c. disagree d. strongly disagree

11. Do you use technology in your classroom? a.Yes b. no

12. Select all technologies that you use in your instruction:

a. Computer, Audio/video, Overhead projector, Microphone, Utips, Websites, Blogs, Wikis, Utips, Email, Smart board, My UEN, PowerPoint, Podcasts, Other (please specify)

13. What technologies would you like to see in your classroom?

14. What limits your ability to get and use technology in your classroom?

15. Select all instructional strategies that you use in your classroom:

a. Deductive lessons, Inductive lessons, Backward design model, Role play, Research, Lecture, Group work, Presentations, Portfolios, Project-based learning, Individual practice, Service-based learning, Internships, Other (please specify)

16. I have a variety of instructional strategies that I use in my classroom.

a. Strongly agree b. disagree c. disagree d. strongly disagree

17. I am confident in my ability to vary my instructional strategies to meet the needs of my *ESL students*.

a. Strongly agree b. disagree c. disagree d. strongly disagree

18. I am confident in my ability to vary my instructional strategies to meet the needs of my *Special Education students.*

a. Strongly agree b. agree c. disagree d. strongly disagree

19. I am confident in my ability to vary my instructional strategies to meet the needs of my *Gifted and Talented students*.

a. Strongly agree b. agree d. disagree d. strongly disagree

20. Which of the following instructional design strategies would you like to learn more about? Circle all that apply.

a. Deductive lessons, Inductive lessons, Backward design model, Role play, Research, Lecture, Group work, Presentations, Portfolios, Project-based learning, Individual practice, Service-based learning, Internships, Other (please specify)

PGHS 2011 – 2012 UVU Distance Education Classes

TENTATIVE SCHEDULE - Classes subject to change

Fall 2011 PGHS

Day of the Week		Room 120	Room 129
M W F	7:00 - 7:50	HIST 2700	
	8:00 - 8:50	POLS 1100	
	9:00 - 9:50	ART 1010	SOC 1010
	10:00 - 10:50	SOC 1200	PSY 1100
	11:00 - 12:15	COMM 1050 (MW)	COMM 1050 (MW)
	1:00 - 1:50	THEA 1023	GEO 1010
	2:00 - 2:50	ASTR 1040	MATH 1010 (MTTHF)
T / TH	8:00 - 9:15		PSY 1010
	9:30 – 10:45	ENG 1010	ENG 1010
	11:00 – 12:15		PHSC 1000
	1:00 - 1:50		AVSC 1010
	2:00 – 2:50		Math 1010 (MTTHF)

Spring 2012

Day of the Week		Room 120	Room 129
M W F	7:00 - 7:50	HIST 2710	
	8:00 - 8:50	PSY 1010	
	9:00 - 9:50	ART 1010	ART 1010
	10:00 - 10:50	SOC 1010	THEA 1013
	11:00 - 12:15	PHSC 1000 (MW)	SOC 1200
	1:00 - 1:50	THEA 1023	METO 1010
	2:00 - 2:50	PHIL 205G	PHIL 205G
T / TH	8:00 - 9:15		POLS 1100
	9:30 – 10:45	ENG 2010	ENG 2010
	11:00 – 12:15		BIO 1010
	1:00 - 2:15		ENG 2300

Summer 2011

(May 9 - June 24)

7:45 – 8:50 am	M-F	PSY 1010
9:00 - 10:05 am	M-F	HIST 1700
11:00 – 12:50 am	MWF	ENG 1010

February 18, 2011

UVU Concurrent Enrollment at PGHS 2011 - 2012:UVU credit classes taught by PGHS Teachers

UVU Course #	UVU Course Name	PGHS Course Name	Instructor	Credit	Sem/Yr
ACC1150	Fund of Bus Math	Business Math	Guymon	3	Semester
ART1630	Photography I (FF)	Advanced Photo (P)	Bartholomew	3	Semester
BIOL1010	General Biology (BB)	Biology AP (P)	Van Dijk	3	Year
BIOL1015	General Biology Lab		Van Dijk	1	Year
BTEC 1010	Fund. Biotech Career Survey (BB)	Biotechnology (P)	Van Dijk	3	Year
CAW1140	Millworking/Shop I	Woodworking	Morrison	5	Year
CAW1240	Millworking/Shop II	Cabinetmaking	Morrison	5	Year
CS 1030	Foundation of Comp. Science	Introduction to IT	Moses	3	Semester
CS1400	Foundation of Prog I	Comptuter Prog 1A	Moses	3	Year
CS1410	OBJ-Oriented Prog II	Comptuter Prog 2	Moses	3	Year
DGM1110	Multimedia Essentials	Digital Media 1	Mayo	4	Year
EGDT1000	Basic Drafting	Basic Drafting	Brailsford	2	Semester
EGDT1040	Comp Aided Drafting-AutoCAD	Introduction to CAD	Brailsford	3	Semester
EGDT1100	Architectural Drafting	Architecture Drafting	Brailsford	3	Year
ENG1010	English 1010 (CC)	English 1010 (Sr only, & P)	Harline	3	Year
FIN1060	Personal Finance (SS)	Banking & Finance	Guymon	3	Semester
FREN1010	Beginning French I	French 3	Burnah	4	Year
FREN1020	Beginning French II	French 4	Burnah	4	Year

FREN2010	Intermed French I	French AP	Burnah	4	Year
GER1010	Beginning German I	German 3	Embley	4	Year
GER1020	Beginning German II	German 4	Embley	4	Year
MGMT1010	Intro To Business (SS)	Business Management	Carter	3	Semester
MGMT1250	Principles of Leadership	Leadership Skills	Carter	3	Semester
PES2400	Sports Medicine	Ex. Sci/Sports Medicine	Pond	2	Year
PSY1010	General Psychology (SS)	Health Science Adv.	Jackman	3	Year
SOC 1010	Intro to Sociology (SS)	Sociology	Robertson	3	Year
SPAN1010	Beginning Spanish I	Spanish 3	Barnard	4	Year
SPAN1020	Beginning Spanish II	Spanish 4	Barnard	4	Year
SPAN1010	Beginning Spanish I	Spanish 3	Bird	4	Year
SPAN1020	Beginning Spanish II	Spanish 4	Bird	4	Year
SPAN20100	Intermed Spanish I	Spanish AP	Bird	4	Year
USU SPED 1000	Principles of Peer Tutor	Peer Tutoring	Breinholt	2	Semester

(P) = There is a prerequsite for this class. Contact teacher for more information.

Concurrent Enrollment classes are for Juniors and Seniors. Sophomores may take

Sophomores will need to have an ACT or Accuplacer score to be considered

for **ANY** Concurrent Enrollment courses along with a Sophomore Permission Form

A Sophomore Permission Form may be found at uvu.edu/concurrrent or rooms 120 or 129.

WRITING PROMPT FOR WRITING PROJECT EXAMPLES

Harline: My A3 students' writing prompt derives from a project they'll be working on: writing advertising copy for a local company explaining the "green" elements of the company's business.

We are working with patterns, and trying to discover the equation of the line that represents it in my A3 class. I have them list observations about the rate of change, slope, y-intercept, what is changing in the pictures. They have to write 5 sentences, with one describing how to get to any term. Shauna Sheridan

I would love to have my students use their competition critiques for this second writing assignment, but the competition they will be attending is not until the 12th of November. If I have the assignment due Nov. 15th and get the data to you by the 17th would that be too late? Aimee Kennington

I have attached a copy of the assignment I gave my peer tutors that I will grade for accreditation: Kocherhans

My students wrote a 2-3 page paper on power. Miriam Robertson

PE writing assignment will be on the fitness gram and fitness program design. Moore/McAllister

I am asking my students to interview someone who has been pregnant before. They have a list of questions I have provided for them. They are required to answer the questions in paragraph form. Hope this helps. Katie Abrams

Contrast and compare a Ranch style to a two story home. Ron Brailsford

I had my students invent a new piece of protective equipment for some kind of athletic event. They had to describe what sport would use it, what it was made out of, how it provided the protection, a diagram of the item, etc: Kristin Pond

Write generally about your experience during these two weeks. What was the most interesting or exciting thing you did, learned, or observed? What relationships are you establishing? How have you had to push yourself? What did you find frustrating? What do you feel good about? How do you hope to make your experience a better one during the next two weeks? How have you been proactive during the past two weeks? (Jan Hawke)

Ryan Hall: What would you do if you won the $50 million lottery. Short term and long term.

While I'm away my kids will be watching a video on the reintroduction to wolves in Yellowstone. After that they are to write an opinion paper on it: Hadfield

Eldon Palmer: I will use one of our daily quizzes.

Nancy Robert: "Who is benefitting from illegal immigration, and what would the ramifications (both positive and negative) be from tightening controls on illegal immigration?"

KP: After each test that we take, students are required to do corrections for each problem that they missed. They are asked to write a detailed description, in complete sentences, of why they originally missed the problem and how to solve the problem correctly.

I am having my students in study skills write about how their communication skills now, what they can do to improve these skills, and how these skills will affect them later on in life. I hope this is what you needed. Cassidy Merrill

Prompt: Interview A Parent. (Amy Breinholt) Students will interview a parent of a child with a disability and submit a write-up summarizing the interview questions and their reaction.

For my writing prompt I had the students watch a recording of their performance on October 5th and write a critique from a third person perspective using an adjudication rubric to organize their thoughts and then writing an essay based on their observations. They were to focus specifically on the term 1 "walkaways" for that class. Jim Wicock

I'm going to have them write a short story on Halloween. (Reeves)

My Adult Roles class wrote on "What are your attitudes and values when it comes to spending money?" (Linda Nielson)

My prompt will be for my painting class to write a paper about an artist that they chose to mimic their work: Ruth Dowling

For my writing prompt I had my student write a paper on some of the important people in dance history and today's modern dancers/choreographers: Stacey Squires

Driving Safe For A Lifetime. Driver Ed, Coach Sampson

Writing Prompt for A3 Physics: Acceleration due to gravity on Mars is about 1/3 that on Earth. Suppose you throw a ball straight up into the air on Mars. Describe both the velocity and the acceleration of the ball in its upward and downward motion. How do you think the velocity and acceleration of this ball would compare to a ball thrown upward on Earth? (Elaine)

Chad Greenwood: I will have students respond to a medical ethics dilemma that involves a drug trial for a medication designed to delay the onset of Huntington's Disease symptoms. We will discuss a case in which a physician breaks drug trial protocols in order to get a patient registered to take the experimental drug instead of the placebo. Students will provide a written response that discusses their position with regard to this ethical dilemma.

For my Fitness For Life classes, I will be asking them for a written evaluation for the 8 walkaways established for our Physical Education Department for Term 1: Pam Dahl

Susan Shelton: In your experience, how has a really good idea changed an experience / decision?

A laboratory assistant prepared solutions of 0.8 M, 0.6 M, 0.4 M, and 0.2 M sucrose, but forgot to label them. After realizing the error, the assistant randomly labeled the flasks containing these four unknown solutions as flask A, flask B, flask C, and flask D. Design an experiment, based on the principles of diffusion and osmosis, that the assistant could use to determine which of the flasks contains each of the four unknown solutions. (David van Dijk)

Include in your answer

(a) a description of how you would set up and perform the experiment;
(b) the results you would expect from your experiment; and
(c) an explanation of those results based on the principles involved.

(Be sure to clearly state the principles addressed in your discussion.)

My prompt will be..."Describe the successes and the failures of Reconstruction following the Civil war: Ryan

Carter : "Based on classroom discussion concerning leadership styles, please describe your personal leadership style and the pros and cons to your personal style."

Donkersgoed: The new prompt is "your scariest dream."

Wendy Snow: "Write a paragraph comparing and contrasting the Bohr model of the atom with the quantum mechanical model. Please include similarities and dissimilarities and specify which model we use now and why."

I am going to give them a problem and using the order of operations, they will have to write out every step that they use to solve the problem. I have attached the problem they will be given. Kyle Sanderson

Sari : We will be doing a critique of an art work using a formal method of art criticism (describe, analyze, interpret, judge).

My students will be writing a written procedures list for the construction of a project. This list will require them to write down the machines they will be using in the order that they need them to complete a project. They will also have to describe what they will be doing with each machine: Mark

Bird: Why is it important to help students in elementary school succeed?

After going over the budget at home, how do you see living on a budget helping you be wealthy in the future? George

Burgoyne: "Please write about a significant musical experience you have had. It may be a performance of your own, a concert you attended, or simply some music you listened to on a CD. Communicate what is was about the music or performance you enjoyed."

Mr. Larson wants to know how the students at PGHS feel about track & field. He develops a questionnaire and goes to the lunchroom and gives the survey to the first fifty students who enter. ***Explain*** whether Mr. Larson has chosen a simple random sample.

Anthony: Please write about your level of excitement to compete. Assign a number to your feelings 1-10. Ten being a very strong desire. Also include whether you would be available for some after-school practices.

What responsibilities do scientists have when informing the public about the hazards that invasive species may create in local ecosystems. Leo Biggs

Roberts: Who benefits from illegal immigration, besides the immigrant?
How does illegal immigration cost U.S. taxpayers money?

"Cyrano is said to have public panache and private pain. Write a short biography for Cyrano that reflects both his public triumphs and personal struggles." (Gallagher)

Students will create a picture on graph paper. They will then determine all of the coordinates of the points on their pictures. They will identify them with different letters. They will record them on a different sheet of paper. (Beck)

Natalie Larsen: My writing prompt for this time is "Personal Narrative: tell me about an experience in your life that has impacted you somehow."

Please write a brief "popular review" of a clip from this film. Please use evaluative statements and avoid the use of personal pronouns in the review. (Shelley)

Ringger: I have already had my students complete the second writing assignment and am in the process of completing the grading (it is a large class). My prompt was "Where and What I Want to be When I am Twenty-five: My Plan"

Giles: Compare and Contrast; Linear, Absolute Value and Quadratic Equations and their graphs.

Describe how to graph a quadratic equation i.e.: How do you know if it is a quadratic function?; How do you know if it is a line or a parabola?; What is the first step? (finding the vertex); How do you know if it opens up or down? What affects the steepness of the graph? Include standard form and the vertex form. Include how to find the vertex and what we do with the vertex. Talk about the axis of symmetry. Ashley Duncan

Embley: Students will use narration to tell stories describing their childhood in the German language. They will also be creating storyboards to use during their subsequent presentations.