



The mighty THOR

WESTLAKE ACCREDITATION



GUEST-FEATUREING
THE CAPTAIN

LIGHT



EXCELLENCE

VOLUME: 1
ISSUE: 1
2012-13
LUX ET VIRTUS

1. Introduction

Welcome Letter	1-1
Students' Interpretations of Light and Excellence	1-2
Board of Education and District Office Administration.....	1-3
WHS Leadership Organization and School Improvement Steering Committee.....	1-4
Student Leaders for 2012-2013	1-5
2012-2013 PTSA Board and Community Council.....	1-6
Westlake Community Demographics	1-7
School Improvement Process	1-8

2. Faculty and Staff

Faculty and Staff	2-1
-------------------------	-----

3. School Profile

School Profile Overview	3-1
-------------------------------	-----

A. School and Demographic Data

Enrollment Demographics.....	3-2
Attendance Data	3-3
Non-Resident, Fee Waivers, Free & Reduced Lunch	3-4
Mobility Rate and Dropouts.....	3-5
English Language Learners	3-6
Special Education and Inclusion	3-7
Media Center Circulation Data.....	3-8

B. Achievement Data

CRT Test Results (<i>Criterion-Referenced Test</i>) and AYP Data (<i>Adequate Yearly Progress</i>).....	3-9
AP Test Results	3-10
ACT Test Results	3-11
CTE Test and Skills Certification Results (<i>Career and Technical Education</i>)	3-12
Graduation Results.....	3-13

4. Mission Statement and Beliefs

Mission and Beliefs Overview	4-1
District Mission Statement	4-2
WHS Mission Statement.....	4-3
WHS Vision and Belief Statements	4-4



TABLE OF CONTENTS

5. Desired Results for Student Learning

Desired Results for Student Learning Overview	5-1
WHS Desired Results for Student Learning	5-2
Desired Results for Student Learning Indicators	5-3

6. Department Analyses

Department Analyses Overview	6-1
Counseling Department Analysis.....	6-2
CTE Department Analysis	6-3
English Language Arts Department Analysis	6-4
Math Department Analysis.....	6-5
Performing Arts Department Analysis	6-6
Physical Education and Health Department Analysis	6-7
Science Department Analysis	6-8
Social Studies Department Analysis	6-9
Special Education Department Analysis	6-10
Visual Arts Department Analysis	6-11
World Languages Department Analysis.....	6-12

7. Focus Group Reports

Focus Groups Overview	7-1
Quality Assessment Systems	7-2
Community Building.....	7-3
Culture of Continuous Improvement and Learning.....	7-4
Curriculum Development	7-5
Educational Agenda.....	7-6
Quality Instructional Design.....	7-7
Leadership for School Improvement	7-8

8. Action Plan

Action Plan Overview	8-1
Action Plan	8-2

9. Appendix

1. Westlake Timeline
2. Westlake Master Class Schedule
3. Westlake Map and Bell Schedule
4. Westlake Student Handbook
5. Westlake Stakeholder Survey Overview and Results (Staff, Student, and Parents)



Home of the THUNDER

Westlake High School

Fred Openshaw
Principal

John Broadhead
Assistant Principal

Kristin Packer
Assistant Principal

Stacy Salmans
Assistant Principal

Chad Wilson
Assistant Principal

Michael O'Connor
Athletic Director

August 6, 2012

Dear Accreditation Team,

Welcome to Westlake High School. It is a pleasure to have you come to our school and we hope you will enjoy your visit. We know this is a tremendous task for an accreditation team and we thank you for your efforts in our behalf. Please know we will be available to assist you in any way during your stay.

We view the accreditation process as an opportunity for the stakeholders to see the strengths and weaknesses of our school. Our data shows we have made great progress in the first three years of our existence and realize there is still plenty of room for improvement. The self-study process has been thorough and comprehensive. Using our profile data, opinion surveys, departmental analysis, and focus group reports, we were able to generate a solid action plan that will guide our improvement efforts in the future.

We hope that during your visit you will gain understanding of Westlake High School and what we are all about. Please feel free to stop by our classrooms and visit with students, faculty and staff.

As a school, we are focused and dedicated on helping individual students grow and reach their potential. Each teacher and staff member is committed to the mission of the school: *"Lux et Virtus"*, which means *Light and Excellence*. We believe *"...our students will become leaders and model citizens in our democracy, our students will be prepared to excel in the future educational and life opportunities, and our students and staff will be skilled with innovative thought and creative solutions"*. Through this, our faculty, staff and students will stand for Light and Excellence.

Sincerely,

Fred Openshaw
Principal, Westlake High School

STUDENTS' INTERPRETATION OF LIGHT & EXCELLENCE



Shine and Stand Out

*We are from Westlake,
The west side of the lake.
We light the way on the west coast.
We are excellence.
We are from the thunder cloud, booming through the sky!
Marching to conquer.*

*We are Westlake.
We are from crowded halls bigger than the rest.
Home of the blue.
We are from the traditions set before us.
We are from light; our personalities shine.*

*We are Westlake, home of the Thunder!
We learn.
We shoot to graduate.
We shoot for college.
We perform and participate—the best all around.*

*We are from Thor, practicing light and excellence.
The mighty thunder roars!*

*We are Westlake.
Here's the win!*



Lux et Virtus

We are mighty thunder!!!

*We are from late nights and early mornings.
We are from blue and tan lockers, slamming in the halls.
We are from an overpopulated school.
We walk together—very close together.
We are united.*

*We are from a place,
where we strive for a brighter future.*

*We are from thunder and lightning.
Thor's excellence is ours!
We are determined to become elite
by remaining honest,
striving for excellence,
and pushing ourselves to a degree above normality.*

*We are ingrained with skill and infused with creativity.
We are from knowledge.
We are from sports, music, and arts.
We are from a school of personality.
We are from a 62 million dollar building,
Filled with feeling.
We are Westlake!!!*

From Ms. Johnson's 10th grade English classes

(Woo-hoo!!)



Listed from back-to-front, left-to-right

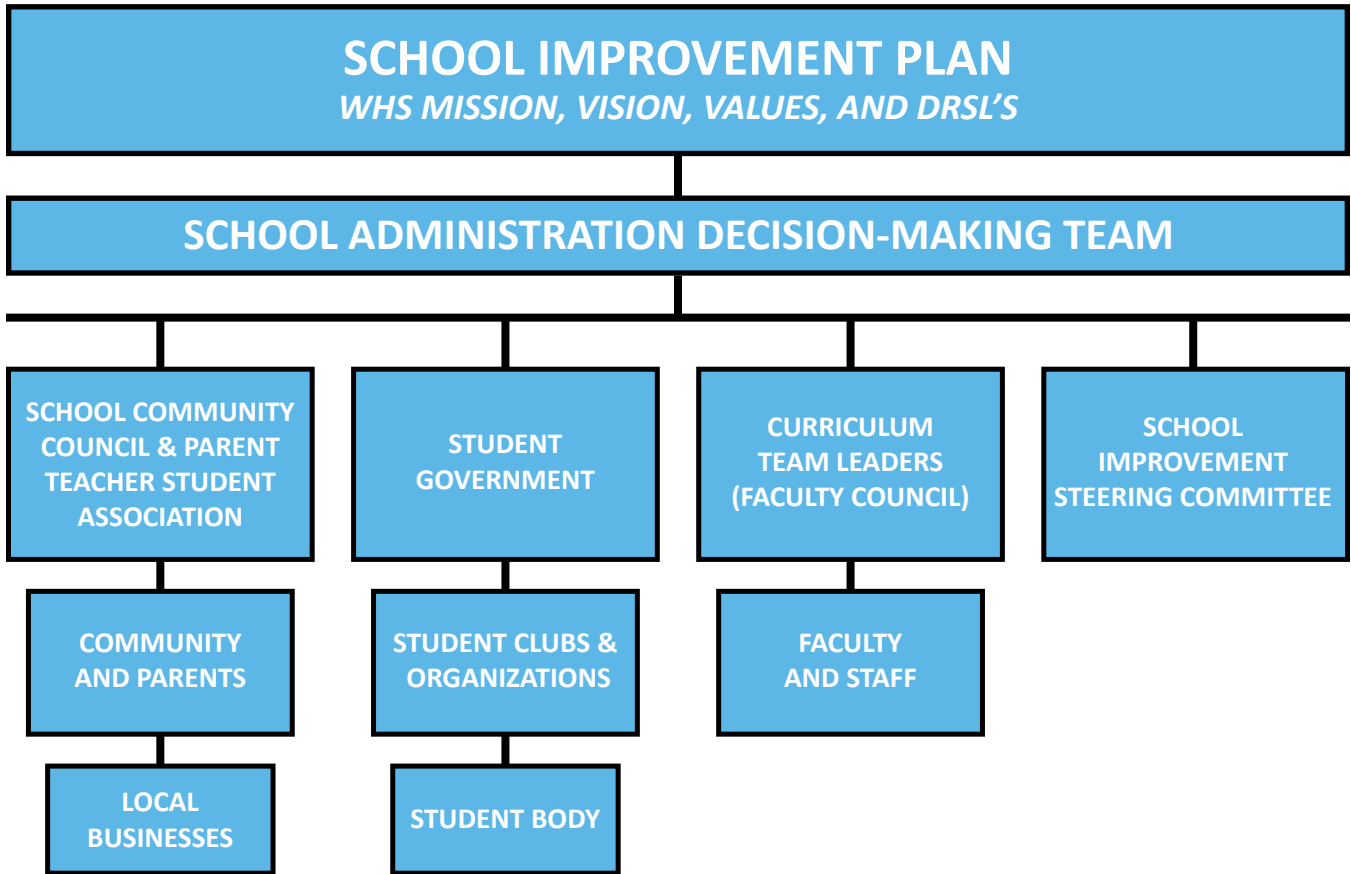
Vernon M. Henshaw.....	Superintendent
Mark Clement.....	Board Member
Terry D. Peterson.....	Board Member
Robert W. Smith	Assistant Superintendent of Business Services
John Burton.....	Board Member
Paula Hill.....	Board Member
Wendy Hart.....	Board Member
Debbie Taylor.....	Board President
JoDee C. Sundberg.....	Board Member

DISTRICT OFFICE ADMINISTRATION



Vernon M. Henshaw.....	Superintendent
Robert W. Smith	Assistant Superintendent of Business Services
Sam Jarman	Assistant Superintendent K-12
Rhonda Bromley.....	Administrator Public Relations
John Spencer	Administrator Human Resources
Barry Graff.....	Administrator Educational Services K-12
Paul Rasband.....	Director Student Services
Kay Clark.....	Director Special Education

WHS LEADERSHIP ORGANIZATION



SCHOOL IMPROVEMENT STEERING COMMITTEE



Don Bastian Science Department
 Lori Blakesley English Language Arts Department
 Stephanie Cottam Counseling Department
 Troy Jones Math Department
 Scott Mansfield World Languages Department
 Mike Mills Visual Arts and CTE Department
 Kim Moore Physical Education and Health Department
 Kristin Packer Administration
 Brian Taylor Special Education Department
 Kim Jex Social Studies Department
 Darrin Edwards Data Specialist



WHS LEADERSHIP ORGANIZATION



CURRICULUM TEAM LEADERS/DEPARTMENT CHAIRS



Caleb Miller	Counseling Department
Mike Gowans.....	CTE Department
Cheri Rogers	English Language Arts Department
Cameron Smith.....	Math Department
Darrin Edwards.....	Media Center and Data Specialist
Amy Morrey.....	Performing Arts Department
Dave Robinson.....	Physical Education and Health Department
Don Bastian	Science Department
Kim Jex	Social Studies Department
Brian Taylor.....	Special Education Department
Erin Johnson	Visual Arts Department
Scott Mansfield.....	World Languages Department

Westlake’s Curriculum Team Leaders/Department Chairs guide Monday collaboration meetings in their respective departments. These meetings focus on the District’s 4 Essential Questions and their departments’ SMART goals. Curriculum Team Leaders/Department Chairs meet monthly with Administration; in addition, there are quarterly leadership seminars with Curriculum Team Leaders/Department Chairs and Administration in order to help build leadership capacity. Also, there are monthly opportunities for Curriculum Team Leaders/Department Chairs to meet with District Leaders and other school’s Curriculum Team Leaders/Department Chairs.

STUDENT LEADERS FOR 2012-2013



Senior Officers

Pablo Ribaldi.....President
 Mauro Figueroa.....Vice President
 Azalia Bocanegra.....Secretary
 Jen Miller.....Advisor
 Travis Reynolds.....Advisor

Junior Officers

Michael McConkie.....President
 Hannah Honey.....Vice President
 Ryann Fish.....Secretary
 Josh Peay.....Advisor

Sophomore Officers

Rachel Benson.....President
 Jentry McGregor.....Vice President
 Senja VanWagenen.....Secretary
 Sam Waters.....Advisor

Freshmen Officers

Hayden Heninger.....President
 Ivy Vance.....Vice President
 Riley Benham.....Secretary
 Kayla Walker.....Advisor

Student Body Officers

Brenden Garrett.....President
 Dillon Glead.....Vice President
 Lauren Moir.....Secretary
 Arianna Hone.....Assemblies
 Eric Wilcox.....Student Life
 Brandon Francom.....Publicity
 Rebekah Blackburn.....Senior Assemblies
 Bailey Bowman.....Senior Assemblies
 Eric Beecher.....Junior Assemblies
 Sabrina Maxwell.....Junior Assemblies
 Lexie Treu.....Sophomore Assemblies
 Hannah Price.....Freshman Assemblies
 Cambria Zebley.....Service
 McKenna O'Connor.....Service
 Mariah Woodfield.....Historian
 Sierra Phillips.....School Spirit
 Kaden Daley.....Athletic Rep
 Aubrey Landvatter.....Athletic Rep
 Shae Anderson.....Art Director
 Courtney Bird.....Art Director
 Mike Dunn.....Advisor
 Mike O'Connor.....Administration
 Kristin Packer.....Administration



2012-2013 WHS PTSA BOARD



Kim Moir.....	President	Sarah Johnson	Reflections
TBA	President-Elect	Tiffany Ferrer	Teacher Appreciation
Carlie DeJesus.....	Secretary	Dillon Glead.....	Student Representative
Bea Twede	Treasurer	Lauren Moir.....	Student Representative
Deedee Partridge	Community Involvement	Mike Mills.....	Teacher Representative
Marcela Gonzalez	Leadership VP	TBA	Blogger
Tani Ireland.....	Legislative VP	Debbie Clegg	Volunteer Coordinator
Michelle Webb	Membership	Kelly Woodrum.....	Fundraiser

2012-2013 WHS COMMUNITY COUNCIL



Todd Abney Saratoga Springs	Riverview Elementary
Audrey Barton	District Representative
Rita Bowers.....	Cedar Fort/Fairfield–Cedar Valley Elementary
Natalie Clark	Secretary
Kim Moir.....	PTSA President
John Festin.....	Saratoga Springs–Sage Hills Elementary
Nicolette Fike.....	Saratoga Springs–Thunder Ridge Elementary
Tani Ireland.....	Eagle Mountain–Mountain Trails Elementary
Leslie Jones.....	Eagle Mountain–Hidden Hollow Elementary
Becky Jones	Eagle Mountain–Eagle Valley Elementary
Scott Mansfield.....	Faculty Member
Caleb Miller	Faculty Member
Fred Openshaw	Principal
Kristen Turner	Saratoga Springs–Harvest Elementary
Ryan Tyson.....	Eagle Mountain–Pony Express Elementary
Franci Warner	Saratoga Springs–Saratoga Shores Elementary



WESTLAKE COMMUNITY DEMOGRAPHICS



Westlake High School draws from three communities: Saratoga Springs, Eagle Mountain, and Cedar Valley. Historically, this area has been rural with a rich tradition of agriculture; however, recently the community has transitioned into a more-suburban area. These areas have seen tremendous growth over the last decade. Economic development is still in its early stages; hence, the typical worker residing in these areas has a longer than average commute. In 2010, Pioneer Crossing opened, increasing accessibility to the west end of Utah County. The population mainly consists of young families in affordable first homes.



Feeder schools include eleven elementary schools and one middle school: Harvest Hills Elementary, River View Elementary, Thunder Ridge Elementary, Cedar Valley Elementary, Saratoga Shores Elementary, Eagle Valley Elementary, Hidden Hollow Elementary, Snow Springs Elementary, Sage Hills Elementary, Pony Express Elementary, Mountain Trails Elementary, and Vista Heights Middle School. To reduce the population at the middle school, Westlake High School temporarily hosts ninth graders. Westlake's building capacity is 2,000 students, and the school is expected to have 2,500 students during the 2012-13 school year.

Saratoga Springs

As of the census of 2000, there were 1,003 people living in Saratoga Springs, and currently there are 18,000 people; this constitutes a population increase of 1672.8% since 2000. 89.4% of the population is white, 5.8% is Hispanic, and other minorities comprise the remaining 4.8%. The median resident age of Saratoga Springs is 22.6 years; while the Utah median age is 32.6 years. The estimated median household income, as of 2009, is \$69,290; while the Utah estimated median household income is \$55,117.

Eagle Mountain

As of the census of 2000, there were 2,157 people living in Eagle Mountain, and currently there are about 21,415 people; this constitutes a population increase of 892.8% since 2000. 91.9% of the population is white, 6.8% is Hispanic, and other minorities comprise the remaining 1.3%. The median resident age of Eagle Mountain is 20.3 years. The estimated median household income, as of 2009, is \$52,102.

Cedar Fort

The 2010 population of Cedar Fort is 368. 95.7% of the population is white, 1.1% is Hispanic, and other minorities comprise the remaining 3.2%. The median resident age of Cedar Fort is 35.7 years. The estimated median household income, as of 2009, is \$60,400.





SCHOOL IMPROVEMENT TIMELINE

- May, 2009: Embryonic Accreditation Committee is formed
- June 1, 2009: Accreditation Committee has first meeting
- June 8, 2009: Accreditation Committee meets with administration to build a framework for discussion
- June 11-12, 2009: Administration approves initial framework
- June 25, 2009: Accreditation Committee builds early framework presentation for Collaboration Team Leadership Committee
- July 20, 2009: Accreditation Committee presents initial framework to student council. (Feedback very positive and a unanimous vote approved the framework)
- July, 2009: Initial Westlake Faculty mailer includes initial accreditation framework
- August 11, 2009: Accreditation Committee finalizes presentation
- August 13, 2009: Accreditation Committee presents to Collaboration Team Leadership for initial discussions and leadership feedback
- August 18, 2009: 10:00 – 10:30 Collaboration Team Leadership presents improved framework to entire faculty
- Current framework is not an end product, but rather a great start
- August, 2009: Initial framework is incorporated into student and faculty life on shirts, handbooks, and activity cards, etc.
- August 25, 2009: Possibly present framework to entire student body
- September, 2009: Fully fleshed Accreditation Committee is established and mission, vision, values, DRSLs and goals are finalized
- Final framework is incorporated into all aspects of school life
- October, 2009: Creation of Accreditation Committee (6 members)
- November 4, 2009: First Accreditation Team Meeting. (Agenda: How do we start informing students and patrons of the school's mission, vision, DRSL's, and belief statements? Creating an initial action plan.
- December 3, 2009: Second Accreditation Team Meeting. (Agenda: A continuation to brainstorm ideas to inform stakeholders of the WHS's mission.)



SCHOOL IMPROVEMENT PROCESS

- January-August 2010: Westlake's Mission Statement in all the classrooms (Lux et Virtus)
- April, 2010: Mission Statement is made a permanent message on the marquee.
- August, 2010: Formation of New Accreditation Committee (many members of previous committee transferred to other schools, Scott Mansfield, Don Bastian, Amy Schlauder, Kristin Packer still remain)
New Committee: Don Bastian (Science), Scott Mansfield (World Lang), Amy Schlauder (History), Brian Taylor (Spec Ed, English), Mike Mills (Vis Art, CTE), Troy Jones (Math), Kim Moore (PE), Stephanie Cottam (Counseling), Kristin Packer (Admin), Wade Tischner (CTE, Science)
- August 24, 2010: Presentation to 2010-11 Faculty the Mission, Vision, Values and Goals. Obtained ongoing approval.
- August 2010: Westlake Mission, Belief Statements, and DRSLs printed on the back of student activity card.
- October 8, 2010: Accreditation State Training (sent a committee, Schlauder, Mills, Tischner, Cottam, Taylor)
- November 3, 2010: Committee met to talk about State Training and the information gained from the training. Mike Mills presented to entire committee the accreditation process. Subcommittees were formed to begin looking at the required material for Westlake's Accreditation. (Data: Mansfield, Bastian, Tischner, Bennion; Surveys: Cottam, Moore; Focus Groups: Schlauder, Taylor; Presentation: Mills; Departmental Analysis: Jones, Packer)
- January 6, 2011: Committee met to review student, parent, and staff survey questions. Also discussed Departmental Analysis Collaboration dates for all 12 departments. Checked progress for Data Collection for departments to use for Departmental Analysis.
- February 3, 2011: Committee met to finalize Departmental Analysis agendas and goals for the collaboration time. Schlauder sent out the faculty demographic information for teachers to respond for the accreditation handbook. Mills is receiving information to start compiling the accreditation handbook format. Surveys were put on the Westlake website and English classes are planning a day in the computer lab to complete.
- February 2-February 23, 2011: Departments meeting (7:15-10:40am) to answer the Departmental Analysis questions (11) and list Department Strengths and Weaknesses including data. This will be an event that will occur yearly.
- February 9, 2011: State Accreditation Representative (John Childs) visit checking accreditation progress. Positive feedback for what we are doing so far. Recommendation to change the name of the Accreditation Committee to School Improvement Steering Committee. Scheduled for Full Accreditation Team visit for Fall of 2012.
- February 10, 2011: Renaming Accreditation Committee to School Improvement Steering Committee.
- September 8, 2011: Team Meeting: Creating Focus Groups, Compiling Survey (Parent, Student,



Faculty)Data, Beginning creation of WHS Accreditation manual, Accreditation Booklet Sub-Committee (Mike Mills, Lori Blakesley)

- DEPARTMENTAL ANALYSIS 2011-12: Math (Sept 13), Visual Art (Sept 21), PE/Health (Oct 11), CTE (Oct 27), Perf Arts (Nov 2), Counseling (Nov 9), Spec Ed (Feb 17), English (Mar 9), Social Studies (May 22)
- September 15, 2011: Accreditation Booklet Mtg: Reviewing booklets from other High Schools, Discussion of what WHS booklet will look like
- September 29, 2011: Accreditation Booklet Mtg: Reviewing progress of collection of information needed for Accreditation booklet
- October 13, 2011: Team Meeting: Presentation of progress of WHS Accreditation manual, WHS 2010-11 Survey cut off
- December 1, 2011: School Improvement Committee Mtg: Discussing Survey Data and applying to School Improvement Plan.
- December 12, 2011: First meeting of Focus Groups. Group Leaders in charge of inviting 4 student representatives and 4 parent representatives to attend all three meetings (12/12, 2/27, and 3/26). Focus Leaders given Principles and Rubrics for their respective group. Beginning the data collection for justification of score for each Principle.
- January 6, 2012: Further discussion on Stakeholder surveys and creating improvement ideas from the results.
- February 27, 2012: Second meeting of Focus Groups. Using data collected to support score on Principles using Rubric.
- March 26, 2012: Third (Final) meeting of Focus Groups. Finalized the Focus Group scores and indicators.
- May 3, 2012: Created School Improvement Plan for final approval. Included in the School Improvement Steering Committee, John Feston, our School Community Counsel President.
- May 23, 2012: Finalized School Improvement Plan to propose to School Administration
- June 21, 2012: Based on English Department feedback and proper language usage, the following changes were made to our DRSL statements and Vision Statement: the word “engrained” was changed to “ingrained”, the word “filled” was changed to a more empowering word “charged”, and the Vision Statement was improved to be more concise.
- August 15, 2012: Presented Accreditation Book to CTL/Department Chairs for approval and to have them suggest edits.



SCHOOL IMPROVEMENT PROCESS

- August 16, 2012: Presented Accreditation Book to teachers for approval and to have them suggest edits.
- August 20, 2012: Presented Accreditation Book to stakeholders (faculty, staff, parents) for approval and to have them suggest edits
- September 6, 2012: Presented Accreditation Book to School Community Council for approval and to have them suggest edits (4th presentation for approval)
- 2012-13 FIRST FULL-TEAM ON-SITE ACCREDITATION VISIT: October 24-25, 2012

Administration



Openshaw, Fred

Department:	Administration	Position:	Principal
Colleges Attended:	Brigham Young University		
Degrees Earned:	Bachelor of Science and Master's of Education Degree		
Endorsements:	Technical Education and Administration		
Years as an Educator:	23	Years at Westlake High School:	5



Broadhead, John

Department:	Administration	Position:	Assistant Principal
Subjects Taught:			
College Attended:	Brigham Young University		
Degrees Earned:	B.A. in Spanish Teaching and a M.E.D. in Educational Leadership		
Endorsements:	Spanish, Administration and Coaching		
Years as an Educator:	18	Years at Westlake High School:	3



Packer, Kristin

Department:	Administration	Position:	Assistant Principal
Subjects Taught:	Brigham Young University (BFA) University of Utah (MEd)		
Colleges Attended:	Bachelor of Fine Arts/Painting, Art History, Educational Leadership and Policy		
Degrees Earned:	B.F.A. and a MEd		
Endorsements:	Gifted and Talented		
Years as an Educator:	21	Years at Westlake High School:	3



Salmans, Stacy

Department:	Administration	Position:	Assistant Principal
Subjects Taught:			
Colleges Attended:	Southern Utah University and Utah State University		
Degrees Earned:	Bachelor of Science and Master's of Education and Administration		
Endorsements:			
Years as an Educator:	27	Years at Westlake High School:	4



Wilson, Chad

Department:	Administration	Position:	
Colleges Attended:	Ricks College, Brigham Young University, San Diego State University		
Degrees Earned:	B.S. Sports Medicine, M.A. Exercise Science, California Teaching Credential Admin. Cert. and Post Masters		
Endorsements:	Psychology, Biology, Sociology, PE, Health and Administration		
Years as an Educator:	27	Years at Westlake High School:	1



Counseling



Barnes, Rusty			
Department:	Counseling		
Subjects Taught:			
Colleges Attended:	Colorado Northwestern/ Utah Valley University/ University of Phoenix		
Degrees Earned:	Bachelors of Science/ Masters in School Counseling		
Endorsements:	History		
Years as an Educator:	2	Years at Westlake High School:	2



Cottam, Stephanie			
Department:	Counseling	Position:	Governor's Youth Council Advisor
Colleges Attended:	Brigham Young University and the University of Phoenix		
Degrees Earned:	B.S. in Elementary Education, Early Childhood, MAED		
Endorsements:			
Years as an Educator:	21	Years at Westlake High School:	4



Davis, Erin			
Department:	Counseling		
Subjects Taught:			
Colleges Attended:	BYU and University of Phoenix		
Degrees Earned:	Bachelors and Masters of School Counseling		
Endorsements:			
Years as an Educator:	3	Years at Westlake High School:	3



Miller, Caleb			
Department:	Counseling	Position:	Head Counselor
Subjects Taught:			
Colleges Attended:	Utah Valley University and the University of Phoenix		
Degrees Earned:	Bachelors in Behavioral Science emphasis in Psychology Masters in School Counseling		
Years as an Educator:	3	Years at Westlake High School:	3



Pickering, Linda			
Department:	Counseling		
Colleges Attended:	BYU and University of Phoenix		
Degrees Earned:	BA in Spanish (minor in History) and MaEd (Masters in Education Counseling)		
Years as an Educator:	21	Years at Westlake High School:	4



Pittard, Gail			
Department:	Counseling		
Colleges Attended:			
Degrees Earned:			
Endorsements:			
Years as an Educator:		Years at Westlake High School:	



C.T.E.



Bevan, Ty			
Department:	CTE	Position:	FFA Advisor
Subjects Taught:	Ag mechanics, Ag Biology, Equine Science, Natural Resource Science, Ag Science		
Colleges Attended:	Snow College, Utah State University		
Degrees Earned:	Bachelors of Science in Agriculture Education		
Endorsements:	Ag Ed Endorsement		
Years as an Educator:	5	Years at Westlake High School:	2



Burdett, Cody			
Department:	CTE	Position:	Wrestling Coach
Subjects Taught:	Woodworking, Cabinetmaking and Furniture Design		
Colleges Attended:	Utah State University and Utah Valley University		
Degrees Earned:	B.S. in Business Management		
Endorsements:	Cabinetmaking/Millwork		
Years as an Educator:	3	Years at Westlake High School:	1



Dunn, Mike			
Department:	CTE	Position:	Student Council/Thundervision, SkillsUSA
Subjects Taught:	Video Production		
Colleges Attended:	Utah Valley University		
Degrees Earned:	TV/Broadcasting		
Endorsements:			
Years as an Educator:	4	Years at Westlake High School:	4



Gowans, Michael			
Department:	Career and Technical Education	Position:	Department Chair
Subjects Taught:	Animal Science, Equine Science, Natural Resource Science, Floral Greenhouse and Floral Design		
Colleges Attended:	Snow College and Utah State University		
Degrees Earned:	Bachelor of Science in Agricultural Education and a Masters of Science in Agricultural Education/Extension		
Endorsements:	Biology		
Years as an Educator:	20	Years at Westlake High School:	3



Holt, Christine			
Department:	CTE- Family and Consumer Sciences		
Subjects Taught:	Interior Design 1 & 2, Clothing 1 & 2, Foods and Nutrition, and Financial Literacy		
Colleges Attended:	College of Eastern Utah and Utah State University		
Degrees Earned:	Associates of Science, Bachelors of Family & Consumer Science Education		
Endorsements:			
Years as an Educator:	8	Years at Westlake High School:	3



Jones, Brian			
Department:	CTE	Position:	Technology Student Association Adviser
Subjects Taught:	Robots & Automation, Pre-Engineering, Advanced Technology and Physics with Technology		
Colleges Attended:	Utah Valley University and Brigham Young University		
Degrees Earned:	B.S. in Technology and Engineering Education		
Endorsements:	Physical Science		
Years as an Educator:	3	Years at Westlake High School:	3



Lewis, Jesse			
Department:	CTE	Position:	JV Boys BBall Coach, JV Girls Soccer Coach
Subjects Taught:	Financial Literacy and Assistant DECA Advisor		
Colleges Attended:	BYU Bachelors of Arts in Economics / Business Minor		
Degrees Earned:	UVU Bachelors of Science in Business Education		
Endorsements:	Endorsements--Business / Marketing / Computers & Technology		
Years as an Educator:	6	Years at Westlake High School:	3



McAfee, Craig			
Department:	CTE		
Subjects Taught:	Accounting, Computer Tech., Internship and WBL		
Colleges Attended:	Brigham Young University and Utah State University		
Degrees Earned:	B.A. and a Master's Degree		
Endorsements:	Business and P.E.		
Years as an Educator:	27	Years at Westlake High School:	3



Omer, Shanna			
Department:	CTE		
Subjects Taught:	Teen Living, Child Development, Early Childhood Education 1 & 2 and Financial Literacy		
Colleges Attended:	Utah Valley State College (UVU) and Utah State University		
Degrees Earned:	B.S. in Family and Consumer Science Education		
Endorsements:			
Years as an Educator:	7	Years at Westlake High School:	First Year



Page, Geary			
Department:	CTE	Position:	DECA and Storm Center (School Store)
Subjects Taught:	Marketing, Leadership (UVU Con.), Retailing and Computer Technology		
Colleges Attended:	Dixie State, Southern Utah University and Western Governors University		
Degrees Earned:	Business Administration/Marketing and a Masters of Business Administration and Technology		
Endorsements:	Marketing, Business and Technology		
Years as an Educator:	9	Years at Westlake High School:	3



Scoville, Derek			
Department:	CTE		
Subjects Taught:	Computer Tech, Financial Literacy and Entrepreneurship		
Colleges Attended:	BYU-Hawaii, Utah State		
Degrees Earned:	Finance, Economics		
Endorsements:	Business Core, Banking/Finance, IC3		
Years as an Educator:	First Year	Years at Westlake High School:	First Year



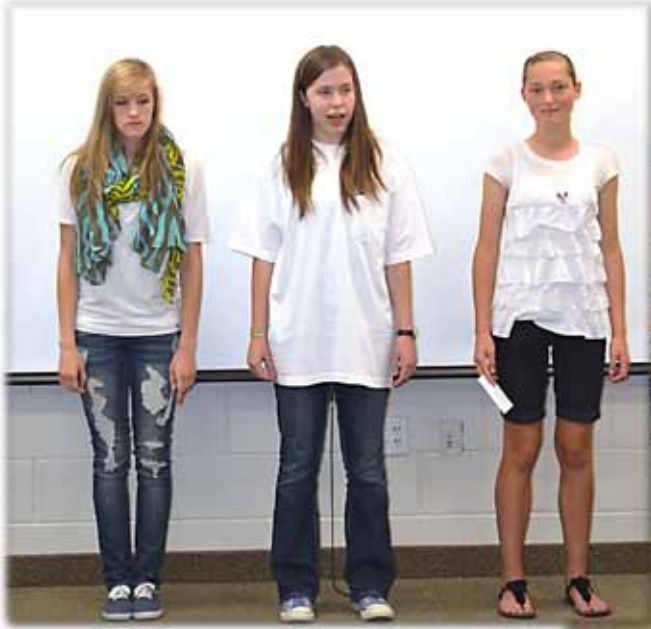
Taylor, Michael			
Department:	CTE	Position:	SkillsUSA Advisor
Subjects Taught:	Basic Drafting, CAD, Architecture and Engineering Drafting		
Colleges Attended:	Dixie, Utah Valley University, Salt Lake Community College, B.Y.U.		
Degrees Earned:	Associate's Degree, B. S. and a Masters from Brigham Young University		
Endorsements:	Drafting, Auto Collision Repair, Building Construction and IC3 Endorsement (Computer Tech.)		
Years as an Educator:	14	Years at Westlake High School:	3



Department:	CTE Foods/ProStart	Position:	FCCLA Leader
Subjects Taught:	Family and Consumer Sciences, Food and Nutrition 1/2 and ProStart 1/2		
Colleges Attended:	Southern Utah University		
Degrees Earned:	Family and Consumer Sciences and Education		
Endorsements:			
Years as an Educator:	10	Years at Westlake High School:	3



English



Andromidas, Ingrid

Department:	English	Position:	ESL Liason, Latinos in Action
Subjects Taught:	English 10, English 11, ESL and Latinos in Action		
Colleges Attended:	Queens College in New York City and Long Island University		
Degrees Earned:	B.A. in English and an M.A. in TESOL		
Endorsements:	ESL and Reading		
Years as an Educator:	14	Years at Westlake High School:	3



Blakesley, Lori

Department:	English		
Subjects Taught:	English 9 and English 10		
College Attended:	Brigham Young University		
Degrees Earned:	M.A. Rhetoric & Composition, B.A. English Teaching		
Endorsements:	Gifted and Talented, Math Level 2		
Years as an Educator:	11	Years at Westlake High School:	3



Childs, Whitney

Department:	English		
Subjects Taught:	English 9, English 10 and English 11		
Colleges Attended:	Westminster College		
Degrees Earned:	BA English, French and Secondary Education		
Endorsements:	National Board Certification, University of Utah ESL, BYU Reading		
Years as an Educator:	12	Years at Westlake High School:	1



Dajany, Rebecca

Department:	English and Art	Position:	Unified Studies and Yearbook
Subjects Taught:	Unified Studies, Drawing 1 and 2 and Yearbook		
Colleges Attended:	Utah State the University of Utah and Brigham Young University		
Degrees Earned:	BFA in Art Teaching		
Endorsements:	CTE Commercial Photo		
Years as an Educator:	8	Years at Westlake High School:	4



Durham, Chad

Department:	English		
Subjects Taught:	Honors English 10, Film Literature and AP English Language and Composition		
Colleges Attended:	Brigham Young University and Utah Valley State College (now UVU)		
Degrees Earned:	BA in English (Creative Writing), BA in Humanities (Film), and Teaching Certificate (UVSC)		
Endorsements:			
Years as an Educator:	4	Years at Westlake High School:	3





Giles, Laura


Department:	English		
Subjects Taught:	English Tutorial 9, 10, 11 and 12		
Colleges Attended:	Brigham Young University		
Degrees Earned:	B.A. Degree		
Endorsements:	English Tutorial		
Years as an Educator:	4	Years at Westlake High School:	3







Potter, Daniel				
Department:	English			
Subjects Taught:	English 10 CT, English 11, English 11 H and Mythology			
Colleges Attended:	Weber State and Brigham Young University			
Degrees Earned:	English Teaching			
Endorsements:	ESL			
Years as an Educator:	3	Years at Westlake High School:	3	

Rallison, Asenath				
Department:	English			
Subjects Taught:	English 11, English 11 CT and Creative Writing			
Colleges Attended:	B.Y.U.			
Degrees Earned:	Bachelor's Degree			
Endorsements:				
Years as an Educator:	3	Years at Westlake High School:	3	

Rogers, Cheryl				
Department:	English	Position	Department Chair	
Subjects Taught:	English 11 Honors, AP Literature, English 12 and Composition and Concurrent College Writing			
College Attended:	Brigham Young University			
Degrees Earned:	B.A. and an M.A. in English			
Endorsements:				
Years as an Educator:	15	Years at Westlake High School:	3	

Steenblik, Lindsay				
Department:	English			
Subjects Taught:	English 12			
Colleges Attended:	Utah Valley University			
Degrees Earned:	B.S. English Education			
Endorsements:				
Years as an Educator:	1	Years at Westlake High School:	1	

Wiederhold, Joseph David				
Department:	English			
Subjects Taught:	English 9 CT and H			
College Attended:	Brigham Young University			
Degree Earned:	B.A. English Teaching			
Endorsements:				
Years as an Educator:	1	Years at Westlake High School:	1	

Math



Braithwaite, Tim

Department:	Math		
Subjects Taught:	Sec Math 1, Sec Math 1 CT, and Algebra 2		
Colleges Attended:	S.U.U. and B.Y.U.		
Degrees Earned:	B.S. Degree in P.E. and Math		
Endorsements:	Math Level 4 and Driver's Ed.		
Years as an Educator:	37	Years at Westlake High School:	2



Burton, Media

Department:	Math		
Subjects Taught:	CTE--Academic Assistance Math Tutorial.		
Colleges Attended:	Brigham Young University		
Degrees Earned:	B.A.		
Endorsements:	Mathematics Endorsement 4; Computer Science		
Years as an Educator:	3	Years at Westlake High School:	2



Goodrich, Glenn

Department:	Math		
Subjects Taught:	Sec Math 1, Geometry and Geometry		
Colleges Attended:	Eastern Washington University, Weber State University		
Degrees Earned:	BS, Mathematics Teaching		
Endorsements:	Math Level IV		
Years as an Educator:	2	Years at Westlake High School:	First Year



Huff, Jared

Department:	Math	Position:	Swim Coach
Subjects Taught:	Algebra 2, Geometry and Swimming		
Colleges Attended:	University of Utah		
Degrees Earned:	Bachelor-German, Master-Mathematics Education		
Endorsements:	Level 4 math endorsement		
Years as an Educator:	6	Years at Westlake High School:	3



Jones, Troy

Department:	Math		
Subjects Taught:	Algebra 2A, College Prep Math and Precalculus		
Colleges Attended:	Brigham Young University and the University of Utah		
Degrees Earned:	M.A. in Mathematics Education and a B.A. in Spanish Teaching/Mathematics Teaching		
Endorsements:	Secondary and Math Level 4		
Years as an Educator:	20	Years at Westlake High School:	4



Lees, Shannon

Department:	Math		
Subjects Taught:	Geometry and Secondary Math 1		
Colleges Attended:	Calif State Univ., Fullerton (undergrad) Child Development		
Degrees Earned:	National Univ. (grad) Education		
Endorsements:			
Years as an Educator:	12	Years at Westlake High School:	2



Merkley, Brandee

Department:	Math		
Subjects Taught:	Algebra I, IA, II and Geometry		
Colleges Attended:	University of North Carolina at Charlotte, Brigham Young University- Idaho		
Degrees Earned:	Mathematics Education and Physical Education Teaching		
Endorsements:	PE		
Years as an Educator:	2	Years at Westlake High School:	1



Mitchell, Katherine

Department:	Math		
Subjects Taught:	Secondary Math 1 Honors, Algebra 2, Algebra 2 Honors and Geometry		
College Attended:	Brigham Young University -Idaho		
Degrees Earned:	Bachelors in Math Education, minor in Spanish Education		
Endorsements:	Math Level IV		
Years as an Educator:	4	Years at Westlake High School:	3



Roberts, BJ

Department:	Math	Position:	Drivers Education and Student Council
Subjects Taught:	Geometry, Algebra 2, Precalculus and Drivers Education		
Colleges Attended:	College of Eastern Utah, Southern Utah University and Utah State University		
Degrees Earned:	Associate of Science, Bachelor of Science (Math Ed. Minor in History), Masters in Education (Instructional Tech I)		
Endorsements:	Math Level IV and Driver's Education		
Years as an Educator:	8	Years at Westlake High School:	4



Smith, Cameron

Department:	Math	Position:	Department Chair
Subjects Taught:	Secondary Math 1, Precalculus, AP Statistics, AP Calculus BC		
Colleges Attended:	Brigham Young University and the Western Governor's University		
Degrees Earned:	B.A. Mathematics, M.A. Learning and Technology		
Endorsements:	Math Level 4 and Physics		
Years as an Educator:	22	Years at Westlake High School:	4



Spangler, Mandy

Department:	Math		
Subjects Taught:	Geometry CT, Algebra 2 CT, Algebra 2 and Algebra 2 Max 30		
Colleges Attended:	UVSC or (UVU now) & graduated from BYU		
Degrees Earned:	Bachelor of Art in Math Education		
Endorsements:	Level 4		
Years as an Educator:	10	Years at Westlake High School:	4



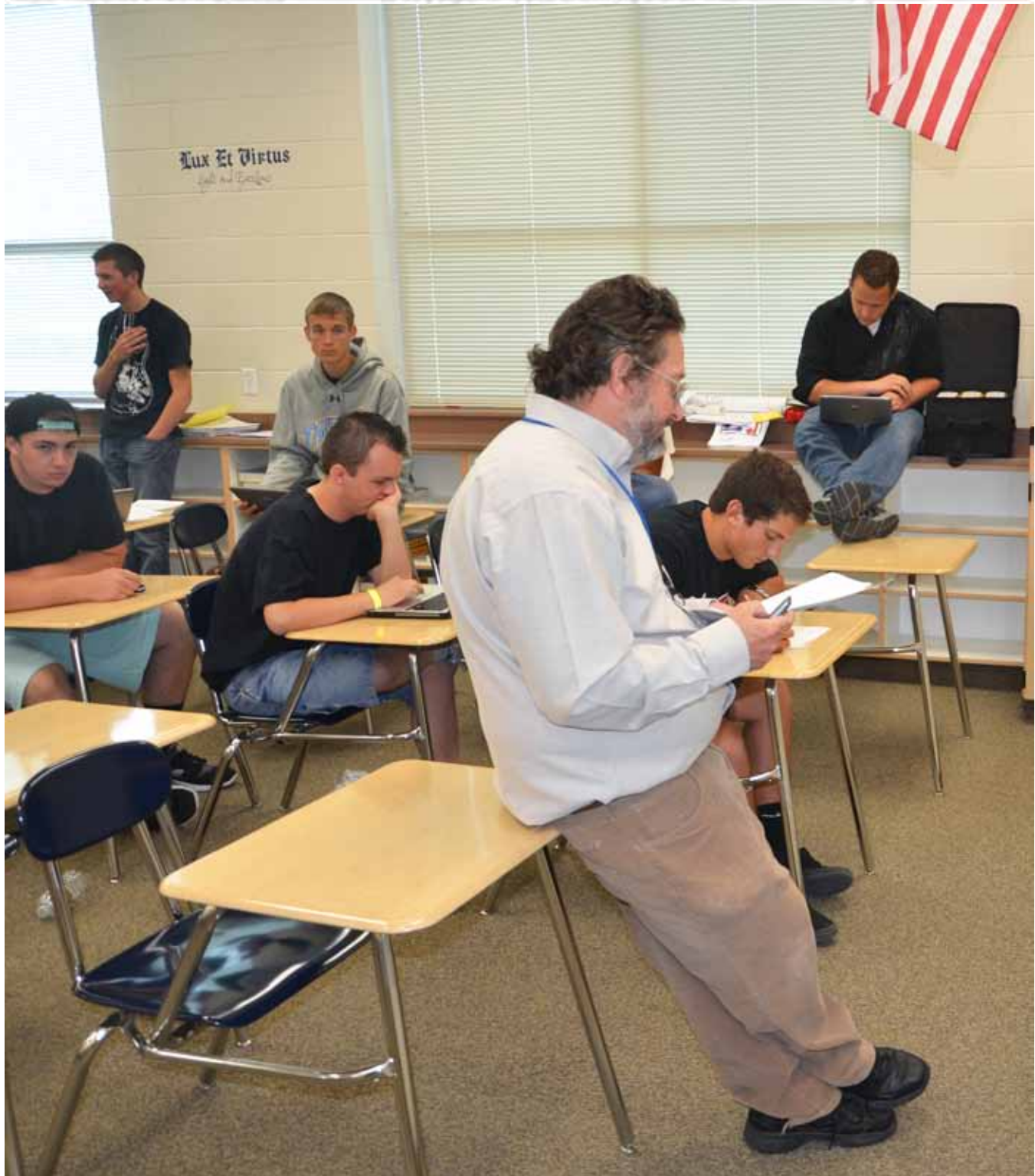
Thomas, Tiffany Lindsey

Department:	Mathematics		
Subjects Taught:	Secondary Math I		
Colleges Attended:	Brigham Young University		
Degrees Earned:	Bachelor of Science in Mathematics Education		
Endorsements:	Mathematics Level IV and Spanish (valid in Colorado)		
Years as an Educator:	3	Years at Westlake High School:	1



Yocom, Michael W.

Department:	Math		
Subjects Taught:	College Prep., AP Calculus AB, and Calculus		
Colleges Attended:	Utah State University and Brigham Young University		
Degrees Earned:	BA Math Ed, BYU; MA Math Ed, BYU		
Endorsements:	Math Level 4, Computer Science		
Years as an Educator:	28	Years at Westlake High School:	4



Performing Arts



Westlake Choral Department
Presents
"This Christmastide"
Featuring:
A Cappella Madrigals
Men's Choir Women's Choir
Concert Choir

With special guests:
WHS Jazz Band
Dance Company Members
Chamber Orchestra Members
and
Wind Symphony Members

Free admission
Suggested donation \$5 per person
goes to United Way Sub-4-States
7:00 PM
Westlake High School Auditorium



Bastian, Christian			
Department:	Performing Arts	Position:	Director of Ballroom Dance
Subjects Taught:	Ballroom Dance		
Colleges Attended:	BYU, UVU		
Degrees Earned:	BA in Dance with Ballroom Emphasis		
Endorsements:	Dance and Social Studies		
Years as an Educator:	10	Years at Westlake High School:	4



Hatch, Maureen			
Department:	Performing Arts	Position:	Choir Director
Subjects Taught:	Cappella Choir, Madrigals, Men's Choir, Women's Choir, 9th Grade Concert Choir and General Choir		
Colleges Attended:	Brigham Young University, Boise State University and the University of Utah		
Degrees Earned:	Bachelor of Music, Graduate Work in Music Education and a Master of Music in Choral Conducting		
Endorsements:			
Years as an Educator:	15	Years at Westlake High School:	4



Hayes, Janica			
Department:	Performing Arts	Position:	Dance Director
Subjects Taught:	Dance 1, 2, 3 and Dance Company		
Colleges Attended:	Southern Utah University		
Degrees Earned:	Bachelor's Degree in P.E. and a Minor in Dance		
Endorsements:	Health		
Years as an Educator:	17	Years at Westlake High School:	4



Heywood, Randen			
Department:	Performing Arts	Position:	Orchestra Director
Subjects Taught:	Orchestra, Concert Orchestra and Advanced Orchestra		
Colleges Attended:	Brigham Young University and the University of Utah		
Degrees Earned:	A Bachelor of Music in Music Education, a Masters of Music		
Endorsements:			
Years as an Educator:	6	Years at Westlake High School:	2



Mangelson, Brek			
Department:	Performing Arts	Position:	Director of Bands
Subjects Taught:	Symphonic, Chamber, Winds, Jazz, Percussion, Band, Music Theory and Music Study		
Colleges Attended/	UVSC, Brigham Young University Hawaii and Brigham Young University		
Degrees Earned:	Bachelor's in Music		
Endorsements:	K - 12 Instrumental Music		
Years as an Educator:	5	Years at Westlake High School:	3



Morrey, Amy			
Department:	Performing Arts	Position:	Department Chair and Drama Director
Subjects Taught:	Drama 1, 2, 3, 4, Musical Theatre and Stage Crew		
Colleges Attended:	Brigham Young University		
Degrees Earned:	B.A. in Theatre Secondary Education		
Endorsements:			
Years as an Educator:	16	Years at Westlake High School:	4



Nelson, Christopher

Department:	Performing Arts	Position:	Marching Band
Subjects Taught:	Band, Percussion, Music Appreciation		
Colleges Attended:	Brigham Young University		
Degrees Earned:	Bachelor's of Music Education		
Endorsements:	K-12 Instrumental Music		
Years as an Educator:	First Year	Years at Westlake High School:	First Year



P.E./Health



Clark, Gary			
Department:	P.E./Health	Position:	Football Coach
Subjects Taught:	Football, Weights, Advanced Weights		
Colleges Attended:	Willamette University, University of Hawaii, and the University of Nevada at Reno		
Degrees Earned:	B.A.		
Endorsements:	Physical Education and Weight Training		
Years as an Educator:	35	Years at Westlake High School:	1



Fresques, Andrew			
Department:	PE/Health	Position:	Head Track and Field Coach, Assistant Football Coach
Subjects Taught:	Health and Conditioning, Track and Football		
College Attended:	University of Utah		
Degrees Earned:	B.S. Exercise and Sport Science		
Endorsements:	Physical Education and Health Education		
Years as an Educator:	5	Years at Westlake High School:	4



Moore, Kimberly			
Department:	P.E./Health		
Subjects Taught:	P.E. Skills, Aerobics and Fitness		
Colleges Attended:	Otero Junior College and Utah Valley University		
Degrees Earned:	An Associate's Degree and a Bachelor of Science in Physical Education teaching K-12		
Endorsements:			
Years as an Educator:	4	Years at Westlake High School:	4



O'Connor, Michael			
Department:	P.E./Health	Position:	Athletic Director and Driver Education Coordinator
Subjects Taught:	Athletics and Driver Education		
Colleges Attended:	Brigham Young University		
Degrees Earned:	B.S. and M.A.		
Endorsements:	Physical Education, Driver Education and Health		
Years as an Educator:	20	Years at Westlake High School:	3



Robinson, David			
Department:	PE/Health	Position:	Department Chair
Subjects Taught:	Lifetime Activities, PE Skills and Basketball Conditioning		
Colleges Attended:	Southern Utah University, Grand Canyon University		
Degrees Earned:	B.S. and an M.A.		
	31 Years of Service with the Utah Army National Guard		
Years as an Educator:		Years at Westlake High School:	4



Robison, Aaron			
Department:	PE/Health		
Subjects Taught:	Cross Country, PE Fitness, Introduction to Health Science, and Medical Anatomy		
College Attended:	Brigham Young University		
Degrees Earned:	B.S. in Exercise Science		
Endorsements:	PE and History		
Years as an Educator:	3	Years at Westlake High School:	3



Sikander, Khalilullah			
Department:	P.E./Health		
Subjects Taught:	Lifetime Activities and Fitness		
Colleges Attended:	Colorado Northwestern Community College, U.V.U., and S.U.U.		
Degrees Earned:	An Associate's Degree, a Bachelor's Degree and a Master's Degree		
Endorsements:	Administration and Coaching Endorsements		
Years as an Educator:	7	Years at Westlake High School:	4



Stowell, McKenzie			
Department:	PE/Health	Position:	Head Drill Team Coach
Subjects Taught:	Health, Cardio Jam and Drill Team		
College Attended:	Utah Valley University		
Degree Earned:	Bachelors of health education		
Endorsements:	Physical Education Endorsement		
Years as an Educator:	2	Years at Westlake High School:	2



Tonga, Devrie			
Department:	P.E./Health	Position:	Assistant Softball Coach
Subjects Taught:	P.E. Fitness and P.E. Skills		
Colleges Attended:	Snow College and Utah Valley University		
Degrees Earned:	Bachelor of Science Physical Education, Teacher Education		
Endorsements:			
Years as an Educator:	First Year	Years at Westlake High School:	First Year



Science



Anderson, Reed			
Department:	Science		
Subjects Taught:	Earth Systems		
Colleges Attended:	BYU and Snow College		
Degrees Earned:	Bachelors		
Endorsements:			
Years as an Educator:	First Year	Years at Westlake High School:	First Year



Bastian, Don			
Department:	Science	Position:	Department Chair
Subjects Taught:	Chemistry and AP Chemistry		
Colleges Attended:	Ricks College/ BYU/ Grand Canyon University		
Degrees Earned:	AA, BS, MEd		
Endorsements:	Chemistry, Physical Science		
Years as an Educator:	18	Years at Westlake High School:	4



Bennion, Adam			
Department:	Science		
Subjects Taught:	Physics, Astronomy and AP Physics		
Colleges Attended:	Brigham Young University and Southern Utah University		
Degrees Earned:	B. A. in Science and Masters in Educational Leadership		
Endorsements:	Physics and Math Level 3		
Years as an Educator:	5	Years at Westlake High School:	3



Gordon, Jake			
Department:	Science		
Subjects Taught:	Biology and AP Biology		
Colleges Attended:	Utah Valley University		
Degrees Earned:	B.S. Biology Education		
Endorsements:			
Years as an Educator:	6	Years at Westlake High School:	6




Hatch, Sid			
Department:	Science	Position:	Unified Studies
Subjects Taught:	Botany / Zoology / Unified Studies		
Colleges Attended:	BYU and University of Phoenix		
Degrees Earned:	B.S. Zoology and U.of Phoenix Masters in Curriculum & Instruction		
Endorsements:	Biological Science / Recreation / P.E. Activities		
Years as an Educator:	34	Years at Westlake High School:	3





Hinckley, Mindy			
Department:	Science		
Subjects Taught:	Biology and Biology H 9		
Colleges Attended:	Brigham Young University		
Degrees Earned:	Biology Composite Teaching		
Endorsements:			
Years as an Educator:	2	Years at Westlake High School:	2





Overy, Justus				
Department:	Science			
Subjects Taught:	Biology and Chemistry			
Colleges Attended:	U.V.U.			
Degrees Earned:	Bachelors			
Endorsements:				
Years as an Educator:	3	Years at Westlake High School:	3	

Ritchie, Emmalyn				
Department:	Science			
Subjects Taught:	Chemistry and Earth Systems			
Colleges Attended:	Brigham Young University			
Degrees Earned:	Chemistry Education Degree			
Endorsements:	Physical Science Endorsement			
Years as an Educator:	First Year	Years at Westlake High School:	First Year	

Wilkinson, Jon				
Department:	Science			
Subjects Taught:	Earth Systems, Geology, Meteorology			
Colleges Attended:	BYU-B.S. Sociology and Family Science			
Degrees Earned:	UVU-B.S. Earth Science Secondary Education			
Endorsements:	Earth Science, Integrated Science			
Years as an Educator:	2	Years at Westlake High School:	2	

Social Studies



Adam, Brown			
Department:	Social Studies	Position:	Girl's Soccer Coach
Subjects Taught:	World Civ., and Gov. & Cit.		
Colleges Attended:	SUU and the University of Phoenix		
Degrees Earned:	BA/ MASTERS		
Endorsements:	PE/HISTORY/HEALTH/ ADMIN		
Years as an Educator:	7	Years at Westlake High School:	4



Byrd, Ben			
Department:	Social Studies		
Subjects Taught:	U.S. History 2 and Current Issues		
Colleges Attended:	Snow College, Arizona State University and Utah Valley University		
Degrees Earned:	B.A. History Education and a B.A. Integrated Studies		
Endorsements:			
Years as an Educator:	3	Years at Westlake High School:	3



Felix, Michael David			
Department:	Social Studies		
Subjects Taught:	Geography		
Colleges Attended:			
Degrees Earned:	Bachelors of History Education		
Endorsements:	Working on Spanish Endorsement		
Years as an Educator:	First Year	Years at Westlake High School:	First Year



Kevin Gardner			
Department:	Social Studies		
Subjects Taught:	U.S. History II and Financial Literacy		
Colleges Attended:	Utah Valley University		
Degrees Earned:	BS History Ed. and AA Graphic Design		
Endorsements:			
Years as an Educator:	First Year	Years at Westlake High School:	First Year



Jex, Kimberly			
Department:	Social Studies	Position	Department Chair U.S. History
Subjects Taught:	AP U.S. History, U.S. History 2, Softball Conditioning		
Colleges Attended:	Brigham Young University		
Degrees Earned:	Bachelor's of Science		
Endorsements:	History, P.E./Coaching		
Years as an Educator:	6	Years at Westlake High School:	4



Meyring, Dennis			
Department:	Social Studies	Position:	Swimming Coach
Subjects Taught:	Gov. and Cit.		
Colleges Attended:	Brigham Young University		
Degrees Earned:	B.S.		
Endorsements:	Phys. Ed, Social Studies, Special Education, Driver Education		
Years as an Educator:	41	Years at Westlake High School:	3



Miner, Cathy

Department:	Social Studies	Position:	Student Council Advisor (Freshmen class)
Subjects Taught:	Psychology		
Colleges Attended:	Southern Utah University, Brigham Young University		
Degrees Earned:	Bachelor of Science: History Teaching (Psych. Teaching Minor)		
Endorsements:			
Years as an Educator:	2	Years at Westlake High School:	2



Peay, Josh

Department:	Social Studies		
Subjects Taught:	AP Gov. and Politics, Gov. & Cit. and U.S. History 2		
Colleges Attended:			
Degrees Earned:	B.A. in Teaching		
Endorsements:	History		
Years as an Educator:	7	Years at Westlake High School:	4



Ralston, Jen

Department:	Social Studies		
Subjects Taught:	World Civilizations, Modern World History		
Colleges Attended:	Brigham Young University		
Degrees Earned:	Social Science Composite Teaching		
Endorsements:	Social Science		
Years as an Educator:	4	Years at Westlake High School:	4



Reynolds, Travis

Department:	Social Studies	Position:	Golf Coach
Subjects Taught:	U. S. History, Ancient World History and Financial Literacy		
Colleges Attended:	University of Central Florida		
Degrees Earned:	Bachelor of Arts in History		
Endorsements:	Social Studies		
Years as an Educator:	7	Years at Westlake High School:	3



Years as an Educator:	First Year	Years at Westlake High School:	First Year
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Robinson, Drew

Department:	Social Studies		
Subjects Taught:	U.S. History 2, AP World History, and Mod. World		
Colleges Attended:	SUU, SLCC, University of Alaska Anchorage		
Degrees Earned:	Bachelors of Arts, History		
Endorsements:	History		
Years as an Educator:	First Year	Years at Westlake High School:	First Year



Telford, Neva

Department:	Social Studies		
Subjects Taught:	Gov. and Cit., AP Human Geography, Honors Geography, Honors World Civ. and Geography		
Colleges Attended:	Ricks College, Boise State, University of Utah, University of Alaska, Teaching Certification - Utah Valley University		
Degrees Earned:	Bachelor of Arts & Sciences - University of Alaska Fairbanks		
Endorsements:	Social Studies Composite		
Years as an Educator:	First Year	Years at Westlake High School:	First Year



Wardle, Weldom


Department:	Social Studies	Position:	Head Girl's Basketball Coach
Subjects Taught:	Geography, PE and Conditioning		
Colleges Attended:	Utah State University		
Degrees Earned:	B.S.		
Endorsements:	Geography, PE and Coaching		
Years as an Educator:	33	Years at Westlake High School:	4





Special Education





Special Education


Bastian, Hillary				
Department:	Special Education	Position:	Ballroom Assistant Director	
Subjects Taught:	CT Algebra 2, CT Geometry, CT Secondary Math 1, Recourse Secondary Math 1			
Colleges Attended:	Brigham Young University presently working a Math certificate at USU through UMEP			
Degrees Earned:	B.S. in Elementary Education with an emphasis in Special Ed. and a Minor in Ballroom Dance			
Endorsements:	Special Educatin and Elementary Education			
Years as an Educator:	13	Years at Westlake High School:	4	

Gordon, Susan				
Department:	Special Education			
Subjects Taught:	Life Skills, Peer Tutor			
Colleges Attended:	BYU and Western Governors University			
Degrees Earned:	Special Education, Elementary Education and Educational Leadership			
Endorsements:				
Years as an Educator:	21	Years at Westlake High School:	2	

Jackson, Brandon				
Department:	Special Education	Position:	Fishing Club Advisor	
Subjects Taught:	Resource: Math, Reading, English 12 and English CT 12			
College Attended:	Brigham Young University			
Degrees Earned:	B.S. in Psychology			
Endorsements:	Special Education: Mild/Moderate			
Years as an Educator:	3	Years at Westlake High School:	2	

Milne, Derick				
Department:	Special Education			
Subjects Taught:	Resource Math and Reading			
Colleges Attended:	University of Utah and Southern Utah University			
Degrees Earned:	Bachelor in Special Education and Physical Education			
Endorsements:				
Years as an Educator:	3	Years at Westlake High School:	3	

Potter, Laura				
Department:	Special Education			
Subjects Taught:	Resource English, Resource Reading, Co-Taught English			
Colleges Attended:	Brigham Young University			
Degrees Earned:	Internship (working towards Bachelors)			
Endorsements:				
Years as an Educator:	First Year	Years at Westlake High School:	First Year	

Taylor, Brian				
Department:	Special Education	Department Chair		
Subjects Taught:	Reading Skills, English 10 and 11 Resource, English 10 and 11 Co-taught			
Colleges Attended:	University of Utah			
Degrees Earned:	B.S. in Special Education: Mild/Moderate			
Endorsements:				
Years as an Educator:	4	Years at Westlake High School:	3	

Visual Arts



Dajany, Rebecca			
Department:	English and Art	Position:	Unified Studies and Yearbook
Subjects Taught:	Unified Studies, Drawing 1 and 2 and Yearbook		
Colleges Attended:	Utah State the University of Utah and Briqham Young University		
Degrees Earned:	BFA in Art Teaching		
Endorsements:	CTE Commercial Photo		
Years as an Educator:	8	Years at Westlake High School:	4



Edwards, Darrin			
Department:	Media Center & CTE	Position:	Media Specialist, <small>Club adviser: Westlake Gaming and Networking Club and Photography Club</small>
Subjects Taught:	Digital Photography		
Colleges Attended:	Southern Utah University		
Degrees Earned:	Bachelors of Art in German and Library Sciences		
Endorsements:	German		
Years as an Educator:	12	Years at Westlake High School:	4



Johnson, Erin			
Department:	Visual Art & CTE	Position:	Visual Arts Department Chair and SkillsUSA Advisor
Subjects Taught:	Digital Photography 1, Film Photography 2, AP 2D Design, AP Drawing and Painting		
Colleges Attended:	Southern Utah University, Utah Valley University and Brigham Young University		
Degrees Earned:	Associate's of Science, B.A. in Arts Education and a Master of Arts in Art Education in progress		
Endorsements:	Art, Photography and Commercial Art		
Years as an Educator:	6	Years at Westlake High School:	4



Jorgenson, Luke			
Department:	Visual Arts	Position:	<small>Assistant Girls Basketball Coach and Assistant Babeball Coach</small>
Subjects Taught:	Ceramics I, Ceramics II, AP 3D Design		
Colleges Attended:	Snow College, Southern Utah University and Boston University		
Degrees Earned:	A.A. Visual Arts, B.S. in P.E. and an M.A. in Art Education		
Endorsements:	Visual Art, P.E.		
Years as an Educator:	9	Years at Westlake High School:	4




Mills, Michael			
Department:	Visual Arts & CTE	Position:	SkillsUSA and Key Club Advisor
Subjects Taught:	Commercial Art, Drawing, Art Foundations II and Digital Photography 1		
Colleges Attended:	University of Utah and the University of Phoenix		
Degrees Earned:	B.F.A. in Painting/Drawing and a Masters of Education Degree		
Endorsements:	Gifted and Talented, Commercial Art, Photography and Art		
Years as an Educator:	7	Years at Westlake High School:	3




World Languages



C142 

Magleby/Meyring

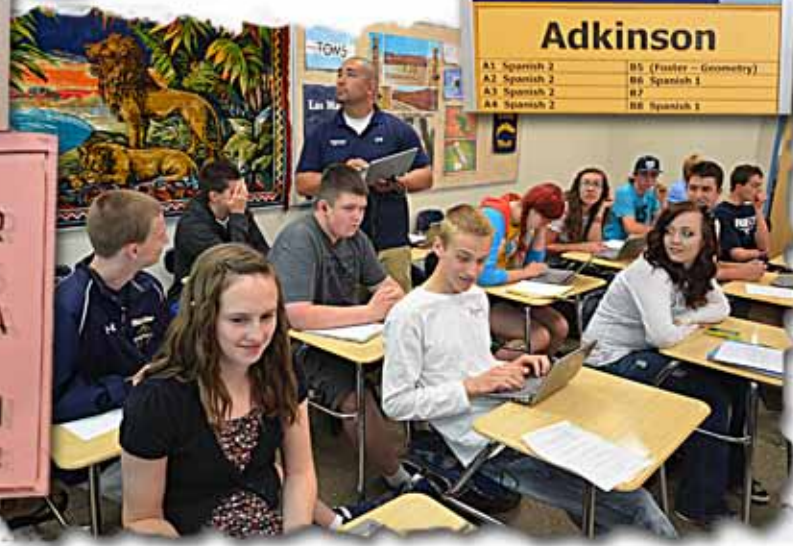
A1 French 2	B5 Gov. & Citizenship
A2 (Poster - Algebra 1)	B6 (Urmas - read, write, read)
A3 French 3/French 4	B7 Gov. & Citizenship
A4 French 1	B8 (Poster - Algebra 1)

C140 

Adkinson

A1 Spanish 2	B5 (Poster - Geometry)
A2 Spanish 2	B6 Spanish 1
A3 Spanish 2	B7
A4 Spanish 2	B8 Spanish 1

YOU ARE LEAVING
 THE AMERICAN SECTOR
 ВЫ ВЫЕЗЖАЕТЕ ИЗ
 АМЕРИКАНСКОГО СЕКТОРА
 VOUS SORTEZ
 DU SECTEUR AMERICAIN
 VERLASSEN DEN AMERIKANISCHEN SEKTOR



Adkinson, Christian

Department:	World Languages	Position:	Driver's Ed
Subjects Taught:	Spanish 1,2,3,4/AP		
Colleges Attended:	Brigham Young University and Utah Valley University		
Degrees Earned:	Bachelor of the Arts (Spanish)		
Endorsements:	Driver's Ed		
Years as an Educator:	6	Years at Westlake High School:	3



Chronister, Jordan

Department:	World Languages	Position:	VHMS track coach
Subjects Taught:	Chinese, Mandarin		
Colleges Attended:	BYU, Eastern Arizona College		
Degrees Earned:	BA of Chinese		
Endorsements:	Chinese		
Years as an Educator:	4	Years at Westlake High School:	First Year



Cooper, Chris

Department:	World Languages. Driver's Ed.		
Subjects Taught:	Spanish 2.3.4 (concurrent enrollment)		
Colleges Attended:	BYU, Grand Canyon University		
Degrees Earned:	BA (BYU); Master's (GCU)		
Endorsements:	Spanish, P.E., Driver's Ed.		
Years as an Educator:	19	Years at Westlake High School:	4



Magleby, Shannon

Department:	Foreign Language	Position:	French Club Advisor
Subjects Taught:	French 1, 2, 3 and 4		
College Attended:	Brigham Young University		
Degrees Earned:	Bachelor of Arts in English, secondary education and French		
Endorsements:	English as a Second Language		
Years as an Educator:	21	Years at Westlake High School:	4



Mansfield, Scott

Debate Coach/Community Council Vice Chair/Assistant to the Athletic Director/
Accreditation Steering Committee Member

Department:	World Languages	Position:	Department Chair of World Languages
Subjects Taught:	Debate 1 & 2, German 1, 2 and 3		
Colleges Attended:	Yale University/Brigham Young University/Utah Valley University/University of Utah		
Degrees Earned:	Bachelors of Arts in German/Bachelor of Science Political Science/Masters of Educational Leadership and Policy		
Endorsements:	German/Debate/Government/Political Science/Political Science Related Social Studies		
Years as an Educator:	10	Years at Westlake High School:	4



Schramm, Trevor

Department:	World Languages		
Subjects Taught:	American Sign Language		
Colleges Attended:	Brigham Young University		
Degrees Earned:	Bachelors		
Endorsements:			
Years as an Educator:	First Year	Years at Westlake High School:	First Year



Waters, Samuel

Department:	World Languages	Position:	Socimore girls basketball coach, socimore student council advisor
Subjects Taught:	Spanish 1 and 2		
Colleges Attended:	Brigham Young University		
Degrees Earned:	Spanish teaching major & bi lingual teaching english as a second language minor. (TESOL)		
Endorsements:			
Years as an Educator:	2	Years at Westlake High School:	2





The development of the school profile was a collaborative task which included administrators, counselors, staff, and teachers. Demographic, attendance, and achievement data were reviewed and analyzed by the leadership team, faculty, and school community council. It was also shared with the PTA and students. In addition, AYP, CRT, AP, and survey data was provided to departments, focus groups and other stake holders.

The data provided reliable information for the departments to use as they responded to the guiding questions in their self-study. Focus groups also referred to the data in their analyses of the school's instructional and organizational effectiveness.

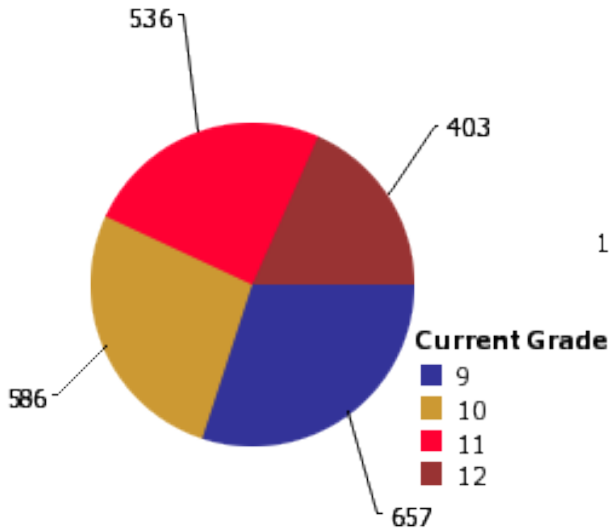
The combined profile identified areas of strength and areas of concern within our school. The action plan was developed using the findings of the stakeholder surveys, departmental analyses, focus group collaboration, and leadership team. From this, the leadership team has devised an action plan based on stake holder data for the upcoming 2012-13 school year.

Through this process, we have identified areas in which we need to improve the data collection that helps our school leadership team make decisions. Some of these areas include disciplinary data (e.g., bullying), SEOP data, internship data, and data regarding extracurricular activities participation. These findings have helped shape our action plan.

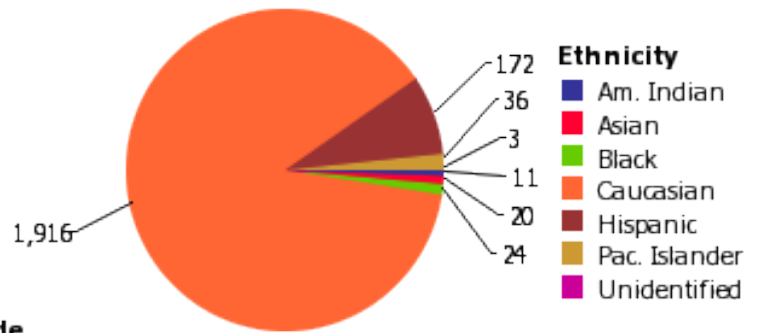


ENROLLMENT DEMOGRAPHICS

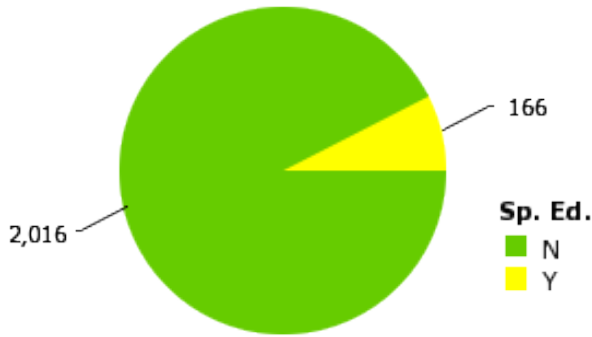
Westlake Student Population By Grade
(2,182 total student count)



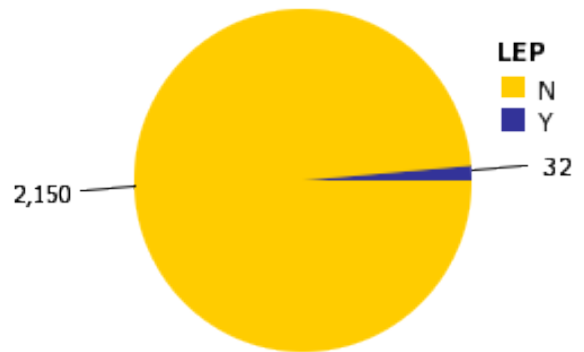
Westlake Student Population By Ethnicity
(2,182 total student count)



Westlake Student Population By Special Education
(2,182 total student count)



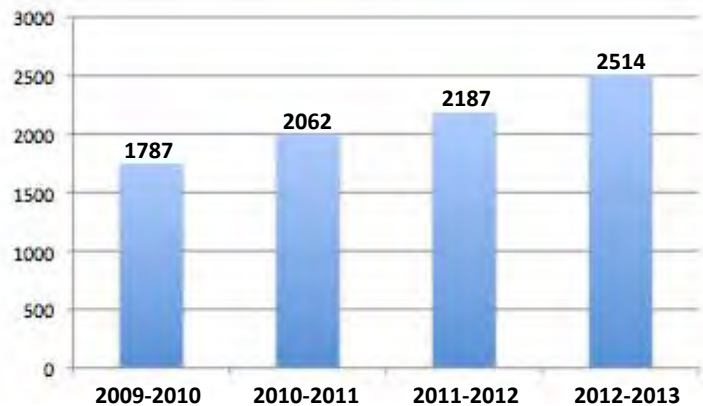
Westlake Student Population By LEP
(2,182 total student count)



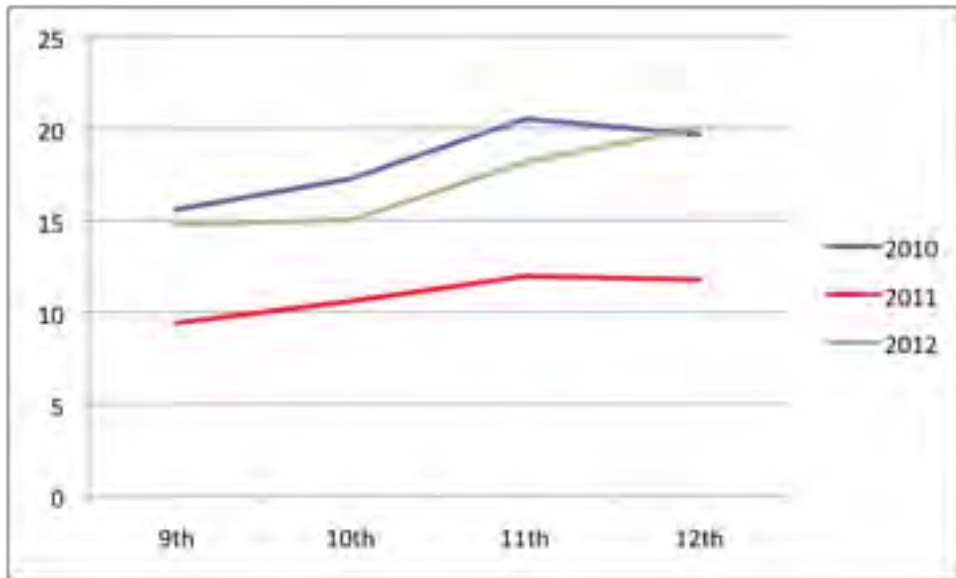
Westlake Student Historical Population

	2010		2011		2012	
	Count	%	Count	%	Count	%
Female	843	48.8%	1,060	49.1%	1,096	50.2%
Male	886	51.2%	1,098	50.9%	1,086	49.8%
Am. Indian	11	0.6%	11	0.5%	11	0.5%
Asian	32	1.9%	26	1.2%	20	0.9%
Black	18	1.0%	20	0.9%	24	1.1%
Caucasian	1,483	85.8%	1,873	86.8%	1,916	87.8%
Hispanic	145	8.4%	168	7.8%	172	7.9%

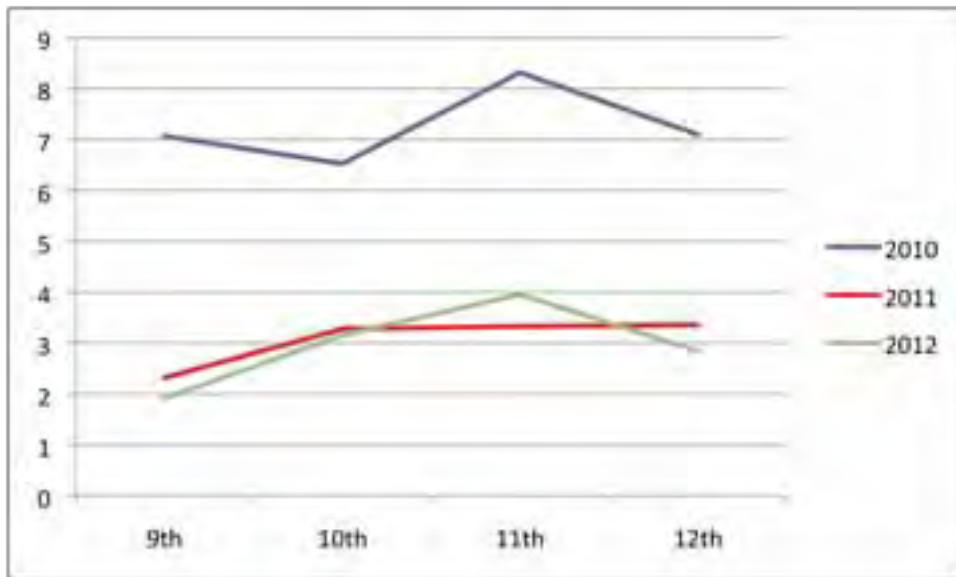
Westlake Student Historical Enrollment



Westlake Average Yearly Absences Per Student



Westlake Average Yearly Tardies Per Student



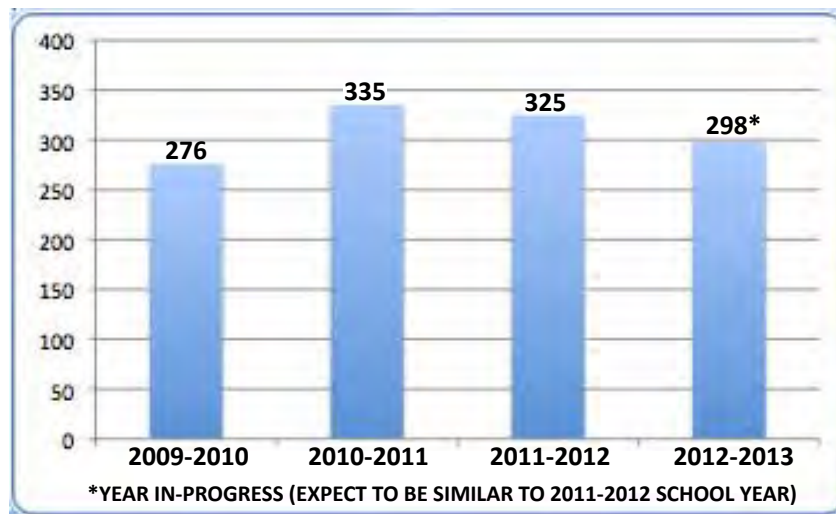
NON-RESIDENT, FEE WAIVER, & FREE & REDUCED LUNCH



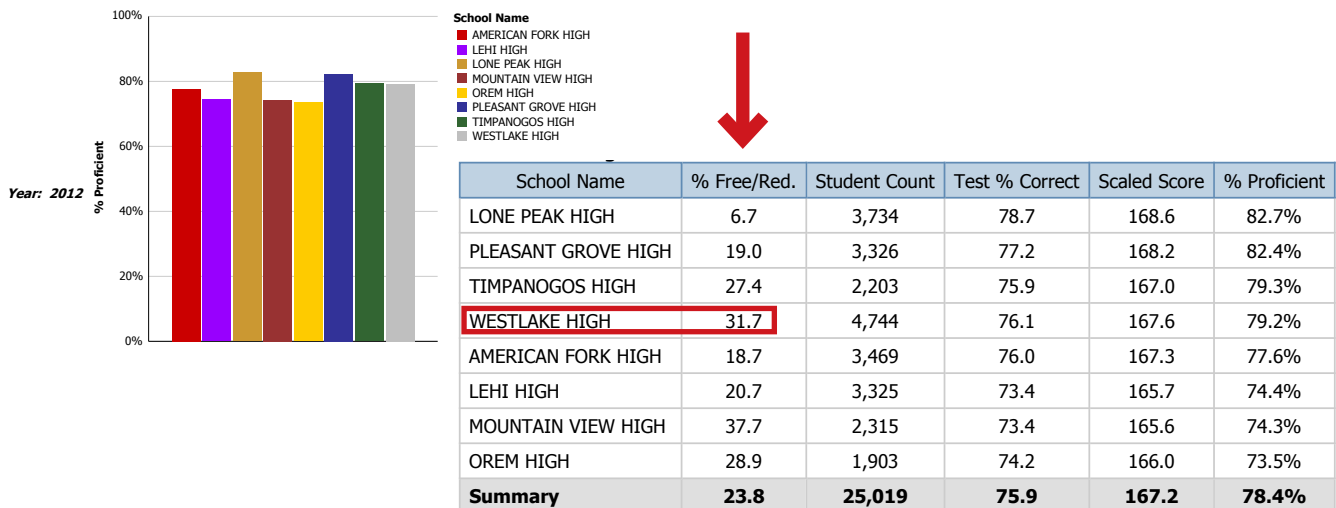
NON-RESIDENT STUDENTS ATTENDING WESTLAKE

SCHOOL YEAR	OUT-OF-AREA STUDENTS
2009-2010	*
2010-2011	*
2011-2012	*
2012-2013	98

NUMBER OF FEE WAIVERS PER SCHOOL YEAR



PERCENTAGE OF FREE & REDUCED LUNCH



* During this accreditation process, we have recognized that we are lacking tracking tools for annual Free and Reduced Lunch and Non-Resident data. We will be working with the District in order to gain the training in order to track this data.

WESTLAKE MOBILITY RATE AND DROPOUT DATA

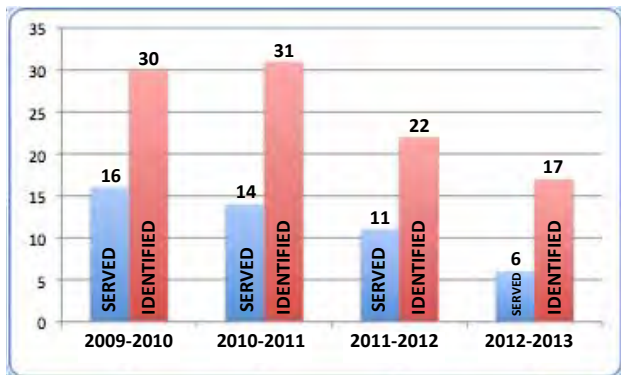
SCHOOL YEAR	BOARD-RELEASED STUDENTS	EXPELLED STUDENTS	DROP OUT STUDENTS	10-DAY DROP STUDENTS	STUDENTS WHO RECEIVED GED
2009-2010	*	*	*	*	*
2010-2011	*	2	*	28	11
2011-2012	13	2	10	13	6
2012-2013	YEAR IN-PROGRESS	YEAR IN-PROGRESS	YEAR IN-PROGRESS	YEAR IN-PROGRESS	YEAR IN-PROGRESS

*With the school's and districts transfer of SIS systems from AS400 to Skyward, some previous years' data was not able to be retrieved. Westlake acknowledges that the tracking of this data is an area in which the school needs to improve; the school will work in conjunction with the district to receive adequate training to track this data. The data from the 2012-2013 school year will be compiled at the conclusion of the school year.

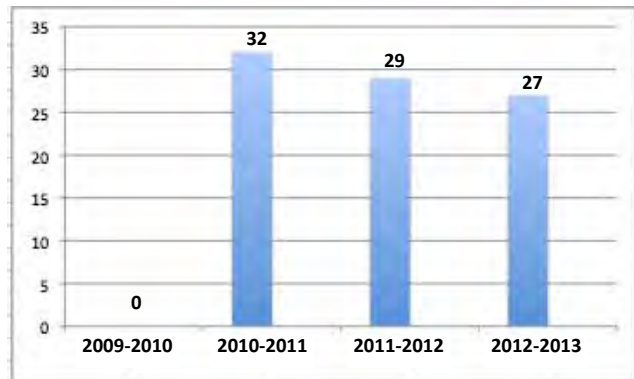




ELL STUDENTS- IDENTIFIED AND SERVED



LATINOS IN ACTION STUDENT ENROLLMENT



Latinos in Action is a service learning class, where students are trained in mentoring techniques, primarily in reading, using the Cross Age Tutoring program. These mentoring techniques are applied as the students go to elementary schools throughout Eagle Mountain and Saratoga Springs to assist teachers by mentoring ESL students in their classrooms. Students also volunteer their services in a variety of situations outside of normal class time (e.g. Parent Teacher conferences at several schools, and other service opportunities as chosen by the students).

LANGUAGES SPOKEN BY WESTLAKE STAFF MEMBERS

Spanish

Christian Adkinson
 Sarah Johnson
 Reed Anderson
 John Broadhead
 Ximena Johnson
 Troy Jones
 Ingrid Andromidas
 Mike Yocom
 Mike Dunn
 Shannon Magleby
 Sam Waters
 Joseph Wiederhold
 Tiffany Thomas
 Justice Overy
 Linda Pickering
 Trevor Schramm

Portuguese

Christian Adkinson
 Derek Scoville
 Cody Burdett
 Cameron Smith
 Daniel Potter
 Trevor Schramm

French

Brian Jones
 Erin Johnson
 Shannon Magleby
 Media Burton

German

Darrin Edwards
 Mike Mills
 Jared Huff
 Scott Mansfield
 Don Bastian

Russian

Shanna Omer
 Mike Dunn

Tagalog

Drew Robinson
 Caleb Miller

Czech

Aaron Robison

Slovak

Aaron Robison

Navajo

Mike Dunn

Croatian

Mike Dunn

Serbian

Mike Dunn

Slovenian

Mike Dunn

Albanian

Mike Dunn

Romanian

Angie Irion

Mandarin Chinese

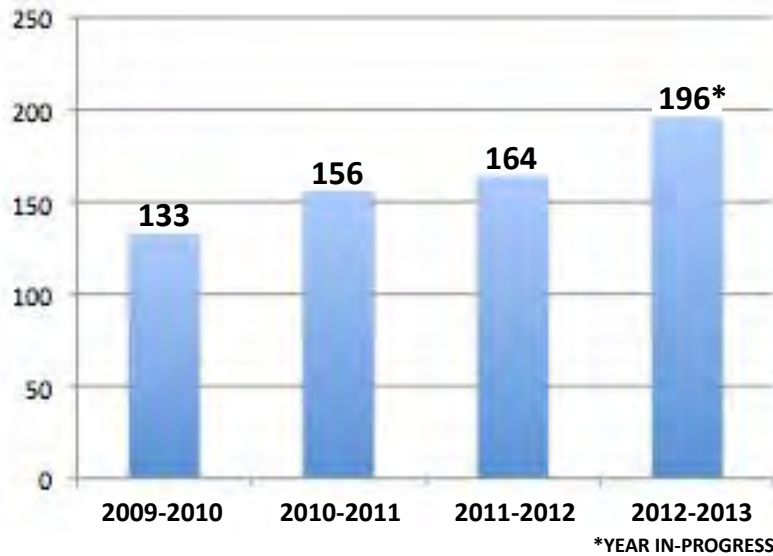
Jordan Chronister

ASL

Shannon Magleby
 Trevor Schramm



STUDENTS WITH IEP'S ATTENDING WESTLAKE



SPECIAL EDUCATION SERVICES OFFERED AT WESTLAKE

LANGUAGE ARTS	MATH	LIFE SKILLS	RELATED SERVER SUPPORT
ENGLISH RESOURCE 9 ENGLISH CO-TAUGHT 9	MATH RESOURCE 1	FUNCTIONAL MATH	SPEECH THERAPY
ENGLISH RESOURCE 10 ENGLISH CO-TAUGHT 10	MATH RESOURCE 2	FUNCTIONAL READING	OCCUPATIONAL THERAPY
ENGLISH RESOURCE 11 ENGLISH CO-TAUGHT 11	MATH RESOURCE 3	FUNCTIONAL WRITING	ADAPTIVE P.E.
ENGLISH RESOURCE 12 ENGLISH CO-TAUGHT 12	MATH RESOURCE 4	INDEPENDENT LIVING SKILLS	PSYCHOLOGY COUNSELING
READING SKILLS 9 READING SKILLS 10-12	SEC. MATH 1 CO-TAUGHT	SOCIAL SKILLS	VISION THERAPY
	GEOMETRY CO-TAUGHT		MOBILITY CONSULTATION
	ALGEBRA 2 CO-TAUGHT		HEARING CONSULTATION

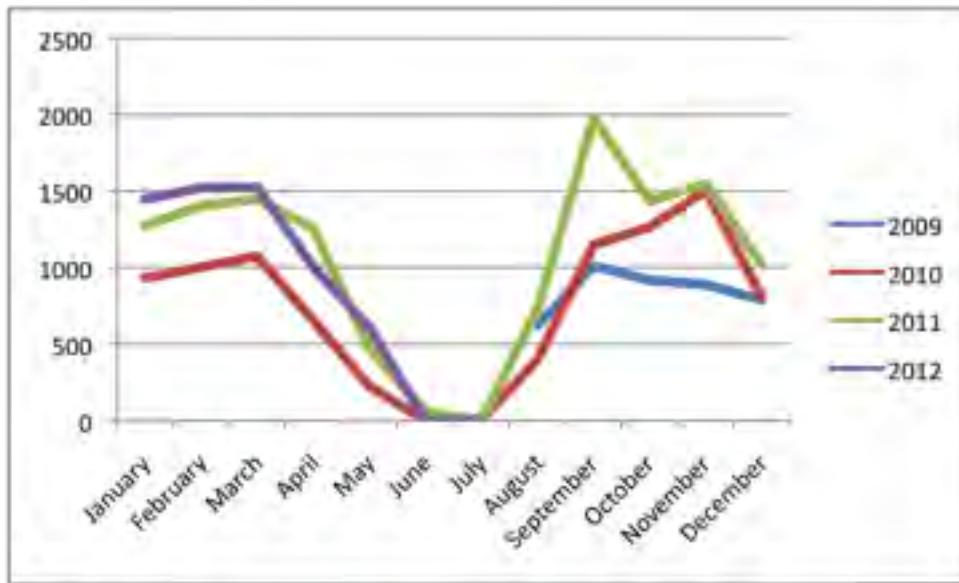
The Special Education Department at Westlake offers a free tutor lab after school every Wednesday. Students are able to receive support in their core classes, as well as make up attendance issues.

The Special Education Department has founded a Best Buddies® program at Westlake. Best Buddies® is a nonprofit 501(c)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities.

MEDIA CENTER CIRCULATION DATA



Westlake Media Center Check-Out Overview



2009	Totals	Checked-Out	Items Renewed	Checked-In	Hold Requests
August	947	626	9	312	0
September	2055	1011	119	925	0
October	1902	918	139	845	0
November	1868	889	145	797	37
December	1664	790	142	702	30

2011	Totals	Checked-Out	Items Renewed	Checked-In	Hold Requests
January	2916	1273	231	1320	92
February	2898	1404	234	1169	91
March	3325	1446	305	1449	125
April	2709	1255	268	1103	83
May	1545	470	84	977	14
June	123	57	0	66	0
July	0	0	0	0	0
August	1017	733	4	273	7
September	3986	1977	248	1673	88
October	3323	1435	272	1513	103
November	3399	1548	299	1454	98
December	2327	1018	258	1006	45

2010	Totals	Checked-Out	Items Renewed	Checked-In	Hold Requests
January	2051	931	192	899	29
February	2196	1003	173	968	52
March	2341	1073	202	1023	43
April	1597	654	209	701	33
May	853	225	45	574	9
June	0	0	0	0	0
July	12	12	0	0	0
August	561	399	11	128	23
September	2640	1148	208	1192	92
October	2785	1265	215	1213	92
November	3257	1504	187	1476	90
December	1741	803	142	735	61

2012	Totals	Checked-Out	Items Renewed	Checked-In	Hold Requests
January	3342	1447	275	1550	70
February	3346	1522	271	1475	78
March	3410	1524	245	1568	73
April	2333	1002	193	1098	40
May	1667	608	85	969	5
June	5	1	0	2	2
July	27	0	0	27	0

CRT TEST RESULTS AND AYP DATA



CRT stands for Criterion-Referenced Test and AYP stands for Adequate Yearly Progress

Westlake CRT Overview

			2010			2011		
			Student Count	Proficient Count	Percent Proficient	Student Count	Proficient Count	Percent Proficient
01	Language Arts	Lang 9	528	448	85%	603	560	93%
		Lang 10	476	426	89%	544	489	90%
		Lang 11	348	303	87%	446	414	93%
	Math	Algebra	219	57	26%	339	147	43%
		Geometry	470	267	57%	446	272	61%
		Alg 2	352	117	33%	448	196	44%
	Science	Earth Sys	396	325	82%	463	336	73%
		Biology	485	368	76%	590	448	76%
		Chemistry	184	119	65%	218	176	81%
		Physics	149	109	73%	175	128	73%

Westlake Female Students CRT Overview

			2010			2011		
			Student Count	Proficient Count	Percent Proficient	Student Count	Proficient Count	Percent Proficient
01	Language Arts	Lang 9	278	253	91%	299	282	94%
		Lang 10	235	216	92%	276	262	95%
		Lang 11	151	137	91%	219	210	96%
	Math	Algebra	95	28	29%	163	71	44%
		Geometry	257	159	62%	204	133	65%
		Alg 2	178	56	31%	252	108	43%
	Science	Earth Sys	196	167	85%	241	167	69%
		Biology	251	193	77%	289	227	79%
		Chemistry	95	55	58%	124	96	77%
		Physics	55	32	58%	59	35	59%

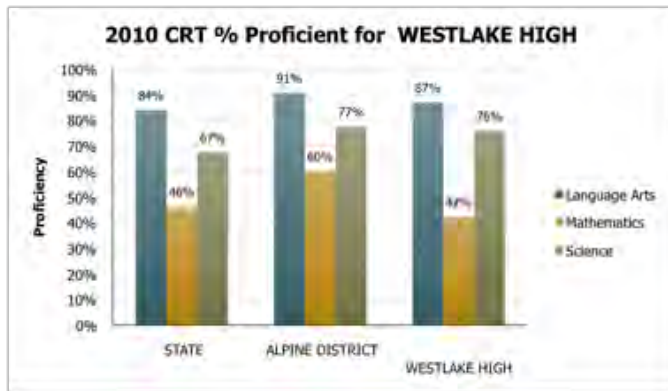
Westlake Male Students CRT Overview

			2010			2011		
			Student Count	Proficient Count	Percent Proficient	Student Count	Proficient Count	Percent Proficient
01	Language Arts	Lang 9	250	195	78%	304	278	91%
		Lang 10	241	210	87%	268	227	85%
		Lang 11	197	166	84%	227	204	90%
	Math	Algebra	124	29	23%	176	76	43%
		Geometry	213	108	51%	242	139	57%
		Alg 2	174	61	35%	196	88	45%
	Science	Earth Sys	200	158	79%	222	169	76%
		Biology	234	175	75%	301	221	73%
		Chemistry	89	64	72%	94	80	85%
		Physics	94	77	82%	116	93	80%

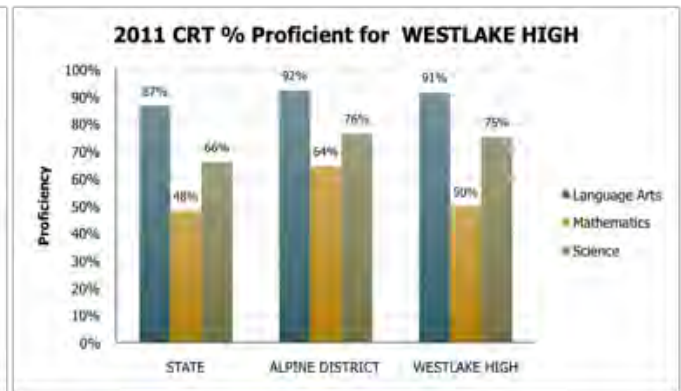


CRT TEST RESULTS AND AYP DATA

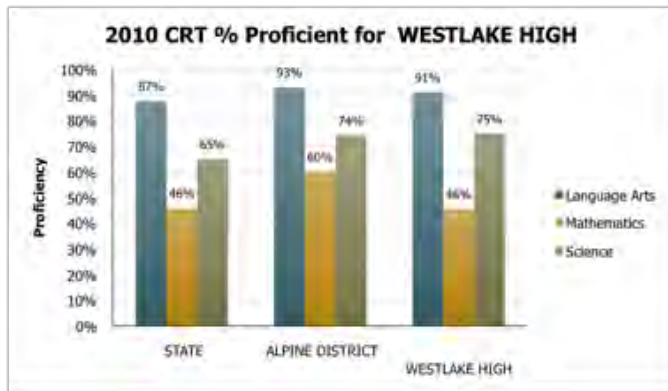
2010 Overall Student CRT Proficiency



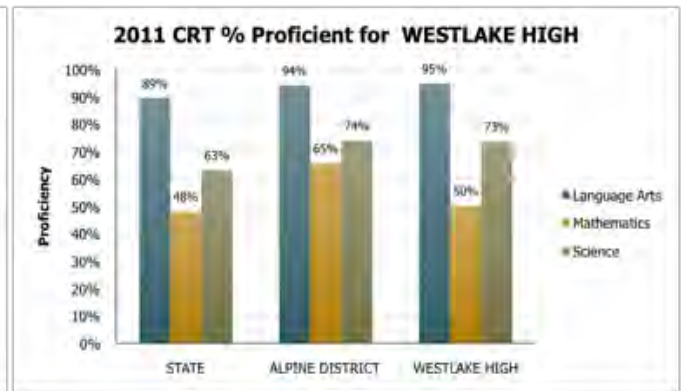
2011 Overall Student CRT Proficiency



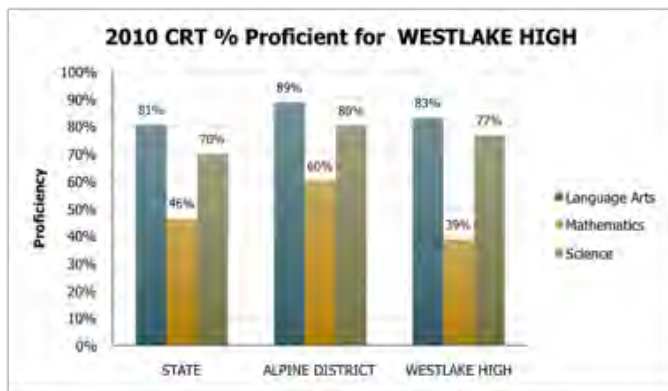
2010 Female Student CRT Proficiency



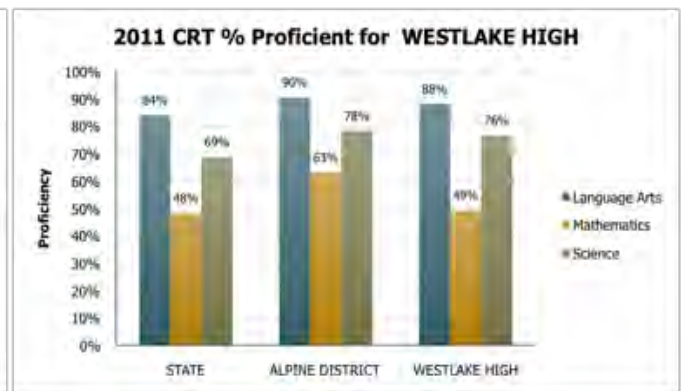
2011 Female Student CRT Proficiency



2010 Male Student CRT Proficiency



2011 Male Student CRT Proficiency

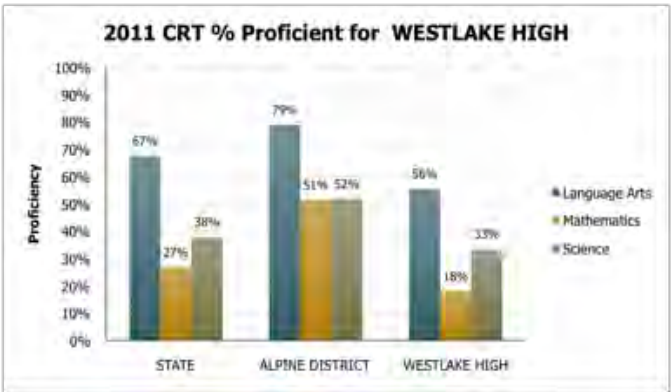
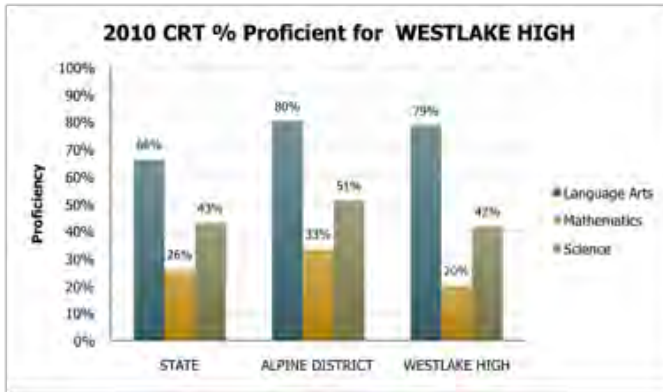


CRT TEST RESULTS AND AYP DATA



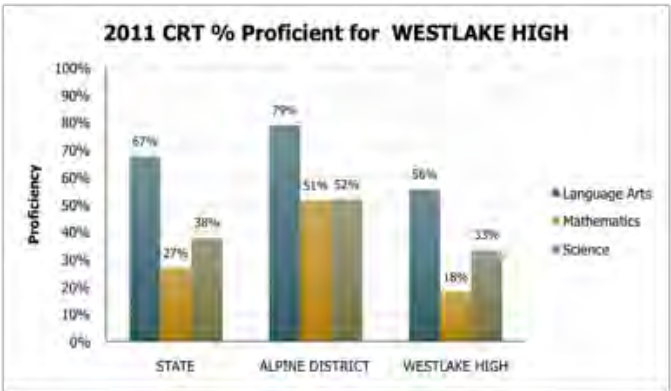
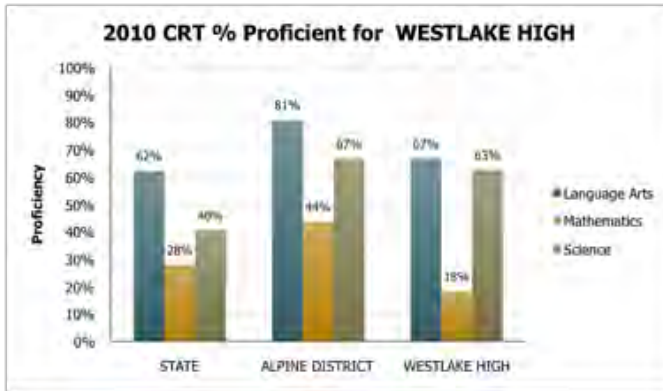
2010 African American Student CRT Proficiency

2011 African American Student CRT Proficiency



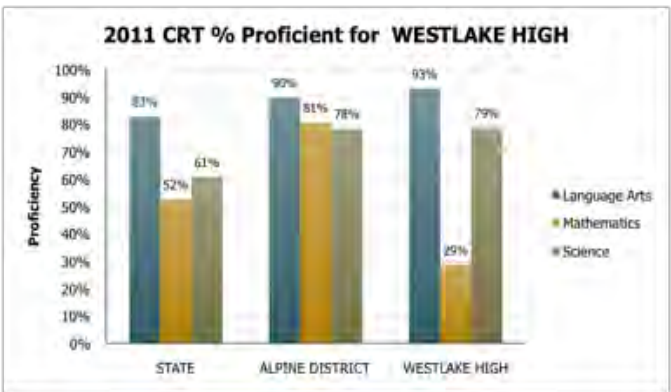
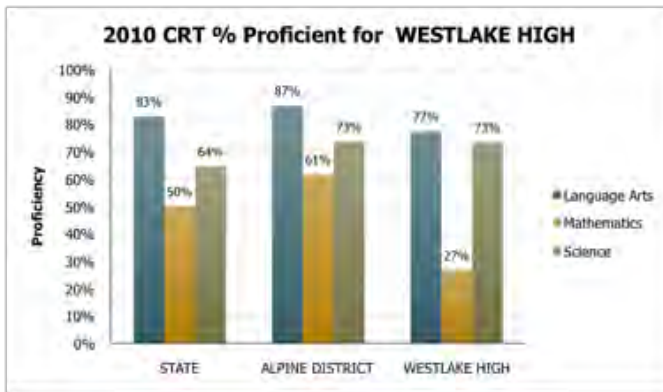
2010 American Indian Student CRT Proficiency

2011 American Indian Student CRT Proficiency



2010 Asian American Student CRT Proficiency

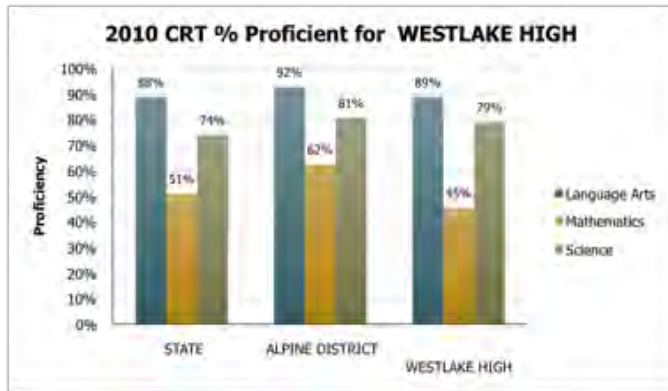
2011 Asian American Student CRT Proficiency



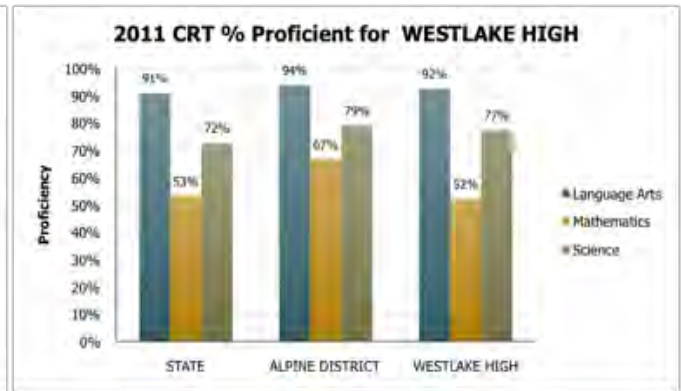


CRT TEST RESULTS AND AYP DATA

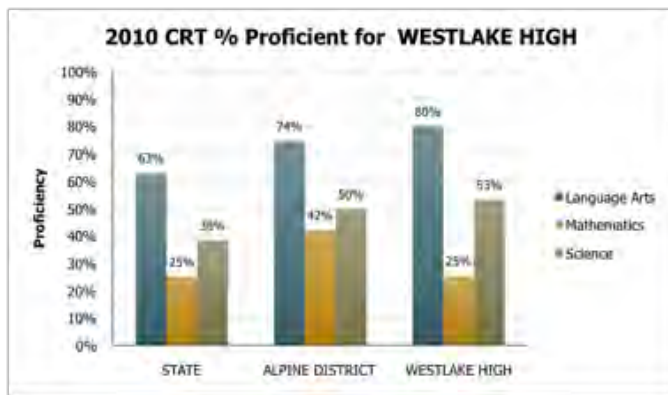
2010 Caucasian Student CRT Proficiency



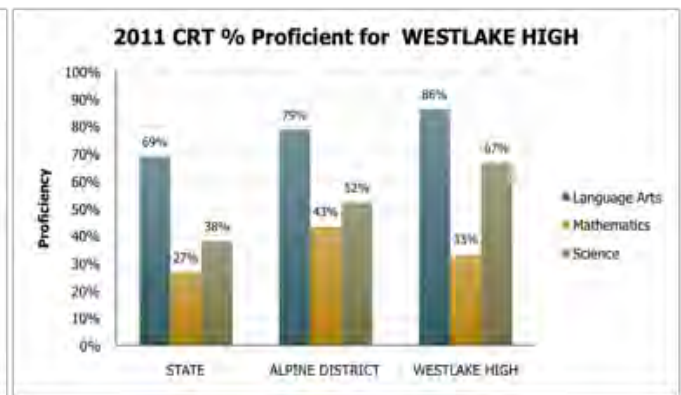
2011 Caucasian Student CRT Proficiency



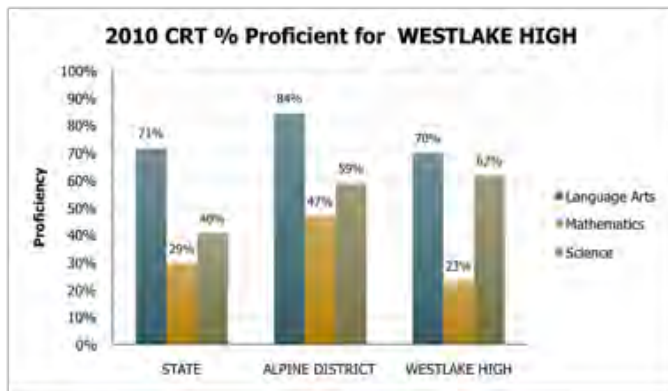
2010 Hispanic Student CRT Proficiency



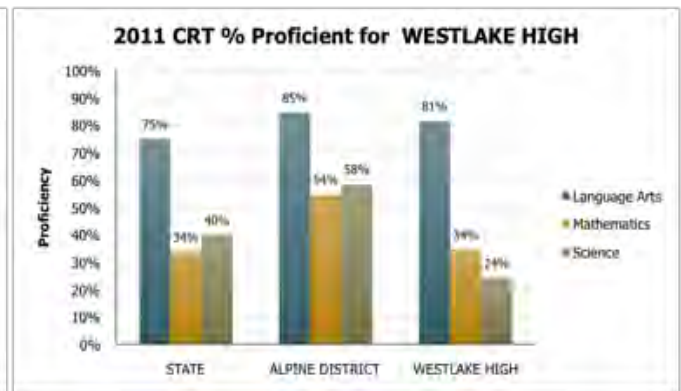
2011 Hispanic Student CRT Proficiency



2010 Pacific Islander Student CRT Proficiency



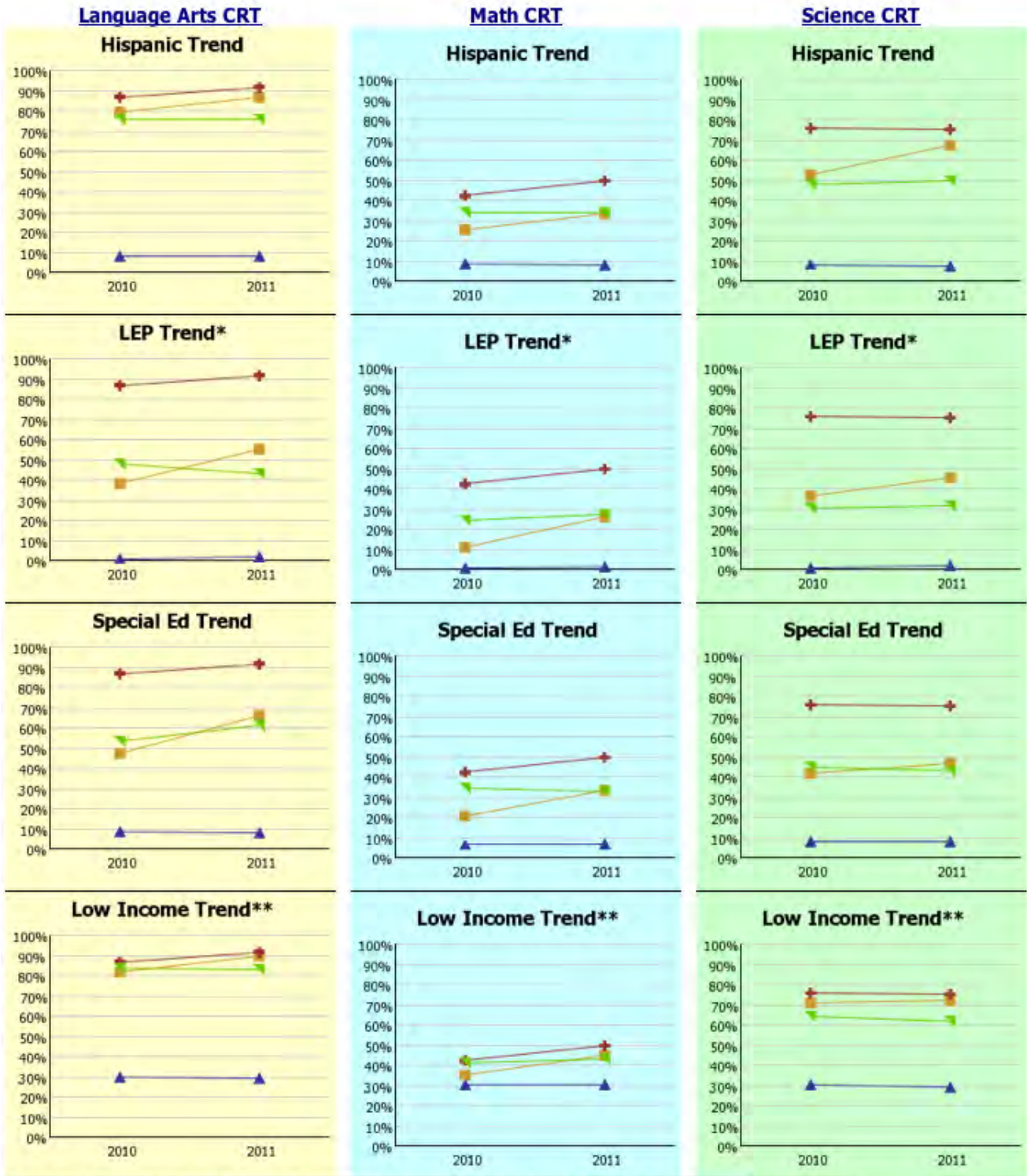
2011 Pacific Islander Student CRT Proficiency



CRT TEST RESULTS AND AYP DATA



Westlake CRT Trends by Demographic



**2008 LEP Doesn't Include Students On Monitor Status

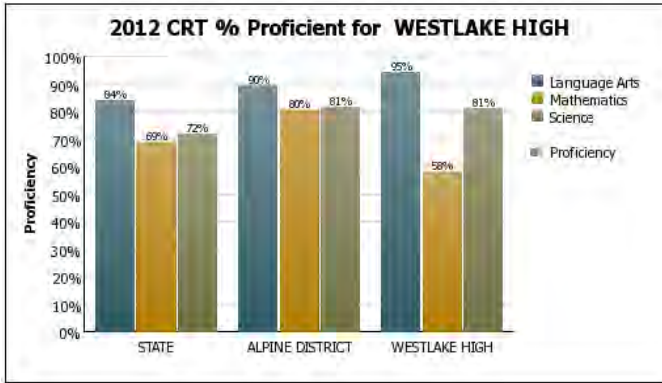
*2007 Population Numbers Are Inaccurate for Low Income

▲ % Population ◆ School % Proficient
 ■ Group % Proficient ▼ District % Proficient

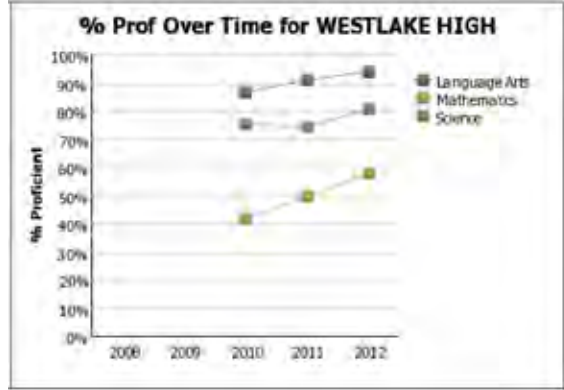


CRT TEST RESULTS AND AYP DATA

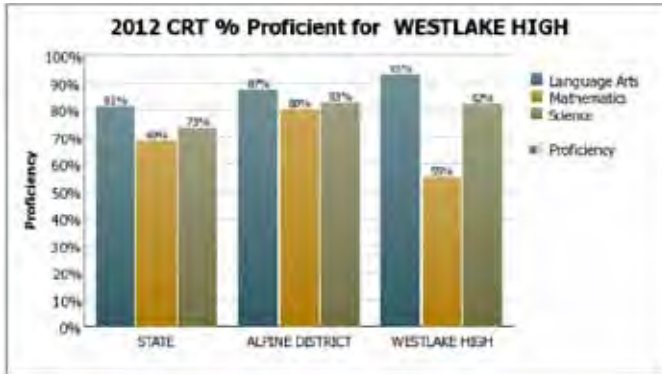
2012 Overall Student CRT Proficiency



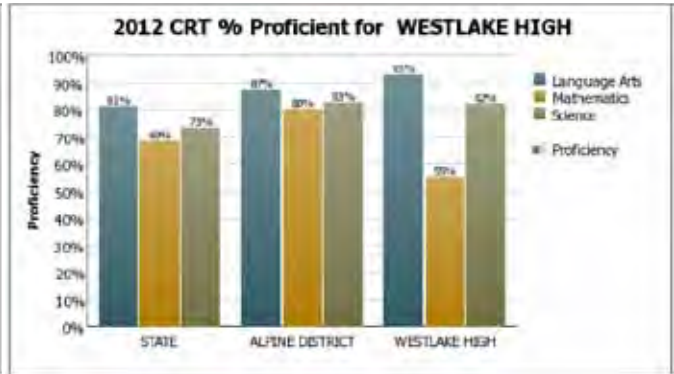
Overall Student CRT Proficiency Over Time



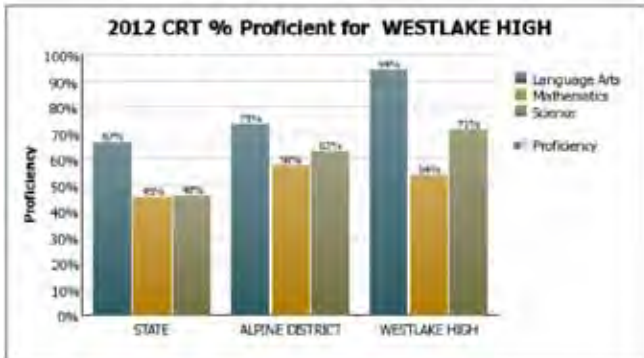
2012 Female Student CRT Proficiency



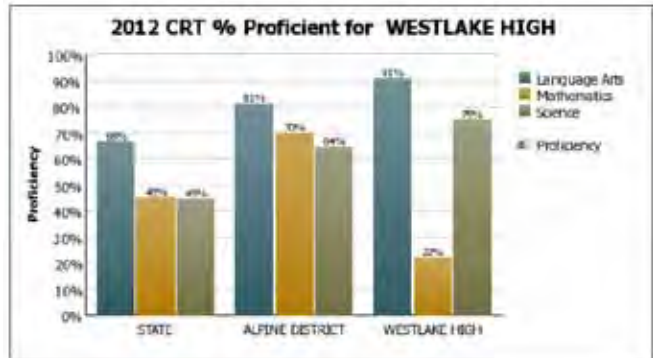
2012 Male Student CRT Proficiency



2012 African American Student CRT Proficiency



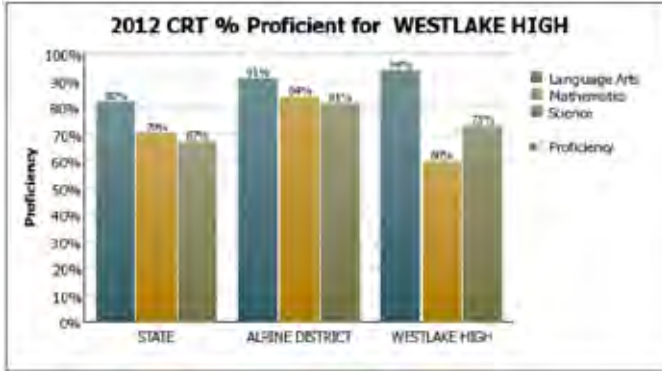
2012 American Indian Student CRT Proficiency



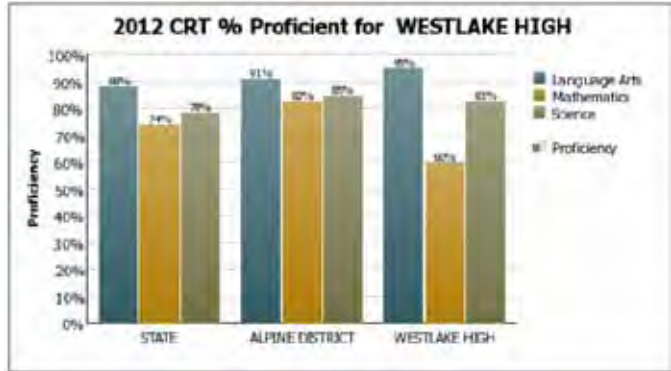
CRT TEST RESULTS AND AYP DATA



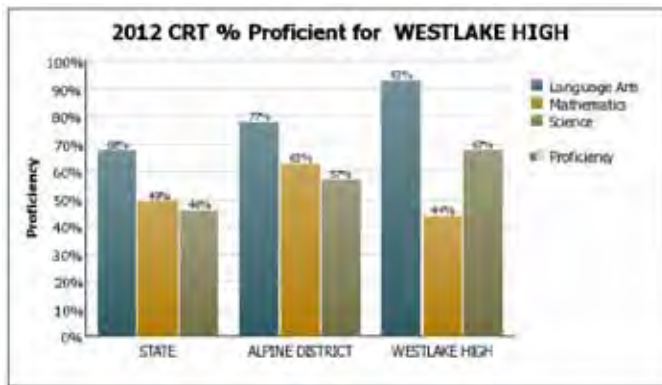
2012 Asian American Student CRT Proficiency



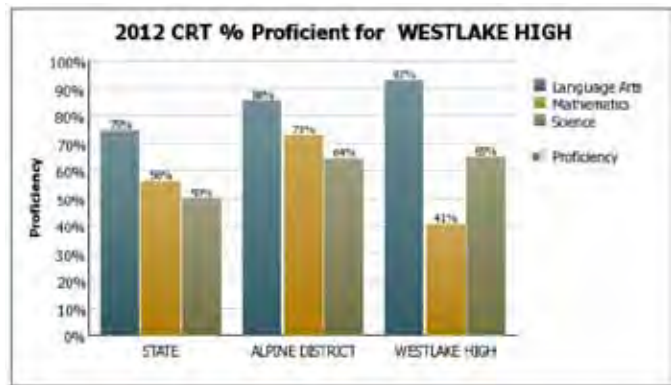
2012 Caucasian Student CRT Proficiency



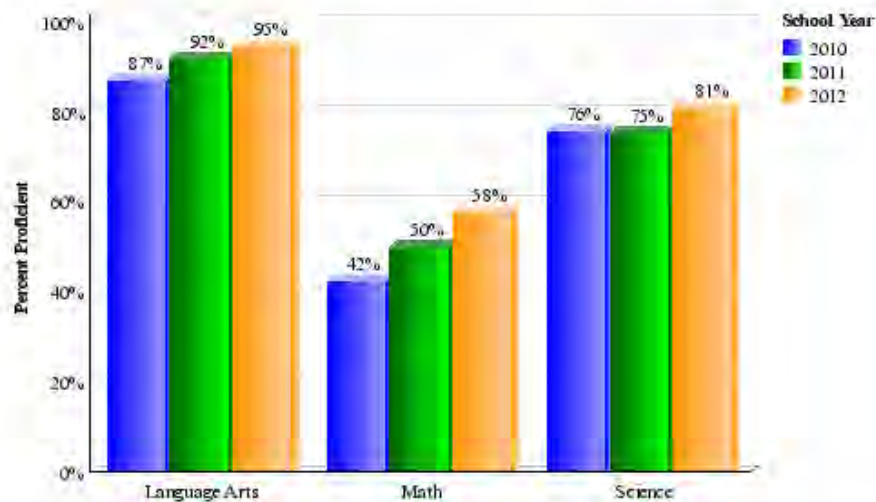
2012 Hispanic Student CRT Proficiency



2012 Pacific Islander Student CRT Proficiency



2010-2012 Westlake Overall Student CRT Proficiency





AP Courses Offered at Westlake High School (18 total classes)

Fine Arts

- Art: Studio Art 2-D Design
- Art: Studio Art-Drawing
- History of Art
- Music Theory

Natural Sciences

- Biology
- Chemistry
- Physics B
- Physics C – Electricity/Magnetism & Mechanics

Foreign Languages

- German Language
- Spanish Language

Social Science

- US History
- US Government and Politics
- World History
- Psychology
- Human Geography

Math/Comp Science

- Calculus AB
- Calculus BC
- Statistics

English Language Arts

- English Language and Composition

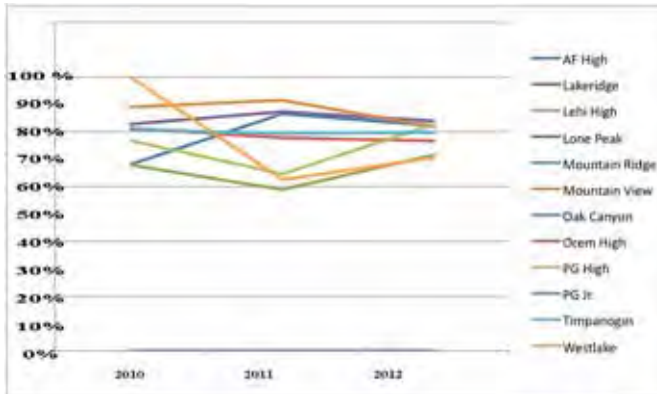
Westlake AP Overview

		2010					2011					2012				
		Score	Count	Pass Rate	Pass Rate per 1000	Partic. Rate per 1000	Score	Count	Pass Rate	Pass Rate per 1000	Partic. Rate per 1000	Score	Count	Pass Rate	Pass Rate per 1000	Partic. Rate per 1000
English	English Language & Composition	2.2	8	100%	8	8	2.5	8	100%	8	8	2.7	13	82%	8	12
	English Literature & Composition	2.2	8	100%	8	8	2.5	8	100%	8	8	2.5	13	80%	8	8
	Art: Studio Art 2-D Design						2.0	1	100%	1	1					
	ART: Studio Art 2-D Design											2.0	1	50%	1	1
	Art: Studio Art-Drawing	2.5	8	50%	2	8	2.0	1	100%	1	1	2.0	2	100%	2	1
Foreign Language	History of Art	2.0	1	0%	0	2						2.0	1	100%	1	1
	Music Theory						2.0	1	100%	1	1	2.2	1	100%	1	1
	German Language						1.0	1	0%	0	1	2.0	1	100%	1	1
	Spanish Language	2.2	6	50%	3	6	2.0	1	0%	0	1	2.0	6	50%	3	3
Math/Comp Sci	Calculus AB	2.1	14	36%	6	22	1.5	12	17%	3	35	2.6	14	50%	12	27
	Calculus BC										2.6	10	33%	6	12	
	Statistics	2.2	10	30%	3	16	2.4	7	43%	3	18	2.5	22	55%	8	14
Natural Sciences	Biology	1.8	21	29%	2	36	2.1	15	80%	11	28	2.4	28	61%	8	18
	Chemistry	2.1	11	64%	11	12	1.8	9	0%	0	11	2.1	16	75%	8	10
	Physics B	2.3	18	83%	21	25										
	Physics C – Electricity & Magnetism											2.0	1	100%	1	1
	Physics C – Mechanics						2.4	21	76%	19	25	2.8	20	90%	11	11
Social Science	European History											2.0	1	100%	1	1
	Government & Politics: Comparative						2.5	2	50%	1	2					
	Government & Politics: United States	1.5	11	2%	2	17	2.8	25	38%	12	21	2.5	16	44%	9	10

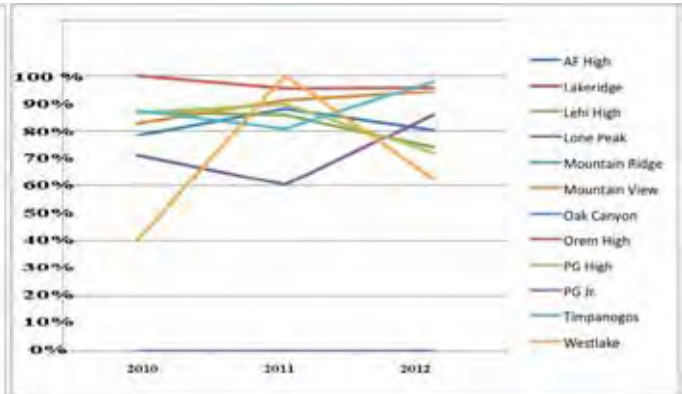


AP TEST RESULTS

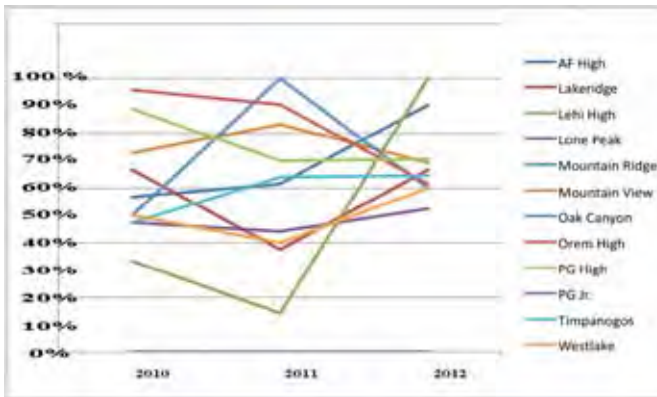
AP English Pass Rates



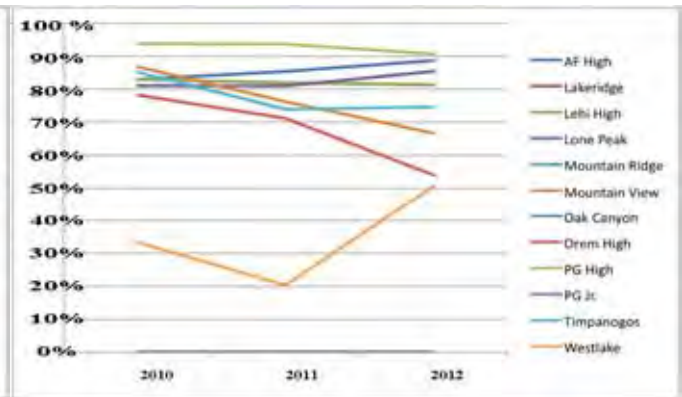
AP Fine Arts Pass Rates



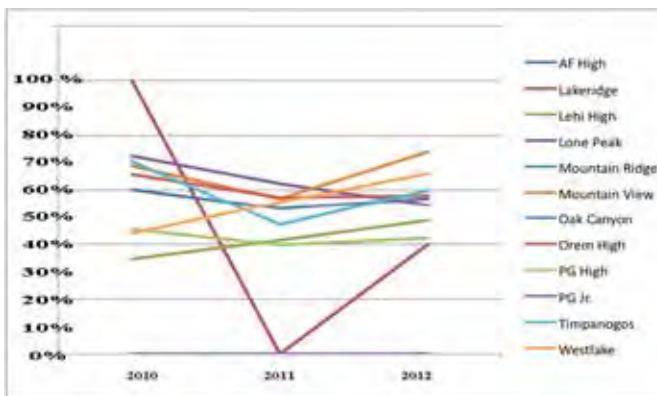
AP Foreign Language Pass Rates



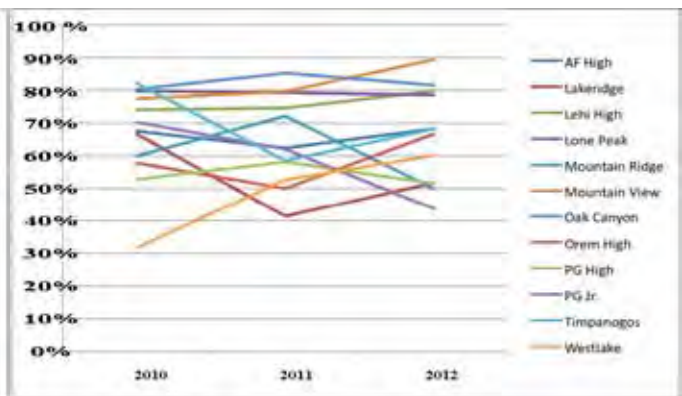
AP Math Pass Rates



AP Natural Sciences Pass Rates

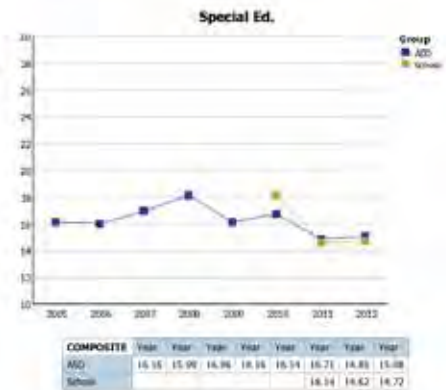
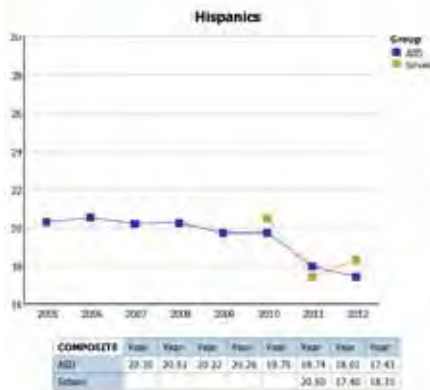
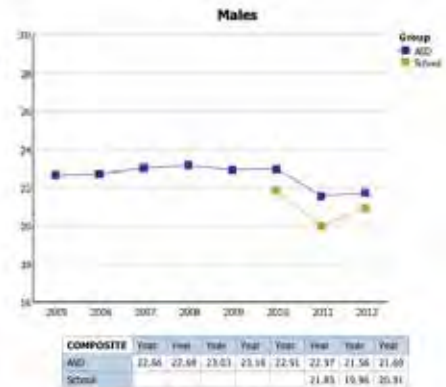
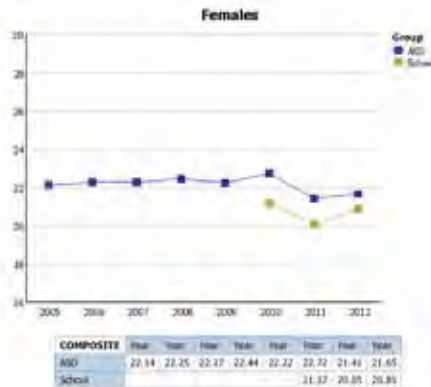
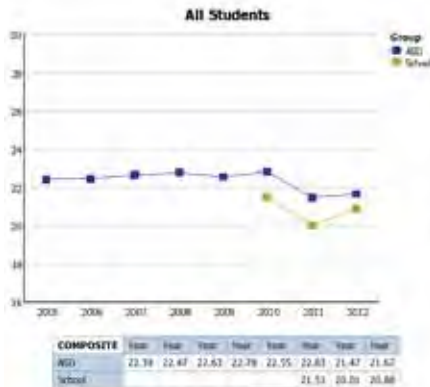


AP Social Studies Pass Rates





Westlake ACT Composite Scores



Westlake 2010 ACT Composite Scores

WL	Count	2010
	Count	118
	Composite	21.1
	English	20.7
	Mathematics	19.9
	Reading	22.4
	Science Reasoning	21.0
	Subscr- Usage/ Mechanics	10.1
	Subscr- Rhetorical Skills	10.9
	Subscr- Elementary Algebra	10.4
	Subscr- Alg/ Coordinate Geometry	10.4
	Subscr- Plane Geom/ Trigonometry	9.8
	Subscr- Soc Studies/ Science	11.6
	Subscr- Arts/ Literature	11.3

Westlake 2011 ACT Composite Scores

WL	Count	2011
	Count	226
	Composite	20.7
	English	19.8
	Mathematics	20.6
	Reading	21.2
	Science Reasoning	20.9
	Subscr- Usage/ Mechanics	9.7
	Subscr- Rhetorical Skills	10.4
	Subscr- Elementary Algebra	10.7
	Subscr- Alg/ Coordinate Geometry	10.6
	Subscr- Plane Geom/ Trigonometry	10.3
	Subscr- Soc Studies/ Science	10.9
	Subscr- Arts/ Literature	10.7

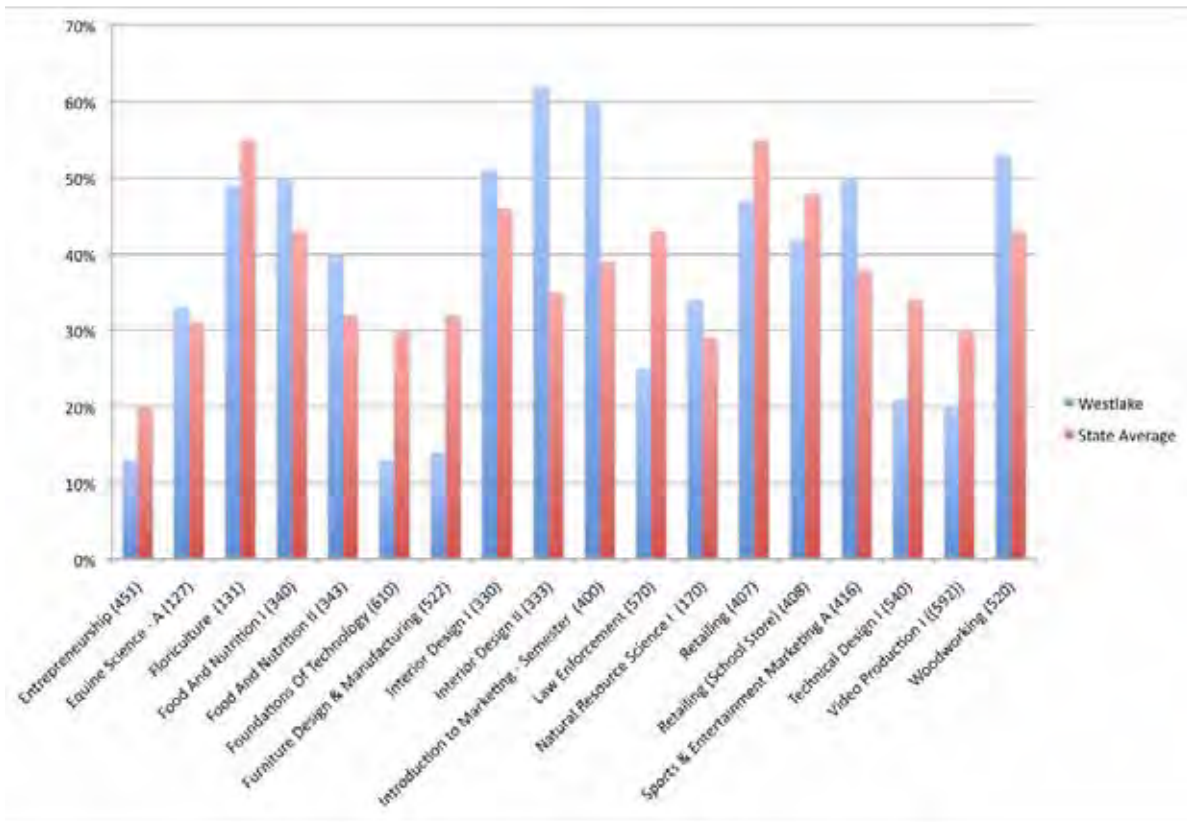
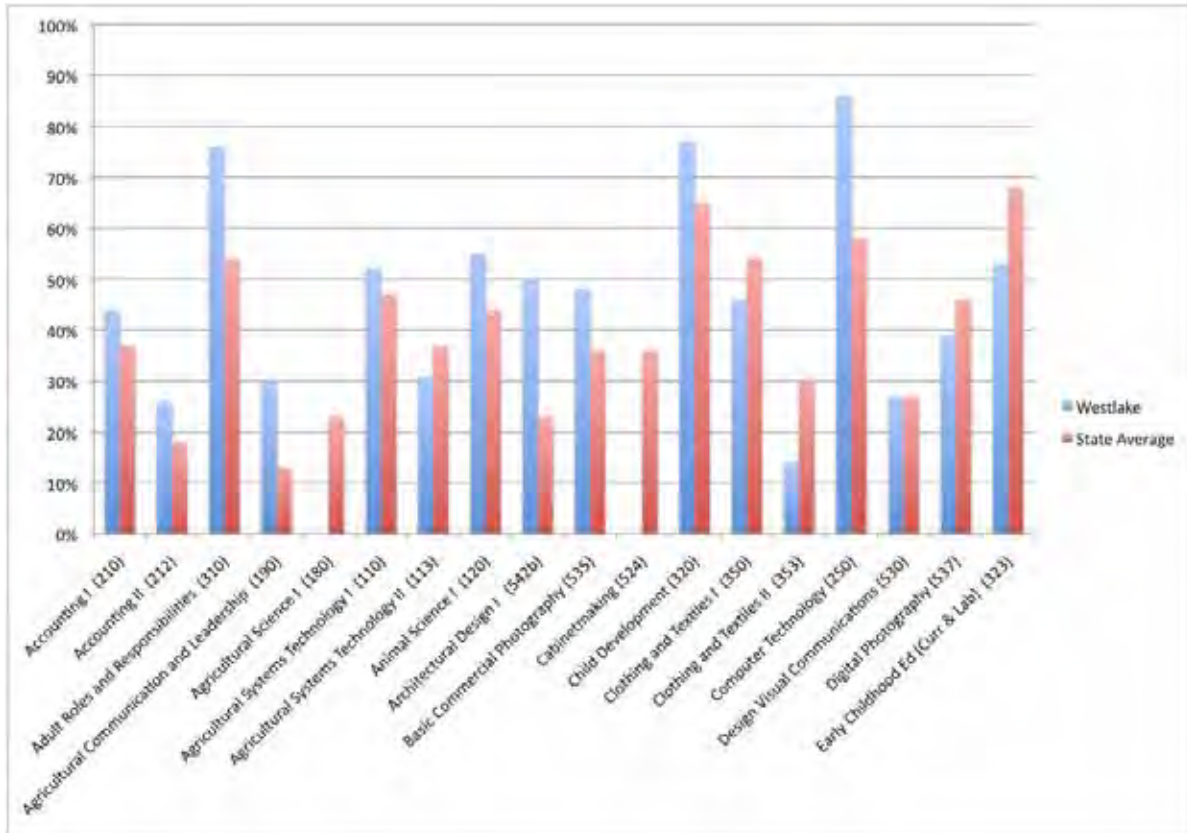
CTE TEST AND SKILLS CERTIFICATION RESULTS



Westlake High School Skills Testing Results 2012								
Test #	Course	School	Tested	Sufficient	Substantial	Certified	% Certified	State % Certified
AG								
110	Agricultural Systems Technology I (110)	WestLake High	48	18	25	25	52%	47%
113	Agricultural Systems Technology II (113)	WestLake High	16	7	5	5	31%	37%
120	Animal Science I (120)	WestLake High	60	19	33	33	55%	44%
127	Equine Science - A (127)	WestLake High	58	22	19	19	33%	31%
131	Floriculture (131)	WestLake High	123	42	60	60	49%	55%
170	Natural Resource Science I (170)	WestLake High	65	31	22	22	34%	29%
180	Agricultural Science I (180)	WestLake High	14	7	0	0	0%	23%
190	Agricultural Communication and Leadership	WestLake High	30	8	9	9	30%	13%
Business								
210	Accounting I (210)	WestLake High	71	15	31	31	44%	37%
212	Accounting II (212)	WestLake High	34	12	9	9	26%	18%
FACS								
310	Adult Roles and Responsibilities (310)	WestLake High	67	13	51	51	76%	54%
320	Child Development (320)	WestLake High	72	12	55	55	77%	65%
323	Early Childhood Ed (Curr & Lab) (323)	WestLake High	60	20	32	32	53%	68%
330	Interior Design I (330)	WestLake High	72	24	35	35	51%	46%
333	Interior Design II (333)	WestLake High	26	5	16	16	62%	35%
343	Food And Nutrition II (343)	WestLake High	121	48	48	48	40%	32%
350	Clothing and Textiles I (350)	WestLake High	114	44	52	52	46%	54%
353	Clothing and Textiles II (353)	WestLake High	43	20	6	6	14%	30%
340E	Food And Nutrition I (340)	WestLake High	321	113	153	294	50%	43%
Marketing								
400	Introduction to Marketing - Semester (400)	WestLake High	15	4	9	9	60%	39%
407	Retailing (407)	WestLake High	19	4	9	9	47%	55%
408	Retailing (School Store) (408)	WestLake High	19	9	8	8	42%	48%
416	Sports & Entertainment Marketing A (416)	WestLake High	20	5	10	10	50%	38%
451	Entrepreneurship (451)	WestLake High	40	12	5	5	13%	20%
Skilled and Technical Science								
520	Woodworking (520)	WestLake High	237	82	125	125	53%	43%
522	Furniture Design & Manufacturing (522)	WestLake High	22	11	3	3	14%	32%
524	Cabinetmaking (524)	WestLake High	14	10	0	0	0%	36%
530	Design Visual Communications (530)	WestLake High	162	60	43	43	27%	27%
535	Basic Commercial Photography (535)	WestLake High	27	11	13	13	48%	36%
537	Digital Photography (537)	WestLake High	316	137	122	122	39%	46%
540	Technical Design I (540)	WestLake High	80	34	17	17	21%	34%
570	Law Enforcement (570)	WestLake High	52	15	13	13	25%	43%
(592)	Video Production I ((592))	WestLake High	176	57	36	36	20%	30%
542b	Architectural Design I (542b)	WestLake High	4	0	2	2	50%	23%
Technology & Engineering								
610	Foundations Of Technology (610)	WestLake High	52	19	7	7	13%	30%
Computer Tech								
250E	Computer Technology (250)	WestLake High	630	48	538	538	86%	58%
Industry Exams								
931	ProStart I Approved July 2012	Westlake				14		
932	ProStart II Approved July 2012	Westlake				13		
961	Physics with Technology (CRT)	Westlake						



CTE TEST RESULTS



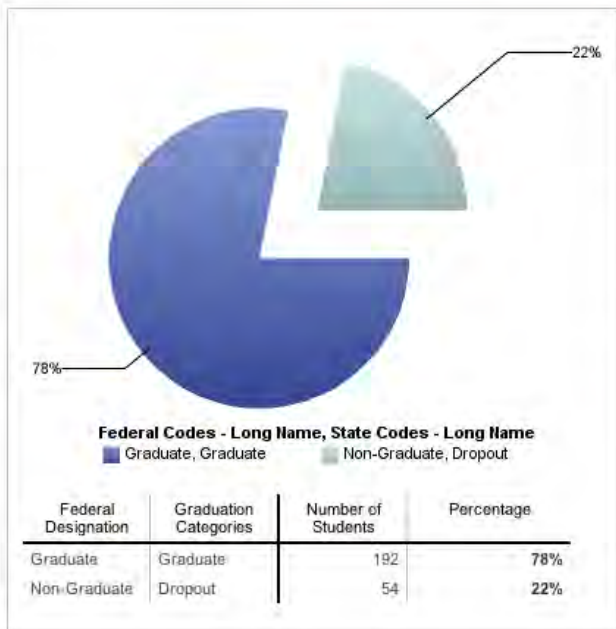
Westlake Graduation Report 2009-2010

FEDERAL4YR

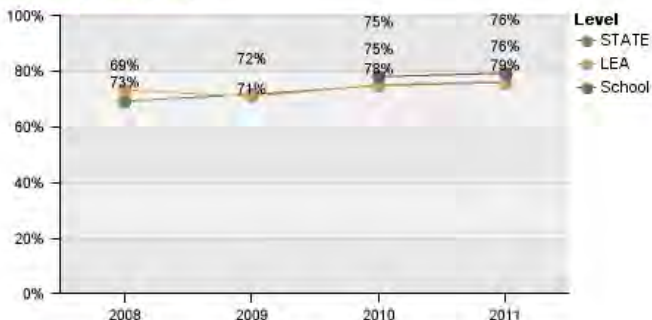
WESTLAKE HIGH

Graduation Rate:

78%



Comparison to State Rate



Subgroup Graduation Rates

	Grad #	Total	Grad Rate
All Students	192	246	78%
African/Black American	1	2	50%
American Indian	1	3	33%
Asian	4	5	80%
Caucasian	168	208	81%
Hispanic	15	24	62%
Pacific Islander	3	4	75%
ELL		3	
SWD	13	21	62%
SES	62	85	73%
Mobile	101	144	70%



GRADUATION RESULTS

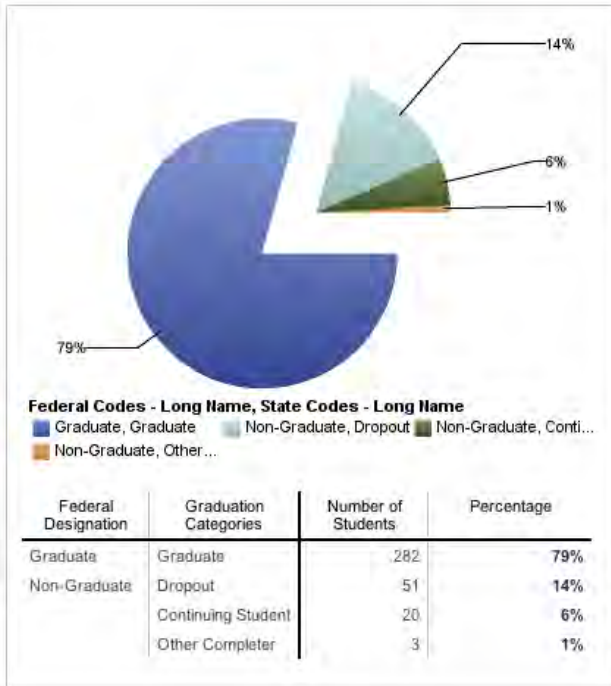
Westlake Graduation Report 2010-2011

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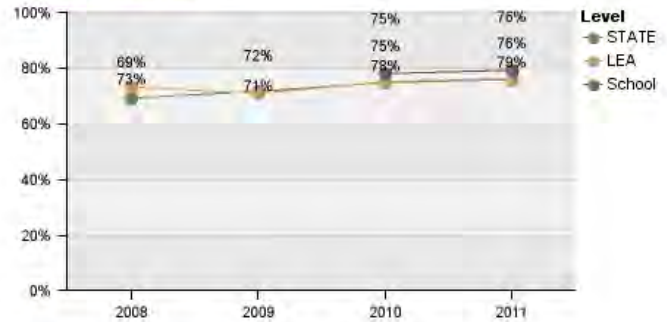
WESTLAKE HIGH

Graduation Rate:

79%



Comparison to State Rate



Subgroup Graduation Rates

	Grad #	Total	Grad Rate
All Students	282	356	79%
African/Black American	6	7	86%
American Indian	1	2	50%
Asian	7	10	70%
Caucasian	240	294	82%
Hispanic	19	28	68%
Pacific Islander	9	15	60%
ELL	2	4	50%
SWD	15	26	58%
SES	78	95	82%
Mobile	113	161	70%



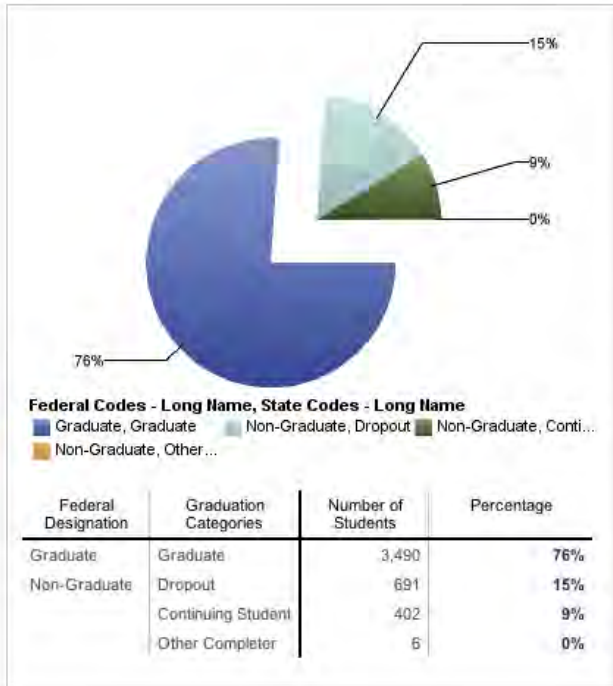
Alpine School District Graduation Report 2010-2011

FEDERAL4YR

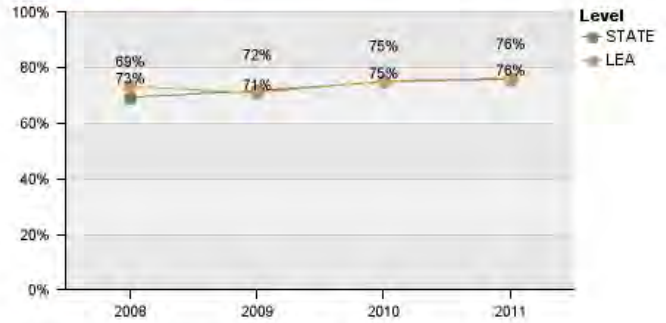
ALPINE DISTRICT

Graduation Rate:

76%



Comparison to State Rate



Subgroup Graduation Rates

	Grad #	Total	Grad Rate
All Students	3,490	4,589	76%
African/Black American	29	38	76%
American Indian	13	27	48%
Asian	60	83	72%
Caucasian	3,087	3,904	79%
Hispanic	255	460	55%
Pacific Islander	44	72	61%
ELL	50	103	49%
SWD	163	355	46%
SES	618	948	65%
Mobile	754	1,449	53%



MISSION AND BELIEFS OVERVIEW



When Westlake High School opened for the 2009-2010 school year, it was important to develop and adopt a unifying mission statement that would help all school stakeholders have a common purpose. The school steering committee maintained that the mission and belief statements should be simple, easy to remember, useable, and summative.

In the Fall of 2009, the administration met with the entire faculty to approve the proposed mission and belief statements. Departments met to gather input related to our central purpose. We wanted a statement that was succinct yet broad enough to represent all areas of the school. Not only did we want to ensure that the statement reflects our current work, but we wanted it to inspire excellence. Finally, we wanted the statement to be memorable and simple to understand.

In order to help promote our mission and beliefs, we created a video in which faculty, students, and other stakeholders describe their interpretations of Light and Excellence. This video can be accessed on the Westlake's website under the tab "About Us."



DISTRICT MISSION STATEMENT



The mission statement of Alpine School District:

*Educating all students to ensure
the future of our democracy.*

DISTRICT VISION, VALUES, AND GOALS



VISION

*Becoming a Professional Learning Community
that Exemplifies these Characteristics*

- Shared Mission, Vision, Values, and Goals
- Collective Inquiry
- Collaborative Teams
- Action Oriented
- Results Orientation
- Continuous Improvement

GOALS

Articulated by the Board of Education

VALUES

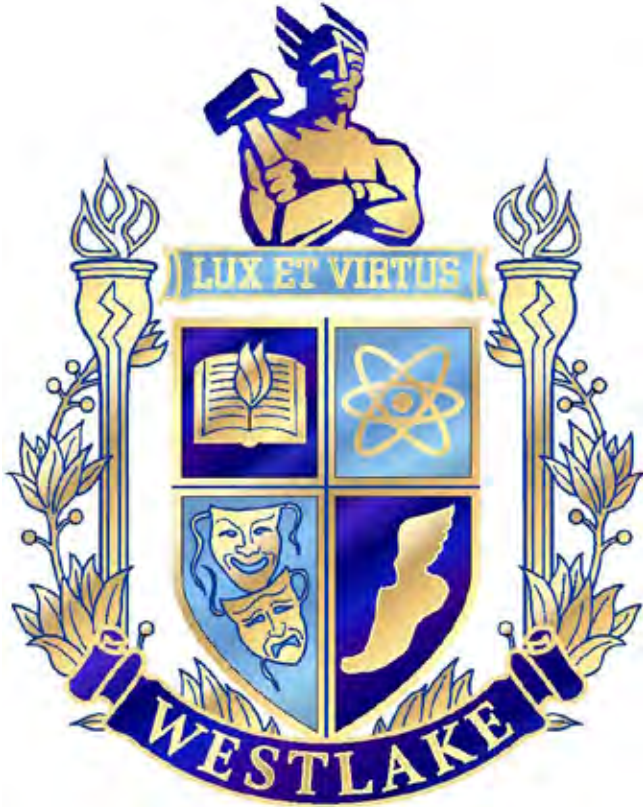
Grounded in the Moral Dimensions of Education

- To prepare our students for responsible participation in a democracy
- To ensure all students can participate in the entire education program
- To promote a caring and effective connection between teacher and student
- To foster individual ownership of the education program among all members of the educational family



AREAS OF FOCUS





The mission statement of Westlake High School:

LUX ET VIRTUS ***“LIGHT AND EXCELLENCE”***

- Short and sweet
- A statement is implied
- “In the pursuit of” light and excellence
- “Achieving” light and excellence
- “A community in the pursuit” of lux et virtus

LIGHT

- Ties in with school “Thunder” symbol
- Latin Meanings:
 - The light of day
 - The light of goodness
 - The light of character
 - The light of knowledge
- Vision and creativity
- Illumination
- That which allows vision
- Academic knowledge & disciplinary mastery
- The illumination from lightning and thunder

EXCELLENCE

- Latin Definitions:
 - Excellence
 - High Standards
 - Exceptional Warrior
 - Excellence of Character
 - Creativity
- Our source of the English word ‘Virtue’
- Quality Craftsmanship and Skill
- Visual, Performing and Vocational Arts)
- Great Competitors
 - Athletics, academics, arts and vocations



VISION STATEMENT

Westlake High School is an academy that fosters knowledge and skill mastery guided by creative thought.



BELIEF STATEMENTS

The Westlake Community believes that: Our students will become leaders and model citizens in our democracy, our students will be prepared to excel at future educational and life opportunities, and our students and staff will be skilled with innovative thought and creative solutions.

ESSENTIAL QUESTIONS

- *What do we expect students to learn?*
- *How will we know what students have learned?*
- *How will we respond to students who aren't learning?*
- *How will we respond to students who already know?*



DESIRED RESULTS FOR STUDENT LEARNING OVERVIEW



The development of the Desired Results for Student Learning (DRSL) was approved by the original stakeholders and revisited over the last three years. As we went through the process, we not only solicited opinions from parents, staff, students but we also studied recommendations from institutions of higher education.

The DRSLs have become a meaningful part of everyday school operation and drive Westlake High School's decision making process. Plans for professional development and the development of curriculum and instruction are based on the DRSLs. The DRSLs are the foundation for our action plan, school improvement plan, and our trust land plan. In addition, we have aligned our DRSLs with our mission statement.

Rationale for Westlake's DRSL's:

We want to create a place of:

- Excellence
- Filled with humble internal pride

With:

- Expectations for great Student Achievement
- Smart uses of facility and technology

Where students and teachers are:

- Prepared for future education and life
- Unified as school community
- Touched by community involvement
- Charged with knowledge
- Ingrained with skill
- Filled with Light and character
- Innovative and Creative Problem Solvers
- United as a campus

With a mission that is:

- Simple to remember
- Motivating for everyone
- Useable in the classroom
- Developed with strong initial tradition and school spirit
- Created with opportunity
- A decision making guide

Implying:

- Realistic Goals that are implementable

A Preparatory (Prep) School Concept - A focus on an educated future





A Graduate of Westlake High School will be:

***Charged with Knowledge,
Ingrained with Skill,
and Infused with Creativity.***



DESIRED RESULTS FOR STUDENT LEARNING INDICATORS



Desired Results for Student Learning:

A Graduate of Westlake High School will be:

*Charged with Knowledge,
Ingrained with Skill,
and Infused with Creativity.*

Desired Results for Student Learning	Indicators
Charged with Knowledge	<ul style="list-style-type: none">• Common Assessments• TMU's• CRT's• AP Exams• ACT Scores• In-Class Formative and Summative Assessments
Ingrained with Skill	<ul style="list-style-type: none">• Assessments of Performance, Works, Shows and Competitions• Career and Technical Education Certifications• Sports Events• Concerts• Art and Trade Shows• Academic and Speech Competitions
Infused with Creativity	<ul style="list-style-type: none">• Rubrics• Critiques• Discussion• Writing and Speech• Comparisons• Awards and Recognition



DEPARTMENT ANALYSES OVERVIEW



Pairing our weekly PLC collaboration with our yearly departmental analyses, allows for an honest evaluation of each department. The administration has allotted time each year for departments to collaborate and conduct the departmental analyses. The resulting information has been used to direct change and growth within each department.

Each year, every department shares its departmental analysis with the entire faculty/staff. These departmental analyses provide an opportunity for teachers to discuss how their instructional strategies and curriculum align with the state core and national standards. Westlake teachers have been working on developing curriculum maps to be posted on the WHS website. Furthermore, some departments have plans to collaborate with each other to develop cross-curricular units.

School strengths and recommendations from the departmental analyses were taken into account when the leadership team developed the action plan. All in all, the departmental analyses have helped us understand our school better and have been a key part of our self-study process.





1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

- Curriculum and Counseling Guidance follow the Utah Comprehensive Counseling Guidance Program. We had and passed our formal review in 2010.
- Class Placement-Students are placed each year in the appropriate math, science and English classes.
- Students gain information on careers through SEOP's, UtahFutures.org presentations, career fairs, multicultural presentations, Post High School Tour, and collaboration with CTE department.
- For our At-Risk students we have multiple interventions, such as Why Try, student advocates, weekly collaboration with Counseling, Administration and Student Advocates, and on-site credit remediation through East Shore High School.
- Graduation--counselors, student advocates, and administration meet with seniors routinely to check credits, quarterly graduation progress reports are mailed home, individual SEOP's are held with student and parents in the fall to check graduation progress.
- Counselors provide information for students regarding scholarships, financial aid, NCAA, careers, registration, graduation, college preparation, college applications, concurrent enrollment, and MATC.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?

- Our counseling department aligns with the USOE Comprehensive Counseling and Guidance Program model: self review each year, formal review every six years, and an interim review every three years.
- We collaborate with other departments to determine the curriculum they teach, and counselors supplement teachers' curriculum with class presentations to implement the USOE Student Outcomes: Standards and Competencies.
- Counselors also complete two data projects each year, for which they collect and analyze data to determine the effectiveness of the guidance program.

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

- During individual SEOP's with juniors and seniors each year, graduation progress is evaluated using student graduation progress reports from our SIS.
- Counselors help to coordinate/assist/administer the ACT, Plan, Explore, PSAT, ASVAB, Student Strength Inventory, SHARPS, AP tests, and accreditation surveys.



COUNSELING DEPARTMENT ANALYSIS

- Counselors also evaluate student's grades, attendance, and test and homework scores to address the needs of students on an individual basis.

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

- Collaboration with other departments to evaluate what curriculum they teach and the counselor supplement their curriculum with class presentations, to implement the USOE Student Outcomes: Standards and Competencies.
- Counselors meet weekly with administration and other faculty to address student issues, concerns, parent concerns, school issues, and upcoming events.
- Counselors meet and correlate with department chair personal to coordinate calendars and curriculum to be taught.
- Placement of students into alternate classes like internships, apprenticeships, Unified studies and East Shore.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- Students are equally divided between counselors
- Collaboration takes place between counselors and special education, administration, school psychologist, school hearing pathologists, ESL coordinator, and other outside recourses
- Standardized information packets have been created and are distributed to all students during SEOP conferences.
- Peer tutors can be assigned to students with special needs.
- Westlake also has Honors and AP classes to accommodate gifted students.

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

- Westlake Counseling has developed a counseling website the contains information on: NCAA, registration, ACT, counselor information, course descriptions and information, credit make up, graduation requirements, higher education, Utah and private scholarships, and links to the colleges in Utah.
- Parents have access to current attendance, grades, and assignments through Skyward, the district student information system. There are also student advocates that work with students and parents to track students.
- 80% of counselor time is spent on direct student services as per counselor guidelines.



- We provide evening presentations on career information, scholarships, financial aid, parent information, information for multicultural students, and Utah Futures.

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

- Each year counselors attend multiple conferences through UACTE, USCA, USOE, CTE, UHEAA and monthly district in-service meetings.
- Representatives have also been sent to conference on specific issues such as: suicide awareness and prevention, ACT, Job Corp, youth in custody, Why Try, Marine Corp. education outreach, leadership, UCCG basic training, university articulation conferences, Utah Futures, AI/AN trainings, ESL trainings, and gang training.
- One of our counselors is ESL endorsed
- New counselors attend district new counselor trainings every other month.

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

- Counselors have been trained and offer Why Try classes for students
- Time is available before and after school and by appointment for students and parents to meet with counselors. During parent/teacher conferences counselors are also available to meet with parents and students. Counselor emails are also available on the school website.
- Proctoring for BYU independent study and Electronic High School is provided. East Shore High School is also available on campus to assist students in credit remediation.
- ACT prep classes are provided.
- Multiple after school and evening presentations are provided for students, these have been address in previous sections.
- Home and Hospital, student advocates, and our credit recovery programs are available to help assist students beyond the classroom.

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

- SEOP presentations utilize power points that are then available on line for students to review.
- The school has many portable computer labs that students and teachers can use.
- The counseling website has information for students as stated in previous sections.
- Students have full access to Skyward, the district SIS, which provide them access to grades, atten-



COUNSELING DEPARTMENT ANALYSIS

dance, missing assignments, teacher contact information and registration information.

- We encourage the use of Utah Futures and do regular trainings and classes on this with students and parents.

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

- Westlake is staffed with four full time counselors and two interns. There is a full time registrar and a full time secretary, assisted by two part time secretaries. All full time counselors have finished the comprehensive guidance basic training. Currently we are in need of a career center specialist to assist in career presentations.
- With a student body of about 2100, we currently have a student counselor ratio of 1/350.
- Counselors have also obtained other trainings such as: Why Try, ESL, AI/AN, Suicide Prevention and Prevention Dimensions.

11. How is the department collectively addressing the school’s current school improvement plan?

- Counselors assist and recommend students to attendance school and community service to remediate their attendance issues. We also provide attendance remediation through attendance to counselor provided afterschool groups and activities.
- Counselors help with placement of students in their core classes to assist in improving CRT scores.
- Weekly At-Risk meetings are attended by counselors
- Counselors also track student’s graduation credits and work with students to earn credit for graduation. Quarterly we check and update our senior’s graduation credits and track them.

Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
<ul style="list-style-type: none"> • #1 Ratio of 1/350 • #2 Staff • #3 Facilities 	<ul style="list-style-type: none"> • #1 2100 students / 6 counselors • #2 Secretaries and volunteer staff • #3 Warm and inviting atmosphere

COUNSELING DEPARTMENT ANALYSIS



WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none">• #1 weekly meeting• #2 Pyramid of Intervention• #3 Deficient Career Center & Specialists	<ul style="list-style-type: none">• #1 set, plan, follow through, evaluate• #2 Admin/Counseling meeting to set and discuss the goals.• #3 hire a career specialist and utilize the career center.



1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

Filled with knowledge

- Each sub-department's curriculum is aligned with the state core.
- We offer a wide variety of career-related courses.
- Career pathways lead to high-demand, high-paying careers.

Engrained with skill

- Students are given opportunities to develop skills through the hands-on use of technology, including tools, machinery, and computer applications.
- Students are taught writing, research, and higher-level thinking skills through research and projects; such skills will be necessary in future educational and occupational pursuits.
- Students are assessed on skill-based performance objectives through state Skills Tests.

Infused with creativity

- Students are provided with opportunities to create a variety of projects, posters, media presentations, and simulations as well as opportunities to participate in debates, role-plays and cooperative learning activities.
- Students are involved in the creative process as they use their skills to create their own projects, independently solve problems, and build confidence in their own ideas and abilities.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?

- Our CTE program curriculum is designed through advisory committees and state professionals.
- We are aligned with the Utah State Office of Education and National course curriculum, standards, and objectives.
- Our funding for these programs is based upon following state and national guidelines that are evaluated through student performance and the CTE skill certification tests.
- Differentiated instructional strategies are used to completely cover all standards and objectives.
- Career and Technical Student Organizations (DECA, FFA, FCCLA, SkillsUSA, TSA, & HOSA) are an inte-



CTE DEPARTMENT ANALYSIS

gral part of each sub-department.

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

- According to our policy regarding Thunder Mastery Units, students must master content at 80% proficiency before moving on to new content.
- CTE Skills Testing is based on state standards and objectives.
- Project evaluations include portfolios, peer-to-peer review, self evaluation, instructor evaluation, hands-on projects, and grading.
- Industry evaluations include Industry tests (i.e. IC3, ServSafe, CPR certification), business questioners, competition results, industry support and competitions.
- Competitions (Regional, State, National) include showcase, displays, presentations, and role-plays.
- We use daily quizzes or self-starters that assess students' understanding of the previous day's content.
- Common projects with common rubrics are created between sub-departments and district collaboration.
- We have websites where students can access assignments, blogs, and assessments.

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

- The broad nature of the skills taught in the CTE classes leads students to be able to make cross-curricular connections with the guidance of focused and involved teachers.
- Through math and CTE collaboration, CTE teachers and math teachers create common curriculum-based lessons to enhance the math that is already in the CTE content.
- All sub-groups in the department meet with other teachers in the district to develop curriculum maps which incorporates writing, math, computer usage, and science in order to produce highly-trained students.
- The Visual Arts sub-group participates in vertical alignment with the Middle School.
- The psychology classes create application projects with the Early Childhood Education classes. These projects allow students to practice the curriculum they study in class.
- Computer Technology has an Integrated Project that teaches cross curricular learning.



5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- For students who need additional help we offer peer tutors, built-in remediation time, alternate assessments, and seating chart modification based on assessment.
- A CTE tutorial math course is offered concurrently with a regular math class to practice basic math skills and strengthen newly learned skills. This class is offered for students who scored 3 or less on the state CRT.
- For students who already know the material we offer Concurrent enrollment, individual differentiation, and CTSO competitions.

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

- Westlake High School's educational agenda includes a pass rate of 80% and is embedded into our department's curriculum and assessed at the end of each course with a state skills certification test which requires a pass rate of 80%.
- Each teacher in the department uses a current manual and online tools with school policies, procedures, and resources that are available at the school.
- As a department we have reviewed all school policies and procedures with the intent of using them as a guide for our classrooms.

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

- 100% of CTE educators at Westlake participate in the Mid-Winter and Summer professional development conferences to learn new information and tools from industry professionals, plan new activities, integrate more varied curriculum, and gain new strategies for improving student achievement and understanding.
- Teachers attend conferences and continuing education classes to deepen content knowledge, develop curriculum, increase pass rates, improve student learning, better assess understanding, and foster meaningful, memorable, and valuable experiences.
- Teachers adhere to the district collaboration schedule to develop professional learning communities and focus on improving student performance.
- The CTE Department discusses readings from research-based texts at collaboration meetings.

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

- Support for learning beyond the classroom is offered through the Career and Technical student orga-



CTE DEPARTMENT ANALYSIS

nizations.

- Work-based and service learning programs offer students an opportunity to learn beyond the classroom and bring their experiences back to the classroom.
- Concurrent enrollment allows students to gain college credit with minimal costs.
- Students can work in many of the lab facilities and the school store before school, after school, and during lunch. Most of our teachers stay at the school before and after contract hours.
- All full-time teachers maintain class websites that include assignments, notes, Powerpoints and support materials.

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

- Teachers require student interaction with the following technology:
 - CNC machine, laser engraver, and welding equipment
 - CAD Software and 3D Printer
 - HD digital video production
 - Online editions of textbooks
 - Various other equipment related to the specific content areas
- Each teacher has projectors and access to portable computer labs that provide students with the ability to complete technology-based projects, web based activities, and to enhance student centered learning.
- Teachers in our department utilize and maintain their own websites or blogs to incorporate technology into their daily curriculum, while communicating with students and parents.

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

- All teachers in the Career and Technical Education department are properly endorsed and licensed by the State of Utah.
- All teachers attend conferences to deepen their knowledge of subject material, improve their teaching strategies, and gain credit for certification renewal.
- As growth continues to increase within the Westlake CTE community, more teachers will be required to help meet the growing needs of the students.

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

- The CTE department supports Westlake High School's attendance policy by keeping attendance accurate, working with students with excessive attendance issues, and providing timely feedback to parents and administration.

- The CTE department supports our school’s policy on Thunder Mastery Units by weighting our grades accordingly.
- Teachers are involved in creating and implementing sub-department district advisory committees to provide a framework for real-world application; give teachers feedback on community needs; gain legislative and financial support; set up guest speakers; evaluate equipment, software, and facilities against industry standards; and aid in student recruitment and placement in the work force.
- We are continually working to help students improve their CRT and State Skills Certification test scores by engaging in the following actions:
 - Aligning all course work to state standards and objectives
 - Providing built-in advisory time to give feedback and assistance to students
 - Developing effective review materials and practice tests

Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
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CTE DEPARTMENT ANALYSIS

<ul style="list-style-type: none"> • Students are offered a wide variety of courses through the Career and Technical Education department that prepare them for the work force immediately after graduation. • We utilize technology on a daily basis that provides ample opportunity for students to use it in the workforce. 	<ul style="list-style-type: none"> • Commercial Photography, Digital Photography, Commercial Art, Furniture Design, Cabinet Making, Woodworking, Animal Science, Ag. Communications and Leadership, Equine Science, Natural Resources, Floral Design, Horticulture, Biology Ag. Science, Ag. Mechanics 1 & 2, Ag. Science 1, Pro-Start 1 & 2, Foods and Nutrition 1 & 2, Child Development, Early Childhood Education 1 & 2, Early Childhood Intern, Adult Roles and Responsibilities, Financial Literacy, Clothing 1 & 2, Interior Design 1 & 2, Video Production 1 & 2, TV Broadcasting 1 & 2, Accounting 1 & 2, Computer Technology, Entrepreneurship, Marketing, Sports Marketing, Retailing, Physics with Technology, Foundations of Technology, Advanced Technology, Pre-engineering, Architecture, Computer Aided Design, Basic Drafting, Law Enforcement and Work-based Learning Internships. • Technologies that we use as a department include Apple computer lab with industry standard software, CNC machines, digitized sewing technology, empathy belly, large format printer, 3-D printer, laser engraver, robotics, HD digital video, digital and film single lens reflex cameras, SMART boards, graphics tablets and scanners, iPads, mounted projection, document cameras, lamination, Rizo & Cricut machines, and PC portable labs.
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WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none"> • Because of our diversity, collaboration between the sub-departments can be challenging. • Large class sizes negatively affect individualized student support. 	<ul style="list-style-type: none"> • During collaboration, focus on general teaching strategies and professional development/teacher improvement. • To compensate for the lack of content specific collaboration, teachers attend district-wide collaboration and focus on vertical alignment with feeder schools. • Involve parent volunteers in the classroom, utilize more para-professionals, and encourage peer-to-peer interaction to support individual needs.



1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

- Department content is aligned with state standards and knowledge gained is assessed by CRT scores and AP pass rates.
- Project-based assessments will be used to test students' knowledge, skill, and creativity in the classroom.
- Students are offered a variety of class choices to further creativity and supplement basic English classes: mythology, film literature, and creative writing.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?

- Vertical teams meet to plan curriculum maps, pre-assessments, and common assessments that align with state standards.

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

- We use many different instruments to monitor student achievement:
 - Common assessment for each grade, each term.
 - Project-based learning
 - Classroom websites to check for understanding and allow for students to receive clarification on assignments
 - Formative assessments to guide mastery of the core concepts

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

- Individual teachers have informally collaborated with various departments in order to align lessons and activities.
- Notes are taken in Monday's Professional Learning Community (PLC) meetings as a department. These notes are sent out to the entire faculty in order to inform all departments of what is occurring in each department.
- Informal collaboration between the History and English Departments has occurred in order to align current event reading activities with current event lessons being given in history.
- One area of strength is the English Department's collaboration with the Special Education department. Not only do we have co-taught classes, where an English teacher and a Special Education teacher



ENGLISH LANGUAGE ARTS DEPARTMENT ANALYSIS

work together to plan and meet the needs of students with IEP's, but the Special Education department regularly attends our weekly meetings.

- Resource teachers also attend our PLC meetings so we can discuss the needs of specific students.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- ELD class provides language services for ESL students.
- ESL peer tutors provide language support in specific classrooms.
- Teachers who work with ELLs attend a meeting each term to discuss differentiated instruction, SIOP, and other teaching strategies to enhance learning.
- Latinos in Action provides bilingual tutoring and interpretation services to students and parents while enhancing their own skills.
- Various teachers are endorsed or are in the process of receiving their endorsements in Reading, ESL, Gifted and Talented, Special Education, and Art History.
- Strategies such as grouping/pairing, frontloading, scaffolding, and various reading strategies are used to enhance individual learning of all students.
- To encourage students to become lifelong readers, we have a rigorous reading challenge in place: students may participate in independent reading with books of their choice.
- Advisory time is built into class time to allow teachers to individually conference with students, discuss learning, and adjust strategies in order to facilitate learning.
- The Unified Studies Program offers credit in an alternative classroom setting for students who thrive in a hands-on environment.
- Honors English, AP Language, AP Literature, and Concurrent College Writing classes are offered.
- Special Education classes are offered in reading and writing.
- English Tutorial class provides additional support for students who have a low GPA or low test scores.

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 policies and procedures are aligned with those of the school as a whole.
- Grading is divided up into two general categories: assignments and common assessments.



- As a department, each grade level is developing TMU (Thunder Mastery Unit) assessments based on the Language Arts State Core Curriculum.
- Students must prove mastery of all core concepts in order to receive a passing grade. Those who fail to do so are assigned an “I” (incomplete) grade until mastery is achieved.
- Attendance School is provided for those students who have deficiencies in attendance. (Please refer to WHS Attendance Policy.)
- Advisory time is specific to each class period.
- Resources for students include online textbooks, audio books, Gmail accounts, and Google Docs. Community guest presenters are regularly used in the classroom.

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

- As a faculty, we have read professional development material. In 2011, we read *The Art and Science of Teaching* by Robert J. Marzano. In 2012, we read *Seven Strategies of Assessment for Learning* by Jan Chappuis. We devoted 15-20 minutes of department collaboration meetings to discussing the books and ways to implement the ideas into our teaching.
- Additionally, 9 of 11 of the teachers in our department have read professional development material on their own, such as *Readicide* by Kelly Gallagher ; *Strategic Reading* by Jeff Wilhelm; and *The Book Whisperer* by Donalyn Miller.
- Every member of the department has attended an optional professional conference including the Wilhelm Secondary Literacy Institute, the Central Utah Writing Project, Technical and Professional Writing, the Digital Learning Conference, the UCTE conference, College Conference and Composition, AP Literature and Language Conferences, and various webinars.
- Furthermore, our department excels in collaborating, both formally on Mondays, and informally during the rest of the week. We often meet during lunches or preparation periods to discuss assignments, resources, and solutions to problems.

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

- Our school has at least one co-taught class per grade level. These classes pair an English teacher with a special education teacher. This set up not only encourages collaboration between departments, but also provides an additional resource for students.
- English Tutorial offers additional support to under performing students.
- Teachers are available before and after school, and during lunch to meet with students on an individual basis.



ENGLISH LANGUAGE ARTS DEPARTMENT ANALYSIS

- Students are able to find further support through online forums specific to their class (edmodo.com, e-mail, and class websites).

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

- A mobile computer lab is devoted specifically to our department. An online calendar is used to schedule the labs.
- Students use technology in their projects and presentations, including unique Web 2.0 applications. Our students have completed projects and presentations using Prezi, Tumblr, blogs, Google Docs (and other back channel collaborative forums), Voice Thread, Animoto, and Poll Everywhere.
- Teachers frequently incorporate visual and audio elements, such as video clips, PowerPoint, and music with projectors, sound systems, and document cameras.
- Teachers create assignments that allow students to demonstrate their learning with technology. The use of technology is meant to show mastery of concepts in real-world contexts.
- All students have access to online editions of our classroom textbooks.

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

- All department members are licensed by the State of Utah to teach Language Arts.
- Three department members have obtained master's degrees. (2 MA English, 1 MA ESL)
- One department member is National Board Certified in Adolescence and Young Adulthood ELA.
- Our department includes five provisional teachers who bring new strategies and perspectives to teaching.

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

- Our department supports Westlake High School's attendance policy by keeping attendance accurate, working with students with excessive attendance issues, and providing feedback to the administration.
- The English Department supports school policy on unit mastery tests by weighting our grades accordingly.
- Our SMART goal this year was based on information gained from previous years' CRT scores.
- Advisory has been implemented to help students remediate.

ENGLISH LANGUAGE ARTS DEPARTMENT ANALYSIS



Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
<ul style="list-style-type: none"> • Collaboration as a department and with vertical teams • Use of and implementation of technology • Strong ESL and SPED program and liaisons • Committed to help ALL students succeed 	<ul style="list-style-type: none"> • Common assessments, notes provided to other faculty members, train each other in areas of needs, share resources, share successes and struggles. • Edmodo, online text books, web applications, Skyward, mobile computer carts • Ongoing training and useful strategies are discussed and implemented. Liaisons are actively involved in meeting the needs of students. • Differentiated learning, number of students passing both AP Literature and AP Language tests are increasing each year. CRT scores have continually increased each year.

WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none"> • Class sizes • Specific department policies and procedures • Lack of collaboration across curriculum • Lack of access, at times, to computers 	<ul style="list-style-type: none"> • Hire more teachers; work with counseling department to help balance class sizes • Create, agree upon, and implement department standards • Schedule times on PLC days to meet with other departments (invite history, science, and other departments to meet with us) • Create small, permanent computer lab (2-5 computers) in each classroom; possible second mobile lab



1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

- Department content is aligned with Utah State Core Standards for Secondary Mathematics and knowledge gained is assessed by CRT scores and AP pass rates.
- Common assessments and TMU pass rates are used to test student knowledge, skill and creativity in the classroom.
- Students are offered a variety of class options to accommodate their abilities: CTE Math, Secondary Math 1, Algebra 2A and 2B, Algebra 2 Honors, College Prep, AP Statistics, Non-AP Calculus, AP Calculus AB and BC, in addition to standard math classes.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?

- Within our department, curriculum and vertical teams meet to develop curriculum maps, write common assessments, and correlate textbook material to align with state standards for all mathematics courses.
- Our Algebra 2A and 2B classes align with the State Core Curriculum for Algebra 2. These two courses are designed to teach the curriculum for Algebra 2 over a 2 year period.

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

- We will improve by analyzing the effectiveness of student performance on each TMU, and make any alterations in instruction or assessments that may be necessary for next year.
- We discuss various topics and lesson plans in our department meetings and one-on-one to adjust our instructional practices.
- We will observe teachers within our department to improve our instructional practices.
- As a department we are monitoring homework completion for Secondary Math 1, Algebra 2 and Geometry.
- These are the instruments we use to monitor student achievement:
 - Common TMU assessment for each class, each term
 - Student progress reports on Skyward
 - UTIPS for assessing student performance
 - Quizzes as formative assessments
 - Cognos and AP data to redesign instruction



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

- This is an area that we are working on. We realize we could do more to collaborate with other departments, but as a new school, we have not yet implemented these practices. We have taken small steps towards achieving this goal:
- Notes are taken in Monday's Professional Learning Community (PLC) meetings as a department. These minutes are sent out to the entire faculty in order to inform all departments of what is occurring in each department.
- One area of strength is the Math Department's collaboration with the Special Education Department. We have co-taught classes where a Math teacher and a Special Education teacher work together to plan and meet the needs of students with IEP's.
- Special education teachers also attend our PLC meetings so we can discuss the needs of specific students.
- We collaborate with the mathematics department at our feeder middle school to better prepare students for high school math courses.
- We will begin collaborating with the Science Department.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- Advisory time is built into the last 15 minutes of class to work with students that struggle or have missed mathematical concepts.
- Co-taught classes are offered to focus instruction on students with 504's and IEP's. We currently offer two co-taught Secondary Math 1 classes, two co-taught Geometry classes, and one co-taught Algebra 2 class.
- A Pre-Algebra Resource class is offered for students with IEP's and low math skills.
- A CTE Tutorial Secondary Math 1 and Geometry course are offered concurrently with a regular math class to practice basic math skills and strengthen newly learned skills. This class is offered for students who scored 3 or lower on the state CRT.
- An Algebra 2 Honors course is offered for gifted students. Additionally, AP Calculus AB, AP Calculus BC, and AP Statistics courses are offered.
- This year we started a Math Club to work with students who want to participate in state and national math contests, as well as explore topics in mathematics.



- Algebra and Geometry sections are offered, which include freshman only.

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's policies and procedures are aligned with those of the school as a whole.
- As a department, teams have developed common TMU (Thunder Mastery Unit) assessments for Secondary Math 1, Geometry and Algebra 2. These assessments are based on the Math State Core Curriculum. This year a team is developing common assessments for Precalculus.
- Students must demonstrate mastery of all state core math concepts in order to receive a passing grade. Those who fail to do so are assigned an "I" (incomplete) grade until mastery is achieved. As a department, we work with individual students to help them relearn and practice the material. Students then retake tests or do additional learning activities until they reach mastery.
- Attendance School is provided for those students who have deficiencies in attendance. (Please refer to WHS Attendance Policy.)
- Additional sections of Algebra 1 were put into the schedule to reduce class sizes for this course.
- Advisory time is used each class period.
- Teaching assignments are altered each year so that each teacher stays current with all course material and so that students have options to take classes from different teachers.

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

- Last year we read and discussed *The Art and Science of Teaching* by Robert J. Marzano. This year we will be reading *Assessment for Learning* by Rick DuFours. We devote 10-15 minutes of department collaboration meetings to discuss the book and ways to implement the ideas into our teaching.
- Our department members attend NCTM, UCTM, state in-service courses, New Teacher Academy, etc. Department members present at NCTM, UCTM, and Park City Math Institute. We all attend the Alpine District Math Content Day.
- We share best practices about twice a month in our collaboration meetings, including integration of technology. We also informally collaborate during the week.

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

- We have daily tutoring sessions before and after school. The daily morning sessions start at 6:45 AM and run until school starts at 7:45 AM. The after-school sessions are Tuesday through Friday from 2:15 PM until 3:30 PM.



MATH DEPARTMENT ANALYSIS

- Online help is offered through our textbooks which students can access from home or the computer lab at the school.
- Members of our department are available beyond contract time to communicate with students regarding class work.

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

- We have a classroom set of portable mini PCs.
- Each teacher has a laptop and projector for use in demonstrations. We all have Geometer's Sketchpad and TI Smart-View software.
- We have 270 graphing calculators divided into classroom sets.
- Teachers use interactive whiteboard software, Geogebra, MyStat, UTIPS, websites, and Cabri 3D.
- We have a room to create podcasts for students to access online, and Starboard is used to create lesson materials for student access.

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

- Most of our staff is Level 4 Math endorsed, and two are on an alternative licensing route.
- Seven of our staff members have a master's degree and two more are currently working toward a master's degree.

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

- Our department supports Westlake High School's attendance policy by keeping attendance accurate, working with students with excessive attendance issues, and providing feedback to the administration.
- Our department SMART goal this year was based upon information gained from previous year's CRT scores. Our goal is to improve the overall passing rate on CRTs to 55%, which would rank our school in the upper 25% in the district.
- Advisory time has been implemented to allow us to help students remediate. Most teachers have a full day of remediation about 3 or 4 times per term.



Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
<ul style="list-style-type: none"> • Preparing students for unit and CRT exams. • Highly trained and qualified faculty • Wide variety of course offerings • Common assessments • Before and after school tutoring • Options of different teachers for each class • Vertical teaming • Class sizes • Homework completion • Class placement 	<ul style="list-style-type: none"> • CRT pass levels have increased by 8% from 2010. • All but two teachers have a Level 4 endorsement. Seven teachers have a master's degree. • CTE Math, Secondary Math 1, Geometry, Algebra 2A and 2B, Algebra 2 Honors, College Prep, AP Statistics, Non-AP Calculus, AP Calculus AB and AP Calculus BC, in addition to standard math classes. • We all use the same tests for each unit in each class to compare data. • At least two teachers tutor before and after school every day. • Multiple teachers teach each course. • We have a good rapport with the middle school that feeds into our school. • Secondary Math 1 average: 25 students • High percentage of homework is completed. • Closer collaboration with the middle school and with the counselors.



MATH DEPARTMENT ANALYSIS

WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none">• Class sizes• Collaborating with other departments• Reviewing common assessment results• Department collaboration• Use of technology• AP passing rates	<ul style="list-style-type: none">• We have hired more teachers this year and are going to hire more next year.<ul style="list-style-type: none">• Geometry average: 35-40 students• Precalculus average: 40 students• Once a month collaborate with other departments.• Bring our test results to our Monday meetings and discuss them. Planning can be done outside of our meetings.• Make more effective use of collaboration time and plan and follow agenda. Follow group norms closer to accomplish goals.• Create additional teacher websites with links to content podcasts and other content links.• Improve student preparation and classroom instruction to follow AP curriculum closer.



1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

- Department content is aligned with the Utah State Core Standards for Secondary Performing Arts. The knowledge gained is assessed through formative assessments and performances (summative).
- Higher-order thinking skills are developed through critiquing performances. We invite both professional and local performers and clinicians to work with our students. We participate in region/state festivals and competitions.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?

- The state core is used as a base for planning, implementing, and assessing student performances.
- Each department aligns its curriculum with state, district, and national core standards and benchmarks its achievements from those standards. Each individual department uses state-sanctioned activities (i.e. festivals and competitions) to improve student performance to meet those standards.

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

- The Department uses a variety of assessment tools:
 - Formative assessments: Students are given daily grades based on participation during class or rehearsal.
 - Summative assessments: Written tests, demonstrations, and performances throughout the year
 - Students receive outside evaluations through region festivals, state festivals, and competitions.
 - Each teacher utilizes observation and discussion with students, parents, and within the dept. to adjust practices as needed to improve our department performances.

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

- We encourage our students to participate in academic, athletic, and activities-based programs (i.e., pep band at sporting events, national anthem performers, etc.)
- We require students to maintain a high academic standard in order to participate in elite performance groups such as Dance Company, Ballroom, etc.
- We provide performance groups for assemblies, athletics, and other special events in the school and in the community.
- Stage crew students provide technical support for all departments that use the auditorium as well as assist the student body officers during rallies in the main gym.



PERFORMING ARTS DEPARTMENT ANALYSIS

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- All students may participate in our programs, regardless of their learning abilities.
- Curriculum is activity-based, which allows those with limited English, learning disabilities, and physical disabilities to participate and interact with other students.
- We modify assignments, modify delivery, extend deadlines, scaffold instruction, and use peer tutors in the classroom.
- Independent study in music is available to students who study privately and would like time to improve the skills in their discipline.
- We attend IEP meetings as needed.
- Exceptional students are given additional opportunities and responsibilities (i.e., leadership, peer tutor, section leader, directing, choreographing, technical directing, stage managing, etc.).

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

- Advisory time is allocated to the discretion of each individual teacher.
- Advisory time is used to work with students who have fallen behind and for those who would like to get ahead.
- Our department strictly adheres to the school's attendance policy and performing arts classes have an additional attendance TMU which requires students to have 80% attendance in the class in order to receive credit per term.
- Resources include student materials, supplies, music, upgraded equipment, and increased technology.
- We keep careful record of all finances and expenditures to ensure our resources are used properly.

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

- We participate in district-wide professional development days in performing arts.
- All members of the performing arts department are consistently involved with professional development growth through attending outside educator workshops, conferences, and professional projects.
- Teachers are involved in completing master's degrees and special endorsements.



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

- Department websites provide access to pertinent links.
- Teachers are available before and after school.
- We have an open-door policy. Students are encouraged to seek out private teachers, participate in extra-curricular activities, and be involved with various festivals, productions, and competitions throughout the year.

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

- Technical theater students have hands-on experience with light and sound technology and set construction.
- Music students have access to computerized assessments, music programs, recordings, tuners, metronomes, and playback recordings.
- Department websites are available to access forms, disclosure documents, calendars, etc.

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

- All teachers are certified in content areas.
- 86% are Level II certified.
- 29% of teachers have their master's degree.
- 57% perform professionally.
- 100% are members of their professional organizations: UTA, UACTT, UDA, UBA, NBA, NAFME, UMEA, ACDA, ASTA.

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

- Attendance scores are built into our performing arts attendance policy. These requirements are higher than the school's requirements. As a performing art's TMU, students are required to have an 80% attendance average per quarter.
- Implementing Thunder Mastery Unit Tests and Performances (TMU's) have resulted in an increase in student achievement, knowledge of the core, and performance quality.
- AP Music Theory is working to increase the percentage of students taking the AP test.
- Increased pass rates among performing arts classes have helped increase the graduation rate.



PERFORMING ARTS DEPARTMENT ANALYSIS

Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
<ul style="list-style-type: none">• #1 Highly trained faculty• #2 Wide variety of class offerings• #3 High level of collaboration among teachers	<ul style="list-style-type: none">• #1 Master's degrees, industry experience, and ongoing professional development• #2 Concert Orchestra, Chamber Orchestra, Dance 1-3, Dance Company, Alliance, Symphonic Band, Wind Symphony, Beg. Jazz Band, Adv. Jazz band, Marching Band, Percussion Ensemble, Drama 1-4, Musical Theatre, Stage Crew, 5 Choirs, AP Music Theory, Ballroom 1 ,2 and 3, Ballroom Dance Company, Music Appreciation, Independent Music Study, Symphonic Orchestra, Concert Band, and 6 Choirs• #3 Weekly team meetings as well as daily communication among faculty. Combined performances and district collaboration.

PERFORMING ARTS DEPARTMENT ANALYSIS



WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none"> • #1 Inadequate Technology • #2 Inadequate community and parental support • #3 Inadequate Funding • #4 Insufficient enrollment in programs • #5 Departments without websites. • #6 Lettering in all performing art courses. 	<ul style="list-style-type: none"> • #1 Training, funding, research, space, computer labs • #2 Community Outreach, Publicity, Perseverance • #3 Collaboration with the district, administration, and community to increase funding and district allocations. Seeking grants and donations. • #4 School Publicity, Community Outreach, Vertical Collaboration with Feeders, Perseverance. We currently have 34% of the student population in our programs. We would like to increase that to 40% over the next 2 years. • #5 Website training during Monday Collaboration time. • #6 Work together as a group and as singletons to create lettering requirements.

PHYSICAL ED. AND HEALTH DEPARTMENT ANALYSIS



1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

- Department curriculum cultivates students' skills to be lifelong learners, and to develop lifetime fitness goals.
- Each class focuses on students being physically fit throughout their life, while balancing physical, spiritual, social, emotional and mental health.
- As instructors, we emphasize the importance of creativity through personal fitness plans for each student, which will prepare students to construct individualized fitness programs on their own for a lifetime.
- Daily attendance and participation is emphasized to mature students' reliability, organizational, social and study skills that employers often need.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?

- All courses at Westlake High School align with the State Core Curriculum and the NASPE standards. PE Skills, Lifetime Activities, Fitness for Life, Weight Training and Aerobics follow the standards in the core curriculum and Individualized Sports.

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

- Students are evaluated on their level of skill during assigned activity by testing, observation, off campus activities/field trips, and peer and self-assessment. They are also evaluated through FitnessGram, standardized graphs, competition and individualized assessments.
- Students are evaluated through personal skill assessment in various activities.
- Students participate in pre-tests that provide the teacher with data about what the students do and do not understand pertaining to the objectives that will be taught that semester. Students will then follow up with a post test to provide the teacher with the data needed to evaluate student learning.

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

- The Physical Education Department spends extensive time enforcing the principles of general education in the following ways:
- Teaching the history of various sports and the roles they have played in the history of the U.S.



PHYSICAL ED. AND HEALTH DEPARTMENT ANALYSIS

- Teaching basic math formulas, such as calculating target heart rate zones, and standard scoring in an assortment of sports and activities.
- Including the basic principles of exercise science through anatomy, physiology, biomechanics, kinesiology, motor development and sports medicine.
- Collaborating with the health department in the following areas: body image, the five components of health and five components of fitness.
- Using computer labs to enhance students' ability to use technology and writing skills by creating papers related to the lifetime activities and fitness principles.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- We welcome and include everyone in the physical education department.
- Accommodations are made for special education students as we review IEPs' and develop specific fitness plans with the special education and resource departments. Additionally, we meet with the Adaptive PE teacher once a month to discuss student progress.
- We modify assignments and instruction, extend deadlines, differentiate instruction, and use peer tutors.
- We attend IEP meetings.
- Gifted students are offered enrichment activities.
- Higher learning assessments are offered such as advanced weight training.
- We assist in peer assessments.

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

- Advisory time is allocated to the discretion of each teacher.
- Advisory time is used to work with students who have not met TMU or classroom standards.
- Our department follows the school attendance policy.
- Department resources are inventoried annually. Equipment and supplies are kept in the best of condition for the safety of students.

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



- As a department we have read professional development material. In 2010, we read *The Art and Science of Teaching* by Robert J. Marzano. In 2011, we are studying *Seven Strategies of Assessment for Learning* by Jan Chappuis.
- We devoted 15 to 20 minutes of department collaboration meetings to discuss the book and ways to implement the ideas into our teaching and our classrooms.
- We continually participate in district-wide professional development days and training done at our school, e.g., archery certification.
- Teachers have attended the annual UAPEHRD conferences to increase content knowledge.
- During the summer of 2011, we participated in the Alpine School District summer collaboration grant in which we accomplished the following: student assessments, common assessments, alignment of core curriculum into SMART goals, and yearly calendar of activities and events.

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

- The PE department offers extended help in the following areas:
- Teachers are available before and after school
- UCUTIPS website
- PE/Health department website
- Online textbook for Fitness for Life is available to students

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

- Students are tested through the UCUTIPS website for study guides, pre tests, unit tests and post tests.
- Students use the computer labs to write essays for each unit.
- Pedometers and heart rate monitors are used to set fitness goals and monitor cardiovascular improvement.
- Popular gaming systems are used to engage students in physical activity.
- Access to the computer lab is available until 4 pm daily.
- The student FitnessGram portal is available to the students to track fitness improvement.
- Cell phones, iPods, iPads and personal computers are used in class for review games, study guides and completing assessments.



PHYSICAL ED. AND HEALTH DEPARTMENT ANALYSIS

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

- 100% are certified in PE
- 100% of the department is certified in CPR and First Aid
- 100% of the department is certified in archery instruction
- 72% are Level II certified
- 43% have their master's degree

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

- Our department supports the school's attendance policy.
- The PE department's TMU requires students to have 80% attendance average, per quarter, which is higher than the school's requirement. Students who fall below the 80% requirement are provided with remediation time during advisory, or before and after school.
- 60% of a student's daily grade is based on participation.
- Students are provided an opportunity to make up class participation outside of school in a sport/fitness related activity.

Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
<ul style="list-style-type: none"> • #1 Professional staff with deep experience level. • #2 Wide variety of classes offered • #3 High level of collaboration among teachers 	<ul style="list-style-type: none"> • #1 Well disciplined classes in which very few students do not participate or pass. • #2 PE Skills, Fitness For Life, Lifetime Activities, Aerobics, Weight Training and Conditioning • #3 Common assessments developed in each class

PHYSICAL ED. AND HEALTH DEPARTMENT ANALYSIS



WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none">• #1 Enrichment activities for students who have mastered the material• #2 Cross-curricular collaboration• #3 Improved coordination of gym space and equipment use.	<ul style="list-style-type: none">• #1 Create lessons to enhance extended learning through the use of technology, independent study with evidence of participation• #2 Set up summer collaboration incentive plan to begin cross-curricular learning activities• #3 Create a Gmail calendar for each PE teacher to input and edit unit plans and equipment needs



1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

Filled with knowledge

- Our department consistently aligns our curriculum with that of the state core. We have strengthened our Professional Learning Community (PLC) by having a common curriculum and common assessments. We were awarded a summer grant to help us align ILO's more tightly between tiered groups.
- A variety of science elective courses are offered to engage student interest.

Engrained with skill

- Students are provided with opportunities to develop critical thinking skills that will benefit all aspects of their lives. Students use authentic data to apply the scientific method in real-life situations.
- We help students develop scientific literacy so they can survive in a technological world. Students are required to complete individual science projects.
- Students are given the opportunity to practice science skills.
- Skills are honed through laboratory experiences in all science courses.

Infused with creativity

- We have inquiry labs.
- Real-world problems are discussed in class with current content.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?

- We exceeded the state average in all CRT concepts for the year 2010-2011.

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

- We use both formative and summative assessment data. A variety of assessment strategies are used to determine student mastery.
- Quizzes are used for instant formative data of student understanding.
- UTIPS provides students with homework that has instant feedback.



SCIENCE DEPARTMENT ANALYSIS

- Skyward grade breakdown graphs are used to chart students' individual progress. See Figure 2.
- Gizmo, PHET, and other online interactive labs give students the opportunity to manipulate and interpret various types of data.
- COGNOS provides summative data of previous years' performance and gives insight about necessary shifts in focus for the coming year in order to improve student progress.
- Labs include performance assessments that show students' level of unit mastery.
- Common assessments are core driven and developed by PLC's.

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

- Chemistry and physics continually collaborate with the math department to align science and math classes to improve student understanding and performance.
- We collaborate among our own subgroups of different science specialties, so students develop and build upon transferable science skills each year.
- Weekly collaborative work is summarized and shared with the rest of the faculty.
- We received a summer grant to increase our collaboration time. We incorporated the ILO's in our instruction in a tiered fashion.
- We offer a Unified Studies program that integrates botany, zoology, photography, English and art.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- We continually provide differentiated instruction for students with different needs.
- We follow the school's LUX program, which provides class time for remediation.
- Tests, study guides, and assignments are modified to assist students.
- We collaborate with the Special Education Department to best meet the needs of students.
- We offer AP classes for students who are accelerated.
- We offer a variety of core and elective science classes to meet the needs of all students.
- Our department has two fluent Spanish speakers.



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 follow the school's Thunder Mastery program, using common assessments between like classes.
- Remediation time and LUX time is allotted to help students who need further assistance to reach mastery.
- We created and implemented Inter-disciplinary SMART goals.
- Our students pay a minimal lab fee. Funds are used to purchase lab materials (consumables, glass ware, etc.) that provide students with a better science experience.
- As a group, we are dedicated to bringing in more resources, such as additional science probes and a weather station that will improve the classroom learning environment.
- Our Mondays, PLC meetings are content driven.

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

- As a department we have been studying the *Seven Strategies of Assessment for Learning* to evaluate and improve our individual teaching and assessment strategies.
- We utilize common prep periods to create lesson plans, common assessments, and to evaluate data.
- Each year we attend the Utah Science Teacher's Association conference to get new ideas, learn about new technology, and build collaborative relationships with other schools.
- All AP teachers attended the College Board's Advanced Placement conference.
- District-provided collaboration days are used to observe how other teachers are instructing in their classrooms.
- Monday collaboration time is used to build inter-departmental alignment, evaluate sub-group data, and brainstorm new ideas.

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

- Students have access to teacher websites. Every teacher in our department has a website that includes assignments, study materials, and links to outside references useful for class.
- Youtube channels provide additional instruction time. Posting videos of in-class lectures allows students who were absent to learn, reference, or review content.
- Teacher email is used to communicate with students and parents who have a difficult time making it



SCIENCE DEPARTMENT ANALYSIS

to the school during teacher contract time.

- After-school tutoring is available in every classroom in the department.
- Three teachers in our department received UStar grant funds, which allow us to provide increased teacher-student face time.
- Additional inquiry opportunities are available through science fair participation.
- Online interactive labs are available for students who miss labs or class time.

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

- A variety of technology tools are used regularly in our department.
- A classroom set of laptop computers is used daily within our department to give students access to online learning tools.
- Vernier probes allow students to record and analyze real-time data to gain insight on scientific principles.
- Our department uses computers, projectors and a Promethean board.
- Tools used in our classes are varied, but include microscopes, scales, incubators, centrifuge, telescopes, and other science specific technology related to our individual courses.

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

- 100% of our staff is certified to teach their content area.
- 38% of our department has a master's degree.
- The remainder of our department is working towards obtaining a master's degree. Elective science credit offerings are reflective of individual teacher experience and interests.

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

- We are remediating students from previous quarters and years so that they can obtain the credit they need in order to graduate.
- Our department is actively working toward our SMART goals.
- As a department, we actively support the school's mastery program by using remediation time through a variety of pre-test preparation, post-test remediation time, and in-class work time.

SCIENCE DEPARTMENT ANALYSIS



Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
<ul style="list-style-type: none">• Collaboration within the department• High quality instruction• Prevalence of technology and hands-on experiences	<ul style="list-style-type: none">• Correlation of CRT data shows high interdepartmental collaboration (insert chart). Common assessments.• Scoring above district average on CRT's• Labs, Gizmos, Inquiry, use of computer carts, guest speakers, telescopes

WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none">• Analysis and use of data• Interdepartmental collaboration• We lack proficiency in challenging students who already know the material.	<ul style="list-style-type: none">• Use of Monday collaborative time to analyze data from common assessments.• Develop meeting time with teachers from other departments school wide.• Implement an after-school Science Club



1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

Filled with knowledge

- We design common mastery assessments built around the state core curriculum. These common mastery assessments are used to outline specific learning outcomes and prepare assignments, projects, and formative assessments.
- We offer additional levels of courses for students, including Honors Geography and World Civilization and a wide variety of AP courses- U.S. Government and Politics, U.S. History, World History, Psychology, Human Geography. In the future, we hope to offer additional courses such as Comparative Politics and Economics.
- We also offer electives that provide students the opportunity to delve deeper into particular topics and/or areas of study, such as Modern and Ancient World History, Current Issues, and Psychology.

Engrained with skill

- Students are taught writing, research, and higher-level thinking skills through essays, research projects, in-class discussions and debates. Such skills will be necessary to their success in future educational and occupational pursuits.

Infused with creativity

- Students are provided opportunities to engage their skill sets through a variety of projects, debates, skits, songs, posters, movies, and simulations.
- At the beginning of each school year, we establish curriculum maps with pacing guides for each course based on backward design and aligned with the state core. Teachers instructing the same courses ensure intradepartmental alignment.
- We establish SMART goals for each course, highlighting core completion and higher levels of understanding.
- We create common mastery assessments with the subject of each question aligned directly to state core standards.
- We establish vertical alignments with U.S. history teachers at our feeder school, Vista Heights Middle School.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?



SOCIAL STUDIES DEPARTMENT ANALYSIS

- At the beginning of the school year, we established curriculum maps with pacing guides for each course based on backward design aligned to the state core.
- We established SMART goals for each course, including goals for completion.
- We created common mastery assessments with each question aligned directly to state core standards.
- We established vertical alignments with U.S. History teachers at our feeder school, Vista Heights Middle School.

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

- We use common unit tests to analyze the effectiveness of instruction and student learning. We meet in our department meetings to analyze the data from those exams to improve teaching and assessments.
- We give daily quizzes or self-starters that assess the previous day's understanding.
- Our sub-departments create common projects with common rubrics.
- Students are taught to analyze political cartoons, propaganda, news articles, maps and charts, expanding their thinking and reasoning skills.

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

- Psychology creates application projects with science classes, including a dissection project. These projects allow students to practice the curriculum they study in class.
- U.S. History continually communicates with the English department seeking to align our schedules with the literature that they are reading in their classes. This enriches students' experiences in their history class by providing schema that enriches their reading experience and gives greater relevance to their history curriculum. One key example is providing a framework for World War II and the Holocaust before students read books such as *Night* by Elie Wiesel.
- Our collaboration with the science department has led to our department using more graphs, charts, and primary source analysis to help develop those skills for class and CRT preparation.
- Geography teachers have collaborated with Earth Systems teachers to emphasize curriculum covered both in the geography state core and the Earth Systems CRT.
- Classes such as U.S. History and Ancient World History work with English teachers to find material for research projects.



- Financial Literacy works with CTE teachers to share plans and lessons.
- AP social studies teachers communicate with AP teachers in other departments to plan and implement strategies to prepare students for the rigor of AP courses and tests.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- As a department, we continue to stress the importance of creating learning atmospheres in our classrooms that are conducive to all types of learners. To accomplish this goal we have determined three areas of focus for developing strategies. The first area of focus is diversity, the second area is differentiation, and the third area is assessment.
- As a department we understand that students learn in very different ways. To address this disparity between students, our department is committed to creating and sharing new strategies to meet the needs of diverse learners. Our department motto is “if we want our students to be creative, we need to be creative with them!”
- We understand that differentiated instruction is a powerful tool for including all types of learners. Some students (ESL, special education, gifted, etc.) will need more than generic lessons to become successful. Some of our strategies include:
 - Peer partnerships
 - Guided notes
 - Using sign language translators
 - Higher-level information
 - Varied testing methods
 - Cooperative learning groups
- For our department to grow and improve, we feel it is important to assess the effectiveness of our teaching strategies. We work as a team to assess what strategies work and what strategies need adjusting.

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 is committed to understanding and implementing Westlake High School’s educational agenda into our curriculum.
- All teachers in the department have updated manuals with school policies, procedures, and resources that are available at the school.
- Policies and procedures are continually reviewed by our department with the intent of using them as a guide for our classrooms.

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



SOCIAL STUDIES DEPARTMENT ANALYSIS

- As a department, we set goals for ourselves to attend a variety of professional development seminars to gather new information and tools, plan new activities, integrate more varied curriculum, and gain new strategies for improving student achievement and understanding.
- To deepen content knowledge, develop curriculum, and increase pass rates, AP teachers attend conferences on a regular basis.
- We share valuable information about educational programs and help each other find and register for these.
- We use the strategies from these professional development opportunities to improve teaching, create new activities, develop new assessment techniques for the purposes of improving student learning, better assessing their learning, and making their experience more meaningful and memorable.
- We discuss readings from *Seven Strategies of Assessment for Learning* by Jan Chappuis at weekly department meetings.

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

- Teachers are available before school, after school, and during lunch. Most of our teachers stay at the school before and after contract hours.
- 70% of our teachers maintain class websites that include assignments, notes, Powerpoints and support materials. We also allow access to taking tests, so teachers and students have immediate results and feedback on student progress.
- Our department met with the librarian and ordered materials specific to our content for students to access in order to expand or enhance their learning.
- Students have access to extra review materials to help deepen their learning and ensure their understanding of the subject matter.
- We have purchased textbooks with online access.
- The media center and computer labs are available to students before and after school.

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

- Students have access to a state of the art computer lab with access to the Internet before school, after school, and during school hours. Wi-Fi is also available to the students throughout the school.
- Our department has acquired its own set of two portable computer labs with 20 laptop computers each. The teachers have made these available to the students for various research activities and projects.
- Each teacher has an LCD projector and computer in their room that provides students with many op-



tions for technology-based projects, web based activities, and research projects.

- Students also have access to digital cameras and camcorders to enhance their opportunity to use technology. Teachers in our department have created projects to ensure the students become familiar with the use of this technology and can use their own creativity.
- 70% of teachers in our department maintain websites or blogs to incorporate technology into their daily curriculum, while communicating with students and parents.

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

- All teachers in the social studies department are licensed by the State of Utah to teach history or social studies. Four teachers hold secondary social studies composite certifications and six teachers hold secondary history certifications.
- One teacher in our department has 32 years of teaching experience, and another teacher in our department has 39 years of teaching experience. Our department has a total of 106 years of combined teaching experience.
- Four AP teachers in our department have attended AP conferences to deepen their knowledge of subject material, improve their teaching strategies, and increase their students' AP test pass rates.
- Some of our teachers that have participated in the TAH grant and Larry H. Miller's Driven to Teach. These programs provide materials, strategies and content which enhance student learning and experience.
- The Social Studies department is unique in that eight of our teachers coach sports at Westlake, three are advisors to the student body officers, and one teacher started a Model UN club at the school. Our teachers' involvement in extra curricular activities helps foster positive classroom environments and positive relationships with more students.

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

- Our current school improvement plan is to increase the graduation rate by 1%.
- The first step of the current school improvement plan is to utilize the Advisory schedule. Each teacher in the department uses the Advisory time to instruct students beyond the curriculum, review of information, and individually conference with students to assess needs and build individualized plans for success.
- The second step of the school improvement plan is to build unit mastery tests, including sliding scales for passing rates. Each teacher within the department has utilized collaboration time to revise unit tests and build common assessments. The department has also aligned their grade scales to match the school's sliding scale for pass rates.
- The third step in the school improvement plan addresses analyzing data from the previous school



SOCIAL STUDIES DEPARTMENT ANALYSIS

year, including CRT scores, AP scores and graduation rate. The department does not administer CRT exams but does offer multiple AP courses. Goals are set for AP pass rates and the department addresses remediation strategies for students who are not passing classes. Data from AP scores directs AP teachers on areas of needed improvement and specific testing skills to teach students taking AP courses.

- The fourth step in the school improvement plan is addressing students who are not earning credit. The department often collaborates regarding strategies for reaching the needs of individual students. The weekly department meetings address methods for assisting students considered at-risk.

Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
<ul style="list-style-type: none"> • #1 Diversity of course offerings including Advanced Placement (more than any other department in the school). • #2 Common Assessments • #3 Curriculum Mapping • #4 Student Interaction 	<ul style="list-style-type: none"> • #1 U.S. History, Government and Citizenship, World Civilizations, Geography, Ancient World History, Modern World History, Financial Literacy, Psychology, AP Psychology, AP Human Geography, AP US History, AP World History, AP Government and Politics, Honors Geography, and Current Issues. • #2 Subjects being taught by multiple teachers share common assessments to ensure all students are learning the same core. Data collected from common assessments also helps teachers collaborate on areas of concern. Students who have transferred from one teacher to another easily transition. • #3 Teachers map out their courses in collaboration with those teaching the same course. Curriculum mapping helps with pacing and guarantees complete coverage of the core. • #4 Teachers in our department are involved in many extracurricular activities (coaching, clubs, student council, advisory) which gives them greater opportunities for positive interaction with students both inside and outside of the classroom. A stronger relationship with the students has led to better performance in the classroom.

SOCIAL STUDIES DEPARTMENT ANALYSIS



WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none">• #1 Using data collected from common assessments• #2 Creating opportunities for increased depth of learning	<ul style="list-style-type: none">• #1 We have improved in collecting data from our assessments but now look to better use the data to analyze strengths and weaknesses in weekly collaboration meetings.• #2 We will provide students with advanced understanding the opportunity to study and research materials beyond the curriculum, including utilizing resources in the media center.



1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

- Department content is aligned with State Standards and Individualized Education Plans (IEP's) and knowledge gained is assessed by CRT scores, UAA, and measured against Special Education Progress-Monitoring tools, such as the Brigance Inventory, Curriculum based measurement, and curriculum based assessment.
- As part of the IEP process we are transition-oriented; we develop a plan to help the student access higher education, the workforce, or to live independently. These are life skills that we want every student to have before they leave Westlake High School.
- We hold students to high but achievable expectations in order for them to reach their personal goals and become leaders and model citizens in the community.
- Because of the characteristics of our learners, it is necessary to re-teach essential concepts; accordingly, as a staff we create new and energizing ways to teach the same materials. Because of this, students are exposed to a variety of instructional methods and learning styles.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?

The Special Education Department follows Alpine School District guidelines and State Core Curriculum in each subject taught, including language arts and mathematics. Through co-teaching and communication with core curriculum teachers, special educators are able to align the special education classroom content with that taught in the general education classrooms. The special education department provides quality instruction in accordance with state core curriculum and federal guidelines as appropriate. Courses are also adapted to meet specific needs of special education students being served by an IEP. We also use the expanded state core to align with Life Skills IEP goals according to student need.

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

Each student has an IEP, and it is a federal mandate that a student with an IEP must be formally assessed every 3 years. In addition, it is vital to constantly collect ongoing data and plan individual interventions; data-collecting tools include:

- Brigance Comprehensive Inventory of Basic Skills (Revised)
- Curriculum-Based Measurements and progress monitoring in Reading Oral Fluency, Written Expression, Mathematics Calculation and Reasoning, and Functional Skills
- Woodcock Johnson III Tests of Academic Achievement
- Common Assessments--Thunder Mastery Units (TMU's)
- Behavior Checklist
- I.Q. Tests and Adaptive Assessments administered by the school psychologist



SPECIAL EDUCATION DEPARTMENT ANALYSIS

- Parent and student interviews related to transition and career goals (MECA).

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

Because of the inclusionary philosophy at Westlake High School, it is crucial that the special education department collaborate with EVERY department. A typical student with an IEP at Westlake High School has 1 or 2 special education classes, and 6 or 7 general education classes, where the student receives accommodations.

- During Monday's Professional Learning Community (PLC) special educators meet with the language, science, and mathematics departments.
- At the start of each semester, and whenever we update a student's IEP, we notify all of the student's teachers of his/her accommodations and goals.
- We utilize para-educators in the student's general education setting to help with accommodations and to help the student access the general education curriculum.
- Tracking forms to monitor students' behavior and academic progress, are supported by the entire faculty.
- We also attend the following meetings within the professional learning community: beginning-of-the-year faculty training, focus groups, faculty council, accreditation meetings, and IEP meetings.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- Westlake High School offers 6 co-taught math classes and 5 small-group resource math classes.
- Westlake High School offers 6 co-taught English classes and 4 small-group resource English classes.
- Westlake High School offers 6 small-group resource reading classes.
- Westlake High School offers life skills classes with para-educator and peer tutor support; in addition, para-educator and peer tutor support is available in general education classes.
- Each special education teacher is assigned a caseload of students for whom they are responsible to develop and implement an IEP in each student's least-restrictive environment.
- The special education department has 6 para-educators and 1 transition specialist to help students access curriculum in their least-restrictive environment.
- Peer tutors are utilized to encourage special education students to associate with general education students, and vice-versa.



- Special education teachers work cooperatively with their co-teachers to develop, or modify, instruction and materials to meet the needs of all students in the class. This includes incorporating cooperative learning activities, developing alternative activities to reach multiple intelligences (oral presentations, PowerPoint presentations, pictorial representation of key ideas, creating movies, etc.), the use of grading rubrics and graphic organizers, and applying the concept of universal design to the classroom and instructional materials.
- Advisory time is built in to the last 15 minutes of class to have individual conferences with students where teacher and student can discuss and adjust learning to facilitate student progress.
- Special education students can participate in Westlake High School's Unified Studies Program, which provides specific course credits in an alternative classroom setting.

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 and procedures are aligned with those of the school as a whole.
- Grading is divided into two general categories: assignments and common assessments; Life Skills uses a Pass/Fail system.
- The department has implemented, as part of our SMART goal this year, a curriculum-based progress-monitoring data collection tool.
- Students must prove mastery of all core concepts in order to receive a passing grade. Those who fail to do so are assigned an "I" (incomplete) grade until mastery is achieved.
- Attendance School and make-up opportunities are provided for those students who have deficiencies in attendance. (Please refer to WHS Attendance Policy.)
- Advisory time specific to each class period.
- We have implemented a positive behavior support system (Genius Parties and Activities) that provides incentives for students who are earning credit and making progress toward their IEP goals; conversely, those students who are not earning credit receive additional advisory time and organizational lessons taught by the school psychologist.
- The special education department has 6 para-educators and 1 transition specialist to help facilitate students access curriculum in their least-restrictive environment.
- As far as resources for students, we have a full-time transition specialist. We also have student classroom computers, online textbooks, audio books, Edmodo, Gmail accounts and Google Docs, Elmo Document Cameras, SMART Boards, MECA, hands-on manipulatives, assistive technology, and community guest presenters who are regularly used in the classroom.

7. How does the department collaborate and engage in ongoing professional development growth



SPECIAL EDUCATION DEPARTMENT ANALYSIS

for the purpose of improving student performance?

- In 2011 we read *The Art and Science of Teaching* by Robert J. Marzano. We devoted 15-20 minutes during department collaboration meetings to discussing the book and ways to implement the ideas into our teaching.
- In 2012, as a department and faculty, we have read and studied Pearson's *Seven Strategies of Assessment for Learning*. We devoted 15-20 minutes during department collaboration meetings to discussing the book and ways to implement the ideas into our teaching.
- 3 special educators are actively engaged in a district SPED Literacy Cohort.
- 3 special educators are actively engaged in a district SPED Math Cohort.
- 3 special educators are actively engaged in a district New Teacher Cohort.
- 2 special educators are actively engaged in a district Life Skills Teacher Cohort.
- Each month we are trained in Proactive Measures by a district representative to increase compliance with district, state and federal policy.
- Special educators take on-going district professional development classes during the summer (goal banks and general education math common assessments, curriculum maps, and pacing guides.)

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

- The special education department supports the school's math lab; in addition, on A-Days, a special educator runs a separate math lab for students with IEP's.
- The special education department has an open-door policy for tutoring. Many students come in before and after school, and during lunch.
- Students are able to find further support through online forums specific to their class (edmodo.com, e-mail, and class websites).
- The special education department's para-educators are available to tutor and provide accommodations (such as reading tests aloud, acting as a scribe, etc.)

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

- One of our main objectives as a new school has been to utilize the technology available to us. The special education department has access to a mobile computer lab. We have iPads, iPods, Flip Video, ELMO's, and Smart Boards.
- We encourage our students to use technology in their projects and presentations, including unique Web 2.0 applications. Our students have completed projects and presentations using Prezi, Tumblr, blogs, Google Docs (and other back channel collaborative forums), Voice Thread, Animoto, and Poll Everywhere.
- We frequently incorporate visual and audio elements, such as video clips, PowerPoint, and music



with projectors, digital cameras, Flip video, voice recorders, SMART Board, sound systems, Clicker 5, Boardmaker, Notebook, My Own Bookshelf, Geometry Sketchpad and Elmo document cameras into our lesson plans.

- We create assignments that allow students to demonstrate their learning with technology. The use of technology is meant to show mastery of concepts in real-world contexts.
- We use technology to provide extensions and application activities to our lesson plans.
- Students are also taught how to use technology, which is an essential life skill.
- All students have access to online editions of our classroom textbooks.
- Technology is used with individuals to strengthen IEP goals and provide practice time.

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

- 100% of department members are licensed by the State of Utah to teach special education.
- 71% of our department is Level II endorsed, and 29% of our department is Level I endorsed.
- 14% of our department has their master's degree. 14% of our department is currently working on their master's degree.
- 50% of our department members have multiple certifications, including physical education, elementary education, administration, and math.
- Our department is made up of 57% first- through third-year teachers who bring new strategies and perspectives to teaching.

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

- Our department supports Westlake High School's attendance policy by keeping attendance accurate, working with students with excessive attendance issues and providing feedback to parents and administration.
- We support our school's policy on unit mastery tests by weighting our grades accordingly.
- We see a need to continue to help our students improve their CRT scores.
- Advisory has been implemented to help students remediate. Weekly at-risk meetings of students are held to track their academics and attendance; attendees include an administrator, school psychologist and general education teachers as needed.
- We hold "Genius Parties" twice a term to encourage students to have good grades and turn in their assignments. Students with good grades attend the party while students who do not meet grade re-



SPECIAL EDUCATION DEPARTMENT ANALYSIS

quirements, then get specialized instruction during that time.

- As a department, we use PM Focus (Progress Monitoring) and CBM to keep track of individual student progress on goals and display data visually. We can use these graphs in meetings and at conferences to show parents the progress of their student. The data is used to help evaluate the success of the student’s current accommodations and to decide what core goals are being met and which goals need remediation.

Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
<ul style="list-style-type: none"> • We are compliant with all State and Federal Rules pertaining to the IEP. • Collaboration within our department, with other departments, with the District, and business partners. • Use of and implementation of technology • Committed to help ALL students succeed 	<ul style="list-style-type: none"> • We received 9 out of 10 as a district from our State Audit regarding federal compliance and state statutes. • We attend science, math, and English Monday PLC meetings. We have a weekly Wednesday special education team meeting at 7:00 AM; the District sends a representative once a month to this meeting. With business partners we do enclaves. We work with higher education (universities and trade schools) to help our students transition. We attend Literacy Cohort, New Teacher Cohorts, Life Skills Cohort, and Math Cohort. • We frequently incorporate visual and audio elements, such as video clips, PowerPoint, and music with projectors, digital cameras, voice recorders, SMART Board, sound systems, Clicker 5, Board-maker, Notebook, My Own Bookshelf, Geometry Sketchpad and Elmo document cameras. • IEPs focus on academics and transition skills and goals.

SPECIAL EDUCATION DEPARTMENT ANALYSIS



WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none">• Lack of TMU's• Lack of access, at times, to computers and printers• Need to be more proactive in general education settings	<ul style="list-style-type: none">• Create TMU's for special education classes.• Create small, permanent computer lab (2-5 computers) in each classroom; possible second mobile lab, possibly have a special education-only copier and shredder.• More initial dialogue and training with general education teachers, we need to focus on additional departments.



1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

- Department content is aligned with the Utah state core standards for Secondary Visual Arts and knowledge gained is assessed through CTE Test Scores and AP pass rates.
- Common assessments (district and department wide) and TMU pass rates are used to test student knowledge and skill in the classroom.
- We focus on higher-order thinking skills involved in creative thinking through critiquing professional artwork, inviting local artists to discuss the creative process, and semi-annual field trips.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?

- The state core is used as a base for planning, implementing, and assessing student artwork.
- Lesson plan objectives are aligned with state core.
- In 2010-2011 during weekly departmental meetings, we analyzed the state core and interpreted critical concepts.

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

- Our department uses a variety of assessment tools.
- Formative assessments include peer evaluations, checking for understanding, and process critique.
- Summative assessments include department and district aligned rubrics, formal performance critiques, self-evaluations, and portfolio reviews.
- We use graphs and tables (data) based on assessment results to evaluate best teaching practices.
- Students receive outside evaluations by entering juried art shows such as the semi-annual school art show, district art show, and Utah All-State Art Show at the Springville Museum of Art.
- Westlake High School Fall Art Show 2009
- Westlake High School Spring Art Show 2010
- Westlake High School Fall Art Show 2010
- Westlake High School Spring Show 2011



VISUAL ARTS DEPARTMENT ANALYSIS

- Alpine School District Art Show 2010
- Utah Art Show at Springville Museum of Art

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

- Visual arts teachers collaborate monthly with CTE teachers.
- We attend monthly collaboration with both CTE and visual arts. We have improved our attendance from 2009-2010.
- As a department, we submitted a proposal to attend UAEA's winter conference.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- The visual arts department classes have approximately 15% of students with accommodations.
- We modify assignments and delivery, extend deadlines, scaffold instruction, and use peer tutors in the classroom.
- We attend IEP (Individual Education Plan) meetings.
- Gifted and Talented students are offered telescoping and enrichment activities.
- Gifted and Talented students are highly encouraged to take AP art classes.

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

- Advisory time allocated to the discretion of each individual teacher.
- Advisory time is used to work with students who have fallen behind.
- Our department strictly adheres to the school's attendance policy.
- Use of resources includes student materials and supplies, upgrading of vital equipment, and increasing technology.

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

- Digital Photography and Commercial Art teachers attend the summer and winter CTE conferences (Johnson and Mills, 2009-2011).



- Visual arts participates in district-wide professional development days.
- Teachers are currently completing master's degrees and special endorsements (Jorgenson, MA 2010, Johnson, MA, current, Mills, gifted/talented endorsement, 2011, Mills, TELL, current, Mills, WIDA, current)
- In 2010-2011, we read and discussed *The Art and Science of Teaching* by Robert J. Marzano.
- We are currently reading *Seven Strategies of Assessment for Learning* by Jan Chappuis

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

- We have department websites: www.simplifiedart.com and http://web.me.com/auenland/digital_photography.
- Teachers are available in classrooms before and after school.
- Students receive information regarding outside course work opportunities such as community art classes through UVU, Visual Arts Institute in Sandy, and the Bridge in Provo.

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

- The art department has a fully functioning Mac lab exclusively for art students.
- We have access to the PC lab until 3:30pm.
- We have new digital cameras and dark room technology.

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

- All teachers are Level II certified.
- All teachers are certified in their content area.
- As of 2010, two of our teachers have their master's degree. Three out of five teachers have or are working on their master's degree in 2011.

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

- We are taking steps to improve attendance by building scores into attendance and class participation.
- Implementing Thunder Mastery Unit Tests (TMU's) has increased student completion of homework and assignments.
- Pass rates have increased among visual art classes.



VISUAL ARTS DEPARTMENT ANALYSIS

Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
<ul style="list-style-type: none"> • #1 Highly trained art faculty and working artists • #2 Wide variety of class offerings • #3 High level of collaboration among teachers 	<ul style="list-style-type: none"> • #1 Master’s degrees, industry experience, and ongoing professional development • #2 Added AP 3D in 2011-2012. Other course offerings: Art II Foundations, Drawing I, Drawing II, Photo I, Photo II, Ceramics I, Ceramics II, Commercial Art, Painting, AP Drawing, AP 2-D. • #3 Weekly team meetings and monthly district meetings as well as daily communication among faculty.

WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none"> • #1 Cross-curricular collaboration • #2 Student involvement in art shows outside of school • #3 CTE Skills testing pass rates 	<ul style="list-style-type: none"> • #1 Update 2011: Improvement through monthly curriculum team development • #2 Informational monthly newsletter and promotion of involvement with high level students beginning 2012-13 school year • #2 Update 2011: Add bulletin boards with lists of art shows • #2 Update 2011: Improve participation in Utah All-State Show (Springville Museum) student art work to be kept until the conclusion of course to ensure best work is being submitted • #3 SMART Goal to increase pass rate by 5% through multi-teacher collaboration for each unit



1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?

A graduate of WHS will be charged with knowledge, ingrained with skill and infused with creativity.

- The Westlake High School World Languages Department focuses upon the Utah State World Languages Core Curriculum with the 5 C's of language acquisition:
 - The first C is 'Communication' in languages other than English and is the primary focus of our department.
 - The second C is for gaining knowledge and understanding about other 'Cultures'.
 - The third C is for 'Connecting' with other disciplines and acquiring information.
 - The fourth C is for 'Comparisons' by developing insight into the nature of language and culture.
 - The fifth C is for participating in multilingual 'Communities' at home and around the world.
- By definition, we aim to teach the KNOWLEDGE and SKILLS necessary for the successful interaction and 'Communication' with people from 'Cultures' around the world. Learning to speak a foreign language epitomizes the type of knowledge and skill desired of a Westlake High School student.
- Finally, one of the real strengths of our department is the CREATIVE manner in which we engage students in the learning process. Every teacher in our department uses a wide variety of creative and fun activities to help language acquisition and retention and to insure participation.
- Essentially, all that we do is teach and practice KNOWLEDGE and SKILL and we do it in a very CREATIVE and interactive ways.

2. How does each course offering align with the State's Core Curriculum, which prescribes content and course-specific intended learning outcomes?

- As previous stated, all Westlake World Languages course content is derived from the Utah State World Languages Core Curriculum.
- Our department has a primary focus on the first standard which is the knowledge and skill necessary to Communicate in the target language.
- We also incorporate the other 4 standards into every unit.
- All summative unit exams, units, formative assessments and lesson plans focus upon teaching the students to learn to speak, listen, read and write in the target language.

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

- Our department utilizes daily quizzes as summative and formative assessments of student learning.
- Our department uses rubrics, oral responses, unit examinations, and a very large variety of in and out of class assignments and activities to track student learning.



WORLD LANGUAGES DEPARTMENT ANALYSIS

- Our teacher's regularly interact with all students in the target language as a mode of formative assessment.
- Our department will make daily adjustments to their lesson and curriculum plans depending upon student learning and comprehension.
- Our department uses Rosetta Stone Language Acquisition software as a tool measuring practice and one on one engagement in the target language. The software enables each instructor to track every student's participation and learning accomplishments. The students in our department will use nearly 15,000 hours of one on one language interaction over the 2010-2011 school year. We were informed by the Rosetta Stone Corporation that our students, per student, have completed more time utilizing the software than any other school in Utah.

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

- The Westlake World Language Department has occasionally collaborated with the Social Science Department regarding studies about the other world cultures.
- The French classes work with the foods classes at least 5 times a year to create authentic cuisine. The World Language Department sponsors an international food day for the school and presents an international holiday sing-in in the target languages in the commons area.
- Our department has thematic units related to math, language arts and social studies.

5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- The Westlake World Languages Department is a place of opportunity for ESL students.
- Nearly one third of the students in the Spanish AP program are heritage speakers.
- The department provides Rosetta Stone Software for the entire school population including all ESL students, gifted and talented learners and Special Education students.
- The department offers Concurrent Enrollment and Advanced Placement classes for advanced and gifted learners.
- Students representing every ethnic group and academic level take classes in the World Languages Department.
- Teachers provide weekly remediation time and extra-curricular remediation opportunities for All students in need.
- Special needs students participate in each language taught at Westlake.



• Westlake currently offers Spanish, German, French as well as ASL and will add Chinese beginning 2012-13 school year.

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 Westlake World Languages Department has been very fortunate to pioneer the use of a site license for Rosetta Stone, the leading language acquisition software in the world.
- Our department has a policy requiring students to participate in the Rosetta Software program.
- We are able to track each student's participation and level of comprehension.
- The department has an allotted mini-lab of laptop computers in use almost daily.
- The department utilizes many forms of advanced technology including but not limited to:
 - Class Websites
 - Listening Comprehension Websites
 - Video Cameras
 - Video Projectors
 - Audio Sound Systems
 - Online Dictionaries and Sources of Literature
 - Interactive Media
- Our department regularly uses allotted Text Books as an organizing tool and resource.
- All of these resources and more are used in obtaining the Skills and Knowledge necessary to enable Communication in the target language and much of it is done in a Creative, interactive and exciting manner.
- We share best practices and lesson and unit ideas that capture student imaginations and encourage learning.
- Most importantly, our department uses a very large variety of lessons and activities to encourage and increase student participation.

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

- The Westlake World Languages Department engages in a wide variety of professional development opportunities.
- The department meets weekly to focus on the four essential questions of student learning (What are the students supposed to know?, How are we going to know if they have learned it?, What are we going to do if they have not learned it?, and What do we do for those who already get it?)



WORLD LANGUAGES DEPARTMENT ANALYSIS

- Department members are involved with the UDCA (Utah Debate Coaches Association, UFLA (Utah Foreign Language Association) and have attended many conferences and training activities.
- The department has researched the works of a number of education experts including texts from Marzano, Stiggins, Gardner, Palmer, and Blaine Ray.
- Each teacher in the department is or has been very recently enrolled in post-graduate or teacher education college programs and continues to seek out high levels of education.
- All members regularly participate in school and district professional development learning opportunities.
- Two department members serve on the Alpine School District World Languages Professional Development Leadership Committee.

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

- As previously mentioned, every student has access to Rosetta Stone Software from home or any other location with internet access.
- Teachers provide websites with lesson and instructional materials.
- Students have been shown and taught about many additional internet resources.
- Teachers are available daily before and after school for individual remediation and instruction time.

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

- As mentioned several times already, the Westlake World Languages has a special focus upon using advanced technology as a very useful tool along with traditional teaching methods.
- Technology is used in every world language classroom nearly every single day and students have direct access to technology improving their ability to learn the target language.

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

- 100% of the World Languages teachers are certified in their target language.
- 60% are Level II Certified.
- 60% have their Master's Degree or equivalent and the remaining are pursuing advanced degrees.
- Every language course offered is near or above capacity.
- The World Languages Department teaches nearly 50% of the Westlake student population.

WORLD LANGUAGES DEPARTMENT ANALYSIS



- Teachers in our department also are certified to teach English, ESL, social studies, debate, drivers ed., cheer, and coach baseball and basketball.

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

- We use Smart Goals to enhance student learning and improve educational outcomes.
- Goals include achieving 15,000 hours of Rosetta Stone Software and creating year long curriculum derived from the Utah State World Languages Standards.
- We support the Desired Results of Student Learning (DRSLs) by Creatively helping students obtain the Knowledge and Skills necessary to Communicate and interact with other Cultures in foreign languages.
- We fully support the school's mission statement of Lux et Virtus by promoting student success and in preparation to be contributing citizens to our democracy.
- The Westlake World Languages Department is committed to collaborating in professional development communities around the school to improve student achievement.

Departments Areas of Strength and Recommendations for Growth

STRENGTHS	EVIDENCE
<ul style="list-style-type: none">• The World Language Department collaborates effectively every week in productive and useful sessions• The members of the department are all certified and trained in their target languages and subjects and continue to further their education.• Our students are succeeding in learning target languages and our department is playing a very important role at Westlake High.	<ul style="list-style-type: none">• The meetings have been held and summarized via weekly minutes.• We all have appropriate licenses, certificates and education.• Westlake Students will use 15,000 hours of Rosetta Stone software and we teach more than 1,000 students (nearly 50%) in 27 sections of language classes with an average enrollment of more than 35.



WORLD LANGUAGES DEPARTMENT ANALYSIS

WEAKNESSES	SOLUTIONS
<ul style="list-style-type: none">• Our department could do a much better job collaborating with other departments and curriculums from across the school.• Our department could do a better job at horizontally aligning our curriculum so that we are all on the same page at a given point of time.• Our department could better utilize data on individual students to promote student achievement on an academic level.	<ul style="list-style-type: none">• It would be useful to organize some professional development time with other departments.• It is already one of our SMART goals to create year long unit outlines derived from the standard and in conjunction with the DRSLs. We hope to have this accomplished by early next fall 2012.• Develop a series of both formative and summative assessments that enable the department to look at individual achievements and struggles. (This relates to the SMART goal mentioned above.)

FOCUS GROUPS OVERVIEW

Focus Groups were an essential part of Westlake High School's self-evaluation process. Stakeholders representing the faculty, staff, parents, students, and community members used the NSSE Rubrics for Instructional and Organizational Effectiveness to consider research-based principles and indicators of quality schools. Each group carefully studied its Focus Group principles, evaluating their the effectiveness and assigning a score to each one. The seven Focus Group categories were Curriculum Development, Instructional Strategies, Assessment of Student Learning, Educational Agenda: Vision, Beliefs, Mission and Goals, Leadership for School Improvement, Community Building, and Culture of Continuous Improvement and Learning.

Each focus group was comprised of multiple stakeholders, including administrators, teachers, staff members, and parent and student volunteers who participated in every focus group.

During our Focus Group sessions, members became familiarized with the NSSE rubrics, discussed each principle and evaluated available data. They shared ideas from their own viewpoints and experience. Lively discussions occurred as students, parents, and teachers exchanged ideas.

A couple of challenges surfaced as we went through this process: recruiting stakeholders from all areas, and accommodating for their schedules. Also, being a new school, we didn't have much available data to draw upon.





Group Members:

Chair: Adam Bennion (SCI)
Rebecca Allred (SOC)
Don Bastian (SCI)
Cody Burdett (CTE)
Kevin Clay (OFFICE)
Maureen Hatch (PERF)
Jared Huff (MATH)
Brandon Jackson (SPEC)
Shannon Lees (MATH)
Craig McAfee (CTE)
Caleb Miller (COUN)
Mike Mills (VIS)
Fred Openshaw (ADM)
Linda Pickering (COUN)
Asenath Rallison (ENG)
Brittany Urness (SOC)
Mike Yocom (MATH)
John Farrer (PARENT)
Karen Finley (PARENT)
Amy Shaweo (PARENT)
Grant Esser (STUDENT)
Justin Farrer (STUDENT)
Alex Mortensen (STUDENT)

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

Focus group's ranking of WHS for principle 1: **3.2**

Evidence:

- Assessments in the school are centered on the CRT standards as outlined in the state core curriculum. This provides a clear definition of the type of achievement to be assessed.
- Math and Science departments use common assessments within the different focuses/subjects. Units are developed by backwards design to ensure assessment methods match the class instruction.
- English Department uses common testing rubrics although each class may be studying a different novel. These rubrics are developed by their professional learning community.
- The school has a common student mastery program employed in each class to ensure understanding of a topic is obtained.



QUALITY ASSESSMENT SYSTEMS

- Teachers throughout the school are still developing models and exemplars so parents and students know what good performance is.
- Departments can provide examples of common assessments and rubrics upon request.

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

Focus group's ranking of WHS for principle 2: 3

Evidence:

- Thunder Mastery Tests (TMUs) are developed by departments to ensure that there is consistency in each grade level of the material tested. These common assessments are developed through collaborative processes unique to each department.
- Thunder Mastery Unit tests are used by every teacher at Westlake, and are based on the Utah State Subject Core. If students do not show mastery, teachers have a unique plan to remediate students.
- In our Westlake handbook and in each teacher's disclosure document the purpose and process of TMUs are clearly defined. Teachers also communicate with students and parents directly to make sure the purpose of each assessment is understood.
- The results of assessments are clearly communicated with parents and guardians by teachers updating their grades weekly, failure notices and report cards being sent home and direct communication (phone, email) with parents and guardians.

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

Focus group's ranking of WHS for principle 3: 3.7

Evidence:

- In weekly Professional Learning Communities (PLCs), teachers develop and/or revise common assessments (Thunder Mastery Unit Tests) for each subject, which are aligned to the Utah Core Curriculum and based on instructional methods.
- Teachers utilize backward design to create specific assessments based on desired learning outcomes.
- Classroom instruction closely follows these desired learning outcomes, and classroom learning activities involve a variety of methods to reach these goals and to allow students to perform and think at each level of Bloom's taxonomy.
- Teachers use the levels of expected student cognition provided by the state core to design assess-



ments that test various levels of student understanding.

- A variety of both formative and summative assessments are given to reflect mastery of intended learning outcomes and to give real-world opportunities for our students to display their skills, including:
 - hands-on assessments
 - labs
 - portfolio-driven assessments
 - performance-based assessments
 - ucutips
 - written assessments
 - rubric-based projects and assignments
 - standardized format quizzes and tests.

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 generalizable results.

Focus group's ranking of WHS for principle 4: 3.5

Evidence:

- The TMU system requires students to complete and pass 60% of classroom participation, homework and classwork before Unit Tests can be taken. The unit tests are designated as Thunder Mastery Units (TMU.) Mastery for a unit is obtained when a student has earned % 160 between coursework and the assessment. The purpose of the TMU is to ensure that students learn state core materials.
- Students are assessed up to three times a quarter using a variety of methods to prove mastery.
- Our school departments are Professional Learning Communities. They work together to use common assessments and unit plans to create a unified assessment matrix. Rubrics are used to give students a good understanding of teacher and course expectations.

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

Focus group's ranking of WHS for principle 5: 3.1

Evidence:

- 100% of our teachers use a variety of testing methods (i.e. portfolios, projects, quizzes, tests, presentations, and essays) to maintain a fair and equitable assessment practices.
- Teachers, counselors, and administrators work closely with special educators to ensure accommodations are met during assessments.



QUALITY ASSESSMENT SYSTEMS

- The TMU (Thunder Mastery Unit) system allows students to show mastery through remediation and reassessment. This system inherently has no bias because all students are required to perform to the same standard to achieve mastery.
- The following data shows there is little discrepancy between male and female performance in the school.

Areas of Strength:

1. As a school, we are willing to adapt our assessment policies to student needs.
2. The purpose of assessments is communicated in a variety of ways to parents and students through the school website, the student handbook, teacher's disclosure documents, and teacher instruction.
3. Our school's strengths include the high quality of our teacher's professional backgrounds and practices.
4. The school's professional learning communities provide an environment where teachers collaborate and create common assessments and units aligned with the state core.
5. There is a wide variety of methods of assessments (both formative and summative) used to reflect intended performance standards.
6. Teachers, counselors, and administrators work closely with special educators to ensure accommodations are met during assessments.

Recommendations for Growth:

1. A process needs to be developed to guarantee students understand the content and the purpose of the assessment, and how the results can be used to improve their learning.
2. Teachers will provide models and exemplars of what good performance looks like for students and parents.
3. Our school will better inform parents on the rigor/benefits of assessments dependent on the class type (AP, Honors, vs regular).
4. Our school will incorporate more formative assessments as a part of the assessment portfolio.
5. Teachers need to work to review testing results to analyze the reliability and validity of each assessment given.



Group Members:

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Aaron Robison (PE)
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Chris Kirkham (PARENT)
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Alayna Malloary (STUDENT)
Megan Shurman (STUDENT)

**Principle 1: Fosters community-building conditions and working relationships within the school.
Clubs and programs, Service Rendered by Clubs and Programs, Recognition for Success**

Focus group's ranking of WHS for principle 1: **3**

Evidence:

Clubs and Programs:

- Students at Westlake High School have the opportunity to be involved in many clubs and organizations that enhance their academic and extracurricular success. Because of the variety of clubs and organizations, all students can find a place where they can get involved.
 - 35 different Clubs/Organizations
 - 19 different Athletic teams

Service Rendered by Clubs and Programs:

- Community Service is an integral part of the Westlake Student Body, with Clubs and Teams participating in a variety of activities.
 - Drill



COMMUNITY BUILDING

- Cleaning parks
- Sewing
 - Made dolls for Primary Children's
- French Club
 - Cleaned the school
- Volleyball
 - Breast cancer awareness fundraiser; raised over \$1000
- Band
 - Swamp Clean up-New Orleans
- Ballroom
 - Performed at two rest homes
 - Community Fund Raiser in Parawon
 - Service project in Bryce Canyon
- Football
 - Sandbagged flooded houses
- National Honor Society
 - Volunteered at an animal rescue center in Eagle Mountain
 - Visited a rest home and provided a musical program
 - Made centerpieces to donate to another rest home
 - Volunteered at the Utah Food Bank
 - Made baby hats to donate to a hospital
 - Wrote thank you letters to veterans
 - And, we're currently raising money for a microloan to help entrepreneurs
- Clothing 1 & 2
 - Created 125 Santas for Festival of Trees
- Student Council
 - Canned food drive
 - Cleaned school grounds
 - Raised money for Taylor Davis who has cancer
 - Raised money for Utah County homeless shelters
 - Served at retirement centers
 - Raised money for the family who lost their mother and 2 children from Eagle Mountain
 - Organized blood drives for the school
 - Wrote letters and made care packages for soldiers serving outside the United States from Saratoga Springs and Eagle Mountain
 - Helped Keifer's Memorial Debate Tournament
 - Served at the Ranches Golf Course
 - Participated in Polar Plunge for Saratoga Springs Police Department



- Helped with the 2012 Education Expo
- Helped host Career Day at Westlake High School

- Boys Basketball
 - Helped families move

- Life Skills
 - Made and donated a quilt to the Road House

- Foods
 - Participated in The Great American Bake Sale

- FCCLA
 - Raised over \$2000 for families in the community for Christmas

- Recognition for Success:

- Westlake High School has many avenues of recognizing Faculty/Staff and the Student Body
 - Lightning Strike of the week 1 student selected
 - Thunder Bolt Counseling award weekly-3 Faculty
 - Keys to Success
 - Approx. 400 Seniors receive awards each year
 - Approx. 300 students are recognized for Honor Roll 3 times per year. (4th qtr in the paper)
 - Thor Award- Monthly outstanding Faculty/Staff employee.
 - Faculty/Staff recognize via e-mail of currently yearly events.
 - Year End Summary of Success
 - Club/Team end of season banquet/awards

Areas that Need Improvement:

- Thunder Mastery Unit
- Needs clarification in meeting standards for each department.
- Communicate baseline understanding as a community.
- Consistency
- Create a more positive relationship through communication
 - All faculty/staff to respond in a more timely manner to inquiries.
- Improve Support in Collaborative/interdependent teams.
 - More Administration visibility/involvement
 - Knowledge of Calendars of independent clubs, activities or events
 - Faculty/Staff to look at Weekly Bulletin to School Community
- Clearly define school goals
- Recognition of Weekly/Monthly awards more visible.

Principle #2: Extends the school community through collaborative networks of support for student learning. Parent partnerships, School Newsletter and Media, Relationships with Colleges, Universities



COMMUNITY BUILDING

and Military, Community Guest Involvement, Feeder Schools

Focus group's ranking of WHS for principle 2: **3.5**

• We feel we have many activities, networks and community involvement for a young school. We would like to take what we already have and make it better and stronger.

Evidence:

- Parental Partnerships:
 - Currently parents are patrolling the hallways before school and during lunches in an effort to enforce dress code and clean language, as per the decision of the community council. Parents primarily make up our athletic, drama and fine arts booster organizations helping to regulate rules and procedures, raise funds, support student and coaches or directors and the running of events. Teachers communicate with parents via email and class websites mostly. Most do not utilize parent help inside the classroom. The following are events sponsored by WHS for parent/student education:
 - Skyward Training 4 per year
 - Scholarship training 6 per year
 - Parent Teacher Conference 4 per year
 - Financial Aid Training, Back to school night, Parent Education Night, Multi-Cultural Night, Career Night each 1 per year
- School newsletter and media:
 - Westlake High School uses social networking sites, school newsletters email, and text messaging to communicate with the parents and people of the community.
 - School Newsletter is sent out to parents
 - Text messaging is sent out to parents
 - Westlake Website <http://www.westlake.alpinedistrict.org>
 - Westlake Facebook page
 - Westlake Twitter
 - Clubs/Organizations with Facebook pages
 - Teacher Websites: 43 Total Teachers
- Relationships with Colleges, Universities, Military:
 - College, Universities: College Day yearly with all Utah State Universities for all Seniors and parents; yearly conferences and campus visits for counselors at individual college campuses; lunch and greet visits from Universities throughout the year; financial aid night and scholarship night provided by college campus ambassadors; multicultural college days for multicultural students; music department and fine arts departments participates in music, drama and dance festivals at local college campuses; students participate in science, engineering and math conferences at local college campuses
 - Military: all branches of service take turns with weekly lunch and greets (Tues., Wed., Thurs.); mili-



tary branches meet with counseling department on a yearly basis to provide counseling with the latest recruitment information

- Community Guest Involvement:

- Westlake High School has constant community involvement throughout the year with local businesses as well as large business chains.
- Over 25 teachers have guest speakers visit their classes/teams/organizations throughout the year.
- We have between 25-30 businesses that sponsor our school's teams and organizations both through financial support and physical representation.
- Local businesses are invited to lunchtime activities, pep rallies and assemblies
- Military representatives come during lunch to speak with students about future possibilities in different branches

- Feeder School:

- Westlake High School has more feeder schools than any other secondary school in Alpine School District. Currently Westlake has 12 total feeder schools, 11 elementary schools and Vista Heights Junior High School. Additionally one Junior High is currently under construction.

- P.E. Departments collaborate so all fitness principles and other PE principles are being taught 7th-10th grade

- Music departments are at the Jr. High daily
- Art department meets quarterly with Jr. High department

- Performing Arts have set up feeder programs to implement their practices and procedures for future students

- Football, Track & Field, Girls and Boys Basketball, Baseball, Softball, Wrestling, Drill (among others) have set up youth programs and program standards to be implemented from a young age

- Cheer and Dance Company have clinics quarterly

- The Jr. High comes to Westlake yearly to visit and learn about clubs, programs and other organizations



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Kami Romie (PARENT)
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Mary Gilson (STUDENT)
Sarah Holley (STUDENT)
Sadie Monson (STUDENT)
Cameron Romie (STUDENT)

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

Focus group's ranking of WHS for principle 1: 3.5

Evidence:

- *Our school's organizational system and culture stress the commitment to continuous improvement and provide strong support for school improvement and professional development.*
- On these points, we rated our school a 4. The reasons for this include:
 - Our Professional learning Communities have purpose. Administration attends the meetings to oversee their effectiveness and answer questions. Every department reports on what was discussed/learned to hold themselves accountable. We have seen that this saves us from wasting time and keeps



CULTURE OF CONTINUOUS IMPROVEMENT AND LEARNING

us moving forward as educators.

- 82% of staff polled said that they have attended professional development meetings aside from those offered on minimal days. Our administration, understanding the need for outside improvement, pays for substitutes to allow teachers to attend these outside conferences and cohorts (including AP, literacy, new teacher, state accreditation, and autism conferences, and SPED math, SPED reading, new teacher literacy, iPad pilot, literacy, and life skills cohorts).

- Not all districts or schools offer collaboration time. Our district believes strongly that collaboration time offers our best opportunity to improve and get needed support.

- *Our professional development staff programs focus directly on the knowledge and skills required to fulfill the performance expectations of their roles and to contribute to the achievement of the school's goals for improvement. Validated, research-based principles of high-performing schools serve as the primary focus of the content of professional development programs.*

- On these points, we rated our school a 3. The reasons for this include:

- Our curriculum and testing is based on research from high-performing schools. Our school operates using a concept known as a Thunder Mastery Unit (TMU). The purpose of TMU's is for students to show mastery on complete units of concepts they are learning in class. Mastery may include assignments, projects, quizzes, participation and assessments. Students must "master" the concepts or unit before they can pass that class. The TMU allows them to revisit those concepts they may have a problem with until they reach mastery. This TMU program is based on other high-performing schools' assessment system.

- The last two years, every staff member has been given a book to guide their study and collaboration throughout the year (The Art and Science of Teaching [Marzano] and Seven Strategies of Assessment for Learning [Chappuis]). These two books were designed to help us confront the four essential questions facing all educators: What do we expect students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? Reading through the books and discussing them as departments focused our attention on students' learning and effective practices.

- The Math, English, and SPED departments have attended or will attend common core academies and the expanded core meeting in an effort to prepare for the upcoming core switch and allow the teachers to seamlessly move into teaching with the new focuses.

- *Our professional development programs are designed to facilitate the acquisition of new knowledge and skills by all staff. Extensive follow-up support, coaching, and collegial planning time is provided.*

- On these points, we rated our school a 3.5. The reasons for this include:

- At our department collaboration meetings, we break into groups to coach, support, and plan. In these groups we plan curriculum and assessments, share effective ideas, and align our instruction from grade to grade. As previously mentioned, many teachers attend outside conferences and cohorts as a way to



acquire new knowledge and discover new practices and effective activities. Many of these conferences have yielded highly successful classroom curriculum ideas (Fantastic Fifty Challenge, reverse classroom, podcasts, etc.).

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

Focus group's ranking of WHS for principle 2: 3.3

Evidence:

- *Westlake High fosters communication between parents and students when changes are implemented in the school.*
- We rated ourselves a 2.5 for the following reasons:
 - Department Chairs meet with staff on early out Mondays implemented (2010-2011) to collaborate on classroom issues, professional development, and how to communicate with parents and stakeholders through class websites, blogs, and wikis. Other professional development opportunities at Westlake are AP Institutes and Conferences, UVU professional development for concurrent enrollment instructors, administrative conferences, UCTE, Larry Miller Driving to Teach, The Literacy Promise, Central Utah Writing Project, Counseling Conferences, Summer Collaboration Grants, University of Utah Professional Development classes, monthly cohorts for Special Education and new teacher conferences.
 - The Westlake School website provides access to teacher websites where students and parents may get important information about class assignments, tests, quizzes, powerpoints, imovies, reading lists, syllabi, videos, podcasts, UTIPs, TMUs (term mastery tests), online textbooks, and other curriculum related items.
 - Skyward is an online tool to assist students and parents to become accountable for their grades, assignments, and attendance.
 - Department Chairs meet not only in their monthly meetings with the administration but with Alpine District CTL focus groups. Our school representative to the Westlake Cluster Group works with representatives from all feeder schools to ensure communication between the community and the schools.
- *Westlake High School provides comprehensive and ongoing support for the work of individuals and groups responsible for implementing school improvement initiatives.*
- We rated ourselves 3.5 for the following reasons:
 - We are required to submit Smart Goals as a department to parents and administration. We base our Smart Goals on previous data from CRTs, and TMUs.
 - *The school sustains the commitment to continuous improvement and renewal.*



CULTURE OF CONTINUOUS IMPROVEMENT AND LEARNING

- We rated ourselves a 4 for the following reasons:
 - There is significant evidence of our improvement process. Our attendance policy has been modified reflecting previous attendance issues. It is currently being reviewed for possible revision. TMUs were revised to encourage students to complete homework on a timely basis. We use ACT data to help improve weak areas of instruction. We have changed the dress code to make students feel comfortable in the classroom and more focused on school work. Parent Teacher Conferences have changed. We now set appointments for at-risk students. Having the meetings in our rooms have increased the effectiveness of communication in familiar surroundings. Keys to Success has been implemented as a program to highlight and help students achieve goals in the classroom. Advisory time is now included in the classroom schedule. Teachers and staff are encouraged to make recommendations on school improvement instead of complaining. This fosters a healthy environment for faculty and students.

Recommendations for Growth:

1. Give teachers more time in the classroom to implement new ideas and procedures.
2. As a new school, we initially didn't have past data to study to find ways to improve. As we grow older, we can use past years' data to improve our content and professional development focus.
3. We can implement the moral dimensions of teaching more in our everyday practice.
4. Communication needs to be improved among parents and students about the TMU process, attendance policy changes and who can and should attend community council meetings.
5. Information needs to be easily accessed and easy to find for parents. Parents also need assistance in defining educational jargon.



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Troy Jones (MATH)
Gary Page (CTE)
Jennifer Ralston (SOC)
Dave Robinson (PE)
McKenzie Stowell (HEA)
Brian Taylor (SPEC)
Samuel Waters (LANG)
Jane Pate (Office)
Tani Ireland (PARENT)
Rebecca Blackburn (STUDENT)

Principle 1: Develops a Quality Curriculum

Focus group's ranking of WHS for principle 1: **3.5**

Evidence:

- The curriculum at Westlake is based on defined standards as is evidenced by the core standards being used in all departments as well as curriculum maps in each department.
- The essential knowledge and skills are given propriety through the use of common assessments to make sure students are learning the important skills. The common assessment or TMU are a portion of the students' grades in every class.
- Each department has analyzed CRT and other data to find areas for improvement. Departments then created SMART goals to work toward those needed improvements. For example, the English Department found that student scores were lowest in the area of informational text, so the SMART was to increase those scores by 2%. Another example is the Health SMART goal: By the end of each semester, 80% of all health students will score at or above 80% proficiency in the 6 TMT's. Language Department members will have a 90% passing rate for all World Languages students.
- The curriculum at Westlake focuses on both supporting and challenging the students at Westlake. The support is seen through built in advisory time, IEP's for 161 students, the Unified Studies course with 50 students, and the ACT prep courses with about 25 students. The students are challenged through definite paths of class levels, CTSOs, Ballroom Company, Unified Studies, Honors/AP courses,



CURRICULUM DEVELOPMENT

including : AP Biology, AP Chemistry, AP Physics, AP Literature and Composition, AP Language and Composition, AP U.S. History, AP Psychology, AP World History, AP Human Geography, AP Calculus AB, AP Calculus BC, AP Statistics, AP Spanish, and AP German.

- The curriculum also addresses diverse learning needs through CTSOs and the practical application of that curriculum, Latinos in Action, Title 9 push to be implemented and the Unified Studies Courses.
- Strengths:
 - The Administration supports curriculum development and implementation through use of teacher collaboration time, mastery units, and tests, which are aligned with the state core curriculum.
 - Advisory time is implemented in all classes in order to help students who are not meeting mastery standards, as well as to extend and deepen meaning for students who have already demonstrated mastery of essential concepts.
 - Departments spend time evaluating and updating curriculum during the summer months and through weekly collaboration meetings.
- Weaknesses:
 - The Honors and Regular tracks for student schedules need to be updated in order to align with the upcoming Common Core implementation.
 - Only 25 students are taking advantage of ACT preparation courses when such preparation should be addressed throughout the school within classroom curriculum and extra after school practice.
 - We should provide more enhancement learning opportunities for advancing students to further challenge themselves.

Principle 2: Ensures Effective Implementation and Articulation of the Curriculum

Focus group's ranking of WHS for principle 2: 4

Evidence:

- Westlake High School ensures the alignment of teaching strategies and learning activities, instructional support and resources and assessments of student learning with the curriculum. This is seen through the websites and blogs teachers have. Approximately 90% of teachers use a website. Each department has a curriculum for the courses taught. Every class has a website, disclosure document , or syllabus with information regarding the curriculum.
- There is support for effective use of research based practices as is seen in our PD days, including minimal days and principal/stipend day at the beginning of the year. Almost every teacher has attended a conference outside of the district to learn new research based practices. Conferences include UCTE, Literacy, AP, Central Utah Writing Project, Foundation for Teaching Economics, ACTE, UACTE, UCTM,CTM, UHSFF, UHPERD, UFLA, USTA, and HEAU. Within our school district, teachers regularly meet on minimal day with district leadership in the various departments. CTE and Art meet with teachers from other schools in their areas. Social Studies AP teachers meet with their counterparts in other schools as well. Teachers also meet on Mondays in our departments. Part of that time is to research based texts, including: Seven Strategies of Assessment for Learning, and The Art and Science of Teach-



ing. PE, Health, Math, and Science have received grants for collaboration time in the summer.

- The selection of material and resources are proven to be effective and aligned with content data. The foreign language department uses Rosetta Stone. Other departments use Explore learning, Science and Math use USTAR grant for Math and Science Labs.
- The curriculum is coordinated across grade levels through ongoing dialogue among teachers to establish a shared vision for student learning. This is evidenced through the scaffolding in departments and grade levels and test scores. There is a diversity of class choice for every type of student. We also have many co-taught classes including Language Arts.
- The essential knowledge and skills for learning are effectively communicated to parents and the community through a variety of media. Teachers have websites or blogs where they post curriculum. All parents and students have access to Skyward, which shows how well students are learning the curriculum. Teachers are required to update Skyward once a week. During Parent/Teacher conferences, the teachers set up appointments with parents of 5-8 students who are struggling to discuss areas for improvement. Westlake has implemented a mass text program to keep parents informed regarding testing, preparation for higher education, and SEOPs. There is also a weekly mass e-mail newsletter sent out. We have a monthly community council meeting where curriculum is discussed.
- Strengths:
 - Strong alignment to state and national cores where applicable
 - Effective use of technology in classroom via computer labs, software etc.
 - Curriculum articulated through websites/blogs
 - Actively involved in keeping current in teaching the curriculum and delivery strategies
 - Active use of District Professional development for curriculum alignment
- Weaknesses:
 - Communication with parents
 - Website/blog being updated, per unit, about class timelines and submission dates and exams dates

Principle 3: Evaluates and Renews the Curriculum

Focus group's ranking of WHS for principle 3: 3

Evidence:

- Each department has an ongoing process in place for evaluating curriculum. All teachers are required to give several unit mastery assessments, which have been developed by each department, based on state core curriculum standards each term. In addition to unit mastery assessments, we also use CRT, AP, CTE, FitnessGram, and ACT test data to evaluate our curriculum. The data from those assessments is then analyzed by department to evaluate student learning.
- The curriculum is updated and modified as needed. In order to meet student needs, dated, irrelevant, ineffective, and/or non-research based aspects of the curriculum are eliminated. At weekly collab-



CURRICULUM DEVELOPMENT

oration meetings, all departments regularly review TMU test questions to ensure students are learning, and they are meeting state core standards. They use the data from previous tests to evaluate the curriculum. Each department creates SMART goals based on an analysis of department assessment data.

- For example, the Math department reviews one course a summer and evaluates and updates assessments to make sure they are meeting state core curriculum standards and student learning outcomes. CTE regularly evaluates their assessments on a state level. The effectiveness of these are seen in CRT mastery levels and AP passing rates. From 2010-2011 the Language Arts CRT increased from 87%-92% and the Math CRT increased from 42%-50%. In AP classes, the overall pass rate increased from 39.46% to 47.67%.

- Strengths:

- Teachers know how well students have mastered the curriculum
- Structure in place to evaluate the curriculum

- Weaknesses:

- Lack of accountability for evaluating the curriculum
- Curriculum changes are not thoroughly piloted before adoption



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

Focus group's ranking of WHS for principle 1: **2.5**

Evidence:

- Positives
 - We have early out Monday collaboration weekly
 - Focused on 4 essential questions
 - Everyone sends out their department meeting notes to the entire faculty
 - 90% Participated in school wide collaboration incentive
 - The Mission, Vision, Values, and Goals are presented at the beginning of every school year
 - CTL meetings (Collaborative Team Leader). Meet and discuss monthly
 - Mission, Vision, Values, and Goals are all posted in every classroom
 - SMART goals
 - School Steering Committee meets once a month to discuss the accreditation process
 - Good administrative support of our mission
 - 80% of teachers incorporate the school mission statement into classroom lessons
- Negatives
 - We do very little cross curricular collaboration
 - Departments need to address this on a more regular basis throughout the year
 - Keep pushing getting the mission out to the public and out to the students
 - We could create a mini power point to remind students who we are and what we stand for



EDUCATIONAL AGENDA

- Put mission, vision, values and goals, up on teacher websites
- Add Motto to the header of assignments
- Parent feedback night/ or comment section on the website\
- Rename our halls

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

Focus group's ranking of WHS for principle 2: 3.357

Evidence:

- Positives
 - Mission, Vision, Values, and Goals are all posted in every classroom
 - It is on the back of student ID cards
 - It is on school gear
 - We are having an academic booster club (Lettering/Academics/Ect..) Excellence
 - THERE ARE SO MANY INDIVIDUAL EXCELLENCES HAPPENING ALL OVER WESTLAKE (Cheer, volleyball, musical theater, etc..)
 - Senior night of excellence (the number is growing)
 - Underclassman night of excellence
 - Thunder athletic awards
- Negatives
 - Not all of our kids could tell you what our mission, vision, values, and goals
 - There is a conflict in TMU we are more jaded and our ability
 - TMU's don't necessarily allow for light and excellence it is more of just getting the bare minimum
 - Require all students to be members of some club
 - Offer incentives for student support of programs
 - Keep calendars accurate, current, easily accessible
 - Consider using "Caller" to get games and info out
 - Allowing for that time to establish traditions. We can't fast track everything
 - Encouraging coaches to get local papers to push the news out.
 - Gather data about parent use of Skyward/ how many parents attend SEOP's

Principle 3: Defines measurable goals focused on student learning

Focus group's ranking of WHS for principle 3: 3.5

Evidence:

- Positives
 - TMU's
 - Increasing the graduation rate
 - School SMART Goals



- Department SMART goals
- School Improvement Plan for this year
- Increase last year's graduation rate/ by 1 %
- Increase ranking in District on CRT scores we are currently 5th
- Working with AP programs / increase number of kids taking the test as well as higher pass rates
- Continued revision of school attendance policy
- Incentive Presentations
- Common assessments tied to the state core as well as goals
- Administration collects goals

- Negatives
 - Track success of goals
 - Cross Curricular goals
 - Refer back to goals often

- In an average class of 30, how many students go above the minimum requirements? 8 of 30 (27 %)

- Number of students taking the ACT and AP tests

- In 2010, 195 students took the AP exam

- In 2011, 293 students took it

- 72% of the AP classes increased pass rate from 2010 to 2011

- In 2011 we were 1.46 points behind the district average ACT and in 2012 we were .53 behind the district average ACT

- 2011- 1.5 million awarded (Gear-up Scholarships)



Group Members:

Daniel Potter (ENG)
Tyler Allen (PERF)
Ty Bevan (CTE)
Media Burton (MATH)
Megan Carson (CTE)
Chris Cooper (LANG)
Laura Giles (ENG)
Erin Johnson (VIS)
Derek Milne (SPEC)
Cathy Miner (SOC)
Daniel Noxon (SCI)
Josh Peay (SOC)
Khalil Sikander (PE)
Mandy Spangler (MATH)
Katie Montgomery (PARENT)
Jessica Spear (PARENT)
Abbie Giles (STUDENT)

Principle #1: Aligns instruction with the goals and expectations for student learning.

Focus group's ranking of WHS for principle 1: **4**

Evidence:

- Monday collaboration is held in every department, and the notes from each meeting are emailed to each faculty member. The emphasis of collaboration meetings is to determine how to align instructions with student learning goals established in each department. Teachers have set SMART goals to help them obtain data on student achievement. Instruction is formative and based off of CRT scores from previous years.
- Each department strictly follows the national standards as they are set for individual subjects.

Principle 2: Employs data-driven instructional decision making.

Focus group's ranking of WHS for principle 2: **3**

Evidence:

- Teachers must update grades continually (at least every Friday) to give a clear picture of how effective the weekly lessons are. Most departments offer at least two major assessments per term to gauge whether students have shown mastery of core concepts or not
- Use of formative and summative assessment methods Common assessments across common content



- Similar test questions to gauge teacher effectiveness/strategies
- Remediation day for students who don't meet learning benchmarks, and time spent during collaboration to create new remediation methods We are working on gathering data, but could improve on reviewing assessments of student learning

Principle 3: Actively engages students in their learning.

Focus group's ranking of WHS for principle 3: 4

Evidence:

- Physical Education: Pre and post test thru UTIPS with data showing prior learning and progress. Before a unit the students are given instructions on how to complete a task and are given time to practice. At the end of the unit the students are graded on their ability to complete the task.
- Science: Use labs and instructional demos to further student understanding. Units are supplemented with hands-on activities so the students learn scientific principles. The Unified program allows students to do real-world learning outside of the classroom on field trips and science projects. Several of our science students competed and placed in the district science fair.
- CTE: Students come up with projects that are judged, and many students have won awards for their projects. They are allowed to construct projects to master the skills learned in welding. In equine science they are taught how to pick out a healthy horse and how to properly care for animals including illnesses and nutrition.
- Foreign Language: Using real world situations and peer evaluations to ensure student learning. Pre and post tests measure student success and learning prior to the unit and after. The peer tutoring aspect ensures that students are able to communicate with one another in a foreign language. They score each other based on accuracy and clarity. The above departments each use technology in the classroom to cater to different learning styles. There is a wide use of rubrics and performance assessment.

Principle #4: Expands instructional support for student learning.

Focus group's ranking of WHS for principle 4: 4

Evidence:

- Math Lab provides exceptional support for students who struggle with math
- Each teacher is mandated to provide advisory time averaging 10 minutes a class period to work with students on remediation
- We offer a peer tutoring program



- Students who qualify for IEPs are provided with a variety of accommodations
- If requested by students or parents or recommended by the counseling office, students are placed on a tracking program that monitors daily work and attendance.
- We offer a variety of AP and honors class
- Students are provided opportunities to participate in the state science fair
- Our school has a well established Sterling Scholar program
- Our school has a wide variety of academic clubs We offer ACT Preparation classes
- Our foreign language department uses the Rosetta Stone program
- The majority of our faculty staff has class websites
- The school facility has a computer lab, and half a dozen mobile computer carts and Wifi is available throughout the building.
- We use Skyward grading system that allows students and parents to access assignments, grades, calendars, and other pertinent information at anytime.



Group Members:

Darrin Edwards (VIS)
Natalie Clark (OFFICE)
Michelle Brydson (OFFICE)
Gary Clark (PE)
Stephanie Cottam (COUN)
Kurt Francom (CUST)
Rebecca Grimley (SPEC)
Abriel Gruber (OFFICE)
Aubrey Harrell (ENG)
Janica Hayes (PERF)
Brian Jones (SCI)
Jesse Lewis (CTE)
Brandee Merkley (MATH)
Mike O'Connor (ATH)
Travis Reynolds (SOC)
Cameron Smith (MATH)
Weldon Wardle (SOC)
Melia Wylie (SPEC)
Jon Wilkinson (SCI)
Debbie Clegg (PARENT)
Scott Kahn (PARENT)
Alli Hadley (STUDENT)
Karmon Partridge (STUDENT)
Elaine Thompson (STUDENT)

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

Focus group's ranking of WHS for principle 1: 3.25

Evidence:

- Teaching and learning is actively supported:
 - PD meetings are held regularly and focused on improvement.
 - TMUs- Students must show mastery of material and not just completion.
 - Administration supports teachers' need and desire to attend professional conferences and professional development meetings.
 - Department chairs meet regularly to discuss issues that affect teaching and learning.
 - Principal has paid for sub in order for departments to collaborate together.
- Accomplishments of students and staff are recognized and celebrated:
 - Thunder Alley



LEADERSHIP FOR SCHOOL IMPROVEMENT

- Candy bars for honor roll
- Lightning Strike of the Week
- Keys to Success
- Sterling Scholars
- Faculty- Thor Award

Improvement Suggestions:

- The school community could be made more aware of student and faculty achievements by sharing that information in more than one way: school-wide announcements, publication in school newsletter, placed on a video to be played in the commons area.

Principle 2: Develops schoolwide plans for improvement focused on student learning.

Focus group's ranking of WHS for principle 2: 2

Evidence:

- Each department sets a SMART goal at the beginning of the school year.
- There is a school improvement plan that is updated every year, but most people on our committee were not aware of what was on the plan.
- The school improvement plan is incomplete.

Improvement Suggestions:

- More consistency with the school improvement plan: make everyone aware of the plan, keep the plan focused and concise, touch base on improvement of the specific aspects of the plan throughout the year.
- The improvement plan needs to have more specific action steps and timelines for improvement.
- Department SMART goals should be directly aligned to the school improvement plan instead of only partially aligned.

Principle 3: Employs effective decision-making that is data-driven, research-based, and collaborative.

Focus group's ranking of WHS for principle 3: 3

Evidence:

- Department chairs meet regularly with administration and then share the information with the members of their department.



- Parents are involved in regular school community council meetings.

Improvement Suggestions:

- As more data becomes available, we will be able to make changes to school programs and policies that will be informed by data specific to our school.
- Data needs to be recorded in a standard way and made available to all relevant parties.

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

Focus group's ranking of WHS for principle 4: 3

Evidence:

- All courses have common assessments (TMU) that are designed to align with the core.
- Teachers meet together to compare scores and teaching strategies on common assessments, but we all agree we could do it more.
- As a school, we read and discussed Seven Strategies of Assessment to help us improve assessment in our classrooms.

Improvement Suggestions:

- Analyze the wording of questions on TMUs.
- Meet to analyze common assessments and reflect on the effectiveness of instruction.

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.

Focus group's ranking of WHS for principle 5: 3.5

Evidence:

- Resources, such as computers, are widely available to all departments.

Improvement Suggestions:

- Set up AP budgets to help with purchasing materials to improve test scores.



Westlake High School's Action Plan was developed collaboratively as the stakeholders went through the self-study process. This included surveys, Focus Groups, Departmental Analyses, and stakeholder input.

The School Steering Committee has met monthly over the past three years to review performance data and levels of student achievement. We feel that the accreditation process is part of our natural school improvement process, not simply to be done just prior to the accreditation team visit. Our action plan aligns with our yearly School Improvement Plan.

As we analyzed this data, we decided to focus on three areas: graduation/achievement rates, social skills, and school spirit. We have aligned these areas with our mission statement and DRSLs.



Action Plan: LUX ET VIRTUS

Goal #1:

Goal Statement: Increase each year's graduation rate by 1% from the previous year.

Area of Focus: Virtus-Excellence (Mission) and Charged with Knowledge (DRSL)

Rationale: Alpine School District currently is addressing changes and programs to encourage graduation rate increases. Westlake High School over the past three years has addressed the concern of increasing graduation percentage and lowering dropout rates.

TASK	PERSON RESPONSIBLE	TIMELINE	RESOURCES REQUIRED	MEANS OF EVALUATION
Skyward will be promoted to help students and parents track graduation status	Counselors Faculty Members Parents and Students	2012-2013 school year (Primarily educate and train during 1st semester)	Skyward podcast trainings Parent-Teacher Conferences SEOP's	Parent and student Skyward login data report Exit card at SEOP's
Juniors and Seniors will receive quarterly graduation status reports	Administrators Counselors Faculty Members	Quarterly during the 2012-2013 school year	Printed Skyward graduation status reports Parent-Teacher Conferences	Percentage of reports delivered Parent and student feedback
Credit recovery options will be advertised and promoted to the student body	Administrators Counselors Faculty Members	2012-2013 school year (Primarily educate and train during 1st semester and SEOP's)	Current credit recovery option promotional materials (East Shore packets, electronic high school, summer school, etc.)	Number of credits made-up due to credit recovery
Advisory time will be used effectively in all classes (to help student stay current with credit)	Faculty Members	Quarterly during the 2012-2013 school year	Current Skyward reports (grade and missing assignment) Dedicated class time	End-of-term teacher grade distribution reports



ACTION PLAN

Goal #2:

Goal Statement: Each teacher will increase rigor and expectations by increasing student averages on TMU scores, AP, and CRT scores by 2%.

Area of Focus: Virtus-Excellence (Mission) and Charged with Knowledge (DRSL)

Rationale: In order to meet or exceed Adequate Yearly Progress (AYP), Westlake High School has addressed raising standardized test scores since 2010. Additionally, concerning AP test scores, Westlake High School wants to have more students earning college credit before graduation.

TASK	PERSON RESPONSIBLE	TIMELINE	RESOURCES REQUIRED	MEANS OF EVALUATION
Provide professional development in effective strategies for instruction and standards in the current and new cores	Administrators Curriculum Team Leaders (CTL's) Faculty Members	Quarterly during the 2012-2013 school year	Training time Resource materials	Teachers will learn and implement effective instructional methods
Test-taking tips and strategies will be taught to students	Faculty Members	Quarterly during the 2012-2013 school year	Class time Practice exams	Pre-test/Post-test comparison data

Goal #3:

Goal Statement: Student social skills will improve during the 2012-2013 school year by decreasing instances of bullying, cheating and swearing.

- Bullying will decrease by 5 instances from the first semester 2012 to the second semester 2013. This will be tracked and recorded by school administration and resource officer.
- Cheating will be addressed in 100% of course disclosure documents and a policy will be implemented by each teacher. All teachers will discuss this policy at the beginning of each semester.
- Swearing in classrooms, hallways and at school events will decrease by 5% based on student, staff, and parent surveys.

Area of Focus: Lux-Light (Mission) and Ingrained with Skill (DRSL)

Rationale: Based upon survey feedback there was a strong indication that these social skills need to be addressed from all our stakeholders (parents, teachers and students).

TASK	PERSON RESPONSIBLE	TIMELINE	RESOURCES REQUIRED	MEANS OF EVALUATION
Instances of bullying will be tracked	Administrators Counselors Resource Office	2012-2013 school year	Training Online, secure tracking document	Online, secure tracking document
Anti-Bullying Campaign promoted school-wide	Student Council PTSA Faculty Members	2012-2013 school year	Training Promotional materials Class time	Online, secure tracking document- decreased instances from first to second semester
100% of course disclosure documents will address teacher's cheating policy	Faculty Members	2012-2013 school year (beginning of each semester)	Departmental support and discussion time	100% of disclosure documents will address cheating
Teachers will monitor the halls during class breaks	Faculty Members	2012-2013 school year	Training	Feedback from stakeholder surveys



ACTION PLAN

Goal #4:

Goal Statement: Faculty will use creative ideas and activities to increase student knowledge and understanding of the school’s mission and belief statements.

- Knowledge and understanding of Westlake’s mission and beliefs will improve: 60% of students, parents and staff will be able to state and interpret the school’s mission and belief statements.

Area of Focus: Lux-Light (Mission) and Infused with Creativity (DRSL)

Rationale: Establishing the importance of promoting and educating all stakeholders of the school’s purpose: mission, vision, beliefs, and DRSLs.

TASK	PERSON RESPONSIBLE	TIMELINE	RESOURCES REQUIRED	MEANS OF EVALUATION
Continuing emphasis and lessons addressing Westlake’s mission and belief statements	Faculty Members	2012-2013 school year	Training Continuing re-minder lessons	Based on survey, 60% of students, parents and staff will be able to state and interpret the school’s mission and belief statements

1. Westlake Timeline
2. Westlake Master Class Schedule
3. Westlake Map and Bell Schedule
4. Westlake Student Handbook
5. Westlake Stakeholder Survey Overview and Results (Staff, Student, and Parents)
6. Westlake Yearly School Improvement Plans



ACCREDITATION TIMELINE

- May, 2009:** Embryonic Accreditation Committee is formed
- June 1, 2009:** Accreditation Committee has first meeting
- June 8, 2009:** Accreditation Committee meets with administration to build a framework for discussion
- June 11-12, 2009:** Administration approves initial framework
- June 25, 2009:** Accreditation Committee builds early framework presentation for Collaboration Team Leadership Committee
- July 20, 2009:** Accreditation Committee presents initial framework to student council. (Feedback very positive and a unanimous vote approved the framework)
- July, 2009:** Initial Westlake Faculty mailer includes initial accreditation framework
- August 11, 2009:** Accreditation Committee finalizes presentation
- August 13, 2009:** Accreditation Committee presents to Collaboration Team Leadership for initial discussions and leadership feedback
- August 18, 2009:** 10:00 – 10:30 Collaboration Team Leadership presents improved framework to entire faculty
 - Current framework is not an end product, but rather a great start
- August, 2009:** Initial framework is incorporated into student and faculty life on shirts, handbooks, and activity cards, etc.
- August 25, 2009:** Possibly present framework to entire student body
- September, 2009:** Fully fleshed Accreditation Committee is established and mission, vision, values, DRSLs and goals are finalized
 - Final framework is incorporated into all aspects of school life
- October, 2009:** Creation of Accreditation Committee (6 members)
- November 4, 2009:** First Accreditation Team Meeting. (Agenda: How do we start informing students and patrons of the school's mission, vision, DRSL's, and belief statements? Creating an initial action plan.
- December 3, 2009:** Second Accreditation Team Meeting. (Agenda: A continuation to brainstorm ideas to inform stakeholders of the WHS's mission.)
- January-August 2010:** Westlake's Mission Statement in all the classrooms (Lux et Virtus)
- April, 2010:** Mission Statement is made a permanent message on the marquee.

- August, 2010:** Formation of New Accreditation Committee (many members of previous committee transferred to other schools, Scott Mansfield, Don Bastian, Amy Schlauder, Kristin Packer still remain) New Committee: Don Bastian (Science), Scott Mansfield (World Lang), Amy Schlauder (History), Brian Taylor (Spec Ed, English), Mike Mills (Vis Art, CTE), Troy Jones (Math), Kim Moore (PE), Stephanie Cottam (Counseling), Kristin Packer (Admin), Wade Tischner (CTE, Science)
- August 24, 2010:** Presentation to 2010-11 Faculty the Mission, Vision, Values and Goals. Obtained ongoing approval.
- August 2010:** Westlake Mission, Belief Statements, and DRSLs printed on the back of student activity card.
- October 8, 2010:** Accreditation State Training (sent a committee, Schlauder, Mills, Tischner, Cottam, Taylor)
- November 3, 2010:** Committee met to talk about State Training and the information gained from the training. Mike Mills presented to entire committee the accreditation process. Subcommittees were formed to begin looking at the required material for Westlake's Accreditation. (Data: Mansfield, Bastian, Tischner, Bennion; Surveys: Cottam, Moore; Focus Groups: Schlauder, Taylor; Presentation: Mills; Departmental Analysis: Jones, Packer)
- January 6, 2011:** Committee met to review student, parent, and staff survey questions. Also discussed Departmental Analysis Collaboration dates for all 12 departments. Checked progress for Data Collection for departments to use for Departmental Analysis.
- February 3, 2011:** Committee met to finalize Departmental Analysis agendas and goals for the collaboration time. Schlauder sent out the faculty demographic information for teachers to respond for the accreditation handbook. Mills is receiving information to start compiling the accreditation handbook format. Surveys were put on the Westlake website and English classes are planning a day in the computer lab to complete.
- February 2-February 23, 2011:** Departments meeting (7:15-10:40am) to answer the Departmental Analysis questions (11) and list Department Strengths and Weaknesses including data. This will be an event that will occur yearly.
- February 9, 2011:** State Accreditation Representative (John Childs) visit checking accreditation progress. Positive feedback for what we are doing so far. Recommendation to change the name of the Accreditation Committee to School Improvement Steering Committee. Scheduled for Full Accreditation Team visit for Fall of 2012.
- February 10, 2011:** Renaming Accreditation Committee to School Improvement Steering Committee.

- September 8, 2011:** Team Meeting: Creating Focus Groups, Compiling Survey (Parent, Student, Faculty) Data. Beginning creation of WHS Accreditation manual, Accreditation Booklet Sub-Committee (Mike Mills, Lori Blakesley)

- DEPARTMENTAL ANALYSIS 2011-12:** Math (Sept 13), Visual Art (Sept 21), PE/Health (Oct 11), CTE (Oct 27), Perf Arts (Nov 2), Counseling (Nov 9), Spec Ed (Feb 17), English (Mar 9), Social Studies (May 22)

- September 15, 2011:** Accreditation Booklet Mtg: Reviewing booklets from other High Schools, Discussion of what WHS booklet will look like

- September 29, 2011:** Accreditation Booklet Mtg: Reviewing progress of collection of information needed for Accreditation booklet

- October 13, 2011:** Team Meeting: Presentation of progress of WHS Accreditation manual, WHS 2010-11 Survey cut off

- December 1, 2011:** School Improvement Committee Mtg: Discussing Survey Data and applying to School Improvement Plan.

- December 12, 2011:** First meeting of Focus Groups. Group Leaders in charge of inviting 4 student representatives and 4 parent representatives to attend all three meetings (12/12, 2/27, and 3/26). Focus Leaders given Principles and Rubrics for their respective group. Beginning the data collection for justification of score for each Principle.

- January 6, 2012:** Further discussion on Stakeholder surveys and creating improvement ideas from the results.

- February 27, 2012:** Second meeting of Focus Groups. Using data collected to support score on Principles using Rubric.

- March 26, 2012:** Third (Final) meeting of Focus Groups. Finalized the Focus Group scores and indicators.

- May 3, 2012:** Created School Improvement Plan for final approval. Included in the School Improvement Steering Committee and John Feston, our School Community Counsel President.
- May 4, 2012:** Accreditation Team (Brian Taylor, Lori Blakesley, Kristin Packer) attended new State Accreditation Training with AdvancedED.
- May 23, 2012:** Finalized School Improvement Plan to propose to School Administration

- June 21, 2012:** Based on English Department feedback and proper language usage, the following changes were made to our DRSL statements and Vision Statement: the word “engrained” was changed to “ingrained”, the word “filled” was changed to a more empowering word “charged”, and the Vision Statement was improved to be more concise.

- June 18-22, July 31, Aug 9, 14, 2012:** Accreditation Document Committee (Brian Taylor, Mike Mills, Lori Blakesley, and Kristin Packer) met to develop and create the Westlake High School Accreditation Document and Action Plan.

- August 15, 16, 20, 2012:** Presenting current Accreditation Document and Data to CTLs, Faculty, and Staff for input and approval.

- September 6, 2012:** Presenting current Accreditation Information and Data to Westlake School Community Council for input and approval.

2012-13 FIRST FULL-TEAM ON-SITE ACCREDITATION VISIT

October 24-25, 2012

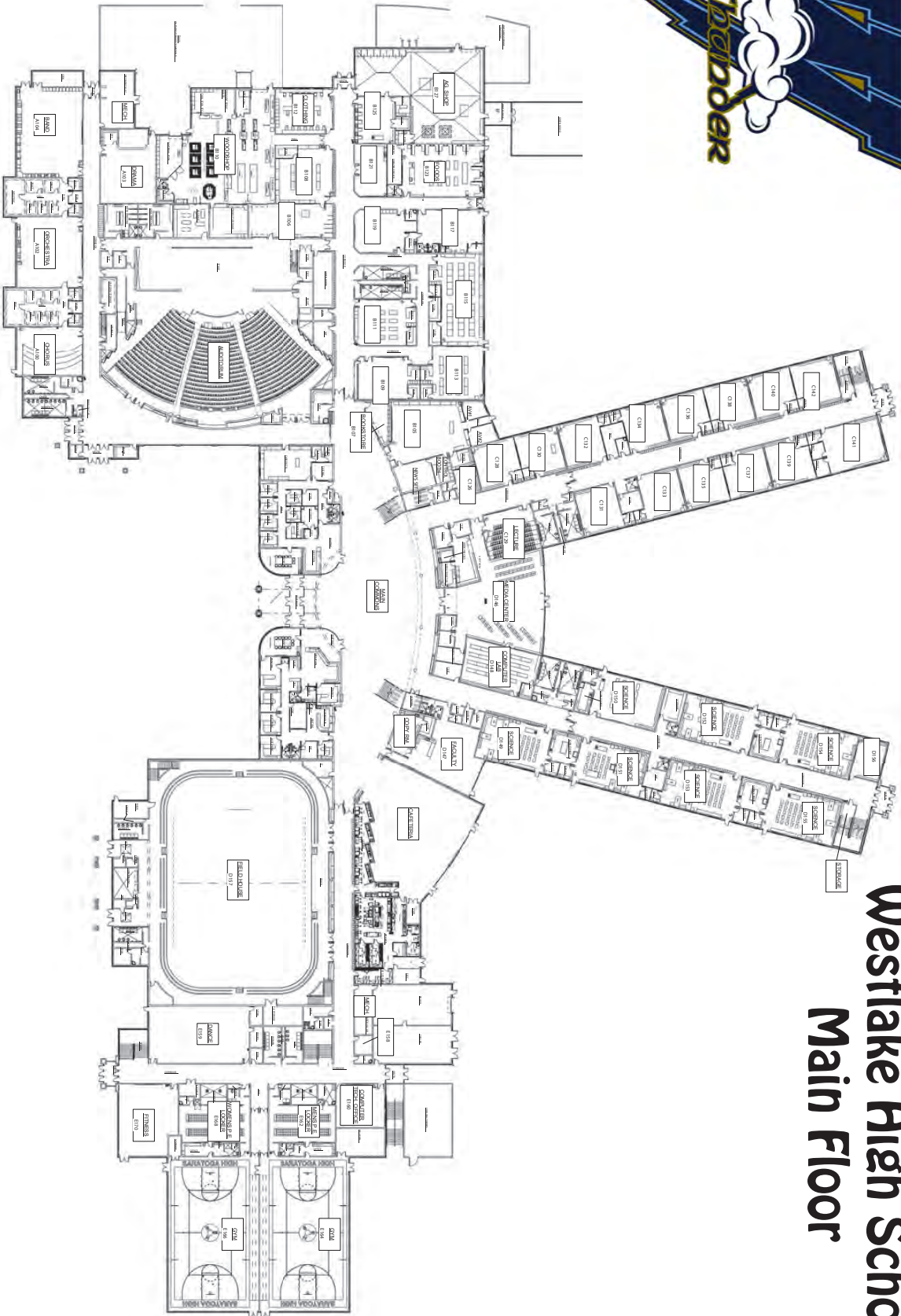
2012-2013 Master Schedule

Updated 08/13/2012		Lunches		A Day								B Day							
Teacher	A	B	Room	1		2		3		4		5		6		7		8	
FOREIGN LANGUAGE				Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Magleby	2	na	C 142	French 2		Debate 2		French 3/French 4		French 1		German 2		German 3		German 1		German 1	
Mansfield	2	2	C 141	Debate 1		Spanish 2		German 1		Debate 3		Spanish 3		Spanish 2		Spanish 2		Spanish 2	
Cooper	2	2	C 139	Spanish 2		Spanish 2		Spanish 1		Spanish 3		Spanish 3		Spanish 1		Spanish 4		Spanish 2	
Adkinson	2	na	C140	Spanish 3		Spanish 3		Spanish 1		Spanish 1		AP Spanish Language		Spanish 1		Spanish 1		Spanish 1	
Waters	2	1	C137	Spanish 1		Spanish 1		Spanish 2		Spanish 2		Spanish 1		Spanish 1		Spanish 1		Spanish 1	
Schramm	na	1	G185	ASL1		ASL2*		ASL1		ASL1		ASL2		ASL1		ASL1		ASL1	
Chronist	1	na	G187	Chinese 1 9th only		Chinese 2		Chinese 2		Chinese 2		Chinese 2		Chinese 2		Chinese 2		Chinese 2	
ART																			
Jorgenson	2	1	D 256	Ceramics 1		Ceramics 2		Ceramics 1		Ceramics 2		Ceramics 1		Ceramics 2		Ceramics 1		Ceramics 2	
Johnson	na	na	D 260	Digital Photo	Digital Photo	Digital Photo	Digital Photo	Honors ART		Ceramics 2		Ceramics 1		Ceramics 1		Ceramics 2		Photo 2	
Mills	1	2	D 261	Art Found 2	Art Found 2	Drawing 1	Art Found 2	Commercial Art	Commercial Art	Art Found 2	Art Found 2	Digital Photo	Digital Photo	Digital Photo		Commercial Art	Commercial Art	Drawing 1	Commercial Art
Dalany	1	2	D260/C12	Prep		Prep		Drawing 1	Drawing 2	Yearbook		D260	D260						
MATH																			
Smith	1	2	C 134	AP Calculus BC		Sec Math 1		Sec Math 1		Pre Calculus		AP Statistics		Pre Calculus		Pre Calculus		Pre Calculus	
Jones	na	2	C 132	Pre Calculus		College Prep		College Prep		College Prep		Algebra 2A		Algebra 2A		Algebra 2A		College Prep	
Yocum	2	2	C 131	College Prep		AP Calculus AB		AP Calculus AB		College Prep		College Prep		College Prep		AP Calculus AB		AP Calculus AB	
Huff	2	1	C 136	Algebra 2B		Algebra 2		Algebra 2 max 30		Swim Team		Geometry		Geometry		Geometry		Geometry	
Roberts	na	2	C 133	Geometry		Pre Calculus		Algebra 2		Algebra 2		Pre Calculus		Pre Calculus		Algebra 2		Algebra 2	
Spangler	2	na	C135	Geometry CT		Algebra 2 CT		Algebra 2 max 30		Algebra 2		Algebra 2		Sec Math 1 CT		Algebra 2		Algebra 2	
Brathwaite	na	2	G183	Sec Math 1		Sec Math 1		Algebra 2 H 9th only 49		Geometry		Algebra 2		Algebra 2		Sec Math 1 H		Algebra 2	
Mitchell	1	1	C 128	Sec Math 1 H		Sec Math 1 H		Sec Math 1 H		Geometry		Algebra 2		Algebra 2		Sec Math 1 H		Sec Math 1 H	
McKerley	1	1	G188	Algebra 2		Sec Math 1		Sec Math 1 H		Geometry		Geometry CT		Algebra 2		Geometry		Sec Math 1	
Goodrich	2	1	G181	Sec Math 1		Geometry		Sec Math 1		Sec Math 1		Sec Math 1		Geometry		Geometry		Geometry	
Leas	1	na	G179	na		Geometry		Sec Math 1		Sec Math 1		Sec Math 1		Geometry		Geometry		Geometry	
Thomas	na	na	C135	CZZZ		Math Tutorial-Sec Math 1		Math Tutorial-Sec Math 1		Math Tutorial-Geo		Math Tutorial-Sec Math 1		Math Tutorial-Sec Math 1		Math Tutorial-Sec Math 1		Math Tutorial-Sec Math 1	
Burton	1	na	C127	Math Tutorial-Sec Math 1		Math Tutorial-Sec Math 1		Math Tutorial-Sec Math 1		Math Tutorial-Geo		Math Tutorial-Sec Math 1		Math Tutorial-Sec Math 1		Math Tutorial-Sec Math 1		Math Tutorial-Sec Math 1	
PERFORMING ARTS																			
Hayes	na	na	E 159	Dance 2	Dance 2	ALLIANCE (Dance 3*)		Drama 3		Dance 1	Dance 1	Dance 2	Dance 2	Dance 3	Dance 3	Drama 1	Drama 1	Dance Co*	
Morrey	2	1	A 103	Dance 2	Dance 2	Drama 2		Drama 3		Musical Theater*		Drama 4*		Drama 2	Drama 2	Drama 1	Drama 1	Stage Crew*	
Hatch	na	2	A 100	Madrigals*		General Choir		General Choir		Concert Choir 9th only		Accabella*		Womens Choir 10-12 only		Mens Choir 10-12 only			
Mangelsen	1	2	A 104	Jazz Band 2		AP Music Theory		Independent Study		Marching Band*		Concert Band		Symphonic Band		Advance Wind Symphony*		Junior High	
Allen	na/1	2	A 102			Music Appreciation		Music Appreciation		Marching Band*		Concert Band		Symphonic Band		Advance Wind Symphony*		Junior High	
Heywood	2	na	A 102	Orchestra Advanced		A102		A102		Orchestra		Concert Band		Symphonic Band		Advance Wind Symphony*		Junior High	
Bastian	2	1	CAFE	Ballroom 1 Boys/Girls	Ballroom 1 Boys/Girls	Ballroom 2 Boys/Girls	Ballroom 1 Boys/Girls	Ballroom Team*		Orchestra		Concert Band		Symphonic Band		Advance Wind Symphony*		Junior High	
Color Guard	na	na		Ballroom 1 Boys/Girls	Ballroom 1 Boys/Girls	Ballroom 2 Boys/Girls	Ballroom 1 Boys/Girls	Ballroom Team*		Orchestra		Concert Band		Symphonic Band		Advance Wind Symphony*		Junior High	

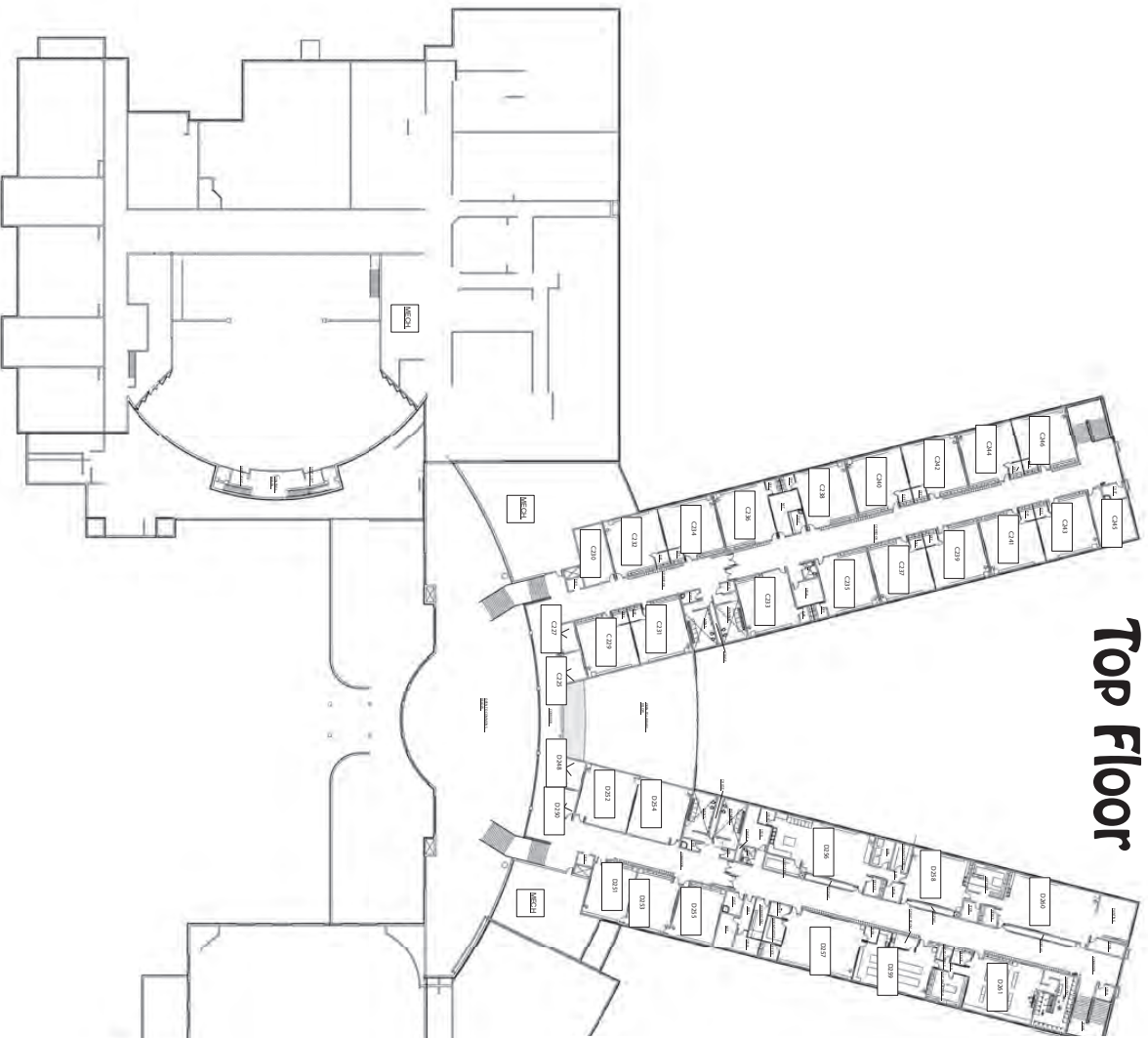
2012-2013 Master Schedule

Table with columns for updated date (08/13/2012), LUNCHES (A, B), ROOM, SEMESTER (Sem 1, Sem 2), A Day (1-4), B Day (5-8), and various PE activities like PE Skills, Lifetime Activities, and Cross Country.

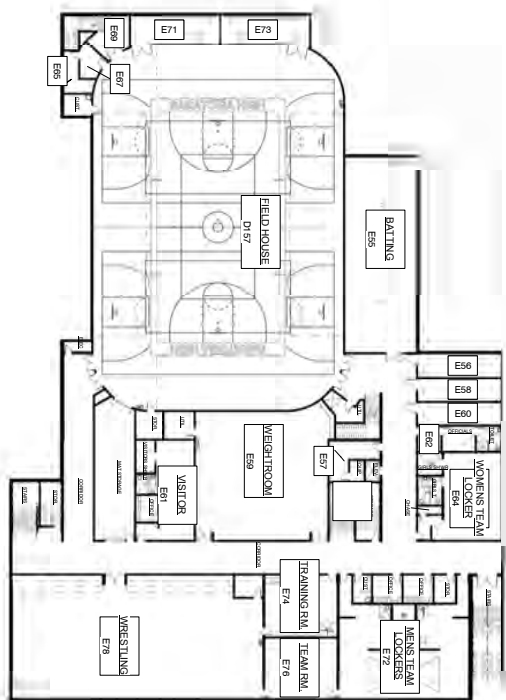
WHS MAP AND BELL SCHEDULE



**Westlake High School
Main Floor**

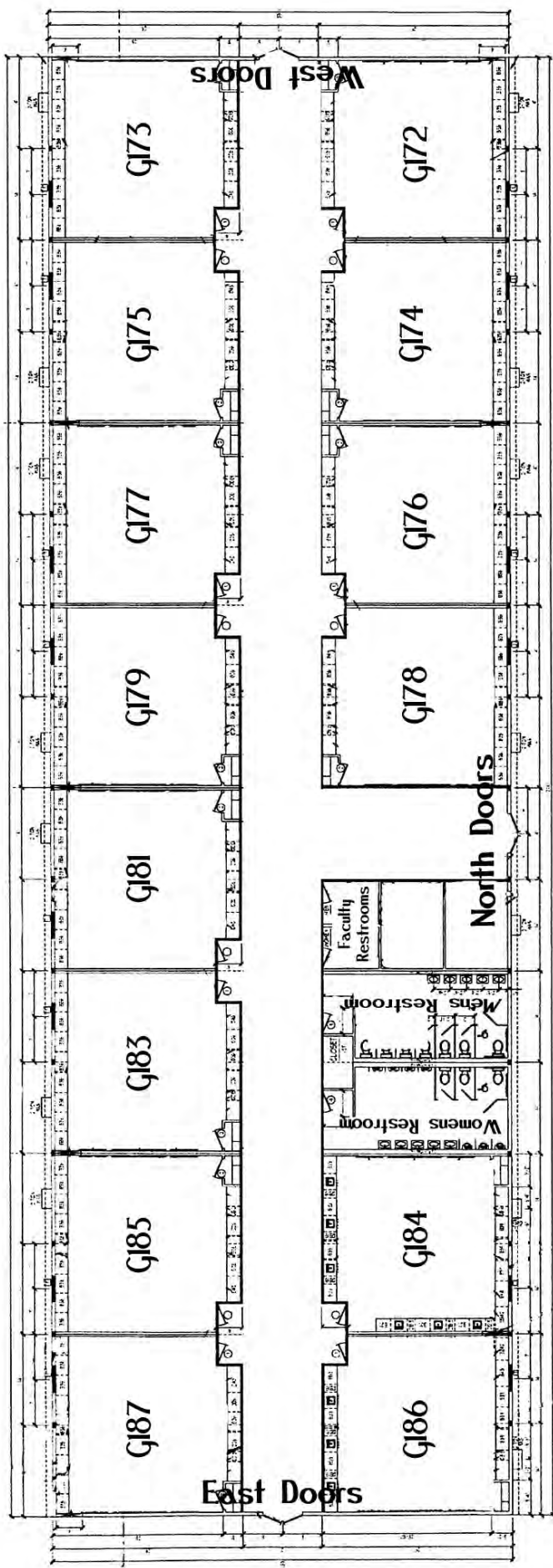


Top Floor



Basement

G Hall Map (Satellite Unit)



Westlake High School 2012-2013 – Bell Schedule

Regular Schedule

1 st Period	7:45-9:10	Advisory 8:55-9:10
2 nd Period	9:15-10:40	Advisory 10:25-10:40
	1 st Lunch	2 nd Lunch
Lunch	10:40-11:15	3 rd Period
		Advisory 11:55-12:10
3 rd Period	11:20-12:45	Lunch
	Advisory 12:30-12:45	
4 th Period	12:50-2:15	Advisory 2:00-2:15

Collaboration Monday Schedule

1 st Period	7:45-8:55	9:00-10:10
2 nd Period		1 st Lunch
		2 nd Lunch
Lunch	10:10-10:45	3 rd Period
	10:50-12:00	Lunch
3 rd Period		11:25-12:00
4 th Period	12:05-1:15	

Single Assembly Schedule

Assembly	7:45-8:33	8:38-9:51
1 st Period		9:56-11:09
2 nd Period		1 st Lunch
		2 nd Lunch
Lunch	11:09-11:39	3 rd Period
	11:44-12:57	Lunch
3 rd Period		12:27-12:57
4 th Period	1:02-2:15	

PDT Minimal Day

1 st Period	7:45-8:45	8:50-9:50
2 nd Period		1 st Brunch
		2 nd Brunch
Brunch	9:50-10:15	3 rd Period
	10:20-11:20	Brunch
3 rd Period		10:55-11:20
4 th Period	11:25-12:25	
	Teacher Schedule	
Travel/Lunch	12:25-12:55	
Professional Development	12:55-2:45	

Double Assembly Schedule

1 st Period	7:45-8:58	9:03-9:51
1 st Assembly		2 nd Assembly
2 nd Period	9:56-11:09	Assembly
		10:21-11:09
	1 st Lunch	
Lunch	11:09-11:39	3 rd Period
	11:44-12:57	Lunch
3 rd Period		12:27-12:57
4 th Period	1:02-2:15	

Westlake High School



Home of the Thunder

EST. 2009

99 North 200 West Saratoga Springs, UT 84045

(801) 610-885 Fax (801) 768-1068

Website: whs.alpineschools.org

Student Info

Name _____ Student # _____

Address _____

Phone _____

Table of Contents:

Message from the Westlake Administration	3
Westlake Mission, Vision, and Belief Statements	4
Region VII Schools and Info	5
Alpine School District Fee Schedule	6
School Map	7-9
Westlake High School Calendar	10
Westlake Dances and Activities	10
Westlake Testing Schedule	11
Westlake Athletics, Clubs and Organizations	12
School Policies and Items for Reference	13-29
Westlake Attendance/Citizenship Policy	30-33
Faculty/Staff, Student Council, District Calendar, Bell Schedules (See Westlake High School Website/ whs.alpineschools.org)	



WESTLAKE ADMINISTRATION

Welcome from the 2012-2013 Administrative Team

Welcome to Westlake High! We as a faculty and staff are pleased that you are going to be a member of the Westlake Student Body. Our school's mission is to create a tradition of high academic achievement and outstanding citizenship. We are committed to assist you in your success at Westlake.

These policies and procedures have been developed in order for us to operate Westlake in a safe and orderly manner, following the guidelines required by Alpine School District Board of Education.

Students and their parents should use this handbook as a means to orient themselves to Westlake. Additionally, it should be understood that individual teachers may add appropriate policies and procedures that would be in effect in their classrooms. We look forward to a great year together as Westlake High. GO THUNDER!

Sincerely,

Fred Openshaw, Principal
Kristin Packer, Assistant Principal **Stacy Salmans, Assistant Principal**
John Broadhead, Assistant Principal **Chad Wilson, Assistant Principal**

Westlake High School

Lux et Virtus
“Light and Excellence”



Vision Statement: Westlake High School will be an academy for the fostering of knowledge and skill mastery guided by creative thought.

Desired Results for Student Learning: A Graduate of Westlake High School will be: Charged with knowledge, ingrained with skill, and infused with creativity.

Belief Statements: The Westlake Community believes

that: Our students will become leaders and model citizens in our democracy. Our students will be prepared to excel at future educational and life opportunities. Our students and staff will be skilled and inspired by innovative thought and creative solutions.

2012-13 Motto “Bolt Up with Light and Excellence”

ALPINE SCHOOL DISTRICT ADMINISTRATION

Dr. Vernon M. Henshaw, Superintendent
 Sam Jarman, Assist Superintendent Educ Services and Schools
 Rob Smith, Assistant Superintendent of Business Services
 Jess Christen, Administrative Director, 9-12
 Debbie Taylor, President of the School Board

REGION VII ADMINISTRATION

Region Chair
 Mark Manning mhmanning@granitescchools.org
 385-646-5400

Region Secretary
 Julie Sandoval jsandoval@granitescchools.org
 385-646-5400
 11917 S. Mustang Trail, Herriman, UT 84096
 Fax# 801-567-8545

Headman
 Jim Burch – Principal jimburch@cedar.k12.ut.us Fax# 801-567-8545
 Stacy Evans
 Mike Glenn

Hillcrest
 801-264-5400
 Justin Magee – Principal
 Christian Covatt
 Paul S. Kirby
 Steve Bailey

Murray
 801-264-7460
 David Dunn – Principal
 Deborah Sorensen
 Scott Whitford

Olympus
 385-646-5400
 Mark Manning – Principal
 Ves Suter
 John Swickford

SK Alpine
 801-646-5420
 Dan Sorenson – Principal
 Danny Sifford
 Lynda Tenney

Wasatch
 801-646-5415
 Fred Openshaw – Principal fopenshaw@alpinedistrict.org Fax# 801-768-1068
 Kristin Packer
 Steve Salmons
 John Broadhead
 Chad Wilson

Alpine School District

2012-2013

High School Fee Schedule

9th, 10th, 11th, & 12th Grade

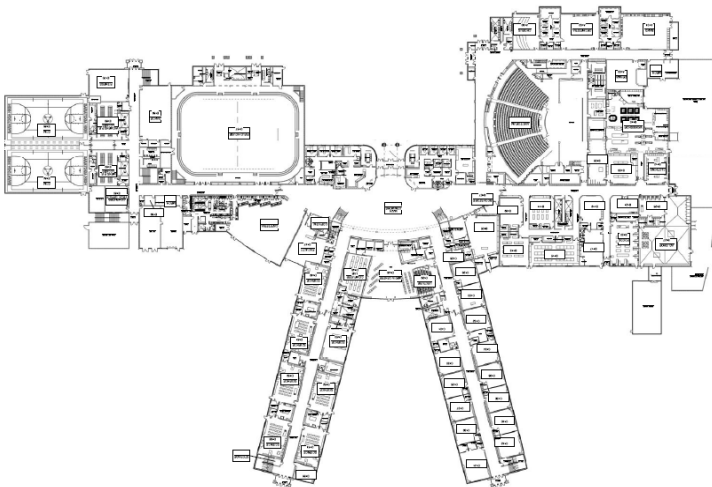
(Fees Not To Exceed Printed Amounts)

Fees For All Students	Part Shore High School
Activity Fee	\$35.00
Textbook Rental	\$35.00
Deposit (Refundable)	\$15.00
Locker Fee	\$2.00
Library Fee	\$2.00
Class Fees	
Computer Lab Fee (per course)	\$15.00
Drafting	\$20.00
Drama	\$100.00
Drivers Tech	\$90.00
Drivers Education	\$135.00
Family & Consumer Education	\$10.00
Finance Instrumental Rental	\$15.00
Pro-Sport	\$20.00
General P.E. (Per Semester)	\$5.00
Sci (plus safety equip/stocking)	\$45.00
Shop (plus safety equip/stock)	\$15.00
Participation Fees	
Extracurricular Sports/Athl. Performing Groups	\$60.00
Extra Curricular Activities	\$50.00
Cheerleader Uniforms	\$450.00
Club Uniforms	\$150.00
Club Dues	\$20.00
Drill Team/Pop Club Uniforms	\$200.00
Football Practice Uniforms	\$450.00
Practice Uniforms/Equipment (except football)	\$50.00
Performing Group Outfits	\$250.00
Miscellaneous Fees	
Books & Materials	\$5.00
Deposit (Refundable)	\$15.00
Enrollment Fees	\$65.00
Full-Tuition	\$5.00
Out-Tuition	\$5.00
Part-Tuition	\$65.00
Additional Credit per 1/8 credit	\$25.00
Books & Materials	
Graphic Calculator Rental	\$5.00
Parking Sticker	\$5.00
Transcripts (after Grad)	\$1.00
Unified Studies (VHS)	\$20.00
Plus Digital Photo	\$15.00
Plus Digital Photo	\$15.00
Plus Fine Arts	\$15.00
Plus Fine Arts Lab	\$15.00
Plus Science Lab	\$45.00
Unified Total	\$308.00

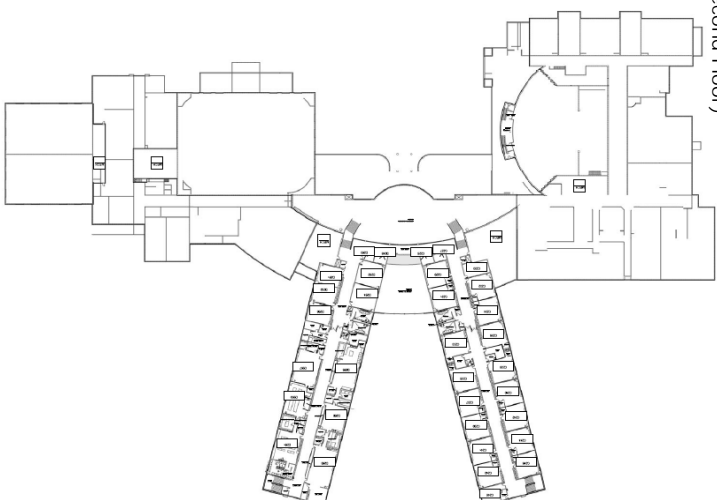
If a 9th grade student is involved in a high school program, they will be charged the high school fee.

Alpine District Policy No. 5146 (f)

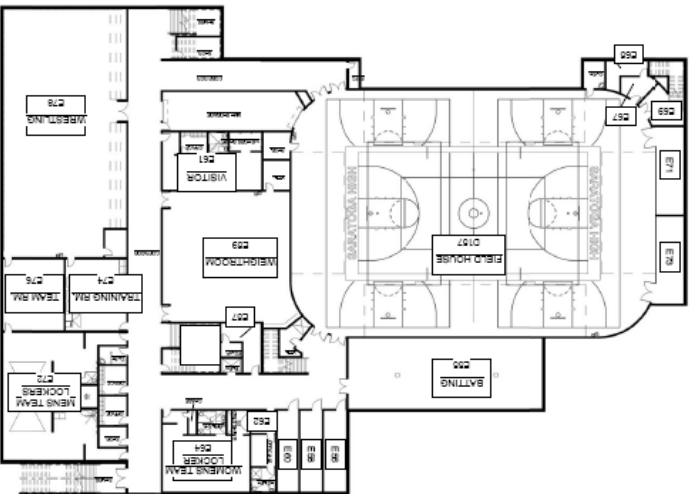
Westlake High School
MAP (First Floor)



Westlake High School
MAP (Second Floor)



Westlake High School MAP (Lower Athletic Area)



Westlake Calendar
 Because School Events are subject to change (time, date, location), students and the community may access the school calendar through the Westlake High School Website: www.alpha.sdschools.org (in order to get full information, it is recommended that you look at the weekly view, rather than the monthly.)

WESTLAKE Dances and Activities

ACTIVITY	DATE
Alpha Weeks/Club Rush Weeks	August 21-Sept 7
Alpha Stomp	Aug 24 (Following Tripview game)
Homecoming Week	Sept 24-28
Homecoming Game	Sept 28 (Against Murray High)
Homecoming Dance	Sept 29 (Sporns by Sr Class, Commons, 8-11pm)
Stomp	Oct 5 (Following Skyline 9-11pm)
Saddle Hawkins	Nov 17 (Sporns by Soph Class, Commons, 8-11pm)
*Mousetrap	Nov 18-20 (Auditorium, 7-10pm)
Balloon Social Dance	Dec 13 (Commons, 7-9pm)
Stomp	Jan 4 (9-11 pm)
Winter Sports Festival Week	Feb 11-15
Sweethearts Dance	Feb 15 (Commons, 8-11pm)
Balloon Social Dance	Feb 9 (Sporns by FCLA/CTE, Commons, 8-11pm)
Freedom Week	Feb 17 (Commons, 7-9pm)
Son of Thor	Feb 19-22
From	Mar 15 (Auditorium, 7-10pm)
Spring Musical	March 16 (Sporns by Jr Class) Prom Preview 4-6pm
Elections Weeks	March 18-26 (Auditorium, 7-10pm)
Elections Stomp	Mar 25-Apr 12
Spirit Week	April 12 (Sporns by Stud Gov, 8-11pm)
Movie Night	April 15-19
MORP	April 19 (Main Gym)
Senior Dinner Dance	May 3 (Gym, 8-11pm)
Yearbook Stomp	May 4 (Sporns by Boom Squad, 8-11pm)
Yearbook Distribution	May 18 (Sporns by Senior Week, 7-11pm)
Senior Activity Day	May 28 (12-3pm @ Marriot Center)
Graduation	May 28 (8-10pm, Sponsored by Yearbook Staff)
Senior All-Night Party	May 29 (Lagoon, 8am-6pm)
	May 29
	May 30 (7:30pm @ UVU)
	May 30 (10pm-4am)
1) All Dances are from 8:00-11pm (Stomps will begin following game).	
2) All Westlake students must have a Westlake ID or Activity Card with them to enter any dance.	
3) Date Dance guests must be high school age or older, you must have a Westlake guest pass signed by an administrator during regular school hours and have photo ID.	

WESTLAKE TESTING SCHEDULE 2012-13

SEPTEMBER			
8	ACT Test	Registration Deadline 8/17	
21	EXPLORE/PLAN Test	9 th and 10 th Grade	
OCTOBER			
10	TMU (Term 1)	Cut-off Date (Grades Due 10/26 @ 2:45pm)	
27	ACT Test	Registration Deadline 9/21	
NOVEMBER			
DECEMBER			
8	ACT Test	Registration Deadline 11/2	
JANUARY			
4	TMU (Term 2)	Cut-off Date (Grades Due 1/14 @ 2:45pm)	
FEBRUARY			
9	ACT Test	Registration Deadline 1/1	
MARCH			
5	ACT (14 th)	9-10 th Job Shadow Day, 12 th College Campus Visit	
8	TMU (Term 3)	Cut-off Date (Grades Due 3/22 @ 2:45pm)	
APRIL			
13	ACT Test	Registration Deadline 3/8	
15-30	CRT	Language Arts 9/10/11 Math Core (Algebra I & II/Geometry) Science (Earth Sys, Biology, Physics, Chemistry)	
MAY			
1-23	CRT	Language Arts 9/10/11 Math Core (Algebra I & II/Geometry) Science (Earth Sys, Biology, Physics, Chemistry)	
6-17	AP Tests		
16	TMU (Term 4)	Cut-off Date (Grades Due 5/20 @ 2:45pm)	
23-24	Final Exams	Final Common Assess	
13-30	Pre-Cd Test	10 th -12 th Grade/School Administered	
20-30	College Prep Final	11 th -12 th Grade/Acceptance/School Adm.	
JUNE			
8	ACT Test	Registration Deadline 5/3	

1) For Common Assessments and TMT use UCTTP for Data Analysis.

WESTLAKE HIGH SCHOOL ATHLETICS, CLUBS, AND ORGANIZATIONS

2) Grades for the end of each term are submitted on Skyward and a hard copy given to Registrar by due date.

ATHLETICS

Basketball – Men (Craig McAfee)	Softball (Kim Jex)
Basketball – Women (Weldon Wardle)	Swim – Men (Jared Huff)
Baseball – (Ben Byrd)	Swim – Women (Jared Huff)
Cross-Country – Men (Aaron Robison)	Tennis – Men (Carl Johnson)
Cross-Country – Women (Chad Durham)	Tennis – Women (Carl Johnson)
Football (Gary Clark)	Track – Men (Andrew Presques)
Golf – Men (Travis Reynolds)	Track – Women (Aaron Robison)
Golf – Women (Travis Reynolds)	Volleyball (Wayne Wood)
Drill Team (McKenzie Stowell)	Wrestling (Cody Burdett)
Soccer – Men (Dan Watkins)	
Soccer – Women (Adnan Brown)	

CLUBS

2012-13: NEW Clubs will be petitioned during Club Rush Weeks Aug 21- Sept 7

Governor's Youth Council (S Cottam)	French Club (Shannon Magleby)
Art Klub (Luke Jorgensen)	Music Appreciation (Daniel Potter)
Boon Squad (Michael O'Connor)	Key Club (Mike Mills)
Gaming and Networking (D Edwards)	Role-ing Thunder (Amy Morrey)

ORGANIZATIONS

Ballroom Dance (Christian Bastian)	HOSA (ED NET/ Greenwood)
Band (Brek Mangston)	Musical Theater (Amy Morrey)
Choirs (Maureen Hatch)	Nat Honors Society (Lindsay Steenblik)
Cheerleaders (Whitney Byrd)	Orchestra (Randen Hayward)
Dance Company (Janica Hayes)	Skills USA (Erin Johnson/Mike Taylor)
DECA (Geary Page)	Student Government (Mike Dunn)
Debate (Scott Mansfield)	TSA (Brian Jones)
FCCLA (Christine Holt)	Yearbook Staff (Rebecca Dajany)
FFA (Mike Gowans)	Multicultural (I Andromidas)

School Policies and Items for Reference

A-1 Accidents

Report every accident in the school building or on the school grounds to the Front Office Secretary.

A-2 Activities

All school activities must be pre-approved by the administration. An advisor must be present at all times for each activity. Activities on a school night should end by 10pm. The group sponsoring an activity is responsible to contact the campus officer, the custodians, and the administration. They are also responsible to clean-up after the activity.

A-3 Activity Cards

ID or Activity Cards are necessary at all sports events and dances. The activity card is purchased as a \$50 Activity Fee. It will entitle you to receive a student discount. Without an ID card, you will be charged the regular rate. An ID card will be given free to all students who have an ID picture taken by the school photographer. Lost ID or Activity Cards may be replaced for \$5 in the front office. Attendance at most school activities requires a current Westlake ID card.

A-4 Address Change

Please notify the counseling office if you change your home address or telephone number.

A-5 Assembly Conduct

Respect and courtesy are the keys for assembly conduct. Please:

- Be on time.
- Don't leave while performance is in progress.
- Applaud appropriately.
- Don't embarrass any performer.

A-6 Athletic Eligibility Requirements

A student who competes in inter-scholastic competition must maintain a 2.0 ("C") grade point average. He/she must be a full-time student and have maintained a 2.0 GPA and with no "I" or "F" in the preceding quarter. Any multi-period class failure will be credited with the number of failures equal to periods in the class. A student denied the right to participate may improve grade deficiencies and failures through various educational programs: Tutoring, "Lax et Virtus" Advisory Time, After-school Study Hall, and by other methods acceptable

to his/her school. No student shall be eligible if he/she has an

unsatisfactory NC grade in any of his/her classes. A student may improve their NC grade through attendance school, community service (max 8 hrs allowed per term), or with teacher (max 1 hr allowed per term). Students who have been officially identified as Special Education would qualify to participate by successfully meeting their individual Educational Plan.

A-7 Athletic Event Behavior

Student attendance at athletic events is strongly encouraged. Student behavior should be enthusiastic and supportive. Westlake will build a strong tradition of pride, unity and good sportsmanship. Inappropriate behavior, language, and/or gestures will not be tolerated. Athletes, cheerleaders, students, and fans from other schools should not be put down, ridiculed, or insulted.

B-1 Bullying

POLICY NO. 588 Alpine School District is committed to provide students with safe and secure learning environments and believes a student's ability to achieve academically can be reduced by bullying. Bullying can affect a student's attendance as well as his/her sense of well-being. Bullying may result in physical illness, mental and emotional anguish and long-term social consequences.

2.1 Bullying is defined as aggressive behavior that is intended to cause harm or distress, exists in a relationship in which there is an imbalance of power or strength and may be repeated over time. Bullying may be physical, verbal/written or psychological.

2.2 Physical bullying includes, but is not limited to, pushing, grabbing, pinching, shoving, poking, tripping, kicking, hitting and destroying property.

2.3 Verbal/written bullying includes, but is not limited to, name calling, mean teasing, spreading false rumors, intimidation, sexual comments, harassing and threatening comments which are communicated verbally, in writing or through electronic media. (Cyber bullying)

2.3.1 Cyber bullying means using e-mail, web pages, text messaging, blogs, instant messaging, three-way calling or messaging or any other electronic means for aggression, intimidation, or harassment against another person. Examples include, but are not limited to, sending mean, vulgar, or threatening messages or images; posting inappropriate pictures of or sensitive, private information about the victim; pretending to be someone else to hurt that person; rude comments; lies; stalking; threats; extortion; harassment; and transmission of unflattering or embarrassing photographs.

Alpine School District prohibits bullying of students by other students at school or at school related functions. All victims of bullying and all persons with knowledge of bullying should report the incident(s) immediately. Actions to be taken are outlined in Policy No. 5180 DISCIPLINE and its associated Rules and Regulations and Procedures. S.C.R. 1 (2006) Resolution Encouraging School Boards to Adopt Policy Prohibiting Bullying.

B-2- Bus Regulations

Riding the school bus is a privilege. Improper conduct on the bus will result in denial of that privilege. Transportation: (800) 703-7072

C-1- Cafeteria/Lunchroom

Student behavior in the lunchroom should be based on courtesy and cleanliness. You are responsible to clean the table at which you sit and to put all trash in the proper containers. Failure to follow these guidelines may result in community service hours being assessed during lunch time.

C-2- Class Change

If a class change becomes necessary (**after the class change window is closed**), the student must consult with a counselor, and if conditions warrant, a class transfer form will be issued. This form must be completed in every detail before a transfer is official. Delay in completion may mean loss of credit. There will be a \$5.00 charge each time a schedule is changed. After the term has begun, a parent must meet with an administrator to discuss any class change. Students will receive partial credit and the letter grade earned if class is dropped and/or changed after to calendar days. Any new class added after to calendar days will only receive partial credit.

C-3- Cheating

It is important for each student to demonstrate personal integrity and lifelong learning skills. Therefore, cheating will not be tolerated. Any student that participates in cheating may receive a zero on that assignment (i.e. test, quiz, assignment, homework, or paper). Cheating or Plagiarism (copying un-cited work) could result in failing academic credit.

C-4 Closed Campus

Visitors may not be on campus without a visitors pass. Westlake students are encouraged to wear their School ID around campus and to class. During adjusted schedule days (Early Out Monday and Assembly Schedule), Westlake campus is closed at lunch time.

C-5- Clubs
All Westlake High School students are encouraged to become involved in one or more school clubs. Where clubs do not exist which fit the interest of students, those students are invited to make application to the assistant principal in charge of a club's formation and approval. **Applications accepted only during Club Rush Weeks.**

- A. Unauthorized clubs, their members, or their pledgers, are not allowed to conduct any activities at school, at any school activity, or on the school campus at any time.
- B. Unauthorized club members may not use the name of the school directly or indirectly in any of their activities.
- C. Wearing "gang" clothing of any kind is not allowed.

C-6 School Colors

The official school colors of Westlake High School are Light Blue (Carolina), Vegas Gold (Shimmer), and Navy Blue.

C-7 Computer Security Policy

Westlake High School provides computers for students to use for educational purposes. Student computer use is to be under faculty supervision and directly related to course and curriculum activities. Unauthorized use of computers is prohibited. This misuse will result in a one year suspension of privileges and could result in expulsion/suspension and/or referral to legal authorities. No on-line gaming, internet bullying, or pornography will be acceptable. Utah Criminal Code 76-6-703 states: A person who gains access without authorization to a computer or computer network to alter, damage, modify, or destroy any computer program, computer, or computer network is guilty of a third degree felony. A person who intentionally and without authorization interferes with, or interrupts computer services is guilty of a Class A misdemeanor. Students and parents must read and sign the Acceptable Use Policy before students may access the Internet. This form can be obtained from a computer science teacher or lab director.

C-8 Counseling/Guidance Information
Credits needed for Graduation:

- 3.0 Credit ENGLISH**
 - 1.0 English 9
 - 1.0 English 10
 - 1.0 English 11
- 1.0 Credit APPLIED/ADV LANG. ARTS**
- 2.0 Credits SCIENCE CORE**
 Taken from the following 4 areas:
 Earth Systems (9th), Biology, Chemistry, Physics
- 1.0 Credit APPLIED SCIENCE**
- 2.0 Credits MATH CORE**
 - 1.0 Elem Math, 1.0 Adv Math
- 1.0 Credit APPLIED MATH**
- 3.0 Credits SOCIAL STUDIES**
 - 0.5 World Geography (9th)
 - 0.5 World Civilizations (9th)
 - 1.0 US Studies (10th)
 - 0.5 Gov & Civ (11th)
 - 0.5 Student Choice (9-12th)
- 1.5 Credits FINE ARTS**
- 1.0 Credit CAREER & TECHNICAL ED (CTE)**
- 0.5 Credit COMPUTER TECH**
- 0.5 Credit FINANCIAL LIT**
- 0.5 Credit HEALTH**
- 1.5 Credits PHYSICAL ED**
 - 0.5 PE Skills and Techniques
 - 0.5 PE Fitness for Life
 - 0.5 PE Lifetime Activities
- 9.5 Credits ELECTIVE**



28 CREDITS TOTAL FOR GRADUATION

Students should meet annually with a counselor to update the SFOP (Student Educational/Occupational Plan). Duplicate credit cannot be given if a class is taken twice; credit from the second class may only count as elective credit. High school credit may not be given for release time according to the state school law.

Other Guidance Services:
 The guidance program attempts to give systematic aid to all students at Westlake High School. It functions to assist students to become self-understanding and self-directing. A sincere effort is made to determine the unique needs of all students and then provide a profitable educational program that will meet those needs. Every student in senior high school has the opportunity to meet with counselors in individual interviews each year. Any student may also talk with a counselor as the need arises.

Counselors are prepared to help students:

- A. Assess abilities, aptitudes, interests, and educational needs.
- B. Understand available educational career opportunities and requirements.
- C. Help students make the best possible use of their opportunities and development of job acquiring skills.
- D. Arrange school programs of study to meet educational needs.
- E. Explore occupations in which the student may be interested and match abilities to interests with those occupations.
- F. Secure information about colleges, universities, vocational schools, armed forces, and other special training programs.
- G. Interpret test information.
- H. Secure information about available scholarships.
- I. Find ways to work out student's personal problems.

Scholarships:
 Available for students' use in the Counseling Center are computers and a file with scholarship applications, both of which itemize scholarships offered locally and across the county. Specific scholarships are highlighted throughout the school year. Students may apply for scholarships through their counselor who will assist them with the preparation of all applications. Scholarships are often awarded on the basis of student achievement on any or a combination of the following criteria: grade point average, ACT/SAT test scores, school/community participation, and honors/advanced placement classes, as well as financial need. Testing Services: See Counseling Office
 Testing Center/Learning Resource Center: See Counseling Office

C-9 Creating a False Emergency
Any student who creates a false emergency is violating the law and will be suspended from school and/or referred to law enforcement. A referral to the district for expulsion may also be given.

D-1 Dances/Parties
Dances are for Westlake students and their high school age guests. Dance guest passes must be obtained prior to the dance, during school hours. Westlake ID must be shown to be admitted to dances. Guests must show picture ID and guest pass. School dress standards are enforced.

D-2 Dress and Grooming Standards
Clothing worn to school must not be unsafe, indecent, or grossly inappropriate. State law requires that shoes be worn at all times. Those who do not follow the code may be asked to change or may be sent home until they conform to the School Board policy. "Adherence to these dress and grooming standards will be the responsibility of the student and his/her parents or guardian. Failure to conform may involve the student's dismissal from school or, in the case of a special activity which requires special dress or grooming, the student being restricted from participation." Policy No. 5152, 1.15

A. Hair should be clean and well-groomed. Hair styles distracting in appearance or needing constant attention are not acceptable.

B. Footwear: By Utah Health and Safety Codes, all students are required to wear appropriate footwear to school. Footwear also must not mark or damage floors.

C. Clothing which is distracting to the educational process must be avoided. Very short shorts or skirts (hemline needs to be closer to the knee than the hip), halers, bare midriffs, tank tops, spaghetti straps, cutoffs and jeans of a "grubby" type are not acceptable. Shirts and blouses should have the standard size arm holes to be acceptable. Vulgar words, profane or obscene slogans, and pictures or advertisements for alcohol, tobacco, and drugs are not to be worn. No displaying of undergarments or cleavage—even through mesh or sheer fabric.

D. **The only headgear allowed will be Westlake apparel.** No bandanas-zero tolerance (even if it is Westlake gear). Hoods will not be allowed to be worn on head.

E. The Alpine School District Board of Education requires all of its students to conform to standards that avoid extremes and that exemplify personal cleanliness.

E-1 Electronic Devices
Students at Westlake will be allowed to bring to school electronic devices that can be used as educational tools. The network at the school will be set up to allow internet access for wireless devices. This will be allowed as long as the student is following the computer/internet usage policies. Each teacher will have a classroom policy on these such devices (cell phones, ipods, laptops, etc.) and the usage in class.

E-2 Eligibility for Student Body, Class Officers, Drill Team and Cheerleaders
To be eligible for any one of these activities, students must meet the criteria outlined in the Organizations Constitutions and Policies on file at the school.

E-3 Emblem

The official emblem of Westlake High School is a "W" with a lightning bolt.

E-4 Emergency Evacuation
In the event of an emergency, students will evacuate school buildings under the direction of their current teacher and assemble outside for roll call and further instructions. If an emergency occurs: between classes, during lunch, or immediately before or after school, students should meet the A1 (Homeroom) teacher outside the building at the designated location. Every class will assemble on the fields west of the building in designated areas. Four mandatory emergency drills will be conducted during the school year.

E-5 Equal Opportunity
Westlake High School is an equal opportunity institution. It has a continuing policy of nondiscrimination on the basis of sex, race, creed, or national origin in all of its educational and activity programs.

F-1 Fee Payments/Finances
The financial secretary will not be available for students during class time (Parents/guardians may see the financial secretary any time she is available during the day). Students should make all payments to the financial office. Teachers do not collect money from students. A receipt will be given for each transaction and should be saved for one year. Students who are involved in more than one activity need to specify which account the money should be deposited in. Money deposited from a fundraiser cannot be transferred from one account to another. Students making purchases for clubs or school organizations must fill out a purchase order request form and have it signed by their advisor. Students will not be reimbursed for purchases made without a purchase order. The financial office cannot cash checks for students. Checks must be made for

the exact amount. The financial secretary cannot give cash back on checks written over the amount. District procedure prohibits post dated checks or issuing credit. Unclaimed refunds will be donated to the class project. Fees not paid prior to a student leaving Westlake High School (checking out to attend another school or withdrawing from school) will be turned over to a collection agency. Any fees unpaid at the end of the school year will be turned over to a collection agency. Fee waiver applications are available on the Alpine School District website and are due Sept 30 (if turned in after due date, pro-rating will occur).

F-2- Fighting
Fighting by students is prohibited. Participation may result in suspension and/or referral to law enforcement for disturbing the peace or disruption of the school process.

F-3- Fire Lane
All roadways surrounding the perimeter of the school building or any other red curbed areas have been designated as fire lanes areas and by law must be kept clear of all vehicles.

F-4- Fireworks
It is unlawful for students to use or have fireworks in their possession.

F-5- Fundraisers
Fundraisers are for the benefit of the school program, not the individual. Should a student help with fundraising for a school-related group then discontinue their participation for whatever reason, the funds generated by that student still remain with the organization they were intended for and are non-refundable.

H-1- Home and/or Hospital Program
The Home/Hospital Teacher Program is handled through the Counseling Office. If a student is to be absent, for medical reasons, ten consecutive days or more, parents are requested to notify the school immediately so that a Home/Hospital Teacher application can be secured from the school. The completed form, along with a doctor's statement, is then sent to the Alpine School District Office requesting the service.

H-2- Honor Roll
Honor Roll recognition will be determined by the student's having achieved a grade point average of 3.7-3.89 and High Honor Roll will be a GPA 3.9 or higher. The grade point average (GPA) is based on the following scale:

A- 4.0	B+ 3.4	C+ 2.4	D+ 1.4	F 0.0
A- 3.7	B 3.0	C 2.0	D 1.0	

L-1- Lockers
B- 2.7 C- 1.7 D- .7

- Lockers may be requested through the Attendance Secretary. A \$2.00 fee (each student) must be paid and the receipt taken to the Attendance Secretary, along with a locker partner.
- Students may request where their locker is located and will be assigned the closest available locker.
- Lockers are provided for the convenience of the students and are for storing materials pertaining to school only.
- Lockers may be inspected at any time by school officials, and unauthorized materials may be confiscated.
- Lockers are not for the storage of money or personal valuables. If such items are left in the lockers by the students, it is at their own personal risk. **School officials will not investigate any stolen electronic device.**
- Remember to clear all items from lockers before school ends for the year. Dirty lockers will be fined \$10. Damaged lockers will be charged accordingly.
- Combinations will not be changed during the school year except in extreme cases, and there will be a \$3.00 charge for the change.

L-2- Lost and Found
The lost and found items are in the Lunch Room/Copy Center Area. All lost and found articles should be brought to the office immediately. Items not claimed will be donated to charity.

L-3- Lunch
Lunches are sold in the lunchroom by the lunch manager. Students who qualify for free or reduced price lunches must file the appropriate form with the lunch manager and will receive their lunch account number from her. All food and drink must remain in the lunchroom and common areas, no food permitted in classroom area. During adjusted schedule days (Early Out Monday and Assembly Schedule), Westlake campus is closed at lunch time. Tuesday through Friday campus is open for those who qualify.

M-1- Mascot
The Westlake High School mascot is Thor, the God of Thunder.

M-2- Media Center/Library
A. Media Center will be open 30 minutes before and after school.
B. Student ID will be required for checking out library materials.
C. During class time, students will need a hall pass to use the Media Center.
D. No food or drink will be allowed in the Media Center.

- E. Fines are 5 cents per day per book for general collection books.
- F. School rules for dress and behavior apply in the Media Center.
- G. A computer use contract will apply to all Media Center computers.
- H. Students are responsible for all material checked out on their card.

M-3 Medication

It is against the law for anyone at the school to dispense any kind of medication - even aspirin/Tylenol - without permission from parent/guardian. The administration of medication to a student while at school should be a rare occurrence. However, there are circumstances that require that medication be given during school hours. Each request for medication will be evaluated individually by the school nurse and school residence.

N-1 Nuisance Items

Items not directly associated with the educational program are not to be brought to school.

O-1 Office Hours

Office hours are from 7:15-3:30pm on school days.

O-2 Out-Of-Area Attendance Request

Students who reside outside of the Westlake attendance area and desire to attend Westlake must complete the necessary form and obtain permission from the principal. Failure to secure permission to attend Westlake High School as an out-of-area student, or failure to live by all the rules and regulations of Westlake High School, which includes attendance, will result in the loss of Westlake membership and the student will be returned to their school of residence.

P-1 Parent-Teacher Conferences

Parents may arrange conferences with the teachers at any time by calling the school at 801-601-8895 or by emailing the teacher directly. Please refer to the Westlake website for dates and times of conferences.

P-2 Parking

Parking at Westlake High School is considered a privilege. Alpine School District provides parking for students under certain provisions. These conditions apply to all motorized vehicles, including motorcycles and motorized scooters. Westlake High School will receive the assistance of the Saratoga Springs police department in enforcing rules and regulations in and around the parking lot. The following regulations apply to parking and driving on school property: 1. Licensed student drivers may purchase a parking permit at the financial office for \$5,000. Parking permits are required to park on school property. The permit must be hanging in the vehicle. Permits must be displayed on the back of the rearview mirror or

taped to the inside of the windshield as if it were on the back of the mirror. Permit stickers on motorcycles must be placed on the front forks by the headlight. 2. Vehicles parked on school property must be licensed and insured. 3. Students are permitted to park in the student parking area only. Parking will be enforced from 6:00 a.m. to 3:00 p.m. Students are NEVER allowed to park in faculty or visitor places. 4. All vehicles must be parked in designated parking stalls. Parking in any other area is prohibited. Parking in the driving range is prohibited. 5. The faculty parking areas are off limits to student parking. Faculty and staff parking is the first row of parking in each parking area of the school. 6. Parents may park in the visitor parking in the front of the school. All visitors must check-in with the office. 7. Visitor and bus loading zones are off limits to student parking. 8. Accidents must be reported immediately to the main office. 9. Vehicles improperly parked will be cited. Parking citations are \$10.00 and must be paid to the Financial Office within ten (10) school days. After ten school days the fine may increase to \$20.00. After three (3) citations students will have their vehicles immobilized. The cost to remove the immobilization device is \$50.00 plus all outstanding citations. Students with repeated citation will have their vehicles towed at the owner's expense. 10. Cars should be locked at all times to avoid theft. Alpine School District and WHS are not responsible for theft or damage to vehicles or their contents. Maximum speed in the parking lot is 5 mph. Individuals caught speeding; driving recklessly or driving over sidewalks or grassed areas will be cited and may lose all parking privileges on school property, and will be subject to possible suspension from school. Students should be aware that vehicles parked on school property are subject to search when officials have reason to believe weapons, drugs or objects prohibited by school policy or state law are contained therein. We reserve the right to deny parking privileges to anyone and to adjust and add to these regulations as needed. PLEASE BE AWARE THAT THIS DOCUMENT IS YOUR WARNING AND YOU WILL BE ACCOUNTABLE FOR THIS INFORMATION. PARKING - Questions

Will I still receive a citation or boot even if I only park there for one minute?
The length of time that you are parked illegally is irrelevant. If you park in an area that you are not allowed in you are risking receiving a ticket or boot, no matter what the length of time. A student is never considered to be a visitor.

Can teachers give me permission to park in prohibited areas?
Teachers may not make parking exceptions for students. If you have special assignments, activities or other special situations you must plan accordingly and make sure that you have time to park appropriately and still make it on time.

Will a boot damage my car?
A boot will not do damage to your car unless you try to drive with it still on the wheel. There will be a bright colored citation on your windshield and a chalk paint message on your window to make sure that you are aware that you have been booted.

How do I pay for a boot or a ticket?

You must pay for a boot or a ticket at the finance office. You can pay with cash, check or card. Only the person whose name is on the card can make a payment with a card.

What do I do if I see a car that is violating school policies?

If at anytime you become aware of a car that is parked illegally you are welcome to report it to the attendance office and we will take care of it immediately. *How many chances do I get before I have to pay?*

None, the contract that you read and signed to receive your permit is your warning. It outlines all of the policies at WHS and the consequences for failure to abide by those policies. You will be responsible for your actions from day one. *Does a permit guarantee that I will have a parking place?*

A parking permit allows a student to park in WHS student parking areas, but does not guarantee availability of a spot. Students are encouraged to carpool. ANYTIME THAT YOU HAVE CONCERNS OR QUESTIONS ABOUT ANY PARKING SITUATION OR WHAT MIGHT BE APPROPRIATE FOR YOUR SITUATION, PLEASE TALK TO AN AIDE IN THE ATTENDANCE OFFICE IMMEDIATELY. COMMUNICATION IS ESSENTIAL TO AVOID VIOLATIONS, FEES, OR OTHER TYPES OF MISUNDERSTANDINGS.

P-3 Public Display of Affection

Kissing, or other acts of affection are inappropriate behavior on campus and at school sponsored activities.

R-1 Report Cards

Report cards are issued every nine to ten weeks. Report cards will be given to the students approximately 10 days after the end of the term. Final report card will be mailed within two weeks following the end of school.

S-1 Safe Schools

The Alpine School District safe schools policy prohibits disruptive acts, dangerous weapons, hazing/harassment, abetting, gangs, secret societies, and hate groups. Any suspicions or potential violation of the Safe Schools Policy may be reported anonymously.

Students may not:

- A. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblems, badges, symbols, signs or other things which are evidence of membership or affiliation in any gangs, secret societies, and/or hate groups.
- B. Commit acts or use speech, (either verbal or non-verbal), showing membership or affiliation in gangs, secret societies, and/or hate groups.

S-2 Search and Seizure

School authorities are charged with protecting the health and safety of all students and promoting the effective operation of the school. The following Search and Seizure guidelines shall be observed to assure the privacy of individuals and the safety and welfare of all students.

1. Students shall be free from searches unless there is reasonable cause to believe that something is concealed that may be illegal or pose immediate danger to the student or to other students or the staff. School officials may request a student to remove all items from pockets or other personal property.
2. Lockers remain the property of the school and are provided to students for their convenience. Students should be aware their assigned locker will be jointly accessible to the student and the school officials and may be subject to search at the discretion of the school officials.
3. Vehicles. School officials have the right and the duty to inspect any vehicle parked in the parking lot of their school. If an official has reasonable cause to believe that the contents threaten the safety, health or welfare of students, or if they reasonable suspect drugs, weapons, illegal or prohibited matter, or stolen goods, a car may be searched.

S-3 Sexual Harassment

Sexual harassment is prohibited as a form of sexual discrimination. Sexual harassment can threaten a student's emotional well-being and impair academic progress. Students have the right to a safe school environment. Students who participate in prohibited activities shall be dealt with in accordance with the procedures outlined in Alpine School District Policy.

S-4 Sick Room/Nurse's Services

If a student becomes ill during the day, he/she should obtain a hall pass from his/her teacher and report immediately to the Front/Main Office. If the student's illness is of such a nature that minor aid does not bring relief, his/her home will be contacted and he/she will be checked out. Students may not leave campus without first checking out through the Attendance Office.

S-5 Skates, Skate Boards, Scooters

No skates, roller blades, skateboards, or scooters are allowed to be used on any area of campus.

S-6 Skyward

Westlake High School is using Skyward. This program allows students and parents to check grades and attendance through the internet. Please take photo ID to the counseling office to get your Web ID and Password.

S-7 Suspensions

Students who are constantly disobeying the regulations of the school or commit serious infractions of conduct are subject to suspension from school. A written copy of the suspension notice will be given to the student or mailed to the home. Parents will be notified when the student is suspended. A reinstatement conference with the student, parent, and administration is required before he/she is considered for re-admission.

T-1 Telephone

Telephones are to be used to facilitate school business. Students and teachers will not be called to the phone while class is in session except in the cases of extreme emergency. Office telephones are to be used for official school business only.

T-2 Testing Center

See Counseling Office

T-3 Textbooks

All school texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. Students will be fined for loss, damage, and/or writing in textbooks.

T-4 Tobacco, Alcohol, or Drugs

The possession, distribution, or use of tobacco, intoxicants, or narcotics of any kind is prohibited on school property or in any building owned or operated by the Board of Education. This also applies to areas within 1000 feet of the school boundary.

Alcohol and Drug Use/Passes

First Offense: Distribution or Intent to Distribute

Referral to law enforcement agency

Possible suspension (up to 10 days)

Parent confer, non-use contract

Refer to the Parent/Teen Prog

Expuls if Program not completed

Non-partic in extra-curric

Second and Subseq Offenses:

Referral to law enforce agency

Suspen, initiate expuls proced

Referral a Parent/Teen Program

second time

Notify Parents

Begin immediate expulsion

Tobacco Use/Possession

First Offense:

Notify parents

Possible 10-day suspension

Second Offense:

Submit a court referral

Notify parents

Ten-day suspension

Student ordered to complete tobacco cessation program

program

T-5 Transcript of Credit

Transcripts can be picked up from the Counseling Office. At least a two-day notice is needed to receive an official transcript. Each senior student may have a copy of his/her transcript sent to one school or agency FREE provided they are ordered prior to June 15 of the year graduated. Additional transcripts ordered after this time will cost \$10.00 each.

T-6 Transferring Out of School

Students withdrawing out of Westlake, for any reason, need to see a counselor for appropriate withdrawal forms. Textbooks, locks and equipment need to be handed in. Any unpaid fees or fines must be cleared before a student's transcript of credit will be sent to his/her new school. Any unpaid fees or fines not taken care of before a student transfers will be turned over to a collection agency.

T-7 Tutoring

Tutoring help is available to student in academic areas such as Math, Science, Social Studies, and English. The number of tutors is limited. When desiring a tutor, please contact your Counselor.

V-1 Valuables

It is suggested that students not bring large amounts of money or valuables to school. Do not leave money, watches, rings, purses, or any other article of value in lockers, classrooms, or restrooms. If you lose an article, please check the lost and found; or if an item is stolen, please make a report with the school resource officer. It is suggested that you leave all valuables at home.

V-2 Vandalism

Students participating in acts of vandalism will be referred to Juvenile Court and District Administrative Hearing for possible expulsion from school.

V-3 Vending Machines

If vending machines are available on campus, vending machines are used at your own risk. Private companies service the machines; therefore Westlake is not responsible for their operation and upkeep. The machines are available before school, during class breaks, and after school.

V-4 Visitors

All visitors must secure a visitor's pass from an administrator. Anyone not belonging in the school may be referred to the police department and charged with trespassing. Student visitors are not permitted on campus.

V-5 Vocational Programs (CTE)

The Alpine School District and Utah Valley University (UVU) have worked out an arrangement whereby students may attend UVU on a part-time basis in a limited number of special programs. Those students who are interested in specific career choices should consult with their counselor early in their high school career.

W-1 Withdrawals and/or Transfers

To withdraw and/or transfer from Westlake High School, go to the Counseling Office. Follow the check out and withdrawal procedures as outlined.

W-2 Work Study/Early Release

This is strictly a dismissal for work privilege. This policy is not designed to merely excuse students from attendance. If early release privilege is abused, the privilege will be revoked.



WESTLAKE HIGH SCHOOL ATTENDANCE/CITIZENSHIP POLICY

Basic Philosophy

ATTENDANCE IS THE MEASURE OF ONE'S COMMITMENT. Teachers cannot recreate the atmosphere for a student who has been tardy or absent. The consequences of unexcused tardies, unexcused absences, and truancies will be the loss of academic information, participation points, assignments or projects, teacher-directed instruction, quizzes or tests.

Definitions

Excused Absences: verifiable illness, hospitalization, funerals, and doctor appointments. A parental note or phone call will be required for all excused absences. **The excuse must be received within the current term.**

Truancy: a student missing his/her class(es) while on or off campus without a hall pass or prior to check out through the attendance office or without the knowledge and permission of the parent/guardian or teacher. **A truancy may not be excused after the fact and will have to be made up.**

Tardy: when a student is late to class up to 20 minutes after the bell rings. At that point it turns to an unexcused absence.

Unexcused Absence: when a student misses class or is more than 20 minutes late to class and has not been excused by a parent.

Medical Excused: when a student misses class due to illness or an appointment. **A doctor's note is required in order for absence to be entered as medical and not to count towards student's excused absences.**

Policy

Attendance at Westlake High School will have a direct connection with a student's academic grade. The student will receive a NC in the class that attendance is deficient. A deficiency occurs when a student has one unexcused absence at anytime, a truancy or 4or more tardies in any class during a term (This includes both excused and unexcused tardies). Absences that will not cause deficiency in the student's attendance: school excused activity, medical with doctor's not, pre-approved absences, or parent excused absences. For pre-approved absences a form must be filled out by teachers, parent, and administration. This form can be found in the attendance office. **It is the parent's responsibility to excuse their student's absence.** This can be done through the Attendance Office Monday-Friday

7:00am-3:30pm. **Parents will have within a term to excuse an absence.** Acceptable ways to excuse your student is by phone/message, email, or with a note.

Make-up Avenues for Students

- Attendance school
- Wed. morning FREE 6:15 - 7:15
 - Mon. after school 1:20 - 2:20 (\$3.00)
 - Wed. after school 2:20 - 3:20 (\$3.00)

Attendance School makeup time due one week before term ends.

- Community Service
- Pre-approval form required prior to completing packet. Pre-approval can be found online and community service packet can be picked up in the attendance office or by an administrator. Student are allowed to makeup up to **8 hours per term** through community service. **Community Service packets are due two weeks before the term ends.**

Teacher Makeup

- Student are allowed to makeup **1 hour per term** for unexcused absence, truancy or excessive tardies in class through their teacher. Students will have to pick up a form from the Attendance Office and teacher will have to turn in form when hour is completed. **Teacher makeup is due one week before term ends.**

Admin Assigned

- Contract or agreement created with administrator, tracker, or counselor

Time for make-up:

- 1 hour = 1 absence or truancy
- 30 min = 1 tardy

The Role of the Student:

1. Students are expected to be in class on time, to be prepared and to remain in class the entire period. **A student may not make up work for credit due to truanacies or unexcused tardies.**
2. After an absence occurs, students are responsible to make sure the absence is excused by their parent either by phone/message, email, or note.
3. Students are responsible for obtaining assignments from their teachers after an absence.
4. Students are responsible for checking in and out through the Attendance Office. **Failure to check out prior to leaving campus will result in a truancy which cannot be cleared after the fact.**

5. Students are responsible for informing their teacher(s) and getting the work ahead of time when there is a school activity that will cause them to miss class(es).
6. It is the student's responsibility to total their hours for NC makeup.

The Role of the Parent:

1. Parents are accountable for seeing that their student(s) is in school.
2. Parents are responsible for sending a note with their student or calling the Attendance Office to verify absences. (It is the student's responsibility to check with the Attendance Office and/or Skyward to verify that it has been excused).
3. Parents can support the school by arranging for medical appointments, vacations, etc. at times that will not require students to miss school.
4. In case of extended illness, parents should contact teachers to make arrangements for the student to complete missed work, parents must also provide medical documentation to the Attendance Office and contact Counseling Office when absences reach or exceed to consecutive days.
5. Parents are responsible for checking students out through the Attendance Office, prior to the student leaving campus. Parents must come to the Attendance Office with **Photo ID** to check students out.
6. Parents are responsible to update emergency release forms yearly and provide those allowed to check out their student on this form.

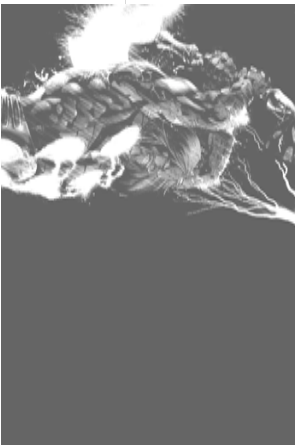
The Role of the Teacher:

1. Teachers are responsible for beginning class promptly and for providing meaningful instruction throughout the class period.
2. Teachers will provide disclosure documents, that contain their policies on participation and attendance, which have been reviewed by the administration. Each teacher has the jurisdiction to outline make-up policies for missed work.
3. Teachers will provide missed assignments for students who are absent and have verified their absence through the Attendance Office.
4. Any missed work due to truanacies and unexcused tardies may result in the loss of credit and therefore will affect the academic grade.
5. Each teacher will be issued a hall pass. Teachers will issue a hall pass to a student if it becomes necessary for him/her to leave during class time.
6. Teachers will mark all absences and tardies accurately.
7. Teachers sponsoring school activities must notify the Attendance Office with an excuse list and require that their students know that they must get permission before leaving for an activity.

8. Teachers will keep a tardy log in their classroom for students to sign in when they are late. Teachers will correct and verify their attendance by 2:45pm each day.

The Role of the Administration:

1. The administration will provide supervision in the school and school grounds to enhance the safety of the student
 2. The administration will identify students who are out of class without a hall pass or check-in/out slip from the office. These students will be issued a hall citation and be required to attend after school detention to remediate their citation. Failure to do so could result in suspension.
 3. The administration may do any of the following as a result of truancy: student and parent conferences, suspension from school, assess truancy fines, assess community service hours for unexcused absences or excessive tardies, refer truant to truancy school, refer truant to juvenile court, recommend an alternative educational program or recommend expulsion from school
- The Role of the Attendance Office**
1. The Attendance Office will assist parents with questions about their student's attendance. The office will be open between 7:00 a.m. and 3:30 p.m. You may call the Attendance Office (861-610-8817) and leave a voice-mail message any time of the day or night.
 2. The Attendance Office will require notes, email or phone call/message from parents to allow students to check-in and excuse absences.
 3. Automated phone call will be made at night to inform parents of their student's marked absence(s).
 4. Letters will be sent home after excessive consecutive absences.



Page

STAKEHOLDER SURVEY OVERVIEW

School Steering Committee Meeting
November 3, 2011/December 1, 2011

What do parents feel our strong areas are and our weak areas are?

Strengths (Parents)

- 1- Parents feel welcome at Westlake
- 2- Parents use skyward often to check students progress
- 3- Administrators and counselors are having good relationships with students and parents
- 4- My students teachers expect them to do their best and succeed
- 5- Technology

Weaknesses (Parents)

- 1- Swearing in the school
- 2- Cheating in the classrooms
- 3- Bullying
- 4- Advisory time
- 5- Communication between students/parents/teachers

What do the faculty feel our strong areas are and our weak areas are?

Strengths (Faculty)

- 1- Moral of students is good
- 2- Common sense of Mission
- 3- Demonstrate racial and ethnic fairness
- 4- Using different ways to demonstrate learning/mastery
- 5- School administration is available and responsive

Weaknesses (Faculty)

- 1- Swearing
- 2- Bullying
- 3- Cheating
- 4- Pregnancy
- 5- A school counselor is available when a student needs help

What do the students feel our strong areas are and our weak areas are?

Strengths (Students)

- 1- Access to technology and learning resources
- 2- School activities are offered that meet my interest
- 3- Students are involved in activities

Weaknesses (Students)

- 1- Advisory Time
- 2- Swearing

- 3- My teachers keep me well informed about how I am doing
- 4- Drugs and alcohol
- 5- Allows student input regarding school policies

What, overall, do our stakeholders feel our strong areas are and our weak areas are?

Common Strengths

- 1- Technology
- 2- Positive environment
- 3- Great Administration

Common Weaknesses

- 1- Great place for education? Missing?
- 2- Swearing (ethics)
- 3- Cheating (ethics)
- 4- Bullying (ethics)
- 5- Advisory (Clarify)
- 6- Communication (All stake holder invol

**Westlake High School
Faculty Survey n=57**

Generally, school work challenges students and requires their best effort.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	7	12.3%						
Agree	45	78.9%						
Not Sure	3	5.3%						
Disagree	2	3.5%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

I evaluate students through various types of assignments (portfolios, projects, etc.) not just tests.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	25	43.9%						
Agree	23	40.4%						
Not Sure	5	8.8%						
Disagree	3	5.3%						
Strongly Disagree	1	1.8%						
No Response	0	0.0%						

The classroom instruction and educational programs offered at Westlake High School are of high quality.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	13	22.8%						
Agree	40	70.2%						
Not Sure	4	7.0%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Westlake High School prepares students for higher education.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	9	15.8%						
Agree	37	64.9%						
Not Sure	8	14.0%						
Disagree	3	5.3%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Westlake High School provides education that meets students' learning needs and interests.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	14	24.6%						
Agree	40	70.2%						
Not Sure	2	3.5%						
Disagree	1	1.8%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Westlake High School prepares students to enter the work force.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	7	12.3%						
Agree	39	68.4%						
Not Sure	7	12.3%						
Disagree	3	5.3%						
Strongly Disagree	1	1.8%						
No Response	0	0.0%						

Westlake High School Faculty Survey n=57

Teachers have access to a variety of learning resources that help them succeed in their school work.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	24	42.1%						
Agree	22	38.6%						
Not Sure	9	15.8%						
Disagree	2	3.5%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Students use various resources (not just textbooks) to complete their school work.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	25	43.9%						
Agree	28	49.1%						
Not Sure	2	3.5%						
Disagree	1	1.8%						
Strongly Disagree	1	1.8%						
No Response	0	0.0%						

The facilities at Westlake High School are adequate to support the school's educational programs and activities.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	28	49.1%						
Agree	22	38.6%						
Not Sure	2	3.5%						
Disagree	5	8.8%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Grading policies are administered fairly and consistently at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	15	26.3%						
Agree	29	50.9%						
Not Sure	8	14.0%						
Disagree	5	8.8%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Teachers expect students to do their best and succeed in school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	15	26.3%						
Agree	40	70.2%						
Not Sure	0	0.0%						
Disagree	2	3.5%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Teachers at Westlake High School give students individual help outside of class when needed.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	23	40.4%						
Agree	31	54.4%						
Not Sure	2	3.5%						
Disagree	1	1.8%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

**Westlake High School
Faculty Survey n=57**

Students receive the help they need in selecting courses and planning their education.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	9	15.8%						
Agree	27	47.4%						
Not Sure	18	31.6%						
Disagree	3	5.3%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Students get the help they need in vocational/career planning.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	10	17.5%						
Agree	19	33.3%						
Not Sure	21	36.8%						
Disagree	6	10.5%						
Strongly Disagree	1	1.8%						
No Response	0	0.0%						

A school counselor is available when students need help.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	16	28.1%						
Agree	23	40.4%						
Not Sure	11	19.3%						
Disagree	6	10.5%						
Strongly Disagree	1	1.8%						
No Response	0	0.0%						

The school administration is available and responsive to students' concerns.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	18	31.6%						
Agree	30	52.6%						
Not Sure	8	14.0%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
No Response	1	1.8%						

The school administration is available and responsive to faculty/staff concerns.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	24	42.1%						
Agree	28	49.1%						
Not Sure	3	5.3%						
Disagree	1	1.8%						
Strongly Disagree	1	1.8%						
No Response	0	0.0%						

I am satisfied with the disciplinary procedures used at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	9	15.8%						
Agree	30	52.6%						
Not Sure	9	15.8%						
Disagree	8	14.0%						
Strongly Disagree	1	1.8%						
No Response	0	0.0%						

**Westlake High School
Faculty Survey n=57**

Professional Development at Westlake High School has meaning and helps move the school toward excellence.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	17	29.8%						
Agree	28	49.1%						
Not Sure	9	15.8%						
Disagree	3	5.3%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Westlake High School helps students understand their moral and ethical responsibilities.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	7	12.3%						
Agree	33	57.9%						
Not Sure	12	21.1%						
Disagree	4	7.0%						
Strongly Disagree	1	1.8%						
No Response	0	0.0%						

Teachers and administrators consistently enforce school rules.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	6	10.5%						
Agree	27	47.4%						
Not Sure	8	14.0%						
Disagree	16	28.1%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

I feel safe at school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	27	47.4%						
Agree	25	43.9%						
Not Sure	3	5.3%						
Disagree	1	1.8%						
Strongly Disagree	0	0.0%						
No Response	1	1.8%						

Students, teachers, and administrators at Westlake High School demonstrate racial and ethnic fairness.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	34	59.6%						
Agree	19	33.3%						
Not Sure	4	7.0%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Bullying or relational aggression is not a problem at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	4	7.0%						
Agree	23	40.4%						
Not Sure	19	33.3%						
Disagree	11	19.3%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Westlake High School Faculty Survey n=57

Students do not cheat frequently at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	1	1.8%						
Agree	14	24.6%						
Not Sure	18	31.6%						
Disagree	19	33.3%						
Strongly Disagree	5	8.8%						
No Response	0	0.0%						

There is not a significant problem with substance abuse (e.g. drug or alcohol problems) among the students at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	2	3.5%						
Agree	12	21.1%						
Not Sure	26	45.6%						
Disagree	12	21.1%						
Strongly Disagree	5	8.8%						
No Response	0	0.0%						

Emphasis on athletic programs is appropriate.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	9	15.8%						
Agree	33	57.9%						
Not Sure	6	10.5%						
Disagree	6	10.5%						
Strongly Disagree	2	3.5%						
No Response	1	1.8%						

Morale of students is good.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	5	8.8%						
Agree	44	77.2%						
Not Sure	4	7.0%						
Disagree	3	5.3%						
Strongly Disagree	0	0.0%						
No Response	1	1.8%						

Vandalism is not a serious problem.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	8	14.0%						
Agree	35	61.4%						
Not Sure	8	14.0%						
Disagree	5	8.8%						
Strongly Disagree	1	1.8%						
No Response	0	0.0%						

Students are motivated to do their best work.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	5	8.8%						
Agree	27	47.4%						
Not Sure	17	29.8%						
Disagree	8	14.0%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

**Westlake High School
Faculty Survey n=57**

The Counseling department is efficient with registration, scheduling and class changes.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	12	21.1%						
Agree	22	38.6%						
Not Sure	7	12.3%						
Disagree	13	22.8%						
Strongly Disagree	2	3.5%						
No Response	1	1.8%						

Students receive information on scholarships, colleges and careers.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	9	15.8%						
Agree	28	49.1%						
Not Sure	15	26.3%						
Disagree	3	5.3%						
Strongly Disagree	2	3.5%						
No Response	0	0.0%						

The administration encourages my participation in professional development opportunities.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	27	47.4%						
Agree	23	40.4%						
Not Sure	4	7.0%						
Disagree	1	1.8%						
Strongly Disagree	2	3.5%						
No Response	0	0.0%						

As a teacher at Westlake High School, I have a sense of the common mission of our school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	27	47.4%						
Agree	27	47.4%						
Not Sure	2	3.5%						
Disagree	1	1.8%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

The new attendance policy has decreased absences in the classroom.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	19	33.3%						
Agree	20	35.1%						
Not Sure	12	21.1%						
Disagree	3	5.3%						
Strongly Disagree	2	3.5%						
No Response	1	1.8%						

As a teacher at Westlake High School, I am able to help students before school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	20	35.1%						
Agree	30	52.6%						
Not Sure	4	7.0%						
Disagree	2	3.5%						
Strongly Disagree	0	0.0%						
No Response	1	1.8%						

**Westlake High School
Faculty Survey n=57**

Counselors at Westlake High School are available to assist students with their curricular planning and course selections.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	12	21.1%						
Agree	27	47.4%						
Not Sure	14	24.6%						
Disagree	2	3.5%						
Strongly Disagree	2	3.5%						
No Response	0	0.0%						

Students at WHS are able to see the connection between what they are studying and how it applies to their everyday life.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	3	5.3%						
Agree	33	57.9%						
Not Sure	17	29.8%						
Disagree	4	7.0%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

I provide my students with different ways to demonstrate what they have learned in my class.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	14	24.6%						
Agree	37	64.9%						
Not Sure	5	8.8%						
Disagree	1	1.8%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

As a teacher at Westlake High School, I use a variety of instructional strategies, and learning activities in order to help my students achieve the knowledge and skills they are expected to learn.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	25	43.9%						
Agree	27	47.4%						
Not Sure	4	7.0%						
Disagree	1	1.8%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

Students are involved in the planning of activities in which they participate.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	9	15.8%						
Agree	27	47.4%						
Not Sure	12	21.1%						
Disagree	9	15.8%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

WHS allows for student input regarding school policies.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	8	14.0%						
Agree	15	26.3%						
Not Sure	27	47.4%						
Disagree	5	8.8%						
Strongly Disagree	1	1.8%						
No Response	1	1.8%						

Westlake High School Faculty Survey n=57

WHS provides student leadership opportunities.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	20	35.1%						
Agree	26	45.6%						
Not Sure	8	14.0%						
Disagree	3	5.3%						
Strongly Disagree	0	0.0%						
No Response	0	0.0%						

There is not a significant problem with pregnancies among students at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	3	5.3%						
Agree	16	28.1%						
Not Sure	20	35.1%						
Disagree	11	19.3%						
Strongly Disagree	6	10.5%						
No Response	1	1.8%						

There is not a significant problem with swearing among students at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	0	0.0%						
Agree	11	19.3%						
Not Sure	10	17.5%						
Disagree	22	38.6%						
Strongly Disagree	12	21.1%						
No Response	2	3.5%						

Advisory time at Westlake High School is effective and meets students' needs.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	6	10.5%						
Agree	24	42.1%						
Not Sure	16	28.1%						
Disagree	8	14.0%						
Strongly Disagree	3	5.3%						
No Response	0	0.0%						

Do you incorporate writing as an important part of instruction in your classes?

Response	Frequency	Percent	0	20	40	60	80	100
Yes, Definitely	27	47.4%						
For The Most Part	15	26.3%						
Not Really	13	22.8%						
No, Definitely Not	1	1.8%						
No Response	1	1.8%						

Across subject areas at Westlake High School, is writing used as an important part of instruction?

Response	Frequency	Percent	0	20	40	60	80	100
Yes, Definitely	15	26.3%						
For The Most Part	29	50.9%						
Not Really	12	21.1%						
No, Definitely Not	1	1.8%						
No Response	0	0.0%						

**Westlake High School
Faculty Survey n=57**

Do you feel valued at Westlake High School?

Response	Frequency	Percent	0	20	40	60	80	100
Yes, Definitely	21	36.8%						
For The Most Part	25	43.9%						
Not Really	9	15.8%						
No, Definitely Not	2	3.5%						
No Response	0	0.0%						

Does the Westlake High School Administration help make this a high achieving school?

Response	Frequency	Percent	0	20	40	60	80	100
Yes, Definitely	25	43.9%						
For The Most Part	28	49.1%						
Not Really	4	7.0%						
No, Definitely Not	0	0.0%						
No Response	0	0.0%						

Westlake High School Parent Survey n=311

My student is receiving quality classroom instruction and a high quality education.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	50	16.1%						
Agree	194	62.4%						
Not Sure	40	12.9%						
Disagree	20	6.4%						
Strongly Disagree	5	1.6%						
No Response	2	0.6%						

My student's program at Westlake High School meets their learning needs and interests.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	56	18.0%						
Agree	198	63.7%						
Not Sure	30	9.6%						
Disagree	18	5.8%						
Strongly Disagree	8	2.6%						
No Response	1	0.3%						

Westlake High School is adequately preparing my student(s) for the next level of education and/or work.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	47	15.1%						
Agree	180	57.9%						
Not Sure	41	13.2%						
Disagree	27	8.7%						
Strongly Disagree	11	3.5%						
No Response	5	1.6%						

My student is developing effective writing skills at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	37	11.9%						
Agree	174	55.9%						
Not Sure	61	19.6%						
Disagree	31	10.0%						
Strongly Disagree	7	2.3%						
No Response	1	0.3%						

I feel welcome at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	108	34.7%						
Agree	155	49.8%						
Not Sure	25	8.0%						
Disagree	14	4.5%						
Strongly Disagree	6	1.9%						
No Response	3	1.0%						

Westlake High School keeps me well-informed of my student's performance in school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	93	29.9%						
Agree	149	47.9%						
Not Sure	30	9.6%						
Disagree	31	10.0%						
Strongly Disagree	7	2.3%						
No Response	1	0.3%						

**Westlake High School
Parent Survey n=311**

Grading policies are administered fairly and consistently at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	65	20.9%						
Agree	141	45.3%						
Not Sure	60	19.3%						
Disagree	32	10.3%						
Strongly Disagree	12	3.9%						
No Response	1	0.3%						

I feel teachers are available and willing to meet with me as a parent.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	66	21.2%						
Agree	156	50.2%						
Not Sure	55	17.7%						
Disagree	23	7.4%						
Strongly Disagree	10	3.2%						
No Response	1	0.3%						

My student's teachers expect them to do him/her best and succeed in school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	74	23.8%						
Agree	186	59.8%						
Not Sure	31	10.0%						
Disagree	11	3.5%						
Strongly Disagree	7	2.3%						
No Response	2	0.6%						

Teachers give my student(s) the help he/she needs to complete school work.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	50	16.1%						
Agree	163	52.4%						
Not Sure	57	18.3%						
Disagree	32	10.3%						
Strongly Disagree	8	2.6%						
No Response	1	0.3%						

My student is treated fairly by teachers.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	67	21.5%						
Agree	177	56.9%						
Not Sure	41	13.2%						
Disagree	16	5.1%						
Strongly Disagree	9	2.9%						
No Response	1	0.3%						

My student can get help from a school counselor when needed.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	75	24.1%						
Agree	142	45.7%						
Not Sure	43	13.8%						
Disagree	32	10.3%						
Strongly Disagree	17	5.5%						
No Response	2	0.6%						

Westlake High School Parent Survey n=311

I feel school counselors are available and willing to meet with me as a parent.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	83	26.7%						
Agree	133	42.8%						
Not Sure	49	15.8%						
Disagree	27	8.7%						
Strongly Disagree	19	6.1%						
No Response	0	0.0%						

I am kept informed about school policies, programs, and events.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	55	17.7%						
Agree	170	54.7%						
Not Sure	32	10.3%						
Disagree	36	11.6%						
Strongly Disagree	17	5.5%						
No Response	1	0.3%						

I feel school administrators are available and willing to meet with me as a parent.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	67	21.5%						
Agree	144	46.3%						
Not Sure	71	22.8%						
Disagree	18	5.8%						
Strongly Disagree	8	2.6%						
No Response	3	1.0%						

I am satisfied with the disciplinary procedures used at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	49	15.8%						
Agree	146	46.9%						
Not Sure	79	25.4%						
Disagree	19	6.1%						
Strongly Disagree	17	5.5%						
No Response	1	0.3%						

Westlake High School helps students with special needs to succeed in school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	46	14.8%						
Agree	89	28.6%						
Not Sure	160	51.4%						
Disagree	7	2.3%						
Strongly Disagree	6	1.9%						
No Response	3	1.0%						

School rules and regulations are fair and applied consistently.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	39	12.5%						
Agree	133	42.8%						
Not Sure	89	28.6%						
Disagree	29	9.3%						
Strongly Disagree	17	5.5%						
No Response	4	1.3%						

**Westlake High School
Parent Survey n=311**

There is not a significant problem with substance abuse at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	24	7.7%						
Agree	74	23.8%						
Not Sure	153	49.2%						
Disagree	34	10.9%						
Strongly Disagree	23	7.4%						
No Response	3	1.0%						

Staff and students demonstrate racial and ethnic fairness.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	56	18.0%						
Agree	146	46.9%						
Not Sure	97	31.2%						
Disagree	3	1.0%						
Strongly Disagree	7	2.3%						
No Response	2	0.6%						

My student(s) is able to see the connection between what he/she is studying, and how it applies to his/her everyday life.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	35	11.3%						
Agree	152	48.9%						
Not Sure	82	26.4%						
Disagree	34	10.9%						
Strongly Disagree	6	1.9%						
No Response	2	0.6%						

My student(s) is being adequately prepared at Westlake High School to continue his/her education after high school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	46	14.8%						
Agree	179	57.6%						
Not Sure	48	15.4%						
Disagree	24	7.7%						
Strongly Disagree	11	3.5%						
No Response	3	1.0%						

My student is being adequately prepared at Westlake High School to enter the work force.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	36	11.6%						
Agree	155	49.8%						
Not Sure	80	25.7%						
Disagree	29	9.3%						
Strongly Disagree	8	2.6%						
No Response	3	1.0%						

The educational program offered my student(s) at Westlake High School is of high quality.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	49	15.8%						
Agree	179	57.6%						
Not Sure	46	14.8%						
Disagree	25	8.0%						
Strongly Disagree	8	2.6%						
No Response	4	1.3%						

Westlake High School Parent Survey n=311

Westlake High School is preparing my student(s) adequately to deal with issues and problems he/she will face in the future.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	33	10.6%						
Agree	152	48.9%						
Not Sure	89	28.6%						
Disagree	28	9.0%						
Strongly Disagree	5	1.6%						
No Response	4	1.3%						

Westlake High School provides students access to technology, media centers, libraries, and other resources that help them succeed in learning.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	84	27.0%						
Agree	169	54.3%						
Not Sure	33	10.6%						
Disagree	16	5.1%						
Strongly Disagree	4	1.3%						
No Response	5	1.6%						

Students are able to get assistance with assignments from Westlake High School teachers.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	55	17.7%						
Agree	167	53.7%						
Not Sure	47	15.1%						
Disagree	30	9.6%						
Strongly Disagree	10	3.2%						
No Response	2	0.6%						

My student is able to receive the necessary help he/she needs before and after school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	67	21.5%						
Agree	153	49.2%						
Not Sure	51	16.4%						
Disagree	32	10.3%						
Strongly Disagree	6	1.9%						
No Response	2	0.6%						

Parents understand and support TMT's at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	38	12.2%						
Agree	118	37.9%						
Not Sure	76	24.4%						
Disagree	43	13.8%						
Strongly Disagree	31	10.0%						
No Response	5	1.6%						

Parent-teacher communication is actively promoted at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	43	13.8%						
Agree	151	48.6%						
Not Sure	65	20.9%						
Disagree	38	12.2%						
Strongly Disagree	11	3.5%						
No Response	3	1.0%						

**Westlake High School
Parent Survey n=311**

Parents and teachers of students at Westlake High School communicate regularly.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	28	9.0%						
Agree	118	37.9%						
Not Sure	71	22.8%						
Disagree	73	23.5%						
Strongly Disagree	18	5.8%						
No Response	3	1.0%						

Westlake High School sends adequate reports concerning my student's progress at school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	49	15.8%						
Agree	164	52.7%						
Not Sure	36	11.6%						
Disagree	41	13.2%						
Strongly Disagree	14	4.5%						
No Response	7	2.3%						

For the most part, I am satisfied with Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	72	23.2%						
Agree	180	57.9%						
Not Sure	29	9.3%						
Disagree	17	5.5%						
Strongly Disagree	9	2.9%						
No Response	4	1.3%						

Students are being educated about their moral and ethical obligations at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	35	11.3%						
Agree	115	37.0%						
Not Sure	122	39.2%						
Disagree	22	7.1%						
Strongly Disagree	13	4.2%						
No Response	4	1.3%						

Students are assisted in understanding and getting along with others at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	38	12.2%						
Agree	142	45.7%						
Not Sure	98	31.5%						
Disagree	18	5.8%						
Strongly Disagree	11	3.5%						
No Response	4	1.3%						

I am satisfied with the way my student(s) is/are treated by teachers at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	64	20.6%						
Agree	182	58.5%						
Not Sure	33	10.6%						
Disagree	16	5.1%						
Strongly Disagree	11	3.5%						
No Response	5	1.6%						

**Westlake High School
Parent Survey n=311**

I am satisfied with the way my student(s) is/are treated by administrators at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	68	21.9%						
Agree	179	57.6%						
Not Sure	44	14.1%						
Disagree	7	2.3%						
Strongly Disagree	10	3.2%						
No Response	3	1.0%						

I am satisfied with the way my student(s) is/are treated by counselors at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	83	26.7%						
Agree	155	49.8%						
Not Sure	40	12.9%						
Disagree	15	4.8%						
Strongly Disagree	15	4.8%						
No Response	3	1.0%						

Westlake High School encourages and supports students to prevent dropping out.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	50	16.1%						
Agree	147	47.3%						
Not Sure	94	30.2%						
Disagree	8	2.6%						
Strongly Disagree	8	2.6%						
No Response	4	1.3%						

Westlake High School has established reasonable rules and regulations for student conduct.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	52	16.7%						
Agree	200	64.3%						
Not Sure	34	10.9%						
Disagree	9	2.9%						
Strongly Disagree	12	3.9%						
No Response	4	1.3%						

Westlake High School teachers and administrators fairly and consistently enforce school rules.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	30	9.6%						
Agree	151	48.6%						
Not Sure	77	24.8%						
Disagree	33	10.6%						
Strongly Disagree	16	5.1%						
No Response	4	1.3%						

All students who wish to participate in school activities are included.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	49	15.8%						
Agree	150	48.2%						
Not Sure	77	24.8%						
Disagree	19	6.1%						
Strongly Disagree	10	3.2%						
No Response	6	1.9%						

**Westlake High School
Parent Survey n=311**

The attendance policy at Westlake High School encourages my student(s) to attend class more regularly.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	64	20.6%						
Agree	154	49.5%						
Not Sure	55	17.7%						
Disagree	21	6.8%						
Strongly Disagree	13	4.2%						
No Response	4	1.3%						

Cheating is not a big problem at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	18	5.8%						
Agree	68	21.9%						
Not Sure	185	59.5%						
Disagree	24	7.7%						
Strongly Disagree	12	3.9%						
No Response	4	1.3%						

Westlake High School does not have a problem with bullying or relational aggression.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	17	5.5%						
Agree	68	21.9%						
Not Sure	170	54.7%						
Disagree	35	11.3%						
Strongly Disagree	17	5.5%						
No Response	4	1.3%						

Westlake High School discipline policies are fair.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	40	12.9%						
Agree	168	54.0%						
Not Sure	83	26.7%						
Disagree	10	3.2%						
Strongly Disagree	7	2.3%						
No Response	3	1.0%						

Westlake High School administrators, teachers, and students are sensitive to issues of racial and ethnic fairness.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	39	12.5%						
Agree	140	45.0%						
Not Sure	117	37.6%						
Disagree	7	2.3%						
Strongly Disagree	5	1.6%						
No Response	3	1.0%						

Emphasis on athletic programs is appropriate at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	49	15.8%						
Agree	150	48.2%						
Not Sure	73	23.5%						
Disagree	23	7.4%						
Strongly Disagree	13	4.2%						
No Response	3	1.0%						

**Westlake High School
Parent Survey n=311**

I regularly use the Westlake High School website to keep track of school activities.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	61	19.6%						
Agree	147	47.3%						
Not Sure	23	7.4%						
Disagree	59	19.0%						
Strongly Disagree	16	5.1%						
No Response	5	1.6%						

I regularly use the Skyward site to keep track of my student's grades and attendance, etc.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	111	35.7%						
Agree	130	41.8%						
Not Sure	11	3.5%						
Disagree	39	12.5%						
Strongly Disagree	16	5.1%						
No Response	4	1.3%						

Students are involved in the planning of activities in which they participate.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	36	11.6%						
Agree	107	34.4%						
Not Sure	130	41.8%						
Disagree	25	8.0%						
Strongly Disagree	8	2.6%						
No Response	5	1.6%						

Westlake High School allows for student input regarding school policies.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	21	6.8%						
Agree	65	20.9%						
Not Sure	173	55.6%						
Disagree	34	10.9%						
Strongly Disagree	13	4.2%						
No Response	5	1.6%						

Westlake High School provides student leadership opportunities.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	48	15.4%						
Agree	175	56.3%						
Not Sure	65	20.9%						
Disagree	11	3.5%						
Strongly Disagree	7	2.3%						
No Response	5	1.6%						

There is not a significant problem with pregnancies among students at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	18	5.8%						
Agree	51	16.4%						
Not Sure	160	51.4%						
Disagree	50	16.1%						
Strongly Disagree	25	8.0%						
No Response	7	2.3%						

**Westlake High School
Parent Survey n=311**

There is not a significant problem with swearing among students at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	13	4.2%						
Agree	22	7.1%						
Not Sure	69	22.2%						
Disagree	96	30.9%						
Strongly Disagree	105	33.8%						
No Response	6	1.9%						

Advisory time at Westlake High School is effective and meets student needs.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	19	6.1%						
Agree	102	32.8%						
Not Sure	95	30.5%						
Disagree	49	15.8%						
Strongly Disagree	40	12.9%						
No Response	6	1.9%						

The annual income in my home is

Response	Frequency	Percent	0	20	40	60	80	100
Under 10,000	7	2.3%						
10,500 to 25,000	16	5.1%						
25,500 to 50,000	62	19.9%						
50,000 to 75,000	88	28.3%						
Over 75,000	128	41.2%						
No Response	10	3.2%						

My racial/ethnic origin is

Response	Frequency	Percent	0	20	40	60	80	100
African American	2	0.6%						
Asian	2	0.6%						
Caucasian	267	85.9%						
Hispanic	24	7.7%						
Native American	1	0.3%						
Other	14	4.5%						
No Response	1	0.3%						

Overall, the time my student spends on homework each day is

Response	Frequency	Percent	0	20	40	60	80	100
More than 2 hours per day.	74	23.8%						
Between 1-2 hours per day.	164	52.7%						
Less than 1 hour per day.	72	23.2%						
No Response	1	0.3%						

Westlake High School Student Survey n=811

My school work is challenging and requires my best effort.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	139	17.1%						
Agree	438	54.0%						
Not Sure	118	14.5%						
Disagree	93	11.5%						
Strongly Disagree	18	2.2%						
No Response	5	0.6%						

I am motivated to do my best work in school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	191	23.6%						
Agree	352	43.4%						
Not Sure	149	18.4%						
Disagree	64	7.9%						
Strongly Disagree	52	6.4%						
No Response	3	0.4%						

My teachers evaluate my learning through various types of assignments (portfolios, projects, etc.), not just tests.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	168	20.7%						
Agree	350	43.2%						
Not Sure	160	19.7%						
Disagree	72	8.9%						
Strongly Disagree	57	7.0%						
No Response	4	0.5%						

My education at Westlake High School meets my learning needs and interests.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	147	18.1%						
Agree	361	44.5%						
Not Sure	158	19.5%						
Disagree	78	9.6%						
Strongly Disagree	64	7.9%						
No Response	3	0.4%						

I receive quality classroom instruction at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	142	17.5%						
Agree	424	52.3%						
Not Sure	141	17.4%						
Disagree	50	6.2%						
Strongly Disagree	49	6.0%						
No Response	5	0.6%						

I receive a high quality education at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	152	18.7%						
Agree	399	49.2%						
Not Sure	154	19.0%						
Disagree	55	6.8%						
Strongly Disagree	47	5.8%						
No Response	4	0.5%						

Westlake High School Student Survey n=811

Westlake High School is preparing me to deal with decisions I will face in planning my future.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	140	17.3%						
Agree	303	37.4%						
Not Sure	196	24.2%						
Disagree	92	11.3%						
Strongly Disagree	75	9.2%						
No Response	5	0.6%						

I have access to a variety of learning resources (e.g. technology, media centers) that help me in my school work.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	256	31.6%						
Agree	356	43.9%						
Not Sure	112	13.8%						
Disagree	42	5.2%						
Strongly Disagree	41	5.1%						
No Response	4	0.5%						

School activities are offered that meet my interests.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	254	31.3%						
Agree	285	35.1%						
Not Sure	115	14.2%						
Disagree	102	12.6%						
Strongly Disagree	38	4.7%						
No Response	17	2.1%						

I am involved in school activities (clubs, plays, student government, music, etc.).

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	308	38.0%						
Agree	216	26.6%						
Not Sure	61	7.5%						
Disagree	121	14.9%						
Strongly Disagree	100	12.3%						
No Response	5	0.6%						

The grading and evaluation of my school work is fair.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	121	14.9%						
Agree	365	45.0%						
Not Sure	147	18.1%						
Disagree	95	11.7%						
Strongly Disagree	78	9.6%						
No Response	5	0.6%						

My teachers keep me well-informed of my performance in their classes.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	90	11.1%						
Agree	288	35.5%						
Not Sure	176	21.7%						
Disagree	179	22.1%						
Strongly Disagree	74	9.1%						
No Response	4	0.5%						

Westlake High School Student Survey n=811

My teachers work to help me gain the knowledge and skills taught in their classes.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	126	15.5%						
Agree	407	50.2%						
Not Sure	148	18.2%						
Disagree	71	8.8%						
Strongly Disagree	51	6.3%						
No Response	8	1.0%						

My teachers will give me individual help inside and outside of class time if I need it.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	171	21.1%						
Agree	379	46.7%						
Not Sure	148	18.2%						
Disagree	60	7.4%						
Strongly Disagree	45	5.5%						
No Response	8	1.0%						

I receive the help I need in selecting classes and planning my education.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	139	17.1%						
Agree	322	39.7%						
Not Sure	160	19.7%						
Disagree	102	12.6%						
Strongly Disagree	84	10.4%						
No Response	4	0.5%						

I get the help I need in vocational/career planning.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	96	11.8%						
Agree	243	30.0%						
Not Sure	237	29.2%						
Disagree	132	16.3%						
Strongly Disagree	98	12.1%						
No Response	5	0.6%						

A school counselor is available when I need help with school or personal issues.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	147	18.1%						
Agree	262	32.3%						
Not Sure	163	20.1%						
Disagree	117	14.4%						
Strongly Disagree	114	14.1%						
No Response	8	1.0%						

I feel the school administration is available and responsive to my concerns.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	102	12.6%						
Agree	233	28.7%						
Not Sure	234	28.9%						
Disagree	116	14.3%						
Strongly Disagree	122	15.0%						
No Response	4	0.5%						

Westlake High School Student Survey n=811

I am satisfied with the disciplinary procedures used at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	93	11.5%						
Agree	273	33.7%						
Not Sure	186	22.9%						
Disagree	116	14.3%						
Strongly Disagree	139	17.1%						
No Response	4	0.5%						

I feel safe at school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	204	25.2%						
Agree	372	45.9%						
Not Sure	130	16.0%						
Disagree	41	5.1%						
Strongly Disagree	57	7.0%						
No Response	7	0.9%						

Students, teachers, and administrators demonstrate racial and ethnic fairness.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	285	35.1%						
Agree	313	38.6%						
Not Sure	105	12.9%						
Disagree	38	4.7%						
Strongly Disagree	64	7.9%						
No Response	6	0.7%						

Students do not cheat frequently at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	40	4.9%						
Agree	137	16.9%						
Not Sure	234	28.9%						
Disagree	196	24.2%						
Strongly Disagree	194	23.9%						
No Response	10	1.2%						

There is not a significant problem with substance abuse (e.g. drug or alcohol problems) among students at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	46	5.7%						
Agree	154	19.0%						
Not Sure	273	33.7%						
Disagree	190	23.4%						
Strongly Disagree	139	17.1%						
No Response	9	1.1%						

There is an adult I can go to for help at school if I need it.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	186	22.9%						
Agree	349	43.0%						
Not Sure	161	19.9%						
Disagree	73	9.0%						
Strongly Disagree	32	3.9%						
No Response	10	1.2%						

Westlake High School Student Survey n=811

School spirit is good at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	150	18.5%						
Agree	297	36.6%						
Not Sure	132	16.3%						
Disagree	129	15.9%						
Strongly Disagree	94	11.6%						
No Response	9	1.1%						

School rules and regulations are reasonable.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	120	14.8%						
Agree	333	41.1%						
Not Sure	138	17.0%						
Disagree	113	13.9%						
Strongly Disagree	97	12.0%						
No Response	10	1.2%						

Emphasis on athletic programs is appropriate.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	209	25.8%						
Agree	360	44.4%						
Not Sure	122	15.0%						
Disagree	54	6.7%						
Strongly Disagree	57	7.0%						
No Response	9	1.1%						

Students are motivated to do their best work.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	100	12.3%						
Agree	270	33.3%						
Not Sure	233	28.7%						
Disagree	122	15.0%						
Strongly Disagree	75	9.2%						
No Response	11	1.4%						

Teachers communicate with parents.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	77	9.5%						
Agree	247	30.5%						
Not Sure	261	32.2%						
Disagree	142	17.5%						
Strongly Disagree	73	9.0%						
No Response	11	1.4%						

I am able to obtain the help I need from my teachers before school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	108	13.3%						
Agree	376	46.4%						
Not Sure	176	21.7%						
Disagree	87	10.7%						
Strongly Disagree	54	6.7%						
No Response	10	1.2%						

Westlake High School Student Survey n=811

I understand the TMT and grading procedure.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	239	29.5%						
Agree	360	44.4%						
Not Sure	82	10.1%						
Disagree	49	6.0%						
Strongly Disagree	72	8.9%						
No Response	9	1.1%						

The people in the main office and attendance office care about me as an individual.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	104	12.8%						
Agree	200	24.7%						
Not Sure	234	28.9%						
Disagree	136	16.8%						
Strongly Disagree	127	15.7%						
No Response	10	1.2%						

I feel that I fit in at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	214	26.4%						
Agree	335	41.3%						
Not Sure	137	16.9%						
Disagree	56	6.9%						
Strongly Disagree	59	7.3%						
No Response	10	1.2%						

Westlake High School does not have a problem with bullying.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	91	11.2%						
Agree	225	27.7%						
Not Sure	260	32.1%						
Disagree	136	16.8%						
Strongly Disagree	89	11.0%						
No Response	10	1.2%						

I look forward to school each day.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	61	7.5%						
Agree	229	28.2%						
Not Sure	181	22.3%						
Disagree	173	21.3%						
Strongly Disagree	155	19.1%						
No Response	12	1.5%						

Students are involved in the planning of activities in which they participate.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	88	10.9%						
Agree	283	34.9%						
Not Sure	241	29.7%						
Disagree	103	12.7%						
Strongly Disagree	86	10.6%						
No Response	10	1.2%						

Westlake High School Student Survey n=811

Westlake High School allows for student input regarding school policies.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	48	5.9%						
Agree	168	20.7%						
Not Sure	251	30.9%						
Disagree	171	21.1%						
Strongly Disagree	163	20.1%						
No Response	10	1.2%						

Westlake High School provides student leadership opportunities.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	143	17.6%						
Agree	373	46.0%						
Not Sure	179	22.1%						
Disagree	56	6.9%						
Strongly Disagree	49	6.0%						
No Response	11	1.4%						

There is not a significant problem with pregnancies among students at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	59	7.3%						
Agree	167	20.6%						
Not Sure	237	29.2%						
Disagree	187	23.1%						
Strongly Disagree	150	18.5%						
No Response	11	1.4%						

There is not a significant problem with swearing among students at Westlake High School.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	45	5.5%						
Agree	63	7.8%						
Not Sure	83	10.2%						
Disagree	173	21.3%						
Strongly Disagree	437	53.9%						
No Response	10	1.2%						

Advisory time at Westlake High School is effective and meets students' needs.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Agree	55	6.8%						
Agree	121	14.9%						
Not Sure	124	15.3%						
Disagree	169	20.8%						
Strongly Disagree	333	41.1%						
No Response	9	1.1%						

Do teachers require you to write in order to succeed in your classes?

Response	Frequency	Percent	0	20	40	60	80	100
Yes, Definitely	146	18.0%						
Most Classes	326	40.2%						
Some Classes Yes, Some No	261	32.2%						
Not Really	56	6.9%						
No, Definitely Not	12	1.5%						
No Response	10	1.2%						

Westlake High School Student Survey n=811

Do you get feedback on your school work that helps you learn and improve your performance?

Response	Frequency	Percent	0	20	40	60	80	100
Yes, Definitely	105	12.9%						
For the Most Part	406	50.1%						
Not Really	235	29.0%						
No, Definitely Not	49	6.0%						
No Response	16	2.0%						

Do you feel you are valued at Westlake High School?

Response	Frequency	Percent	0	20	40	60	80	100
Yes, Definitely	183	22.6%						
For the Most Part	313	38.6%						
Not Really	211	26.0%						
No, Definitely Not	83	10.2%						
No Response	21	2.6%						

Overall, the time I spend on homework each day is . . .

Response	Frequency	Percent	0	20	40	60	80	100
More than 2 hours per day.	171	21.1%						
Between 1-2 hours per day.	330	40.7%						
Less than 1 hour per day.	300	37.0%						
No Response	10	1.2%						

I am a

Response	Frequency	Percent	0	20	40	60	80	100
Freshman	50	6.2%						
Sophomore	363	44.8%						
Junior	235	29.0%						
Senior	156	19.2%						
No Response	7	0.9%						

I am a

Response	Frequency	Percent	0	20	40	60	80	100
Male	366	45.1%						
Female	424	52.3%						
No Response	21	2.6%						

I consider myself to be a(n)

Response	Frequency	Percent	0	20	40	60	80	100
American Indian/Alaska Native	12	1.5%						
Asian	22	2.7%						
Black/African American	24	3.0%						
Caucasian/White	602	74.2%						
Hispanic/Latino	56	6.9%						
Native Hawaiian/Pacific Islander	26	3.2%						
Other	62	7.6%						
No Response	7	0.9%						

SCHOOL IMPROVEMENT PLAN 2009/10

- Opening a New High School
 - Dealing with enrollment higher than what was projected
 - Having a Freshman class at Westlake High School
- Students at Westlake High School will earn credit
 - Advisory period set up during the school day to make up credit not earned
 - Daily print out of grades
 - Students not able to participate in extracurricular activities if behind credit
- Thunder Mastery Tests
 - Students developing basic competency (based on State Core)
 - Follows two of our three DRSL's (Filled with Knowledge, Engrained with Skill)

SCHOOL IMPROVEMENT PLAN 2010/11

- Revision Attendance Policy and Advisory from 2009/10 school year
 - Attendance Policy will be similar to other high schools in the district
 - Advisory is built into each class period (last 15 min)
- Unit Mastery Tests
 - Revision of TMTs includes a sliding scale for passing rates
- Analyzing Data from 2009-10 school year
 - CRT scores, AP scores
 - Graduation Rate
- Continued importance on students earning credit
 - Weekly At-Risk Meetings

SCHOOL IMPROVEMENT PLAN 2011/12

- Continued Revision of School Attendance Policy and to generate a baseline of data to use to measure intervention effectiveness

Goal is to increase student participation and responsibility

Encourage advisory time and document how time is being used

- Increase last year's graduation rate (91%) by 1% (92%)

Focus on working with Seniors to earn credit and make up lost credit through credit remediation programs (East Shore, Electronic High School, EHigh (Alpine))

- Increase ranking in District on overall CRT scores (Currently 5th out of 8 schools) by 2 places

- Working with AP Programs and increasing numbers (**2010**, 195 tests taken, 38% pass rate, **2011**, 291 test taken, 48% pass rate) of students taking exams by 10% and pass rates 5%

Provide the needed training and in-service to increase professionalism and student preparedness

Continued awareness of test changes and reviewing areas in curriculum where students tested lower the year before